



THE VOICES

**SCHOOL FOR LIBERATION
AND TRANSFORMATION**

CATALOG

Academic Year

2024-2025

This school is a unit of a nonprofit corporation and a private career school with offices in Portland, Oregon and Atlanta, GA. We are not affiliated with a state accreditation agency or religious denomination but rather through NAIITS: An Indigenous Learning Community and ATS accredited learning institution so as to retain full rights to create and adapt an innovative and decolonized education experience.

Voiceschool.org

A Message from Voices School President

Hello Friends,

We welcome you, not just to our school, but into the fulfillment of a dream for a new model of kingdom education, shaped and defined by the collaborative thought, manner and customs of BIPOC leaders.

We invite you to enter not only to learn but to teach, not only to receive but to give and share and build. We encourage you to choose to move past a decision to attend an institution to being a part of the diverse community that is The Voices School.

Finally, we invite you to bring it. Bring all that you are - your history, culture, values and traditions, your one, unique voice - and help us change the flat, traditional landscape of learning into a truly higher education experience.

Donna Barber

Acting President | The Voices School



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Academic Calendar 2024-2025 and Accreditation

FALL TERM 2024

- **Session #1:** September 17 – October 22
- **Session #2:** November 5- December 10

SPRING TERM 2025

- **Session #1:** February 11 – March 18
- **Session #2:** March 31 – May 12

SUMMER TERM 2025

- **First Day of Class:** June 2
- **Last Day of Semester:** July 25

Voices has developed an MOU with NAIITS: An Indigenous Learning Community to expand our educational opportunities. NAIITS is an ATS-accredited learning institution that provides M.A. MDiv and PhD degrees. Credits earned through approved programs of The Voices School are transferable to NAIITS and can be applied to the NAIITS Masters' or PhD programs. Acceptance of classes taken through The Voices School are transferable for credit to any other institution at the discretion of that institution's transfer requirements.

The Voices - NAIITS partnership allows students to earn, at no cost, considerable credits towards a master's or PhD degree. We are very excited about this collaborative relationship and the opportunity to extend our relationship to global Indigenous learning communities.

Statement of Faith

The Voices School is a community that lives and bears witness to the liberative work of Jesus Christ in the world to free the oppressed and work for the good and well-being of all people.

Mission & Values

OUR MISSION

The Voices School for Liberation and Transformation exists to provide a spirit-filled, decolonized higher education learning community centered in the cultural context of Black, Indigenous and people of color.

OUR VALUES

The Voices School for Liberation and Transformation (TVS)

We value a **Liberative** education that frees the mind and heart

Found in the **Context** of the people that it serves

Expressed through the **Culture** of those living on the margins

As a story, written and told in the voice of **Collaborative Community**

At The Voices School we are committed to engaging the student's full self—mind, body, spirit, and culture. We strive to provide students with an accessible, affordable and challenging learning environment. The Voices School provides students the resources they need to have a successful learning experience.

ORIENTATION AND ADVISING

All new students enrolling at The Voices School are offered a one-on-one advising appointment with the Admissions and/or Academic Administrator, who will serve as your advisor throughout your academic journey. During this time, you will begin your enrollment process.

TECHNOLOGY

The Voices School has Populi as the Student Information System Database where students can register for classes, view academic records, order transcripts, and remit tuition throughout their time at The Voices School. Via the Populi system, students can review final course syllabi, access lectures, participate in discussion forums, submit assignments, and access other supplemental resources for each course. Students will be given login information to the system completion of enrollment and to register for courses.

TEXTBOOK ACQUISITION

Students are expected to acquire all texts for class.

LIBRARY SERVICES

Students are encouraged to visit the comprehensive free online theology resources at Perkins School of Theology at Southern Methodist University

<https://www.smu.edu/Bridwell/Find/ReligionTheologyWebsites>

Applying To The Voices School

The Voices School is in partnership with NAIITS: An Indigenous Learning Community to expand our educational opportunities. NAIITS is an ATS-accredited learning institution that provides M.A. MDiv and PhD degrees. Credits earned through approved programs of The Voices School are transferable to NAIITS and can be applied to the NAIITS Masters' or PhD programs. Acceptance of classes taken through The Voices School are transferable to any other institutions at the discretion of that institution's transfer requirements.

