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ACADEMIC CATALOG - GRADUATE

- Graduate Nursing (p. 3)
- Graduate School of Theology (p. 35)

Graduate Nursing

College of Saint Benedict's Graduate Nursing Program

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The College of Saint Benedict (CSB) and Saint John's University (SJU) has a distinguished, 40-year tradition of preparing strong, professional nurse leaders for contemporary nursing practice.

That 40-year long tradition has expanded to include graduate programs in nursing to prepare nurses for the highest level of clinical work and to inspire them to pursue leadership roles in the rapidly evolving landscape of healthcare. Higher Learning Commission and MN Board of Nursing approvals received, CCNE accreditation pending.

The Graduate Nursing Program (<https://catalog.csbsju.edu/catalog/graduate-programs/nursing/programs/>) at the College of St. Benedict, in partnership with St. John's University offers a Master's of Science in Nursing with a focus in leadership and education (p. 9) and doctoral degrees in nursing practice (Doctor of Nursing Practice) with a focus either in Leadership (p. 7) or as a Family Nurse Practitioner (p. 6).

Mission Statement

Our mission is to inspire students to elevate their voices through inquiry and ethical leadership.

The College of Saint Benedict/Saint John's University Department of Nursing provides an innovative and integrative baccalaureate and graduate level nursing education grounded in our Catholic and Benedictine tradition. Through ethical leadership and advocacy, the nursing faculty mentors graduates to advance the nursing profession and utilize their voices with confidence and compassion to preserve human dignity, promote inclusivity, equity, justice, and improve quality, holistic health care for a global society.

Vision Statement

The College of Saint Benedict/Saint John's University Department of Nursing will strive for excellence in the areas of advocacy, quality, innovation, and ethical leadership. We envision a strong emphasis on lifelong learning, global citizenship and scholarship, particularly through immersion experiences with diverse cultures and partnered scholarly inquiry.

Core Values

As the Department of Nursing moves forward with its mission and vision, it is guided by the following core values. These values are grounded in Catholic and Benedictine traditions and value (<https://www.csbsju.edu/about/benedictine-identity/>), the liberal arts, and professional practice. The College of Saint Benedict/Saint John's University Department of Nursing values are:

Ethical Leadership

as a mindset embracing vision, courage, advocacy, and integrity to inspire others to take action to promote social justice; applying transformational leadership concepts and skills in high-quality nursing care, and the coordination of collaborative care within complex systems.

Scholarship

as contributing to knowledge development through application, translation, and implementation of best evidence into clinical decision making in order to achieve optimal health and wellness outcomes.

Global Citizenship

where we become aware of the wider world and a sense of role as a world citizen; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally.

Digital Wisdom

where we explore, experiment, develop, and apply transformative care practices to lead the utilization and integration of healthcare technology.

Graduate Program Goals and Outcomes

Program Goal 1

Provide an exceptional educational experience to develop graduate-level prepared registered nurses to perform at the highest professional level through development of ethical leadership, advocacy, and transitional skills. Our graduates are expected to advance the art and science of nursing and improve health outcomes for all.

Curriculum Outcomes:

1. Apply scientific underpinnings, and appropriate analytical methods for the advancement of scholarship in evidenced based practice.
2. Apply organizational and systems leadership, health care policy, and information technology to advocate for quality health care delivery and improvement of outcomes.

3. Perform at an advanced level of nursing practice using interprofessional collaboration to impact patient and population outcomes to improve the nation's health.

Program Goal 2

Provide a supportive environment for an engaged, innovative, and collaborative faculty team who is invested in graduate nursing education.

Faculty Outcomes:

1. Demonstrate effective teaching and curriculum design, implementation, and evaluation using innovative and evidence-based strategies.
2. Engage in scholarship and creative work that is publicly accessible and enhances teaching effectiveness and/or advances the discipline of nursing.
3. Engage in advanced practice (APRNs) to enhance teaching effectiveness.
4. Assist students to expand professional network, advanced learning opportunities, and resources that support their advanced practice goals.
5. Actively contribute to department and college governance and other community service activities.
6. Establish a professional identity that integrates the activities of teaching, advising, scholarship/creative work, and service with the individual's strengths, personal professional goals, and the mission of the college [university].

What is a professional licensure disclosure?

A professional licensure disclosure is a requirement by the U.S. Department of Education for all colleges and universities to communicate publicly and directly to prospective and current students about academic programs that will or will not fulfill educational requirements for specific professional licensure that is required for employment in that field; and academic programs that meet or do not meet the education requirements for licensure for each state and U.S. territory regardless of the delivery mode of the program. The regulations are published in the Code of Federal Regulations, CFR §668.43, section (a)(5)(v) and section (c).

Does This Program Meet Requirements for Licensure in My State?

Each state and territory have different professional licensure and certification requirements. Other licensure requirements may include

- professional examinations,
- background checks,
- years of work experience,
- fingerprinting requirements,
- etc.

Students who are considering an academic program that may allow them to pursue professional licensure in their state/territory are strongly encouraged to check the appropriate licensing agency to seek information and additional guidance before beginning a program outside of their state/territory.

Potential Changes in Requirements

Students who plan to pursue licensure outside of Minnesota should be aware that state licensure requirements are subject to changes. While a program may originally meet the educational requirements for licensure, changes in requirements could impact the program's ability to meet any new educational requirements. Students should always check with their state licensure board to confirm licensure requirements.

Relocating During the Course of a Program

Prospective and current students should keep in mind that licensing and authorization requirements vary by state and that relocating during the course of a program to another state could impact whether that student can continue in the course, meet the eligibility requirements of that state, and/or receive federal financial aid funding. If a student is considering relocating, they should contact their program to check for authorization and licensure eligibility requirements.

Professional Licensure Requirements

The curriculum in Family Nurse Practitioner at the College of Saint Benedict has been designed to meet the licensure requirements in Minnesota.

