



STUDENT HANDBOOK 2025-2026

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INTRODUCTION

This Student Handbook provides policies, procedures, and other useful information to students. Academic Requirements: Except by special action of the faculty, students are bound by the academic degree requirements listed in the year of matriculation for their degree program. Each student is solely responsible for being familiar with and abiding by the academic provisions of the Student Handbook in effect at the time of their matriculation. This also includes any updates issued after matriculation. The Student Handbook is an official document, supplementing and superseding the Catalog and other previously published Student Handbook statements of regulations and requirements. The Student Handbook is revised as needed to incorporate current information and the most recent decisions of the faculty, staff, board and administration. The information in the Student Handbook is not to be regarded as creating a binding contract between the student and the School.

2025-2026 ACADEMIC PROGRAMS

2025-2026 Doctor of Ministry (DMin)

DMin General and Academic Policies

All General and Academic Policies, Iliff Resources, Financial Aid Information, and more are found in this Student Handbook and apply to DMin students. As a result, DMin students are strongly encouraged to familiarize themselves with these policies and resources.

DMin Admission Requirements & Procedures

Applicants should be currently embedded in an active ministry setting for at least one year and should have at least three years of total ministry experience.

Applicants should have an accredited Master of Divinity (MDiv) degree. If one does not hold this degree, admissions guidelines follow the Standards set forth by the Association of Theological Schools for DMin admissions:

"Students without an accredited Master of Divinity degree may be admitted, provided the school has publicly stated admissions criteria that address the following six areas and provided the school documents how each applicant meets each of these criteria: (a) the ability to thoughtfully interpret scripture and the theological tradition of one's ministry context, (b) the capacity to understand and adapt one's ministry to the cultural context, (c) a basic self-understanding of one's ministerial identity and vocational calling, (d) a

readiness to engage in ongoing personal and spiritual formation for one's ministry, (e) an accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling, and (f) significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate."

Applicants should have a demonstrated capacity for undertaking independent academic research, as evidenced by prior academic performance and a strong reference from at least one professor from the applicant's masters program.

Applicants should normally have earned a minimum GPA of 3.0 in their masters work. Applicants who do not meet this standard may still apply, and in doing so provide evidence of excellent potential and an explanation of the circumstances of their masters GPA. Applicants will be asked to articulate their interests for a potential DMin Project (see DMin Project Options). Although the project may change and evolve during the course of study, at the point of application students should have a sense of the kind of project they would like to pursue. Students should indicate in the application which concentration within the DMin makes sense as a venue for pursuing their project. Knowledge of particular languages is not required, except as they are necessary for the successful completion of the proposed project.

Applicants will be asked to submit two letters of reference. One should be an academic reference from the applicant's masters program that is able to speak specifically to the applicant's ability to undertake independent academic research. One should be from a ministry colleague who is able to speak to the applicant's experiences in leadership in a ministry context.

DMin Orientation

Orientation for newly matriculating students is held online in coordination with the Advising Center.

DMin Advising

While the DMin Sequence indicates a suggested schedule of courses, students might find themselves deviating from the schedule for different reasons. All decisions about program progress, particular courses, and timing should be discussed with the DMin Advisor and DMin Director (for students in coursework) or the Project Director (for students who have completed coursework).

DMin Course Sequence

Term	Course	Credits	Format
Fall 1	Seminar: DMin Foundations	3	Hybrid
J-Term 1	Library Research Skills	1	Online
Spring 1	Electives (2)	6	Multiple
Summer 1	Electives (1)	1-2	Online
Fall 2	Seminar: Research in Living Religious Communities Elective	3 3	Hybrid
J-Term 2	DMin Project Models	1	Online
Spring 2	DMin Proposal Seminar Elective	3 3	Hybrid
Summer 2	Electives (1)	1-2	Online
Fall 3	Project Writing	2	Online
Spring 3	Project Writing	2	Online

- DMin Seminar in Foundations of Prophetic Leadership. 3 credits. Hybrid intensive.
- Library Research Skills. 1 credit. Online.
- Research in Living Religious Communities 3 credits. Hybrid intensive.
- DMin Project Models. 1 credit. Online.
- Concentration Electives. 9 credits.
- General Electives. 6 credits.
- Proposal Seminar. 3 credits. Hybrid.
- Project Writing. 4 credits (2 credits Term 1; 2 credits Term 2). Online.
- Learning Outcomes Recital Event (LORE). 0 credits.

Full-time status for DMin students is 6 credits. Part-time status is 3 credits.

Required courses are focused largely on the construction of the DMin Project. Ideally, the required course sequences should be followed based on matriculation date;

however, elective courses may be taken at any time, in conversation with the DMin Academic Advisor and Project Director (if applicable). Electives should be courses offered at the 3000 level. Independent Studies with faculty related to one's Project areas are counted as elective courses.

DMin Exceptions

Any request for exceptions to degree program requirements should be completed using the Academic Requirement Petition Form and submitted to the DMin Director(s) who will consider the request in conversation with the Advising Center, Academic Vice-President/Dean, and DMin Handbook. All petitions must be approved by the Dean.

DMin Degree Learning Outcomes

The Student Learning Outcomes for the Doctor of Ministry degree are designed to address the following four areas from the Standards of the Association of Theological Schools: "(a) advanced theological integration that helps graduates effectively engage their cultural context with theological acumen and critical thinking; (b) in-depth contextual competency that gives graduates the ability to identify, frame, and respond to crucial ministry issues; (c) leadership capacity that equips graduates to enhance their effectiveness as ministry leaders in their chosen settings; and (d) personal and spiritual maturity that enables graduates to reinvigorate and deepen their vocational calling."

Iliff's Doctor of Ministry Degree Learning Outcomes related specifically to these areas are as follows:

- Engage in an ethical, substantive, and culturally relevant research process in an area of concentration that is grounded in vocational context.
- Develop theoretical knowledge, analytical skills, and contextual awareness that enables engagement, contribution, and advancement of theory and practice in a selected concentration area.
- Cultivate disciplines and tools necessary for lifelong learning and reflective practice in a vocational context.
- Refine competencies and self-awareness within the contexts of culturally diverse congregations, denominations, and communities of intersectional identities and institutional cultures.

Assessment of these Learning Outcomes is undertaken by the faculty as part of the ongoing and regular assessment of all degree programs.

DMin Concentration Options

Students should work to discern which concentration is the best fit for their goals for the program, and indicate their possible choice as early as the admissions process. By the end of their first semester of coursework, students should formally declare a concentration by submitting the Concentration Declaration Form. Concentrations may be changed using the Concentration Change Form, as long as the student can plausibly demonstrate that any electives already taken are a good fit for the new concentration.

Prophetic Leadership

The Prophetic Leadership concentration prepares learners to create, understand, and assess leadership approaches that invite profound, life-giving change; its focus is on the need for imaginative and faithful leadership in complex institutional and communal contexts. With critical examination of prophetic models found in religious texts and historical movements, this concentration explores the connections between prophetic vision/voice and community-based action. The concentration includes awareness of various justice-seeking approaches to leadership, advocacy, education, and communal care and development. Graduates will develop skills in research and needs assessments in community building, artistic and narrative sources of inspiration of vision and discernment, and other approaches and practices related to this leadership emphasis.

Social Justice and Ethics

This concentration engages learners in a complex interdisciplinary analysis of historical and contemporary social justice struggles and movements. Students will identify and critically evaluate the symbolic systems, power structures, ideologies, values, and religious meanings and practices at play in events and interactions, institutional and social structures, ethical judgments, and living communities, and articulate and enact a vision for increased social justice in these contexts. With a focus on sustainable and community-based practice, the concentration is designed to help people who want to develop an inclusive, collaborative, and justice-based social justice leadership with the cultural capacity and organizational skills necessary for domestic and international religious organizations, diverse non-profit settings, government agencies, educational institutions, the media, and various business and professional contexts.

Religion, Trauma, and Healing

This concentration engages interdisciplinary perspectives on experiences of individual, communal, generational, and historical trauma, including theological, historical, psychological, cultural, and literary approaches. Understanding the structural forces, power dynamics, colonizing practices, ideological and religious beliefs, epidemiological

and ecological crises, and psychological factors contributing to traumatic experience will help students recognize, understand, and support/accompany persons and communities who have experienced trauma. Religious trauma, particularly related to expressions of gender and sexuality rejected by some religious communities, will be a particular focus. The wisdom of historical and contemporary survivors of trauma as well as insight from interdisciplinary research will inform constructive practices of lament, recognition, reparation, and healing.

Embodied Spirituality

This concentration prepares learners to understand and assess the spiritual dimensions of life in its many embodied forms. With particular attention to both historic and contemporary contextualized understandings of spirituality, this concentration explores the intersections of spiritual life with communities of racial and cultural identity, ritual and meditative practices, material culture, sexuality, and the natural world. Critical perspectives of spirituality can be a source of resistance in situations of oppression, of communal strength in times of change, and individual grounding in times of struggle. Skills in teaching spiritual practices, leading rituals, and companioning the spiritual life will allow graduates to engage in a variety of consultative, reflective, and leadership practices related to embodied spirituality.

Forms - Concentration

- [Concentration Declaration Form_Semester](#)
- [Concentration Change Form_Semester](#)

DMin Project

DMin Proposal Seminar

The DMin Project Proposal Seminar should normally be taken in the spring of the second year. The Seminar is designed as a synthesizing experience, aiming to help students articulate a project and gather resources to complete it.

As part of the Proposal Seminar, students should begin forming their Project Committee and identify a Project Director, if they have not already done so.

DMin Project Timeline and Registration

Generally, the DMin Proposal Conversation and Formal Approval should occur only after the student has completed the 26 credits of coursework. Students must register for the course titled "DMin Project Writing" (2 credits) each semester until they successfully complete the Project Presentation, Culminating Conversation, and Approval.

The DMin Project should normally be completed and defended within six years after the beginning of coursework. In extraordinary circumstances, students may petition for a one-year extension after six years, but under no circumstances may a Project be completed after the seventh year. Any petitions for extensions must be approved by the student's Project Director, DMin Program Director, and the Academic Dean and will be contingent on the ability of the student to continue to make progress toward the completion of the Project.

DMin Project Proposal General Guidelines

All DMin students will prepare for their summative project by crafting a proposal. The processes that result in this proposal, and the proposal itself, are designed to help students gather the resources to successfully complete their projects. These resources include knowledge from courses taken, research methods and ethical considerations, project refinement, and faculty buy-in. The DMin Project Proposal is created during the DMin Proposal Seminar course, finalized further in conversation with the Project Director, and should be approximately ten pages in length. The Project Proposal should include:

- *Framing of the Project*, simply outlining the problem/research question the Project will investigate and the way the Project will address the problem/research question;
- *Importance of the Project*, describing the ways the project is connected to the student's own work and the work of others in similar contexts and circumstances, and what the project will add to the discourses and practices in those communities;
- *Proposed Project Model and Methodology*, outlining the research the student will undertake, including any IRB considerations if research with human subjects will be undertaken;
- *Theoretical Framing*, including key theoretical conversation partners, the project will engage and the kinds of prior work that have been done with similar questions;
- *Scope*, specifying what the project will and will not consider, and limiting the nature of any conclusions of the project;
- *Bibliography*, for the proposal and key theoretical conversation partners
- *Appendices*, including an approved IRB request if appropriate.

DMin Proposal Conversation & Formal Approval

Following the completion of all coursework (including the Proposal Seminar) and selection of a Project Director and Committee, the student should work with the Project Director to submit a finalized proposal and then to schedule a conversation about the proposed project. This conversation should include all members of the committee, and it

should center on the written proposal created during the Proposal Seminar and refined thereafter. This conversation should normally be a 1.5-hours event open to other faculty and students within the program. During this time, the proposed project is presented; and one of the following decisions is made by the Project Director and Committee on the Proposal: 1) Approval without revisions, 2) Approval with revisions (with a due date for revisions), or 3) Resubmit Proposal (with a due date for resubmission). At the conclusion of this conversation, the Project Director, Project Committee members, and the student must complete and sign the Proposal Approval Form and return it to the Program Coordinator.

If a student must resubmit the Proposal, they are allowed to do so only once. If the Committee does not approve the Proposal during the second conversation, the student will not be allowed to move forward in the program.

DMin Project Director & Committee

By the conclusion of the Proposal Seminar, each student should have identified a member of the Iliff faculty to serve as Director of their DMin Project and two additional persons to serve on the committee, and have completed the DMin Project Committee Form and returned it to the DMin Director(s).

In choosing a Project Director, students should consider the proposed direction of their project and the academic expertise of the faculty member, ensuring that the Director will have the appropriate background to be able to direct the project in meaningful ways. Depending on the number of projects a particular faculty member is currently advising, students might not be able to work with their preferred faculty member. In that circumstance, the DMin Director(s) will work with the student to find a suitable alternative from within the Iliff faculty. As much as possible, this problem will be addressed at the admissions stage, with limits placed on the number of students admitted who want to work with any particular member of the faculty. Any proposed Project Director other than a full-time Iliff faculty member will not be approved.

In addition to a Project Director, each student should identify two other persons to serve on the Project Committee. One of these people should be a second member of the Iliff faculty, and the other should be a practitioner in the field in which the project is centered. For example, a project about congregational life might have a parish minister as the practitioner of the committee, or a project about not-for-profit organizations might have an activist or non-profit executive on the committee. The practitioner should have appropriate qualifications for serving on such a committee. A masters degree is required, and a doctoral degree is preferred. Additionally, the practitioner should have specific expertise and/or experience that will contribute to the project.

DMin Scope of Projects & Project Options

The DMin Project should normally be about 75 pages in length exclusive of appendices, and no longer than 100 pages in length (double-spaced in Times New Roman font). The project should represent a reflective engagement with one of the DMin Project Options.

DMin Projects will vary from student to student, but all projects will typically share these characteristics:

- Grounded in the practice of ministry, contextually defined;
- Rooted in the study of religion and culture, and attentive to complex analysis of religious, cultural, and material realities;
- Concerned with the nature and function of leadership;
- Attentive to complex analysis of context, including religious, cultural, and material realities at play; and
- Reflective of contemporary, responsible scholarship in the student's field(s) of study.

The DMin Project is a significant project that furthers the student's own professional work and is informative for others undertaking the same kind of work. It should be grounded in prior published research and inquiry, and designed to address constructively a particular problem or challenge.

Many approaches to the final project are possible. Any that involve research with human subjects or communities require Institutional Review Board (IRB) permission. Here are some approaches that could work well:

1. Development and Evaluation of a Contextually-Based Program, Process, or Resource
 - a. Articulation of a contextualized problem with current praxis in an area of ministry in which you are focused.
 - b. Contextual analysis of that problem with special attention to how it came to be, why it continues, and how it reflects the current interests and values of its participants.
 - c. Review of relevant literature to understand the nature of the problem and why it is happening in this context in this particular way.
 - d. In response, develop a program, process, series of resources, in-service trainings, curricular materials, educational podcasts, worship services, or retreat sessions for those who are impacted by this problem in praxis.
 - e. Pilot what you have developed, evaluate its impact on participants through a coherent research design and data collection process, and document learnings brought about by the evaluation.
2. Development of a Contextually-Based Performance Ethnography or Collaborative

Artistic Production (theater, storytelling, spoken word, music, dance, filmmaking)

- a. Identify a problem that a specific community is struggling with in consultation with members of that community.
 - b. Engage in participant observation or focus groups, or other forms of data-gathering, to understand in-depth what is happening in relation to the problem.
 - c. Review relevant literature and existing research regarding the particular problem.
 - d. Drawing on the data and literature review, design and implement a process to collaboratively create and produce an artistic production that communicates the problem and potential constructive responses to it to a relevant audience.
 - e. Engage in assessment/analysis of the reception of the event, identifying any potential changes it may have generated.
 - f. Reflect on the process of collaborative art production and what learnings it might suggest to other contexts struggling with similar problems.
3. Consulting on a Strategic Visioning Project
 - a. Work with an organization/congregation for which you are not the current leader in which you design a process that allows that entity to address a significant presenting problem that the organization/congregation hopes to address.
 - b. Engage in significant contextual analysis and data gathering to determine what is happening currently with regards to the presenting problem.
 - c. Review of literature relevant to the problem, including engagement with stakeholders of the organization to help them learn from the literature to gain perspective on their own situation.
 - d. Engagement with core values and mission of the organization to help imagine how to better live into those values in relation to the current presenting situation.
 - e. Help the organization develop a plan for short-term and long-term initiatives to address the presenting problem and live more fully into their core values and mission.
 - f. An analysis of what problems will remain or are likely to arise once the strategic plan is implemented along with what the learnings from this specific context might offer to other organizations/congregations.
 4. Work with an Organization to Design a Public Campaign for Education/Financial Support/Call to Action
 - a. Work with an organization/congregation for which you are not the current leader in which you design a process that allows that entity to shape a significant public campaign related to an issue that the organization/congregation hopes to address.

- b. Engage in significant contextual analysis and data gathering to determine the current understandings related to the public campaign and beneficial ways to shape the communication in light of the organization's goals, core values, and mission.
 - c. Review of literature relevant to the problem, including engagement with stakeholders of the organization to help them learn from the literature to gain perspective on their own situation.
 - d. Design and implement a public campaign that addresses the goals of the organization for educational outreach, increased financial support, or responsiveness from volunteers, including assessment of its impact.
 - e. Engage in analysis of what was learned in the process of creating the campaign along with what the learnings from this specific context might offer to other organizations/congregations.
5. Generalized Practical Theology Project
- a. Identify a theological problem or question that is relevant to a context of ministry that you know well. Describe the context's current practice in relation to the problem with complex attention to how it is experienced by a range of people within the context.
 - b. Engage in analysis of why the current situation has come to be. What are the material realities, histories, ideologies, interests, and ongoing values that keep the problem from being resolved
 - c. What ought to be going on? Identify a normative vision in language appropriate to the community that draws on creative and critical engagement with theological and/or wisdom literatures that are authoritative to the community in which the problem is occurring.
 - d. How might the community shift its own practice to better embody their shared vision for flourishing with regards to this problem? Articulate a pragmatic plan/solution/tools that holds promise for actualizing the normative vision through renewed or changed practice.
 - e. Conclude with attention to how this response might have implications for other related contexts.

DMin Research with Human Subjects and Institutional Review Board (IRB) Approval

DMin Research with Human Subjects and Institutional Review Board (IRB) Approval

DMin projects will normally not require IRB approval. During coursework and while crafting the proposal, students should remain attentive to ways to structure their projects so that IRB approval would not be necessary. Students completing projects that necessarily involve research with human subjects are required to obtain Institutional Review Board (IRB) approval prior to beginning such research, in order to ensure the

protection of these subjects. The IRB application usually is submitted close to, or directly after, the proposal is approved by the Project Director and Committee. Additional information in this regard is shared with students in the ILF 5021 Research in Living Religious Communities and ILF 5025 Proposal Seminar courses.

IRB Program and Training Options

Students matriculating in 2025-2026 have two options for IRB.

First, students may use the IRB application, review, and approval process administered by the University of Denver. The cost of using the University of Denver's process is \$850 and must be borne by the student. Students who choose the University of Denver's process must also undergo the CITI Program online training, at a cost determined by the University of Denver.

Second, students may seek out other IRB application, review, and approval processes with the written approval of the DMin Program Director(s). These can be through major nationwide vendors like Pearl IRB (www.pearlirb.com), at a cost determined by the vendor and borne by the student. Alternatively, if the student has an affiliation with an institution (e.g. a university or hospital) with an IRB program and has access by virtue of their association with the institution, the student may use that process at a cost negotiated with the providing institution.

Submission and Approval of the Institutional Review Board (IRB) Application and/or Results

Final projects and theses involving research with human subjects must be approved through the IRB before such research can begin, and documentation of successful approval submitted to the DMin Director(s). For additional questions, contact the DMin Director(s).

DMin Project Style & Citation Guidelines

All projects must adhere to an updated standard citation format such as APA, MLA, or Chicago. In cases where disciplinary specificity is needed, particular versions of these (such as the SBL Style, which is a version of Chicago) may be used. In every case, citation must be consistent and appropriate to the project, and decisions about citation should be made in consultation with the Project Director.

DMin Project Submission Deadline & Procedures

The project should be submitted to the Project Director by the seventh week of the semester in which the student plans to complete the project. For example, a student

wishing to graduate in the May commencement ceremony should have a completed project to their Project Director by the seventh week of the spring semester. Depending on the Project Director's workload, the Project Director may request the completed project earlier.

After the student submits the completed project to the Project Director, the Project Director should by the tenth week of the semester notify the student whether the Project is, in its present form, ready for a culminating conversation with the full Project Committee. If it is, then the student and the Project Director will work to schedule a Project Presentation and Culminating Conversation, which should happen no later than the twelfth week of the semester.

DMin Project Presentation, Culminating Conversation, and Approval

The Project presentation is the culminating experience of the DMin degree. It includes two parts:

- A public presentation of the results of the research lasting about 1.5 hours;
- A final culminating conversation with the Project Committee that is devoted to assessing the success of the project in terms of its own articulated research goals (as presented in the Project Proposal) and the standards of the DMin Degree Program, lasting between 1.5 - 2 hours.

The culminating conversation with the Project Committee should be scheduled with the Project Director, and the time, date, and location announced at least two weeks ahead of time by the DMin Program Coordinator. The culminating conversation is open to other Iliff faculty and DMin students, but responsibility for final approval lies solely with the Project Committee.

During the culminating conversation, one of the following decisions is made by the Project Director and Committee on the DMin Project: 1) Approval without revisions, 2) Approval with revisions (with a due date for revisions), or 3) Resubmit Project (with a due date for resubmission). At the conclusion of the presentation, culminating conversation, and project approval, the Project Director, Project Committee members, and the student must complete and sign the Project Approval Form and return it to the DMin Director(s).

DMin Final Submission of Approved Project

Following final approval by the Project Committee, a final copy reflecting all revisions and committee signatures on the Evaluation Form must be submitted to the Registrar by

the end of week 13 of the semester in which the student plans to graduate. To ensure consistency in format, all approved projects must be:

- Submitted in PDF format, complete with 100-word abstract, appendices, tables, bibliography, images, indices, and text in a single document; and
- Formatted in 12-point, Times New Roman font with 1-inch margins.

Students must also submit their approved projects to ProQuest for international database cataloging. Students will need to create an account in Proquest and submit the completed project according to their instructions. Once a student submits their completed project, they must email library@iliff.edu so that the submission can be approved.

- [Link for ProQuest account creation and project submission](#)
- [Link to general FAQ](#)
- [Link to submitting a thesis FAQ](#)

Forms - DMin Project

- [DMin Project Committee Form](#)
- [DMin Proposal Results Form](#)
- [DMin Project Results Form](#)

DMin Program Administration and Assessment

The Doctor of Ministry in Prophetic Leadership is administered by the Program Director.

As part of Iliff's accreditation requirements, the institution must collect data to demonstrate that what it sets out to teach students at the beginning of the program has some relationship to what students know and are able to do at the end. Iliff uses this data to refine how and what the school teaches and to improve the Iliff educational experience for students to come. All degree students are required to participate in the Learning Goals Recital Event (LORE) to accomplish this.