TRANSFERRING CREDITS

The Voices - NAIITS partnership allows students to earn, at no cost, considerable credits towards a master's or PhD degree. We are very excited about this collaborative relationship and the opportunity to extend our relationship to global Indigenous learning communities.

In addition to the online application form, a statement of purpose, thought response, transcripts, and two letters of recommendation are required for students pursuing the Masters or PhD degrees.

It should be noted that course work from The Voices School is specialized subject matter. transferring credit is always at the discretion of the receiving school; generally, depends on comparable curricula; and may depend on comparability of accreditation.

NON-DISCRIMINATION POLICY

The Voices School does not discriminate in the enrollment of applicants on the basis of race, color, gender or national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs and other school-administered programs.

Admissions

REQUIREMENTS

- Two essay response questions and letter of recommendation
- Completed application for admission

For the 2024-2025 Academic Year all tuition is waived for the student's first certificate.

SCHEDULE OF FEES

Cost per credit - \$150

ESTIMATED TOTAL EXPENSE FOR EACH ADDITIONAL CERTIFICATE PROGRAM

Tuition fees (\$150 x 16 units) - \$2700

TUITION PAYMENT PLANS

Students have four payment options:

- pay the full amount for each term in one payment.
- pay the full amount for each term in 3 payments.
- pay \$270.00 per month for 10 months.
- pay \$225.00 per month for 12 months.

Any payment not received within 30 days of the arranged payment date is considered delinquent and will accrue a \$25 fee each month until payment is received. Grades will be withheld until final payment is received.

TUITION REFUND

3 Credit Courses

Prior to the second week of the semester, a 100% refund of tuition paid or a 100% credit will be issued to the student's account.

- By the end of the third week—75% refund by check or 100% credit to the student's account.
- By the end of the fourth week – 50% refund by check or 75% credit to the student's account.
- From the fifth to the end of the seventh week – students will receive a 15% refund by check or credit to the student's account.
- After the seventh week – No refund available.

Financial Aid

The Voices School is committed to providing a quality & affordable education to its students. We strive to keep tuition costs at a minimum so that students do not have to rely heavily on financial aid or accrue large amounts of debt to attend The Voices School.

FEDERAL & STATE AID

The Voices School does not participate in the Federal Student Aid program. This means that we are not eligible to administer any federal or state aid.

The staff and faculty at The Voices School recognize that individuals may need some type of financial assistance for tuition and seek to provide guidance and resources for financial aid opportunities to our students. TVS encourages full-time students to gather scholarship information and research scholarship opportunities via non-profit organizations and national databases. Eligibility is dependent on individual scholarship requirements and application processes. Typically scholarship amounts cannot exceed a student's cost at the school they attend (scholarship earnings cannot be greater than tuition and housing costs for each semester).

Student Academic Resources

COURSE REGISTRATION & STUDENT RESOURCES - POPULI

The Voices School students are provided access to course descriptions and book lists, term registrations, and their academic records via the Populi Student Information System, voicesschool.populiweb.com. Populi access is granted once a student has accepted admission to a Voices School program. Throughout the program, students can enroll in courses, access their final academic grades, and request transcripts via Populi. Populi is our primary records system, so please ensure that your profile and contact information is up to date in Populi for general student communication.

All of the courses for which you are registered for the current term will appear on your Populi dashboard.

Once you login to Populi, you may wish to set your notification preferences to have Populi emails and course updates forwarded to your personal email account.

CLASS VIDEO CONFERENCING - ZOOM

Every class at The Voices School incorporates video conferences that allow students to engage in live interactions with their professor and fellow students. We use zoom.us as our Web conferencing service. These online meetings are very important to the learning process and participation is weighted as part of your course grade. During each Zoom session, it is suggested that you keep your Zoom window on mute when not speaking. In addition, a private Chat option is available to communicate with class.

ATTENDANCE POLICY

Absence is defined as not participating in a scheduled online class session, logging into a class video session more than 30 minutes late or leaving a class session more than 30 minutes before it ends. Students must notify the instructor in advance of any anticipated absence. Instructors will provide students with makeup assignments which might include a short-written paper, discussion forum post, or a makeup video discussion. The student is expected to obtain missed information and complete assignments, else receive a failing grade for the session.

