



ST. BERNARD'S

SCHOOL OF THEOLOGY AND MINISTRY

STUDENT HANDBOOK

2017 – 2018

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INTRODUCTION

The St. Bernard's School of Theology and Ministry (SBSTM) Student Handbook is a compendium of policies and procedures to assist students as they negotiate the challenges of graduate study. This Handbook is to complement the general policies outlined in the SBSTM Catalog. Students, staff and faculty are expected to be familiar with the policies contained within these documents and to abide by them.

St. Bernard's does not discriminate in the administration of its admissions or educational policies, scholarship and loan programs, nor in any other School-administered program on the basis of race, gender, sexual orientation, color, national and ethnic origin, or handicap.

MISSION STATEMENT

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.

I. ADMISSION

Requirements

Admission to the degree programs offered by St. Bernard's School of Theology and Ministry requires:

1. A bachelor's degree from an accredited college. *
2. An undergraduate grade 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 Certificate in Pastoral Studies" on page 19.

Matriculation

To matriculate at St. Bernard's School of Theology and Ministry in either the Master of Arts (Theological Studies), Master of Arts in Pastoral Studies, Master of Divinity or Advanced Certificate in Pastoral Studies programs all applicants must submit:

1. A completed application for admission.
2. 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 application fee.

Candidates are responsible for contacting their references and requesting that all letters of reference be sent directly to the Director of Admissions at St. Bernard's. Candidates must request official transcripts from their college(s)/universities to be sent directly to the school. When all of the materials are in, the file will be turned over to the Dean for evaluation. You will receive a written notification of the decision. Feel free to contact the Director of Admissions, if you have questions or concerns.

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 the intent to pursue a specific degree program. Those who do not wish to pursue a degree should contact the Academic Office for a waiver form. If a student fails to matriculate in a timely fashion (before completion of the fourth course) the duration of program completion will be calculated from the time the students completes the fourth course.

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.

II. REGISTRATION PROCEDURES

Students may register by mail, on-line (<https://stbernards.populiweb.com>) or in person. The registration schedule is published in the course brochure.

First time students may seek the assistance of the Director of Admissions. Matriculated students are expected to meet with their faculty advisors prior to the registration process.

The registration fee, payable at the time of registration, is non-refundable, except when a course is canceled. In addition to basic registration fee, a late fee is charged for late registration.

Cross-registration for courses at Colgate Rochester Crozer Divinity School (CRCDS) in the fall and spring semesters is processed by St. Bernard's. CRCDS students who wish to cross register for a St. Bernard's course in the fall and spring semesters will do so through the Registrar's Office at CRCDS. For summer courses, all students register directly at the institution offering the desired course(s). There is a separate procedure for cross-registering for courses at the Northeastern Seminary. Please contact the registrar's office for specific instructions and forms. 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 or at the Reading Room at St. Bernard's prior to and during registration.

III. CURRICULUM

Beginning with the fall of 2007 the new curricula for the various programs formally have gone 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, we have 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 also 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 at fostering multicultural awareness and ecumenical outlook and;
- Learning/learner-centered pedagogical strategies and methods.

IV. 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 along with the Graduate Colloquium.

Required Courses 11

A202 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.
Graduates' Colloquium - see below

Electives 4

Total number of courses 15

Other Requirements

Training in Sexual Harassment/Professional Ethics (prior to taking Pastoral Formation).

Two 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

Under new curriculum Pastoral Formation is a requirement. St. Bernard's curriculum requires one pastoral formation 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 pastoral formation 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 pastoral formation students and a faculty facilitator.

2. Clinical Pastoral Education (CPE)

A unit of CPE may be used as an equivalent for the non-parish pastoral formation 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 pastoral formation 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 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, prospective graduates reflect on the program outcomes. As part of this exercise, students are also required to complete the *Graduating Student Questionnaire* administered through the Association of Theological Schools. The colloquium will normally be scheduled for one weekend for a total of five contact hours in the Spring semester. This is a requirement for graduation.

Portfolio

As part of the advisement process, each student will put together a Portfolio consisting of selected samples of their work. The samples are primarily works/papers submitted as part of the study at St. Bernard's. The MA students will choose a total of two samples. They are to represent different stages - mid-way through and towards the end- in the course of a student's study. For each work included, the student will prepare a brief critique (about 300 words) of its strength and weaknesses. Specific guidelines will be provided at the time of undertaking this exercise. 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 Graduates' 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 in conversation with the advisor sets goals in each of these areas and meets periodically to evaluate success in achieving those goals. These meetings will take place periodically during the course of a student's study. For those in the diaconal formation program, goals and evaluation is done annually.

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 (by the completion of 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 (such as the MAPS and the M.Div.) 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 M.Div. programs. This means that the above-mentioned degrees may now be completed using any combination of distance education delivery methods offered by the school.

V. 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 a 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 initially 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:	2
C215 Orientation to Theological Studies	
I350 Introduction to Research	
Courses in the Area of Concentration	8
Courses in other Areas	3
<i>(At least <u>One</u> in each of the other areas)</i>	
Thesis (Equivalent to 2 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.

Portfolio

As part of the advisement process, each student will put together a Portfolio consisting of selected samples of their best work. 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 or 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. Specific

guidelines will be provided at the time of undertaking the exercise. 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 German, French, or Spanish 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 French, German, or Spanish.
3. For Area D: a reading proficiency for research purposes in 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

- i. Written part consisting of responses to questions. The student prepares responses to six questions given ahead of time. 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. At the exam the student answers two out of three questions.
- ii. An oral defense of the thesis, and a discussion on the questions.

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.

VI. 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:	2
C215 Orientation to Theological Studies	
D214 Spiritual Formation	
Courses in Area of concentration	8
Courses in other Areas (at least one from each area)	5
Total	15

Other Requirements

Portfolio

Same as described on page 13.

Comprehensive Exam

1. Written part consisting of responses to questions. The student prepares responses to eight questions given ahead of time. Four of the questions are written by the student and approved by the faculty advisor and the dean, and four are written by the faculty. At the exam the student answers two out of three questions.
2. An oral discussion on the questions.

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.

VII. MASTER OF DIVINITY IN THEOLOGICAL PROFESSIONS

N.Y. State Ed. Hegis Code 2301.10

The Master of Divinity (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 pastoral formation experiences. The curriculum as a whole aims at integration of human, intellectual, pastoral and spiritual aspects.

M.Div. Curriculum

Foundation Courses

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

Graduate Colloquium - see below

Total number of required Courses 21

Total number of electives 4

Total number of courses for the program 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

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 skills of ministry under the supervision of trained personnel. To that end, St. Bernard's curriculum requires two pastoral formation 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 pastoral formation 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 pastoral formation 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 pastoral formation students and a faculty facilitator.

2. Clinical Pastoral Education (CPE)

A unit of CPE may be used as an equivalent for the non-parish pastoral formation 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 pastoral formation 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. With the help of specific questions, prospective

graduates reflect on the program outcomes. As part of this exercise, students are also required to complete the *Graduating Student Questionnaire* administered through the Association of Theological Schools. 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 in conversation with the advisor sets goals in each of these areas and meets periodically to evaluate success in achieving those goals. These meetings will take place annually.

Portfolio

As part of the advisement process, each student will maintain a Portfolio consisting of selected samples of their work. 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. Specific guidelines will be given at the time of undertaking the exercise. 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 Graduates' Colloquium.

Additional Requirements

1. A quality point average (QPA) of 2.75 (B-)
2. Completion of the program within 6 years of matriculation

Exception to the Residency Requirement

According to the Association of Theological Schools accreditation standards, programs oriented towards ministerial leadership (such as the MAPS and the MDiv) 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.

VIII. EARNING THE M.DIV. RETROACTIVELY

Pre-1969 graduates of St. Bernard's Seminary may earn the M.Div. degree retroactively. Five 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.

IX. 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 Certification 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 the academic (15 courses) and formation requirements.
2. Maintain a quality point average (QPA) of at least 2.0 (C).

Advisement Program

At the time of matriculation, a student will be assigned a faculty advisor by the Dean. Ordinarily, the student will keep this advisor throughout the duration of the program. The student is expected to meet with the advisor at least two times during the course of each academic year.

The advisor is an important resource to the students in making prudent choices in the advancement of an over-all academic plan. In meetings early on in the program, the advisor and the student should draw up a comprehensive academic plan. When the area of concentration is decided, a two-year schedule of courses should be charted taking into account the particular plan or program requirements: e.g., research language, special courses, or a thesis.

Each semester the student will consult with his/her advisor concerning the choice of courses. To add or drop a course the student must consult with the advisor.

In addition to academic advising, the advisor also assists the student in setting goals and evaluation in human, intellectual, pastoral and spiritual formation. For the M.Div. students and diaconate candidates, the goal-setting and evaluation is undertaken on an annual basis. For others in the MA programs, it is undertaken at least twice in the duration of their programs.

The advisor will review the student's academic progress periodically. If the student has academic difficulties, he or she should share them with the advisor who, to the best of his or her ability, will help the student to devise a strategy to alleviate the problem or overcome the difficulty.

The faculty advisor may also offer to help the student to seek out other resources to further career goals. Since he or she is not an expert in all areas, the advisor will encourage advisees to take personal responsibility in making contacts in the community and in seeking out others who can point out professional possibilities or make suggestions to enable professional growth. This is especially true if personal psychological health, interpersonal relationships, or some specific personality trait or pattern seem to warrant more intensive professional counsel or care.

X. RETROACTIVE MA (ROCHESTER)

1. Retroactive Master of Arts in Pastoral Studies (Rochester)

St. Bernard's School of Theology and Ministry offers the following arrangement for those who went through the permanent diaconate program of the Diocese of Rochester prior to 1986 if they wish to obtain a MAPS degree retroactively.

a) Matriculation

The matriculation requirements for the MAPS program as stated in the catalog are to be fulfilled. They are:

- (1) A bachelor's degree from an accredited college.
- (2) Applicants are to provide:
 - (a) An application form.
 - (b) An application fee.
 - (c) A personal statement.
 - (d) Two letters of recommendation.
 - (e) Official transcripts.
 - (f) Proof of immunization against measles, rubella and mumps (if born after 1/1/57), and proof of immunization against meningococcal meningitis or a signed statement declaring a decision not to obtain the vaccine.
 - (g) Criminal law enforcement background check.

b) Program Requirements

- (1) Written verification by the Director of Deacon Personnel and/or pertinent faculty of the successful completion of the pre-1986 program.
- (2) Five courses are to be taken at St. Bernard's. These five courses should cover diverse areas of study (biblical, historical, theological and pastoral); that is, at least one in each area.
- (3) Reading list: a faculty-designated reading list from which the student is free to select 8 works (2 in Scripture, 1 in History, 3 in Theology, and 2 in Ministry Studies) and 2 additional books chosen by the student and approved by the faculty advisor. The student is examined on these readings in a meeting with the faculty advisor and another faculty member.
- (4) The candidate participates in the Graduate Colloquium.
- (5) The candidate is expected to participate in the graduation ceremony.

c) Finances

The candidate bears full responsibility for the registration, tuition and graduation fees. Financial aid may be available from the Diocese of Rochester, the candidate's sponsoring parish or institution/agency, and from St. Bernard's.

XI. RETROACTIVE MA (ALBANY)

A permanent deacon in the Albany diocese who has completed the three-year diaconate program, upon proper verification by the Director of Deacon personnel, will be given the equivalence of 6 transfer credits towards the MA program and 12 credits towards the M.Div program. The candidate would follow the normal matriculation procedures. No reading list is required.

XII. ADDITIONAL ACADEMIC OPTIONS

Independent Study

In special circumstances, a student may, in fulfillment of requirements, do individualized study with a full-time or adjunct faculty member. Such independent study arrangements require that the course is not being offered and the student needs that specific course to complete degree requirements. The norms and procedures are as follows:

1. In addition to regular registration form, an Independent Study Contract form, available from the Registrar's office must be completed by the student and the instructor, and approved by the Academic Dean.
2. The instructor may set down requirements deemed appropriate (e.g. a weekly or bi-weekly meeting, a reading list, a series of oral or written reports, a project, paper, and examination). The reading and written requirements are the same as any other regular course. The number of face to face meetings, however, will be fewer than a regular course with a minimum of 12 – 15 hours spread over duration of a semester.
3. Regard for maximum efficiency dictates that, whenever possible, an additional student or two having related academic interests might approach the same instructor to guide them in Independent Study in a relatively homogeneous area.

Auditing

In order to audit a course, students must adhere to the conditions set down by the instructor concerned. Auditors can actively participate in the class discussions. They are not expected to do the written work. In cases where students do the written work for their own benefit, the faculty is not obligated to evaluate them.

Cross Registration

St. Bernard's students can cross-register at CRCDS and the Northeastern Seminary. Procedures vary for each School. For schedules and procedures see the Registrar.

Cross-registration opportunities also are available for full-time SBSTM students at member institutions of the Rochester Area Colleges. Members include, in addition to SBSTM and CRCDS, the Rochester Institute of Technology, Nazareth College, St. John Fisher College, the University of Rochester, Hobart and William Smith Colleges, Monroe Community College, Roberts Wesleyan College and the SUNY Brockport and SUNY Geneseo. Contact the Registrar's office for further information.

Each student is responsible for knowing the academic policies and procedures (and other program requirements) of St. Bernard's School of Theology and Ministry. 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.**

XIII. ACADEMIC POLICIES AND PROCEDURES

Immunization Requirements

New York State Public Health Law 2165, passed in 1989, requires post-secondary students attending colleges and universities to demonstrate proof of immunity against measles, rubella and mumps beginning August 1990. The law applies to all students, full-time and part-time, born on or after January 1, 1957. Students should obtain completed immunization records and needed immunizations from their primary health care provider and submit it to the Registrar's office prior to the beginning of the Fall semester. The certificate must specify the type of vaccine and dates (month, day, year) of administration, or the date of disease diagnosis, if any, or the date of serological testing and results, if any.

Measles Requirement:

- a. Two (2) doses of live measles vaccine received on or after the first birthday and the second dose at or after 15 months of age at least 30 days after the first dose, or
- b. Physician's diagnosis of disease, or
- c. Serologic evidence of immunity

Rubella Requirement:

- a. One (1) dose of live rubella vaccine received on or after the first birthday, or
- b. Serological evidence of immunity

Note: Physician's diagnosis of rubella disease is not acceptable as proof of immunity.

Mumps Requirement:

- a. One (1) dose of live mumps vaccine received on or after the first birthday, or
- b. Physician's diagnosis of disease, or
- c. Serological evidence of immunity.

What you need to do:

- a. Review your immunization record with your physician or health-care provider.
- b. If your immunization is complete, obtain a copy of immunization record and forward it to the registrar's office.
- c. If your immunization not complete, obtain additional vaccine(s) as needed and forward a copy of the record to the registrar's office.
- d. Do not postpone this until the beginning of the academic year. Take care of it well in advance before school begins in the Fall.

Note: Without the immunization record, your registration will not be processed. All students on the roster, whether or not taking courses in the Fall will have 30 days from the first day of classes to comply with the regulations.

In addition, all students (regardless of age) are also required to submit either proof of immunization against meningococcal meningitis or a signed statement declaring a decision not to obtain the vaccine.

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.
- W Formally withdrew prior to midpoint in a course.
- W/F Formally withdrew after the midpoint in a course.

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., pastoral formation) is graded as "P" or "F." St. Bernard's does not normally use the Pass/Fail option for most of its courses. Grades are mailed out by the registrar within four weeks of the end of the session

Leave of Absence Policy

Under special circumstances a matriculated student may opt to apply for a leave of absence from studies in any given semester. All requests for leaves of absence must be submitted in writing to the Dean after consultation with the advisor to be approved by the faculty. The letter must be submitted before the beginning of the semester for which leave is sought.