States/territories where the College of Saint Benedict's pre-licensure professional nursing curriculum meets state educational requirements for *initial* professional licensure or certification as of July 1, 2025:

Colorado	North Dakota	Washington
Minnesota	Utah	

The states/jurisdictions where the College of Saint Benedict pre-licensure professional nursing curriculum does not meet state educational requirements for initial licensure as of July 1, 2025:

Alabama	Kansas	Northern Mariana Islands
Alaska	Kentucky	Ohio
American Samoa	Louisiana	Oklahoma
Arizona	Maine	Oregon
Arkansas	Maryland	Pennsylvania
California	Massachusetts	Rhode Island
Connecticut	Michigan	South Carolina
Delaware	Mississippi	South Dakota
District of Columbia	Missouri	Tennessee
Florida	Montana	Texas
Georgia	Nebraska	Vermont
Guam	Nevada	Virginia
Hawaii	New Hampshire	Virgin Islands
Idaho	New Jersey	West Virginia
Illinois	New Mexico	Wisconsin
Indiana	New York	Wyoming
Iowa	North Carolina	

Licensure and certification are post-graduation processes and cannot be completed without a posted degree. To assist students who now live or may one day live outside of Minnesota, the College of Saint Benedict provides the following information resources:

- It is important that you understand the regulations for your state **before** enrolling in your academic program. Please check the licensing requirements (<https://www.careeronestop.org/toolkit/training/find-licenses.aspx>) for the state where you will seek employment.

NC-SARA has provided a Professional Licensure Directory (<https://publish.smartsheet.com/6e3fb27658f443588ff16ad36ccf5a94/>) with contact information for all 50 states and 3 territories for the following professional areas: Counseling, Nursing, Psychology, Social work, and Teacher Education

Doctor of Nursing Practice - Family Nurse Practitioner

The College of St. Benedict, in partnership with St. John's University, Doctor of Nursing Practice Family Nurse Practitioner program is designed to prepare actively practicing RNs to provide advanced care for patients across their lifespan in a variety of settings including family practice, primary care, urgent care, and hospital settings. The DNP-FNP program at CSB/SJU is rooted in the tradition of Benedictine values and inspires students to become ethical leaders in their field of practice. Our core values of ethical leadership, advocacy, scholarship, global citizenship, and innovation are integrated throughout the curriculum and provide a unique graduate student experience. Students in this program will have guaranteed clinical placements and the opportunity for a specialty care clinical elective in an area of interest for the student.

The DNP-Family Nurse Practitioner program is a hybrid online program.

Code	Title	Hours
Core Courses		
NRSRG 501	Research Methods	3
NRSRG 502	Informatics	3
NRSRG 503	Methods of Program Evaluation and Quality Improvement	3
NRSRG 504	Evaluation and Translation of the Evidence	3
NRSRG 513	Global Perspectives	3
NRSRG 514	Ethics, Health Policy and Advocacy	3
NRSRG 515	Health Care Systems and Organizational Leadership	3
NRSRG 520	Transition to Advanced Practice	3
Practice Specific Courses		
NRSRG 535	Advanced Physiology/Pathophysiology	3
NRSRG 536	Advanced Pharmacology I	3
NRSRG 537	Advanced Pharmacology II	2
NRSRG 539	Advanced Health Assessment	3
NRSRG 551	Family Systems	2
NRSRG 552	Advanced Diagnostics I	2
NRSRG 553	Advanced Diagnostics II	2
NRSRG 557	Specialty Care Management	2
NRSRG 560	Advanced Practice Nursing I	3
NRSRG 561	Advanced Practice Nursing II	4
NRSRG 562	Advanced Practice Nursing III	4
NRSRG 563	Capstone for the Advanced Practice Nurse: Transition to Practice	2
Learning into Practice		
NRSRG 584	Clinical Practicum I	2
NRSRG 585	Clinical Practicum II	2
NRSRG 586	Clinical Practicum III	2
NRSRG 587	Clinical Practicum Elective	2
NRSRG 590	Doctorate Project I	2
NRSRG 591	Doctorate Project II	1
NRSRG 592	Doctorate Project III	1
NRSRG 593	Doctorate Project IV	1
NRSRG 594	DOCTORATE PROJECT V	1
Total Hours		70

Doctor of Nursing Practice- Leadership

The College of St. Benedict and St. John's University Doctor of Nursing Practice: Leadership track will empower you to rise to new levels of leadership. You'll develop specialized expertise to become an agent for change in the evolving health care landscape. You'll also be equipped to pursue roles where you will be responsible for managing nursing staff and serve as a source of knowledge for your team. The DNP-Leadership program at CSB/SJU is rooted in the tradition of Benedictine values and inspires students to become ethical leaders in their field of practice. Our core values of ethical leadership, advocacy, scholarship, global citizenship, and innovation are integrated throughout the curriculum and provide a unique graduate student experience.

The DNP-Leadership program is a hybrid online program.

Bachelors of Science in Nursing (BSN) Entry

Code	Title	Hours
Core Courses		
NRSG 501	Research Methods	3
NRSG 502	Informatics	3
NRSG 503	Methods of Program Evaluation and Quality Improvement	3
NRSG 504	Evaluation and Translation of the Evidence	3
NRSG 513	Global Perspectives	3
NRSG 514	Ethics, Health Policy and Advocacy	3
NRSG 515	Health Care Systems and Organizational Leadership	3
Practice Specific Courses		
NRSG 535	Advanced Physiology/Pathophysiology	3
NRSG 536	Advanced Pharmacology I	3
NRSG 539	Advanced Health Assessment	3
NRSG 565	Facilitating Learning	3
NRSG 554	The Influential Nurse Leader	3
NRSG 555	Creating a Vision for Nursing Practice	3
NRSG 556	Modern Decision Making in a Collaborative Environment	3
NRSG 566	Transition to Advanced Professional Practice	3
Learning into Practice		
NRSG 580	Practicum Inquiry I	2
NRSG 581	Practicum Inquiry II	2
NRSG 582	PRACTICUM INQUIRY III	2
NRSG 583	Practicum Inquiry IV	2
NRSG 590	Doctorate Project I	2
NRSG 591	Doctorate Project II	1
NRSG 592	Doctorate Project III	1
NRSG 593	Doctorate Project IV	1
NRSG 594	DOCTORATE PROJECT V	1
Total Hours		59

Master's Degree Entry

Previous Master's program must be reviewed for practicum hours (at least 460) and core courses.