In-person attendance is required at conferences and forums for which a student has registered. Students are expected to be present for the duration of all general sessions and topic tracks as outlined on the respective event schedules. If students are not present for sessions or tracks, course credit will not be given.

GENERAL GRADING RUBRIC

Academic writing is a critical component of the graduate journey. At The Voices School, along with proper documentation, your papers and projects are expected to examine and analyze key issues. In this vein, the following is a general rubric to consider when writing your academic papers:

- A “C” paper responds to paper prompts and summarizes discussions, readings, and research;
- A “B” paper critiques issues and points of view highlighted in course content;
- An “A” paper advances a student’s original claim/thesis; and uses course texts and lectures to support or refute the claim. Moreover, an “A” paper demonstrates mastery of the topic by showing how the professor and authors would affirm or disagree with the student’s claim. It’s okay to challenge an author or instructor. In fact, we encourage it!

Finally an “A” paper offers a theological resolution, or extends next lines of inquiry for said-claim or thesis. Are you answering the questions, SO WHAT... NOW WHAT?

GRADING SYSTEM

The instructor for each course in which a student is officially enrolled will issue final grades. Grades reflect a cumulative result of a variety of assignments, periodic and cumulative examinations, individual and group projects, research papers and classroom participation. A letter grade and its corresponding numerical points are posted to the student’s transcript prior to the start of the next semester. Students will have access to their transcript upon notice to the Admissions and Academic Administrator, pending they do not have any outstanding payments with the school.

Superior: A / 93-100% / 4.0 , A- /90-92% / 3.7 , B+ / 87-89% /3.3

Good: B / 83-86% / 3.0 , B- 80-82% 2.7 , C+ 77-79/ 2.3

Average: C / 73-76% / 2.0 , C- / 72-20 / 1.7 , D+ 67-69% / 1.3

Below Average: D / 65-66% / 1.0

Failing - >65% / 0

Incomplete 0.0

Official Withdrawal 0.0

P - Pass NP - Not Passing

Note: To be awarded the Degree, a student must achieve a minimum 2.5 overall GPA.

LATE ASSIGNMENTS

The Voices School recognizes that many students work full-time while pursuing their degrees. Unforeseen work and life commitments may interfere with the timely submission of assignments. However, students are expected to review course syllabi and deadlines to plan to meet their academic commitments. Please notify your instructor, at least three days in advance, should you see conflicts with assignment deadlines.

If an assignment is submitted late without prior notice, students may receive a 10% grade deduction penalty. In addition, your professor may opt not to honor a late submission request if a pattern for late submission is observed. Always communicate with your professor and the Academic Coordinator regarding issues with assignment submission. Should you need more time to complete the assignments for your courses, please see below section on taking an "Incomplete" for the term.

GRADE APPEAL

The following procedures are available only for review of allegedly capricious grading, and not for review of the judgment of an instructor in assessing the quality of a student's work, nor for setting the standards of performance for a course. Capricious grading, as that term is used herein, is limited to one or more of the following:

1. a) The assignment of a grade to a particular student on some demonstrable basis other than performance in the course;
2. b) The assignment of a grade to a particular student by more exacting or demanding standards than were applied to other students in that section;
3. c) The assignment of a grade by a substantial departure from the instructor's announced standards and requirements (normally announced in the course syllabus).

The following procedure must be followed by the student in the grade appeal process:

1. a) The student must first consult with the teacher in an attempt to resolve the matter. This step in the grade appeal process must be initiated within the first 30 days after the semester in question concludes.
2. b) In the event that the initial consultation with the instructor does not result in a satisfactory resolution of the matter in a timely manner, a student may appeal to the Director of Academic Services in writing after the semester in question concludes. The Director of Academic Services will then form a three-person academic committee to investigate the matter and to provide the Director of Academic Services with a written recommendation within the first 60 days from the end of the semester in question.
3. c) Subsequent to the academic committee recommendation, the Director of Academic Services will issue a decision on the matter after the semester in question concludes. The Director of Academic Services' decision in the matter will be final.