Learning Goals Recital Event (LORE): DMin students register for and attend a one session, zero credit course. This synchronous session must be completed on campus or virtually during the final semester of enrollment in the degree. Students will work together on real world problems to demonstrate skills learned in their degree and concentration. The date and time for LORE is part of the course schedule for each semester.

2025-2026 Master of Arts (MA)

Class attendance and class participation is required for all on-campus, hi-flex, hybrid, and online courses. For definition of these terms see [2025-2026 Course Delivery Formats](#) and [Attendance and Special Days](#).

**Please note, many of Iliff's required courses are only available in Hybrid format, which requires travel to Denver during week 5 of the semester for participation in Gathering Days intensives.*

The Master of Arts degree prepares students academically and personally in one of three areas of concentration: Embodied Spirituality; Religion, Trauma, and Healing; or Social Justice and Ethics. Student engagement with the concentrations structures their degree, rather than the traditional disciplines structuring their degree. The final research project encourages each student to integrate their learning in the degree with their own purposes for engaging the degree.

Students may engage this degree in order to further graduate education at the doctoral level, in order to add an understanding of how religion may function in another field in which they already have expertise (such as community organizing, writing/journalism, health care, education, politics, non-profit leadership), and for personal enrichment. The MA builds skills towards being a critically competent, self-reflexive, and constructive public voice in the interdisciplinary understanding of religion and theology, useful in a variety of institutional and vocational settings as determined by the individual student.

MA Degree Concentration Options

Students should declare their concentration by the end of their first semester - [Concentration Declaration Form_Semester](#).

Embodied Spirituality

This concentration prepares learners to understand and assess the spiritual dimensions of life in its many embodied forms. With particular attention to both historic and contemporary contextualized understandings of spirituality, this concentration explores the intersections of spiritual life with communities of racial and cultural identity, ritual and meditative practices, material culture, sexuality, and the natural world. Critical perspectives of spirituality can be a source of resistance in situations of oppression, of communal strength in times of change, and individual grounding in times of struggle. Skills in teaching spiritual practices, leading rituals, and companioning the spiritual life will allow graduates to engage in a variety of consultative, reflective, and leadership practices related to embodied spirituality.

Religion, Trauma, and Healing

This concentration engages interdisciplinary perspectives on experiences of individual, communal, generational, and historical trauma, including theological, historical, psychological, cultural, and literary approaches. Understanding the structural forces, power dynamics, colonizing practices, ideological and religious beliefs, epidemiological and ecological crises, and psychological factors contributing to traumatic experience will help students recognize, understand, and support/accompany persons and communities who have experienced trauma. Religious trauma, particularly related to expressions of gender and sexuality rejected by some religious communities, will be a particular focus. The wisdom of historical and contemporary survivors of trauma as well as insight from interdisciplinary research will inform constructive practices of lament, recognition, reparation, and healing.

Social Justice and Ethics

This concentration engages learners in a complex interdisciplinary analysis of historical and contemporary social justice struggles and movements. Students will identify and critically evaluate the symbolic systems, power structures, ideologies, values, and religious meanings and practices at play in events and interactions, institutional and social structures, ethical judgments, and living communities, and articulate and enact a vision for increased social justice in these contexts. With a focus on sustainable and community-based practice, the concentration is designed to help people who want to develop an inclusive, collaborative, and justice-based social justice leadership with the cultural capacity and organizational skills necessary for domestic and international religious organizations, diverse non-profit settings, government agencies, educational institutions, the media, and various business and professional contexts.

Degree Requirements

To graduate, students must meet the requirements as specified in the Student Handbook for their year of matriculation. At least 36 semester credits with a cumulative grade point average of 2.25 or better are required for the MA degree. All required courses below must be completed with a letter grade of C or better (or with a Pass, when no letter grade is offered).

MA - 36 Credits Total or 12 3-credit courses

- Identity, Power, Difference in Community - 3 credits
- First-Year Writing and Research Seminar (Course Title Varies by Topic) - 3 credits
- Three core distribution requirements, one from each of the three categories listed below - 9 credits

- Three concentration distribution requirements in their declared concentration - 9 credits
- Three Electives 9 credits
- Final Research Project- 3 credits

Core Distribution Requirements

- A course focused on historical content from before the 18th century and its implications for today - 3 credits
- A course primarily focused on a religious tradition not your own - 3 credits
- A course focused on multiple strategies for close reading and interpretation of a text or small coherent body of literature - 3 credits

Courses must be approved by the Curriculum as meeting the degree learning objectives related to the core distribution and/or concentration requirements in order to be listed in the schedule and Jenzabar as meeting that requirement. While single courses may be listed as meeting more than one core or concentration requirement, one course can not fulfill more than one degree requirement for a particular student.

MA Final Research Project (3 credits). Students who do not complete their project within the registered semester will be charged a fee of \$100 every semester thereafter until they complete their project.

Total for Master of Arts: 36 credits

Length of Study

Students who average 24 semester credits a year (12) credits each semester of the academic year) will complete the course work for the MA degree in a year and a half (18 months). Students may, however, elect to complete their course work over a longer period of time. Federal student loan rules say 6 semester credits is full time at the graduate level.

The MA does not have a residency requirement. All requirements for the degree must be completed within seven calendar years from the date of the first course taken in the program.

Outcomes Assessment Process

As part of Iliff's accreditation requirements, the institution must collect data to demonstrate that what it sets out to teach students at the beginning of the program has some relationship to what students know and are able to do at the end. Iliff uses this data to refine how and what the school teaches and to improve the Iliff educational

experience for students to come. All degree students are required to participate in the Learning Goals Recital Event (LORE) to accomplish this.

Learning Goals Recital Event (LORE): MA students register for and attend a one session, zero credit course. This synchronous session must be completed on campus or virtually during the final semester of enrollment in the degree. Students will work together on real world problems to demonstrate skills learned in their degree and concentration. The date and time for LORE is part of the course schedule for each semester.

Guidelines For The Preparation Of A Final Research Project

The MA final research project is an opportunity for the student to demonstrate integration of their learning related to their concentration through the completion of research and communication of knowledge related to a particular area of interest to them and helpful to their vocational trajectory. While the learning and research must be polished into a single final project, the genre of the project may vary based on student learning goals and vocational plans post-graduation. The final project should demonstrate significant research and engagement with rigorous academic resources within the bounds of their concentration, moving beyond texts engaged in prior coursework to explore an area of particular focus and concern.

Some forms the final project might take:

- thesis-driven academic article of approximately 5000 words suitable for an academic journal or as a chapter in a multi-author collection related to your topic
- ten-minute one-act play, poetry collection, art installation, short film, brief concept album/song cycle with a shorter (1000+ words) interpretative document linking the artistic creation to the learnings from the student's research process
- a footnoted white paper or informational document providing background, description, and analysis of a significant and complex issue concluding with a suggested intervention, policy proposal, or eliciting the support of collaborators for a movement or project within a particular setting (body of 3500 words, with an additional 1000-1500 words in the footnotes). This option might require consultation/feedback from a community member related to that particular setting as a step in the project.
- a 10-15 minute Ted Talk-style lecture with appropriate background slides/visuals, that includes footnoted transcript (2000+ words) and analysis of feedback from audience members about their learning when it was presented in a public setting
- a fully-produced long-form radio segment (12-15) minutes with an annotated listener's guide of 1000-1500 words linking the segment to relevant research (not just an "interview with an expert" but an integration of sound clips, interpretive

narrative, background music, and other elements appropriate for the genre designed for an educational/entertainment outlet such as RadioLab)

- a creative non-fiction essay of approximately 3500 words suitable for an existing media outlet (identified by the student) that is both informative and constructed with elements appropriate to the genre, an additional 1000-1500 word process paper which outlines the decisions made in creating the piece and explains how they serve communication of the knowledge gained through the student's research

Instructor of the MA Final Project or Capstone Course

The instructor of the course is the primary director and reader of all final research projects for any MA students registered to finish their degree program in a given term. Students will register for a 3 credit course that creates a space for them to complete their final research project in a cohort setting. The instructor creates a process for them to move through the process of designing, completing, and sharing their final research project in consultation with a reader who has content expertise related to the topic of that final project. This process should include key elements demonstrating research and reflection, regardless of the form the final project will take. These elements include:

- An annotated bibliography of at least twenty peer-reviewed works, describing their usefulness to the project;
- A 500-word reflection on the initial Gathering Days conversation with the second faculty reader (see below);
- An argument of about 500 words, due early in the course, for the form the final project will take, and the suitability of that form.

The instructor of the course cannot serve as the second reader for the project, even if the content of the project is in the area of their primary expertise. The instructor helps students identify their area of interest, choose a form for their project, identify a second reader, engage in research for theoretical conversation partners and critical resources, acts as primary writing/creative coach during project construction phase, provides feedback at each major stage, serves as MC for an event to share research (either at honors convocation or commencement), and determines if the project and the course is a pass/fail effort. The instructor may also choose 1-2 projects to receive an award for "outstanding MA research." Should enrollment in the program rise significantly, enrollment in this course should not exceed 14 students due to the intensive nature of the faculty role.

Faculty Second Readers for Content Expertise

The second reader engages MA students at two key moments in the course:

- During Gathering Days, in a conversation with the student (either one-on-one, or, in cases where a faculty member is serving as second reader for more than one student, in a small group setting). This conversation takes place at a meal gathering on the Iliff campus, to which all MA students and faculty readers are invited. This is an opportunity for students to pitch their ideas and their research so far, and to hear feedback from faculty about the shape and scope of the project, including potential bibliography and methodology.
- In the 12th week of the quarter, when the first full draft is due to the first reader, the second reader will review the work and offer final feedback and suggestions to both the first reader and the student.

Grading/Assessment

The project (and the course) will be graded on a contract for completion model, with narrative feedback from the instructor in combination with peer and self- assessment. The course and final projects will normatively be given a complete/incomplete grade, unless the student contracts for a letter grade assessment model. The instructor may also choose 1-2 projects to receive an award for “outstanding MA research” that would be noted at honors convocation and/or commencement.

Elements necessary for passing/completion would include: initial topic/method/format document, annotated bibliography of research for key resources/theoretical conversation partners, completed full draft, revised and polished final version, completion of three consultations with the second reader at the appropriate timing, participation in peer-assessment in a timely fashion, and public presentation of the final project in an appropriate venue (normally this is a course event, but it could have alternatives).

MA Degree Learning Outcomes

- Demonstrate knowledge of religious traditions as historically-situated movements that interact and change in relationship to their surrounding cultures and subcultures over time, resulting in various expressions located within and influenced by social structures and institutions, historical events, ideologies, ethnicity, gender, sexuality, cultural worldviews, and practices. This includes, but is not limited to, assumed identities versus those presented/lived into (e.g., humanity and non-being).

- Demonstrate an informed understanding of religious and theological texts as historically-situated and contextually-specific; utilize various methodologies for responsible interpretation of these texts for diverse contemporary audiences and within communities that hold those texts as sacred/authoritative.
- Demonstrate basic awareness of the distinctive histories, teachings/belief systems, and contextualized practices of at least two religious traditions and an emerging capacity to engage in comparative analysis between those traditions around a particular topic.
- Identify and critically evaluate the symbolic systems, power structures, ideologies, values, and religious meanings and practices at play in events and interactions, institutional structures, ethical judgments, and communal/cultural practices.
- Demonstrate knowledge of the importance of their own intersectional social locations, assumed and presented/lived into identities, and cultural and religious backgrounds for self-reflexivity, social and spiritual empathy, healthy boundaries, and respect for alterity in their professional roles.
- Develop strategies for lifelong learning, formation, and self-care that draw upon critical thinking and formation in religious and theological studies.
- Formulate a viable research question that puts the student into conversation with historic and contemporary thinkers in religious and theological studies that fosters transformative constructive possibilities in their area of concentration.
- Organize their response to a research question, both in written and oral format, in such a way as to establish themselves as a competent public voice grounded in the interdisciplinary studies of religion and theology.

Additional MA Learning Outcomes by Concentration

Embodied Spirituality

- Demonstrate a complex interdisciplinary understanding of the role of embodiment in spiritual practice/spiritual expression and assess its life-giving, life-limiting, and abusive expressions in at least two distinct religious communities or traditions.
- Engage in contextual analysis of contemporary spiritual practice that demonstrates knowledge of spirituality as historically-situated practice and understanding that interacted and changed in relationship to surrounding cultures and subcultures over time, resulting in various expressions located within and influenced by social structures and institutions, historical events, and ethnic and cultural ideologies.
- Construct and articulate a contextually-grounded, self-reflexive, non-appropriative, and culturally-responsive understanding of embodied

spirituality that collaborates with diverse historical and contemporary interlocutors.

- Identify religious and theological resources, communal and individual practices, and strategies that inform praxis towards intersectional spiritual formation, caregiving, leadership, or accompaniment in specific contexts, communities, and/or institutional settings.

Religion, Trauma, and Healing

- Demonstrate a complex interdisciplinary understanding of human experiences of trauma with depth of knowledge in relation to at least two particular expressions (e.g. generational, historical, religious, psychological, etc.)
- Engage in contextual analysis of religious responses to trauma that demonstrate awareness of religion as historically-situated practice and understanding that interacted and changed in relationship to surrounding cultures and subcultures over time, resulting in various expressions located within and influenced by social structures and institutions, historical events, ideologies, and ethnic and cultural worldviews.
- Demonstrate knowledge of the inherited wisdom for survival and flourishing of communities of resistance and individual survivors of trauma in conversation with diverse historical and contemporary interlocutors, and articulate one's own self-reflexive, contextually-grounded, and culturally-attentive vision for religious response to trauma.
- Identify religious and theological resources, communal and individual practices, and organizing strategies that enable trauma-informed praxis towards lament, recognition, reparation, healing, and support as an informed interdisciplinary response to trauma in specific contexts, communities, and/or institutional settings.

Social Justice and Ethics

- Demonstrate a complex interdisciplinary understanding of historical and contemporary social justice issues, strategies, technologies, and movements, particularly as they draw upon religious and spiritual values, beliefs, and practice to seek justice.
- Engage in contextual analysis of contemporary social justice struggles that demonstrates attention to historical, ideological, political, cultural, racial, gender, economic, religious and other contributing factors that constitute that struggle.
- Construct and articulate a contextually-grounded, self-reflexive, and culturally-attentive understanding of social justice that draws on conversation with diverse historical and contemporary theoretical interlocutors.

- Identify and employ different ethical frameworks and methodologies employed by individuals, organizations, and communities when determining which praxis to engage.
- Identify religious and theological resources, communal and individual practices, and organizing strategies that inform praxis and public leadership towards increased social justice in specific contexts, communities, institutions, and/or policies.

Forms - MA

- [Concentration Declaration Form_Semester](#)

2025-2026 Master of Divinity (MDiv)

The Master of Divinity (MDIV) prepares students for effective and collaborative leadership through rigorous academics, cultural and ethical analysis, spiritual formation, and practical experience. This graduate professional education will strengthen, broaden, and deepen the existing capacity to lead, serve, and inspire in the challenging religious and community settings students experience during their lifelong vocational journey. MDiv graduates are well-equipped for careers in nonprofits, religious leadership, and hospital or military chaplaincy.

Class attendance and class participation is required for all on-campus, hi-flex, hybrid, and online courses. For definition of these terms see [2025-2026 Course Delivery Formats](#) and [Attendance and Special Days](#).

**Please note, many of Iliff's required courses are only available in Hybrid format, which requires travel to Denver during week 5 of the semester for participation in Gathering Days intensives.*

MDiv Degree Concentration Options

Students should declare their concentration by the end of their first semester. [Concentration Declaration Form_Semester](#)

Professional Ministries in Context (MDiv only)

This degree concentration is designed to help people enhance and develop inclusive and justice-oriented ministries in the 21st century responsive to particular contexts and communities. Drawing on Iliff's historic heritage in the United Methodist tradition and on the heritage of other religious, spiritual, and non-religious traditions, this degree is designed for people pursuing ordained, board-certified, and/or endorsed ministries in

congregational, chaplaincy, and religious non-profit contexts. Students will learn a comprehensive range of responsibilities, skills and capacities – intellectual and affective, individual and corporate, ecclesial and public – that inform and support a life of prophetic religious and spiritual leadership.

Embodied Spirituality

This concentration prepares learners to understand and assess the spiritual dimensions of life in its many embodied forms. With particular attention to both historic and contemporary contextualized understandings of spirituality, this concentration explores the intersections of spiritual life with communities of racial and cultural identity, ritual and meditative practices, material culture, sexuality, and the natural world. Critical perspectives of spirituality can be a source of resistance in situations of oppression, of communal strength in times of change, and individual grounding in times of struggle. Skills in teaching spiritual practices, leading rituals, and companioning the spiritual life will allow graduates to engage in a variety of consultative, reflective, and leadership practices related to embodied spirituality.

Religion, Trauma, and Healing

This concentration engages interdisciplinary perspectives on experiences of individual, communal, generational, and historical trauma, including theological, historical, psychological, cultural, and literary approaches. Understanding the structural forces, power dynamics, colonizing practices, ideological and religious beliefs, epidemiological and ecological crises, and psychological factors contributing to traumatic experience will help students recognize, understand, and support/accompany persons and communities who have experienced trauma. Religious trauma, particularly related to expressions of gender and sexuality rejected by some religious communities, will be a particular focus. The wisdom of historical and contemporary survivors of trauma as well as insight from interdisciplinary research will inform constructive practices of lament, recognition, reparation, and healing.

Social Justice and Ethics

This concentration engages learners in a complex interdisciplinary analysis of historical and contemporary social justice struggles and movements. Students will identify and critically evaluate the symbolic systems, power structures, ideologies, values, and religious meanings and practices at play in events and interactions, institutional and social structures, ethical judgments, and living communities, and articulate and enact a vision for increased social justice in these contexts. With a focus on sustainable and community-based practice, the concentration is designed to help people who want to develop an inclusive, collaborative, and justice-based social justice leadership with the cultural capacity and organizational skills necessary for domestic and international

religious organizations, diverse non-profit settings, government agencies, educational institutions, the media, and various business and professional contexts.

Degree Requirements

These are the requirements for students who matriculated during the 2025-2026 school year. Degree requirements for previous years can be found at the bottom of the online [Student Handbook main page](#). Students can track their own individual degree progress through the [degree audit on my.iliff](#) and by consulting their advisors.

The MDiv degree requires at least 72 semester credits with a cumulative grade point average of 2.25 or better. The 72 credits or the equivalent of 24 3-credit courses includes:

- Identity, Power, Difference in Community - 3 credits
- First Year Writing and Research Seminar (Course Title Varies by Topic) - 3 credits
- Vocational Formation and Discernment - 3 credits
- Six concentration distribution requirements in their declared concentration- 18 credits
- 4 core distribution requirements, one from each of the four categories-12 credits
- Nine Electives - 27 credits
- Vocational Residency/Clinical Pastoral Education - 6 credits

MDiv Core Distribution Requirements

- A course focused on historical content from before the 18th century and its implications for today - 3 credits
- A course primarily focused on a religious tradition not your own - 3 credits
- A course focused on multiple strategies for close reading and interpretation of a text or small coherent body of literature - 3 credits
- A course focused on religious/public leadership skills and competencies- 3 credits

While single courses may be listed as meeting more than one core or concentration requirement, one course cannot fulfill more than one degree requirement for a particular student.

All requirements for the degree must be completed within ten calendar years from the date of the first course taken in the program. All required courses must be completed with a grade of C or better. Students must meet the requirements as specified in the Catalog and the Student Handbook (of their year of matriculation) to graduate. Students wishing to write a master's final research project in addition to the Vocational Residency/Clinical Pastoral Education requirement may petition to do so by filing a

[Petition to Change Academic Requirements_Semester](#) form with their academic advisor and the approval of the Academic Vice-President/Dean.

Learning Goals Recital Event (LORE)

Students register for and attend a one session, zero credit course. This synchronous session must be completed on campus or virtually during the final semester of enrollment in the degree. Students will work together on real world problems to demonstrate skills learned in their degree and concentration. The date and time for LORE is part of the course schedule for each semester.

As part of Iliff's accreditation requirements, the institution must collect data to demonstrate that what it sets out to teach students at the beginning of the program has some relationship to what students know and are able to do at the end. Iliff uses this data to refine how and what the school teaches and to improve the Iliff educational experience for students to come. All degree students are required to participate in the Learning Goals Recital Event (LORE) to accomplish this.

Personal and Professional Formation (12 credits):

- Identity, Power, Difference in Community - 3 credits
- Vocational Formation and Discernment - 3 credits
- Vocational Residency/Clinical Pastoral Education - 6 credits

MDiv Degree Learning Outcomes

- Demonstrate knowledge of religious traditions as historically-situated movements that interact and change in relationship to their surrounding cultures and subcultures over time, resulting in various expressions located within and influenced by social structures and institutions, historical events, ideologies, ethnicity, gender, sexuality, cultural worldviews, and practices. This includes, but is not limited to, assumed identities versus those presented/lived into (e.g., humanity and non-being).
- Demonstrate an informed understanding of religious and theological texts as historically-situated and contextually-specific; utilize various methodologies for responsible interpretation of these texts for diverse contemporary audiences and within communities that hold those texts as sacred/authoritative.
- Demonstrate basic awareness of the distinctive histories, teachings/belief systems, and contextualized practices of at least two religious traditions and an emerging capacity to engage in comparative analysis between those traditions around a particular topic.
- Identify and critically evaluate the symbolic systems, power structures, ideologies, values, and religious meanings and practices at play in events and

interactions, institutional structures, ethical judgments, and communal/cultural practices.

- Demonstrate knowledge of the importance of their own intersectional social locations, assumed and presented/lived into identities, and cultural and religious backgrounds for self-reflexivity, social and spiritual empathy, healthy boundaries, and respect for alterity in their professional roles.
- Develop strategies for lifelong learning, formation, and self-care that draw upon critical thinking and formation in religious and theological studies.
- Demonstrate the cultural capacity and organizational skills necessary for agency and efficacy in social, political, religious, and educational institutions appropriate to their vocational goals.
- Enact self-aware and collaborative leadership within a specific vocational context.

Additional MDiv Learning Outcomes by Concentration

Professional Ministries in Context (MDiv only)

- Critically understand historical and contemporary theological lenses of particular traditions and articulate one's own constructive position in relation to contemporary events as a member/representative of that tradition
- Collaboratively use critical analysis of contemporary religious traditions, texts, and institutions in order to design, cultivate, and embody liberative leadership practices with self-reflexive attention to contextual realities and relationships
- Develop and embody a comprehensive range of responsibilities, skills, and capacities intellectual and affective, individual and corporate, ecclesial and public – that inform and support a life of religious and spiritual leadership

Embodied Spirituality

- Demonstrate a complex interdisciplinary understanding of the role of embodiment in spiritual practice/spiritual expression and assess its life-giving, life-limiting, and abusive expressions in at least two distinct religious communities or traditions.
- Engage in contextual analysis of contemporary spiritual practice that demonstrates knowledge of spirituality as historically-situated practice and understanding that interacted and changed in relationship to surrounding cultures and subcultures over time, resulting in various expressions located within and influenced by social structures and institutions, historical events, and ethnic and cultural ideologies.
- Construct and articulate a contextually-grounded, self-reflexive, non-appropriative, and culturally-responsive understanding of embodied spirituality that collaborates with diverse historical and contemporary interlocutors.

