This catalog sets forth the programs of St. Bernard’s School of Theology and Ministry (hereafter St. Bernard’s or SBSTM), for the academic year 2017-2018. It is for informational purposes only and is not to be regarded as an irrevocable contract between a student and the School. Every effort is made to insure that the information contained in this catalog is correct at the time of publication. St. Bernard’s reserves the right to change any provision or requirement at any time. For current information on any provision or requirement contact the Academic Office:
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ACADEMIC CALENDAR
2017-2018

2017 Fall Semester

August
4     Fall Financial Aid Deadline for New Students
24     Classes Start/Opening Liturgy & Picnic

September
4     Labor Day (No Classes)
16     Thesis Draft to Readers Due

October
6     Written Comps

November 22-26
Thanksgiving Break (No Classes)

December
6     Advent Celebration (Wednesday)
14     Last day of classes

2018 Spring Semester

January
2     Fall 2017 Grades Due
6     New Student Orientation
8     First Day of Classes
15     Martin Luther King, Jr. Day (No Classes)

February
16     Submission of Thesis to Readers/Ministry Paper Due

March
16     Written Comps
23     Oral Comps
26-April 1
Holy Week Break (No classes)

April
2     Financial Aid/Scholarship Deadline for All Students
7     Graduate Colloquium
26     Last Day of Classes
27     Final Copy of Thesis Due

May
7     Graduates’ Final Grades Due
11     Commencement

2018 Summer Session
May 14 – July 31
STATEMENT OF MISSION

St. Bernard’s School of Theology and Ministry, a Roman Catholic graduate and professional school, educates and assists women and men in academic, ministerial, interpersonal and spiritual formation for the purpose of serving the Church through diverse forms of lay and ordained ministries; for theological scholarship; and for Christian service in society.

Bishop Salvatore R. Matano, Chancellor, St. Bernard’s School of Theology and Ministry.

St. Bernard’s facility located at 120 French Road in Rochester, New York.
HISTORY OF ST. BERNARD’S

Opened as a Roman Catholic Seminary in 1893 and restructured into an Institute for theological and ministerial studies in 1981, St. Bernard’s has steadily pursued a course of dedication and service to a changing Church in a changing world. The founder, Bishop Bernard J. McQuaid, an educational pioneer, was bold and innovative in his vision of theological education. Succeeding bishops of Rochester also left their mark on the development of St. Bernard’s. Archbishop Thomas Hickey laid the groundwork for its financial stability. Bishop James E. Kearney left a legacy of deeply rooted personal devotion. Archbishop Fulton J. Sheen introduced changes enabling the traditional seminary to meet the challenges of the Second Vatican Council.

In response to the Second Vatican Council, St. Bernard’s changed rapidly and became one of the first Roman Catholic seminaries in the United States to open its doors to laity. The focus on ministerial and theological education for the laity intensified with the move from the north side of Rochester to the Colgate Rochester Divinity School (now known as Colgate Rochester Crozer Divinity School) campus on South Goodman Street. On August 26, 1981, St. Bernard’s and the Colgate Rochester Divinity School signed a covenant establishing a graduate-level affiliation between the two institutions. Under this arrangement, both institutions retained their own curriculum, degrees, endowment, alumni, and Boards of Trustees. Both institutions shared the physical facilities of the Colgate Rochester Crozer Divinity School, maintaining a single library, and, within curriculum requirements, extended cross-registration privileges to all enrolled students.

In the fall of 1989, St. Bernard’s initiated an extension program in the Diocese of Albany with the enthusiastic support of Bishop Howard Hubbard. St. Bernard’s program at Albany serves the educational and ministerial needs of the Roman Catholic Diocese of Albany as well as the wider ecumenical community of the Albany and surrounding areas.

In the spring of 1992, the Diocese of Rochester started a non-graduate training program for people serving in and preparing for parish ministry. This program known as the Certification Program continues to serve as the Diocesan training program for many parish leaders while also providing opportunities for individuals seeking adult faith formation. A comparable program known as the Instituto de Pastoral Hispano is offered for the Hispanic community.

In the fall of 1994, the Certification Program, the Instituto de Pastoral Hispano and the Office of Professional Development were incorporated into the structure of St. Bernard’s. The consolidation of these educational programs with the graduate program brings both better collaboration and clarity to the diverse levels of preparation for ministry. The integration of the Certification and Continuing Education programs into the overall mission of St. Bernard’s signaled the emerging role of the school as the ministerial training center for the Diocese of Rochester. In 2002, the Certification program was extended to the Albany diocese, further enhancing St. Bernard’s role in preparing a wider range of people for ministry.

In August 2003, St. Bernard’s moved to its new campus at 120 French Road. This marked an exciting new phase in the history of the school. This independent existence would not have been possible without the support and significant financial commitment from the Roman Catholic Diocese of Rochester under the leadership of Bishop Emeritus, Matthew H. Clark, who served as Bishop until 2013.

In the fall of 2011, St. Bernard’s offered its first course in Syracuse as part of the plan to establish an extension site in the Diocese of Syracuse with the enthusiastic support of Bishop Cunningham.
Accreditation

St. Bernard’s operates under the original charter of the New York State Department of Education. Accredited by the Commission on Accrediting of the Association of Theological Schools in the US and Canada, and the following programs are approved: MDIV, MA in Pastoral Studies, MA (Theological Studies)
The following extension sites are approved: Albany, NY
Approved Degrees: MDIV, MA in Pastoral Studies, MA (Theological Studies)
The Commission contact info:
10 Summit Park Drive, Pittsburgh, PA 15275-1110 www.ats.edu
T: 412-788-6505 F: 412-788-6510

ACADEMIC RESOURCES

Library
The University of Rochester Rush Rhees Library is the home library for St. Bernard’s. Most of the theological collections belonging to Colgate Rochester Crozer Divinity School, St. Bernard’s and Bexley Hall have been merged with the UR collection. Headquartered in the landmark Rush Rhees Library, the River Campus Libraries, consisting of several departmental units, hold about 2.5 million volumes and provide access to an extensive collection of books and electronic resources. The faculty and students of St. Bernard’s have full access to the library resources at UR. Patrons may use both on-site and circulating materials.

Also available are individualized reference services, regular informational sessions on specific topics and information concerning the use of online catalogs such as Voyager and electronic databases for periodical literature for various disciplines. Remote access to all electronic databases, which include full-text journal and newspaper articles, is also possible.

The Russell Library reading room located at St. Bernard’s houses a modest collection of reference works and course reserve materials. In addition to the Rush Rhees Library, students and faculty have also access to the library resources at Colgate Rochester Crozer Divinity School, Nazareth College and St. John Fisher College (all located in close proximity) through special arrangement.
Archbishop Fulton J. Sheen, the sixth bishop of Rochester and an internationally recognized writer and preacher, designated St. Bernard’s as the repository of his books, papers, and memorabilia. The Sheen Archives now contain a complete collection of the more than 90 books published by the Archbishop (with translations of some works in eight languages), his 2500 volume personal library, several hundred audio cassettes, approximately 200 video recordings of his telecasts, together with other personal effects that form a legacy of enduring significance. The collection is housed at the Diocesan Archives of the Roman Catholic Diocese of Rochester.

**Locale**

In the Fall of 2003, after twenty three years of sharing the facilities of Colgate Rochester Crozer Divinity School, St. Bernard’s moved to its own new campus on 120 French Road in the town of Pittsford in the Greater Rochester area. With an estimated population of 1,193,363, greater Rochester is a metropolitan area with many cultural resources. Local cultural institutions of national prominence include the Rochester Philharmonic Orchestra, Garth Fagan Dance, Geva Theatre Center, Memorial Art Gallery, George Eastman Museum, The Strong National Museum of Play. Touring Broadway shows and internationally acclaimed artists of the music and dance world regularly appear in Rochester.

Opportunities for spiritual growth in Christian ministry abound in the area. Two centers of spiritual renewal and Trappist and Benedictine monasteries offer days of reflection, retreats and spiritual direction.

The area has many public and private golf and tennis facilities.

Rochester hosts an annual, internationally renowned Lilac Festival. It is a place of parks, pools and water falls, of Lake Ontario beach front, and has easy access to the natural beauties of the Finger Lakes, Letchworth Park, Niagara Falls, and the Adirondack mountains. Within a ten mile radius of the campus, five institutions of higher learning offer a stimulating array of seminars, lectures, and workshops. During noontime in downtown Rochester, one can enjoy a brown-bag lunch at the Rundel Memorial Library book review, hear a recital at the Hochstein School of Music, or see a new exhibit at one of the several first-rate museums.
EXTENSION SITE IN ALBANY, NY

The extension site in Albany, NY offers a full complement of courses and programs leading to the Master of Divinity, Master of Arts (Theological Studies) and Master of Arts in Pastoral Studies.

SBSTM/Albany offers a dynamic approach to theological and ministerial study through diverse course offerings and formation experiences. Courses are primarily taught by a vibrant core of adjunct faculty with expertise in all pertinent theological/ministerial areas. However, full-time faculty from the home campus also teach on a regular basis. Students complete their entire course work at the Albany site, except for the Graduate Colloquium (see degree requirements), but may also take courses in Rochester if they choose to.