- A leave of absence entails a break in all academic work: class work, examinations, and interactions with faculty. The break in academic work will have implications for financial aid. Students are advised to consult with the Director of Financial Aid before applying for a leave of absence to determine whether it is the best financial decision. The eligibility to receive federal student loans depends on maintaining at least a half-time student status (1.5 courses for MA per semester and 2 courses for M.Div. per semester). If the leave of absence is more than one semester, repayment of student loans may begin during the leave of absence.
- Students will not be granted more than four semesters of leave and no more than two consecutively in the course of their degree programs. The leave period will not be factored into the total number of years stipulated for program completion (5 years for MA and 6 years for M.Div.). Failure to register promptly after the leave would jeopardize a student's status in the program.
- If a matriculated student does not apply for a leave of absence, he/she will be responsible for payment of a *Continuing Matriculation* fee of \$250.00 per semester, in order to maintain his/her matriculated status. The student will be notified promptly and the charge will be added to the student's account. No continuing matriculation fee is assessed during an approved leave of absence. If a student does not apply for *Leave of absence* and fails to pay the *Continuing Matriculation* fee by the end of the third week of the semester, St. Bernard's will consider the student withdrawn from the program. Additionally, if a student uses up all the available *Leaves of Absence* (4 semesters) and *Continuing Matriculation* (2 semesters) options, and fails to register for a semester, St. Bernard's will consider the student withdrawn from the program. Any subsequent reentry into the program will have to be approved after the student indicates the desire to return in writing.
- If a student is unable to take any classes in the fall or spring semesters due to unavailability of courses needed for his/her program, the requirement of applying for a leave of absence may be waived. The advisors should be made aware of the situation. In some instances, faculty members may be approached to offer a needed course as an independent study. Students should also check course offerings of comparable institutions in the area.

Revised and expanded on March 11, 2015

Drop/Add and Withdrawals

A student may drop or change a course. A Graduate Course Change Form, signed by the professor must be submitted to the Registrar. **Discontinuance of attendance or notice to the professor does not constitute official withdrawal.** Withdrawals after the third class, but before halfway point in a course are marked with a 'W' on a transcript. Withdrawals after midway point are recorded as a 'WF' on a transcript. Pro-ration of tuition refund will follow the school's policy.

Incompletes and Extensions

When a student enrolls in a course for credit at the School the assumption is that he or she contracts to complete the assignments by the end of the course in any given semester.

In extraordinary situations the professor may grant an extension for work which is incomplete.

The following guidelines apply:

- Normally, an extension may be granted up to two weeks after the due date of the last assignment. Specifics will be agreed upon by the student and professor.
- Extension beyond two weeks carries the loss of one grade for every additional week.
- The maximum time allowed for an extension is one month .

In order to better document and track extensions, the request for extensions will have to be submitted in writing using a pre-printed form (available online and also at the registrar's office) indicating the date by which the student will submit the work. The form duly signed by the student and the professor, is submitted to the Dean. Please note that the work, when completed, is also submitted to the Dean who in turn will forward the work to the professor for evaluation.

Transfer Credit

Transfer credit refers to credit granted for courses taken at another institution either prior to matriculating at SBSTM or during the course of study at SBSTM. The following criteria apply:

- a) The courses should be at the graduate level, with a grade of B- or better, taken at an institution accredited by the ATS or a regional accrediting agency (such as the Middle States);
- b) Courses taken prior to matriculating at SBSTM should be within ten years prior to the time of matriculation;
- c) Course(s) taken at another institution during one's study at SBSTM should be approved by the Dean prior to taking the course(s). The request should be submitted in writing with suitable documentation (reason for taking the course at another institution, course description, outline etc.);
- d) An official transcript should be provided for all transfer credit courses.
- e) The transfer credit courses should appropriately fit the curricular requirements at SBSTM. The Dean would make the final determination. Where there are questions, the faculty may be consulted.

- f) The total number of transfer credits should not exceed one-third of the total curricular requirements at SBSTM.

Shared Credit in Degree Programs

- MAPS graduates from SBSTM who wish to pursue the MDiv degree will be allowed to transfer all their previous course work on the condition that they surrender the original MAPS diploma. The MAPS degree will be deemed rescinded. Upon completion of all the requirements for the MDiv, the new degree will be granted. The application to the MDiv program must be made within three years after the completion of the MAPS degree.
- For SBSTM graduates who wish to keep the MAPS degree or those who have a comparable degree from another institution, eight courses (24 credits) will be transferred towards the MDiv degree should they seek to pursue the MDiv degree. The application to the MDiv program must be made within three years after the completion of the MAPS or comparable degree.

Advanced Standing

A student may be eligible for advanced standing for competencies gained in particular areas. SBSTM grants advanced standing without credit. Advanced standing without credit refers to recognition given to prior work done or competencies achieved, without reducing the number of credits required for the degree. For example, students with significant experience in parish work may receive advanced standing without credit for one Pastoral Formation course. This means they will be exempt from taking one Pastoral Formation course but will have to take another course in its place. Similarly, students with considerable background in counseling may be exempt from taking Pastoral Care I but will take another advanced level counseling course in its place. In order to obtain advanced standing without credit, students will submit the request in writing along with suitable documentation listing total number of hours of work/study, places of work/study, competencies achieved and summative evaluation from supervisor(s). The matter is placed before the faculty for final decision. SBSTM does not grant advanced standing with credit either for graduate or for undergrad work.

Changes in Academic Status

All changes in academic status (e.g. from credit to audit or audit to credit) should be requested in writing for approval by the professor concerned.

- A. Upgrading from Audit to Credit:
1. St. Bernard's permits the upgrading of an audit course. However, such a practice is not encouraged. It is the prerogative of the faculty member who teaches the course to determine if an upgrade is feasible.
 2. The faculty member would take into account the following factors in

determining the feasibility of an upgrade:

- a. the student's participation and attendance in class;
- b. the student's knowledge of the material covered and
- c. assignments submitted during the course.

3. A student intending to upgrade a course from an audit to credit will register his or her intention by filling out the proper form before the end of the course.
4. The assignments for the upgrade shall be completed by the student by the agreed-upon deadline. Use the extension request form (available from the registrar's office) and procedure for this purpose.
5. The student pays the current tuition for a credit course minus the amount previously paid. No registration fee is required.

B. Change from Credit to Audit:

When a student changes his/her academic status for a course from a credit to audit, the student will receive credit or refund as follows:

- Prior to the end of 2 weeks after the beginning of classes, full refund of the differential between credit fee and audit fee;
- Prior to the end of 3 weeks after the beginning of classes, the differential between credit fee and audit fee less 20% of the total tuition charges;
- Prior to the end of 4 weeks after the beginning of classes, the differential between credit fee and audit fee less 50% of the total tuition charges;
- Prior to the end of 5 weeks after the beginning of classes, the differential between credit fee and audit fee less 75% of the total tuition charges.

Graduation

The faculty recommends to the Board of Trustees annually the names of students who have satisfactorily completed the requirements for the degrees which they are pursuing. **It is the responsibility of the student to make sure that all the academic requirements are fulfilled, thesis submitted (if applicable), outstanding bills (including the graduation fee) paid, and library dues cleared prior to graduation.** All incompletes from the previous semesters must be finished by the due date assigned in the official calendar.

Academic Probation and Dismissal

Students who do not maintain the GPA required for respective degree programs are placed on academic probation until the grade point reaches the required level. Such students will receive prompt notification of this status by the Dean. The faculty advisors will also receive a copy of this letter.

Candidates for the degrees are not able to graduate unless they have cleared up the probationary status and are in good academic standing.

If a student's GPA is insufficient for graduation, the faculty may choose either to not grant the degree or to require additional course work to demonstrate academic adequacy and bring up the GPA.

During the probationary period, not to exceed three semesters, the faculty advisor works with the student to address the academic concerns. Their plan for addressing the concerns will be submitted to the academic dean for approval.

Students who do not bring up their QPA within the maximum three-semester probationary period will be dismissed from the program.

Re-admittance to the program is possible after one full year and upon the recommendation of the faculty advisor and the vote of the faculty.

Student Records

In 1974 the United States Congress enacted the Elementary and Secondary Education Act Amendments. Attached to this legislation was the 'Family Educational Rights and Privacy Act of 1974 (FERPA), further modified in 2008, which allows students above eighteen years of age the right to inspect and review their educational records. Students also have the right to request the School to correct the records which they believe to be inaccurate and misleading.

The following guidelines have been adopted to implement this legislation here at the School:

1. Access to "official student records" will be granted only in response to a written request addressed to the Academic Dean. While the School does not anticipate that an extended period will be necessary for response, official records will not be available for review upon demand.
2. Students may review "official student records" only in the presence of the Dean or registrar or a designated representative. Such records may not be copied and must remain in the Academic office.
3. "Official student records" include:
 - a) The student's official academic transcript;
 - b) Memoranda and correspondence written and placed in the student's file subsequent to initial registration with the exception of personal notes for

the use of the faculty or staff member. These notes are the property of the faculty or staff member and will be released only with the authorization of the person who had made the notes.

- c) Financial aid records which are kept for five years after the student graduates.
- d) Excluded from this definition of "official student records" are documents related to the student's application for admission to the School including personal statement, college transcripts and letters of recommendation.

These guidelines are based on the following institutional assumptions:

1. A student's official academic transcript has always been and will continue to be open for review by the student for the sake of accuracy.
2. The School affirms that the educational value of all forms of evaluation is maximized if such evaluations are shared with the student.
3. Transcripts of all post-secondary work are the property of the institution which issues them. The registrar, therefore, may not release the original or copies of such transcripts. Likewise, the original copy of the transcript of the work undertaken at the School is retained by the School.

Official transcripts (with school seal and signature of the Registrar) are sent directly to designees indicated 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, the library or who is in default on a student loan. A fee of \$5.00 is charged for each transcript requested.

Inclusivity in Academic Life

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 world-wide human community. In light of this and its own mission and vision, the St. Bernard's is committed to a policy of inclusivity in all 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 non-discriminatory in the language of their lectures and classroom discussions. 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 non-discriminatory 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. 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 Church with an ecumenical and inter-religious 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.

Computer/Reading Room Use Policy

Access to the St. Bernard's Computer/Reading Room (hereafter CRR) is a privilege offered to the members of St. Bernard's and other visitors who use the facility. Users are expected to follow the guidelines and procedures set by the School.

St. Bernard's may revoke this privilege and/or take other disciplinary action against any individual who fails to comply with the CRR Use Policy set forth herein. Disciplinary action, if taken, shall be consistent with policies and procedures of the school as well as all current federal, state and local laws.

This policy where applicable, pertains to computer use in all library spaces, classrooms and campus offices and may be periodically reviewed and modified.

Reading Room Guidelines and Procedures

- The use of any CRR technology resources should be related to academic pursuits. Under no circumstances may CRR resources be used for personal financial gain and/or commercial purposes, whether for-profit or not-for-profit.
- Users are responsible for maintaining the security of their own accounts and passwords. Personal accounts and passwords should not be shared with any other person.
- Users must respect the privacy of other users and must not intentionally disrupt or damage the academic or other related pursuits of another.
- Users must be sensitive to the public nature of shared resources and take care not to display screen images, sounds or messages which could create an atmosphere of discomfort or harassment to others.
- Users may not transmit, retrieve, display and/or download images or sounds, which may be offensive to others or constitute harassment.
- Users may not transmit, use, copy or retrieve material in violation to any federal or state laws or regulations, including, but not limited to, copyrighted material, or material protected by trademark.
- Users may not "camp". If you must leave your workstation, return within 15 minutes. If you are away for more than 15 minutes and your computer is needed, your document will be saved and your belongings moved from the workstation.

- Users may not install software or store any information on the hard drive, nor may they modify the computer configurations in any way (with the possible exception of using the “My Documents” folder for one week while working on a project—consult with the staff about permission).
- Users must not knowingly distribute or launch computer viruses, worms or other rogue programs.
- Users may print from computer terminals as necessary. All print jobs will go to the copier/printer in the Copy Room and will be printed in the order received. Please see the receptionist for retrieving your materials. The cost per page is 5 cents.
- Users may bring their own thumb /flash drives for the purpose of data storage and retrieval.
- Users should refrain from using all computer sound programs to avoid disturbing others and should keep conversations to a quiet level.
- Food and drink may be allowed in the RR.
- Lost and found items will be placed in the lost and found box located at the reception desk. St. Bernard’s assumes no responsibility for items left unattended.
- Minor children must be accompanied by an adult at all times.
- Users must leave the facilities promptly at closing time. Staff may not keep the facility open any later than the posted closing time.
- For help using CRR resources see the part-time librarian or available staff.

Policy on Misuse of Information Technology

Information technology resources provided by SBSTM are made available to students, auditors, faculty and staff as tools for facilitating teaching and enhancing learning and scholarly research. Included in, but not limited to, these resources are the following: hardware (including telephones, computers and traditional media equipment) in the CRR and faculty/staff offices; software, either owned or leased by SBSTM; SBSTM supported information systems, such as World Wide Web, MOODLE, Video-Conferencing equipment, and E-mail (webmail). Any person providing information through these systems or via connections to the data or telecommunications infrastructure, as well as owners of personal equipment (e.g., laptops, iPads, tablets, etc.) that are connected to the data or telecommunications infrastructure of SBSTM are subject to the policies below.

The use of information technology resources provided by SBSTM for endeavors not directly related its mission statement or teaching and learning endeavors should be considered as secondary activities. Such secondary activities, especially in the case of interference with primary educational activities, may be terminated immediately.

Such secondary activities/impediments may include, but are not limited to:

- using SBSTM information technology resources for personal financial gain and/or commercial purposes, whether for-profit or not-for-profit;
- sharing or “hacking” into personal accounts or passwords;

- intentionally disrupting or damaging the academic or other related pursuits of another; activities that could be considered as harassing or libelous;
- activities that disrespect the privacy of other users and/or intentionally disrupt or damage the academic or other related pursuits of another;
- activities that violate copyright laws, Institutional rules (see especially CRR guidelines and procedures & Netiquette principles) or local, state, or federal laws;
- knowingly distributing or launching viruses, worms or other rogue programs or programs;
- installing software or storing any information on the hard drive (with the possible exception of using the “My Documents” folder for one week while working on a project—consult with the staff about permission);
- copying or transmitting computer software (e.g. VC conferencing programs), computer data, and/or software manuals without appropriate consent;
- spamming and/or flaming others on MOODLE, email and/or threaded discussions, or other violations of standard internet etiquette;
- physically or electrically attaching any foreign device (e.g., external disk, audio recorder, printer or video system) to SBSTM equipment without appropriate consent.

Engaging in any of these activities or other violations may result in the immediate loss of access to privileges. If such activities also violate the Academic Dishonesty Policy of SBSTM, local, state, or federal laws they may be referred to the Academic Dean for resolution. In the case where no resolution is reached, suspension from SBSTM and/or prosecution by outside authorities may result. Due to the continual developments in information technology resources, amendments to this policy may be made from time-to-time. Students, faculty and staff are responsible for reading such updates as posted by the Academic Dean in the Student Handbook.

Student Grievance Procedure

1. Introduction

The Student Grievance Procedure (SGP) is designed to establish a formal process for resolving concerns and grievances brought by students related to academic and student life matters as outlined below. An important goal of St. Bernard’s School of Theology and Ministry (SBSTM) is to foster harmonious and respectful relationships among students, faculty and staff. To this end, candid and informal discussions between students and others is encouraged as a means of arriving at mutually satisfactory solutions to problems or grievances. If the informal attempts at resolving grievances are not successful, the use of participation in a formal grievance procedure may be necessary. Participation in the use of the grievance procedure shall not subject the student to reprisal in any way nor shall it affect the grades or evaluations.