Code	Title	Hours
Core Courses		
NRSG 502	Informatics	3
NRSG 503	Methods of Program Evaluation and Quality Improvement	3
NRSG 504	Evaluation and Translation of the Evidence	3
NRSG 513	Global Perspectives	3
NRSG 514	Ethics, Health Policy and Advocacy	3
NRSG 515	Health Care Systems and Organizational Leadership	3
Practice Specific Courses		

NRS 554	The Influential Nurse Leader	3
NRS 555	Creating a Vision for Nursing Practice	3
NRS 556	Modern Decision Making in a Collaborative Environment	3
Learning into Practice		
NRS 580	Practicum Inquiry I	1,2
NRS 581	Practicum Inquiry II	1,2
NRS 582	PRACTICUM INQUIRY III	1,2
NRS 590	Doctorate Project I	2
NRS 591	Doctorate Project II	1
NRS 592	Doctorate Project III	1
NRS 593	Doctorate Project IV	1
NRS 594	DOCTORATE PROJECT V	1
Total Hours		36-39

Additional Certifications

This program meets the requirements to sit for the AONL Executive Leadership Certificate and NLN Nurse Education Certificate if the following elective courses are completed:

Code	Title	Hours
NRS 565	Facilitating Learning (60 practicum hours)	3
NRS 566	Transition to Advanced Professional Practice (40 practicum hours)	3

MSN - Leadership and Education

The Master of Science in Nursing prepares students for a career as a leader and educator in the healthcare field to be able to work in a variety of settings including hospitals, clinics, and academic settings. Our MSN program will help you develop the research and evidence-based practice skills you need to be an effective leader and to create educational programs that engage and inspire students and colleagues alike. Students will be positioned to advocate for the nursing profession and have the skills to promote excellence within the nursing field. With an MSN, students will act as both mentor and role model to novice and experienced nurses alike, becoming a driving force in improving the training of nurse professionals and improving patient care.

The MSN program is a hybrid online program

Code	Title	Hours
Core Courses		
NRSG 402	Informatics	3
NRSG 403	Methods of Program Evaluation and Quality Improvement	3
NRSG 404	Evaluation and Translation of the Evidence	3
NRSG 413	Global Perspectives	3
NRSG 414	Ethics, Health Policy and Advocacy	3
NRSG 415	Health Care Systems and Organizational Leadership	3
Practice Specific Courses		
NRSG 435	Advanced Physiology/Pathophysiology	3
NRSG 436	Advanced Pharmacology I	3
NRSG 439	Advanced Health Assessment	3
Learning into Practice		
NRSG 420	Transition to Advanced Practice: Practicum I	1
NRSG 421	Practicum II	2
NRSG 422	Practicum III	1
NRSG 454	The Influential Nurse Leader	3
NRSG 465	Facilitating Learning	3
NRSG 466	Transition to Advanced Professional Practice	3
NRSG 468	Advanced Clinical Knowledge	2
Total Hours		42

4 Plus 1 Entry Option

Code	Title	Hours
Core Courses		
NRSG 312	Informatics	3
NRSG 317	Global Perspectives	3
NRSG 318	Ethics, Healthcare Policy and Advocacy	3
NRSG 319	Health Care Systems and Organizational Leadership	3
NRSG 403	Methods of Program Evaluation and Quality Improvement	3
NRSG 404	Evaluation and Translation of the Evidence	3
NRSG 420	Transition to Advanced Practice: Practicum I	1
NRSG 421	Practicum II	1-2
NRSG 422	Practicum III	1-2
NRSG 435	Advanced Physiology/Pathophysiology	3
NRSG 436	Advanced Pharmacology I	3
NRSG 439	Advanced Health Assessment	2-3
NRSG 454	The Influential Nurse Leader	3
NRSG 465	Facilitating Learning	3
NRSG 466	Transition to Advanced Professional Practice	3
NRSG 468	Advanced Clinical Knowledge	2
Total Hours		40-43

This program meets the requirements to sit for the NLN Nurse Education Certificate if the following elective courses are completed:

Code	Title	Hours
NRSG 465	Facilitating Learning (60 practicum hours)	3
NRSG 466	Transition to Advanced Professional Practice (40 practicum hours)	3

CSB Graduate Programs Academic Calendar

- Current Year (p. 11)
- Future Years (<https://catalog.csbsju.edu/catalog/graduate-programs/nursing/calendars/future/>)

When introduction of the 4 - 1 - 4 calendar was made in the fall of 1967, the Fall and Spring Terms consisted of 14-week sessions during which time semester credits may be earned. From 1967 through 1987, the January Term consisted of 18 class days and semester credit was not awarded for most January Term courses. Beginning in 1988, the January Term was shortened to 15 class days and most courses were awarded semester credit.

The January Term was removed from the academic year after the 2000 session. In the 2013-2014 academic year, a transition was made to a 15-week semester, which was used only for one year. Since the Fall of 2014, a 14.5-week semester has been in use.

Calendar Changes

The CSB/SJU calendar is subject to modification or interruption due to occurrences such as fire, flood, labor disputes, interruption of utility services, acts of God, civil disorder and war. In the event of such occurrences, the Institutions will attempt to accommodate their students. However, we do not guarantee that courses of instruction, extra curricular activities or other programs or events will be completed or rescheduled. Refunds will be made to eligible students in accordance with College or University policy.

Current Year

Fall 2025 Academic Calendar

Fall and Spring terms are based on 16 instructional Weeks.