- Identify religious and theological resources, communal and individual practices, and strategies that inform praxis towards intersectional spiritual formation, caregiving, leadership, or accompaniment in specific contexts, communities, and/or institutional settings.

Religion, Trauma, and Healing

- Demonstrate a complex interdisciplinary understanding of human experiences of trauma with depth of knowledge in relation to at least two particular expressions (e.g. generational, historical, religious, psychological, etc.)
- Engage in contextual analysis of religious responses to trauma that demonstrate awareness of religion as historically-situated practice and understanding that interacted and changed in relationship to surrounding cultures and subcultures over time, resulting in various expressions located within and influenced by social structures and institutions, historical events, ideologies, and ethnic and cultural worldviews.
- Demonstrate knowledge of the inherited wisdom for survival and flourishing of communities of resistance and individual survivors of trauma in conversation with diverse historical and contemporary interlocutors, and articulate one's own self-reflexive, contextually-grounded, and culturally-attentive vision for religious response to trauma.
- Identify religious and theological resources, communal and individual practices, and organizing strategies that enable trauma-informed praxis towards lament, recognition, reparation, healing, and support as an informed interdisciplinary response to trauma in specified contexts, communities, and/or institutional settings.

Social Justice and Ethics

- Demonstrate a complex interdisciplinary understanding of historical and contemporary social justice issues, strategies, technologies, and movements, particularly as they draw upon religious and spiritual values, beliefs, and practice to seek justice.
- Engage in contextual analysis of contemporary social justice struggles that demonstrates attention to historical, ideological, political, cultural, racial, gender, economic, religious and other contributing factors that constitute that struggle.
- Construct and articulate a contextually-grounded, self-reflexive, and culturally-attentive understanding of social justice that draws on conversation with diverse historical and contemporary theoretical interlocutors.
- Identify and employ different ethical frameworks and methodologies employed by individuals, organizations, and communities when determining which praxis to engage.

- Identify religious and theological resources, communal and individual practices, and organizing strategies that inform praxis and public leadership towards increased social justice in specific contexts, communities, institutions, and/or policies.

Forms - MDiv

- [Petition to Change Academic Requirements_Semester](#)
- [Concentration Declaration Form_Semester](#)

ACADEMIC POLICIES

Academic Integrity

Academic integrity lies at the foundation of the academic process and the Core Values of the Iliff School of Theology. Academic dishonesty includes, but is not limited to, acts of fraud and deception on an examination or class assignment, acts of forgery or unauthorized alteration of any official academic record or document, and attempts to gain credit for work that one has plagiarized from the work of another person.

Definitions

Plagiarism

Plagiarism is the act of appropriating or imitating the language, ideas, or thoughts of another and presenting them as one's own or without proper acknowledgment. This includes submitting a paper or part of a paper written by another person as one's own, whether that material was officially published in another format, stolen, purchased, or shared freely. It also includes submitting a paper containing insufficient citation or misuse of source material.

False Citation

Listing an author, title, or page reference as the source for obtained material, when the material actually came from another source or from another location within that source, is a breach of academic integrity. This includes attributing fabricated material to a real or fictitious source.

Duplicate Submission

Submitting one work in identical or similar form to fulfill more than one requirement without prior approval of the relevant faculty members is a breach of academic integrity. This includes using a paper for more than one course or submitting material previously used to meet another requirement.

Cheating on Examinations

Cheating on examinations by copying material from another person or source or by gaining any advance knowledge of the content or topic of an examination without the permission of the instructor is another breach of academic integrity. In the case of take-home examinations, the guidelines under collaboration (below) apply; failure to follow those guidelines constitutes academic dishonesty.

Group Work and Collaboration

Collaboration on a paper, test, lab, homework, or any other assignment is only allowed with the express permission of the instructor. Violations involving multiple students and group work include: Copying any part of an assignment, including answers, graphs, figures, and data; sharing a paper or assignment with another student without the instructor's permission; and getting credit for a project when they did not contribute to the work.

Text Generating AI Technology

Using text written by a computer generation system as one's own, for instance, entering a prompt into an artificial intelligence tool and submitting any portion of the output in a written assignment.

Unintentional Plagiarism

Unintentional plagiarism is also a breach of academic integrity. Unintentional plagiarism, also known as patch writing, frequently occurs when students depend too heavily on textual material to make a point rather than making the point themselves and using the text to support it. In such cases, students cite the sources they have used, but do not correctly paraphrase the source material. They often also fail to indicate where paraphrased source material begins and ends. Unintentional plagiarism can also result from excessive collaboration when students fail to give adequate credit to others with whom they have worked. In all cases, unintentional plagiarism leaves the reader unsure of whose ideas are being presented, or leads them to assume that the words and ideas of others are those of the author. See the Writing Center pages on Academic Dishonesty for more information and guidelines to proper citation.

Other Examples of Academic Dishonesty

- Providing false information to an instructor (e.g. falsely claiming sickness or a family death)
- Forging a signature on an academic document
- Falsifying a transcript or other university document
- Intentionally sabotaging the academic work of another student
- Intentionally disrupting the conduct of an exam to gain or provide an academic advantage
- Intentionally preventing other students from accessing resources for an assignment
- Offering a professor a bribe for a higher grade

Procedure

If a charge of academic dishonesty or plagiarism is to be made, the faculty or staff

member must report the incident in writing to the Academic Vice-President/Dean. Adequate evidence should be provided to support the charge. Such evidence may include but is not limited to a report from the Turnitin software; copy of a forged or altered document; a published work from which the student copied; or compelling evidence that the work represented as that of the student does not fit his/her/their usual writing and thinking style.

First Report

If an instructor believes that academic dishonesty or plagiarism has been committed, they must report the incident in writing to the Dean.

- Adequate evidence must be provided to support the charge. Such evidence may include a report from the Turnitin software; copy of a forged or altered document; a published work from which the student copied; or compelling evidence that the work represented as that of the student does not fit his/her/their usual writing and thinking style.
- The instructor must notify the student of the problem by email, providing evidence of the problem, and call a meeting with the student to review the material.
- Depending on the severity, the student's advisor and/or the Dean may be invited to join the review meeting at the discretion of the instructor. The instructor will consider different options for the consequence of plagiarism that may include failing the student on the course. A range of options available to the instructor include:
 - Reducing the grade of the student on the assignment in which the plagiarism occurs, with the opportunity to rewrite;
 - Reducing the grade of the student on the assignment in which the plagiarism occurs, without the opportunity to rewrite;
 - Failing the student on the assignment in which the plagiarism occurs, with the opportunity to rewrite;
 - Failing the student on the assignment in which the plagiarism occurs, without the opportunity to rewrite;
 - Reducing the student's grade for the course;
 - Failing the student for the course.

The instructor may also require the student to work with the Writing Center for the remaining written assignments of the course.

The instructor must notify the Dean in writing about the result of the review meeting. This letter will be kept in the Dean's Office. The Dean will communicate in writing the results of the review meeting and the consequences of future incident(s) with the student and the Registrar.

Second Report

If the Dean discovers that it is the second report of plagiarism, s/he/they will take the following steps:

- The Dean will make the charge known in writing to the student within five (5) business days of the initial report.
- The Dean will also call a meeting to review the charge within five business days from when the student was notified. The meeting will be held with the student, the faculty member reporting the case, and the student's academic advisor. When any member of the Committee believes that they should not hear a case because of a possible conflict of interest, that member should recuse themselves. The Dean will then appoint another appropriate person.
- After the review meeting the Dean makes the decision of guilt or innocence based on a preponderance of the evidence in the case.
- If the charge of academic dishonesty or plagiarism is sustained by the Dean, the student will receive a grade of F on the course, and the student is put on academic probation. This F grade will be calculated into the student's final GPA, even if the student repeats the course and receives a higher grade. An official written reprimand from the Dean will be put in the student's permanent file with the Registrar.
- Depending on the severity of the case, the student may be dismissed from Iliff. In case of dismissal from Iliff, the student will not be allowed to re-apply to Iliff for the minimum of one year. If the student re-applies after one year, all documentation regarding instances of plagiarism and the Dean's sanctions will be included in the admissions file for review.

Third Report

A third determination of documented academic dishonesty or plagiarism will result in the student's automatic dismissal from Iliff. A written report including the charge, supporting documentation, and the Dean's decision will be filed with the Registrar in the student's permanent file. The dismissal will be entered on the student's permanent record. The student will not be given an opportunity for re-admission to Iliff.

2025-2026 Course Delivery Formats

On-Campus Courses

On-campus courses meet in their designated rooms on campus for the time indicated on the official schedule. Attendance is mandatory (see [Attendance and Special Days](#)). If a student misses more than two sessions of an on-campus course, they will be automatically dropped from the course.

Hi-Flex Courses

Hi-flex courses meet synchronously once a week for a three-hour session at the time designated on the official schedule. The professor and some students will be in-person in a classroom at Iliff; other students will join the classroom synchronously online via Zoom. Attendance is mandatory (see [Attendance and Special Days](#)). If a student misses more than two sessions of a hi-flex course, they will be automatically dropped from the course. Hi-flex courses will not meet during Gathering Days.

Hybrid Courses

Hybrid courses combine online (Canvas) and face-to-face meetings (Gathering Days). Hybrid classes meet asynchronously online for the first four weeks and the last nine weeks of the semester and meet synchronously in person during the fifth week of the semester. Specific hybrid courses may also have virtual synchronous sessions required. These will be listed in the course schedule prior to registration. If a student fails to participate in Canvas activities for two or more weeks (whether consecutive or not), they will be automatically dropped from the course. Attendance at synchronous sessions, including Gathering Days in Denver, is mandatory (see [Attendance and Special Days](#)). Students are responsible for making travel and lodging arrangements to ensure their presence for all of the hours that are required on campus.

Gathering Days 2025-2026

- Fall semester: September 29-October 4, 2025
- Spring semester: March 2- 7, 2026

Online Courses

Online courses meet solely online, in synchronous or asynchronous time. Participation is mandatory. If a student fails to participate in Canvas activities for two or more weeks (whether consecutive or not), they will be automatically dropped from the course.

Distance Learning for MDIV and the United Methodist Church

The University Senate of the United Methodist Church changed its policy on January 26, 2023 and now allows candidates for ordination to graduate with the MDiv offered in fully online delivery from one of the 13 United Methodist theological schools. Iliff's MDiv is hybrid, requiring on-campus hours in its hybrid format courses, but this policy change no longer requires Iliff students to track the number of on-campus hours accrued toward the degree.

Technology Expectations

It is the student's responsibility to procure reliable, readily-accessible Internet service in order to fulfill the course's expectations. See [Technology](#) for more information. Support is available at support@iliff.edu.

Academic Progress and Probation

Students in all of Iliff's degree programs are required to make satisfactory progress, defined as maintaining a 2.25 grade point average on a 4.0 scale.

Academic Review Committee

Each semester, the Academic Review Committee reviews all students whose grade point average drops below 2.25, and those who are close to being placed on academic probation. This committee has the authority to place students on academic probation and to suggest to the Academic Vice-President/Dean the dismissal of students on academic grounds.

The Academic Review Committee is a standing committee that reports to the Academic Vice-President/Dean. Its membership includes: the Academic Vice-President/Dean (or the Dean's designee), who serves as chair; the Associate Dean for Student Affairs; the Financial Aid Director; the Registrar; and the Advising Center. Other faculty or staff members may also be called upon as needed.

The committee meets once per semester and reviews the work of every student on probation. A letter is sent from the Dean to each student reviewed by the committee outlining the concerns of the committee and/or changes in status (placed on probation, etc.). Copies of the letters are sent to the student's advisor and Registrar for the student's permanent file.

Academic Probation

Students whose grade point averages fall below the requisite 2.25 following any academic semester will be placed on academic probation. The student will be notified of the probation action in writing. Full-time students will be given two academic semesters and part-time will be given 9 credit hours to bring the GPA above the requisite 2.25 average. Students on probation may not take a course P/F (unless they are not offered for a letter grade), may not enroll for more than 9 credits per semester if they are attending as full-time students, and must take appropriate coursework for their degree program. In addition, students must make progress in their degree program by taking and passing classes required by their degree program. Students on probation may not

take incompletes. At the end of the probationary period, the Academic Review Committee will review the student's progress and recommend to the Academic Vice-President/Dean to remove or continue the probation or to take action to suspend the student's degree program.

Financial Aid under Academic Probation

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

Academic Records

Transcripts and Diplomas

Official Iliff transcripts can be requested through [National Student Clearinghouse](#): Student transcripts are considered confidential and will not be released without the student's signed consent. Transcripts are \$10.00 each plus a processing fee from the Clearinghouse. Transcript requests can take up to five business days to be processed. Current students can print unofficial transcripts through my.iliff without a charge.

At the end of the fall and spring semesters, diplomas will be ordered for students for which a degree(s) has been conferred. Graduates of Iliff may request a reprint of their diploma by completing a [Diploma Request Form](#). Reprinted diplomas cost \$15, and requests can take up to 7 business days to process.

Iliff School of Theology will not withhold transcripts or diplomas of students who have a business office hold and/or an unpaid balance on their student account. However, students are encouraged to contact the Business Office at businessoffice@iliff.edu as soon as possible to resolve any unpaid balances or set up a payment plan.

Iliff offers payment plan options. Please refer to the Financial Information section of this handbook for further information.

Academic Records Maintenance

The Office of the Registrar is charged with maintaining grade and progress records for all students enrolled at Iliff. Students who believe an error has been made in their

records should first consult the Registrar. In the event they do not receive a satisfactory answer to their inquiries, they may ask the Office of the Academic Vice-President/Dean to review the records. The Dean will have the final determination in any records dispute. Student academic records are considered confidential. Verification of enrollment can be provided by contacting the registrar's office at registrar@iliff.edu.

Academic Requirement Appeals and Petitions

All academic appeals, including modification of regular academic procedures and requirements, in regard to **Academic Policies** should be submitted to their academic advisor in writing via the [Petition to Change Academic Requirements_Semester](#). The Academic Vice-President/Dean will make the final decision.

The Dean has the option of seeking consultation on any academic petition or problem with relevant faculty members, the Registrar, or others that the Dean deems appropriate. If the appeal involves the Dean in their faculty role, the appeal will be forwarded to the President.

Forms - Petitions

- [Petition to Change Academic Requirements_Semester](#)

Admission to Abbreviated Degree Programs

Students may be admitted to abbreviated degree programs based on prior academic theological degree completion. These decisions are made by the admissions committee in consultation with the Academic Vice-President/Dean and are based upon the requirements and policies of the Association of the Theological Schools (ATS).

MA - 24 credits total or 8 3-credit courses

- Identity, Power, and Difference in Community - 3 credits
- Three concentration distribution requirements in their declared concentration - 9 credits
- Three Electives - 9 credits
- Final Research Project - 3 credits

MDiv - 48 credits or the equivalent of 16 3-credit courses

- Identity, Power, and Difference in Community - 3 credits
- Vocational Formation and Discernment - 3 credits
- Six concentration distribution requirements in their declared concentration - 18 credits
- Six Electives - 18 credits
- Internship/Supervised Ministry Placement - 6 credits

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

Abbreviated Application Process

Current Iliff students and students who withdrew from Iliff and want to finish their degree

- Submit an Abbreviated Application Process (for Readmission or 2nd Iliff Degree) via the “Start Application” button on the website (<https://apply.iliff.edu/>). Submit an updated personal statement (under the “Essay”) addressing your reasons for wanting a second degree (or for finishing your first degree), including such things as area of concentration and why this degree might be of value to your overall goals. If adding a second Iliff degree, be sure to indicate your current program at Iliff along with the new degree you are seeking to add.
- Have an Iliff Faculty member send a short statement supporting your second degree (or the completion of your previous degree program at Iliff) to: admissions@iliff.edu.

Alumni who have taken courses or obtained a degree from the Master of Divinity program within 10 years or from the Master of Arts in Pastoral and Spiritual Care, Master of Social Justice and Ethics, or Master of Theological Studies programs within 7 years should fill out a new application online (<https://apply.iliff.edu/>) when applying for a second Iliff degree.

- Submit an updated essay
- Submit at least one Letter of Recommendation
- Submit any additional transcripts if you have classes from another institution since leaving Iliff. .

Degree Requirements

Current Students

- If accepted into a second degree program, it will be abbreviated. Please see the [Admission to Abbreviated Degree Programs](#) section of the Student Handbook.
- Students may take courses simultaneously for both degree programs, and complete requirements for both programs.
- If a course is required for both programs, it cannot be repeated for credit.

Alumni

- If accepted into a second degree program, it will be abbreviated. Please see the [Admission to Abbreviated Degree Programs](#) section of the Student Handbook.
- Students must submit a waiver via [Petition to Change Academic Requirements_Semester](#) for any courses required for both degree programs, and may not repeat courses for credit if approved.

If the student has any credits earned at another institution, but not used towards any completed degree at any institution, they may request a transfer of credits into their second degree via the [Transfer of Credit Form_Semester](#).

Forms - Abbreviated Degree

- [Second Iliff Degree](#)
- [Petition to Change Academic Requirements_Semester](#)
- [Transfer of Credit Form_Semester](#)

Attendance and Special Days

On-Campus, Hi-Flex, Hybrid, and Online Class Attendance

Class attendance and class participation is an integral part of the degree programs. If a student fails to participate in Canvas course activities or synchronous sessions (on campus or virtual) for two or more weeks (whether consecutive or not), they will be dropped from the course. Attendance at synchronous sessions, including Gathering Days in Denver, is mandatory.

Students must be present within the first two class meetings for synchronous (on campus or virtual) courses or be present within the Friday of the second week for online or hybrid classes.

Absence from classes any two weeks in a fourteen-week course is grounds for withdrawal from a course with WF (Withdrawal Failing) recorded on the transcript.

If students are dropped or withdrawn from a course, the financial policy for dropping courses will be applied (After the first Friday of the semester, there is always a financial cost incurred. (See [Tuition and Fees](#)) Students who want to stay in the class must petition for the instructor's permission and the highest eligible grade to be received for the class is a B+. A student may petition via the [Petition to Change Academic Requirements_Semester](#) form which will automatically go to the Instructor, the Advisor, the Academic Vice-President/Dean, and the Registrar). The Dean will make the final decision to accept or reject the request after reviewing the petition.

Online attendance is based on participation in class activities. Interacting with the instructor, interacting with other students, attending required on-campus meetings and/or submitting course assignments all constitute attendance. Attendance for the online classes follows the same policy as on-campus and hybrid classes. An online class absence is identified as a missed assignment or inactivity in the course site in discussion posts and other assignments. It is up to the instructor to determine their specific grading and attendance standards, which is listed in their syllabus. Students should access their courses regularly to remain current regarding expected due dates and assignments.

Hybrid courses require on-campus class attendance in addition to online attendance. On-campus hours and schedules are posted on the registration course schedule, the syllabus, and within the course description. Students are responsible for making travel arrangements to ensure their presence for all of the hours required on-campus for hybrid courses.

Since there are multiple hybrid courses offered at the same time, students are responsible for ensuring they do not schedule course conflicts. Students unable to attend hybrid sessions will need to submit a petition to the Dean and the instructor of the course. Petitions are rarely granted, except for rare emergencies, and in most cases, students who miss the on-campus class meetings will be withdrawn from the course and the financial policy for dropping courses will be applied. See [Tuition and Fees](#).

Special Days

Classes will not be held on Labor Day, Thanksgiving, Martin Luther King, Jr. Day, Good Friday, Memorial Day, Juneteenth, and Independence Day.

Audit Policies

For qualified auditors (listed below), limited courses can be audited on a space-available basis, after credit students have registered. Class attendance is required in courses that are audited in order to obtain a transcript record of the course. The instructor will inform the Registrar if the student attended with sufficient regularity to qualify for a transcript record of the course. **The Academic Vice-President/Dean must approve the registration for all audits.**

Students or members of the wider community seeking academic credit must apply as either a non-degree or degree-seeking student. Please contact the Admissions Office at admissions@iliff.edu.

Community Auditors: Students are automatically eligible for community auditing if they meet the admission requirements for enrollment at Iliff School of Theology or anticipate doing so in the next two years. Other students may be considered on a case-by-case basis by the faculty member teaching the course if they are able to be incorporated into the learning community of the course appropriately. Note: Violations of the Standards of Community Conduct may result in losing the privilege of community auditing. This requires formal notification of the violation to the dean's office and the community auditor.

Adjunct Faculty: as described in their appointment letters, adjunct faculty may audit master's level courses at no charge.

Full-Time Degree-Seeking Students: students may audit one course at no charge in any semester in which they are registered full-time (i.e. six or more hours for academic credit.) Degree-seeking students wishing to audit a course must obtain a "Degree Auditors Form" from their advisor and submit it for the class they wish to audit.

Change of Degree and Concentration

Change of Degree

Admission to a degree program as a new student is effective for that program only. A student who has not yet started courses must contact their Admissions representative to change their degree program. A student wishing to transfer to a different degree program after they have matriculated (started taking courses) must submit their request for the [Change of Degree Program Request](#) to their academic advisor. After an initial interview with their advisor, the student will submit a rationale for the change of degree (brief statement requesting the change) and a reference letter from an Iliff faculty member from whom they have taken a class, for the Academic Vice-President/Dean's approval.

The Dean will review the Change of Degree request and make the final decision. If approved, all previously earned credits will count toward the new degree program, but the student must meet all requirements in the new degree program under the Catalog and Student Handbook in effect at the time the degree change is approved. All completed Change of Degree Program requests must be submitted prior to the start of the final semester. Requests received after this date will be applied to the following semester. Missing the deadline will delay your graduation.

The maximum 10 year time limit to complete the Master of Divinity degree and the 7 year time limit to complete the MA begins from the student's first course taken at Iliff, not the entry date into the new degree (this includes approved transfer credits to Iliff from

other institutions).

Change of Concentration

After a student has declared their concentration and subsequently wishes to change concentrations within their degree program, they must have an initial interview with their advisor. Thereafter, the student will submit a rationale for the change of concentration (brief statement requesting the change). The Academic Vice-President/Dean will review the [Concentration Change Form_Semesters](#) and make the final decision. Once graduation has been applied for, a student may not change concentrations.

Forms - Degree/Concentration Change

- [Change of Degree Program Request](#)
- [Concentration Change Form_Semesters](#)

Conditional and Contingent Admission

Conditional Admission

Admission into a degree program may be granted conditionally to those who do not meet the minimum admission GPA requirement. Students who are accepted into a program on a conditional status are assessed on their academic performance. A student's Iliff transcript will be reviewed at the end of each semester. Upon successful completion of 12 credit hours, a student will be required to obtain a letter of recommendation from one of their Iliff faculty members confirming they have met the academic requirements of their conditional admission. Once this confirmation is received, the conditional admission will be removed. No further probation period will be permitted. If students are admitted in a non-degree status, based on conditional admission, and later apply to a degree program, the Iliff School of Theology has no obligation to formally accept the applicant into the degree program.