The Roman Catholic Diocese of Albany is a longtime supporter of advanced theological and ministerial preparation for people involved in ministry at all levels. CoWorkers in the Vineyard of the Lord, the most recent document from the National Conference of Catholic Bishops, together with the pastoral planning process of the diocese, supports all efforts to educate and enrich ordained and non-ordained in every facet of life and ministry.

In addition to the Roman Catholic student body, who come from throughout the diocese, St. Bernard’s at Albany also has a diverse ecumenical population, thanks in large part to the efforts of Bishop Howard Hubbard, Bishop of Albany, and other ecclesial leaders in the areas of ecumenical and interfaith dialogue and collaboration. This reality enriches the experiences of faith sharing and reflection so critical to the theological endeavor.

The school offers a variety of workshops, retreat days, and special events which strengthen the learning experience and widen the ministerial community. The extension site is located in the heart of the Capital District at the Pastoral Center of the Roman Catholic Diocese of Albany.

EXTENSION SITE IN SYRACUSE

In 2014, the Commission on Accrediting of the Association of Theological Schools granted approval for an extension site in Syracuse, NY to offer less than 50 percent of it Board approved Master of Arts Pastoral Studies, Master of Arts (Theological Studies) and Master of Divinity programs. Currently, courses are offered at LeMoyne College Campus.
ADMISSIONS
Admission to graduate degree programs is contingent upon:

1. The completion of the admission application.
2. The submission of official academic transcripts for all post-secondary educational experiences, including degrees earned.
3. Three letters of reference that attest to the applicant’s aptitude for the program.
4. A personal statement.
5. Proof of immunization against measles, rubella and mumps (for applicants born after 1/1/57). Students are also required to submit either proof of immunization against meningococcal meningitis or a signed statement declaring a decision not to obtain the vaccine.
6. Criminal law enforcement background check.
7. Payment of the application fee.

Requirements
1. A bachelor’s degree from an accredited college.*
2. An undergraduate quality point average of 2.0/4.0 for the M.Div. program and 2.5/4.0 for the M.A. programs.

* A limited number of students who lack an undergraduate degree but have demonstrated an ability to undertake graduate level work may be allowed to enroll in the Advanced Certificate in Pastoral Studies Program. For a description of the program and admission requirements see “Advanced Certification Pastoral Studies” (page 17).

Unclassified and Special Students
A student who demonstrates the ability to undertake graduate level work may enroll as an Unclassified Student and is allowed to complete no more than four courses before declaring a specific degree program. Those who do not wish to pursue a degree should contact the Academic Office for a waiver form.

Special Student classification is given to students who complete course work for transfer to another institution or who, though otherwise qualified, lack sufficient prerequisites for the program they wish to enter.

Courses taken either as an Unclassified Student or Special Student may be applied towards degree requirements, upon written request of the student and with the approval of the Academic Dean.

Interviews & Visits
Prospective students are strongly encouraged to visit the campus and to take part in an informational interview. Arrangements may be made by calling the Director of Admissions in Rochester or Albany.
STUDENT BODY

Responsive to the prompting of the Spirit, students of diverse walks of life, denominations, and ages pursue studies at St. Bernard’s. Women and men, lay, religious, priest and deacon candidates, from 22 years of age to beyond 60, the student body is a cross section of the Church itself. All are intent on discerning the Lord’s call as they respond to the needs of the Church in the 21st century.

REGISTRATION

Students may register by mail, in person or on-line. In the Spring of 2017, St. Bernard’s switched over to a new student management system, Populi. Students can now register, view their academic records and make payments using this system.

Cross-registration for courses at Colgate Rochester Crozer Divinity School in the fall and spring semesters is processed by St. Bernard’s. Colgate Rochester Crozer Divinity School students who wish to cross register for a St. Bernard’s course in the fall and spring semesters will do so through the Colgate Rochester Crozer Divinity School Registrar’s Office. For summer courses all students register directly at the institution offering the desired course(s). Students may also register at the Northeastern Seminary. For specific procedures please contact the registrar’s office. Cross-registrations are subject to availability of openings, with each school giving preference to its own students.

Course outlines and requirements may be previewed online, at the library or in the registrar’s office just prior to and during Registration.

ACADEMIC PROGRAMS

The following graduate level programs are approved by the Commission on Accrediting (Association of Theological Schools) and registered with the New York State Department of Education:

Master of Arts in Pastoral Studies (Hegis Code 2301.00)
This program, leading to the award of the MA in Pastoral Studies degree, is designed for those who intend to serve both in ecclesial ministerial and non-ecclesial roles.

Master of Arts (Theological Studies) (Hegis Code 2301.00)
This program leading to the award of MA (Theological Studies) degree is designed for those students intending to teach or pursue further graduate studies. There is also the option to pursue an all-course track for those who do not wish to write a thesis nor have aspirations for further academic work or pastoral ministry.

Master of Divinity (M.Div.) in Theological Professions (Hegis Code 2301.00)
This program leading to the award of the Master of Divinity (M.Div.) degree offers the educational and formational components necessary for those intending to serve in full-time professional ministry in the Church.

Advanced Certificate in Pastoral Studies (Hegis Code 2301.00)
This program leading to the award of the Graduate Certificate in Pastoral Studies
is meant for a limited number of candidates who lack an undergraduate degree but on the basis of innate intelligence, range of experience and leadership potential, may be allowed to pursue the Master of Arts in Pastoral Studies curriculum.

St. Bernard’s School of Theology and Ministry offers three graduate degree programs, a graduate certificate program, numerous ministry certificates, and continuing education offerings that serve the educational and ministerial needs of its diverse student body and ecclesial constituency. Careful discernment with the assistance of St. Bernard’s faculty and staff enables a person seeking preparation for ministry, adult faith formation or personal enrichment opportunities to choose the most helpful and appropriate program for his or her needs and desires.

Curriculum
Beginning with the fall of 2007 the new curricula for the various programs formally went into effect. The most significant aspect of the new curricular revision is its attempt to integrate outcomes assessment in a more conscious and systematic fashion. Each course will incorporate specific learning outcomes in knowledge, skills and attributes and ways these outcomes can be measured. The new curricula also seek to integrate the human, intellectual, pastoral and spiritual aspects of formation. As a result of this revision, there will come into effect a well-rounded program of theological and ministerial formation.

General Outcomes for the Programs
• To facilitate a critical understanding of the classical disciplines of theological study.

• To develop an inclusive and integrative approach to the study of theology and the practice of ministry rooted in the Roman Catholic tradition.

• To develop skills and attitudes necessary and appropriate for academic study and pastoral ministry.

• To initiate and facilitate human, intellectual, pastoral and spiritual formation.

• To foster commitment to multicultural diversity and ecumenical outlook.

In order to accomplish the general and specific program outcomes, each individual course will incorporate:

• Specific learning outcomes pertinent to three areas: knowledge base, skills and attitudes and the mechanisms to measure the outcomes.

• An integrative approach to the study of theology and the practice of ministry rooted in the Roman Catholic tradition.

• Aspects of formation in the human, intellectual, pastoral and spiritual dimensions.

• Diversity of perspectives and resources.

• Elements aimed to fostering multicultural awareness and ecumenical outlook and;

*Learning/learner-centered pedagogical strategies and methods.
MASTER OF ARTS IN
PASTORAL STUDIES
N.Y. State Ed. Hegis Code 2301.00

This degree is designed for those who intend to serve both in ecclesial ministerial and non-ecclesial roles. The curriculum entails 15 courses including the Graduate Colloquium.

Required Courses  
A200 Intro. to Hebrew Scriptures  
A203 Intro. to Christian Scriptures  
C215 Orientation to Theological Studies  
C217 Moral and Social Teachings  
C226 Worship and Sacraments  
C228 Church and Ministry  
C302 Theology of the Trinity  
D207 Ministerial Leadership  
D214 Spiritual Formation  
D217 Pastoral Care I  
D302 Pastoral Formation - see below.  
Graduate Colloquium (Non-credit) - see below

Electives  
Total number of courses 15

Other Requirements:
Training in Sexual Harassment/Professional Ethics (prior to taking Pastoral Formation).  
Annual Retreats  
Portfolio - see below  
Goals and Evaluation - see below

Electives
The open electives may be distributed over the four areas of study (biblical, historical, theological and pastoral) or may be used to create a sub-concentration in any one of the above mentioned areas.

Pastoral Formation
In the new curriculum Pastoral Formation is a requirement. St. Bernard’s curriculum requires one field education experience, normally in a parish or non-parish setting (for example, hospital, hospice, jail, etc.). Those who are already employed in a parish setting or those who have considerable experience in parish work may have the option of pursuing field experience in a non-parish setting upon written request along with suitable documentation. Possible field education arrangements include:

1. D302 Pastoral Formation
A two-semester supervised practicum in a parish or other pastoral setting; includes regular theological reflection sessions with other field education students and a faculty facilitator.