Date	Description
August 19	All-Campus Community Forum
August 20	Student Academic Success Workshop
August 25	Fall Classes begin
September 1	Labor Day (classes will be held)
September 22	Mod B begins
October 10	Classes end at 6:00 pm
October 13	Indigenous People's Day (no classes)
October 13-14	Fall Break
October 20	Mod C begins
November 17	Mod D begins
November 25	Classes end at 6:00 pm
November 26-28	Thanksgiving Break
December 1	Classes Resume
December 13	Fall Term closes
December 17	Grades due by 11:00 pm

Spring 2026 Academic Calendar

Fall and Spring terms are based on 16 instructional Weeks.

Date	Description
January 20	Spring classes begin
February 16	Mod B begins
March 13	Classes end at 6:00 pm
March 16-20	Spring Break
March 23	Classes Resume
March 23	Mod C begins
April 2	Classes end at 6:00 pm
April 3-6	Easter Break
April 7	Classes Resume
April 20	Mod D begins
April 23	Scholarship & Creativity Day (night classes held)
May 14	Spring Term closes

May 16	CSB and SJU Commencement
May 19	Grades due by 11:00 pm

Summer 2026 Academic Calendar

Summer is based on 12 instructional weeks.

Date	Description
May 18	Session I (6 weeks) & Session II (8 weeks) begin
May 25	Memorial Day (No classes)
June 15	Summer Session III (6 weeks) begins
June 19	Juneteenth (No classes)
July 4	Independence Day (No classes)
August 15	Summer Term closes
August 15	Grades Due by 11:00 pm

Academic Policies and Regulations

All graduate students in nursing are responsible for being familiar with the policies and procedures of the Graduate Nursing Program at the College of St. Benedict, in partnership with St. John's University.

Standards and Laws Guiding the Graduate Nursing Program

The graduate program in nursing adheres to standards, laws, and regulations that guide nursing practice. Students enrolled in the graduate programs are expected to adhere to each of these standards and laws. If a student is not able to meet or maintain the graduate program's professional standards or regulations outlined above, the nursing student may be dismissed from the program.

ANA Scope and Standards of Practice

The graduate program faculty and students adhere to the ANA Scope and Standards of Practice (ANA, 2016), which includes the Standards of Care and the Standards of Professional Performance.

ANA Code of Ethics for Nurses

The graduate program faculty and students adhere to the Code of Ethics for Nurses (ANA, 2001).

Minnesota Nurse Practice Act

The CSB/SJU Department of Nursing abides by the rules and regulations for the operation of schools of nursing as specified by the Minnesota Board of Nursing. A copy of the Nurse Practice Act can be found at <https://mn.gov/boards/nursing/laws-and-rules/nurse-practice-act/>.

Faculty and students in the graduate program must maintain an unencumbered active license as a registered nurse in the State of Minnesota and always abide by the rules and regulations of the Minnesota Nurse Practice Act. Students must hold a valid license at admission and throughout their enrollment in the graduate program. Student failing to comply with the regulations set for in by the Minnesota Board of Nursing will be subject to dismissal from the graduate nursing program.

Department of Nursing Technical Standards

Technical standards are necessary to successful fulfillment of the nursing role. Graduate nursing students are required to adhere to the technical standards as set forth by the Department of Nursing at <https://www.csbsju.edu/nursing/student-resources/student-handbook/technical-standards-policy>.

Students are required to carefully read and acknowledge these technical standards. By signing acknowledgement of this Graduate Student Handbook, the student indicates they have reviewed the technical standards at the link provided. Students enrolled in the graduate nursing program must be able to demonstrate meeting these technical standards with or without accommodations and continue to demonstrate performance throughout their nursing education program.

Any limitations that are identified by the student must be reviewed with and cleared by a qualified health care provider prior to beginning graduate courses. See Accommodations for further information on requesting appropriate accommodations as indicated.

AACN Essentials

Nursing faculty are committed to professional nursing standards in the development, implementation, and evaluation of curricula. Professional standards are also used by nursing faculty to promote and evaluate student learning.

The American Association of Colleges of Nursing publish Essentials for nursing education programs. The DNP Essentials (2006) provide the foundation for the DNP programs. Master's programs are structured around the MSN Essentials (2011).

NONPF, AONL, and NLN Competencies

In addition, courses focused on the nurse educator role adhere to the Core Competencies of Nurse Educators (NLN, 2018) and courses focused on leadership development adhere to the Association of Nurse Leader (AONL) Nurse Executive Competencies (AONL, 2015). Nurse Practitioner programs are held accountable to the National Organization of Nurse Practitioner Faculties (NONPF) Competencies (2017, 2022).

Program Accreditation and Registration

The Department of Nursing adheres to the expectations of program accreditation and regulation. Programs are reviewed on a regular schedule (annually and every 5 or 10 years upon accreditation renewal).

Higher Learning Commission

The Higher Learning Commission (HLC) serves as the regional accreditor to CSB/SJU. HLC reviewed and approved the graduate programs in nursing on July 16, 2021.

Commission on Collegiate Nursing Education

The baccalaureate degree program in nursing and the doctor of nursing practice program is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. The Department of Nursing holds membership in the American Association of Colleges of Nursing (AACN).

NLN Commission for Nursing Education Accreditation

The master of science program in nursing is pre-accredited by the NLN Commission for Nursing Education Accreditation, 2600 Virginia Avenue, NW, Eighth Floor, Washington, DC 20037. The nursing department is following the expected timeline and requirements for initial accreditation for the MSN program. Pre-accreditation status was obtained in February, 2024.

Minnesota Board of Nursing

The Department of Nursing and its programs are approved by the Minnesota Board of Nursing. The most recent approval occurred in 2017 for the baccalaureate and 2021 for the DNP-Family Nurse Practitioner program.

Compliance with Federal Regulation 34 CFR 668.43

Pursuant to Federal Regulation 34 CFR 668.43 (a) (5) (v), CSB/SJU nursing graduates, upon completion of the curriculum, meet educational requirements necessary to be eligible for licensure in all fifty of the United States.