Conditional admission requirements include:

- Limit credit hours to no more than 9 credit hours per semester, until 12 credits are earned.
- Enroll in the required course First-Year Research and Writing and at least one other course from one of the core areas the first semester you are enrolled.
- Courses must be taken for a letter grade (unless the course is only offered Pass/Fail).
- Incompletes are not permitted while in conditional status.
- Maintain a cumulative 2.75 grade point average.

Contingent Admission

When an applicant has met the minimum admission requirements, but has not provided a final or official transcript/s, an international education evaluation, or any other official required documentation as outlined in an applicant's admissions letter, the applicant may be admitted contingently and permitted to register their first semester at Iliff. If those documents are not received before the start of the second semester, they will be dropped from their courses during the first week.

Course Cancellation

Classes previously scheduled may be canceled by the Academic Vice-President/Dean due to under-enrollment (5 students or less) or for any other administrative rationale. The Dean's Office will ensure that students have the opportunity to take all required courses for graduation.

Iliff reserves the right to substitute an instructor for any class, if necessary.

Credit Hour Policy

Fall and Spring Semester

For Iliff courses, one (1.0) semester credit hour requires the following minimum work:

- 4 hours per week per credit for an average of 12 hours per week in a 3 credit course

This applies to synchronous, asynchronous, on-campus, intensive, online and hybrid classes alike. These figures are targets, not absolutes.

Learning outcomes for classes that have multiple formats are to be identical across formats. Format should have no effect on quality or quantity of learning outcomes.

Hours Outside of Class

- Hours outside of class include advance and daily readings, writing, participation in online discussions, studying, reflection, projects, final papers, contextual or community engagements etc.

Intensive Classes

- Intensive classes typically meet for 1.5 or 3.5 hours per day, five days a week in January and Summer. Because we cannot expect students in a five day course to spend 10+ hours per day studying outside of class, substantial student work ahead of and/or following the actual course dates is to be expected.

Online Classes

- Online classes warrant further clarification, as definitions of “contact with the instructor” and “hours outside of class” are less obvious. As stated in [fsa partners credit hours GEN1106.pdf](#):

The credit hour definition does not emphasize the concept of “seat time” (time in class) as the primary metric for determining the amount of student work for Federal purposes. Institutions may assign credit hours to courses for an amount of work represented by verifiable student achievement of institutionally established learning outcomes. Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

We see a similar line of reasoning in the [Department of Education’s Program Integrity Q&A Document](#):

CH - Q4: How would an institution apply the definition of a credit hour if the institution offers asynchronous online courses that are not also offered in a classroom setting? CH - A4: There is no “seat time” requirement implicit in the definition of a credit hour. An institution that is offering asynchronous online courses would need to determine the amount of student work expected in each online course in order to achieve the course objectives, and to assign a credit hour based on at least an equivalent amount of work as represented in the definition of credit hour. [Guidance issued 3/18/2011]

Credit for Off-Campus Experiences

Occasionally students seek academic credit for off-campus educational experiences. There is no guarantee that Iliff will accredit any such experience. A student who wishes credit must identify an Iliff faculty member and complete an [Independent Study Plan_Semester](#) with their academic advisor, which must be signed by the Academic Vice-President/Dean. The form must include such information as the qualifications and credentials of the workshop leaders, the type of work required of the student and the evaluation process of the workshop. If credit is given, the instructor will grade it on a Pass/Fail basis.

Forms - Off-Campus

- [Independent Study Plan_Semester](#)

English as a Second or Other Language (ESOL) Extension Policy

Iliff faculty shall extend for one week the deadline for written assignments submitted by ESOL students. Iliff faculty shall permit ESOL students 50% more time to complete timed written examinations.

In order to access these accommodations, students must do the following:

- Students must fill out the [ESOL Declaration Form](#) and submit it to their advisor prior to the start of the semester.
- Students must notify their professors in writing at the beginning of every semester of their status as ESOL students.
- For every writing assignment for which a student wishes to take advantage of the ESOL extension policy, the student must meet with the Writing Center for feedback on a draft of the assignment at least ONE WEEK in advance of the extended assignment deadline.
- The Writing Center will provide the student with a letter stating that the student has engaged the Writing Center for assistance. The student will submit the letter to their instructor for approval of their extension. The student must also be able to demonstrate that they have incorporated Writing Center feedback into their final completed assignment.
- If the extension policy prevents an instructor from entering a student's final grade by the deadline for grade submission, the student will be allowed to take an "Incomplete" (grade "I") for the class until the final work is submitted and evaluated. Under these circumstances, the student should follow the process for submitting their incomplete paperwork. Information for this procedure can be found here: [Incomplete Grade Policies and Procedures](#).

If the deadline for the grading submission has passed, the instructor will submit the student's final grade no later than one week after the final work is submitted. If a student is graduating, the instructor must inform the registrar whether the student will pass or fail the course prior to commencement.

Forms - ESOL

- [ESOL Declaration Form](#)

Grading and Grade Change Policies

Grades (A-F)

The Iliff grading system is a five-letter system from A through F with pluses and

minuses. In computing grade point average (GPAs), grades are assigned the following numerical values:

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

GPAs involve the number of semester credits for each course rather than the number of courses. For example, a three-semester credit hour course in which an A grade is earned results in a total of 12 points; B results in 9; C results in 6; D results in 3; and F in 0.

Grade point averages are computed by dividing the total points by the total credits. All core/required courses must be assigned a letter grade.

Each instructor makes their own decisions regarding the percentage equivalency to each letter grade.

Pass/Fail

In extraordinary circumstances, instructors may allow students the option of P (Pass) or F (Fail) instead of a letter grade. Students are not allowed to take required courses Pass/Fail. The Pass/Fail option is to be used to encourage students to venture into courses in which they may not be academically strong but in which they are interested.

The initiative lies with students to request this option from their instructors during the first week of the semester, so that grading may be consistent throughout the semester. Instructors may grant or deny the request. If the instructor grants the request, they must inform the registrar by the end of the first week of the semester. The grade P (Pass) carries no grade points and does not enter into the students' GPA. The grade F (Fail) does enter into the students' GPA. In order to earn a Pass, students must perform at a level considered the equivalent of C or better. The Pass/Fail grade election cannot be changed to a letter grade later. The number of courses taken Pass/Fail will affect a student's eligibility for [Graduation With Distinction](#).

In Progress

The grade IP (In Progress) denotes academic work that is in progress at the end of the semester. IP only designates work originally scheduled to cover more than one semester.

Courses in this category (such as Clinical Pastoral Education and Vocational Residency

Seminar) shall be completed at the end of the next semester unless approval is given for an extension to the maximum of two semesters.

Incomplete Grade Policies and Procedures

Work must be completed within the constraints of the fourteen-week Fall or Spring semester, nine-week Summer Intensive, or three-week January Intensive. **A request for an incomplete must be submitted no later than the last day of the semester or Intensive.** Under extenuating circumstances and approval from the instructor, the Academic Vice-President/Dean may grant an incomplete in a course via the [Incomplete Forms_Semester](#) from the student to finish the work no later than 21 calendar days after the final day of the semester or Intensive in which the incomplete was granted. This form is considered a binding contract. If work is not turned in by the deadline, the incomplete automatically turns into a failing grade.

Students with 6 credit-hours or more of outstanding incompletes at one time will not be allowed to register. Courses in which an incomplete has been granted but not yet completed are not included in the student's GPA calculations. Students who are on academic probation are not allowed to take incompletes except with permission of the Dean.

Adjunct faculty are not permitted to issue incompletes in courses because the work extends beyond their contractual obligations with the school.

Incompletes will result in a \$25.00 processing fee charged to your student account. Please refer to the Student Handbook for all fees.

Procedures

- The student will work with their academic advisor and the instructor to submit the [Incomplete Forms_Semester](#). The student must turn in their incomplete work no later than 21 calendar days after the end of the semester in which the incomplete was granted and the faculty must submit the final grade to the registrar within 3 weeks.
- A separate form is needed for each incomplete request.
- Student must fill out the [Incomplete Forms_Semester](#) which will then automatically go to the Instructor, the Advisor, the Registrar, the Academic Vice-President/Dean, and the Business Office. The final decision will be made by the Dean.
- Final work must be completed, turned into the instructor, and copied to the registrar within the 21 day period.

Grounds for taking an incomplete: Extenuating circumstances typically include a death

of a loved one, an unforeseen medical emergency of the student or immediate family member, students with granted ADA or ESOL accommodations, or other substantive changes.

Forms - Incomplete

- [Incomplete Forms Semester](#)

Course Withdraw Passing/Failing

See [Course Registration](#) for Forms and Procedures.

Fall and Spring Semesters

If a student must drop a course after the second week of the semester, the student will receive either a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing). For information on tuition refunds see [Tuition and Fees](#). *To drop a course after the second week of the semester use this form:* [Course Withdraw Forms_Semester](#)

To receive a WP, students must be passing at the time of the withdrawal and the withdrawal must be requested before the end of the Fall or Spring Break.

To receive a WP after the end of the Fall or Spring Break for medical reasons requires a doctor's note. WPs are not included in GPA calculations. A WF may be recorded in cases of suspension, due to absences from class, when a class is dropped after the end of the Fall or Spring Break as part of a disciplinary action, or if current work is unsatisfactory at the time of the drop. Grades of WF enter into GPA calculations.

January Intensives

Students may not withdraw from January intensive courses. They may add or drop a January intensive on or before the first day of the course only. After the first day of class, students may not add or drop.

Summer Intensives

If a student must withdraw from a course after the first week of the summer intensives, the student will receive either a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing). For information on tuition refunds see [Tuition and Fees](#). *To drop a course after the first week of the summer intensives use this form:* [Course Withdraw Forms_Semester](#).

To receive a WP, students must be passing at the time of the withdrawal and the

withdrawal must be requested before the end of the fourth week of summer intensives.

To receive a WP after the end of the fourth week for medical reasons requires a doctor's note. WPs are not included in GPA calculations. A WF may be recorded in cases of suspension, due to absences from class, when a class is dropped after the end of the fourth week as part of a disciplinary action, or if current work is unsatisfactory at the time of the drop. Grades of WF enter into GPA calculations. (See my.iliff for summer semester deadlines.)

Audit

The grade AU (Audit) is recorded for audited work for degree-seeking students. Courses taken for Audit are not included in the GPA calculations.

Retaking Required Courses With Grades Below C

Students must complete all of the required courses (including core distribution courses and concentration distribution courses) in their degree with a grade of C or better. Any lower grade in a required course will not be considered a passing grade and the student will be required to take another course to meet the core or concentration distribution requirements.

Students will not receive academic credit for retaking a course in which they received a grade of C or better.

The first year Formational Course (Identity, Power, Difference in Community), the Common Course (First Year Writing and Research Seminar), and Vocational Formation and Discernment Course must be repeated once as the result of a failing grade (that is, a grade below C). Permission of the Academic Vice-President/Dean and the instructor is required if one of these courses is to be repeated more than once.

Grade Change

A student or faculty member may initiate a grade change. A student-initiated grade change must be discussed with the instructor and if they come to an agreement about a different grade, then the instructor must submit a [Change of Grade Appeal Form Semester](#) within the semester following the end of the course in question. Faculty are under no obligation to approve a student's request for a change of grade. Students may lodge an appeal with the Academic Vice-President/Dean if their initial request is denied.

Forms - Change of Grade

- [Change of Grade Appeal Form_Semester](#)

Conferral of Degrees and Graduating with Distinction

The Commencement ceremony is held once a year in the spring. Degrees are conferred three times each year: at the end of fall semester, spring semester, and summer intensives. The [Application for Conferral of Degree](#) is valid for any of the three times in that current academic year.

The fee for the [Application for Conferral of Degree](#) from an Iliff degree program is \$200. The [Application for Conferral of Degree](#) is due the first day of the semester in which the student wishes to have their degree conferred. Persons who have changed their degree programs must be in the new degree program at least one full semester before they are eligible for degree conferral.

All requirements for the degree must be completed and all grades for prospective graduates are due by noon on the Wednesday of the last week of the semester. Students are responsible for informing their instructors that they are prospective graduates.

Instructors determine when work is due to meet this deadline. Prospective graduates who have Incompletes must also meet this deadline. Upon recommendation of the Academic Vice-President/Dean and by vote of the faculty, a student may be recommended to the Board of Trustees for graduation after meeting the following requirements:

- Completion of required semester credits, with a cumulative grade point average of 2.25 or better.
- Completion of all degree and concentration requirements.

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

Note: Because diplomas and transcripts are legal academic documents, the student's legal name at the time of the production of the diploma or transcript must be used.

Graduation With Distinction

By vote of the faculty, a master's student with a grade point average of 3.95 or better

may be graduated "With Distinction." In order to qualify for this honor, at least 80% of a student's academic work must be evaluated by letter grades.

Students transferring to Iliff will be expected to complete at least 80% of their Iliff work with letter grades and 3.95 GPA to be eligible for graduating "With Distinction."

Forms - Conferral of Degree

- [Application for Conferral of Degree](#)

Iliff Advising Center

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

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

Students will be assigned to the Advising Center for an initial consultation and a particular academic advisor at the time of their matriculation.

Major times of consultation include registration periods, changes in degree programs or concentrations, changes in life circumstances, and the degree conferral process. Students must obtain approval from their academic advisors before each semester in order to be able to register online.

Students alone are ultimately responsible for determining and fulfilling the requirements of their degree program and other academic requirements. If advice obtained is contrary to published statements of the School or observed practices of the School, the student is advised to seek clarification from the Academic Vice-President/Dean or other appropriate Iliff officials.

The Advising Center can be reached by email at advising@iliff.edu. Please contact the Advising Center or your individual advisor for face-to-face consultations or degree reviews.

International Student Information

Applicants to Iliff living outside the United States should consult denominational leaders

in their home countries before applying to Iliff. Such leaders can provide guidance regarding special denominational requirements and optimal places of study to prepare for the distinctive ministry in their home countries.

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

English Language Proficiency Requirement

Applicants whose native language is not English must demonstrate English language proficiency by submitting the required minimum score on one of the following tests taken within the past two years.

- [Test of English as a Foreign Language \(TOEFL\)](#)
 - Internet test (iBT): 90 or higher
 - Computer test (cBT): 230 or higher
 - Paper test (pBT): 550 or higher
- [International English Language Testing System \(IELTS\)](#) [5 or higher]

If you have studied at a high school, college, or university in a country where English is the native language then you may be eligible for a waiver of the English language proficiency requirement. [Contact your Admissions Representative](#) for more information.

Credential Evaluation of International Transcripts

All applicants who attended a college or university outside of the United States must send their official transcripts to a recognized NACES agency, [click here for a full listing](#), for a course-by-course evaluation of all university work completed. Once the evaluation is completed, a copy of the report must be sent to the admissions office directly from the evaluating agency.

Recommended providers:

- [Educational Credential Evaluators](#)
- [International Educational Research Foundation](#)
- [Josef Silny](#)
- [World Education Services](#)

Since the evaluation process may take several weeks to complete, please start the application early and pay close attention to the priority deadlines of your desired program.

Demonstrated Financial Support

In order to receive an I-20 form, which will allow you to apply for an F-1 or J-1 student visa, accepted international students (including students living in Canada and Mexico) must demonstrate ability to pay for tuition, fees, books, supplies, health insurance, and living expenses for one year of study at Iliff School of Theology. Funds may come from any dependable source, including scholarships, fellowships, sponsoring agencies, personal funds, or funds from the student's family. Documentation of personal or family funds should be on official bank letterhead stationery, be dated within the past six months, be from an individual bank account and show funds that are immediately accessible and transferable. Credit card statements, business accounts, property value documents, solvency statements, statements of income, and insurance policies may not be submitted as sources of financial support. If you are receiving financial support through an outside scholarship or sponsoring agency a recent copy of your support letter is required stating the amount of support and duration of the award. Photocopies, faxes, and scanned documents are accepted. It may be wise to get several sets of original financial documents. Review our current cost of attendance here: [Financial Information](#).

Please note, off campus housing must be obtained if you enroll in an on-campus program. The estimated cost for lodging is included in the cost of attendance.

Limited scholarships and funding are available to help international students in the master's degree programs. Consequently, it may be necessary to limit the number of master's level students coming from outside the United States who will require financial aid from the School.

International students may bring spouses and/or dependent children with them only if they assume all responsibility for their family's financial support. The applicant must furnish documentation of ability to support his or her family financially during the entire stay at Iliff prior to the issuance of the proper paperwork (I-20 or DS-2019) for a Visa.

Passport Identification

International applicants are required to provide a photocopy of the identification page of their passport. The name and date of birth on your application for admission must match those listed on the identification page of your passport. If the name on your admission letter, I-20 form, and passport do not match, you may have difficulty during your student visa interview or when you enter the U.S.

Financial Support for United Methodist International Students

United Methodist students from outside the United States should contact their local Crusade Scholarship Committee or the General Board of Global Ministries for financial assistance. Students from other denominations should investigate comparable financial assistance in their own denomination.

Leave of Absence and Withdrawals

Leave of Absence

Students who wish to remain active in a degree program but not take courses during a given semester (not including January and summer intensives for Masters students and not including summer intensives for DMin students) must apply for a Leave of Absence via the [Leave of Absence Semester](#) form. Financial aid from various sources may be impacted if a student has not filed a leave of absence request and is not enrolled, and therefore, active in a degree program.

Students requesting a Leave of Absence must complete the appropriate form and provide written documentation to their Advisor and the Director of Financial Aid, as this will specifically affect a student's graduation plans, and federal loan and deferral status. The reason for and the length of the leave requested must be stated on the form at the time of application. Per Federal Student Financial Aid rules, Leaves of Absence may not be longer than 180 days in any 12-month period or the student will go into the grace period for loan repayment. Students who are recipients of Federal Student Loan funds will not go into their grace period so long as they return to school on or before the end of their approved Leave. If students do not return by the end of the approved Leave of Absence, Iliff will be required to notify the U.S. Department of Education that the student's official withdrawal date was the first day of the Approved Leave of Absence. This may result in a Return to Title IV (R2T4) calculation, which may require the student to repay unearned aid, and/or the start of the loan grace period and loan repayment depending on how long the student remains unenrolled. If students re-enroll sometime after the 180 days have already passed, they may need to reestablish eligibility for Federal Financial Aid, and any loan deferment or grace period benefits might already be used up. Students should consult with the Financial Aid Office if they have questions about how their leave of absence may affect their loan eligibility and repayment schedule.

Iliff School of Theology may grant one approved Leave of Absence for one semester (or for one semester and January intensives for DMin students) during a 12-month period (one academic year). Multiple Leaves during the applicable 12-month period will be

approved only for jury duty, military reasons, or circumstances covered under the Family and Medical Leave Act (FMLA) of 1993.

Students will be notified in writing of approval or disapproval of their request.

Students who take a leave of absence will be charged the EAP fee every year until graduation. In 2024-25 the fee was \$28 per year. The 2025-26 fee is TBD. (This gives students on leave of absence continuing access to mental health and other EAP benefits.)

Time spent on a Leave of Absence counts in the ten years given to complete the Master of Divinity or the seven years given to complete the MA degrees.

Failure to enroll for two semesters (except January and summer intensives) is considered prima facie evidence of withdrawal from school unless a Leave of Absence has been requested and approved. Students who have not registered for two semesters and who have not petitioned for a Leave of Absence, will be institutionally withdrawn from school at the end of the second semester.

Withdrawal from School

Students who find it necessary to withdraw from school must complete the [Withdrawal Form](#). In emergencies where this is impossible, the Academic Vice-President/Dean and/or the Registrar should be notified by persons authorized to act for the student.

Students who withdraw from school during an academic semester are advised that the withdrawal process must include formally dropping all classes for which they are registered. **Failure to accomplish the drop procedure may result in a failing grade on the student's permanent transcript and the financial policy for dropping courses will be applied.** See [Tuition and Fees](#).

Students who withdraw in good academic standing may reapply for admission to a degree program. Applications are available through the Admissions Office. Students who were not in good academic standing when they left Iliff should contact the Dean to discuss their situation before they reapply.

Students seeking readmission who have outstanding Iliff loans or debts should also discuss their situation with the Business Office before they reapply. Please note that new federal student loans will not be approved for students with prior loan defaults. Students reapplying to Iliff are subject to the ten-year rule: no credits from Iliff or any other institution will be accepted if older than ten years.

Forms - LOA and WD

- [Leave of Absence Semester](#)
- [Withdrawal Form](#)

Notification of Rights Under FERPA for Post-Secondary Institutions

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education, which includes the Iliff School of Theology. Annually, the Iliff School of Theology informs students of FERPA, as amended. The full content of the Act is located on the Protecting Student Privacy website: https://studentprivacy.ed.gov/ferpa#0.1_se34.1.99_17

FERPA affords students certain rights with respect to their education records. These include:

1. Inspect and review the student's education records maintained by Iliff.

Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar shall comply with a request for access to records within a reasonable period of time, but not more than 45 days after they have received the request. The Registrar will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the School official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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

Educational records do not include records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record, records of a law enforcement unit, student health records, or alumni/ae records. Students may, however, request the release of their health records to a physician of their choosing.

Limitations on the right to inspect and review records are listed on the FERPA website: https://studentprivacy.ed.gov/ferpa#0.1_se34.1.99_17

2. Request the amendment of education records which the student believes to be inaccurate or misleading.

Students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the Registrar, clearly identify the part of the record they want to have changed, and specify why it is inaccurate or misleading. If the reviewers of the request are in agreement with the students' requests, the appropriate records will be amended. If the School decides not to amend the record as requested by the student, the School will notify the student of the decision and advise the student of their right to a formal hearing regarding the request for amendment.

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

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The educational records will be corrected or amended in accordance with the decisions of the hearing panel if the decisions are in favor of the student. If the school still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information. This statement will be released whenever the records in question are disclosed.

Students who believe that the adjudication of their challenges were unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of the institution to aid them in filing complaints with The Student Privacy Policy Office. To file a complaint, students should:

1. Go to <https://studentprivacy.ed.gov/file-a-complaint>
2. Click on "FERPA Complaint Form"
3. Once the form has been completed, the student may either e-mail it to the Student Privacy Policy Office at FERPA.Complaints@ed.gov, or mail it to the following address:

U.S. Department of Education
Student Privacy Policy Office

400 Maryland Ave, SW
Washington, DC 20202-8520

3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- A school official is a person employed by the School in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the School has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting a school official in performing his/her tasks.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Financial aid records are also open to federal program review personnel, Federal Bureau of Investigation personnel, and Immigration and Naturalization Service personnel.
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies

liff may disclose, without student consent, "directory" information. The following is considered directory information at The liff School of Theology: student's name, date of birth, mailing address, telephone number, email address, degree program or area of study, honors, awards, photo, denomination and denominational conference, dates of enrollment, degrees conferred, dates of conferral, graduation distinctions, and the institution attended immediately prior to admission.