INCOMPLETE

A student may submit a written request to the instructor and the Director of Academic Services prior to the last week of class to be considered for a designation of incomplete, due to an appropriate cause (e.g. sickness, bereavement). Students must fill out the official Incomplete Form, which serves as a contract between the instructor and student. The form will outline all work to be completed and due dates will be provided to the student. When the terms of the contract are met, the student will be issued a final grade. If the work is not complete by the terms agreed upon, the student will be given a grade based upon the work previously completed in class. The instructor will consider the student's previous work and classroom participation in making a determination to grant the incomplete status.

WITHDRAWAL

Official withdrawal from enrollment at The Voices School is made by submitting a written request to the Registrar. An official withdrawal takes effect on the day it is completed with the Registrar. A student may officially withdraw from classes until the end of the seventh week of the semester. A "W" grade will be recorded on the student's transcript for all courses that are officially withdrawn. Students who withdraw from a course after the seventh class will not receive a tuition refund (see the college's tuition refund policy on page 14 for more information). Students who do not submit a written notification to the Registrar by the seventh week of classes, may not withdraw from the course and will be assigned a letter grade.

REPEATING A COURSE

Students may choose to repeat courses. The original course grade will remain on the transcript with an asterisk (*) next to the course indicating it is later repeated. The original course grade will not be counted in that term's GPA or the cumulative GPA. A student may repeat a course as many times as he/she wishes; however, only the original/first course's grade will be excluded from the term and cumulative GPA and only the most recent course will be used towards graduation requirements. There is no limit to the number of courses a student may repeat.

PLAGIARISM

Plagiarism is considered serious misconduct in all academic contexts and where thoughts and ideas are presented in a public manner. To use someone else's thoughts or words, presenting them as your own, whether intentionally or unintentionally, is unacceptable at The Voices School and represents a major breach in trust between students and faculty. All borrowed ideas and quotations must be properly cited in any written assignments. Penalties for plagiarism will be severe and will be determined by each instructor under advisement of the Director of Academic Services.

Citations or sources are not needed when information is common knowledge (e.g. Edgar Allen Poe wrote the famous poem The Raven). However, what constitutes "common knowledge" may be contested (e.g. Edgar Allen Poe died in another man's clothes). What may be common knowledge to people within a certain field of study is not considered common to the population at-large. If at any point you have a doubt that a "normal" person would not know the facts being presented, then make a citation to be safe.

If you are arguing a point in a paper or on an exam that you have learned from a particular source, or from a collection of sources, you are expected to cite the source or sources from which the idea came, even if you are not directly quoting the source. This may take the form of a footnote that

briefly explains the way you are using the sources while providing bibliographic references as appropriate. It may also be appropriate to reference the source in the body of your essay or exam, working the source into your written prose.

Wikipedia is not an acceptable source and should never be cited in a paper or on an exam. While a valuable resource from which to begin research, because of its open source editing, one could change its contents at a whim to support an argument. This makes it unreliable and lacking in editorial and/or peer review oversight needed for its content to carry authoritative weight in academic (or any other!) discourse. Citation of Wikipedia or any other 'wiki' source is unacceptable and will result in appropriate penalties.

Each student must be aware that plagiarism is the theft of ideas and must know how to avoid it. Students at the graduate level are expected to be familiar with methods for proper attribution of ideas and utilize the appropriate style guidelines as required by each instructor.

PAPER FORMATTING GUIDELINES

Unless directed otherwise by the professor, The Voices School uses the following format guidelines for research papers submitted as part of a student's coursework.

Papers should be typed on a computer and saved using a .docx, .pages, or .pdf extension; and submitted electronically on the Canvas Learning Management Platform.

Please name your files using the following convention:

lastname_coursenumber_assignment.filetype. For example: Smith_SJ511_EmpathyPaper.pages; or Jones_IL512_FinalPaper.docx

Students should include a title page that lists the class name, instructor's name, student's name, the date and the number of words in the paper (not including the bibliography).

1 1/2 to 2 spacing is generally acceptable. This is based on the instructor's preference. Use a legible font (e.g. Times New Roman). The font size should be 12 pt.

Set the margins of your document to 1 inch on all sides.