Admission to the Program

Admission Policies

Eligibility for All Programs

All applicants (MSN and DNP) must provide proof that they have earned:

1. A baccalaureate nursing degree from a CCNE, CNEA, or ACEN-accredited program. Applicants completing a baccalaureate degree during the application process must successfully complete the baccalaureate degree prior to the start of the graduate program.
2. A minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
3. A current, unencumbered RN license.
4. It is recommended applicants have successfully completed an inferential statistics course prior to application.
5. Drug/alcohol screening and other compliance items are also required prior to admission (see clinical compliance below).

In addition, the following program tracks have additional admission requirements.

Specific Requirements for DNP-FNP Applicant

- Must hold an unencumbered RN licensure and be registered in the state where clinical experiences will occur.
- Must have at least 1 year of work experience as an RN prior to beginning clinical practicum coursework. It is preferred to have 2 or more years upon application.

Specific Requirements for DNP-Leadership (BSN to DNP or MSN to DNP) Applicants

- It is preferred to have 1 year of leadership experience prior to application.
- Applicants with educational preparation outside of the United States must contact the Graduate Program Chair for additional requirements.

Application Process

Applications will be accepted starting mid-August for the following academic year. Applicants are to use the Nursing CAS system and reach out to CSB/SJU Admissions Office for a link to the application site and specific instructions on submitting materials. Official transcripts are required from all post-secondary institutions attended. Review of priority applications begins with those applications received by January 1, after which acceptances occur on a rolling basis, until the available space is filled. Applicants who meet the January 1st priority review date have a greater probability of being admitted. To be considered in the January 1 priority review group, all parts of the application must be fully completed and submitted prior to 11:59 PM CST on January 1. Applications are open until July 1st 11:59 PM CST for the upcoming academic year.

Applicants are responsible for assuring that all application materials have been fully submitted by the deadline, including transcripts, letters of recommendation, and essay submissions. Any materials not received by the deadline cannot be considered during the priority application review.

Applicants must meet the required minimum criteria above to be considered. Students who have not earned a baccalaureate nursing degree from an accreditation program (or will not complete this prior to the fall start in the graduate program), do not have a GPA of 3.0 or higher, or do not hold an unencumbered RN license, or are not registered in the state of Minnesota will NOT be considered.

Applicants providing false or inaccurate information may be subject to disciplinary actions, including revocation of acceptance, expulsion from the program, and/or revocation of course credit or degree.

For eligible applicants, a holistic review process is used. This review includes:

- Essays focusing on goals, purpose, and potential candidate success indicators.
- Experience and education documented in a current resume or curriculum vita.
- Letters of reference from academic or professional associates. The letters must speak to the applicant's potential for success in graduate education. One of the letters must be written by an academic or professional associate who holds a master's degree or higher.

Transcript Evaluation for Transfer Credits

Applications will be accepted starting mid-August for the following academic year. Applicants are to use the Nursing CAS system and reach out to CSB/SJU Admissions Office for a link to the application site and specific instructions on submitting materials. Official transcripts are required from all post-secondary institutions attended.

Transcripts that are submitted for consideration of transfer credits will be evaluated by the Graduate Program Chair. The Graduate Program Chair holds the authority and full discretion to approve up to six credits (or the equivalent) to be applied toward the graduate program. Eligible courses must meet the following criteria:

1. Graduate level course designation (400 or higher).
2. Completed at an accredited post-secondary institution.
3. Posted final grade of B or higher. Courses posted as pass/fail or audited are NOT eligible.
4. Content of the course does NOT fulfill the program requirement for pathophysiology, pharmacology, advanced pharmacology, health assessment, or any clinical hours. Courses under these topics are NOT eligible for transfer credit approval.

Transcript Evaluation Gap Analysis for Post-Master's Students

This policy is related to students who hold a master's degree in nursing and request transfer of master's-level coursework toward the doctoral degree (DNP). The purpose of the transcript evaluation gap analysis is to ensure the appropriate foundation for the doctoral degree and to identify any gaps that must be completed to achieve the competencies for the DNP and to assure the student is able to meet all criteria for graduation and certification/licensure as appropriate.

The Graduate Nursing Chair will be responsible for completing the gap analysis.

1. Student requests a gap analysis.
2. Student provides official transcripts of undergraduate and graduate coursework. Courses are only considered to be applied with/if:
 - Graduate level course designation (400 or higher).
 - Completed at an accredited post-secondary institution.
 - Posted final grade of B or higher. Courses posted as pass/fail or audited are NOT eligible.
3. Student provides course descriptions and syllabi for courses to be considered.

4. The Graduate Program Chair reviews gap analysis findings with the student. Discussion ensues between the Graduate Program Chair and student about which courses meet the criteria and will be applied for transfer of credit.
5. An academic plan is developed and finalized by the Graduate Program Chair.
6. Transfer credits then appear in the action column of the transcript. Transfer credits will not be calculated into the student's GPA.

Acceptance

Students will be notified by email upon acceptance to the program. Upon acceptance, students are required to successfully complete a background study, provide documentation of required immunizations, and provide documentation of current CPR certification. Updates to RN licensure or other documents will also be needed prior to starting clinical experiences.

Conditional Acceptance

For new baccalaureate graduates, acceptance will be conditional pending licensure by the end of the summer semester. For all students, acceptance will be conditional upon successful completion of background study, completed health form and immunization documentation, drug and alcohol screen, providing current CPR certification, and RN licensure documentation. For FNP students, this must be a Minnesota RN licensure.

Deferral of Acceptance

Because of the competitive nature of admission, students who are accepted to the graduate program but wish to defer will be required to reapply to the graduate program the following year and be considered a new applicant and be accepted through the established admission and acceptance procedures.

Clinical Experience

Students participating in clinical experiences are representing the College of St. Benedict and St. John's University and are expected to adhere to all clinical requirements and expectations for professional advanced nursing practice and performance.