If a student does not wish their directory information to be disclosed without their written consent, they must complete a [Release Form](#). This signed release form must be

received in the Office of the Registrar by 4:30 p.m. on the last day to add classes (of the first quarter of enrollment) as listed in the academic calendar. This authorization is valid until the student's written request to rescind is received by the Office of the Registrar.

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

Registration Policies

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

Classification of Students

- Degree Students – enrolled students taking courses for credit toward a degree.
- Non-Degree Students – enrolled students taking courses for credit.
- Cross-Registrants – students taking courses at Iliff who are degree students in affiliated schools (e.g. University of Denver).

Course Load

A minimum course load for a full-time student is **9 credits per semester**. A minimum course load for a part-time student is **4.5 credits per semester**. Registration for more than 12 credits per semester requires advisor approval.

Registration

Registration is held online for new and continuing students. Dates for registration are listed on Iliff's academic calendar. No person can register after the first full week of the semester.

Proof of Medical Insurance

Basic health insurance is mandatory for all students in all programs. Insurance for medical evacuation and repatriation is required for all international students in J-1 status, in addition to health insurance. All students must provide proof of insurance coverage before they are allowed to register. Proof normally consists of a valid insurance card or receipt for payment for an insurance policy. Please contact the Admissions Office at 303-765-3117 or admissions@iliff.edu for more information.

Proof of Immunizations

The Iliff School of Theology adopts the recommendations of the Centers for Disease Control (“CDC”), the Advisory Committee on Immunization Practices (“ACIP”), and the American College Health Association (“ACHA”) and follows Colorado law. Colorado State law ([Board of Health rule 6 CCR 1009-2, effective 5/13/2023](#)) requires all students attending Colorado schools be vaccinated against certain diseases, unless an exemption is filed.

Students who are physically attending college or university classes must provide proof of immunity to measles, mumps, and rubella diseases. Vaccinations and boosters continue to be strongly recommended as a safe, effective tool for minimizing the effects of COVID-19, including serious illness and death. The Colorado Certificate of Immunization form, found [here](#), should be completed by a health care provider and submitted to Admissions@iliff.edu.

A signed waiver may not be sufficient, at Iliff’s discretion, in the event of a disaster or public health emergency or extraordinary law enforcement emergency affecting the Iliff community.

Results from Lack of Submission

Students who do not provide proof of medical insurance, proof of immunization, or exemption, will be permitted to register in the first quarter of their matriculation but will have a hold placed on their account (financial aid will not be disbursed while there is a hold on a student’s account).

Failure to provide records by the assigned date will result in the registrar’s office removing the student from their enrolled courses by the Friday prior to the first day of class. Students may provide missing proof by the day that classes begin for the quarter to be re-enrolled in the class if space permits.

Students who do not comply with this policy may be prohibited from:

- Attending classes;
- Participating in extracurricular events;
- Participating in Iliff-related domestic or international programs or other Iliff-sponsored off-campus events; and
- Other campus related events, programs, and/or activities at Institution’s discretion.

Changes in Course Registration

Dropping or adding courses can be done online during the online registration period. Changes after the online registration period must be done with an [Add Drop Forms Semester](#).

Fall and Spring Semester changes

Students may add courses manually using the [Add Drop Forms Semester](#) until the end of Week 1. Students may drop courses manually using the [Add Drop Forms Semester](#) until the end of Week 2. **Note: Do not use the Add/Drop Form after the end of week 2.** Students may withdraw using the [Course Withdraw Forms Semester](#) until the end of the Fall or Spring Break. See [Grading and Grade Change Policies](#).

The fee for dropping courses after the first week of the semester is \$25. All add/drop and course withdraw forms will automatically go to the instructor, the Registrar, the Advisor, the Academic Vice-President/Dean, Financial Aid, and the Business Office for signatures.

No notation will appear on students' permanent academic record for courses dropped during the first two weeks of a semester. If students do not officially drop courses in which they are enrolled but not attending, they are considered to be registered in those courses and will receive a failing grade and the financial policy for dropping courses will be applied. See [Tuition and Fees](#).

January Intensive course changes

Students may not withdraw from January intensive courses. They may add or drop a January intensive on or before the first day of the course only using [My.iliff](#). After the first day of class, students may not add or drop.

Summer Intensive course changes

Students may add or drop a Summer intensive course by the end of the first week of the course using the [Add Drop Forms Semester](#).

If a student must drop a course after the second week of the quarter, the student will receive either a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing). For information on tuition refunds see [Tuition and Fees](#). *To drop a course after the first week of the summer intensives use this form:* [Course Withdraw Forms Semester](#)

To receive a WP, students must be passing at the time of the withdrawal and the withdrawal must be requested before the end of the fourth week of summer intensives.

To receive a WP after the end of the fourth week for medical reasons requires a doctor's note. WPs are not included in GPA calculations. A WF may be recorded in cases of suspension, due to absences from class, when a class is dropped after the end of the fourth week as part of a disciplinary action, or if current work is unsatisfactory at the time of the drop. Grades of WF enter into GPA calculations. (See my.iliff for summer intensive deadlines.)

For detailed information on grading, see the [Grading and Grade Change Policies](#).

Check with your advisor or the Registrar if you have any questions.

Forms - Add/Drop and WD Courses

- [Add Drop Forms Semester](#)
- [Course Withdraw Forms Semester](#)

Exams and Papers

There is no examination period. Classes will meet on a normal schedule through the last day of the semester. Course final examinations and their timing are the option of the course instructor(s). Students leaving the campus who wish to have papers and examinations returned may make arrangements with their instructor(s).

Course Evaluations

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

Evaluations are not mandatory but students are strongly encouraged to participate in course evaluations as these are the one place where students can offer honest and anonymous opinions of the classes they have taken, to the benefit of future students. If students do not fill out an evaluation, they will not be able to see their grades for the course until 30 days after the hold has been placed. [Clinical Pastoral Education \(CPE\)](#) is not covered by these evaluations.

Independent Study

To arrange for independent study, a student must have the approval of his/her

prospective instructor(s), who will evaluate the student's academic and extra-curricular work to determine if independent study is feasible. Adjunct faculty are not permitted to supervise independent studies. Independent study is only available with full-time faculty.

Independent study is not permitted as a substitute for a regular class offering.

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

One independent study course may be granted no more than three semester credit hours. No more than three credits of independent study may be taken in any semester, and no more than six credits per academic year. Independent Study extended over more than one semester must be approved by an [Incomplete Forms_Semester](#). No more than two extensions will be approved.

Forms - Independent Study and Incomplete

- [Independent Study Plan_Semester](#)
- [Incomplete Forms_Semester](#)

Transfer Credit

This section does not apply to CPE (Clinical Pastoral Education). See the section on [CPE](#).

While Enrolled At Iliff

Students may register and transfer credits from another accredited, graduate institution provided the course is at a master or doctoral level. The tuition cost at the school in which one chooses to register will be the complete responsibility of the student. No Iliff scholarship aid will be applied to courses taken at another school. Students are responsible for submitting an official transcript from this institution to Iliff to be considered for receiving credit.

Grades from transferred credits are not calculated into the Iliff GPA. No credit may be transferred for courses with a grade below C. Credits applied to a completed credential, i.e. degree program or certificate, may not be applied toward an Iliff degree. A minimum of 12 semester credits toward a MA and a minimum of 24 semester credits toward a MDiv must be completed at Iliff.

Federal Dept of Education rules do not allow a student to receive student loans or federal financial aid from two institutions at the same time. This means that usually students are not able to take coursework at other institutions while enrolled at Iliff.

Credit from Courses Prior to Enrollment at Iliff

Students may request that relevant course credits earned in another graduate school, accredited by any agency acceptable to Iliff, be transferred into Iliff programs by submitting a [Transfer of Credit Form Semester](#) along with their official transcript. Transferred credits may not be older than 7 years for the MA or 10 years for the MDiv.

Grades from transferred credits are not calculated into the Iliff GPA. No credit may be transferred for courses with a grade below C. Credits applied to a completed credential, i.e. degree program or certificate, may not be applied toward an Iliff degree. A minimum of 12 semester credits toward a MA and a minimum of 24 semester credits toward a MDiv must be completed at Iliff.

Substitution for a required course

Students whose transcripts indicate that they have already completed the reasonable equivalent of a required course may petition the Academic Vice-President/Dean for a course substitution by submitting a [Course Substitution Form Semester](#). Course substitution is not automatic with approved transfer of credit. The Dean approves course substitution on a case by case basis in consultation with Advising and relevant Faculty. The Dean may require core requirements to be taken at Iliff rather than substituted from other institutions. At least one course in the core and concentration distributions should be taken at Iliff.

Exemption from a required course

If students wish to request an exemption from a course or degree requirement based on previous experience, they can do so with the [Petition to Change Academic Requirements Semester](#). Exemption does not decrease the total hour requirements for any degree program. The Academic Vice-President/Dean approves course exemptions on a case by case basis in consultation with Advising and relevant Faculty.

The Advising Center, along with the Registrar and the Office of Admissions, assists students in transferring credits and petitioning for substitutions for or exemptions from requirements.

Demands of employment and other outside obligations will not be accepted as a reason for failure to meet course requirements. Students who anticipate unusual demands on their time should register for a reduced program of study.

Forms - Transfer

- [Transfer of Credit Form_Semester](#)
- [Course Substitution Form_Semester](#)
- [Petition to Change Academic Requirements_Semester](#)

Denominational Residential Requirements

It is the responsibility of United Methodist students to ensure that they are meeting the UMC residential requirements for ordination specified **by their annual conference**. The University Senate no longer requires residency for those earning an MDiv, but Boards of Ordained Ministry may set additional, higher standards if they so choose.

Students pursuing ordination in other denominations should check with their denominational agency to see if they might be subject to additional residency requirements.

Vocational Residency (6 credit hours) is a residential course with the seminar offered in hybrid format.

Student Responsibility

Students alone are ultimately responsible for determining and fulfilling the requirements of their degree program and other academic requirements. If advice obtained is contrary to published statements of the School or observed practices of the School, the student is advised to seek clarification from the Academic Vice-President/Dean or other appropriate Iliff officials.

VOCATIONAL FORMATION

Vocational Formation Curriculum - Introduction

The Vocational Formation Office (VFO) provides holistic leadership preparation through Vocational Residency. We cultivate critical reflection, skills development, and the capacity to work across differences towards social justice and peace.

Students in the Master of Divinity (MDiv) are required to complete one year of Vocational Residency (VR) per degree program requirements in a context related to one's degree concentration and related vocational goals.

The Vocational Formation section of the Student Handbook provides a policy overview. Additional details, resources, forms, and deadlines can be found on the Vocational Formation Canvas website.

Vocational formation requirement policy for students pursuing a dual MDiv/MSW through DU: Completion of the Internship required through DU's Master of Social Work (MSW) program fulfills the vocational formation requirement for Iliff's Master of Divinity degree. No additional Vocational Residency is required through Iliff.

Prerequisites for Vocational Residency (VR)

The vocational formation requirement for the MDiv is completion of the Vocational Residency (VR). VR is a holistic, integrative formational experience that prepares students for leadership and ministry in a variety of settings in alignment with Iliff's curriculum.

In preparation for the MDiv vocational formation requirement, students must complete the following prerequisites:

- At least 18 credits of coursework (with 9 credits comprising the required courses below)
- Identity, Power, and Difference in Community (3 credits)
- First Year Research and Writing course (3 credits)
- Vocational Formation and Discernment (3 credits)
- Background Check through the Vocational Formation Office

The Vocational Formation Office highly recommends students prepare for Vocational Residency as follows:

- Reduce your regular course load if possible to make space for the intensive nature of Vocational Residency.
- Students seeking ordination are encouraged to complete applicable

denominational polity, mission, history, preaching, and/or liturgy courses in preparation for Vocational Residency when possible.

Prior residencies, internships, Clinical Pastoral Education units, or ministry/vocational work do not count toward the fulfillment of this degree requirement.

Vocational Residency Preparation

Preparation for Vocational Residency occurs in the Vocational Formation and Discernment course, which is completed the spring term prior to the year in which a student will complete their vocational formation requirement. The process of securing a residency site is largely self-initiated and self-directed by the student, in close consultation with the course instructor and the Vocational Formation Office, and in adherence to policies and guidelines set forth by the Vocational Formation Office.

Students should complete preparation steps according to the following timeline:

1. Spring Semester prior to Vocational Residency: Enroll in and complete Vocational Formation and Discernment course, which includes a final project of a completed Draft Vocational Residency Agreement.
2. April - May: Agreement Review & Revisions. The instructor, along with Vocational Formation Office faculty/staff, reviews and provides feedback on the final project.
3. June: Register for ILF 4000 Vocational Residency Seminar for the Fall semester. The VFO will notify you about the section for which you will register, depending upon residency context.
4. Due July 15: Final Vocational Residency Agreement (with student and Supervisor signatures) & Completed Background Check. The student will submit the Final VR Agreement with signatures to the assignment in the VR Seminar Canvas course. The Director of the Vocational Formation Office will review and confirm the Vocational Residency by signing the final Agreement. Students must complete an approved background check through the VR Seminar Canvas Assignment prior to beginning their Residency. Iliff does not share background check results with other institutions. Residency sites may require their own background check.
5. Due July 15: Supervisor and Site Commitment Form. This must be submitted directly by your Supervisor to the Vocational Formation Office at vfo@iliff.edu. The form is found on the last page of the VR Agreement.

Exceptions or extensions of deadlines are granted by the Vocational Formation Office only in extreme or extenuating circumstances (i.e., those beyond the control of the student).

Vocational Residency (VR)

Vocational Residency involves spending nine months within a congregation, denominational office, nonprofit, educational institution, healthcare provider, labor organization, government agency, and/or business for a minimum of 400 total hours (approximately 14 hours/week) with concurrent enrollment in the Vocational Residency Seminar course during Fall (ILF 4000) and Spring (ILF 4001) semesters. (See below for more information about the Vocational Residency Seminar course.) Learning and formation in a residency context are supported by a Supervisor, Community Advisory Council (CAC), Vocational Residency Seminar Instructor, and the staff and faculty of the Vocational Formation Office.

It is recommended that students review and consult the Vocational Formation Canvas page for additional details about Vocational Residency.

Guidelines for Vocational Residency Site and Supervisor Selection and Approval

Vocational Residency sites are discerned and approved in conversation with the Vocational Formation Office. Approval for sites is at the sole discretion of VFO and is dependent upon a number of factors that include: degree concentration, vocational trajectory, expressed learning goals and formation priorities of the student, and potential of the site and tasks assigned therein to align with expectations and learning outcomes of the MDiv in accordance with accreditation standards.

In addition, the following policies are in place for residency sites:

- Sites within Iliff—whether within a specific department, center, or institute housed under the Iliff name—will not be approved. Beyond the VR requirement, however, students may seek work-study, stipended, or independent study opportunities within Iliff if this type of work experience is desired.
- Sites in which the main tasks are to conduct academic research, study, or writing will not be approved. The MDiv degree is meant to prepare students for professional ministry and leadership; therefore, the vocational formation component of this degree must align with overall degree learning outcomes.
- A site must have been in existence and incorporated as an organization for at least one year prior to the start of Vocational Residency.
- Two students cannot simultaneously engage Vocational Residency at the same site and/or have the same Supervisor, as the experience should be unique to each student.

In general, Residency Supervisors must:

- Possess the appropriate education, training, and vocational and supervisory experiences relevant to the context and suitable for supervising students;
- Be able to help the student theologically, spiritually, and/or vocationally reflect upon their residency experiences, related to the student's learning goals and formation priorities;
- Not be in their first year at the site; and
- Not be a recent Iliff graduate (must be at least five years post-graduation).

ILF 4000 and 4001 - Vocational Residency Seminar (6 credits)

This concurrent two-semester course is to further vocational formation through critical reflection on and consultation about your Vocational Residency experience with peers and faculty within the seminar setting and course assignments. As a requirement of the MDiv degree, students complete a 400-hour Vocational Residency and concurrent 28-week VR Seminar during the Fall and Spring semesters of one academic year. Both semesters must be completed in sequence within a single academic year.

VR Seminars are offered in hybrid-online format, with Gathering Days attendance required in both Fall and Spring semesters and synchronous online class time required throughout the 28-week course. 3 credits/semester totaling 6 credits. ILF 4000 offered in Fall and ILF 4001 offered in Spring.

Financial Aid for Vocational Residency

Paid Vocational Residency Sites

The Vocational Formation Office advocates for paid residency positions during the consultation process with potential VR sites as part of our social justice commitment, and shared stewardship and responsibility in the formation of current and future leadership for the church and world. Shifting to a culture of paid Vocational Residencies within certain organizations and congregations is ongoing. Students are encouraged to advocate for compensation as they negotiate their VR Agreements. The recommended minimum is \$19/hour (Colorado minimum wage) for a total of \$7,600 for the required 400 hours. *Iliff employees cannot provide IRS guidance or advice to Vocational Residency sites regarding student employment status or compensation.*

Community Work-Study

Students who qualify for federal financial aid may be eligible to receive a community work study award (hourly wage) for their Vocational Residency hours. The Director of Financial Aid can provide details on student work-study qualification. More information

also can be found on the Vocational Formation Canvas site.

Vocational Residency Fellowships and Scholarships

The Vocational Formation Office offers four financial awards for Vocational Residency: Schlessman Fellowships, Urban Ministry Fellowships, Rollie R. Kelley Family Foundation Fellowships, and Dr. Louis Bloede Scholarships. A common application for these awards is available in early Spring semester each year on the Vocational Formation Canvas site. *Please note that these financial aid awards are not paid to students directly and are added to financial aid packages.*

Terminating a Vocational Residency

In the rare circumstance that a Vocational Residency must be terminated early, the Director of the Vocational Formation Office in consultation with constituent partners manages the termination of the Vocational Residency.

Clinical Pastoral Education (CPE)

Clinical Pastoral Education (CPE) is a structured form of interfaith professional education required as partial preparation for Board Certified Chaplaincy. It prepares students for ministry with persons in crisis alongside individual, group, and supervisory reflection on these encounters. Students who are actively seeking Board Certification or who have specific denominational requirements to complete a unit of CPE for ordination may complete a [Petition to Change Academic Requirements_Semester](#) form and provide appropriate rationale to substitute CPE and the required Iliff-based CPE praxis course for VR. The [Petition to Change Academic Requirements_Semester](#) should only be completed after consultation with the Vocational Formation Office. The petition requires approval by the Vocational Formation Office Director and the Academic Dean.

All students taking CPE for academic credit (6 credits the semester in which they begin the unit) are required to register for the CPE Integration Praxis (0 credit) following successful completion of their unit.

Iliff School of Theology provides academic credit for ACPE-accredited units only. CPE is typically offered in two formats:

- Intensive Units: 40 hours/week plus limited on-call time for ten weeks; or
- Extended Units: Reduced weekly hours extended over 14-20 weeks, and sometimes longer.

For more information about ACPE-accredited programs, visit <https://acpe.edu/>.

Fees for CPE units vary greatly by location and type. Such fees are the sole

responsibility of the student.

CPE completed prior to matriculation, for a non-Iliff degree program, or through a non-ACPE accredited program cannot be taken for Iliff credit or fulfill Iliff degree requirements.

Prerequisites for Clinical Pastoral Education (CPE)

Before enrolling in CPE (upon approval of a Petition to Change Academic Requirements from VR to CPE), students must complete the following prerequisites:

- At least 18 credits of coursework (with 12 credits comprising the required courses below)
- Identity, Power, and Difference in Community (3 credits)
- First-Year Research and Writing Course (Title Varies by Topic) (3 credits)
- Introduction to Pastoral and Spiritual Care (3 credits)
- Vocational Formation and Discernment (3 credits)
- Background Check through the Vocational Formation Office

The Vocational Formation Office highly recommends students prepare for CPE as follows:

- Reduce your regular course load if possible to make space for the intensive nature of CPE.
- Students are encouraged to complete at least one pastoral care course prior to CPE.

Clinical Pastoral Education (CPE) Preparation

Preparation for CPE occurs in the Vocational Formation and Discernment course, which is completed the spring term prior to the year in which a student will complete their vocational formation requirement. The process of securing an ACPE-accredited site is self-initiated and self-directed by the student, in consultation with the course instructor and the Vocational Formation Office, and in adherence to policies and guidelines set forth by the Vocational Formation Office. Because Iliff does not have any influence in the admissions process to CPE units, we can not guarantee the placement of students in CPE programs.

Students should complete preparation steps according to the following timeline:

- Spring Semester prior to CPE: Enroll in and complete Vocational Formation and Discernment course, which includes a final project of a completed CPE application.
- April - May: Application Review & Revisions. The instructor reviews and provides feedback on the final project.
- Review accredited Association for Clinical Pastoral Education (ACPE) sites using

the online directory at <https://acpe.edu/>. Apply to specific units through the site, unless otherwise stated by the site.

- Once admitted to an ACPE-accredited unit, register for ILF 4004 Clinical Pastoral Education for the semester in which the CPE unit begins (6 credits per CPE unit, pass/fail).
- Complete the CPE Site Confirmation Form and subsequent background check authorization form through the Vocational Formation Office. Students will be removed from the course waitlist once these assignments are complete and background check is cleared. Students may not start CPE until they are removed from the waitlist.

ILF 4004 - Clinical Pastoral Education (CPE) (6 credits)

CPE is a structured form of interfaith professional education offered through an accredited Association for Clinical Pastoral Education (ACPE) site and supervisor. Students register for this course and are waitlisted until the CPE Confirmation Form is completed and their background check is cleared by the Vocational Formation Office. Students register for credit in the semester in which the CPE unit begins. 6 credits, pass/fail. Students do not receive a grade for ILF 4004 CPE until they have completed and received a grade for ILF 4006 CPE Integration Praxis. A grade of "In Progress" ("IP") is given for CPE until the Integration Praxis is completed.

ILF 4006 - CPE Integration Praxis (0 credit)

The CPE Integration Praxis is a degree requirement for all students who take CPE for credit at Iliff. This online course helps students integrate a completed CPE experience into their ongoing vocational formation and coursework at Iliff.

Additional Formation Opportunities

ILF 4998 Advanced Community Praxis

Students may arrange an Advanced Community Praxis with the Vocational Formation Office. Advanced Community Praxis is not a substitute for VR or CPE. As a supplement to the VFO curriculum, it normally follows the successful completion of VR or CPE. A background check is required through the Vocational Formation Office. 1-3 credits.

Background Checks for Contextual Education

Students in contextual education, such as Vocational Residency and CPE, are in positions of power and authority and may be working in relationship with uniquely vulnerable individuals and populations. Therefore, in order to support safe communities,

model appropriate ethical practices, and protect Iliff from liability, students must complete an approved Iliff background check before beginning any community-engaged course.

The background check includes review by an outside agency of federal, multi-state, and county criminal records, and sex offender registry. Iliff is particularly concerned with crimes of violence, other forms of exploitation of the vulnerable, misuse of power or ethical breaches of trust.