2. Clinical Pastoral Education (CPE)
A unit of CPE may be used as an equivalent for the non-parish field education requirement. An official certificate of completion along with a copy of the evaluation must be submitted to receive credit.

3. Supervised Pastoral Training in Hospice
This is a thirty-week, supervised program of clinical practice, pastoral reflection and didactic training provided by Sr. Bernard’s in collaboration with Lifetime Care. It may be used as an equivalent for the non-parish field education requirement. An official certificate of completion along with a copy of the evaluation is to be submitted in order to receive credit.

Students enrolled in this degree will make course selections, with the approval of their faculty advisor, that best serve their educational and ministerial goals.
Students preparing for specific ministries will choose appropriate courses to prepare themselves for such ministries. The guidance of faculty advisors as well as the Human Resource Personnel staffs of the Albany and Rochester dioceses and persons already in that specific ministry should be sought in making course selections.

**Graduate Colloquium**
The Graduate Colloquium is a non-credit requirement. The colloquium is intended as a culminating experience. It is an occasion for celebration, reflection and anticipation. At the end of a period of study, research and reflection in the midst of various other commitments, it is an occasion to celebrate the achievements of students. It also provides a moment for reflecting on one’s own growth and development in the intellectual, spiritual, pastoral and human aspects. It is also a turning point as people look ahead and engage in some visioning for the future. With the help of specific questions students reflect on the program outcomes. The colloquium will normally be scheduled for one or two weekends for a total of ten contact hours in the Spring semester. As part of this exercise, students are also required to complete the *Graduating Student Questionnaire* administered through the Association of Theological Schools. This is a requirement for graduation.

**Portfolio**
As part of the advisement process, each student will choose selected writing samples for the Portfolio. The MA students will choose a total of two samples. They are to represent different stages initial, middle and final - in the course of a student’s study. The samples are primarily works/papers submitted as part of the study at St. Bernard’s. For each work included, the student will prepare a brief critique (about 300 words) of its strength and weaknesses. In the advisement process, the portfolio as a whole may be used as a point of reference for assessing the growth of the student. The portfolio may also serve as a reference point for the Graduate Colloquium.

**Goals and Evaluation**
Upon matriculation each student is assigned a faculty advisor to assist him/her in human, intellectual, pastoral and spiritual growth. The student and the advisor set goals and objectives in each of these areas and meet periodically to evaluate success in achieving those goals. More information can be found in the *Student Handbook*. These meetings will take place periodically during the course of a student’s study.

**Additional Requirements**
1. A quality point average (QPA) of 3.00.
2. Completion of the degree within five years of matriculation. If a student fails to matriculate in a timely fashion (after the fourth course), the duration of program completion will be calculated from the time the student completes the fourth course.

**Exception to Residency Requirement:**
According to the Association of Theological Schools accreditation standards, programs oriented towards ministerial leadership require that at least one year of full-time academic study or its equivalent is completed at the main campus of the school awarding the degree or an extension site of the institution that is approved as having degree-granting status. In response to a petition submitted by St. Bernard’s, in February of 2016 the Commission on Accrediting of the Association of Theological Schools granted approval for an exception to the residency requirement for the MAPS and MDiv programs. This means that the above-mentioned degrees may now be completed using any combination of distance education delivery methods offered by the school.
MASTER OF ARTS
(THEOLOGICAL STUDIES)
Thesis Track
N.Y. State Ed. Hegis Code 2301.00

This program is designed for those students intending to teach or pursue further graduate studies. The candidate will choose an area of concentration in one of the following areas of study: Biblical Studies, Systematic Theology Studies, or Ministry Studies.

General learning outcomes for this degree include developing in-depth knowledge in designated areas, critical thinking and excellent writing skills, methodological rigor, ability to integrate disciplines, openness to different perspectives and viewpoints of knowledge and ability to produce work for publication.

A student may be admitted provisionally to the Master of Arts (Theological Studies) program in the thesis track with the understanding that continuance in the thesis track is subject to approval by the faculty after the student has demonstrated the capacity to undertake the thesis project. The dean may solicit a written sample or samples of the student’s work as well as input from the faculty with whom the student has taken courses. The decision to allow the student to pursue the thesis track should be made preferably in the first year of study or upon the completion of three courses. If deemed not suitable/eligible to pursue the thesis track, the student would be asked to switch over to the all-course track.

Course Work
Foundational courses:
C215 Orientation to Theological Studies 2
I350 Introduction to Research 2
Courses in the Area of Concentration 8
Courses in other Areas 3
(At least One in each of the other areas)
Thesis (Equivalent to 2 courses) 2
Total number of courses 15

Other Requirements:
Portfolio - see below
Language Requirement - see below
Comprehensive Exams - see below

Thesis
A scholarly research project written under the guidance of a faculty advisor on a topic approved by the faculty. The thesis project is equivalent to two courses. Consult the Student Handbook for procedural information.

Portfolio
As part of the advisement process, each student choose selected samples of their writing for the Portfolio. The MA students will choose a total of two samples. They are to represent different stages in the course of a student’s study. The samples are primarily works/papers submitted as part of the study at St. Bernard’s. For each work included, the student will prepare a brief critique (about 300 words) of its strength and weaknesses. The portfolio as a whole may be used as a point of reference for assessing the growth of the student.
Language Requirement
1. For Area A: a reading proficiency for research purposes in either German or French, and the successful completion of a course in biblical Greek or Hebrew. The latter course will be factored into the total number of courses.

2. For Area C: a reading proficiency for research purposes in either French, German, or Spanish.

3. For Area D: a reading proficiency for research purposes in either French, German, Spanish, or a course in statistics (one semester).

Language proficiency is determined by a written exam in translation demonstrating 85% comprehension or by transcript evidence of a least a B grade in college-level introductory and intermediate courses (a total of 2 semesters) in the relevant language.

Comprehensive Examination
1. An oral defense of the thesis, and
2. Written and oral responses to six questions. Three of the questions are written by the student and approved by the faculty advisor and the dean and three are written by the faculty.

Additional Requirements
1. A quality point average (QPA) of 3.00.
2. Completion of the degree within five years of matriculation. If a student fails to matriculate in a timely fashion (after the fourth course), the duration of program completion will be calculated from the time the student completes the fourth course.

MASTER OF ARTS
(THEOLOGICAL STUDIES)
All-course Track
NY State Ed. Hegis Code 2301.00

Under the new curriculum, in the Master of Arts (Theological Studies) degree program there is now an option for an all-course track. This is not a different degree. It simply provides the option to pursue an all-course track for those who do not wish to write a thesis nor have aspirations for further academic work or pastoral ministry.

General learning outcomes for this degree include developing in-depth knowledge in designated areas, critical thinking and excellent writing skills, methodological rigor, ability to integrate disciplines, openness to different perspectives and viewpoints of knowledge and ability to produce work for publication.

Course Work
Foundational Courses:
C215 Orientation to Theological Studies
D214 Spiritual Formation 2
Courses in Area of concentration 8
Courses in other Areas (at least one in each) 5
Total 15

Other Requirements
Portfolio
Comprehensive Exam

Additional Requirements
1. A quality point average (QPA) of 3.00.
2. Completion of the degree within five years of matriculation. If a student fails to matriculate in a timely fashion (after the fourth course), the duration of program completion will be calculated from the time the student completes the fourth course.
ADVANCED CERTIFICATE IN PASTORAL STUDIES
NY State Ed. Hegis Code 2301.00

A limited number of candidates who lack an undergraduate degree may be allowed to pursue the Master of Arts in Pastoral Studies curriculum. Upon successful completion they will receive “Graduate Certificate in Pastoral Studies”.

Selection of candidates is on the basis of innate intelligence, range of experience, and leadership potential. To be awarded a Graduate Certificate in Pastoral Studies the candidate must:
1. Complete successfully all course requirements.
2. Maintain a quality point average (QPA) of at least 2.0 (C).

MASTER OF DIVINITY IN THEOLOGICAL PROFESSIONS
N.Y. State Ed. Hegis Code 2301.10

The Master of Divinity in Theological Professions (M.Div.) program offers the educational and formational components necessary for those intending to serve in full-time professional ministry in the Church. These ministries include hospital and prison chaplaincy, pastoral administration, and priesthood. The M.Div. at St. Bernard’s provides a curriculum attentive to the Roman Catholic heritage, contemporary relevance and learning outcomes through both classroom and field education experiences. The curriculum as a whole aims at integration of human, intellectual, pastoral, and spiritual aspects.