In addition, the Graduate Nursing Program reserves the right to require a student to undergo professional evaluation regarding personal health issues as a condition of continued enrollment in the major. The student will be responsible for any diagnostic or treatment costs. Optimal management of health is encouraged. In the event of diagnosed or undiagnosed health issues, the student will remain accountable to the expectations of the program and profession.

Clinical Compliance

Clinical Requirement Adherence

Adherence to clinical requirements is essential for progression in the graduate nursing program. Students who do not adhere to these requirements will be subject to disciplinary action (see Disciplinary Policies).

Students will be responsible for maintaining records needed to comply with contractual requirements of clinical facilities and supply these facilities with copies of all required documentation when requested. If the student fails to maintain copies of his/her records and requests to have copies made within the Nursing Department, a fee will be charged.

Failure to submit the required documentation by the deadline specified in the emails will result in a warning notification to that student. The student

will have one week to respond to the notification and submit the required documentation. If the required documentation is not received within one week of notification, disciplinary action will be initiated per the Graduate Nursing Student Handbook (see Disciplinary Policies).

CPR CERTIFICATION

Current CPR certification from the American Heart Association-Healthcare Professional BLS Provider is required. Recertification must occur prior to expiration. Updates to certification must be provided to the Graduate Program Chair annually before August 1.

Registered Nurse Licensure

All students must submit evidence of a current, unencumbered RN license and be registered in the state of Minnesota prior to the start of the first graduate course. Students must also provide evidence of a current Registered Nursing license in the state where clinical experiences are completed. Updates to the licensure must be provided to the Graduate Program Chair upon renewal.

RN Clinical Practice Hour Documentation

DNP-FNP students may be required to provide evidence of a minimum of 2000 practice hours as a Registered Nurse to the Graduate Nursing Chair prior to enrolling in APN I and Clinical Practicum I courses.

Malpractice Insurance

For students in the DNP-FNP track, malpractice insurance is required, and evidence of insurance must be submitted to the Department of Nursing prior to the start of the first clinical rotation.

Malpractice insurance is required for DNP-FNP track students prior to the start of the first clinical rotation. Evidence of insurance must be submitted to the Nursing Department prior to the start of the first clinical experience or the student will not be allowed to complete the clinical experience.

Health Screening

Students are required to provide clearance by a health care provider upon acceptance to the program, including a current physical examination. Students must report any significant changes in their health status to the Department of Nursing as they arise. The Graduate Nursing Chair reserves the right to require a health care provider's statement approving a student's return to course/clinical activities.

Tuberculin Testing

Tuberculosis screening is required annually through a tuberculin skin test (TST) or a QuantiFERON blood test. Students who have a positive TST will need to provide proof of a negative chest x-ray (CXR) and then will need to repeat the CXR if they experience symptoms of tuberculosis. A screening questionnaire for active disease completed by a health care provider will be required annually. Proof of absence of active TB must be submitted to the Department of Nursing annually, prior to August 1. Clinical circumstances or international travel may require more frequent testing as defined by the Centers for Disease Control or clinical placement sites.

If the TST is contraindicated, then the student must provide evidence of a negative CXR and will need to repeat the CXR if they experience symptoms of tuberculosis. A screening questionnaire for active disease completed by a health care provider will be required annually.

Vaccinations

The following immunizations will be required for all students accepted to the program:

1. MMR. Completed measles/mumps/rubella series (two-doses of MMR vaccine administered at least 28 days apart) or titer blood draw showing immunity to all three diseases.
2. TD. Tdap booster administered after age 11 then TD (tetanus, diphtheria) booster every 10 years.
3. HepB. Completed hepatitis B three-dose series OR first dose administered by final acceptance to the program with completion of series within 6 months.
4. Varicella. Varicella vaccine (two doses administered at least 28 days apart) OR positive varicella titer. A history of varicella disease is not sufficient.
5. Influenza. An annual influenza vaccine or declination statement will be required.
6. Other vaccines may be required as directed by clinical placement facilities.

Criminal Background Study

A criminal background study is required for all nursing students to verify that the student can provide direct patient care. Students who are not cleared will be restricted from participation in clinical activities.

Urine Drug Screen

Students must provide documentation of a witnessed negative 7-panel urine drug and alcohol screen within the timeframe and by the deadline specified. The 7-panel drug screen and alcohol screen must include: amphetamines, cannabinoids, cocaine, phencyclidine, opiates, barbiturates, benzodiazepines, plus alcohol with adulterants testing. No online or mail-in drug screen testing will be accepted. Results must come directly to the Department of Nursing. Student may be subject to random urine drug testing at any time to remain in compliance with clinical agency requirements. Students bear the cost of the screening.

A positive result for the drug and alcohol screen will result in implementation of institutional policies. According to these policies, a student who is experiencing health issues associated with the use of chemicals may be required to undergo professional evaluation and treatment (at the student's expense) for continuing enrollment. Testing positive for illegal substances will result in a report to the Minnesota Board of Nursing and to other relevant Boards of Nursing as indicated by the student's current practice.

A positive urine drug and alcohol screen may result in the inability to complete the clinical requirement of courses and may subsequently affect progression through the graduate nursing program.

Preceptor Guidelines

Preceptor Qualifications

Preceptors must be qualified (academically and experientially) to facilitate learning. For DNP clinical courses, the DNP preceptor is an important mentor who provides guidance throughout the practicum experience.

For DNP Leadership students:

You should carefully select a preceptor who has knowledge and expertise in your area of interest. DNP preceptors must be individuals who hold a doctorate such as a DNP, PhD, DNS, EdD, MD, DO, etc.

For the DNP-Family Nurse Practitioner students:

Preceptors must have the academic credentials, professional experience, ability for students to meet the learning outcomes at the placement site, and willingness to mentor a student in the DNP program. At a minimum, preceptors must have a graduate degree

aligned with the program for which they are precepting and 1 year of practice experience in the professional role. DNP-Family Nurse Practitioner preceptors can be a NP, PA, Certified Nurse Midwife or a physician.