Indent the first line of paragraphs one half-inch from the left margin. Number all pages consecutively starting with the front title page.

Students must include a bibliography of sources and make appropriate references in the

text to these sources. Please use Chicago Style formatting for your papers; instructions can be found in many excellent publications and websites. One recommended online resource is <http://owl.english.purdue.edu/owl/section/2/>. Kilns professors may also accept MLA Style as well.

Please note that it takes time to develop familiarity with this referencing formats, so students should be encouraged to not wait until the last minute to begin formatting their bibliography and footnotes

NOTE: All papers and theses without proper documentation (e.g. Footnotes or Endnotes or In Text Citation; Bibliography of Works Cited as required) will receive no higher than a D grade regardless of the content.

TRANSCRIPTS

Transcripts are kept in the student's file, within the Populi software program. Only authorized faculty and administrators have access to the files. There are no physical files stored off site; however, all electronic files are backed up and stored by a secure off site server.

Transcripts may be accessed by written request to the Director of Academic Services.

Records documenting relationships between the school and a student are open to the student, who may request changes or enter dissenting comments, and the content of records will be objective and fair.

Records that originate with a third-party regarding a complaint against a student are open to the student. All identifying information (names and addresses) are redacted prior to producing the records to the student.

The private notes of a counselor are not considered educational records and are transmitted as such, either inside or outside the school.

All medical records are confidential, subject to state and federal laws and shall not be released without permission of the patient.

Academic Standing

ACADEMIC PROGRESS

A student is considered to be making reasonable academic progress by maintaining a semester grade of at least 2.5 GPA. Semester grades will be posted on a student's transcript within two weeks following the end of the semester. The calculation for determining GPA will include only those credits earned at The Voices School.

ACADEMIC WARNING

When a student's semester GPA is below 2.5 but the cumulative GPA is above the minimum of 2.5, the student will receive an Academic Warning. The warning will be a temporary part of the student's record. It is intended to alert the student of potential deficiencies. The student is encouraged to make an appointment with the Director of Academic Services to discuss program issues or conflicts hindering the student's performance.

ACADEMIC PROBATION

A student will be placed on Academic Probation when a semester GPA falls below a D average or 2.0 cumulative GPA. The student will be limited in the number of classes he/she can enroll in the following semester. Once the student's GPA is brought to a C+ average/ 2.5 they will then be released from academic probation.

ACADEMIC SUSPENSION

A student who has been placed on academic probation and has not improved his/her cumulative GPA to the minimum level outlined above by the end of the next semester will be placed on academic suspension and will not be permitted to enroll for classes the next semester. After at least one semester has elapsed, the student is eligible to return and will be enrolled under academic probation. A student who achieves the minimum GPA level in the probationary semester will be removed from probation.

ACADEMIC DISMISSAL

The school reserves the right to suspend or dismiss any student who fails to earn a GPA of at least 2.0 during any one semester, regardless of classification or number of credits completed.

A student who does not achieve a minimum GPA level during the probationary semester will be evaluated for academic suspension. This determination will be made by the Director of Academic Services in consultation with the student and instructors. If the decision of the Director is to dismiss the student from his/her program of study, the student may not apply for graduate credit readmission to The Voices School for any of the offered certificate or degree programs. The student may, however, take classes as an audit student.

OTHER SUSPENSIONS OR DISMISSALS

A student may be considered for suspension or dismissal if he/she demonstrates inappropriate behavior (the opinion of the instructor, Director of Academic Services). Guidelines for appropriate academic behavior include but are not limited to:

- Treating all in class student disclosures as confidential unless permission to share from the first-party has been given;
- Demonstrating respect for all comments and opinions of others shared in class; avoiding abusive language, and written or verbal ad hominem attacks;
- Refraining from verbal, written, or physical actions which can be construed as sexual, emotional, or intellectual harassment.

A student may also be considered for suspension or dismissal if he/she or is no longer making a contribution or benefiting from the program. Examples may be students with unresolved course incompletions, or students who have not enrolled in a course for more than two academic years.