M.Div. Curriculum
Foundation
C215 Orientation to Theological Studies
D214 Spiritual Formation

Area A: Biblical Studies
A202 Intro. to Hebrew Scriptures
A203 Intro. to Christian Scriptures
A301 Pauline & Deutero-Pauline Writings
A307 Prophets & Writings

Area B: Historical Studies
B204 History of Christianity
B Elective

Area C: Theological Studies
C217 Moral & Social Teachings
C226 Worship & Sacraments
C228 Church & Ministry
C302 Theology of the Trinity
C388 Contemporary Moral Issues

Area D: Ministry Studies
D202 Liturgical Leadership
D203 Liturgical Preaching
D207 Ministerial Leadership
D217 Pastoral Care I
D218 Pastoral Care II: Grief & Crisis Care
D302 Pastoral Formation I - see below
D304 Pastoral Formation II
Spirituality Elective
Graduates Colloquium (Non-credit) - see below
Total Courses 21
Elective
Elective
Elective
Elective
Total Electives 4
Total number of courses 25

Other Requirements:
a. Training in Sexual Harassment/Professional Ethics (prior to taking Pastoral Formation).
b. Annual Retreats - see below
c. Initial, Middle and Final Evaluations - see below
d. Portfolio - see below
In the interest of accommodating part-time as well as full-time students, there is no strict sequence which the course work must follow, aside from the consideration that the introductory level courses (200s) in each area are normally preparatory for intermediate (300s) and advanced level work (400s) in the corresponding area. Degree candidates can design their own suitable sequence of courses with the advice of their faculty advisor.

Students whose church tradition is other than Roman Catholicism may, with the approval of the faculty, choose alternative courses that are more pertinent to their own traditions and vocational orientation, in place of those listed as required.

Pastoral Formation

The M.Div. Degree requires a solid grounding in the theological disciplines, growth toward spiritual and emotional maturity, and the practice of the various arts and skills of ministry under the supervision of trained personnel. To that end, St. Bernard’s curriculum requires two field education experiences, normally one in a parish setting and the other in a non-parish setting (for example, hospital, hospice, jail, etc.). For those who are already employed in a parish setting or those who have considerable experience in parish work, the parish-based field education requirement may be waived upon written request along with suitable documentation. In place of the parish-based field experience, students seeking a waiver will be required to complete an elective in the D Division (Pastoral Ministry Studies). If waiver is sought for prior experience, it must have occurred within the last five years. Possible field education arrangements include:

1. D302/303 Pastoral Formation
   Each is a two-semester or three summer term supervised practicum in a parish or other pastoral setting; includes regular theological reflection sessions with other field education students and a faculty facilitator.

2. Clinical Pastoral Education (CPE)
   A unit of CPE may be used as an equivalent for the non-parish field education requirement. An official certificate of completion along with a copy of the evaluation must be submitted to receive credit.

3. Supervised Pastoral Training in Hospice
   This is a thirty-week, supervised program of clinical practice, pastoral reflection and didactic training provided by St. Bernard’s in collaboration with Lifetime Care. It may be used as an equivalent for the non-parish field education requirement. An official certificate of completion along with a copy of the evaluation is to be submitted in order to receive credit.

Graduate Colloquium

The Graduate Colloquium is a non-credit requirement. The colloquium is intended as a culminating experience. It is an occasion for celebration, reflection and anticipation. At the end of a period of study, research and reflection, it is an occasion to celebrate the achievements of students. It provides a moment for reflecting on one’s own growth and development in the human, intellectual, pastoral and spiritual aspects. It is also a turning point as people look ahead and engage in some visioning for the future. The colloquium will normally be scheduled for one or two weekends for a total of ten contact hours in the Spring semester. This is a requirement for graduation.
Annual Retreat
Each M.Div. student is required to participate in a St. Bernard’s sponsored retreat or other retreat experience each year.

Goals and Evaluation
Upon matriculation each student is assigned a faculty advisor to assist him/her in human, intellectual, pastoral and spiritual growth. The student and the advisor set goals and objectives in each of these areas and meet periodically to evaluate success in achieving those goals. These meetings will take place three times during the course of a student’s study – initially, halfway through the program and towards the end of the program. More information can be found in the Student Handbook.

Portfolio
As part of the advisement process, each student will choose selected samples of their writing for the Portfolio. The MDiv students will choose a total of three samples. They are to represent different stages - initial, middle and final - in the course of a student’s study. The samples are primarily works/papers submitted as part of the study at St. Bernard’s. For each work included, the student will prepare a brief critique (about 300 words) of its strength and weaknesses. In the advisement process, the portfolio as a whole may be used as a point of reference for assessing the growth of the student. The portfolio may also serve as a reference point for the Graduate Colloquium.

Additional Requirements
1. A quality point average (QPA) of 2.75 (B-).
2. Completion of the degree within six years of matriculation.

Exception to Residency Requirement:
According to the Association of Theological Schools accreditation standards, programs oriented towards ministerial leadership require that at least one year of full-time academic study or its equivalent is completed at the main campus of the school awarding the degree or an extension site of the institution that is approved as having degree-granting status. In response to a petition submitted by St. Bernard’s, in February of 2016 the Commission on Accrediting of the Association of Theological Schools granted approval for an exception to the residency requirement for the MAPS and MDiv programs. This means that the above-mentioned degrees may now be completed using any combination of distance education delivery methods offered by the school.

EARNING THE M.DIV. RETROACTIVELY
Pre-1969 graduates of St. Bernard’s Seminary may earn the M.Div. degree retroactively. Various options are available to Seminary alumni whereby they may earn their basic professional degree in ministry. Interested alumni are invited to contact St. Bernard’s for more information.
The Certification Program is designed to provide competent, skilled and compassionate ministers for Diocesan faith communities. This program focuses on individuals seeking diocesan certification in a variety of ministry areas. People pursue certification in Pastoral Ministry, Catechetical Leadership, Youth Ministry, and Parish Business Management.

Each certificate program consists of a number of required courses. Courses are offered in scripture, theology, liturgy, ministry skills, faith formation and spirituality, human resources, finance and information technology. Transfer of credit from similar learning experiences for certification credit may be available when accompanied by proper documentation.

The Certification Program also provides general courses for people interested in theology, spirituality and scripture. These individuals may sign up for any course offered without applying for or seeking certification. Certification courses may also fulfill Professional Development requirements for all ministers in the Diocese of Rochester.

Each course meets for a total of 10 hours spread over several sessions held at various time periods throughout the day. Courses are held at the St. Bernard’s campus with additional offerings available through both distance learning and regional offerings in the Finger Lakes, Southern Tier, Hornell and the Auburn areas.

Although most courses are taken in a seminar classroom setting, there is opportunity for individual study, small group guided study and video conferencing.

Course brochures are available for the Fall, Spring and Summer terms. To request an application or for further information on cost, requirements and/or course offerings, please contact the Director of Admissions and Recruitment.
FINANCIAL AID FOR GRADUATE STUDY
St. Bernard’s School of Theology and Ministry offers various forms of financial assistance for students who are unable to bear the full expense of graduate education. Financial assistance is available to students under five different categories:

1. Benefactor Scholarships & Tuition Assistance
   a. Benefactor Scholarships: St. Bernard’s has established scholarship funds raised from contributions from various benefactors to support theological education. These scholarships are awarded to cover tuition costs for full- or part-time study during an academic year and are renewable upon reapplication and review. The Financial Aid Committee reserves the right to offer the full scholarship award to a candidate, to divide the amount between several candidates, or to withhold the award for a given year. To qualify a candidate must:

   § engage in full-time or part-time study
   § give evidence of academic and ministerial promise
   § demonstrate financial need according to the standard St. Bernard's procedures
   § not currently hold any incompletes
   § agree to appropriate media coverage

   b. Tuition Assistance: Aid in the form of tuition assistance is given to cover a percentage of the tuition for one or more courses taken during a specified academic year. There are two types of tuition assistance for students studying at St. Bernard's:

   § Aid in the form of tuition assistance awarded by St. Bernard’s to cover 25% of the tuition cost for one or more courses taken during the academic year.

   § Aid in the form of tuition assistance awarded by a student’s diocese. The aid coverage is specific to each diocese and is as follows:

   · Roman Catholic Diocese of Albany - up to 25% of the tuition cost for one or more courses taken during an academic year.

   · Roman Catholic Diocese of Rochester - up to 25% of the tuition cost for one course taken during the academic year.

   · Roman Catholic Diocese of Syracuse - up to 1/3 of the tuition cost for courses taken during the academic year.

   § Individual Parish Tuition Assistance: Students should also explore possibilities for financial aid from their individual parishes.

2. External Scholarships: These scholarships are offered by benefactors not associated with St. Bernard's. Applications, procedures, requirements, and deadlines for external scholarships are separated from the tuition assistance and benefactor scholarship process.

3. Extended Payment: Students may arrange with the Business Office for a payment plan with a fixed number and duration of installments.

4. Student Loan Program: Students may apply for long-term, low-interest loans through the William D. Ford Federal Direct Loan Program. Loans are negotiated through the Department of Education.

5. Veteran's Benefits: Educational benefits in the form of outright grants are available to veterans, spouses or children of deceased/disabled veterans or those in National Guard/Reserve, for full-time or part-time study.
**Federal and State Regulations**

**Drug Policy:**
St. Bernard’s School of Theology and Ministry is in compliance with the federal regulation from the Department of Education regarding “Drug-Free Schools and campuses”. This includes a prohibition of the unlawful possession and use or distribution of illicit drugs. Violators risk disciplinary action from the School and from law enforcement agencies.