2. Grievances under this procedure shall include disputes over

a. Academic matters such as

- i. Grades, course and graduation requirements, thesis committee and/or advisor decisions;

- ii. Class attendance and interaction in class;
 - iii. Academic dishonesty with particular reference to cheating, plagiarism and obtaining grade under false pretense;
 - iv. Improper dismissal and suspension and
 - v. Improper withholding /suspension of financial support
 - b. Non-academic matters such as
 - i. Disability Accommodation;
 - ii. Discrimination on the basis of race, color, national and ethnic origin, or of disability;
 - iii. Sexual harassment and
 - iv. Misuse of Information technology*
- 3. Time Limits

A grievance shall first be presented orally to appropriate personnel such as faculty advisor, or administrator within 60 days from the time the student became aware of the circumstances/facts giving rise to the alleged grievance. If the grievance is not resolved through informal mediation, a written request for a formal review may be submitted within 10 days of the unresolved mediation.
- 4. Formal Grievance Procedure

If the grievance is not resolved through informal conversation or mediation and the student chooses to pursue the matter further, a request in writing must be submitted to the dean. The written request should include a clear, concise statement regarding the nature of the grievance, policy or procedures thought to be violated, and the redress requested. A copy of the grievance letter will be given to all parties involved in the matter. The dean shall refer the matter to a Special Advisory Committee consisting of a faculty member, a member of staff, and a student. The committee will investigate the matter to ascertain the facts about the grievance and make a written recommendation to the Dean who in turn will bring it to the faculty for a formal action.

Policy on Academic Dishonesty

Academic honesty has to do with three very basic but important principles:

- 1) When you claim you did the work yourself, you actually did it.
- 2) When you rely on someone else's work, you give credit for it.
- 3) When you present research materials, you present them fairly and truthfully.

To that end, when doing academic work, keep in mind the following tips irrespective of the discipline or type of assignment:

- Cite others' work whenever you rely on it.
- When you use someone's words, quote them accurately and cite them.

- When you paraphrase, use your own words and voice, not the author's. Include a citation.
- Never represent someone else's work as your own.
- Never hand in the same paper to two classes.
- Never buy (from the Internet) or "borrow" papers. Do your own work.

An instructor who suspects a student of academic dishonesty (including but not limited to cheating, plagiarism, obtaining grade under false pretense) or receives a complaint alleging academic dishonesty, will inform the student verbally or in writing (with a copy to the dean) within ten days of discovering the misconduct and allow the student to respond within 5 days. The student may be given a chance to redo the assignment. If the student fails to respond and if the instructor has adequate basis to conclude that the misconduct did in fact occur, the instructor may impose an academic sanction commensurate with the misconduct. It may include assigning a failing grade for the assignment, examination or course. The student will also be notified that if any type of academic dishonesty recurs, further sanctions may be imposed. Depending on the nature and severity of the academic misconduct, further sanctions may include academic probation, suspension or dismissal.

Policy on Review of a Grade

When a student challenges a grade assigned to her/him in a course, the following steps may be taken to resolve the issue:

- The student who seeks review of a grade should try to resolve the issue, first of all with the professor concerned.
- If the matter cannot be resolved with the professor, the student may submit the request for review in writing to the Academic Dean after consultation with his/her faculty advisor.
- The dean may meet with the student and the professor concerned either individually or together in an attempt to resolve the issue.
- The dean may also seek evaluation of the written materials submitted by the student for the course, if necessary, from another professor in the same field of study.
- The entire matter will be presented to the faculty with full documentation for a final decision. The decision of the faculty will be final.
- Statute of limitation: the request for review of a grade should be submitted in writing within three months after the end of the course in question.

Class Attendance Policy

St. Bernard's regards student participation in class as essential to the academic learning and formation process. Through interaction with teachers and peers in class, students not only gain new knowledge and skills but they also gain attributes which help them to grow as individuals. Because students are expected not merely to receive information passively or pass examinations or submit written work but to participate actively in class, it is important that

unnecessary class absences be avoided. Absence from class prevents a student from getting the full benefit of a course. In many instances, absence also detracts from the learning process for all other students in the class. The importance of in-class presence and participation becomes more critical when the face-to-face sessions are limited in number as in the case of classes that are taught in the hybrid format (3 or 4 face-to-face sessions with significant work done online).

Occasionally absence from class may be unavoidable due to personal illness, family emergency or another such compelling reason. If a student knows that a class must be missed, the instructor should be notified as early as possible in advance and arrangements made to complete the work. A student may be allowed to make up missed examinations, assignments and tasks within reason and at the discretion of the instructor according to conditions set forth in the course syllabus. It is the student's responsibility to make arrangements with the instructor to complete missed work in a timely fashion. In addition, the instructor may also require compensatory work for missed class sessions. For example, the instructor may require a student to post material on specific questions/topics for all students to read. A student may be asked to make an oral presentation to the entire class on the readings for the missed session. Another possibility is to require an additional paper. Failure to do compensatory work may result in loss of grade points.

The total number of absences is not to exceed *three* (3) class sessions for a semester-long course and *two* sessions for a course in a shortened format. If it does, a student may be dropped from a course after due notification by the instructor. If the absences occur before the midway point of a course, the school's tuition refund policy will be applied to determine if the student is eligible for any refund. A letter grade of W will be posted in the transcript. If absences occur after the midway point of a course, a grade of WF will be posted in the transcript.

Policy on Classroom Behavior

The goal of St. Bernard's and its faculty and students is to create and foster a learning environment in a classroom or other learning contexts where students acquire knowledge, learn to think critically, communicate effectively, and prepare for productive careers. Behaviors that impede teaching and learning and create obstacles to this goal are considered disruptive and therefore subject to sanctions. These sanctions are intended to preserve the classroom as a place where members can learn, exchange ideas and share opinions in an atmosphere of openness, respect and tolerance. Instructors have the responsibility to set reasonable limits on the expression of opinions while treating students with dignity, respect and understanding. Clear guidelines and early intervention are essential for sustaining a healthy learning environment. Instructors are encouraged to include guidelines for classroom behavior in their outlines. Students have the responsibility to comply with the policy. Students who fail to adhere to the behavioral expectations will be subject to appropriate sanctions as outlined by the policy. This policy does not replace or preclude local, state or federal laws concerning unlawful behaviors inside or outside the classroom including those concerning the health and safety of class members or the instructor. Examples of improper behavior include but are not limited to the following:

- Habitually arriving late to class or leaving early;

- Persistent speaking out of turn and without permission;
- Monopolizing discussion;
- Distractive talking with others;
- Inappropriate use of electronic devices, cell phone or pagers;
- Eating complete meals in class (light snacks permitted);
- Audio or video recording of classroom activities without the permission of the instructors;
- Refusal to comply with the instructor's directions;

Examples of threatening disruptive behavior include:

- Using insulting language or gestures
- Threats of any kind
- Harassment
- Physical violence
- Any behavior that puts the health and safety of the instructor or other students in jeopardy

Procedures:

1. When confronted with disruptive but non-threatening behavior, the instructor should issue a general word of caution to the class as a whole rather than to a particular student so as not to exacerbate the problem.
2. If a general caution does not stop the disruptive behavior, the instructor may seek to address the situation with the student in private.
3. If the disruptive behavior prevents further instruction, the instructor is authorized to ask the disruptive student to leave the classroom for the remainder of the class session. If the student refuses to leave, the instructor should contact local law enforcement authority at 911.
4. The instructor is advised to make a written record of the incident for personal records in the event further action is needed.
5. In the event the student is asked to leave the classroom, the instructor and the student should attempt to resolve the issue prior the next class meeting.
6. If the issue cannot be resolved, the matter should be referred to the Dean who will meet with the instructor and the student to facilitate a resolution.
7. Removal from class for an extended period of time or permanently normally requires a written complaint from the instructor to the Dean.
8. If threats have been made or physical violence is imminent, the instructor should notify the local law enforcement authority at 911.

Procedures for School Closings

In the event of severe weather conditions, information regarding school closing will be announced on radio and television by 2:30 pm for weekday evening classes/programs. Unless covered by a special announcement, a general school closing covers all Graduate, Certification,

and Continuing Education classes/programs.

Please tune into the following stations:

TV	Channel 8 (WROC) - CBS Channel 10 (WHEC) - NBC Channel 13 (WHAM) - ABC Channel 21 (WXXI) - PBS
Radio	AM 1180 (WHAM) FM 100.5 (WDVI) AM 1370 and FM 91.5 (WXXI)

A message regarding the closing will also be posted on the School's main voice mail (585/271-3657). People living outside of the Greater Rochester Area are advised to monitor the weather situation through their local area stations and exercise good judgment about travel during inclement weather conditions. No class is worth risking your life. We will make every effort to contact people living outside the Greater Rochester area by phone in a timely fashion about cancellations.

XIV. NON-ACADEMIC POLICIES AND PROCEDURES

Alcohol and 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, use or distribution of illicit drugs or alcohol. Violators risk disciplinary action from the School and from law enforcement agencies. St. Bernard's is committed to maintaining a drug-free environment. In accordance with the Drug-Free Schools and Communities Act Amendments of 1989 and the Higher Education Reauthorization Act of 1987, the School is providing you with this notice. **The Unlawful Possession, Use, or Distribution of Illicit Drugs or Alcohol is prohibited.** Such activities violate the School's standards of conduct and may subject the violator to disciplinary action. Alcohol may not be consumed on the school premises unless it is part of a school-sponsored function. All alcohol served must be served by trained food service staff.

Severe Sanctions.

Violators risk disciplinary actions up to and including expulsion or termination from the School and referral for prosecution by Federal, State and local law enforcement agencies. Federal, State and Local Laws Make Illegal Use of Alcohol and Drugs Serious Crimes. Conviction can lead to fines, imprisonment, assigned community services and permanent criminal records.

Drug and Alcohol Counseling, Treatment and Rehabilitation Programs.

If you think you have a substance or alcohol abuse problem, you are encouraged to seek professional help. Referrals and a list of available community resources are available with confidentiality assured for all inquiries. Presentations on these topics will be available to students during the academic year.

Serious Health Risks.

Alcohol and drug abuse interferes with a person's physical and emotional health and social functioning. Federal regulations require that as a condition of employment, employees will notify the institution of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction.

Disability Accommodation Policy

It is the policy of St. Bernard's to provide students who have disabilities with reasonable educational accommodation based upon relevant law, the School's educational standards, and sound ethical practice in disability services. The accommodations should maintain the academic integrity of the courses and the academic program as a whole while attempting to meet the student's needs. St. Bernard's does not waive academic requirements for students with disabilities. Rather, our policy is to assist the student in his or her efforts to meet the School's requirements by making reasonable accommodations. Educational accommodations are defined as any reasonable adjustment required for a student to participate fully in the life of the community, inside or outside the classroom. Decisions about what constitutes reasonable accommodation for an individual student are made by the Academic Dean using information provided by the student and occasional consultation with faculty and/or other diocesan HR personnel. Accommodations are considered on a case by case. Accommodations not provided by St. Bernard's include personal assistive devices and specialized transportation.

Persons eligible for accommodation under this policy include graduate students seeking various degrees at St. Bernard's whether enrolled full time or part-time and unclassified students during the period of their enrollment at the School. Only students who identify themselves as having a disability and seek accommodation using the procedures described in this policy are eligible.

Request and Documentation for Disability Accommodation

A student seeking disability accommodation must submit the Disability Accommodation Request Form (can be downloaded from the web site). The student assumes full responsibility for providing all necessary documentation to sufficiently support the existence of disability and/or the need for reasonable accommodation. The documentation should include a recent professional evaluation which identifies the disability, challenges to the process of learning due to the condition, and, if possible, recommendations for specific accommodations. Reports must be provided by a qualified professional, most often a physician, educational diagnostician, learning disability specialist, or mental health professional who is not a blood relative. When tests or measurements have been instrumental in the diagnosis of disability, a written report thoroughly

describing testing procedures followed, instruments used, and test results/interpretation is expected. Except for documentation of permanent physical and sensory disabilities, the information provided should be based on diagnostic work no older than three calendar years. All documentation must contain the name, title, and professional credentials of the evaluator. The information contained in the report is kept confidential unless the student specifically authorizes disclosure. The student will be expected to authorize the release of information before accommodation requests are shared with faculty or other appropriate personnel.

Examples of specific accommodations:

Accommodations for hearing impairments can include FM system, note takers and/or photocopies of lecture notes, written assignments, and instructions for practicum.

Accommodations for visual impairment include seating near the front of the class, large print handouts, class assignments made available in electronic format, and computer equipment to enlarge screen characters and images.

Accommodation for specific learning disability can include note takers and/or photocopies of lecture notes, alternative exam formats, extended time and/or a private test area, part-time enrollment, and use of a computer for writing.

Accommodations for mobility impairment can include locating classrooms and other venues for student activities in accessible locations.

Policy on Non-discrimination

St. Bernard's School of Theology and Ministry (hereafter St. Bernard's), a Roman Catholic graduate school, is committed to ensuring that educational and employment decisions are based on a person's abilities and qualifications. It is St. Bernard's policy not to discriminate in offering access to educational programs and activities or employment on the basis of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression. This policy ensures that only relevant factors are considered and equitable standards for conduct and performance are applied to each person.

Individuals Covered by this Policy

This policy covers all St. Bernard's students, full-time and adjunct faculty, field education supervisors, administrators, staff and trustees. This policy applies to St. Bernard's Rochester, NY campus as well as its extension site in Albany, NY and any other extension programs that may from time to time exist. If the subject of a discrimination complaint is an employee or student of Colgate Rochester Crozer Divinity School (or Northeastern Seminary?), the complainant shall pursue the complaint in accordance with policies of the school of primary affiliation of the person against whom the complaint is made.

Definition of Discrimination

Discrimination is defined as treatment or consideration of making a distinction for or against a person based on their race, color gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression.

This distinction may take the form of but is not limited to:

- a) negative comments about a person's race, sexual orientation, etc.
- b) decisions about admission or grades that take into account a person's religion, age, etc.
- c) Others?

Complaint Resolution Process

An individual who believes they are being discriminated against are urged to seek assistance promptly. The Coordinator of Sexual Harassment Resolution (hereafter "the Coordinator") is the person who will supply information concerning St. Bernard's policy and procedures for resolution. The Coordinator shall be appointed by the President and shall serve at the discretion of the President.

Informal and Formal Resolution

The process for resolving a complaint informally or formally shall follow the same process as making a sexual harassment complaint (see *Policy on Sexual Harassment*).

Policy Sexual Harassment and Sexual Discrimination

St. Bernard's School of Theology and Ministry (hereafter St. Bernard's), a Roman Catholic graduate school is committed to a) maintaining a collegial environment in which all individuals are treated with dignity and respect; and b) prohibiting discriminatory practices, including sexual harassment. Sexual harassment of any kind, whether physical, verbal or visual, whether in faculty offices, classrooms, at school-sponsored functions or in the context of school-related functions outside the school, is unacceptable and will not be tolerated.

Individuals Covered by this Policy

This policy covers all St. Bernard's students, full-time and adjunct faculty, pastoral formation supervisors, administrators, staff and trustees. This policy applies to St. Bernard's Rochester, NY campus as well as its extension site in Albany, NY and any other extension programs that may from time to time exist. Where cross-registration exists (involving different schools) the complainant shall pursue the complaint in accordance with policies of the school of primary affiliation of the person against whom the complaint is made.