If a student is being considered for suspension or dismissal, he/she will be informed by the Director of Academic Services. Subsequently, an administrative committee will be convened and a hearing will be held with the student to determine future action. If the student wishes to appeal an adverse determination by the administrative committee, he/she must submit a written appeal which will be

escalated to The Voices School Board of Directors for final determination. All decisions from the Board of Directors will be considered final and binding.

The Distance Learning Experience

DISTANCE EDUCATION

Learning in a classroom is different from learning online. Recognizing this from the outset will help you to adjust your expectations and have a better learning experience.

CHECK THE SYLLABUS

Carefully consulting the course syllabus will answer a majority of your questions regarding assignments. Course objectives laid out in the syllabus will drive content and will help you to gauge the learning progress.

COMMUNICATE WITH FACULTY & STAFF

We understand the need for flexibility and adjustments based on family, work and school. However, please let us know in a timely manner if you need a course component adjusted. If an aspect of the course needs clarification, we're happy to respond as soon as possible. We also need your input — please let us know what we can do to help you succeed in your coursework. Clear and open lines of communication improve the learning environment for you and make gauging the progress of students much easier for faculty.

MOTIVATION

Being a self-starter on your projects and papers will ensure that you get the most out of your time at Kilns.

PROCESS WITH OTHERS

Take time to discuss what you are learning with people outside the program. Being able to tell a parent, spouse or coworker about your weekly readings will help you to better understand the conversations that occur inside the classroom as well as improve your retention and comprehension of the material.

FOCUS

Focusing your papers and research into the narrower section of learning that you are most interested in will help you to stay engaged with the course material. If you are focused on human

trafficking, then write papers about different aspects of that issue. If you are highly interested in innovation in churches, focus research around that topic.

CHECK INTO POPULI 2+ TIMES A WEEK

Checking Populi multiple times during the week, even for 10 minutes, will help you stay connected with other students and the various conversations happening online. Staying connected at different points in the discussions will help you to grasp course content better.

HAVE A REGULARLY SCHEDULED TIME TO WATCH/READ CLASS CONTENT

Blocking out specific time for this will help you to stay on track with reading and video lectures. Getting behind in reading will inhibit one's ability to understand lecture material and vice versa. The most successful students schedule these times once they receive the syllabus and can coordinate the demands of the course with home and work schedules.

ATTEND LIVE CLASS DISCUSSIONS

Logging into Zoom (or other online conferencing platform) to join live conversations with the professor and students will add variation to the discussions and online forums. Adjusting your schedule a couple of times to get up early or go to bed late to attend the scheduled online meetings will help you to feel connected, add to your educational experience, and, depending on the requirements of the instructor, fulfill the demands of the course.

ONLINE SYSTEMS TECHNICAL SUPPORT

You may run into technical problems while working within Populi (Student Information System). Students can submit a support ticket directly via the Populi Help Menu for issue resolution. Because we are operating in a virtual space and technical problems will inevitably arise, both students and instructors are encouraged to have patience and work together to resolve issues.

Certificate in Community Transformation

A field-based, faith-rooted, fringe-centric certificate in transforming marginal communities that they may thrive not just survive.

Courses:

LIB 01 Introduction to Liberation Studies

Students will explore Christian Theology, focusing on its development in historical and socio-cultural contexts. Special attention will be given to how the themes of liberation theology have developed, and are interpreted and applied within global and urban contexts.

LIB 02 Spirituality in the Margins

Exploration and application of spiritual disciplines for the care and nurture of those living and/or working in and alongside marginalized communities.

CTF 01 Community Transformation

Exploring the challenges and models of transformational change within 21st century communities, particularly those on the edges of society, while developing a Christian framework for holistic development, organization, and advocacy

CTF 02 Organizing Communities for Transformation

Deconstructing the relations between marginal communities and broader contextual problems with a focus on advocacy.

CTF 03 Peacebuilding in an Era of Conflict

Explores nonviolent responses to conflict that are oriented to the transformation of relationships damaged by hate, crime, family or community violence. The course introduces key concepts and skills toward the restoration of self and the rebuilding of relationships. The intent is to equip individuals to deal constructively with conflict in their own lives, institutions and communities.

CTF 04 Community Transformation in Practice

This course organizes an interdisciplinary dialogue between theologizing and urban analysis, drawing upon studies in economics, community development, anthropology, sociology, and history. It aims to generate perspectives and tools for transformative action.