**Sexual Harassment:**
For policies and information on sexual harassment, sex offenses, and campus security measures, consult the Student Handbook.

**Immunization Requirements:**
New York State Public Health Law 2165, effective in 1990, requires post-secondary students attending colleges and universities to demonstrate proof of immunity against measles, mumps, and rubella. The law applies to all students, full-time and part-time, born on or after January 1, 1957. Students must obtain complete immunization records (or serological proof of immunity) from their health care provider, and submit the documentation to the Registrar’s Office.

In addition, since 2003 New York State Public Health Law 2167 has required post-secondary institutions to distribute information relating to meningococcal meningitis disease and the available vaccine. Students are required to submit either proof of immunization against meningococcal meningitis, or a signed statement declaring a decision not to obtain the vaccine.

Requirements for both regulations are to be completed upon application or beginning class attendance.

**Title IX Compliance:**
Title IX of the Education Amendment of 1972 protects people from discrimination on the basis of sex in educational programs and activities at institutions of learning that receive federal financial assistance. St. Bernard’s School of Theology and Ministry is committed to providing a safe environment free from discrimination on the basis of sex. The school will make resources available to students, faculty and staff members to educate and address concerns relating to discrimination on the basis of sex including sexual harassment, misconduct and assault. Mary Muggleton, Comptroller/Human Resources, serves as the Title IX Coordinator and assists in carrying out investigations, compliance-related duties and reporting. You can reach her by calling (585) 271-3657 x 297 or email at Mary.Muggleton@stbernards.edu. The Title IX Coordinator should be contacted if you
• Have encountered sex discrimination or sexual misconduct or assault;
• Know of a situation that may warrant an investigation by the school;
• Need help in handling a situation that indirectly may have affected you;
• Seek guidance on informal ways to resolve or alleviate a difficult situation; or
• Have questions regarding the school’s policies and procedures.

Confidentiality:
Conversations with the coordinator will be kept as confidential as possible but information about incidents of sexual misconduct may be shared with relevant administrators if there is need for appropriate action for the safety of the community.
CONTINUING EDUCATION

In addition to the initial formation and training of pastoral ministers in the graduate and certification programs, St. Bernard’s mission also includes responsibilities in the areas of: Professional Development, General Adult Faith Formation and Community Education.

Professional Development
“Ongoing formation, which strengthens ministerial identity as well as enhancing ministerial skills, is not a luxury to be pursued when time and resources allow, but is rather a permanent necessity for every ecclesial minister, lay or ordained. No lay ecclesial minister should feel excused from taking part in it; failure to do so represents neglect of a significant ministerial responsibility.”
“Co-Workers in the Vineyard of the Lord” USCCB 2005

St. Bernard’s has a mission to help maintain and improve the professional competencies of all who minister in the name of Jesus and work for the Church. We accomplish this mission by working with the Diocese of Rochester to conduct gatherings, convocations, conventions, workshops and classes aimed at enhancing the intellectual, spiritual, human and ministerial and skills of the Ministerium. We engage the talents of local, national and international speakers and presenters who bring us the collective insights of the larger church and help to deepen our understanding of the Catholic faith. The Continuing Education Office also assists the diocese in the oversight of the Priest Sabbatical Program and the Upstate Update Orientation Program for new pastors.

Community Education
St. Bernard’s presents the Catholic message to the larger community by hosting public lectures that respond to current issues or interests such as the Otto Shults Lecture Series. We also actively participate in community efforts like the Janice Lynn Cohen Symposium at the University of Rochester Medical Center. In this age of diversity, St. Bernard’s strives to help build a stronger understanding with our non-catholic brothers and sisters though active leadership and participation in efforts such as the Goldman –Brennan Institute for Catholic-Jewish Understanding and Dialog.

Rochester Area Colleges
Cross-registration options are available to full-time students at member institutions participating in the consortium of private and public institutions of higher education. Members in the association include St. Bernard’s School of Theology and Ministry, Colgate Rochester Crozer Divinity School, Rochester Institute of Technology, Keuka College, Hobart and William Smith Colleges, St. John Fisher College, Nazareth College, Alfred University, The State University campuses of Brockport and Geneseo, Empire State College, Roberts Wesleyan College, and the University of Rochester. Contact the Academic Office for further information.

Albany Area Colleges
St. Bernard’s School of Theology and Ministry at Albany has cooperative arrangements with Siena College and the College of St. Rose. Transfer courses may be considered from appropriate ATS accredited colleges after consultation with the Associate Dean and the Academic Dean.
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Pastoral Hispano
Married and single, ordained and lay, men and women, the faculty at St. Bernard’s exemplifies a mature faith, a love of learning and teaching, and a firm commitment to Christian service in the community.

Our faculty members are in demand as consultants, retreat masters, lecturers and counselors. Some regularly author books and articles for pastoral and scholarly journals. They are active in inter-church dialogue, parish ministry, diocesan administration, and serve as resource leaders in educational conferences and seminars on contemporary issues.

In addition to their teaching and research responsibilities, the full-time faculty provide formational and academic advisement to students enrolled in degree programs. The year within the parenthesis indicates when each member began teaching/working at the School.

NANCY M. HAWKINS, IHM
Associate Professor of Systematic Theology (1999)
M.A., Duquesne University
Ph.D., Fordham University

REV. GEORGE HEYMAN
President, Associate Professor of Biblical Studies. Director of the Certificate & Continuing Education Programs.
Ph.D., Syracuse University

ROSLYN A. KARABAN
Professor of Ministry Studies (1987)
M.Div., Harvard Divinity School
Ph.D., Graduate Theological Union, Berkeley

ELLA JOHNSON
Assistant Professor of Systematic Theology (2010)
Ph.D., S.T.L., Regis College, Toronto
University of St. Michael’s College, Toronto

MATTTHEW KUHNER
Director of Catechesis & Assistant Professor of Systematic Theology (2017)
M.T.S., Sacred Theology, Pontifical John Paul II Institute, Ph.D. Candidate, Theology, Ave Maria University

DEVADASAN N. PREM NATH
Academic Dean and Associate Professor of Biblical Studies (1988)
M.A., University College, Tirupati, India; B.D., United Theol. College, Bangalore, India; Th.D., Graduate Theological Union, Berkeley
ADJUNCT FACULTY

Marcus A. Gigliotti
Adjunct Assistant Professor of Biblical Studies (1989)
S.T.B., St. Anthony-on-Hudson, Rensselaer, NY
S.T.L., Gregorian University, Rome
S.S.L., Biblicum, Rome
M.P.A., State University of New York at Albany

Katherine Hanley, CSJ
Adjunct Assistant Professor of Ministry Studies (1995)
M.A. & Ph.D., University of Notre Dame

Christine Partisano, CSJ
Adjunct Assistant Professor of Ministry and Spirituality (2002)
M.A., Theology, Catholic University of America
D. Min, Catholic University of America

Rev. Richard Vosko
Adjunct Assistant Professor of Liturgical Studies
MA., University of Notre Dame
M.Div., Christ the King Seminary
Ph.D., Syracuse University

Rev. Anthony Barratt
Adjunct Assistant Professor of Theological Studies (2004)
S.T.B., Pontifical Gregorian University
S.T.L., Pontifical Gregorian University
Ph.D., King’s College, University of London

Dr. Michael Brannigan
Adjunct Assistant Professor of Christian Ethics (2010)
M.A., Theology, Catholic University of America
D.Min., Catholic University of America

Rev. Anthony Chiaramonte
Adjunct Assistant Professor of Ministry Studies (1989)
M.S., State University of NY, Oneonta
Ph.D., Boston College, MA

Rev. Christopher DeGiovine
Adjunct Assistant Professor of Ministry Studies (1991)
M.A., Catholic University of America, Washington, DC
D.Min., Catholic University of America, Washington, DC
COURSES OF INSTRUCTION
This section presents a listing, by academic areas, of courses approved by the faculty for inclusion in the curricula of St. Bernard’s School of Theology and Ministry.

Those courses which are scheduled to be offered each academic year are published in an annual brochure. The School reserves the right to add to, or delete from the list of courses to be taught in any given semester. Information on such changes in the offerings of a given semester is sent out before each academic session. The school also reserves the right to withdraw a course or courses at or before the beginning of a semester, if such action is made necessary by unavoidable factors such as insufficient enrollment for a course, the loss through illness or unexpected resignation of an instructor. Notification of course cancellations will be made as fully and as quickly as possible.

Course Designation

All courses are assigned a designated letter denoting the area of study: Biblical Studies is Area A, Historical Studies is Area B, Theological Studies is Area C, and Pastoral Ministry Studies is Area D. Some courses are interdivisional and have a dual classification. Other interdisciplinary courses are under a separate heading “I”. The courses are also designated according to three levels:

1. Introductory Level 200-299
   Courses which introduce the student to the methodologies and broad issues and concerns of the academic and professional area. To be taken at the beginning of the student’s academic program.