Definition of Sexual Harassment

Sexual harassment is defined as unwelcome conduct, communication or physical contact which is sexual in nature and which has the purpose or effect of: 1) influencing decisions concerning grades, evaluation, retention, hiring or other aspects based on the submission to or rejection of this conduct; 2) interfering with an individual's work, academic activities or life at St. Bernard's, or 3) creating an intimidating, hostile or abusive environment for an individual at St. Bernard's.

Examples of unwelcome behaviors that might be considered sexual harassment include but are not limited to:

- 1) Comments about an individual's body, clothing or lifestyle which have sexual implications or which demean that individual's sexuality or gender;
- 2) Repeated sexual flirtations, leering or ogling;
- 3) Sexual advances and propositions;
- 4) Display of sexually explicit and/or demeaning objects, pictures or cartoons;
- 5) Implied or direct threats or insinuations that an individual's refusal to submit to sexual advances will adversely affect the individual's status, evaluation, grades, wages, advancement, duties or career development;
- 6) Solicitation of sexual activity or behavior by promise of rewards to the individual's performance, evaluation, grades, wages, advancement, assigned duties or career development;
- 7) Unnecessary touching, patting, pinching, or brushing another individual's body or clothing;
- 8) Stalking, telephone or computer harassment.

Complaint Resolution Process

Individuals who believe they are being subjected to sexual harassment are urged to seek assistance promptly. The sooner an incident or situation is addressed, the more likely it will be successfully resolved. There are many options for addressing sexual harassment. The Coordinator of Sexual Harassment Resolution (hereinafter "the Coordinator") can provide information concerning St. Bernard's policy and procedures for resolution. The Coordinator shall be appointed by the President and shall serve at the discretion of the President.

1. Informal Resolution

St. Bernard's encourages individuals who believe that they have been sexually harassed to discuss the situation promptly and firmly with the offender. If, due to power or status disparity or for whatever reason, informal, direct communication between the two individuals is ineffective or impossible, the complainant may request that the Coordinator assist with informal resolution of the matter. The Coordinator may arrange for a mediation of the matter, for counseling and/or education of the offender or for any other appropriate means to informally resolve the matter. In so doing, the Coordinator may enlist the services of a faculty advisor, dean or supervisor, depending on the status of the parties involved. A written complaint is not required in order to invoke the informal resolution process.

If a matter is not resolved through the informal resolution process, the complainant may file a written complaint with the Coordinator to commence the formal resolution process. Use of the informal resolution process is not a prerequisite to filing a written complaint under the formal process.

2. Formal Resolution

A. Complaint

The complainant shall commence the formal resolution process by filing a written complaint with the Coordinator. The complaint shall identify the alleged sexual harasser and provide a detailed description of the offensive conduct or behavior. The complaint shall be dated and signed by the complainant.

B. Investigation by Coordinator

Upon receipt of a written complaint, the Coordinator shall investigate the complaint by, at a minimum, discussing the allegations with the complainant and the subject of the complaint. The Coordinator may interview witnesses to the alleged harassment. The Coordinator shall keep a written record of the investigation and his/her determination. Upon completing the investigation, the Coordinator shall:

- 1) determine that the complaint is meritless and advise the parties in writing of the same. The complainant shall have fourteen days from the date of the determination to file a written appeal with the Sexual Harassment Committee.

or

- 2) determine that the complaint has merit and that an informal resolution is not practical or feasible. The Coordinator shall then refer the complaint to the Sexual Harassment Committee for a hearing.

C. Sexual Harassment Committee

The Sexual Harassment Committee (hereinafter “the Committee”) shall consist of three members appointed by the Dean. They shall serve at the discretion of the Dean. The Dean shall select one member from the administrative staff, one member from the faculty and one student.

The Committee shall review the written record of the investigation conducted by the Coordinator and his/her determination. The Committee shall conduct a hearing to determine whether the complaint has merit and shall make recommendations concerning sanctions in the event it is determined that the complainant was sexually harassed. The Committee shall provide the subject of the complaint with a copy of the written complaint and advise him/her in writing of the date, time and place of the hearing. The hearing shall be scheduled at least one week after notice thereof.

D. Hearing

The hearing shall be conducted in private session. The Committee shall maintain a record of the hearing (i.e. tape recording or video recording) which shall be provided to the Dean along with any exhibits and a complete report. The complainant and the subject of a complaint shall be present during the entire hearing. Each party may be accompanied by a personal advisor, who may or may not be an attorney. The personal advisor shall not be permitted to participate in the hearing process other than to communicate with the party he/she is advising.

At the beginning of the hearing, the hearing process shall be described to the parties and the allegations of the complaint shall be read. The complainant shall have the opportunity to explain the basis of the complaint and present his/her witnesses. The Committee and the subject of the complaint shall then have the opportunity to question the complainant and his/her witnesses. The subject of the complaint shall have the opportunity to refute the allegations in the complaint and present his/her witnesses. The Committee and the complainant shall then have the opportunity to question the subject of the complaint and his/her witnesses. Each party may be given the opportunity

to present additional evidence. After each party has had a reasonable opportunity to present their case, the Committee shall adjourn and/or end the hearing.

E. Findings and Recommendation

Within fourteen days from the completion of the hearing, the Committee shall provide the Dean with a written Report. The Report shall state the Committee's factual findings and make a recommendation concerning the merit of the complaint and the sanctions to be imposed. The decision of two of the three committee members shall bind the Committee. Upon review of the Committee's report, the Dean shall:

- 1) determine that sexual harassment has occurred and impose sanctions upon the offender as stated below. The Dean shall notify the parties in writing of the determination and sanctions imposed.
or
- 2) determine that sexual harassment has not occurred and advise the parties in writing accordingly.
or
- 3) determine that there was insufficient evidence to support the Committee's recommendation or that the process outlined by this Policy was not followed, and remand the matter to the Committee. If the matter is remanded, the Dean has the discretion to appoint new committee members.

F. Appeal

Within twenty days from the date the parties are notified of the Dean's decision, either party may appeal the decision by submitting a written appeal to the President. Both parties may submit a written statement to the President concerning the grounds for the appeal. The President shall review the statements received from the parties, the record maintained by the Coordinator and the record and exhibits maintained by the Committee, and may conduct further investigation if necessary. The President shall issue his/her written decision concerning the appeal within four weeks from the date the appeal was received. The decision by the President shall be final.

Sanctions

Individuals found to have engaged in sexual harassment shall be disciplined at the discretion of the Dean. At a minimum, the offender shall be reprimanded and a written record of the reprimand shall be kept in the offender's personnel or student file. Possible sanctions include, but are not limited to, referral to educational programs, counseling, withholding promotion, reassignment, suspension without pay, financial penalties, expulsion and termination from employment.

Sanctions shall not be imposed on an individual making a complaint of sexual harassment unless the accusation is determined to be intentionally false or made with malice.

Complaints Involving Those Responsible for Implementing this Policy

If the Coordinator receives a verbal or written complaint of sexual harassment made by, or against, the Coordinator or a Committee member, the Dean shall appoint a new Coordinator and/or Committee member. If the Coordinator receives a verbal or written complaint of sexual harassment made by, or against the Dean, the complaint shall be referred to the President. If the Coordinator receives a verbal or written complaint of sexual harassment made by, or against the President, the complaint shall be referred to the Executive Committee of the Board of Trustees.

Conclusion

This policy has been developed to ensure that all members of the St. Bernard's community can work and study in an environment free from sexual harassment. Toward that end, St. Bernard's will make every effort to a) provide periodic training and educational programs about sexual harassment for members of the St. Bernard's community and b) ensure that all members of its community are familiar with this policy and know that any complaint received will be resolved in a prompt and thorough manner.

Policy on Life Threatening Illnesses

St. Bernard's School of Theology and Ministry is committed to a policy of inclusivity based on the gospel principle that all persons are one in Christ. It will not discriminate on the basis of race, gender, age, religion, physical ability, health condition, sexual orientation, economic privilege or ecclesiastical status.

Persons with life threatening illnesses such as Acquired Immune Deficiency Syndrome (AIDS), AIDS Related Complex (ARC) and Human Immunodeficiency Virus (HIV) will be considered for admission to full-time or part-time study and financial aid on the same basis as all other applicants. Such persons seeking admission into a degree program shall have a reasonable expectation of completing the program either full- or part-time.

All student and employee medical records are confidential. No medical information will be released without the written authorization of the individual concerned.

Applicants, students and employees with life threatening illnesses including AIDS, ARC or HIV are not required to share that information with the SBSTM community. Should such persons wish to make that information known through the application process, they may designate the information as "confidential", not to be released without written authorization. All information regarding the health of a student or an employee along with release authorization forms, if any, are kept in his/her file in a sealed envelope marked "confidential".

SBSTM will seek to provide appropriate forum for educating the community and fostering a positive attitude to support and advocate for people with life threatening illnesses including AIDS, ARC or HIV.

Security Procedures

If anyone sees what they think is a crime taking place on campus, they are encouraged to call the police immediately (911). When a crime takes place on campus, the school will notify the Rochester Police Department. If there is loss of personal property without entry, it is the responsibility of the individual to report the loss. If this occurs during business hours, a staff member will assist in the making of the call and be present when the police arrive to investigate. Reports of any police investigation and reports related to a crime are kept by the School. Whenever the police are called to campus, the school indicates this in a report.

The School takes no responsibility for lost, stolen or damaged property.

Automobiles should be locked when unoccupied. Campus burglaries do occur. Preventive measures are your best insurance against such an action happening.

It is important to report all incidents, especially thefts. Although you may think it is too late to retrieve your particular loss, such information may help prevent other occurrences. The School is private property and reserves the right to evict persons from the premises, if deemed appropriate.

Your cooperation is needed in maintaining security on campus.

Crime Prevention

Annual seminars are given by the Monroe County Sheriff's Office about campus and neighborhood safety. Presentations are given by the Monroe County Sheriff's Office on campus, which include campus security, bias-related crime, domestic violence and rape prevention. Additionally, a Crime Prevention Officer tours the campus on an annual basis to make security recommendations, should any be necessary.

Reporting Crimes and Emergencies

The Nazareth College security staff makes regular rounds to the campus in the evenings on the weekdays, weekends and holidays. Any problem is reported to the President.

During the hours the building is open, all crimes or emergencies are reported to the office of the President (585-271-3657 ext. 292).

The office of the President informs the School community in writing of all criminal or emergency activity on campus or in the immediate vicinity.

Security of and Access to the Campus

The school facility is kept locked after 10 p.m. and monitored by a security system. The Monroe County Sheriff's Office will respond if the alarm system is activated.

Campus Law Enforcement

The Monroe County Sheriff's Office investigates any criminal activity that occurs on campus. The school staff does not detain or arrest. The Monroe County Sheriff's Office is prompt in responding to alarms, crimes or dangerous situations.

All reported crimes or matters that a student or employee deems to be of importance are documented and forwarded immediately to the President, in addition to police intervention, when appropriate.

Information Regarding Campus Security Procedures

Each fall and spring semesters as part of the orientation, students are informed about matters of campus security.

Employees receive information on the proper methods of safeguarding valuables while at work.

Students and employees are encouraged to report any suspicious persons or activity to the receptionist and/or police, if necessary.

Following any illegal activity in the surrounding area or on campus, the incident information is distributed to the School community and positive actions taken are outlined.

Advisory Committee on Campus Security:

An advisory committee consisting of the two administrative staff members, one faculty member and one Student shall periodically review existing policies and procedures concerning campus security and make recommendations in writing to the President. The committee will also be responsible for organizing educational opportunities for the community about personal safety and crime prevention with particular reference to sexual assault, domestic violence and bias-related crimes. If you have any concerns or suggestions, please submit them in writing to the Dean, the convener of the Advisory committee.

Crime Statistics:

	<u>2016 – 2017</u>
Murder	0
Sexual assault	0
Assault	0
Motor vehicle	0
Theft	0
Hate Crimes	0

Statistics Involving Arrests on Campus:

	<u>2016 – 2017</u>
Liquor Law	0
Drug Law	0
Weapons Law	0

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.

The Comptroller/Human Resources official 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 sending an email at Mary.Muggleton@stbernards.edu.

When should I contact the Title IX Coordinator?

Contact the coordinator 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.

In compliance with New York State Education Law 129-B, St. Bernard's School of Theology and Ministry offers the following information/guidance:

Affirmative Consent

Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

- Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Consent may be initially given but withdrawn at any time.
- Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- When consent is withdrawn or can no longer be given, sexual activity must stop.

Alcohol and/or Drug Use Amnesty

The health and safety of every student at St. Bernard's School of Theology and Ministry is of utmost importance. St. Bernard's recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. St. Bernard's strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to St. Bernard's officials or law enforcement will not be subject to St. Bernard's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

Students' Bill of Rights

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process;
and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

Response to Reports

St. Bernard's School of Theology and Ministry advises all students of their rights in reporting as defined by Section 6444 of NYS Education Law 129-B and the provisions of the Clery Act, 20 U.S.C. 1092.

A complete listing of these rights is available at:

<http://www.highered.nysed.gov/ocue/documents/Article129-BGuidance.pdf>

Transcript Notation

If a student of St. Bernard's School of Theology and Ministry is found responsible, after a process (or takes responsibility) for a code of conduct violation that is equivalent to the definitions for Clery Act, Part I Primary Crimes, and is consequently expelled, suspended and/or withdraws with conduct charges pending, a notation will be made in the student's transcript records. Under Education Law §6444(6), violations requiring transcript notation include: murder; manslaughter; rape, fondling, incest and statutory rape; robbery; aggravated assault; burglary; motor vehicle theft; and arson irrespective of whether violation occurred on campus, off-campus or while traveling domestically or abroad. If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed. For example, if a court of competent jurisdiction vacates a finding of responsibility for a violation of the school's policy, it follows that vacating an underlying finding also vacates the

transcript notation memorializing that finding. In cases resulting in suspension, the notation may be removed by a written appeal to the Academic dean one year after the period of suspension. In cases resulting in expulsions, notations will remain permanently on the student's transcript record.

XV. FINANCES AND FINANCIAL AID

Tuition and Fees

2017 - 2018

COST PER COURSE for Credit

1 Course	\$1845.00
2 Courses	\$3,690.00
3 Courses	\$5,535.00
4 Courses	\$7,380.00
AUDIT	
1 Course	\$300.00
GRADUATE COLLOQUIUM FEE	\$60.00
REGISTRATION FEE (per semester)	\$40.00
LATE REGISTRATION FEE	\$70.00
APPLICATION FOR ADMISSION	\$75.00
*CONTINUING MATRICULATION (Course Work Completed but Thesis Incomplete)	\$250.00
**FEE TO MAINTAIN MATRICULATED STATUS	\$250.00
RETROACTIVE M.DIV.	\$250.00
GRADUATION FEE	
MA & M.Div.	\$200.00
Graduate Certificate	\$150.00
TRANSCRIPTS	\$5.00

The tuition and fee schedule is subject to change for each academic year. Students should contact the Registrar or the Business Office for current figures.

*A Continuing Matriculation fee is charged to matriculated students who have completed the necessary courses, but have not fulfilled other requirements (e.g., an area requirement,

comprehensive examination). Students working on a thesis are charged this fee only if the writing extends beyond two semesters. Students pursuing all course plans are given one semester after their courses are completed to sit for the comprehensive. If they do not complete their program in that semester the fee is charged for each successive semester.

** If a matriculated student fails to register for a semester without a formal leave of absence, a continuing matriculation fee is charged after due notice.