Students are informed of the background check requirement through the admissions application and then receive instruction from the Vocational Formation Office as part of their VR or CPE preparation. The background check process is completed in the semester prior to that in which the student begins contextual education. Approval of contextual education placement is contingent on a successful background check. At Iliff's discretion, students may be required to repeat the background check. Students may also be required to complete a background check at the request and evaluation of their site placement organization. This is separate from the Iliff background check and neither screening may be substituted for the other.

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

The Process

In the semester prior to contextual education placement, students must authorize and complete a background check. The process is as follows:

1. Students read and sign the Disclosure & Consent form. To ensure accurate records and that Iliff does not make decisions based on data from someone else with the same name and birthdate, a Social Security Number is required. Alternatively, students without a SSN will need to provide street addresses for the last seven years.
2. Students then complete the online background check application. The background check identifies both convictions and, where appropriate due to the nature of a particular placement, arrests. Iliff evaluates arrests because crimes such as child molestation and sexual/domestic violence are often not prosecuted. This is of particular concern due to the potential contact interns might have with vulnerable populations, unsupervised time with individuals, etc. In evaluating

arrest records, Iliff will check police reports for evidence that criminal behavior occurred.

3. Where the background check identifies a record of arrest(s) or conviction(s) which suggest ethical violations or that the student might be a danger to others, the Vocational Formation Office will verify and evaluate the accuracy of the report in consultation with the student and, as necessary, constitute a committee made up of the Vocational Formation Office, the student's Degree Director, and the Academic VP/Dean to meet with the student and review the report. In determining whether and where the student may be placed, the committee will consider:
 - a. The nature of the placement, the structures of supervision and oversight, and the populations served.
 - b. The nature of the conduct for which the student was charged or convicted including:
 - i. how long ago the conduct occurred;
 - ii. the seriousness of the conduct;
 - iii. connections between prior misconduct and potential role and responsibilities at the site;
 - iv. whether the infraction is likely to recur;
 - v. how similar instances have been handled in the past;
 - vi. whether there was a pattern of prior misconduct;
 - vii. truthfulness of candidate in disclosing and discussing past history;
 - viii. and evidence of rehabilitation and restitution.
4. After the committee renders a decision about the suitability of placement, the student will receive a copy of the Background Check

Decision Report which serves as documentation of the evaluation and notification to the student of the decision regarding the possibility of placement.

Students who wish to challenge the decision in the Background Check Decision Report should follow the [Student Grievance Policy](#) in this Handbook.

Please contact the Vocational Formation Office with any questions about this policy or practice.

What Actions Might Be Taken

Following the review, the committee will render one of the following decisions:

1. The student is approved for contextual education without restrictions, as there were not sufficient grounds to set special restrictions for the student entering contextual education;
2. The student is approved for contextual education with restrictions, such as

informing the supervisor and/or the seminar instructor of background history, or allowing the student to participate only in a setting with appropriate safeguards; or

3. The student is not approved for contextual education.

A decision not to allow the student to enter contextual education might mean that the student cannot stay in a professional degree program. Students unable to complete VR or CPE due to the result of their background check may consider applying to transfer into a degree program that does not require VR or CPE.

Confidentiality of the Process/Limitations of Use

The content of background checks is confidential and handled accordingly. Background check reports are securely archived by the background check provider.

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

As a condition of placement, a student may be asked to appropriately inform community supervisor(s), Iliff VR Seminar Instructor, and/or the student's denominational judicatory of the content of the background check. If the student declines to share this information, Iliff possesses the right to decline to place them, which could lead to removal from the degree program.

Workers' Compensation & Liability Insurance Policy

Vocational Residency (VR) and Clinical Pastoral Education (CPE) Workers' Compensation & Liability Insurance Matrix							
Type of Contextual Education for Students Enrolled in an Iliff Degree Program	Site is providing pay or remuneration to the student	Iliff is providing in-the-school instruction by qualified instructors	Site is providing on-the-job training	Site provides workers' compensation	Iliff provides workers' compensation	Site provides liability insurance	Iliff provides liability insurance when the student is representing Iliff within a VR/CPE context and is registered to receive Iliff credit for VR/CPE (*some limitations apply)
Paid VR and registered for Iliff credit	Yes	Yes	Yes	Yes	No	Site determines need	Partial Coverage
Unpaid VR and registered for Iliff credit	No	Yes	Yes	No	Yes	Site determines need	Partial Coverage
CPE and registered for Iliff credit	No	No	Yes	Yes	No	Site determines need	Partial Coverage
CPE and NOT registered for Iliff credit	Yes/No	No	Yes	Yes	No	Yes	No
<i>* Students registered for credit at Iliff for their participation in Vocational Residency and ACPE-accredited CPE programs are covered for allegations resulting from bodily injury or property damage under the Iliff School of Theology's insurance program. The policy limit is \$1 million per occurrence. Two exceptions should be noted: 1) students are not covered if they involve themselves in medical counseling such as advising particular treatments or medications, or medical malpractice; and 2) students are not covered for criminal acts such as sexual misconduct where the conduct is intentional on the student's part.</i>							

Title IX Policy & Equal Opportunity, Harassment & Non-Discrimination within Contextual Education

Vocational Residency is an extension of the Iliff educational context, and as such, it is bound by Iliff's Equal Opportunity, Harassment & Non-Discrimination Policy and Procedures. Policy and procedure details, and Title IX Coordinator contact information, are available at the following link: [Title IX and EEOC Policy | Iliff School of Theology](#).

FINANCIAL INFORMATION

Tuition And Fees 2025-2026

Tuition and fees are valid for the 2025-2026 academic year only. Tuition is subject to change.

Tuition (Master's and DMin)

- Master's Degrees: \$918 per semester credit hour
- DMin Degree: \$850 per semester credit hour

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

Registration Holds

Students will not be allowed to register for courses if they have a balance for the previous semester or have not set up a payment plan with the Business Office. Holds are placed automatically when there is a balance on an account and taken off if a student has paid. Students with a registration hold will be notified and will have two weeks to contact the Business Office at businessoffice@iliff.edu to pay their balance and have the hold removed before registration opens. After that, students may still contact the Business Office through the first week of the given semester to pay their balance, have the hold removed and register for courses.

Registration holds will be removed upon the Business Office's receiving payment for the full remaining balance.

Collections

Iliff does its best to prevent student accounts from going to a third-party collections agency. In the rare instance that this may happen, Iliff will send any account with a balance of \$200 or more.

Filing a Complaint

The student loan ombudsperson advocates for borrowers having problems with their student loans and investigates complaints about these problems. Iliff student loan borrowers may file a complaint directly to the Student Loan Ombudsperson for the State of Colorado at coag.gov/studentloans or contact them by email at studentloans@coag.gov or by phone at (720) 508-6975.

For more information, refer to these resources:

- <https://coag.gov/app/uploads/2021/06/Student-loan-ombudperson.pdf>
- <https://coag.gov/office-sections/consumer-protection/consumer-credit-unit/student-loan-servicers-act/office-sections-consumer-protection-consumer-credit-unit-student-loan-servicers-act-consumers/>
- <https://coag.gov/file-complaint/credit-and-debt/>
- <https://studentaid.gov/feedback-ombudsman/disputes/state-ombudsman>

Refunds

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

- 100% -- within the first week of the semester
- 75% -- within the second week of the semester
- 50% -- within the third week of the semester
- No refunds available after the third week of the semester

If a student account contains a refund (credit balance) after Federal Loan money or internal scholarships have been awarded, the refund will be processed automatically and there is no need to contact the Business Office. However, if the refund is due to an outside gift or scholarship, the refund must be requested in writing via email to businessoffice@iliff.edu. The funds must be posted to the students account before requesting such refund.

The first refund of each semester will hit bank accounts (or a live check will be mailed) on the second Friday of each semester.

Fees

Fee	Amount	Frequency	Notes
Application Fee	\$60	one time	The application and application fee are valid for a period of one year from the original anticipated enrollment date.
Enrollment Reservation Deposit	\$300	one time	Illiff requires the submission of a nonrefundable deposit when you accept your admission to reserve your place in the entering class. The enrollment deposit is not a separate or additional fee: it will be deducted from your first tuition bill. The Enrollment Confirmation Form and deposit are due thirty (30) days from the date of your admission letter.
Application for Conferral of Degree Fee	\$200	per degree	
Technology Fee	\$158	per semester	
Supervision Fee	\$50	per semester of Vocational Residency	
Student Senate Fee	\$23	per semester	only charged when enrolling in three or more credits
Student Services Fee	\$50	per semester	
EAP Fee	The fee for 24/25 was \$28. The 25/26 fee is TBD	per year	
Add/Drop and Course Withdraw Fee	\$25	per course change	after the announced deadline

Late Payment Fee	1% of balance	monthly	for account balances over \$100; calculated at the end of each month
Transcript Fee	\$10 plus Clearinghouse Processing Fee	per transcript	Contact Official Transcripts to request transcripts.
Incomplete Grade Processing Fee	\$25	each Incomplete grade	
MA Final Research Project Continuation Fee	\$100 per semester		Students who do not complete their project within the semester they register for Final Research Project course will be charged a fee of \$100 every semester thereafter until they complete their project.
DMin Project Fee	\$50 per semester		DMin students must register for the course entitled "DMin Project" each semester until they successfully complete the Project Presentation, Culminating Conversation, and Approval. Students will be charged a fee of \$50 per semester (fall, winter, and spring only) until they complete the degree.
Audit Fee Community Auditors	\$332 per semester credit hour		
Parking Fee			Check DU Parking Services for updated fees: Parking Permit and Fees
Student ID Replacement Fee	\$30	per loss	

Student fees may be amended by action of the Iliff Administration on an as-needed basis. If student groups wish to amend their fees, the following process should be followed: first, by appropriate action of the Student Senate, a fee adjustment should be

proposed and student feedback solicited. Next, the Student Senate will vote in favor/denial of the proposed change and, if supported, the fee adjustment will be submitted in writing to the Chief Financial Officer of the school. Third, the CFO takes appropriate action to validate or deny the proposal and sets the date at which the proposed change will take effect for student billing. All interested parties will collaborate regarding how best to communicate the fee change to students and other parties around the school.

Payment Plans

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

- Three Payment Plan: The first payment is due at the end of week three of the semester, the second payment is due at the end of week six, and the final payment is due at the end of week nine.
- Nine Weekly Payments: The first payment is due by the end of the first week of class; the second payment would be due by the end of the second week of class, and the rest of the payments would follow the same guidelines with the final payment to be made by the end of week nine.

Applying for Financial Aid

Statement Of Principles

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

- The primary purpose of financial aid for theological students is to assist in their educational preparation for ministry by providing aid to those who demonstrate financial need.
- The total amount of financial assistance offered students should not exceed the amount of their need.
- Financial need is defined as the difference between the total cost of attending a particular institution and the amount of the resources available to the student.
- Financial assistance consists of grants (which include scholarships, grants-in-aid, field education grants, and prizes), loans, and employment.
- The family of a student, whether the student is unmarried or married, is expected to make every reasonable effort to assist the student with the student's educational expenses.
- A student is expected to provide a major share of his or her expenses through

savings and other assets, through summer employment, and through academic year work where feasible.

- In the case of a married student with no children, the spouse who has completed an education is expected to be gainfully employed. The spouse's total earnings are considered as a part of the total family income.
- The student's home church and conference should assist with the costs of preparation for a church occupation in cases where the student demonstrates financial need and if such assistance is consistent with denominational policy.
- Since the principles of Christian stewardship apply to all Christians, candidates should make provision in their financial estimates for gifts to church and charities out of their own resources.
- Financial assistance is granted on the basis of need on a year-to-year basis, with reapplication and review each year.

Please note: To continue to receive financial aid, students must reapply each year by completing a new FAFSA. The link to the FAFSA is www.fafsa.ed.gov. You may be required to submit additional information for supporting documentation, such as IRS 1040 forms. Students applying for federal financial aid must complete and sign a Statement of Educational Purpose/Certification Statement on Refunds and Default, Selective Service Registration Compliance and updated information.

Education Costs

Tuition and fee costs are outlined in the "Tuition and Fees" entry above. The amount of your books and supplies will vary depending on your course of study, but will average about \$300-\$500 per course. Your personal living expenses will vary based on where you live and how much you spend for room, board, transportation, clothing, entertainment, etc.

How Need Is Determined

For financial aid awards that have "need" as a criterion, your total school costs and all family resources will be considered. The "need" equation is: $\text{budget} - \text{resources} = \text{need}$. Budgets are determined each year by the Financial Aid Office. These budgets are based on bureau of labor statistic guidelines and student surveys. Resources include family contribution, savings, assets, student and/or spouse earnings, as examples. Your "financial need" is determined by subtracting all resources from your total budget. Your financial need is the amount of aid you are eligible to receive for the academic year, from all sources. This process is repeated for each year that you apply.

How Aid Is Packaged And Disbursed

After all known outside aid (scholarships, loans, etc.) have been used, all students will be considered for Federal loan funds.

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

Federal loan funds are usually received by Iliff at the beginning of each semester. Federal guidelines dictate student loan funds must first be used to pay educational expenses (i.e., tuition, fees and on-campus housing). Any remaining funds will be disbursed to the student for other education-related expenses. Outside awards may come to the School or be sent directly to you. If the funds are sent to you, you must inform the Financial Aid Office that the funds have been received.

Students receiving special financial awards with specific grade point average requirements must maintain that requirement from one semester to the next in order to remain eligible to receive those funds. Awards with specific GPA requirements will be rescinded for the semester following any semester in which the cumulative grade point average falls below the required minimum. Grades will be reviewed at the end of each semester. Once a new semester has begun, scholarship or grant funds will not be adjusted for grade changes resulting from late completion of course work. Scholarship and grant funds from Iliff require a minimum enrollment of 6 credit hours per semester to remain eligible.

Financial Aid Limitations

Iliff will not grant institutional aid (grants or scholarships) when a student exceeds the course hour requirement for a master's degree by 10%. To remain eligible for Federal student loan funds, a student must complete their degree requirements within 150% of the minimum credits required to graduate. Iliff will not grant institutional aid (loans, grants or scholarships), or process applications for federal loans for more than two (2) master's degrees at Iliff.

Students may be required to return a portion of federal student loan funds if they drop below half-time status or withdraw before the end of the academic semester. See [Financial Aid - Withdrawals and Refunds](#) for more details.

Iliff will not grant institutional loans or process applications for federal loans for students who have previously defaulted on the repayment of federal loans. In rare instances, the

admissions and scholarship committee may waive this policy for students who are otherwise eligible for federal loans. Students may submit a request for a waiver to the Associate Dean of Admissions and Student Services.

Special Circumstances

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

Verification Procedures

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

Student Rights

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

Student Responsibilities

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

Financial Aid - Attendance and Participation

Students who have not attended or stopped attending classes may be required to repay a portion of the federal financial aid for that semester. The Registrar sends an email to all instructors for the semester to determine if students are participating or attending courses (generally weeks 1-2). The course instructor may contact the Advising Center if a student is not attending and/or participating in the course.

If it is determined that a student never attended some or all classes, financial aid may be canceled completely. The instructor will be contacted to determine the last date of attendance or participation. If no attendance or academic activity can be verified by the instructor or student, it will be assumed that they never attended the class. If half-time attendance or academic activity cannot be verified, all financial aid may be canceled.

Students no longer attending or participating in class are encouraged to officially drop individual courses or withdraw entirely through the Office of the Registrar. If a student follows Iliff procedures and withdraws, they will have an official withdrawal date and their financial aid refund calculation will be completed according to the Federal Return of Title IV Refund Policy.

Financial Aid - Satisfactory Academic Progress

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

Satisfactory Academic Progress – Minimum Standards (effective July 1, 2019)

1. Students must maintain a cumulative grade point average of 2.25 on a 4.00 scale.
2. Complete your degree requirements within 150% of the minimum credits required to graduate. This is known as Maximum Time Frame. For example, a student may attempt a maximum of 108 credits to complete a degree that requires 72 credits. If a class is taken more than once, both courses will be counted toward the Maximum Time Frame. The courses used to calculate the Maximum Time Frame will be courses you were enrolled in after the add/drop period. Once a student has reached the Maximum Time Frame limit, he or she is no longer eligible for federal or institutional aid.
3. Complete and pass a minimum of 67% of all courses attempted. This is known as the Cumulative Completion Rate and is required to finish your degree within the Maximum Time Frame. Grades of W, F, or Audit do not constitute successful completion of a course. All accepted transfer credits are counted toward the 67% rate.

If you fail to meet the requirements in the Standards for Satisfactory Academic Progress, you will be placed on financial aid warning for the next one semester of attendance. You will be able to receive federal funds for the subsequent semester. You must meet all standards listed by the end of the warning period or you will no longer be eligible for federal or institutional financial aid until you meet the satisfactory academic progress minimum standards. You will not be eligible for financial aid if you reach the Maximum Time Frame limit, unless an appeal is submitted and approved (see appeal process below).

Appeal Process

If you are failing to meet Satisfactory Academic Progress standards and have extenuating circumstances, you may appeal your status to the Office of Financial Aid. To appeal a financial aid suspension, you will be required to submit the following documentation: a written statement that includes your program of study, anticipated completion date, a list of required courses left to complete the degree, and the reason

for the appeal. Additional documentation from an outside source (doctor, etc.) may be required. Appeals with documentation must be submitted within 45 days of receipt of academic progress (probation or suspension) letter.

To show you are making satisfactory academic progress after an appeal is granted you must receive a semester GPA of at least 2.5 and complete 100% of courses taken that semester. Failure to do so will result in you being placed back into a suspension status and will be required to submit another appeal. This standard must be maintained until you are meeting the cumulative quantitative and qualitative satisfactory academic progress requirements (2.25 GPA or above and at least 67% of course completion). Each appeal is reviewed on a case-by-case basis by the Financial Aid Appeals Committee. Notice of appeals decisions will be mailed and/or emailed within two weeks after submission. If additional documentation is needed to make a decision, the time frame to make a decision will be delayed. Appeal decisions are final. If you have questions regarding this policy, please contact the [Office of Financial Aid](#).

Financial Aid - Withdrawals and Refunds

This policy, known as the Return of Title IV Funds (R2T4) Policy, applies to anyone who receives financial aid, begins classes, and subsequently either withdraws from all classes or fails to receive passing grades during the semester. Title IV (Federal) funds are awarded to you under the assumption that you will attend school for the entire period for which the federal funds are awarded. When you withdraw from all courses for any reason, including medical withdrawals, you may no longer be eligible for the full amount of Title IV funds you were originally scheduled to receive.

If you withdraw from all courses prior to completing at least 60% of the semester, you may be required to repay a portion of the federal financial aid you received for that semester. A pro rata schedule is used to determine the amount of federal student aid funds you will have earned at the time of withdrawal.

The return of funds is based upon the concept that students earn their financial aid in proportion to the amount of time in which they are enrolled. Under this reasoning, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60% of the semester is completed, you are considered to have earned all of your financial aid and will not be required to return any funds. If you withdraw during the 100% refund (add/drop) period for any semester, all of your aid for that semester will be canceled and returned.

Determining The Withdrawal Date

For an official withdrawal, the effective withdrawal date is the first date of notification by the student to the Office of the Registrar or other designated official offices. For an unofficial withdrawal, it is the date the institution becomes aware that the student is no longer attending the institution.

For an unofficial withdrawal due to the student failing all classes, the effective withdrawal date is the midpoint of the semester if there is no late date of attendance reported by instructors. The withdrawal date for students who are academically dismissed is the date of the notification of their dismissal. For suspended students, the withdrawal date is the due date for the suspension appeal if the appeal is denied.

We may use a last date of attendance for the effective withdrawal date if the last date a student attended class or submitted coursework is verified by an employee who has knowledge of a student's class attendance, or if there is an emergency situation and there is third-party documentation that verifies a student has not attended class. Iliff does not accept a student's self-reported last date of attendance. It is the responsibility of the student to provide documentation through the tuition appeal process or medical opt-out approval.

The following Registrar policies are pertinent to determining if a student has attended and earned all Title IV aid beyond the 60% point of the semester (at the beginning week 9). Please see the [Leave of Absence and Withdrawals](#) section of this Handbook for more details.

Regulations require schools to perform calculations within 30 days from the date the school determines a student's complete withdrawal. Iliff must return funds within 45 days of the calculation. Please note: if you have a work-study position, the withdrawal date is also the last day you may work at your work-study position.

Step 1: Student's Title IV Information – The Financial Aid Office will determine: the total amount of Title IV aid disbursed (if any) for the semester you withdrew. (Your Title IV aid is counted as aid disbursed in the calculation if it has been applied to your account on or before the date you withdrew). The total amount of Title IV aid disbursed, plus the aid that could have disbursed (if any) for the semester in which you withdrew.

Step 2: Percentage of Aid Earned – The Financial Aid Office will calculate the percentage of aid earned as follows: the number of calendar days completed by the student divided by the total number of calendar days in the semester (weekends included) in which the student withdrew. *Days attended / Days in Enrollment Period = Percentage Completed*. If the calculated percentage exceeds 60%, then you have

“earned” all aid for the period. The date you earn more than 60% of your aid does not coincide with the tuition refund schedule for dropped classes, and is only used to determine the amount of financial aid we must return (if any). Please refer to the [Financial Information/Tuition Fees](#) section of this Handbook or contact the Office of the Registrar for more information on tuition refunds.

Step 3: Amount of Aid Earned by Student – The Financial Aid Office will calculate the amount of aid earned as follows: the percentage of Title IV aid earned (step 2) multiplied by the total amount of Title IV aid disbursed or that could have been disbursed for the semester in which the student withdrew (Step 1). *Total Aid Disbursed x Percentage Completed = Earned Aid.*

Step 4: Amount of Title IV Aid to be Disbursed or Returned

If the aid already disbursed equals the earned aid, no further action is required.

If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program. This means that a balance may be created on your Iliff tuition account, and you will then be billed and responsible for paying all charges. *Total Disbursed Aid – Earned Aid = Unearned Aid to be Returned.*

If the aid already disbursed is less than the earned aid, we will calculate a post-withdrawal disbursement. If this post-withdrawal disbursement contains loan funds, you may elect to decline these funds so you do not incur additional debt. You will be notified of any additional disbursements via email to your Iliff account.

Order Of Funds Returned

The order of return of funds is defined by the U.S. Department of Education regulations as follows:

1. Unsubsidized Federal Direct Loans,
2. Federal Graduate PLUS Loans.

Loans must be repaid by the borrower as outlined in the terms of the borrower's promissory note. You should contact your servicer if you have questions regarding the grace period or repayment status.

If a student account contains a refund (credit balance) after Federal Loan money or internal scholarships have been awarded, the refund will be processed automatically and there is no need to contact the Business Office. However, if the refund is due to an outside gift or scholarship, the refund must be requested in writing via email to smueller@iliff.edu. The funds must be posted to the students account before requesting such refund.

The first refund of each semester will hit bank accounts (or a live check will be mailed) on the second Friday of each semester.