2. Intermediate Level 300-399
   Courses which do not generally have prerequisites but which are in specific areas.

3. Advanced Level 400-499
   Courses which have prerequisites.

4. Independent Study 500-509

5. M.A. Thesis 510 and 511

The student is expected to consult with his/her faculty advisor (Rochester) or the Associate Dean (Albany) before registering for courses.

Area A: Biblical Studies

A202 Introduction to the Hebrew Scriptures
A general introduction to the social history, content and theological themes of the Hebrew Scriptures. A basic orientation to methods of biblical study.

A203 Introduction to Christian Scriptures
An introduction to the history and literature of the Christian movement in the first and second centuries with particular attention to the New Testament in regards to literary components, composition facets, theological themes, and interpretive principles.

A209 New Testament Greek
A basic introduction to the language of the New Testament.

A215 Introduction to Biblical Hebrew
A basic introduction to learning biblical Hebrew with a view to develop skills for the study of biblical texts. Emphasis on grammar, syntax and vocabulary.

A303 Prophecy in Ancient Israel
Systemic study of prophecy of various types and different periods in ancient Israel with special reference to key texts from the canonical prophets. Contemporary relevance of prophetic message and function.
A304 The Shorter Prophetic Writings
Study of selected passages from the shorter prophetic writings with special reference to their sociological context, theological content and canonical function.

A305 Major Prophetic Writings
An in-depth look at the prophetic writings of Isaiah, Jeremiah and Ezekiel with a view to highlight insights of contemporary relevance. Particular attention to key passages, broader theological themes and ministry issues.

A310 New Testament Themes
An exploration of Christian origins based on the sources, cultural-geographical developments, and central institutions, with special focus on the mission, messianic expectations, Passover, Pentecost, and covenant.

A311 Synoptic Gospels
An introduction to the distinctive literary and religious portrait of Jesus in the gospels of Mark, Matthew and Luke with particular concern for the methodology appropriate to discerning that portrait.

A313 Gospel Parables
An in-depth analysis of key Gospel parables from the standpoints of early Judaic parables, recent scholarly trends, and use in Christian proclamation.

A318 Passion & Resurrection Narratives
A comparative investigation of the Gethsemane-to-Resurrection accounts, with special emphasis on the text and theology of these core resources of New Testament faith.

A319 The Fourth Gospel & Johannine Letters
An assessment of the chief components (symbolism, typology, and polemics) and compositional facets (structure, sources, and text) of the Fourth Gospel as essential carriers of the theological message. Primary focus on the Gospel.

A324 The Prophetic Ministry of Jeremiah
An in-depth look at the prophecies and ministry of Jeremiah with a view to derive insights for contemporary ministry. Attention to key passages, theological themes and ministry issues.

A325 Jeremiah and Ezekiel
An in-depth look at the prophetic ministries of Jeremiah and Ezekiel with a view to derive insights for contemporary ministry. Particular attention to key passages, theological themes and ministry issues.

A328 The Psalms
Study of selected Psalm texts with focus on their literary genres, life setting, and theological themes. Implications for contemporary theology, spirituality and worship.

A329 Biblical Prayer
The biblical texts are filled with descriptive passages detailing the dialogic encounter between humanity and God. This course looks at the literary, theological and social environments used pertinent to both public and private prayer throughout the biblical corpus. Special attention will be given to Job’s lament and the prayer of Jesus as well as the contemporary use of these passages in ministry today.
A333 Themes in the Hebrew Bible

A338 The Apocalyptic Tradition
Cataclysmic devastation, earthquakes, monsters, battles and visions – this is the storehouse from which apocalyptic imagery is drawn. This course will examine the apocalyptic tradition as it unfolds in the course of biblical history. Special attention will be given to late Israelite prophetic eschatology, the Book of Daniel, the writings of the Qumran sectarians, and the Book of Revelation.

A/B340 Women Interpreters of the Bible
This course will examine how women have read, proclaimed and interpreted the Bible throughout the history of Christianity. Writings of women, from the early church, medieval visionaries, renaissance exegetes as well as from the modern and post-modern periods, are explored in order to recover women’s interpretations of the Bible. Attention will be given to relevant methodological questions and pastoral implications for contemporary readers.

A/C370 Sacrifice, Obedience and Offering
We read in the Letter to the Hebrews that Jesus “learned obedience from what he suffered (and) became the source of eternal salvation” (5:8-9). This course examines the ritual, rhetoric, and theology of Christian sacrifice. It begins with a historical overview of sacrificial practices in Judaism, late Graeco-Roman antiquity and early Christianity focusing on ritual and narrative texts. We will then trace the developing notion and the ritual praxis of sacrifice focusing specifically on the Eucharistic rites of the Church and the contemporary Catholic perspective.

A500 Independent Study

A510/511 Master’s Thesis Guidance

Area B: Church History Studies

B/C204 History of Christianity: Early Centuries
An in-depth exploration into the socio-historical events that shaped early Christianity from the first through the fifth centuries. Utilizing primary resources (in translation) this course will chart the dynamic growth of the Christian movement from its Jewish origins within the Roman Empire to its dominance throughout the Mediterranean world. We will explore the Church’s theological growth, the impact of the Second Sophistic and Neo-Platonism, the origins of desert monasticism, the Great Persecution, Constantinian toleration and early conciliar formulations.

B/C208 Key Movements in the History of the Church
This course looks at significant historical movements that impacted the life and years of the Church from its earliest times through the Reformation. Some topics to be covered are the spread of Christianity, Benedict and his Rule, Celtic Christianity, the Mendicants, Martin Luther and the mystics of the 15-16th Centuries. Students will be asked to relate the various movements to their experience of the Church today. This course can used as a substitute for MDiv requirement – B/C204
B302 American Catholicism
This course offers a historical study of the “problematic” of being American and Catholic. The focus will revolve around those historical “moments” when religious/theological issues impacted American social, political and popular culture.

B/C310 History and Practice of Catholic Social Thought
The course offers an examination of the development and history of Catholic social teaching. Numerous social documents are reviewed and discussed beginning with Rerum Novarum. The lives of key figures in the field of Catholic social thought will be offered as examples of how Christians can integrate social teachings into their ministries, spirituality, and daily lives.

B/C321 The Second Vatican Council
This course studies the historical background of Vatican II, the history of the Council itself as well as its document and teaching. Attention is also given to the ongoing significance of these documents in the post-conciliar period and as the Church faces a new millennium in a post-modern context.

B/C322 The Ecumenical Councils
A history of the first seven General Councils of the Church, regarded by both east and west as ecumenical, with some insights into the theological controversies which provoked them and the solutions they adopted.

B/C326 Twentieth Century Theology
The course explores select theological themes in relation to specific historical movements and impulses in the 20th century. Particular areas to be highlighted are the Holocaust, the emergence of Neo-Orthodoxy, the needs of the Third World, the Theology of Hope, the origins of contextual theology and post modernism.

B/D348 History of Christian Prayer
History and non-liturgical forms of personal Christian prayer ranging from early Christian, pre-medieval, medieval, modern and contemporary periods. Focus on the Lord’s Prayer, mystical prayer, incessant prayer and prayer of the heart.

B/C360 Theological Foundations for Christian Living
This course examines key developments of theology of the Christian life in Western Christianity from the eleventh through the thirteenth century. It will focus on the theological virtues of faith, hope, and especially love, as foundational principles for a Christian life of prayer and service to the Church and society. We will approach this theme by concentrating on appropriate selections from four figures of the High Middle Ages: St. Bernard of Clairvaux, Thomas Aquinas, Mechthild of Magdeburg and Hadewijch of Antwerp.

B/C374 Prophetic Voices from the History of Christianity
With its focus on key, dynamic figures from the history of Christianity, the course explores the contributions these figures made to the theological traditions we have inherited and the challenges they pose for theology and ministry today. Close reading of selections by Ignatius of Antioch, Egeria, Augustine of Hippo, Thomas Aquinas, Catherine of Siena and her women contemporaries, John of the Cross and Teresa of Avila, John Henry Newman, Edith Stein and Karl Rahner.
B/C377 From the Lord’s Supper to the Holy Mass
From their earliest recorded moments Christians have celebrated their faith in the risen Lord Jesus with a meal which was both physical and spiritual. This course examines the development of this uniquely Christian ritual meal tracing its roots from the earliest biblical record through its late antique, medieval and modern forms. We will also explore the varied Eucharistic theologies and liturgical expressions evident in contemporary Christian communions today, but special attention will be paid to the theological and historical dimensions connected with Eucharistic practice as evidenced in the Roman Catholic Mass.

B/D386 Asceticism and Martyrdom in the Christian Life
Jesus remarked that, “Whoever loses his life for me and for the gospel will save it” (Mk 8:35). This course explores the rhetorical and practical application of Jesus’ command throughout Christian history. An exploration of the origins of ascetic monasticism as well as the cult of the martyr will be surveyed along with contemporary applications of this key Christian form of spirituality.

Area C: Systematic Theology Studies

C/D204 Classics of Christian Spirituality
Elements of a solid spirituality for Christians in the world drawn from the history of western spirituality, especially from the classic works of writers as diverse as Julian of Norwich, Teresa of Avila, and Thomas Merton.