For MSN track students:

You should carefully select a preceptor who has knowledge and expertise in your area of interest. MSN preceptors must be individuals who hold a licensed registered nurse who holds a graduate level degree such as an MSN, DNP, PhD, etc.

Preceptors must have a current, unrestricted nursing or medical license in the state where the practicum will take place. The preceptor must also have at least one year of practice experience. A preceptor may supervise only one DNP student at a time.

A preceptor may supervise two students during the same session only if each student's practicum hours are scheduled on different days. If the practicum site is agreeable, your preceptor does not necessarily need to be employed by your practicum site. However, if the preceptor is not employed at your practicum site, you will be required to have an individual with a minimum of a master's degree at the site who supports your project and can help regarding knowledge of the organization and key stakeholders. Depending on student learning needs, more than one preceptor may be used for a practicum site. The use of multiple preceptors must be communicated to your faculty. Ensure you provide the CV for your preceptor(s) to the instructor within each of your project and practicum courses. DNP-FNP preceptors will also be required to submit additional documentation including their current license and certification.

NOTE: Preceptors cannot be a family member, relative or friend. Preceptors/mentors cannot be responsible for supervision of the student as an employee; the student cannot be responsible for supervising the preceptor/mentor in the workplace.

Preceptor Selection, Orientation, and Evaluation (Criterion I.K)

Recruitment and selection of preceptors is based on their academic credentials, professional experience, ability for students to meet the learning outcomes at the placement site, and willingness to mentor a student in the DNP program. At a minimum, preceptors must have a graduate degree aligned with the program for which they are precepting and 1 year of practice experience in the professional role.

The Graduate Nursing Chair will assure that appropriate clinical contracts are in place prior to the student initiating the precepted experience. For students assigned to CentraCare, priority will be given to students who are current employees of the organization and have a minimum of 2 years of professional experience as a registered nurse prior to entering the program. Students assigned to clinical facilities outside of CentraCare will be assigned based on their professional experience, learning needs and location.

Orientation for preceptors will occur in each precepted course and be conducted by the course faculty and/or the program director. Within the first 3 weeks of the term, course faculty will arrange for a meeting with the preceptor and student to discuss the course expectations, student expectations, and preceptor expectations. Each preceptor will be provided with a copy of the preceptor handbook during orientation. A minimum of 2 visits will be completed each semester between the

student, faculty, and site preceptor. These visits will be conducted virtually or in person depending on student needs and location.

Evaluation of preceptors will occur at the end of each course. Students will provide feedback on preceptor effectiveness using the designated evaluation form.

Preceptor Policies and Procedures-DNP-FNP students:

1. Definition: The Graduate Preceptor Program at the College of St. Benedict (CSB) is a component of the Graduate Nursing Program that includes a teaching strategy designed to provide students with learning experiences that are guided by a Primary Health Care Provider with a family/across the lifespan focus. For the specialty care rotations, the preceptor must be an expert in his or her area of specialty practice.
2. Selection of Preceptors
 - A preceptor must have:
 - a. A current license to practice in the state of Minnesota either as a physician, physician assistant, certified nurse midwife, or as a nurse practitioner.
 - b. At least one year of clinical experience either as a physician, physician assistant, certified nurse midwife, or as a nurse practitioner.
 - c. In a group practice, any other provider participating in supervision of the student must also meet the same qualifications regarding education and clinical experience.
 - With the advance permission of the clinical instructor, a relief preceptor, who meets the qualifications specified by CSB Nursing Department, shall be available on the designated preceptor's days off to:
 - i. Ensure continuity of the student's precepted learning experience.
 - ii. Ensure that a preceptor is present and available on the patient care unit at all times while the student is providing care/nursing services.
3. Students shall be enrolled in the designated CSB course in which he/she is assigned to a preceptor and will not be compensated by the clinical facility where the clinical rotation occurs.
4. Over the course of the program, the student must complete a minimum of 120 hours with a nurse practitioner.
5. The Preceptor Program files shall be kept in the CSB Nursing Department office and includes the following information for the designated semester/year assigned:
 - a. Dates of preceptorship
 - b. Preceptor's name
 - c. Preceptor's current licenses
6. Preceptor responsibilities (as designated by the assigned course)
7. Preceptorship Orientation
 - a. The Preceptor Handbook orients preceptors and serves as the written guidelines regarding the program, courses, role, and responsibilities of Nursing Faculty (Course faculty, Clinical faculty), Preceptor, and Student and the required forms.
 - b. The Preceptor Handbook and syllabus are kept on file in the Nursing Department for all graduate clinical courses.
 - c. Clinical faculty orient the preceptor to ensure adequate identification of performance expectations and goals/objectives for the students' learning experience.
 - d. Faculty/Graduate Student ratio shall not exceed 1:6.

Tips for the Preceptor

As the preceptor, you are the main source of experienced information for the student. It is not uncommon for you to want to explain everything there is to know about the patients, procedures, medications, patient care systems, etc. In addition to role modeling advanced nursing practice for the student, the following tips may help you to maximize the learning experience.

1. Be patient. What seems like simple for the experienced practitioner can be quite a challenge for beginning FNP students.
2. Keep your hands behind your back and lips sealed. Allow the student to make the decisions as you watch, unless he/she is proceeding in an unsafe manner.
3. Use guided questioning with the student, allowing the student to give the rationale for an action. Talk the student through decisions and procedures, and ask them how they would complete the task or complete the clinical decision making. This helps them develop their critical thinking ability.
4. Do not be too quick to give the students answers to their questions (unless it is a life-threatening situation); instead, help them to develop their clinical reasoning skills.
5. Review the course objectives for each course and help the student seek appropriate clinical skills/experiences. Each student clinical experience is unique and not all students have had the opportunity to perform every advanced nursing procedure.
6. Encourage the student to communicate patient status and needs with you.
7. Have the student document in the patient record.
8. Provide plenty of verbal feedback, both positive and negative. Most students want to be told if they have done something wrong in order to learn the correct process. A good practice is to provide to positive items of feedback prior to providing constructive feedback.
9. Complete the student evaluation; the evaluation is a written report of student performance. It will be used in conjunction with the Clinical Instructor's evaluation and other assignments to determine the student's final grade (see forms).
10. Enjoy the experience. You have an excited student with a strong desire to learn and help you.