Payment Policy

The payment policy at SBSTM is as follows:

1. Auditors are required to pay fees and tuition in full at the time of registration.
2. All students taking courses for credit are required to pay 25% of the tuition along with the registration fee at the time of registration.
3. All students taking courses for credit are required to pay 50% of the tuition before the first day of class. The balance is to be paid by the end of 6 weeks in the Fall and Spring semesters or midway through the course during January and Summer sessions. If payments are not completed as specified above, a penalty of 10% of the outstanding balance is added to the student's account.
4. Special arrangements may be made with the business office for an extended payment schedule with final payment made before the end of the course. The request for extended payment schedule should be submitted by filling out the application form along with a one-page statement of why such an arrangement is necessary. A mutually agreed-upon arrangement will have to be made prior to the beginning of classes. If payments are not made within 7 days after the due-dates of the agreed-upon schedule, a penalty of 10% of the outstanding balance is added to the student's account and the student may lose the benefit of extended payments in the future.
5. Funds/grants from other sources such as local parish, diocese, supporting organization, employer, and federal student loan must be indicated to the business office as soon as possible.

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

Refund Policy

Should St. Bernard's cancel a course, the School will refund all tuition and fees. Should the student withdraw from a course, and the course continues, s/he is responsible for registration fees

and tuition for the duration of her/his attendance in the course, per schedules below. For courses which meet on a bi-weekly basis, a single class session represents approximately 1.5 sessions of a weekly class (proportionally). Hence, there are 2 distinct refund schedules appropriate to the varying course formats. St. Bernard's charges tuition until the date of official withdrawal. If the student has paid in full for the course, refund will be prorated as indicated below:

Refund Schedule for weekly courses:

Prior to first class	100% tuition refund
after 1 class session	90% tuition refund
after 2 class sessions	80% tuition refund
after 3 class sessions	60% tuition refund
after 4 class sessions	40% tuition refund
after 5 class sessions	no refund

Refund Schedule for bi-weekly courses:

Prior to first class	100% tuition refund
after 1 class session	90% tuition refund
after 2 class sessions	70% tuition refund
after 3 class sessions	30% tuition refund
after 4 class sessions	no refund

In accelerated semesters (e.g., Summer), refunds are determined in proportion to what each summer session represents in comparison to a regular semester course.

Discontinuance of attendance or notice to the Professor does not constitute withdrawal. The student must make application for withdrawal or for a change in class schedule in writing on an official Graduate Course Change Form, obtainable in the Registrar's Office. The completed form must be submitted to the Registrar.

If students have elected to use the deferred payment plan, they should check with the Business Office upon dropping a course to learn of any financial liability. Withdrawal from a course would also result in loss of scholarships and tuition assistance. The student would be completely responsible for all 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.

FINANCIAL AID

Categories of Financial Aid

St. Bernard's School of Theology and Ministry offers various forms of financial aid for students who are unable to bear the full expense of graduate education. Financial aid is available to students in a variety of ways. The Director of Recruitment & Financial Aid serves as the primary contact for all financial aid matters.

1. Diocesan Tuition Assistance & Benefactor Scholarships

- A. Diocesan Tuition Assistance: Roman Catholic students who reside in within the Dioceses of Albany, Rochester or Syracuse are eligible for tuition assistance from their respective diocese. This aid covers a percentage of the tuition cost for one or more courses taken during an academic specified year. The exact percentage depends on the policies of the individual dioceses and the student's financial need determined through the financial aid application process explained below.
- B. 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-time or part-time study during an academic year and are renewable upon reapplication and review. Scholarship applications for any given academic year are due by April 1st of the prior academic year. The Financial Aid Committee reserves the right to offer the full scholarship award to a candidate, to divide the amount between a number of candidates, or to withhold the award for a given year.
- C. Eligibility Requirements: In order to qualify for funds from a benefactor scholarship or diocesan tuition assistance an applicant must me the following minimum criteria:
 - ❖ Matriculated in the Master of Divinity, Master of Arts in Pastoral Studies, Graduate Certificate in Pastoral Studies, and Master of Arts in Theological Studies program
 - Exceptions may be made for non-matriculated applicants contingent on the submission of the required materials and availability of funds.
 - ❖ Engage in full-time or part-time study.
 - Full-time study = 9 credits or more per semester
 - Part-time study = 3 credits or more per semester
 - *Credit definitions for full-time or part-time status are only used to determine eligibility for diocesan tuition assistance/benefactor scholarship awards and may differ from the credit definitions used to determine eligibility for veteran's benefits, federal student loan program, or NY State Civil Service Employees Association (CSEA) Tuition Benefits Program*
 - ❖ 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.
 - ❖ Demonstrate satisfactory academic progress if the applicant is a returning student.
 - M.Div. & M.A. in Pastoral Studies = 2.75 Cumulative GPA or higher
 - M.A. (Theological Studies) = 3.00 Cumulative GPA or higher

D. Annual Application Process:

Financial aid applicants seeking diocesan tuition assistance and/or scholarships should submit a completed tuition assistance and scholarship application by April 1st of any given year for the following academic year (Summer, Fall and Spring terms consecutively). Applicants who are unable to meet this deadline should submit applications by August 1st for the Fall term and by December 1st for the Spring term. Although tuition assistance and scholarship applications are accepted throughout the year, applications received by April 1st are given priority.

Returning students should meet with their faculty advisors before filling out the tuition assistance and scholarship application in order to accurately project the total number of courses to be taken during the upcoming academic year. Once the tuition assistance and scholarship applications is received and reviewed, each applicant will receive notification of the decision regarding their financial aid award. St. Bernard's is a first come, first served financial assistance institution. Applications are addressed in the order they are received.

All decisions regarding the awarding of diocesan tuition assistance and scholarship are kept strictly confidential.

E. Required Application Materials (First-Time Applicants)

- * St. Bernard's Tuition Assistance & Scholarship Form
- * Free Application for Federal Student Aid (FAFSA)
- * Statement of need: on a separate sheet of paper, a personal statement explaining financial need along with a brief description of financial circumstances (not covered by the FAFSA form) and the amount of aid being requested.
- * a 350-500 word essay on how the candidate expects to apply the experience gained through the degree work and his/her goals for academic and professional development.

F. Required Application Materials (Returning Applicants)

- * St. Bernard's Tuition Assistance & Scholarship Form
- * Free Application for Federal Student Aid (FAFSA)
- * Statement of need: on a separate sheet of paper, a personal statement explaining financial need along with a brief description of financial circumstances (not covered by the FAFSA form) and the amount of aid being requested.

G. ADDITIONAL APPLICATION MATERIALS MAY BE REQUIRED IN ORDER TO RECEIVE DIOCESAN TUITION ASSISTANCE

2. **External Scholarships**

These scholarships are offered by benefactors not associated with St. Bernard's. Applications, procedures, requirements, and deadlines for external scholarships are unique to the individual scholarship. External scholarships can be found through a number of search engines including: *Fast Web Scholarship Search*, *CollegeNet Scholarship Search*, *Peterson's Graduate Scholarship Search*, and *Open Education Scholarship Database*.

3. Capital Campaign Leadership Grant

This scholarship for Leadership Development in the Diocese of Albany supports the initial and ongoing formation of leaders in the Diocese of Albany. For more information about the Capital Campaign Leadership Grant contact Ms. Dorothy Sokol by calling (518) 434-4028.

4. Parish Support

Some pastors/pastoral administrators will contribute to the education of their staff and/or volunteers. Students interested in seeking parish support are strongly encouraged to use the Sponsorship Tuition Assistance Application to inquire about parish financial support.

5. Student Loan Program

Eligible students have access to the William D. Ford Direct Loan Program. This program helps graduate student borrowers finance their education with long-term, low interest loans directly from the United States Government.

6. NY State Civil Service Employees Association (CSEA) Tuition Benefits Program

St. Bernard's also participates in the CSEA benefits program whereby eligible State employees receive \$275.00 per credit of graduate work up to a maximum of 4 credits per semester. Educational Advisement Services are available to CSEA-represented NYS employees by calling (518) 486-7814 or (800) 253-4332.

7. Veteran's Benefits

Various education benefits, including tuition and housing allowances are available to veterans, spouses or children of deceased/disabled veterans or those in National Guard/Reserve, for full-time or part-time study.

8. Extended Payment

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

Cancellation of Financial Aid/Assistance

If a student withdraws/drops a course(s) for which the student received financial aid, the aid is rescinded. The student is then obligated to pay the full tuition and fees.

XVI. COMMUNITY LIFE

SBSTM Liturgies

Special celebrations of the Eucharist occur in conjunction with the opening of the academic year, Advent/Christmas, and Graduation. In addition, there are other occasional opportunities for spiritual and ministerial formation and socializing.

Community Meetings

To respond to expressed needs and to raise issues related to the many dimensions of life at St. Bernard's, periodic community meetings may be arranged.

XVII. STUDENT SERVICES

Means of Communication

Each student has a **labeled hanging folder** in the file cabinet located at the south entrance to the lounge beneath the notice board. It is used for communicating directly with students and for returning papers and assignments. There are also files for faculty to receive papers, etc. The **Bulletin Board** located above the file cabinets carries announcements and information pertinent to community happenings, continuing education opportunities and placement.

A *Newsletter* consisting of short articles, announcements, events and news items is published monthly.

Photo ID

ID photos can be taken anytime the building is open. These ID cards enable students, staff and faculty to have access to library facilities and services at Nazareth, Fisher, University of Rochester and CRCDS.

Library

The University of Rochester is the home library for St. Bernard's. Students and faculty of St. Bernard's also have access to the library resources and services at Nazareth College, St. John Fisher College, and CRCDS. Please consult relevant websites for current library hours

APPENDIX A: GUIDELINES FOR WRITING STUDENT PAPERS

M.A. Thesis/Research Projects

1. Make sure all the course work is complete and language requirements fulfilled before you begin the thesis project.
2. Have an initial conversation with your advisor or another faculty member to determine the topic;
3. Prepare a thesis proposal in consultation with your advisor. The thesis proposal minimally consists of the following aspects:
 1. A good proposal should contain the following elements:
 - a) Title - A good proposal has a good title. It is the first thing to help the reader begin to understand the nature of your work. Preparing a good title means: having the most important words appear toward the beginning of your title; limiting the use of ambiguous or confusing words; breaking down your title into main title and subtitles, if necessary; including key words that will help researchers in the future find your work.
 - b) Thesis Statement - a clear statement of the problem/issue/topic - focuses on one main idea; states in one sentence what you hope to accomplish? Define your focus sharply or as narrow as possible. Usually a broadly defined subject/topic is not viable project. Defining broadly may sound good or give the impression that it may be applicable broadly, but as a research enterprise it will be unmanageable. If broadly defined, what is thought to be a good topic may well turn out to be a group of topics. Do one topic for your thesis and save the rest for later. Don't try to solve all of the problems in one thesis.
 - c) Development of the main idea - states what the related, specific ideas are which that will guide your research. When selecting these questions make sure they a) frame your research and b) put your research into perspective with other research. Consider the following: What questions are you asking? Are they framed with precision? Are there any ambiguous words? Why are you asking these questions? Have others in the discipline tried to address these questions before? How is your work building upon previous research? Or how is your work different from others' works?
 - d) Brief overview of the thesis - describes the content, focus and development of each chapter. This is no more than a few sentences per chapter.

- e) Research methodology - relates to the main idea as well as related ideas. Each idea has an associated task or approach. This is the place to describe your approach to the problem. What is your hypothesis in offering an explanation/solution to the problem? What analysis do you need to apply to find out the validity of your hypothesis?
 - f) Tentative Bibliography - consists of several of the principal sources you expect to consult. This list is not expected to be comprehensive; it should, however, be a thoughtfully compiled list rather than a random-listing of sources taken from the library catalog (card or on-line).
4. Submit the thesis proposal to the faculty via the Dean for approval. At this time the faculty will also formalize the appointment of the readers. Under no circumstance should a student begin writing a thesis without the knowledge and consent of the thesis reader and/or the approval of the faculty.
 5. Register for the thesis project at the time of registration using the regular registration form. Since the thesis is equivalent to two courses, the payment for two courses according to the fee schedule of the academic year in which the thesis is being written, should be made at the time of registration.
 6. Submit to the Dean one chapter of the thesis with notes and bibliography for format examination early on in the process. Don't wait till the end until the whole thesis is complete.
 7. According to dates set in each semester's academic calendar, the candidate must submit a copy of the completed thesis along with notes and bibliography to the first and second readers (to be appointed by the faculty). Failure to meet this deadline, ie. three weeks before the oral comprehensive exam, will result in postponement of the oral defense until following semester or year.
 8. Dates are also indicated in each semester's academic calendar for the comprehensive examination. The comprehensive examination includes:
 - a. A written part; 3-hour duration (where a student answers 2 out of 3 questions. The student prepares ahead of time responses to 6 questions, three of which are written by the student and approved by the faculty advisor and the Dean, and three given by the faculty).
 - b. An oral examination; 2 hour duration. An hour is devoted for the questions and an hour for the thesis defense
 9. When the thesis is successfully defended and properly signed, an electronic version of the final copy is sent to the dean to be submitted to the U of R library on or before the deadline established in each year's academic calendar. Consult the Spring semester's calendar for this date.

No degree or diploma will be granted until the approved copy is submitted.

THESIS/PROJECT FORMAT

1. The candidate is responsible for preparing the thesis in the accepted format and without typographical errors. The accepted format is as defined in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007). Use a later edition, if it is available.
2. The Times New Roman 12 font should be used. Avoid fancy type styles.
3. Special attention should be given to margins. Please allow 1.5 inches for the left margin. Other margins (top, bottom and right side) should be 1.25 inches.
4. Use double or 1½ line spacing with text on only one side of the paper. No page should appear with only one line of text. Lengthy quotations, tables and footnotes may be single-spaced. In the bibliography, double spacing should be used between citations but single spacing within a citation of more than one line.
5. Front materials (Title page, Approval sheet, Abstract, Table of contents) are to be numbered with lower case Roman numerals at the top margin. The page number is not printed on the title page but it is considered page i. All pages of the thesis must have a page number. Materials other than those listed above must use Arabic numerals. Page numbers must be placed at the top margin, either to the right (preferred) or centered.
6. The title page is typed in upper and lower case letters. General conventions to follow:
 - a) Capitalize the first and last words of the title, all nouns, pronouns, adjectives verbs, adverbs and subordinate conjunctions.
 - b) Use lower case for articles, coordinate conjunctions and prepositions (unless they are the first or last words of the title).
 - c) For hyphenated words, capitalize the first element. Capitalize the second element if it is a noun or adjective or if it has equal force with the first (e.g., Twentieth-Century Theology).
 - d) If there are foreign words, use the suitable standard English transliterations.
7. Reference notes should be in the form of footnotes only. No endnotes.
8. Citations from the Bible should carry references to the chapter and verse of the passage(s). If the translation makes a difference, then that information must also be noted. Example - Isaiah 3:12 (New Revised English Bible). If the biblical reference appears in the body of the text, it should be written out in full. Abbreviations for biblical books can only be used within parenthesis. Use the standard abbreviations for biblical books as listed in *SBSTM Style Sheet*.
9. The final version of the thesis should contain an approval sheet (following the title page) which bears the signatures of the candidate's examiners.