C215 Orientation to Theological Studies
This course orients students to the various aspects of theological studies and the way theology functions in a faith community. Key issues such as faith, revelation, scripture, tradition, human experience, and worship are explored with an eye to how they are integrated into the entire discipline of theology. The course aims at helping the student develop a framework in which to understand how one engages in critical theological reflection in light of human experience in general and pastoral/ministerial life in particular.

C217 Moral and Social Teachings
Introduction to the fields of moral theology and Catholic Social Thought: their purpose in the life of the Church; their methods, their problems. The content of the course is a thorough treatment of methodological issues rather than analysis of specific moral or social dilemmas, though specific issues and cases are used for purposes of illustration and assisting students in developing skills of application to practical situations. Among the topics to be addressed: sin and conversion, moral growth and development, sources of moral wisdom, methods of moral decision making, conscience and discernment, and the development of Catholic Social Thought.

B500 Independent Study
C226 Worship and Sacraments
An historical, anthropological and theological investigation of Christian worship and sacrament with special attention to the Roman Catholic Sacraments of baptism and Eucharist; historical overview of liturgical practices, texts, and theology from Jewish and scriptural origins to the 20th-century Vatican II reforms; basic principles of liturgical and sacramental theology; and groundwork for interpreting liturgical documents and ritual texts from pastoral practice, multi/inter-cultural concerns, and ecumenical considerations.

C228 Church & Ministry
Historical and theological overview of the Christian understanding of church and ministry, with the Second Vatican Council (especially Lumen Gentium and Gaudium et Spes) as a primary point of reference. While the western and Roman Catholic context is central to the presentation, global and ecumenical considerations characterize the treatment of such topics as diversity in the early church(es)’s understanding of its mission, the development of ecclesial structures within their historical and cultural contexts, centralization to the papacy and the magisterium, the church as local/universal, the priesthood of the faithful, ecumenical dialogue, and the origin, function, and evolution of ordained and lay ministries.

C302 Theology of the Trinity
This course examines and explores the nature of the Christian God as unity and Trinity. It focuses on God’s reality as creator, as redeemer in the person of Jesus who we proclaim the Christ, and as unifier and advocate in the person of the Spirit. Since the very nature of God implies “communion” the social implications of Trinity are a focal point for the course. Other contemporary questions pertaining to the historical Jesus, God-language, suffering, liberation, and cultural diversity are explored as well.

C313 Explorations in Christology
Theology’s response to the humanity and divinity of Jesus Christ have brought forth countless works that explore Jesus’ earthly ministry, his teachings, his death and resurrection along with his relationship to his God and the Spirit. This course uses the works of various theologians to delve deeply into our beliefs about Jesus Christ and relate them to our lives. This course can be used for the Theology of Trinity requirement (C302) in the curriculum.

C316 The Problem of God
Development in the Christian doctrine of God occurring under the impact of contemporary experiences and questions. Some of the areas include modern atheism, the reality of suffering, the nature of God-language, feminist issues and Third World concerns. The course also explores the construction of a contemporary theology of the Triune God.

C/B322 The Ecumenical Councils
(see B/C322 above)

C/B326 Twentieth-Century Theologians
(see B/C326 above)

C/D398 Catechesis and the New Evangelization: Content Method and Challenges. This course explores the meaning, purpose, nature, content and method of catechesis in the context of the call for a New Evangelization with a renewed emphasis on the Church’s missionary nature and the mission-character of discipleship itself. After addressing the history of catechesis and its sources in Scripture and Tradition, the course will focus upon the Church’s penetrating reflection on catechesis in the 20th and 21st centuries. Attention will be given to present-day challenges as well as recent catechetical models which attempt to address these challenges.
C/D341 Rites of Christian Initiation
An historical, theological and pastoral examination of the process of achieving Christian identity: conversion and faith development, the catechumenate, the role of the faith community, the initiation sacraments of baptism, confirmation and Eucharist.

C/B360 Theological Foundations for Christian Living (see B/C360 above)

C364 Women & Theology
This course introduces the student to the methods of feminist theology as they interpret religious symbols, doctrinal understandings, and ethical issues from a perspective committed to the full and equal human dignity of women. The variety of voices involved in this theological conversation will be explored and critically assessed.

C368 Special Topics in Suffering
This course will explore five key areas in the theology of suffering and look at how these areas impact the doctrine of God. The topics to be explored are the book of Job, the Holocaust and process theology among others.

C/D371 Embracing the Mystical Vision
This course looks at the various characteristics of the mystical experience that is available to all of us. The lives, teachings, and writings of many mystics are explored along with the ways they connect their mystical prayer to the needs of the people of God. This course affirms the words of Karl Rahner who wrote: “The Christian of the future will be a mystic or he/she will be nothing.”

C/D375 Christian Spirituality: Traditions and Issues
This course investigates various Christian spiritual traditions, and establishes a foundation for those seeking Christian discipleship. Through introducing a variety of selections from devotional classics, it will give particular attention to the following traditions: contemplative, holiness, charismatic, social justice, evangelical, and sacramental. Located within these traditions, the course will explore contemporary trends (incarnational, creation and social justice spiritualities) and issues they engage (racism, secularization, ecology, poverty, gender).

C/D 384 Intercultural Relations for Ministry
Reflecting the US Bishops priority to recognize cultural diversity in light of the changing religious demographic of the nation today, this course explores Church’s identity and mission to engage cultures for the sake of the Gospel, evangelization, and ecclesial integration. Particular focus on USCCB documents and Catholic theological resources on cultural diversity, intercultural competence and anti-racism. The course will consider Hispanic/Latino, African-American, Asian and Pacific Islander, Native American and Deaf Catholics in the United States.

C388 Selected Moral Issues
Exploration of how moral theologians go about the work of critical reflection and moral decision-making. Student will review the basic sources and concepts of fundamental moral theology and then use them to consider and develop positions on contemporary moral issues.
C/D396 The New Evangelization/ Encounter in a Digital Age

In every age the Church is called to spread the Gospel message. This course explores the contemporary culture of new technologies and social media networks and their implications for missionary discipleship. It examines key themes from recent Church teachings on evangelization and encounter, in particular those of Vatican II, Bl. Pope Paul VI, St. John Paul II, Pope Benedict XVI and Pope Francis. It provides practical methods and insights into question: How can we increase the effectiveness of our work in spreading the Good News by using the tools of 21st century social communication?

C500 Independent Study

C510/511 Master’s Thesis

Area D: Ministry Studies

D202 Liturgical Leadership
Introduction to the theological and pastoral principles underlying the liturgical celebrations of the Church, the official documentation guiding the liturgical life of the Church, and the skills necessary for the preparation of and presiding at the worship of the Church. Course assignments will be adapted to each student’s worship tradition.

D203 Intro. to Liturgical Preaching
Introduction to lectionary-based preaching in Eucharistic and other liturgical settings, considering the tools and resources for homily preparation, the meaning of the liturgical calendar, and the nature of the Liturgy of the Word. A preaching practicum is included.

D/C204 Classics of Christian Spirituality (see C/D204 above)

D207 Ministerial Leadership
As leaders, lay and ordained, in the faith community, ecclesial ministers are asked to serve in a variety of roles: as leaders or prayer, conveners of groups and committees, reconcilers and mediators, animators, and resource persons. In a faith community which proclaims and values collaboration, the ecclesial minister is nevertheless asked to develop and exercise leadership gifts. Using the model of servant leadership, this course will explore the dimensions of ministerial leadership in ways appropriate for each student’s faith tradition.

D212 Intro. to Spiritual Direction
An introduction to the ministry of spiritual direction with special emphasis on the theological, spiritual and psychological principles which undergird the practice of this ministry. Special topics in direction chosen by students, literature, spiritual theology and liturgics.
D214 Spiritual Formation
This course provides a broad introduction to the ways in which people appropriate the mystery of faith, the process entailed in that appropriation, and overview of the history of that process and the types of experience which have emerged in that history. The students can achieve reflective understanding of their own practice, develop it more consciously and be enabled to appreciate and assist others in this area of ministry.

D217 Pastoral Care I
This course is designed as a beginning course in understanding the basic principles and methods of pastoral care. It will focus on a theoretical background and is complemented by actual, practical experiences in pastoral listening as part of dyads and working groups.

D218 Pastoral Care II
This course is a follow-up to Pastoral Care I and will focus on crisis intervention and ministering in loss, death and grief. It is assumed that students taking Pastoral Care II will have completed Pastoral Care I or its equivalent. Focus is on learning how to be better pastoral caregivers to those experiencing loss or in crisis. Format will be lecture, group work, practicums and case studies.

D225 The Spiritual Journey
An overview of Christian Spirituality including biblical foundations and historical expressions, with particular emphasis on contemporary practice.

D302 Pastoral Formation
This course is a two-semester, supervised field experience that introduces students to particular pastoral settings in order to provide them with an opportunity to critically reflect on the minister they are becoming. The experience consists of three components: participation in supervised ministry, theological reflection and evaluation.