Certificate in Biblical Studies: Bible, Power, and Justice

A liberation rooted exploration into the history of the text and contemporary life in context.

Courses:

LIB 01 Introduction to Liberation Studies

Students will explore Christian Theology, focusing on its development in historical and socio-cultural contexts. Special attention will be given to how the themes of liberation theology have developed, and are interpreted and applied within global and urban contexts.

BI 02 Introduction to Hebrew Bible/OT: Race, Class and the Bible

This course examines and wrestles with contested texts, histories and interpretive traditions in Hebrew Bible/Old Testament, with a particular focus on race, class, and identity. These themes are examined in their historical contexts, and placed into conversation with contemporary faith communities and issues.

BI 03 Gender, Sexuality, and the Bible

Deconstructing the relations between marginal communities and broader contextual problems with a focus on advocacy.

BI 04 Social Justice and The Bible: A History of Biblical Interpretation in Contemporary Applications

Explores nonviolent responses to conflict that are oriented to the transformation of relationships damaged by hate, crime, family or community violence. The course introduces key concepts and skills toward the restoration of self and the rebuilding of relationships. The intent is to equip individuals to deal constructively with conflict in their own lives, institutions and communities.

BI 05 Extracanonical Literature: Bible and Contemporary Politics

This course examines a variety of extracanonical literature that were influential in ancient Israel, the intertestamental period, the New Testament, and in the early Church. Issues around inclusion, identity formation, heresy/orthodoxy, and marginalized communities will be traced throughout these extracanonical traditions, and placed into conversation with their canonical counterparts. Finally we will explore how issues raised in extracanonical texts reflect on debates in contemporary socio political discussions and church dynamics.

BI 06 Advanced Biblical Studies and Hermeneutics: Reading Bible from the Margins

This course will look at biblical texts utilized and interpreted by diverse faith communities across time, and look at how scripture has served as both empowerment to those marginalized, and a call to action for those pursuing justice. We will examine various hermeneutical strategies employed by diverse faith communities in wrestling with biblical texts, and their interpretive legacies. We will then explore how to articulate and employ ethical hermeneutical frameworks that can guide contemporary interpreters of the Bible.

Certificate in Theology

This certificate provides an in-depth introduction and analyses of the forming practices of theology in community. The focus of this certificate is to expose students to the practical ways that group theology impacts marginalization and justice particularly as it impacts communities negatively impacted by institutionalized racism and sexism. This certificate is designed to be formative in helping the student identify the role and practice that community theology has for their life, contexts, and practice.

Courses:

LIB 01 Introduction to Liberation Studies

Students will explore Christian Theology, focusing on its development in historical and socio-cultural contexts. Special attention will be given to how the themes of liberation theology have developed, and are interpreted and applied within global and urban contexts.

TH 01 Foundations of Practical Theology

This course examines the formation of a practical theology applicable to the context of ministry. The student will be introduced to the historical and theological foundations of a holistic ecclesiology. Students will learn how to exegete social and cultural contexts to discern the theological issues at stake and to learn how to make spiritual sense of those situations in a way that leads to faithful action.

TH 02 Social Analysis: Sinful Social Structures

This course examines and wrestles with the processes of communal sin embedded into societal systems as seen in racism, sexism, homophobia, etc. The student will be able to identify sinful structures operative through a systemic process of externalization, objectification/institutionalization, and internalization. From this foundation students will identify spaces of biblical justice.

TH 03 Making Theology from Narrative

This course examines the natural process of theology making through human experience. The student will be able to identify their internalized narrative theological ideas while examining the impact these narratives have on the world and communities. Special attention will be paid to how theology creates and normalizes marginalization of BIPOC, woman, LGBTQ+, etc

TH 04 Confrontation: Theology in Contexts

This course examines the confrontation of toxic theologies through good theology specifically within the multiple Christian liberation traditions. The student will be able to identify operative theologies for thriving within the human community, the threats that good theology offers to toxic theological spaces particularly one's that manifest racism and sexism, and the communal practices that create justice. Case studies will form a foundation for conversation and course study.