10. Each thesis must be accompanied by an abstract. This enables the readers to identify the basic content of the document quickly. The following points should be kept in mind while preparing the abstract:
- a. Definition - an abstract is an abbreviated accurate representation of the contents of a document;
 - b. Contents - An abstract usually contains i) a description of the nature and content of the work; ii) methodology used to the extent it is necessary to comprehend the nature and purpose of the work; and iii) a concise enumeration of the results or conclusions.
 - c. Style - A good abstract contains complete sentences and is free from footnotes or references to the text. Unfamiliar terms, acronyms, abbreviations or symbols should be avoided or defined the first time they occur in the abstract. Normally the third person is used unless use of the first person will avoid cumbersome sentence structure and lead to greater clarity.
 - d. Place - The abstract should be placed after the approval sheet. The heading should include the word ABSTRACT together with the title of the thesis. It is not included in the page numbering.
 - e. Length - Usually an adequate abstract can be presented in one typewritten page (double spaced). It should not exceed 350 words or 2 typewritten pages.
11. The materials must be presented in order listed below:

ARRANGING THE FINAL COPY OF THE THESIS

Order of Items	Required Item?	Is Page Counted?	Does Number Appear on Page?	Does Item Appear in Table of Table Contents?
Title page	yes	yes	no	no
Dedication	no	no	no	no
Approval Sheet	yes	no	no	no
Abstract	yes	no	no	no
Table of Contents	yes	yes	yes-Roman	no
List of Abbreviations	no	yes	yes-Roman	yes
List of	no	yes	yes-Roman	yes

Tables

Text of Thesis	yes	yes	yes-Arabic	yes
Bibliography	yes	yes	yes-Arabic	yes
Appendices	no	yes	yes-Arabic	yes

When the text proper begins, start using Arabic numerals. Begin text with page 1.

For the first page of a chapter, the page number goes at the bottom center of the page. For all other pages in that chapter, the page number goes at the top center or top upper right.

Consult Turabian's *Manual* concerning 'Acknowledgments' if you have had to seek permission from an author, publisher or other source to reproduce something you used and cited in your text.

Sample Abstract

Abstract of

Salvation, Sanctification, and Individuation:

A Study of the Relationship between Jungian Individuation and New Testament Views of Salvation and Sanctification

by Georgia Helen Shoberg

The substantial influence of Carl Jung in some denominations of the Christian church raises the question of the relationship between Jungian individuation and Christian salvation.

To bring order to this debate, a background survey of the development of Jung's thought is followed by a historical and descriptive survey of scholarly and popular literature about analytical psychology and Christianity. The primary problems encountered in attempts to

relate Jung and Christianity were found to be: the lack of precise terminology in both Jung and Christian theology; Jung's ambiguity about the relationship between God and the self-archetype; epistemological issues; and the differing bases of authority used to make judgments about Christian theology and experience.

On the basis of the New Testament witness to Christian experience and Jung's scientific writings, the study concludes that individuation is not equivalent to Christian salvation in either its essence (i.e., relationship to the divine) or its fullness (i.e., social and eschatological aspects). There are, however, significant ways in which human psychological transformation (i.e., the process of individuation) and Christian transformation (i.e., sanctification viewed as process) can be related positively.

A formula developed by Levi-Strauss (and further interpreted by Maranda and Maranda) is used as the basis for a structural model whereby similarities and differences between Jungian individuation and Christian sanctification are examined in some detail. The model of individuation is drawn from Pauline writings. The conclusions are that individuation and sanctification have an analogous structure but differ considerably in their content and end. Differences in the nature of the mediator (an archetype or Christ) and in the end or goal (wholeness and individuality or righteousness and agape) are most important. The two processes can influence each other in a complementary fashion; sanctification may ultimately include individuation.

A final chapter includes implications for the practice of Christian ministry.

Sample Title Page

Jesus' Reception at the Mount of Olives:
A Redactional Analysis of Luke 19:28-40

BY

Denise Winfield Mack

A Thesis

Submitted to the Faculty of

St. Bernard's School of Theology and Ministry

in Partial Fulfillment of the Requirements for the Degree of

Master of Arts (Theological Studies)

Rochester, New York

May, 1981

Sample Approval Sheet

APPROVAL SHEET

Date

Nancy Hawkins, Ph.D.

Date

Roslyn A. Karaban, Ph.D.

Sample Table of Contents

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The Research Paper

A. Definition:

A research paper is an extensive, well-documented composition which follows a prescribed stylistic form. At St. Bernard's all research papers must follow K. L. Turabian's *A Manual of Style For Writers of Term Papers, Theses and Dissertations* unless an individual professor explicitly states otherwise. An abridged version of frequently used formats is found in the *SBSTM Style Sheet* (available on MOODLE and also in the Dean's office).

The research paper represents the writer's critical judgment, stated as a thesis, of a narrowly defined topic, and is based on a detailed examination and use of outside sources. Since the writer selects and interprets the facts and opinions provided by experts, he or she must document the sources used. To deliberately use another's ideas without giving proper credit is plagiarism which ordinarily will be punished with a failing grade.

B. Procedure:

1. Choosing a Topic

- a. The writer should choose a subject area in which he or she has an interest, that may be easily researched (because of the library resources available), that tends to be controversial (and hence has clear positions), or is popular at the moment (with many current works to consult).
- b. In search of a topic, the student should first survey text books and class notes for interesting subject ideas. A survey of the table of contents of monographs which cover the subject areas of the course might also suggest possible subjects. Consult dictionary and encyclopedia articles as well.
- c. If all else fails, talk to the professor for possible suggestions.

2. Limiting the Topic Area

- a. The nature of the research paper is such that the writer is expected to pursue the chosen topic to its fullest extent. It is impossible to do so in the limited space and time allotted without a well-defined and limited subject.
- b. After the student has chosen an interesting general topic, he or she should systematically divide the large subject into a smaller more satisfactory working topic:

Example: "The Sacrament of Baptism"
=(much too general)
"The Anointings of the Sacrament of Baptism"
=(better because of the narrower focus)
"The Development of Anointings in the Sacrament of Baptism in the First Five Centuries"
=(better still)
"Baptismal Anointings in the Fifth Century Syrian Church"
=(a good topic with narrow focus)

3. Preliminary Research and Working Bibliography

- a. The student should begin reading general articles in encyclopedias,

dictionaries and other general reference works in order to understand in a general way the entire topic under investigation.

- b. Start building a bibliography from published bibliographies, library card catalog, guides to periodical literature, bibliographies and footnotes of monographs on the chosen subject
- c. Each bibliographic reference may be noted on a separate 3 x 5 index card with all the information necessary for a bibliography: author, title, city, publisher, date. Each card should be lettered with a different alphabetic code.

4. The Working Thesis Statement

- a. The writer's purpose for gathering information from reference materials is to offer an interpretation of the facts by exercising his or her critical judgment. This interpretation or judgment takes place on the basis of a formulated thesis statement.
- b. The thesis statement is the point the writer is trying to make about the topic. It is a proposition about the topic which is presented and defended by argumentation. It is a statement that can be proved or disproved through the presentation of facts.
- c. Ordinarily, while the researcher is becoming familiar with the material, he or she can only formulate a temporary thesis statement or several working research questions to help guide the gathering of material. It is only at the end of the research process that the student should write a clear concise thesis statement that will be argued tightly in the writing of the paper.

5. The Preliminary Outline

- a. The working outline is a formal outline using main headings and main subdivisions of the proposed topic to be researched.
- b. The outline presupposes the choice of the methodology to be followed in writing the paper.
 - I. A methodology is an orderly means chosen to develop a thesis logically so that it clearly progresses towards its proposed conclusion.
 - aa. For example, if I am proposing to prove that a development has taken place in the Church's understanding of sin, I may choose an historical methodology and present my evidence from various magisterial documents arranged chronologically.
 - bb. If I am explicating Vatican I's understanding of papal infallibility, I may choose a topical methodology, opting to develop three topics: infallibility as an attribute of God vs, analogical uses of the term; personal charism vs. church charism; positive inspiration or revelation vs. negation charism.
 - cc. If I am writing about the current theological debate over abortion, I may choose a critical methodology, presenting the positions of 5 major theologians following each with a critique which in turn builds toward my own position.

- ii. There are many possible methodologies. In order for your paper to "work," you must choose a methodology which best suits the topic that you have chosen and that will best aid the reader in following your argument to its conclusion.
- iii. Once you have chosen a methodology, your topic outline will follow easily.
- c. As the research progresses, this topic outline becomes upgraded with the addition of main subdivisions and sentences or phrases which indicate what will be said about the topic and where in the paper.

6. Note-taking

- a. Despite the technological advances which have changed the ways contemporary research is done, the best way of note-taking remains the 4 x 6 or 5 x 8 note card.
- b. There are many ways to code a note card. One method suggests that each card should be numbered, should be identified by a word code from the part of the outline to which it corresponds, should bear the name of the author of the work noted, the alphabetic code from the bibliography card of the work cited, and the page of the idea cited.
- c. The notes that the writer places on the note card should transfer or convert evidence in the sources to notes which may be used to support the thesis statement.
- d. Write only one idea on any one card so that it can be sorted easily later.

7. The Expanded Outline

- a. All the note cards should be sorted according to the topics on the original outline.
- b. While writing the expanded topic outline, the researcher attempts to become more specific about the approach which will be used to support the thesis of the paper.
- c. As the outline is written and expanded again and again, a plan for supporting each main heading of the topic outline is devised.
- d. If more research is needed, it can easily be detected at this time.

8. The First Draft

- a. The first draft, written for the writer alone, is a working version of the final paper. It is the best way of getting all of the facts, opinions, and ideas on paper in such a way that they can be moved around, reformulated or polished. It should always be written double-spaced with wide margins to aid in the revision process.
- b. This draft is written quickly, directly from the note cards and following the expanded topic outline closely. No unnecessary time should be spent at this point hunting for the correct words or the proper transitions.
- c. The first draft should be reread several times (some find it helpful to wait a few days before revising anything) making changes in order, style and

- substance until the paper is clear, concise, logical and smooth-flowing.
- d. The writer should take special care to insure that the introduction states the thesis clearly and the conclusion summarizes what the paper has shown. The writer needs to be sure that the transitions between the sections of the paper are clear and logical.

9. The final copy

The Exegetical Paper

A. Definition:

Etymologically, exegesis derives from the Greek meaning "to guide out of" and hence denotes "a critical explanation, or interpretation, especially of Scripture." In biblical studies, insofar as no text is ever per se fully self-explanatory, understanding is often dependent upon one's ability to get at its whole frame of reference.

The essential task of exegesis is to grapple with all the dimensions of a text which relate to its "message": its central point(s), its key characteristics, its placement, form and function, its authorship and date, its implications, its intended and unintentional pattern of communication, its style and tone, and its life setting.

B. Procedure:

1. General Comments:

- a. There is no universally recognized standard format for writing an exegesis paper. Each pericope (or biblical passage) presents a distinct set of issues. Each exegete brings a distinct set of concerns or assumptions to an identical pericope. Each audience evokes a distinct clarification of purpose. Even the same pericope allows the same exegete a variety of approaches and methodologies.
- b. Although choosing of a pericope is a relatively easy, much more complex and critical is the explicit development of the paper.

2. The Use of the Outline

- a. Ordinarily a student should follow carefully the suggested outline given below. The topical headings and sub-sets under Section A and D are normative. That is to say, unless compelling reasons dictate otherwise, these headings and sub-units should neither be omitted nor transposed in the writing of an exegesis paper.
- b. The topical headings and the sub-sets under Section B are in most cases essential to the effective development of an exegesis paper. As important as these headings are in themselves, however, every one of them may not be applicable in every paper, nor is it absolutely necessary to follow slavishly the sequence in which these headings are presented here.
- c. The topical headings and sub-sets under Section C are optional. That is to say, the writer has the option of including or dropping such materials. (Some

professors, however, set great store by this section. In fact, the homiletic task takes its basic focus from this Section.)

- d. Section A (especially #1 and #2) are best written last, namely, after all the research has been completed and the actual writing of the paper finally begins.
- e. The outline below presupposes the use of the standard exegetical tools: viz., dictionaries, word analyses, concordances, translations, synopses, commentaries.

3. The Model Outline:

SECTION A: INTRODUCTION

1.

1. Statement of Purpose

- a. Articulate what the paper hopes to accomplish
- b. Briefly indicate the literary and historical context for the text

2. State of the Question

- a. Summarize (selected) scholarship to date
- b. Evaluate the major positions which emerge

3. Statement of Methodology and Significance

- a. Outline the basic methodology to be used
- b. Explain the value or importance of the undertaking

SECTION B: BODY OF THE PAPER

4. Text

- a. Determine the reliability (or condition) of the text:
 - I. Summarize the manuscript tradition (list variants)
 - ii. Check out the versions (=early translations)
 - iii. Review the translations
- b. "Frame" (i.e., establish the limits of) the passage:
 - I. Determine where to start the analysis and where to end
 - ii. Give rationale (state the reason why)

5. Translation

- a. Provide a tentative translation, or at least choose what is generally regarded as a workable translation
- b. Annotate problem area(s)
- c. Justify, as best you can, the working translation

6. Socio-historical Background

- a. Research carefully the sociological/historical/cultural/geographical background of the passage
- b. Summarize the key points in the foreground ("direct intentionalities") of the passage
- c. Date the passage

7. Literary Content

- a. Explore the literary function (What does the passage "say"?)
- b. Explore the placement (What meaning can be argued from its positioning in

- the disclosure?)
 - c. Take note of significant details
 - d. Analyze the author (or editor)
- 8. Literary Form (or Genre Analysis)
 - a. Determine the general literary form (e.g., poetry or prose; law or narratives; epistle or gospel)
 - b. Determine the specific literary form (e.g., psalm of personal lament or collective lament)
 - c. Annotate any anomalies in the typical form
 - d. Identify what scholars say about life-setting (*Sitz im Leben*)
 - e. Provide a rationale, if necessary, for the form
- 9. Rhetorical Design (Structure)
 - a. Scrutinize the passage from the perspective of pattern or design (e.g., series of rhetorical questions, impassioned discourse, transmitted logion, parable, oracle)
 - b. Study the interrelation of each and all units (e.g., parallelism, inclusion, contrasts, climactic build-up)
 - c. Differentiate primary (=direct) statement vs. oblique (=sub-ordinated) statement
 - d. Chart poetic structure (or sentence flow)
- 10. Thematic Analysis
 - a. Identify recurring motif or theme (e.g., "end of earth" in II Isaiah)
 - b. Determine the significance of this fact
- 11. Redactional or Tradition-Historical Analysis
 - a. Compare passage with postulated sources (e.g. Luke and Matthew over against Mark)
 - b. Assess "statement" vis-a-vis standard tradition
 - c. Apply "vertical reading" (See: 10a, 13b, 14)
- 12. Grammatical/Syntactical Elements
 - a. Examine relevant issues
 - b. Examine linguistic factors (e.g., spelling, word-forms, coinage)
- 13. Lexical Information
 - a. Focus on idiosyncrasies of vocabulary in book (e.g., only time this word occurs in the Bible, NT, Paul)
 - b. Isolate key words:
 - i. incidence or frequency of occurrence
 - ii. a phrase favored by the author
 - c. Do word studies
 - d. Explain semantic peculiarities
- 14. Biblical Setting
 - a. Research use of term/phrase in other biblical books
 - b. Determine connotation elsewhere (Commentaries and dictionaries are usually helpful)
 - c. Take note of the varying meanings at different periods

15. Theological Investigation
 - a. Analyze the passage theologically
 - b. Annotate related issued
 - c. Determine the theological significance
16. Secondary Literature
 - a. Check out what others scholars have said (See #1a, 19)
 - b. Critique
17. Conclusions and Results
 - a. Upshot of investigation
 - b. Summarize discoveries

SECTION C: APPLICATION

18. Epilogue
 - a. List key issues in the pericope
 - b. Sketch the homiletic applicability to specific audiences

SECTION D: WORKS CONSULTED

19. Bibliography
 - a. Keep record of works consulted
 - b. Decide whether to use straightforward alphabetized bibliography or arranged in a classified bibliography

The Reflection Paper

A. Definition:

A reflection paper is a focused, substantial and creative "conversation" with some element of the content of the course. Its purpose is to present the writer's own thought and imagination in dialogue with course material or a designated topic. Usually briefer than a research paper, it is the "next step" beyond the course lectures and reading assignments in which the student thoughtfully engages the material.