Financial Aid - Veteran Information

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

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

1. During each semester of enrollment, a veteran must complete 50% of all courses for which he/she registered and earn a grade point average of 2.0 based on all courses for which he/she registered.
2. A veteran who fails to meet these requirements will be placed on VA benefit probation during the following semester of enrollment. A veteran who fails to meet the minimum requirements during the probationary period will not be certified for VA benefits, and the regional VA office will be notified of this action.
3. A veteran who has had VA benefits terminated under this procedure may continue enrollment at his/her own expense. Such a student may subsequently be re-certified for VA benefits by receiving counseling and demonstrating normal progress as defined above. It is required by both Iliff and the VA that veterans report all previous education and training, by official transcript or similar certification, to Iliff. The veteran student is responsible for keeping informed of VA laws and regulations and complying therewith. Iliff participates in the U.S. Department of Defense's "Yellow Ribbon Program" for qualified veterans.

Financing Your Education

To be considered for institutional financial aid you must be enrolled in at least six credit hours for a full award. If enrolled less than full time (6 hrs.), awards will be prorated. You must be enrolled in at least three credit hours to be eligible for any type of financial aid, including Federal Student Loans.

Federal funds awarded are contingent upon congressional appropriations. Students must be making satisfactory academic progress in order to remain eligible for financial

aid. Other forms of financial assistance, i.e., outside scholarships, jobs, etc. must be reported to the [Financial Aid Office](#).

All financial aid will be applied first against institutional charges. Any excess funds will subsequently be paid to the student. The student may be required to return a portion of federal student loan funds or institutional financial aid if they drop below half-time status or withdraw before the end of an academic semester.

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

Students must reapply for financial aid each academic year by completing the [Free Application for Federal Student Aid \(FAFSA\)](#).

Employment

In a metropolitan area of more than two million people, numerous opportunities for part-time employment may be found in Denver. Iliff maintains some job listings in various categories through the [Iliff Professional \(In\)Formation Network](#). Students wishing appointments as sole pastors usually need to contact area judicatory officials.

Church And Agency Support

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

Outside Aid Programs

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

Federal Programs

All Federal aid programs require applicants to be a U.S. citizen or permanent resident, degree-seeking, attend at least one-half time, maintain satisfactory academic and incremental progress. To be eligible for any form of federal aid, you must complete the [free application for federal student aid](#) (FAFSA).

Federal Work-Study

Iliff School of Theology participates in the Federal Work-Study program and has a number of jobs available for students who meet the Federal eligibility requirements. These positions are part-time employment at on-campus jobs with varied pay scale. From time to time there may be a limited number of off-campus, community service positions. Positions are funded by both federal and institutional monies. Once you have completed your FAFSA, apply for positions through the Iliff Financial Aid Office.

Federal Direct Unsubsidized Student Loans

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

- Complete a free application for federal student aid (apply online at www.fafsa.ed.gov).
- Complete a master promissory note (<https://studentloans.gov>)
- Complete entrance counseling online (<https://studentloans.gov>).
- No loans will be approved for students with prior loan defaults.

Interest Payments: In passing the Budget Control Act of 2011, Congress and the President have eliminated the interest subsidy on these loans effective July 1, 2012. The Federal government does not pay interest on your behalf. You must pay for all of the interest that accrues on your unsubsidized loan during the time you are enrolled in school, during the grace period, and during any periods of deferment or repayment. There are two ways for you to pay interest while you are in school, your grace period, or a period of authorized deferment: (i) you may make monthly or semesterly payments to your lender or (ii) you and your lender may agree to add interest to the principal of your loan, but no more frequently than semesterly. (This is called capitalization.) If you do not make an interest payment as scheduled while you are in school, in grace period, or during a period of authorized deferment, your lender may automatically capitalize the interest every three months. During other periods, you must pay this interest to your lender, unless your lender agrees to grant you forbearance, as explained in your

promissory note.

Federal PLUS Loan for Graduate and Professional Students

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

Emergency Loan Policy

The Iliff School of Theology recognizes there may be times when unexpected financial emergencies may cause undue stress and hardship on our students. To assist those who encounter financial emergencies while enrolled, the Iliff School of Theology has established an emergency loan fund that is governed by the policies listed below:

(Please note that poor budget planning does not constitute an emergency.)

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

GENERAL POLICIES

Americans with Disabilities Act (ADA) Accommodations

ADA Accommodations

The Iliff School of Theology is committed to providing equal access to educational programs for all qualified students with learning, physical, medical, or psychological disabilities.

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Iliff is committed to providing accommodations to qualified students with disabilities during their studies at Iliff. Therefore, Iliff coordinates appropriate and reasonable accommodations and access for students with physical, cognitive, or other disabilities. To better assist our students, they are required to provide appropriate documentation of disability and/or information related to the student's disability or functional limitations that substantiates requests for services. The ADA compliance officer may work with Support, and if necessary the Academic Vice-President/Dean and Academic Advisors at Iliff, to develop an individualized accessibility plan for students with disabilities.

Students are encouraged to contact Dr. Samantha Joo, Academic Advising Center Coordinator and ADA accommodations officer at ADAcordinator@iliff.edu.

Definition of Disability

The Americans with Disabilities Act defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activities.

Accommodations Provided

Iliff will engage in a collaborative effort with students with qualified disabilities to provide reasonable accommodations.

Accommodations are arranged on an individual basis and may not be identical to those previously used by a student. Students should allow an adequate amount of time for their request to be reviewed and accommodations to be arranged.

Iliff, as with other institutions of higher education, is not obligated to provide personal aids and services such as attendants, individually prescribed devices such as wheelchairs, readers for personal use or study, or other devices and services of a

personal nature.

Reasonable accommodation does not always equate to the best equipment or services available; nor does it require fundamental alteration of academic programs or the imposition of undue burden on the institution.

Eligibility requirements

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

Academic Policy

Accommodations cannot be requested, nor honored retroactively. Undiagnosed or undocumented disabilities cannot be the basis for grade appeals. Students cannot petition grades received as a result of not using accommodation(s) or not following appropriate procedures to request accommodations. Iliff works with students on an individual basis to customize disability accommodations.

Disability documentation

Documentation of disability is required and should accurately reflect current limitations associated with the specific disabling condition(s). Documentation must be signed by an appropriate professional, such as a physician, psychologist, LD/ADHD Specialist, or other qualified professional. Appropriateness of documentation will be determined on a case-by-case basis. We may request additional information to determine eligibility for accommodations. All expenses accrued in the process of obtaining documentation are the responsibility of the student.

All documentation/letters shall be on official letterhead, typed, with signature and date. The following information about the evaluator should be clearly stated in the documentation: Name, Title, Professional Credentials, Licensing Number, and information about the license or certification (e.g., licensed psychologist), as well as the area of specialization, employment and state/province in which the individual practices.

Note: This requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature. This documentation includes a description of the functional limitations resulting from the disability or disabilities. This may include treatments, medications, and/or assistive devices/services currently prescribed or in use. Significant

side effects that may impact physical, perceptual, behavioral or cognitive performance should also be noted. Documentation is required for emotional support animals (see [Pet and Service Animal Policies](#)).

Confidentiality

All information regarding a student's disability is confidential. Records will remain separate from academic records and will not be released to an individual or source external to the Iliff School of Theology without the student's written consent. However, in order to arrange appropriate accommodations, the ADA compliance officer must often consult with specific faculty and/or staff members. Therefore, it may be necessary to communicate limited information about disability-related needs to Iliff School of Theology faculty and/or staff. Specific details regarding a student's diagnosis of disability will not be revealed. The Iliff School of Theology will hold students' disability documentation and records for no longer than a minimum of five years after the student leaves Iliff School of Theology (e.g. graduates or withdraws), at which time all individually identifying records will be destroyed.

Accessibility - ADA information for Instructors

Iliff supports ADA students through accommodations as needed. If you are approached by a student who indicates they need assistance, please refer them to the advising center first. All syllabi should include the following ADA statement:

Iliff engages in a collaborative effort with students with disabilities to reasonably accommodate student needs. Students are encouraged to contact their assigned advisor to initiate the process of requesting accommodations. The advising center can be contacted at advising@iliff.edu.

We have included this statement in our standard Canvas course template on the Expectations page. Should you have any questions about our best practices concerning students requesting an ADA accommodation, please contact Dr. Samantha Joo at ADAcoordinator@iliff.edu. There is also help with devices and assistive technology available at support@iliff.edu.

Alcohol, Drugs, and Controlled Substances Policy

This policy applies to all students and to all employees regardless of classification or position. Maintaining a safe and healthy working and learning environment is a vital concern to Iliff and it is committed to taking action necessary to create such an environment. In recognition of this commitment, and through federal, state, and local mandates, the manufacture, distribution, sale, purchase, possession, or use of a

controlled substance, whether alcohol, illegal drugs, or legal drugs used illegally, is prohibited on Iliff premises or property. Being under the influence of controlled substances while on Iliff premises is also prohibited.

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

Violation of this policy includes, but is not limited to:

- Possession, use, manufacture, or distribution of any Federally Illegal Drug, or any possession or use of any prescription drug or other controlled substance except under the direction of a licensed physician. The manufacture or distribution of any drug is also prohibited, including Cannabis plants. Marijuana, including Medical Marijuana, is prohibited on campus, regardless of age.
- Being under the influence of any Federally Illegal Drug, prescription drug, or other controlled substance to the point of endangering one's own health or safety.
- Any possession or use on Iliff's premises of paraphernalia used to facilitate the use of any Federally Illegal Drug or other controlled substance in violation of this policy. This includes but is not limited to marijuana pipes, bongs and scales or other measuring devices. Any act which causes a person to ingest any Federally Illegal Drug, prescription drug, or other controlled substance without their effective consent.
- Like the University of Denver, Iliff is a smoke-free campus. (Policy adapted from the University of Denver's Drug Misuse Policy, 2015)

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

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

Campus Safety

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

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

Everyone in the Iliff community will automatically receive an email for emergency alerts. These email alerts will be sent when Iliff and/or DU has an emergency situation. There is no sign up required for email alerts. However, there is a sign-up in order to receive SMS Text and Voice Call alerts. As a way of enhancing communications at Iliff and ensuring our collective safety, students are encouraged to sign up for e2Campus SMS Text and Voice Call alerts: General Emergency Alerts.

In accordance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Iliff Annual Security Report is available at: [Safety, Security-Report / Clery Act and Annual Fire and Safety Report_Fall 2023.](#)

Building Access

Normally, the Iliff building is open to students and guests from 8:00am to 4:30pm Monday through Thursday, and 8:00am to 12:30pm on Friday. These hours are subject to change for special events, which will be publicized. Propping doors open or admitting persons after hours may endanger the safety of everyone who works or studies at Iliff.

Changing or Requesting Exceptions to Non-Academic Policies

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

In every case, the first step in dealing with concerns related to non-academic issues is to raise the concern with the appropriate person, office, or committee. One or more students concerned that the person, office, or committee normally responsible for the non-academic policy in question has not been responsive should follow the [Student Grievance Policy](#) procedures listed in this Handbook.

Fire Arms

Iliff School of Theology is committed to providing a safe workplace and therefore prohibits the possession of dangerous weapons.

Any possession and/or use of weapons, explosives, fireworks, or other object designed and/or used to inflict injury or damage while on Iliff property is prohibited. This includes, but is not limited to, items that simulate such dangerous objects. The possession of non-lethal self-defense instruments is not prohibited; however, the reckless use of such devices may be considered a violation of this policy.

It shall also be a violation of Iliff's policy to possess any weapon on the private property of Iliff even if the bearer possesses a valid concealed weapon permit issued under current Colorado state statute.

For the purposes of this policy weapons are defined in Colorado Revised Statutes 18-12-101 & 18-12-102.

Purpose, Vision, and Commitment Statements

Purpose Statement

Iliff is a theological graduate school that nurtures passion, cultivates compassion, and encourages social and ecological justice around the world.

Vision Statement

Iliff students and graduates are social justice activists, spiritual companions, religious leaders, and intercultural innovators in faith, secular, civic, and academic communities.

Commitment Statement

The Iliff School of Theology educates persons to be leaders committed to interculturality, decolonialism, social justice, inclusiveness, and religious diversity.

Inclement Weather Announcements

In the case of inclement weather, the Academic Vice-President/Dean and the Director of Facilities Management, will decide on the question of school closure. Consultation will be held at 5:15 a.m. to determine whether the school will open later in the day or close for the day. In the case of the onset of inclement weather during the day, an email announcement will be made about early closure. Iliff will also place a recorded message on the Iliff main telephone number, 303-744-1287, informing you of the decision and will send out an email message informing the school community of the decision. In all cases, the decision of the administration will be the official and operating policy. In the event of closure, on-campus classes are to be canceled and all offices closed. Instructors are not to cancel classes due to weather without an official decision.

Animals on Campus Policies

Pet Policy

Pets of any type are not allowed in any Iliff School of Theology buildings, including classrooms, the library, and offices.

Pets are not barred from Iliff's grounds, provided they are leashed. Pet owners must abide by all leash laws, be in control of their pet at all times, and immediately clean up after their pet as necessary. Under no circumstances should animals be tied to buildings, handrails, trees, bicycles racks, or any other objects. Any damages caused by pets on Iliff grounds will be the responsibility of the pet owner.

Any complaints regarding animals on Iliff's grounds or violations of this policy should be addressed to Iliff Campus Safety and the Academic Vice-President/Dean's Office.

Service Animal Policy

- Service Animals are permitted in Iliff's buildings in accordance with the Americans with Disabilities Act of 1990 (ADA) and Colorado Law Sections 24-34-301 (5.6), C.R.S., 24-34-803 C.R.S., and 18-13-107 C.R.S.
- A Service Animal must be individually trained to do work or perform tasks for the benefit of an Individual with a disability. The work or tasks performed must be directly related to the disability. Service Animals must be accompanied by a Partner at all times and the Partner must maintain control of the animal at all times.
- The Service Animal must be current on vaccinations.
- In situations where it is not obvious that the animal is a Service Animal, The Iliff School of Theology may ask:
 - Is the animal a Service Animal required because of a disability?; and
 - What work or task has the animal been trained to perform?

If the above inquiries are made and, as a result, it becomes clear that the animal is not a Service Animal, the animal may be excluded from the building.

- The school shall not require any documentation for the Service Animal, require that the animal demonstrate its task, or inquire about the nature of the person's disability. Students are, however, encouraged to register the Service Animal with the Disabilities Service Office.
- The care and supervision of a Service Animal is the responsibility of the Service Animal's Partner. Service Animals must be harnessed, leashed, or tethered, unless the device interferes with the Service Animal's work or the individual's disability prevents using these devices. In that instance, the Partner must maintain control of the animal at all times through voice, signal, or other effective controls. The Partner is liable for any damage to persons, premises, or facilities caused by the service animal.

Service Animal Responsibilities

- The Partner is responsible for the cleanup of all animal waste.
- Iliff has the authority to remove a service animal from its grounds or facilities if the service animal becomes unruly or disruptive, unclean, and/or unhealthy to the extent that the animal's behavior or condition poses a direct threat to the health or safety of others or otherwise causes a fundamental alteration in the Iliff's services, programs, or activities. If such behavior or condition persists, the Partner may be directed not to bring the animal into public campus areas until the problem is rectified.

Emotional Support Animal Policy

1. Emotional Support Animals (ESA's) are animals that alleviate one or more identified symptoms or effects of a person's disability.
2. ESA's must be approved and will be considered on a case-by-case basis as an accommodation under the Americans with Disabilities Act Accommodations Policy.
3. Only one ESA is allowed per student or staff member (the "Owner").
4. All essential personnel will be notified that an approved animal will be on campus.
5. The ESA must be current on vaccinations.
6. The owner is responsible for the proper care and conduct of the ESA. This includes:
 - a. Maintaining control of ESA and ensuring the animal is leashed at all times. The
 - b. ESA cannot be a distraction or a disruption to the classroom environment.
 - c. The ESA must be adequately trained for a public environment.
 - d. The owner is responsible for the cleanup of all animal waste.
 - e. The owner is liable for any damage to persons, premises, or facilities caused by the ESA.
 - f. Iliff has the authority to remove an ESA from its grounds or facilities if the animal becomes unruly or disruptive, unclean, and/or unhealthy to the extent that the animal's behavior or condition poses a direct threat to the health or safety of others or otherwise causes a fundamental alteration in the Iliff's services, programs, or activities. Should removal of an approved ESA occur, the owner will be expected to comply with any changes implemented as a result of the removal.

Proof of Health Insurance

Basic health insurance is mandatory for all students in all programs. Insurance for medical evacuation and repatriation is required for all international students in J-1 status, in addition to health insurance. All students must provide proof of insurance coverage before they are allowed to register. Proof normally consists of a valid insurance card or receipt for payment for an insurance policy. Please contact the Admissions Office at 303-765-3117 or admissions@iliff.edu for more information.

Protections Against Sexual Misconduct

Sexual misconduct is unacceptable and will not be tolerated at the Iliff School of Theology (Iliff). A member of Iliff's community who is the victim of sexual misconduct,

has knowledge of another person being the victim of sexual misconduct, or believes in good faith that he/she has witnessed a possible warning sign of sexual misconduct as defined by this policy is urged to make a formal report to the Title IX Coordinator and/or the police and follow the Sexual Misconduct Policy process outlined in [Equal Opportunity, Harassment, & Non-Discrimination Policy and Procedures](#)

Standards of Community Conduct

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

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

Inclusive Language

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

Violations of Community Conduct

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

Student Grievance Policy

The Iliff School of Theology is committed to nurturing a professional and fulfilling working and campus environment as well as open communication for all its employees and students. However, if communication issues or problems arise among community members, students with the complaint should refer to existing relevant and applicable policies and then discuss the issue with his/her/their instructor/advisor. Iliff values each

student as a member of our community, and encourages comments about how our campus environment can be improved.

Informal Problem Resolution

Iliff School of Theology strives to maintain a collegial campus environment, which minimizes conflict and encourages the resolution of problems. It is most beneficial if problems are resolved informally and at the lowest level where such resolution proves possible. When a student is troubled by an incident that occurs with another community member, that student should speak with the other community member to try to resolve the issue. (** An exception to this process is in the case of sexual harassment or any other conflict in which there is a risk of harm to oneself or others, whether real or perceived. In such cases it is advised that the grievant cease any contact or communication with the presumed respondent and report to the Title IX coordinator, other appropriate Iliff employees, or local authorities.**)

If the issue is not resolved between the two community members, the grievant (the student) should consult the Academic Vice-President/Dean in order to review existing student and institutional policies that may address the complaint more specifically. In the case of a student who is troubled by an incident that occurs with his/her/their own instructor or advisor, he/she/they should speak directly with the instructor/advisor to resolve the issue. If the issue is not resolved in this fashion, the student should consult the Dean.

Use of Other Policies Available

It is recommended that all existing policies that are more specific to the nature of the complaint be consulted before invoking a grievance. These policies may include:

- [Equal Opportunity, Harassment, & Non-Discrimination Policy and Procedures](#)
- [Student Responsibility](#)
- [Academic Integrity](#)
- [Academic Requirement Appeals and Petitions](#)
- [Standards of Community Conduct](#)
- [Americans with Disabilities Act \(ADA\) Accommodations](#)
- [Alcohol, Drugs, and Controlled Substances Policy](#)
- [Fire Arms](#)
- [Pet and Service Animal Policies](#)

However, in an organization of this size and with such diversity, problems may arise that do not necessarily fall into the categories above. It is for such cases that the following

grievance procedure has been adopted.

Formal Student Grievance Policy and Procedures

Individuals Covered by This Policy

This grievance policy applies to currently registered students of the Iliff School of Theology.

Formal Grievance Panel Guidelines

The Grievance Panel, appointed by the Academic Vice-President/Dean or the Chief Officer as described in the Appendix (Composition of Formal Grievance Panels) is charged with investigating the grievance and making a written recommendation for its resolution. The Panel shall establish its own procedures for the conduct of its investigation. The Panel shall have full authority to obtain any necessary documents and discuss the grievance with any related party(s). All information received and reviewed by the Panel shall be kept in strict confidentiality.

The investigation can include, but is not restricted to, discussions with any parties directly involved, review of any applicable institutional policies or state/federal laws, and examination of any written documentation as presented by the parties directly involved (i.e.: memos, letters, etc.). If a grievance is denied due to missed deadlines and the grievant believes there are extenuating circumstances, he/she/they may request an exception. The Grievance Panel in consultation with the Dean shall determine if an exception can be made to this guideline.

Iliff will ensure that a training session is conducted for the co-conveners, as well as provide the full panel an orientation to the grievance process.

Formal Grievance Procedure

If the informal problem resolution is not successful, the student can proceed with a formal grievance by filling out the [Student Grievance Form](#). **Once the form is filled out it will automatically go to the Dean's Office.**

The Dean (or designee) will promptly inform all parties named in the grievance and will then appoint a Formal Grievance Panel consisting of members as described in the Grievance Panel matrix.

The Grievance Panel will normally conclude the investigation of the grievance no later

than twenty-two (22) business days after the Dean formally received the complaint. The Panel shall have full authority to obtain any necessary documents and discuss the grievance with any related party(ies). The grievant and the person against whom the grievance was made each have the right to meet directly with the Grievance Panel. If the Grievance Panel wishes to meet with the grievant or requests more information from the grievant, it must do so in writing. The grievant must provide a documented response to the request within five (5) business days of the request or the grievance will be denied. A response may be documented via email, fax, documented meeting, hardcopy memo, or documented conversation with a panel member. The grievant is not allowed to have his/her/their legal counsel present during the formal grievance procedure. However, should he/she/they desire, a written statement may be given to the Panel from the grievant's attorney. In addition, the grievant and respondent when called to participate in a hearing may bring an Iliff employee as a note taker; this person cannot address the committee or respond to questions posed to the claimant or respondent.

All information related to this grievance obtained by the Panel members is strictly confidential and may be used only for the purpose of resolving the grievance both during and after the grievance process.

The Panel may recommend any remedies including any disciplinary consequences up to and including dismissal. In any case in which discipline or dismissal is recommended by the Panel, the Panel's recommendation shall be made by written report to a Review Group. The Review Group shall be made up of:

- In the case the disciplined or dismissed party is an employee: The Chief Officer related to the department in which the person works (or designee), direct supervisor of the employee whose discipline or dismissal is being recommended, and a Senior Leadership Team member.
- In the case the disciplined or dismissed party is a student: The Dean (or designee), the Registrar, and the student's advisor.

The membership of the Review Group is designed to provide a balanced decision. If any of these people are implicated in the grievance, he/she/they must recuse from this review group.

One or both of the co-conveners of the Grievance Panel will present the discipline or dismissal recommendation to a meeting of the Review Group to explain the reasons for the recommendation and to answer questions that may arise. After reviewing the recommendation from the Panel, the Review Group will make a final recommendation to the Dean or the Chief Officer regarding the action related to the student or the employee and document the reasons for its recommendation. The Review Group may make additional recommendations to the Grievance Panel (e.g. disciplinary actions rather than

dismissal, changes to policies, etc.) but the final decision on all recommendations other than dismissal are made by the Grievance Panel.