TH 05 Theological Practicum

This course allows the student space to identify, communicate, and confront theology in their communities and contexts. The student will create or lead just theological practice with and for their gathered community. Within the classroom community, students will affirm and challenge one another through the framework of a practical theological approach to vocation as it interacts with justice.

Community of Scholars & Board

The Voices School is governed by a community of Scholars operating through committees. The Grand Committee is composed of representatives of the various subcommittees and is responsible for the general oversight of the policies and programs of the school.

The school President and Board of Directors fulfill the legal obligations and fundraising demands of the school. The Board, President and Community of Scholars have agreed and committed to the following leadership priorities.

- We are egalitarian, prioritizing people of color and others from marginalized communities.
- We look for faculty and leadership with a demonstrated history and competency in liberative education and practice.
- We have a commitment to theological and political engagement with people from diverse perspectives who find agreement in mission and vision, to the collective whole and to individual and collective self critique, ensuring all voices are heard and promoted within the collective.

Board Members:

Donna Barber – Acting President – dbarber.voices@gmail.com

Mayra Macedo-Nolan – Board Member – mayran@lakave.org

Dr. Leroy Barber – Board Member, Development/Fundraising Administrator -lbarbjr@gmail.com

Dr. Jess Bielman - Community of Scholars / Board Member – thebielmans@gmail.com

Michelle Lang-Raymond - Board Member - michelle@actsonstage.com

Community of Scholars:

Dr. Andrea Smith - Community of Scholars

Dr. Soong-Chan Rah - Community of Scholars

Dr. Michael Mata - Community of Scholars

Rene August - Community of Scholars

Onleilove Alston - Community of Scholars

Dr. Agnes Thomas- Community of Scholars

Dr. Justine Wilson - Community of Scholars

Dr. Tracey Stringer - Community of Scholars

Scholarships

Scholars are offered based on the needs of the student body. NO SCHOLARSHIPS ARE OFFERED FOR THE 2024-2025 ACADEMIC YEAR

Institutional scholarships are available for admitted students who complete the application process by the Early Decision deadlines (see Admission Procedure on p. 11). The admissions office will send more specifics on scholarships after applicants have received notification of acceptance to their degree program. Our goal as an institution is to offer as many scholarships as we can, to the highest number of students -- with awards generally ranging from quarter tuition to half tuition. Criteria reviewed in awarding scholarships include an essay response, resume, and statement of need.

THE VOICES SCHOOL SCHOLARSHIP

The Voices School Scholarship will be awarded each semester to an undetermined number of graduate students who are currently working (or have recently worked) full- or part- time (min 15 hours per week) in a leadership or emerging leadership capacity. Applicants with leadership experience in a variety of fields and professions are encouraged to apply. This scholarship amount varies (but typically covers one-quarter to one-half of tuition).



THE VOICES SCHOOL SCHOLARSHIP APPLICATION

The Voices School scholarship will be awarded each semester to a select number of entry- to mid-level professionals in any field. Applicants must demonstrate their interest in becoming leaders within the public or private sector in any relevant capacity (nonprofit, ministry, business, social enterprise, education, etc). This scholarship amount varies (but typically covers one-quarter to one-half of tuition). Criteria reviewed in awarding this scholarship include an essay response, resume and statement of need. To be eligible, the student must have already been admitted to the college. There is no scholarship needed for the 2024-25 academic year.

Full Name

Email Address & Phone Number

Anticipated date of Enrollment at The Voices School: Term (fall/spring): _____ Year: _____

ESSAY QUESTION: Describe your goals for leadership in the private or public sector. What skills, experience and character traits do you possess that will aid in your growth as a leader? How do you anticipate The Voices School program enhancing your leadership ability? (Attach essay on separate sheet, approximately 500-750 words)

STATEMENT OF NEED: Please outline your financial need for this scholarship and its importance in your future educational endeavors (Attach a separate sheet of paper, approximately 250-500 words).

RESUME: Please include an updated resume with your application.

Signature _____ Date _____

Please submit the signed application and supporting materials by deadline listed above

Submit via email: info@voicesschool.org

The Voices School does not discriminate on the bases of race, color, national and ethnic origin in consideration of scholarship applicants.

Organizational Chart