B. Procedure:

1. Finding a Focus

- a. If the professor has not assigned a specific focus to the reflection paper (e.g., compare the viewpoints of two authors), the writer will need first to narrow the broader or open-ended area assigned for reflection.
- b. This narrowing can be done by brainstorming about the area assigned. For example:
 - I. assigned topic: the scrutinies of the RCIA
 - ii. possible foci: the pastoral pluses and minuses of the term "scrutiny," the theological foundation of the scrutinies, preparation of catechumens for the scrutinies, the role of the community in the

celebration of the scrutinies, etc.

2. Developing a Substantial Conversation

- a. A reflection paper is NOT the presentation of random thoughts plucked out of thin air, nor is it simply the representation of course readings or lectures, nor is it a chance to climb onto a soapbox or to editorialize.
- b. The reflection will have as its point of departure the pertinent material from the course readings and/or classroom discussions; for example:
 - I. A reflection on "the theological foundation of the scrutinies" will need the introductory material on this subject found in the RCIA and/or the texts of the rites themselves as dialogue partners;
 - ii. A reflection on "the pastoral pluses and minuses of the term "scrutiny" will need to work with the history and meaning of the term before developing the reflection paper.
- c. The specific development is left to the writer, but he or she should critically expand the topic, perhaps by raising questions or making clarifications or opening new directions for discussing the topic or whatever is appropriate.
 - I. The path of the development is the point of the reflection paper: What do you want to say about this topic and how do you want to say it? The writer may want to jot down some notes or make an outline in order to focus and develop his/her thoughts.
 - ii. Also the conclusion of the reflection should indicate how the discussion will be left for now: issues still to dealt with, questions that remain, pastoral directions to be taken, and so on.
- d. Footnotes are not required in a reflection paper, but any material referred to or quoted directly ought to be referenced briefly in the text of the paper itself; for example, (RCIA #141-146).

3. Being Creative

- a. Certainly any writer's reflection is going to be original in its insight and expression, but creativity of approach or manner of presentation is encouraged; for example:
 - I. A theological foundation of the scrutinies may be presented as a series of parish bulletin inserts, or
 - ii. The role of the community in the scrutinies might be presented as what is going on in the mind of one of the parishioners as she is present for the second scrutiny, for example, or
 - iii. The comparison of two authors might be presented as a dialogue between them or a talk-show interview.

4. The evaluation of the reflection paper is based not on some predetermined approach the writer "should have taken" (unless of course there are blatant errors), but on the quality and substantiality of the "conversation" the writer has undertaken.

Case Study

A case study may be defined as a detailed analysis of, and mutual reflection on, a particular pastoral event involving you as minister/counselor and your interaction with a person or group. A case study is usually done for the purpose of presentation in a class or group. The case study serves as a learning experience for the entire class or group as well as the presenter.

In writing up a case study it is essential that the information be presented in a manner in which the identities of the people in the case study are protected. This may mean altering a few facts so as to make the person or group unrecognizable. Real names should never be used. Any written information given out to the class or group should be marked **CONFIDENTIAL** and should be collected by the presenter at the end of the discussion. Before any case is presented, the class or group should discuss concerns and guidelines about trust and confidentiality.

Each individual professor may have specific guidelines to follow. For instance, the guidelines used for "ministering in Crisis Intervention" would involve identifying the precipitating and hazardous event, and describing the crisis as situational, developmental, or social/cultural. These particular identifications would not be necessary for "Bio-medical Ethics." Therefore, you will need to check with your professor for specific guidelines.

The following outline is a general outline that may be adapted for particular courses.

1. Describe the Event

- (a) background information on the person and event
Summarize any information that is relevant to the understanding of the case.
person: age, gender, family background
event: context, intent, goals
- (b) background information on your role and involvement
Describe your role and involvement in relation to the event and person.

* Do not get bogged down in description. This section is meant to serve as a background from which to reflect in a person's situation and your interaction in a particular pastoral event.

2. Analyze the Event

- (a) objectively
Identify the issues and concerns that emerged from the event.
What went on?

* Depending on the type of event, particular guidelines might be appropriate here. Check with professor.

- (b) subjectively
Describe what was going on in you as you ministered to/counseled the person. Identify significant feelings and personal concerns.

3. Evaluate the Event

- (a) objectively
Evaluate how the session went. Did you help? Were you effective? Why or why not? What could you have done differently?

Identify particular questions/concerns what you would like to have the class/group help you with/

- (b) subjectively
Look at how your own feelings and concerns affected your effectiveness as a helper.

4. Theological Reflection

Identify biblical or theological themes that emerge from this event. Mention particular religious resources that inform your reflection. Where specifically was God's action present for you? Identify any ethical issues that emerged.

Some final comments:

There is a difference of opinion in the field whether or not case studies should be presented or read out loud. If they are to be read out loud, the written length should be limited to two pages. If they are to be presented, the written length can be 4-5 pages.

There are two possibilities for facilitating the discussion: the student him, or herself may facilitate the discussion of the case, or the professor may serve as facilitator.

The case study is as much about you as it is the person and event presented. This should be evident in the way you present the case and in the type of information given and questions asked.

Try to choose a recent case, ideally within the last 6 months to one year. Be sure to indicate why you have chosen this particular case.

As with the verbatim, you will not be graded on how good a minister/helper you are, but on how well you are able to analyze and reflect on a case. Were you able to go beyond a description of the case to an analysis? Were you able to identify significant issues? Did you take a good honest look at yourself and were you able to listen to feedback from the class/group? Was your case a good model for the class as well as a good learning experience for you?

If the case is brief and the professor serves as facilitator, the case may be expanded after the

class discussion and submitted to the professor for feedback and grading.

CASE STUDY OUTLINE

1. Describe the Event

- (a) background information on the person and event
person: age, gender, family background
event: context, intent, goals
- (b) background information on your role and involvement
identity and interaction

2. Analyze the Event

- (a) objectively
issues and concerns
- (b) subjectively
significant feelings and personal concerns

3. Evaluate the Event

- (a) objectively
effectiveness, skills
- (b) subjectively
feelings and concerns in relation to effectiveness

4. Theological Reflection

Biblical and theological themes, religious resources, God's action, ethical issues.

Verbatim

The verbatim consists of two sections: the verbatim report and the verbatim analysis.

REPORT:

"Verbatim" literally means "word for word". To give a "verbatim report" of an encounter means to report the encounter "word for word" as it happened. This can be done in two ways:

1. Ask permission to record your encounter and then transcribe (part of) the encounter

from the recorder.

2. Write up the encounter as best as you can remember it.

If you tape record the encounter, do so only with the explicit permission of the person you are talking with/counseling. Explain that you wish to tape record the session in order that you may learn to be a better listener/counselor and that your professor will be reading a portion of your transcribed tape. You should make it clear that both you the listener and your professor will keep what is said in confidence. (Note exceptions in the case of abuse, potential suicide, potential harm to another person.) If you the person is not comfortable with this arrangement, you should honor this by not recording.

If you cannot record the session, or if you prefer to relate the encounter from memory, you should write it up as you remember it. In order to do this, you may want to make extensive notes immediately following the session. Do not take notes during the session.

How much do I report?

If you have a 10-minute encounter with someone, you should report it all, whether taping or reporting from memory. If your session is 30-50 minutes and you are taping, choose a 15-minute segment of the recording and report only that segment. Try to choose a part of the session that was particularly difficult for you and that you want feedback on. If you have a 30-50-minute session and you are reporting from memory, report the whole session. This verbatim report section should be 5-8 pages in length.

Writing the verbatim:

Verbatim Report

In this first part of the verbatim, you are transcribing or writing word for word as you remember, the text of your encounter. This should be written as a conversation and should be lettered and numbers as follows:

C = Counselor P = Person

C1 is used to indicate the first time you as counselor speak.

P1 is used to indicate the first time the person speaks.

C2 indicates the second time you as counselor speak.

P2 indicates the second time the person speaks.

Sample:

C1 Hi, Bob! Come on in and sit down.

P1 Hi, Mary. Thanks!

C2 The last time we met you talked about a number of issues. Is there any particular issue

on your mind today?

P2 Actually, Mary, there is. (Pause) (Silence of about ten seconds. Bob is looking at his hands.)

P3 It's a little hard for me to get started. I'm feeling rather afraid to tell you.

C3 That's OK Bob. Take your time. I appreciate your honesty in telling me how difficult this is for you.

The numbering may not be uniform, as one person may speak twice before the other person speaks: P2, P3. Try to number the interactions as carefully as possible. This numbering is important for your analysis.

It may be helpful to also report significant nonverbal behavior (see P2 above). Do not interpret the behavior in this section.

Leave a one-inch margin down the right hand side of the sheet for comments from the professor.

Writing the Verbatim: Analysis

Preliminary Fact Sheet: Optional

After you have written the verbatim report section, you will begin the analysis section of the paper. The first part of the analysis may consist of a preliminary fact sheet and will address such information as: facts of general interest, person's initial concern, counselor's initial response, and noted of other people.

If you choose not to include a preliminary fact sheet, you will proceed to section one: The Introduction.

Verbatim Analysis: Outline

Introduction

At the top of the page include the following information:

Date of encounter: June 27, 1994

Length of encounter: 60 minutes

Number of session: first and only session

Write up an introductory paragraph that introduces the session and sets it in context. Include in this paragraph:

(a) information relevant to this meeting

Relate any information about this meeting that is particularly relevant:

This was our first meeting and we had never met before; the meeting occurred in the middle of a crowded room with little privacy; the person was extremely upset because she had just received news of her mother's illness; this conversation occurred

at 2 a.m. over the phone, etc.

(b) pastoral intent

Describe what you are trying to do in this meeting, including any goals you have. What do you bring to this session? I bring an open mind and heart and a willingness to listen to this person's story. I have recently experienced a loss similar to his and I bring that experience with me. I hope that I may draw upon that experience while I remain open to hearing his particular experience and feelings. My goals are to connect with the person, to establish trust and rapport and to assess what his needs are. I bring a willingness to pray, to share scriptural resources where appropriate and to provide emotional and spiritual support and understanding.

The analysis section of the verbatim should be at least as long as the verbatim report section, 5-8 pages. This is the section that will be graded.

1. The Person/The Relationship

Begin with describing the person, giving any facts pertinent to understanding this encounter. Comment also on your relationship with person - in general, and in the context of this encounter.

In particular, focus on describing:

(a) theological, psychological, sociological, and physical needs and concerns of the person

- Is she searching for forgiveness in her life?
- Is he angry about a lost relationship?
- Is she grieving the loss of a job?
- Does he lack a close, supportive network of friends?

(b) contextual issues relevant to this person, and this relationship

- race, gender, issues of power, particularity of problem, morality (Patton 1993:39-61)

© the helping relationship

- your role, your identity, the importance of the relationship

2. The Counselor

Describe what was going on in you as you counseled this person. For this section, talk about your general feelings for the entire session. Use feeling words.

This was the first time I had ever formally counseled with someone and I was really nervous. I was afraid that I would say all the wrong things. As the session progressed, I relaxed and felt more hopeful and confident about my listening abilities.

3. Dynamic Interplay

This section should receive the most emphasis. In this section you are to explore what was going on between you and the person, as you understand it. This is done:

- (a) subjectively
Identify your own feelings and concerns and comment on these feelings and concerns, especially in relation to how well you did or did not do.
In C18 I felt really scared, even overwhelmed, because of the seriousness of what she was saying. What I did say was not very helpful, as evidenced by his response in P18.
- (b) objectively
Analyze the interaction itself, particularly in relation to helping skills. The following questions are a few guidelines of how you might comment on the interaction:
Did I use a lot of empathy, or too little? (Was I able to see the world from her perspective and to communicate this to her?) Did I ask a lot of questions? (Too many? Too few? Open ended or closed? How did the person respond? Were the questions helpful and appropriate?) Was I supportive? Or did I challenge too much? What do I see as my strengths and where do I need to improve?

If you have studied the Egan model, refer specifically to skills as described by Egan: Was I attentive? Did I listen well? Did I use basic empathy? Probes? Did I help the person focus? Use summary? Did I every use advanced empathy? Did I self/disclose? Was it appropriate? Did I use immediacy? What type? Where might I have used some immediacy?

In your analysis refer specifically to the encounter numbers:

C15 was a good basic empathic response.

C18, C19 and C20 were all probes - too much! I never used empathy in-between.

In your analysis, also comment on your skills overall:

Generally, I asked too many closed questions and did not use enough empathy. I see I never used any immediacy, and yet this skill would have been especially appropriate in C22 and C45.

4. Pastoral Opportunities

Comment on what you will do the next time you see this person or another person with a similar situation/problem.

The next time we meet I will be more supportive, ask less questions, allow him to do more of the talking.

The next time I meet with someone who talks about seeing no hope in the future, I will know to check out whether she is contemplating suicide.

5. Theological Reflection

Comment on the encounter theologically. Did you see God acting in this situation? How? Where? Did you use any particular religious resources (prayer, ritual, my faith)? Are there any church teachings or any scripture passages that are especially

relevant to your understanding of this person and this encounter? Which ones and why? What are some of the theological themes that emerge from your reflection? (suffering, resurrection, justice, forgiveness, reconciliation) What theological or ethical issues or questions arise for you? During the session I kept thinking about the parable of the Good Samaritan and how I need to get right down there in the ditch with someone both to understand their point of view and their needs and hurts, and to show them I am willing and able to be with them fully. I felt in this situation I was reluctant to be in the ditch with the person. This raises for me a number of theological concerns, most particularly the issue of forgiveness. This is a person who has hurt me in the past and I wonder if I have forgiven her enough to be able to minister to her. I know that I was not comfortable praying with her even though she asked for my prayers.

VERBATIM OUTLINE

Preliminary fact Sheet (Optional)

1. Facts of General Interest (Background information on person)
2. Person's Initial Concerns (Why did she call you?; Why is he here?)
3. Counselor's Initial Response (How do you react?)
4. Notes of Other People (Is anyone else involved in the conversation? Say something about them.)

REPORT

C1	_____	C=Counselor
P1	_____	P=Person
C2	_____	
P2	_____	

C3	_____	
P3	_____	
C4	_____	

ANALYSIS

Introduction

Date: _____
 Duration (length of session): _____
 Number of session: _____
 Information relevant to this session: _____
 Pastoral intent: _____

1. The Person/The Relationship

- (a) theological, psychological, sociological and physical needs and concerns
- (b) contextual issues: race, gender, issues of power, particularity of problem, morality
- © the helping relationship

2. The Counselor
significant feelings
3. Dynamic Interplay (most emphasis)
4. Pastoral Opportunities
next time
5. Theological Reflection
religious resources, biblical and theological themes, God's action, ethical issue

APPENDIX B: PASTORAL FORMATION

Pastoral Formation is a sustained immersion experience in which a student can discover, test and develop his or her gifts for ministry, with the guidance of a qualified mentor and the support of regular theological reflection. It assists students in the acquisition of skills and self-knowledge in the context of Christian faith, tradition and contemporary ministry.

ELIGIBILITY

Ideally, students should participate in pastoral formation (formerly field education) about halfway through their chosen program. However, they must have completed at least one-third of the courses before they are eligible for pastoral formation placement.

We recognize that some students come to study at SBSTM who have rich experience in various areas of pastoral ministry. Such experience does not waive the value, and even necessity of pastoral formation while pursuing a degree program. In specific cases, however, it may warrant adjustment in the requirements of pastoral formation.

For some students, previous or current experience may challenge the student and the program to discern a placement and learning agreement that will provide the student opportunities for new learning.