D303 Pastoral Formation I
An additional practicum required of M.Div. students.

D305 Ministering in Loss, Death & Grief
An examination of the topics relating to ministry to the dying and bereaved: grief management, handling losses, terminal illness, sudden death, death and children, death and the elderly and funeral planning. Dealing with our own dying and bereavement.

D308 Ministering in Complicated Losses, Difficult Deaths
An advanced level counseling course addressing complicated loss issues such as: ambiguous, disenfranchised, sudden, lingering, traumatic, violent and untimely losses. Assumes basic understanding of the grieving process. Theological implications for the pastoral minister. Lecture, case studies and practicum.

D324 Models of Pastoral Care
Comparative analysis of models of counseling to determine effective approaches to different client problems and situations. The testing of models through case studies and experiential situations.
D/A330 Use of N.T. in Ministry Settings (see A/D330 above)

D332 Ministering in Crisis Intervention
Theory and skills of crisis intervention in pastoral situations, including facilitative listening, assessment, appropriate action, support system development and referral. Lecture, discussions, case studies and role playing.

D/B348 History of Christian Prayer (see B/D348 above)

D350 Intermediate Pastoral Care & Counseling
An intermediate course in pastoral care and counseling emphasizing intermediate skills. The focus will be on ethical concerns and theological, cultural, and contextual issues. Suggested prerequisite: Introductory course in pastoral counseling.

D359 Pastoral Care from a Developmental Perspective
Examination of the human, moral, and faith stages of development of the pastoral client. Issues, goals, and interventions from the perspective of developmental stages. Evaluation and response to the client in growthful and effective ways. Lecture, discussion, and practical demonstration.

D370 Cross-Cultural Pastoral Care & Counseling
This course will explore what it means to minister in a multicultural world. Particular emphasis will be on awareness, assessment, identity, integration and skills in cross-cultural pastoral care and counseling. Focus will be on Black, Asian, and Hispanic cultures. Case study and practicums.

D379 Special Topics in Spirituality
The course explores the term “spirituality” and looks at various spiritualities within the Catholic tradition. They will include the spirituality of St. Ignatius, Thomas Merton, the mystics, and those considered to be Twentieth-Century Apostles.

D395 Formation in Pastoral Ministry
Embracing the human, spiritual, academic, and pastoral dimensions of ministry is critical to who we are as a person, as a disciple of Jesus, and as a person with a heart to serve and love people in need. The course will emphasize lifelong faith formation, discipleship, gratitude, stewardship, and welcoming hospitality. Finally, as we prepare for the World Meeting of Families and the Synod on family life this fall, we affirm that families are fully alive as they embody the mantra that love is the mission of the disciples.

D400 Advanced Pastoral Care
Developing advanced counseling skills, with focus on specific pastoral situations throughout the life cycle. Videotape feed-back, role playing, verbatims, case studies. Prerequisite: D200 or equivalent.

D422 Liturgy and Catechesis
The relationship between worship and belief or liturgy and catechesis is expressed in the ancient Christian principle: Lex orandi, lex credendi (As the church prays, so it believes). This course will explore the relationship between liturgy and faith formation, as well as the conversion and faith development of adults, adolescents, and children in our contemporary context. Discussion will be based upon the idea that the liturgy is “the privileged place for catechizing the People of God” (Catechism of the Catholic Church, 1074), and what this means for catechists today. Consideration will be given to the development of practical skills for lectionary-based catechesis, sacramental preparation, and mystagogical catechesis for the liturgical rites of Christian initiation, reconciliation, and marriage.
D500 Independent Study

D510 & 511 Master’s Thesis/Project

*Area I: Interdisciplinary*

**I400 Graduate Colloquium**
A day of reflection, integration and celebration required for all graduating MAPS, MDIV and GCPS students.

*An outside evening view of the beautiful Chapel Windows*
GRADING SYSTEM

The quality of a student’s academic work is evaluated according to the following categories:

A (4.00) Conspicuous excellence, showing thorough mastery of material, critical use of sources, exceptional creativity, constructive imagination, outstanding use of language and proper formal presentation.

A- (3.75) Exceptional level of attainment, with conspicuous excellence in most respects, but not uniformly.

B+ (3.50) Superior level of attainment marked by consistently good work, advanced understanding of material, clear logic, circumspect judgments, originality and good writing style.

B (3.00) Good work, with general indication of constructive ability in application.

B- (2.75) Satisfactory achievement, with assignments completed accurately and on time, but without evidence of excellence or distinction.

C+ (2.50) Adequate level of attainment with some ability to use knowledge of the course, and meeting minimum expectations.

C (2.00) Attainment below minimum standards, with less than adequate performance in writing, familiarity with course material, completion of assignments, and organization of facts and interpretation.

D (1.00) Serious inadequacies in preparation, logic, and information.

F (0.00) Work is unacceptable. No credits earned.

If a student receives an “F” grade, it may be superseded by a second grade for the same course. This is possible by arrangement with the instructor and with approval of the Dean. The student may, in such cases, be required to retake the final examination or a unit or module of the course or the entire course from the same instructor or from another. The grade given subsequently to the “F” appears on the transcript on a separate line and is computed into the grade point average. The original “F” appears parenthetically and does not affect grade point average. Credits are awarded for the passing grade. The quality of a student’s professional work (i.e., field education) is graded as “P” or “F” for Pass or Fail. St. Bernard’s does not allow the Pass/Fail option for any other of its courses.
A complete listing of academic policies and procedures is found in the Student Handbook.

1. Individual Student Responsibility
Each student is responsible for knowing the Academic Regulations (and other program requirements) of St. Bernard’s. While the Academic Dean and the student’s faculty advisor may provide appropriate reminders, the primary responsibility for knowing and fulfilling all regulations and degree requirements rests with the individual student.

2. Transcripts
Official transcripts (with school seal and signature of the Registrar) are sent only to academic institutions, government agencies or business firms designated by the applicant in writing. Such requests should be addressed to the “Office of the Registrar” and made well in advance of the date required. Only an unofficial transcript will be sent to the applicant. No transcript will be issued to a student who is not in good standing with the School’s Business Office or with the Library. A fee of $5.00 is charged for each transcript requested.

3. Inclusivity
Ministry today is exercised in an ecumenical and pluralistic context. Shaped by the gospel principle that all persons are one in Christ, it is mindful of the interdependence of the worldwide human community. In light of this and its own mission and vision, the St. Bernard’s is committed to a policy of inclusiveness in all the dimensions of its life. It will not discriminate on the basis of race, gender, age, religion, physical ability, sexual orientation, economic privilege or ecclesiastical status.

The following expectations guide inclusivity in academic life:

1. Faculty are expected to be inclusive and nondiscriminatory in the language of their lectures and classroom discussion. Course assignments, methodologies of theological and ministerial studies, and bibliographies are to include authors and sources which represent the full range of scholarship (e.g., feminist studies, liberation theologies, etc.).

2. Students are expected to be inclusive and nondiscriminatory in all their oral and written work, i.e., class discussions, examinations, research and reflection papers. In the research dimension especially, students are encouraged to draw on an appropriate variety of resources, authors and points of view.

3. In particular, faculty and students are expected to refer to God with the full range of images, to humankind in ways that include all persons, and to the Church with an ecumenical and interreligious consciousness. Since the scriptures hold a sacred position in several religious traditions (Christian, Jewish, Muslim), the diversity of usage and interpretation is always to be respected.
FINANCES

Tuition

Credit: one course $1845  
Audit: one course $300

Fees

Registration fee $40
Late registration fee $70
Continuing Matriculation $250
Fee to Maintain Matriculation $250
Graduation $200
Graduate Colloquium $60
Retroactive degree $250
Transcript $5

This fee schedule is for the academic year 2017-2018 semesters. It is subject to change for the following academic year. Prospective students should contact the Registrar for current charges.

Payment of Accounts
The granting of degrees and the issuance of transcripts are subject to the fulfillment of all library-related and financial obligations.

Overdue Accounts Policy
Students whose tuition account is not current will not be able to register for the next semester, receive diplomas or have transcripts issued. Persons whose account is not current may be subject to collection procedures.

REMEMBERING ST. BERNARD’S IN YOUR WILL

Over the years, St. Bernard’s has been aided greatly in its work through bequests from persons who realized the importance of arranging beforehand for the distribution of their estates. All these bequests have helped St. Bernard’s, and all have been deeply appreciated. For the convenience of those who wish to make a bequest to the School we suggest the following forms:

1. I give and bequeath to St. Bernard’s School of Theology and Ministry at Rochester, New York, a corporation organized under the laws of the State of New York, the sum of $_____ to be used for the general purposes of the School. (Or such specific purposes as may be desired.)

2. I give and bequeath to St. Bernard’s School of Theology and Ministry at Rochester, New York, a corporation organized under the laws of the State of New York, the sum of $_____ to be invested by the said School as an endowment fund, the income thereof to be used for the general purposes of the School. (Or such specific purposes as may be desired.)

If your gift is designated for St. Bernard’s, Albany, please specify.