At the end of the investigation (including decisions by the Review Board) the Grievance Panel shall submit a written report outlining its recommendations to the grievant and any other parties involved and affected in the grievance and the Dean or the Chief Officer.

In cases of discipline short of dismissal, the Panel's written decision shall be delivered to the grievant and other involved and affected parties by a member of the Grievance Panel and shall be considered a final decision.

If dismissal is recommended, the Dean (or designee), (and the direct supervisor if the dismissed person is an employee) will deliver the written decision to the person being dismissed in person. A member of the Grievance Panel and the Dean (or designee) will deliver in person or by registered mail the written decision to the others affected by this action.

Whether or not dismissal is recommended, a final decision from the Grievance Panel will normally be delivered to the grievant within twenty-two (22) business days of the Dean's receipt of the formal grievance. If this time-frame is impossible to achieve, the grievant will be provided the reasons for the delay.

Appeal Procedure

The decision of the Panel (including the decision of the Review Group) shall become final within five business days, unless the grievant, the person against whom the complaint was lodged, or a person whose dismissal resulted from this process appeals the decision to the President. Appeals must be made in writing within five (5) days of receipt of the Grievance Panel or Review Board's decision.

- The President will only accept an appeal if it is based on at least one of the following criteria: An allegation that the grievance panel process was not in conformity with prescribed procedures.
- An allegation that there is new information or other relevant facts not brought out in the original hearing, sufficient to alter a decision, because such information and/or facts were not known to the person appealing at the time of the original investigation by the Grievance Panel.

The president will make a decision on whether or not to accept the appeal and will notify the grievant about the next steps. The President's decision is final.

Conclusion of the Process

All documentation developed during the formal grievance process shall be turned over to the Dean who will keep copies for official files.

Prohibition of Retaliation

This policy prohibits retaliation against persons who report a grievance, assists someone with reporting a grievance, or participates in any manner in an investigation or resolution of a grievance case. Retaliation includes but is not limited to threats, intimidation, reprisals, and/or adverse actions related to employment or ability to participate in the educational program, or other non-academic programs that are part of the educational program Iliff provides.

Student Grievance Panels

Composition of Formal Grievance Panels

Staff Respondent:

- Co-Chair of Grievance Panel: 1 Senior Leadership Team member, appointed by the Chief Officer of the department in which the person works
- Co-Chair of Grievance Panel: 1 Support staff member, appointed by the Chief Officer of the department in which the person works
- 1 Seminary employee selected by Grievant
- 1 Seminary employee selected by Respondent
- If the grievant is a student: 1 student representative
- If the grievant is a faculty member: 1 faculty representative

Faculty Respondent:

- Co-Chair: Chair of the Faculty Personnel Committee, or a faculty member appointed by the Academic Vice-President/Dean
- Co-Chair: 1 Senior Leadership Team member, appointed by the Dean
- 1 Seminary employee selected by Grievant
- 1 Seminary employee selected by Respondent
- If the grievant is a student: 1 student representative
- If the grievant is a staff member: 1 support staff representative

Student Respondent:

- Co-Chair: Academic Vice-President/Dean or designee
- Co-Chair: Advisor, Journey Program Director or Title IX Coordinator
- 1 Seminary employee selected by Grievant
- 1 Seminary employee selected by Respondent
- If the grievant is a staff member: 1 support staff representative
- If the grievant is a faculty member: 1 faculty representative

Notes

- The Dean or the Chief Officer will appoint members of the Panel specified as “representatives” after consultation with appropriate Seminary staff and faculty.
- Adjunct faculty will be treated as faculty for the purposes of this policy.
- Employees who hold both faculty and staff responsibilities will be treated as faculty or staff depending on the situation being grieved. The President will make this determination.

In the event the complaint resolution at the institution is not satisfactory, students may file a complaint with the Colorado Department of Higher Education:

Colorado Department of Higher Education 1600 Broadway, Suite 2200
Denver, CO 80202
303-862-3001

<https://cdhe.colorado.gov/filing-student-complaint>

Forms - Grievance

- [Student Grievance Form](#)

Student Support Process

The primary purpose of the Student Support Process is to assess student support needs and identify appropriate resources, and when necessary engage student(s) and appropriate Iliff staff and/or faculty in consultation and/or intervention.

Any member of the Iliff community can identify concerns about student safety or well-being. This includes the student themselves, other students, staff, faculty, or community supervisors. Concerns are brought to the Academic Vice-President/Dean and documented to initiate the Student Support Process. The Dean or a staff/faculty member authorized by the Dean will assess the concern with attention to the well-being of the student and others.

The Student Grievance Policy and Procedures can be found [here](#).

Preliminary Assessment: Upon receiving a formal concern, the Dean initiates a preliminary assessment, which may include consultation with one or more of the following: the Director of Vocational Formation, the Title IX Coordinator, and/or Iliff’s attorney. If it appears that the student needs support, the Dean will contact the student for consultation.

Consultation: If the preliminary assessment leads the Dean to believe there is a reasonable basis for concern, then the Dean and/or the person who conducted the preliminary assessment will meet with the student to determine whether resources for the student's well-being, development, and readiness for next steps in the Iliff curriculum are in place, and/or whether additional support may be necessary. The purpose of the consultation with the student is to develop a plan to engage resources for the student's well-being, development, and readiness.

Conclusion: When the Dean believes that the plan has been carried out and that the concern has been adequately addressed, the Dean will inform the student that the process is completed and further consultation is not required.

If, after consultation, a student is unable or unwilling to engage resources towards their own healing and development, and/or the concern raises questions about the student's readiness for any elements of the Iliff curriculum, Iliff may limit the student's participation in classes and/or other Iliff activities, or take academic disciplinary actions up to and including temporary removal from classes or permanent dismissal from the degree program.

DENOMINATIONAL RELATIONSHIPS, ORDINATION, AND CERTIFICATION

Preparation for Ministry in the American Baptist Church

Iliff partners with the American Baptist Churches of the Rocky Mountains (ABC-RC). The denomination's required "ABC History & Polity" course is offered at Iliff on a rotating basis.

Preparation for Ministry in the Christian Church (Disciples of Christ)

Iliff has entered into a partnership with the Disciples Seminary Foundation (DSF) (www.dsf.edu), headquartered in Claremont, California. This partnership provides significant resources to students preparing for various kinds of ministry within the Christian Church (Disciples of Christ), including ordained, commissioned, and lay roles. These resources include:

- Scholarship assistance for students in any degree program, including the PhD;
- Mentoring and advising from DSF's liaison at Iliff (currently Dr. Eric C. Smith);
- Regular opportunities for fellowship and networking through local, regional, and national events, with financial support from DSF;
- Disciples of Christ History and Polity offered as needed through DSF and/or Iliff DOC faculty; and
- Independent studies related to Disciples of Christ issues, offered as needed through DSF's liaison at Iliff.

**Based on the availability of funds, UCC students can receive a book scholarship of \$50 per semester.*

Each regional body of the Christian Church (Disciples of Christ) functions differently with regard to ordination, so students will need to familiarize themselves with the procedures and policies of the region with which they wish to be under care. DSF's liaison at Iliff can help with this process. Generic information on preparation for ministry in the Christian Church (Disciples of Christ) can be found at the website of the General Commission on the Order of Ministry (<https://disciples.org/gcom>), with specific suggestions available at <https://disciples.org/gcom/preparing-for-ministry>.

Students should begin consultation with the Regional Minister and regional Commission on Ministry as soon as possible. Among the opportunities for fellowship and networking

offered by DSF will be conversations with key figures in the Central Rocky Mountain Region of the Christian Church (Disciples of Christ), which will be useful even for students who wish to pursue ordination in other regions.

Students from the Christian Church (Disciples of Christ) tradition, or from related and allied traditions, who wish to know more about this partnership and its benefits to students are encouraged to contact DSF's liaison at Iliff, Dr. Eric C. Smith, at ecsmith@iliff.edu.

Preparation for Ministry in the Episcopal Church

The Iliff School of Theology has joined with the Episcopal Diocese of Colorado in providing a specific component of the MDiv degree designed to satisfy the canonical requirements for Postulants seeking ordination in the Episcopal Church. **Students must have prior approval of the Commission on Ministry and the Bishop of the Diocese in which they plan to be ordained.**

Students seeking ordination in the Episcopal Church complete the MDiv degree with specific courses listed below. Students are strongly encouraged to use elective hours to complete coursework in Anglican Studies so as not to lengthen the degree program. CPE is required for ordination in the Diocese of Colorado, but does not have to be completed for credit at Iliff. Students should consult the Director of Anglican Studies for additional information.

Anglican Studies

Courses in Anglican Studies (required for those seeking ordination) offered during the fall/spring semesters on a three-year rotation:

- English Reformations - 3 credits
- Integrative Colloquium in Anglican Studies - 3 credits
- The Episcopal Church in America - 3 credits
- Polity of the Episcopal Church & the Anglican Communion - 3 credits
- Anglican Liturgy - 3 credits
- The Devotional Life: Historical/Contemporary Perspectives & Practice - 3 credits
- Different Dreams: Anglican Ethics & Moral Theology in Context - 3 credits

Anglican students participate in the Professional Formation curriculum.

Preparation for Ministry in the Evangelical Lutheran Church in America (ELCA)

Candidacy in the ELCA

ELCA students preparing to serve as Ministers of Word and Sacrament (pastors) or Ministers of Word and Service (deacons) must be in contact with their synodical Candidacy Committee prior to beginning study so they may be accompanied through a time of discernment, leading to entrance into Candidacy.

There are three steps in Candidacy: Entrance, Endorsement and Approval. Information regarding the Candidacy process may be obtained from the Synod office or online at www.elca.org/candidacy. ELCA candidates must be a member of an ELCA congregation and work with the Candidacy Committee of their home congregation's Synod.

Affiliation with an ELCA Seminary

ELCA candidates for ministry must be recommended by the faculty of an ELCA seminary. **To be considered for recommendation, ELCA students at Iliff enter into a relationship of “affiliation” with an ELCA seminary**, which will advise the candidate throughout the process, supervise the Vocational Residency year, provide a required year of resident theological study, and submit a recommendation for ordination or consecration for approval to the candidate's Synod.

ELCA students must be in regular consultation with their ELCA faculty advisors in order to make the best possible use of the resources at Iliff.

Preparation for Ministry in the Presbyterian Church (USA)

Iliff collaborates with the Denver Presbytery. Students should contact the Presbyterian Church (USA) and their local presbytery to schedule exams and determine required courses for ordination.

Preparation for Ministry Fellowship with the Unitarian Universalist Association

Unitarian Universalist students are expected to join the UU Ministers Association when they gain aspirant status, and are strongly encouraged to join the Ministerial Formation Network for individual and group mentoring during ministerial formation. Ordination within the Unitarian Universalist tradition is a congregational privilege. The Ministerial Fellowship Committee of the Unitarian Universalist Association articulates all denominational requirements and is the national accrediting body for Unitarian Universalist aspirants, candidates, and clergy. Many of these requirements are directly addressed in Iliff's MDiv curriculum: courses in UU Polity, UU History, and social justice

electives. Additional information can be found at: <http://www.uua.org>.

Preparation for Ministry in the United Church of Christ

UUA offers courses in UCC History and Polity on a regular basis. To learn about UCC ordination requirements and to find local congregations, visit <https://www.ucc.org/>.

**Based on the availability of funds, UCC students can receive a book scholarship from Disciples of Christ of \$50 per semester.*

Preparation for Ministry in the United Methodist Church

Students preparing for ordination as an Elder enroll in the MDiv degree. Students should be aware that UMC requirements include more courses than the MDiv degree requirements. The UMC requires that students complete the Basic Graduate Theological Studies and the five UM courses, which are all listed below. Annual conferences may also ask for additional requirements, including CPE. Academic preparation for ordination as a Deacon can be completed in two different ways:

- The MDiv degree;
- With approval of the denomination, students who already have a professional graduate degree in a field related to their work as a Deacon may enroll as non-degree students. These students complete the Basic Graduate Theological Studies course requirements and the five required UM courses.

Students should consult with their Conference Board of Ordained Ministry to discuss the most appropriate way to complete the requirements for ordination as a Deacon.

The following UUA courses meet the Basic Graduate Theological Studies requirements. This course list was developed in consultation with the UMC General Board of Higher Education and Ministry (GBHEM):

- One course in Hebrew Bible
- Two courses in New Testament
- One course in Christian history
- Two courses in Christian theology (Christology course is highly recommended).
- One breadth course explicitly on Christian Worship
- One course on preaching
- United Methodist Studies 1: History, Doctrine, and Polity
- United Methodist Studies 2: History, Doctrine, and Polity
- UM Mission of Church in the World
- Evangelism in Contemporary Contexts

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

Support for United Methodist Students

Iliff supports United Methodist students in a variety of ways including:

- Periodic special UM courses in addition to requirements for ordination;
- Hosting Annual Conference representatives and facilitating individual and/or group meetings with students;
- Arranging for mentoring groups for the candidacy process;
- Individual advising for students in the ordination process; and
- The Methodist Society, a student group, which meets throughout the academic year.

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

ILIFF RESOURCES

EAP Assistance Program

We deeply care about your well-being and self-care. To provide support and assistance, Iliff students are enrolled in the EAP (Employee Assistance Program). This is a comprehensive support service that provides phone counseling, face-to-face counseling, coaching, and thousands of other resources. Regardless of where you live, you have access to this service! Phone counseling and face-to-face counseling is available all around the country. Usually an EAP service is provided for staff and faculty in higher education, but we have extended it to Iliff students! Other than a nominal yearly fee (\$28 in 24/25; fees for 25/26 TBD), there are no extra charges. This is billed on your Iliff account only once a year in the fall.

Remember, if you are anxious or stressed and need to talk to someone, you have access to counselors 24/7/365 at 800.252.4555. You also have thousands of resources on health, stress, anxiety, family matters, money matters, debt and more by logging in to www.theEAP.com/Higher-Education-EAP

Summary of services

- Telephone counseling
- Personal counseling
- Peak performance coaching
- Legal services
- Debt counseling
- Child and elder care
- Caregiver benefits
- Self-help resources
- Wellness Center
- Lifestyle benefits
- Stress assessment and services
- and more!

Visit the EAP website. <https://www.theeap.com/>

Writing Skills Assistance (Iliff Writing Center)

The Iliff Writing Center is available for students of any level who need help beginning an assignment, organizing thoughts, or completing a final revision. During the academic year, the Writing Center offers one-on-one sessions, fields general questions related to writing, and provides a host of writing resources. More information can be found at our Zendesk Information Center, accessible [here](#), or by emailing writing@iliff.edu.

We know that it can be difficult to find reliable information with a simple web search. That's why the Iliff Writing Center curates a collection of resources that we have found to be trustworthy.

You can find an array of writing resources, including websites and downloadable handouts, on the [Writing Center Information Page](#). Here, you will also find information about Writing Center Policies, how to make an appointment, and more.

If you have a question that these resources do not answer, feel free to send it to writing@iliff.edu.

Library and Classrooms

Library

[Ira J. Taylor Library](#)

The main site for the Iliff Library provides access to a plethora of services including access to online resources: <http://library.iliff.edu>

You may also access your library account, and utilize the catalog to search for and request materials be put on hold for you to check out or use on site at the Circulation/Information Desk, located in the library lobby.

There is a group study room located on the main level that may be reserved, as well as individual study carrels located in the basement with the bulk of the physical collections. An audio recording room on the main level may also be reserved, equipped with acoustic panels and some audio recording equipment to facilitate podcasts, projects, and more.

The Ira J. Taylor Library serves the information resource needs of the students, faculty and staff of the Iliff School of Theology. The Library contains the largest theological collection in the Rocky Mountain area with approximately 200,000 print volumes, 60,700 microforms, over 400 current periodical and serial subscriptions, and more than 30 online databases. In addition to these resources, Iliff students, staff, and faculty have privileges at the University of Denver's Anderson Academic Commons, the Denver Seminary Library, and the St. John Vianney Theological Seminary Library. Books and articles not available through one of these institutions may be borrowed for Iliff students and faculty through interlibrary loan.

All library users are expected to abide by the policies posted on our homepage, at

<http://library.iliff.edu>. For more information on library services, please email us at library@iliff.edu, contact us by phone at 303-765-3173, or stop by to see us.

Classrooms

Iliff Hall, the original seminary building, was completed in 1892 as a gift from the late William Seward Iliff, Sr. It houses the Iliff Chapel, classrooms, professors' and administrative offices, and Bartlett Lounge. In 2016, through the generosity of Susan Duncan, Iliff Hall 201, 202, and 301 were remodeled and updated to better fit student and faculty classroom needs.

Skaggs Hall, completed in 1980, was made possible by a major challenge gift from Mr. and Mrs. Sam Skaggs, along with contributions from alumni/ae and friends of the School. In 2013, substantial renovations were done to the lobby, staff offices, and Shattuck Hall. Schlessman Student Commons, also created in 2013, serves as a focal point for the campus community, with informal gathering and study spaces, formal meeting rooms, student multi-use kitchenette, and a patio that provides a panoramic view of southwest Denver and the mountains. The renovations have been designed to maximize student collaboration, study, and social events.

The Bacon Education Center, providing a major addition to and renovation of the Ira J. Taylor Library (originally built in 1955), along with administrative offices, conference rooms and seminar rooms, was completed in 1998 and is named in honor of the family of Herbert L. and Laura May Bacon. Mr. Bacon, a former member of the Board of Trustees, was chairperson of the Board from 1988 to 1996. The Bacon Education Center was funded through gifts of individuals, foundations, corporations and churches as part of the School's first comprehensive campaign, the theme of which was "A Covenant to Serve Tomorrow's Communities." Various areas of the center are named in recognition of those supporters. Six donor panels at the main entrance commemorate the philanthropic spirit of friends of the School.

Reserving Classrooms and Meeting Spaces

If students want to reserve space at Iliff for student functions, please contact the Event Sales & Hospitality Manager at 303-765-3130, events@iliff.edu. See here for information on reserving space: <https://www.iliff.edu/rental/>. See here for information on [Building Access](#).

Lost and Found

Lost and found articles are located in the Student Commons.

Mail

All personal mail should be delivered directly to your place of residence.

Digital Technology

For any and all IT issues and needs (email, Canvas, my.iliff, wireless, etc.), contact the Iliff Support Team at support@iliff.edu. If the need is urgent (needs attention within 24 hours), you can call the Helpdesk at 303-909-9321 or support@iliff.edu.

IT Policies

You can find our most current [IT Policies](#) on Zendesk. Policy information includes minimum system requirements, internet usage, privacy, etc. Policy information is not included in this document since it is updated often.

IT Frequently Asked Questions (FAQs)

Our knowledge base (Zendesk - the tool you are using right now) provides resources that can address most of the questions that may arise related to technologies at Iliff. For some tips on how to use the knowledge base, see [How to Use This Site](#).

Email

Each student is assigned an Iliff email address. This address allows for school-wide communications to be sent in a timely and efficient manner. Since your Iliff e-mail address is the primary way that the administrative staff will communicate with you, **it is required that you check your e-mail account regularly or that you arrange to have it forwarded to another email address** as described below. You are responsible for knowing changes in policies disseminated electronically as well as receiving important correspondence from such offices as the office of financial aid, the business office and other administrative areas within the school. Iliff uses G Suite for Education to provide email and document sharing options for students, staff, and faculty.

- [EMAIL FORWARDING OPTIONS](#)
- EMAIL ACCOUNT AND PASSWORD
- E-mail address: generally is the first initial of your full legal name and your full last name followed by @iliff.edu.
- See our tutorial on [How to Change Iliff Email Password](#) to change or reset your password

My.iliff

my.iliff is Iliff's internal web portal, which provides on-line access to academic information, bill payment, registration, and much more. For instructions on accessing my.iliff, please see our tutorial on [Logging in to my.iliff](#).

Canvas

Canvas is Iliff's on-line course management tool. For instructions on accessing Canvas, please see our [Canvas login tutorial](#):

University of Denver Facilities

Anderson Academic Commons

Iliff students (with valid Iliff/DU ID) may use the libraries at the University of Denver. For hours of operation or for more information, see their website at <https://library.du.edu/> or call 303-871-3707.

Equal Opportunity, Harassment, & Non-Discrimination Policy and Procedures (Iliff's Title IX Policy)

[Equal Opportunity, Harassment, & Non-Discrimination Policy and Procedures](#)

STUDENT FORMS

[Application for Second Iliff Degree](#)

[Application for Conferral of Degree](#) The Application for Conferral of Degree (Graduation) is due the first day of the semester in which the student wishes to have their degree conferred.

[Add Drop Forms Semester](#)

- This form may only be used until the **end of week 1 for Summer Intensives** or the **end of week 2 for Fall and Spring Semesters**. Do not use this form after the end week 1 for Summer Intensives or the end of week 2 for Fall and Spring Semesters.
- **Note:** The end of the week for fall semester is on a Monday and the end of the week for spring and summer semesters is on a Sunday.
- **Students may not withdraw from January intensive courses. They may add or drop a January intensive on or before the first day of the course only using [My.iliff](#). After the first day of class, students may not add or drop a course.**
- Any course changes made after the first week of courses will result in a \$25.00 processing fee charged to your student account.
- Refunds of tuition will be granted on the following scale if the student drops a class for any reason.
 - a. 100% -- within the first week of the semester
 - b. 75% -- within the second week of the semester
 - c. 50% -- within the third week of the semester
 - d. No refunds are available after the third week of the semester

[Change of Degree Program Request](#) All completed Change of Degree Program requests must be submitted prior to the start of the final semester.

[Change of Grade Appeal Form Semester](#)

[Concentration Declaration Form](#) Students should declare their concentration by the end of their first semester.

[Concentration Change Form](#)

[Course Substitution Form Semester](#)

[Course Withdraw Forms Semester](#)

- For Fall and Spring Semester use this form **week 3 - 6**. (**Note:** The end of the week for fall semester is on a Monday and the end of the week for spring and summer semesters is on a Sunday.)
- For Summer Intensive use this form **week 2 - 4**.

- Do not use this form for January Intensive
- Any course changes made after the first week of courses will result in a \$25.00 processing fee charged to your student account.
- No tuition refunds are available after the third week of the semester

[Diploma Request Form](#)

[ESOL Declaration Form](#)

[Incomplete Forms_Semester](#) **(NOTE: Before you fill out this form, you must contact the Instructor and create a contract to arrange to turn in the work no later than 21 calendar days after the final day of the Fall/Spring Semester or January/Summer Intensive.)**

[Independent Study Plan_Semester](#)

[Independent Study Blank_Semester.pdf](#) (Download and print this form and use it to develop your Independent Study When you are ready to submit your Independent Study, use the [Independent Study Plan_Semester](#) for the faculty member you will be working with.)

[Leave of Absence_Semester](#)

[Legal Name Change Form](#)

[Personal Information Update Form](#)

[Petition to Change Academic Requirements_Semester](#)

[Student Grievance Form](#)

[Transfer of Credit Form_Semester](#)

[Withdrawal Form](#)

ACADEMIC CALENDAR

[Academic Calendar 2025-2026](#)

[Proposed Academic Calendar 2025/26 - 2028/29](#)