For those who are already employed in a parish setting or those who have considerable experience in parish work, the parish-based pastoral formation requirement may be waived upon written request to the faculty 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 Area D (Pastoral Ministry Studies). If waiver is sought for prior experience, it must have occurred within the last five years.

FORMAT AND TIME COMMITMENT

Pastoral formation may be taken in a two-semester or three-summer format. The former is normally undertaken in the Fall and Spring semesters of a single academic year. The latter may be taken in a single placement, or in three diverse settings mid-May until the end of July, during three consecutive summers.

Each student is expected to engage in eight to ten hours of hands-on involvement per week. This includes the weekly, one-hour supervisory session, but does not include related readings, preparation of reports or theological reflection sessions. This time frame may be adapted according to the circumstances of the particular placement.

PLACEMENT

Pastoral formation placement recognizes the multi-cultural nature of the Church and the diversity of ministries necessary to fulfill the Christian mission. It also acknowledges that the boundaries of ministry are being expanded in the Church today.

Saint Bernard's develops and maintains a listing of suitable pastoral formation sites, and is always open to new possibilities. A parish, agency and other pastoral setting which provides the student with new and expanded opportunities for personal and ministerial growth can be an acceptable placement.

An appropriate pastoral formation site is agreed upon through the collaboration of the student, the Director of Pastoral Formation and the supervisor at the placement.

The process is as follows:

Students will meet in the Spring semester (for placement in the following academic year) for a general information meeting with the Director of Pastoral formation to review the components of the program and the process for selecting a pastoral formation placement. Lists and descriptions of possible placement options will be available at that meeting. Visits to possible placements are encouraged.

For those opting for the summer format, student preferences of placement will be indicated by mid-March, and placement determined by the beginning of May. For those opting for the two-semester format, student preferences of placement will be indicated by the end of April, and placement determined by the beginning of August.

SUPERVISION

Supervision from a qualified mentor deepens the student's learning experience of ministry by providing weekly opportunities for dialog about ministerial issues and concerns. The supervisor/mentor is expected to have an advanced degree (e.g., in pastoral counseling, social work, etc.), or other appropriate qualifications for this role.

Because of the dynamics of the employer-employee relationship, a student may not be supervised by his/her employer, although pastoral formation may be done in the situation of one's employment. In such a case, another appropriate mentor/supervisor will be selected.

Ordinarily, there should be weekly, one-hour meetings between the student and the supervisor/mentor.

LEARNING AGREEMENT

It is important to remember that a student engaged in pastoral formation is there precisely as a student, a kind of apprenticeship for ministry. Thus the student is not considered in any way a staff member or an additional worker in the placement.

The student and supervisor/mentor will develop a learning agreement together that will name in clearly measurable ways the learning goals and tasks/responsibilities of the student in the pastoral formation placement. The learning agreement then becomes the basis for both the supervisory sessions and theological reflection.

The learning agreement should be developed by the student, the supervisor/mentor (and the lay committee) within the first three weeks of the placement, and submitted to the Coordinator of Student Formation for review. The agreement may be re-negotiated only at each evaluation period. See "Guidelines for the Preparation of the Learning Agreement" below.

THEOLOGICAL REFLECTION

Ministry in the Church is exercised in the contexts of biblical faith, doctrinal tradition and ecclesial discipline. Theological reflection allows for the dialog of ministerial experience and these contexts and for exploring the implications of that dialog.

Various models of theological reflection will be offered which recognize that participants are a community of adult learners. While selected articles, chapters and case studies may be required reading, students' own experiences will serve as the content for these sessions. Full participation by all is expected.

There will be monthly theological reflection sessions for those in the two semester format. For those in the summer format, there will be three sessions each summer.

LAY COMMITTEE

A lay committee is required for those students whose pastoral formation placement is in a parish. Its purpose is to provide a congregational sounding board for the students' discussion of ministerial issues and concerns, and a broader base for evaluating the students' ministerial skills, self-understanding and potential.

In the two-semester format, there should be a monthly, two-hour meeting between the student and the lay committee. See "The Lay Committee Guidelines" below.

EVALUATION

It is hoped that, through the pastoral formation experience, the student will be able to name areas of self-growth in ministry, to articulate an understanding of ministry in new, deeper and broader ways, and to name areas of future growth as a minister. Self-evaluation by the student and evaluations from the supervisor (and the lay committee) are the instruments for achieving these goals.

In the two-semester format, evaluations from student, supervisor, (and lay committee) are due mid-year (January) and end-of-year (May). In the summer format, evaluations are due at the end of each summer period (August).

Grading for pastoral formation is "pass/fail". Credit for one full course (3 credits) is given for pastoral formation.

TUITION AND FEES

Each student pays tuition to participate in pastoral formation, but no fees are exchanged between the pastoral formation placement and St. Bernard's or between the pastoral formation placement and the student. The pastoral formation placement receives the benefit of the students' presence, talents and participation; the student receives the benefit of supervision and gifts of the placement.

The pastoral formation supervisor is entitled to one course for audit per year in exchange for participation in the program.

Guidelines for the Preparation of the Learning Agreement

Learning outcomes are formulated by the student with the assistance and consultation of the supervisor, and also of lay persons if they are involved in the process in the parish. A goal is the broader learning aim, stated in a way that is concrete and measurable.

Learning outcomes can be job related, i.e.,

- to learn to teach a six-grade religious education class;
- to learn to conduct interviews of new parishioners;
- to learn to train laity to be youth group advisers;

or can be oriented toward personal growth, i.e.,

- to gain poise and confidence in leading public worship;
- to continue to grow in listening to ideas of others without becoming defensive;

or related to one's relationship with God and the Church, i.e.,

- to understand the relationship between the concept of "people of God" and "those people who seem to have only a passive interest in the Church."

Learning outcomes are aimed at attaining or deepening ministerial abilities. Some abilities significant within Pastoral formation experiences are:

1. to communicate clearly and effectively, both orally and in writing;
2. to proclaim the Christian Gospel through preaching and other forms of communication, and to interpret the Scriptures with fidelity to the tradition and sensitivity to the human condition;
3. to teach and to design educational programs appropriate to the content to be taught, and the needs and abilities of the learners;
4. to observe with sensitivity and perceptivity the lives of individuals and of human society, and to analyze and interpret human events at both the individual and societal levels in the light of biblical faith;
5. to deal constructively with diverse ideas and persons to maintain a clear sense of purpose, but to tolerate frustration and ambiguity, and to relate to persons and cultures whose background, experience, and history differ;
6. to participate with persons, families, and groups in a healing, restorative, and corrective fashion, and to act responsibly in relation to their needs;
7. to understand and to move with skill in the midst of systems, structures, and institutional levels;

8. to deal creatively with conflict and to enable others to do so;
9. to be an agent of change at individual and institutional levels;
10. to exhibit a style of leadership which will set loose the creative abilities of others and develop their ministries within the body;
11. to lead a congregation or body of persons in the discovery of commitment to those goals and objectives which will define its mission;
12. to work in a collaborative fashion with others, both those within the profession and those outside it;
13. to administer the corporate life of a congregation;
14. to exercise appropriate forms of authority and to respond creatively to the authority of others.

Professional development is the growth of a person toward competence in the practice of a profession, i.e., ministry. It has to do, therefore, with who the person is, the sense of self, which he/she brings to ministry, and with the modeling, and transforming of the person by her/his life in the Christian community.

At this level, professional development involves the personal appropriation of the Gospel discernible in the commitments and values which shape the life of the individual, and in her/his relationship with others through the exercise of compassion and justice.

It involves also that degree of maturity of personhood which enable a woman or man to engage in the service of others in their search for growth and fulfillment.

It is marked by a familiarity with and utilization of the resources of the religious tradition in which the professional stands of the support, nurture, and fashioning of Christian discipleship.

It involves a commitment to ministry as participation in the ministry of Jesus Christ, a commitment to the Church as a continuation of that ministry, and a concern for the world as the object of ministry.

The Lay Committee Guidelines

The purpose of the lay committee is to provide a congregational sounding board for the student's discussion of ministerial issues and concerns, and a broader base for evaluating the student's ministerial skills, self-understanding and potential. The special feature of the lay committee is to communicate the lay perspective on the student's activities, responsibilities, relationship to persons, etc.

The focus of the lay committee's reflection and discussion is the student's ministry in the given situation. Thus, it is not program-centered, i.e., "what have you done?" Rather, it is learning-centered, i.e., "what are you learning?"

Such reflection and discussion have a mutual benefit: the student does not lose touch with the lay perspective and grows in valuing and respecting the essential input which lay members have to make; the lay persons grow in the understanding of ministry in the Church.

FORMING THE COMMITTEE

1. The lay committee should be composed of 5-8 persons.
2. In a parish, the members should represent various elements of the congregation: male and female, young and old, diverse theological perspectives, diverse cultural or racial realities, etc. These persons should be committed members of the Church who are involved in its life and worship.

STRUCTURING THE LAY COMMITTEE/STUDENT MEETINGS

1. The lay committee should meet monthly for at least two hours with the student.
2. Meetings may be informal, but they must have a clear agenda and structure. An outline of a meeting might include:
 - a. agenda: prior to the meeting, the concerns of the student and lay committee are listed by the lay committee chairperson in consultation with the student and committee members.
 - b. discuss each concern in turn:
 - describe the concern, experience or event clearly and briefly
 - identify the issue as the student is experiencing it
 - analyze the issue
 - ask: what can be learned about ministry?
what can the student learn about him/herself as a minister?

Whether this precise format is followed is secondary. What is important is that some agenda be followed and that there be a movement into those issues that are on the minds of the student and committee members at some level deep enough to be helpful to the student.

3. "Feedback" is a way of helping another person to consider changing his/her behavior. It is communication with another which offers information about how one affects others. It aims to assist another in achieving his/her goals because it focuses on a style of acting and interacting that is appropriate to the goal.

Some criteria for useful feedback:

- a. It is descriptive rather than evaluative. By describing one's own reaction, it leaves another free to use it or not to use it as he/she sees fit. By avoiding evaluative

language, it reduces the likelihood of a defensive response.

- b. It is specific rather than general. Rather than sweeping statements about oneself, specific incidents of one's response and affects of such on others can be more helpful.
 - c. It takes into consideration the needs of both the receiver and the giver of feedback.
 - d. It is directed toward behavior that the receiver can do something about.
 - e. It is well timed and is checked to insure clear communication.
 - f. When feedback is given in a group, both the receiver and giver have the opportunity to check with others the accuracy of the feedback. Is this one impression or an impression shared by many?
 - g. It is solicited, rather than imposed. When the receiver can frame the question well, it opens up the possibility of giving him/her useful answers and observations that directly relate to the issue. Example: "Can you share with me your response to my sermon? Did I speak to your life experience? Relate Scripture clearly?"
4. It is hoped that each committee member will have opportunities to establish a relationship with the student beyond that of the meetings of the lay committee and student.
 5. The supervisor should not attend the lay committee meetings as a regular practice. Perhaps a joint meeting of lay committee, student and supervisor prior to each evaluation would be advisable, but is not required. The supervisor and lay committee chairperson should be in close communication during the year and especially when evaluations are being prepared.

OTHER FUNCTIONS OF THE LAY COMMITTEE

The lay committee:

1. will participate with the supervisor and student in the development of the learning agreement
2. will participate with the supervisor in the evaluations of the student's performance, at mid-year and end of year or at end of each summer
3. may serve as a vehicle for suggestions concerning alternate ways of ministry in any given situation
4. may share with the student the religious concerns of the laity
5. will interpret the student's role to the parish, agency or pastoral setting
6. may interview prospective students and participate with the supervisor in the selection

process of students for placement in the coming year

7. will listen to the concerns of the student, including his/her achievements and frustrations, and then help him/her see these in realistic perspective.

APPENDIX C: INFORMATION ON FEDERAL STUDENT LOANS

St. Bernard's School of Theology and Ministry participates in the William D. Ford Federal Direct Unsubsidized Loan Program.

Terms

- The Direct Unsubsidized Loan is not a need-based loan
- The maximum amount a student can borrow during an academic year is \$20,500
- If disbursed on or after 7/1/14 and before 7/1/15, has a fixed interest rate of 6.21%
- The student accrues the interest while in school. It is highly recommended to pay off some of the interest while in school, as it compounded quarterly.
- Repayment begins six months after a student withdraws or graduates from a degree program. If the student requests a deferment, the interest continues to be added to the principal amount each time it is due.

Eligibility

Half-time or full-time students who are matriculated in a degree program and who maintain satisfactory academic progress are eligible to apply for Direct Unsubsidized Loans. In order to be considered as maintaining satisfactory academic progress a student must maintain a 2.75 cumulative grade point average in the M.Div. program and M.A. in Pastoral Studies program and 3.000 in the M.A. (Theological Studies) program. St. Bernard's defines half-time status as 4.5 credits (or 1.5 courses) per semester for M.A. students and 6 credits (or 2 courses) per semester for M.Div. students in regards to eligibility for Direct Unsubsidized Loans.

Required Documentation

The following documentation is required to determine eligibility and to process the loan:

1. Free Application for Federal Student Aid (FAFSA)
2. St. Bernard's Institutional Financial Aid Application
3. Verification worksheet, if chosen
4. Entrance Counseling
5. Master Promissory Note
6. Statement of Educational Purpose
7. Exit Counseling – upon graduating, dropping below part time status, or becoming ineligible to continue receiving student loans.

Disbursements

Student loan disbursements are made at the beginning of each semester. Once the loan is processed online, the business office is able draw the funds within five business days. If a refund is due the student after deducting all tuition, and fees, a check is drawn within seven to ten days.

Attrition Policy

If a student withdraws after a disbursement is made, the attribution of the loan money will be made according to the following terms:

Students who withdraw formally prior to the beginning of the semester are due a refund of tuition

provided the withdrawal does not affect their full or half-time status. Any undisbursed checks are returned to the lender. The servicer is notified of any withdrawal of students for whom disbursements have been made and the money is returned. Students who withdraw formally after the end of the fifth session of the weekly class and fourth session of a bi-weekly class of the semester are not due any refund. If a student withdraws without proper notification, the instructor will be required to provide documentation of the last day of attendance. The servicer is then notified of the last day of attendance.

St. Bernard's will determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance based on the amount of time the student spent in attendance. Up through the 60% point in each payment period or period of enrollment, a prorated schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period or period of enrollment, students have earned 100% of the Title IV funds he or she was scheduled to receive during the period. For a student who withdraws after the 60% point-in-time, there are no unearned funds.

Repayment

Remember that your student loans must be repaid even if you do not complete the program of study; even if the program does not meet your expectations; even if you cannot find employment after completion.

As a student loan borrower you are obligated to keep copies of loan documents and correspondence from your servicer. You are also required to maintain contact with your servicer whenever you change name, address or student status.

For the purposes of computing repayments, obtain a sample repayment schedule available at the Financial Aid Office or go to <https://studentloans.gov/myDirectLoan/mobile/repayment/repaymentEstimator.action>

Remember your loan may be sold after it is processed. Loans are sold to secondary markets (a lender or a private or public agency that specializes in buying student loans) or to a loan servicer (a corporation that administers and collects loan payments for the agency holding the loan). This in no way changes the terms of your loan. Remember, if you have more than one loan from more than one lender, you will be making several payments each month. If each loan is sold, you could have several new agencies collecting payments. Know who is handling each of your loans, and how to get in touch with a customer service representative from each agency. Keep this information in your files. This will avoid long and sometimes complicated transitions.

Above all, maintain contact with your servicer. If you change your name or address, return to school, experience financial hardship such as a loss of employment, or desire to apply for a deferment or forbearance, contact your servicer.