Roles and Responsibilities Graduate Nursing Student

The Students are responsible for being self-directed in identifying initial and ongoing learning needs, for seeking learning opportunities to meet identified needs, and for being accountable for their performance in advanced practice nursing.

The Student responsibilities include:

1. Provide the preceptor with the preceptor handbook
2. Present the preceptor with a copy of the student's resume and clinical objectives
3. Review the clinical objectives and negotiate clinical schedule with the preceptor prior to actual clinical experience
4. Maintain a clinical log online through Typhon Group Software For NP clinical
5. Track clinical hours in Typhon and have all clinical hours verified by the preceptor using the Clinical Hour Verification form.

Clinical hours should be initiated by the preceptor at the end of each clinical day.

6. Demonstrate progressive independence and competency in the advanced practice role in accordance with one's academic progression
7. Arrive at clinical sites on time and prepared to perform in accordance with the assigned learning activities in accordance with the course
8. Perform the advanced practice role under the supervision of the preceptor recognizing the limitations of educational preparation and complying with professional standards, clinical site policies, and advanced practice protocols
9. Demonstrate Professional behavior of the advanced practice nurse and demonstrate accountability for thoroughness and timeliness in completing assigned role responsibilities
10. Actively seek input into the evaluation process and participate in self- evaluation of strengths and identified areas for professional growth with preceptor and clinical faculty .
11. Contact clinical faculty if faculty assistance is necessary
12. Respect patient confidentiality and HIPPA laws at all times during the clinical experience
13. Complete preceptor and clinical site evaluations at the end of the clinical rotation
14. Ensure patient safety
15. Seek guidance from preceptor and clinical faculty

(Adapted from Georgetown University AG-ACNP/CNS Preceptor Handbook, 2013)

Clinical Faculty

1. Collaborates with the Graduate Nursing Student and the Preceptor to ensure adequate identification of performance expectations and goals/objectives for the student's learning experience.
2. This includes assisting with the assessment, planning, implementation, and evaluation of the student's learning experience.
3. Provides guidance and learning materials or tools to assist in identifying and meeting the student's learning needs and clinical outcomes
4. Serves as a resource to the Graduate Nursing Student and to the Preceptor; assisting as needed with the implementation of an action plan to address identified areas for improvement of the student's performance.
5. Provides reliable contact information to preceptors and students. Maintains availability by phone with prompt response to messages.
6. Performs site visits to evaluate both clinical placement sites and student performance.
7. Provides feedback and assigns grades for all required written assignments and on campus conference participation/ performance.
8. Helps to navigate the preceptor/student clinical relationship.
9. Serves as an advocate for the student to ensure learning outcomes are met
10. Completes student's evaluation with input from the Preceptor and the graduate nursing student.

Preceptor

The preceptor serves as a mentor to the students. The preceptor will support students by:

1. Assist the student by arranging opportunities and resources to obtain learning experiences appropriate to the course and individual learning **objectives**.
2. Assign patients as appropriate to the daily or course objectives.
3. Assign patients consistent with the education and experience level of the student.
4. Enable The student to perform comprehensive and focused history and physical exams, rechecking any history or physical assessment, as necessary.
5. Guide the student in developing appropriate patient management plans including pharmacologic and non-# pharmacologic management
6. Guide the student to develop differential diagnosis for patients
7. Encourage the student to investigate and participate in clinical inquiry or research.
8. Contact the clinical faculty advisor if any problems arise.
9. Complete the student evaluation at mid-# Semester , term and upon completion of the clinical experience. Verify Clinical hours at the end of each clinical day by signing the Clinical Hour Verification form and Complete Preceptor Evaluation of Preceptor Experience at the end of the semester.

(Adapted from Georgetown University AGACNP/ CNS Preceptor Handbook, 2013 and California State University Preceptor Handbook 2022)

Professionalism/Clinical Performance

Students are expected to adhere to professional behaviors in all course and clinical-related contexts and activities. Professionalism is illustrated in the ANA Scope and Standards of Practice and the ANA Code of Ethics. Students who do not adhere to the professional practice, performance standards, and ethics are subject to disciplinary policies. Examples of professional behaviors include but are not limited to:

1. Provides safe nursing care during clinical experiences.
2. Punctual, attendance within expectations, reliable and dependable.
3. Completes tasks and assignments on time, with minimal supervision.
4. Demonstrates application of theoretical knowledge to clinical setting.
5. Verbal and non-verbal communication is professional.
6. Responsive to communication cues with appropriate situational adjustments.
7. Documentation is professional, legible, and complete.
8. Listens actively, courteous, polite, compassionate, supportive, reassuring.
9. Demonstrates sound judgment and clinical decision#making, able to set priorities.
10. Responds appropriately to the emotional response of self, patients, and/or family.
11. Demonstrates awareness of strengths and limitations.
12. Seeks assistance in evaluating practice when appropriate.
13. Accepts constructive feedback in a positive manner.
14. Takes initiative to improve and/or correct behavior.

15. Intervenes appropriately before issues become problems.
16. Demonstrates thoughtful self-reflection, remains flexible and open to change.
17. Collegial and collaborative.
18. Maintains appropriate professional boundaries.
19. Trustworthy, honest, respectful.
20. Demonstrates sensitivity to vulnerable and/or diverse individuals and/or populations.
21. Advocates for patient and family.

Academic Policies

Academic Integrity

The Department of Nursing adheres to the CSB and SJU Policy on Academic Misconduct (<https://csbsju-curr.courseleaf.com/catalog/academic-programs-policies-regulations/rights-responsibilities/#academicstext>). The nursing faculty take cases of academic misconduct very seriously, including evidence of cheating, plagiarism, lying, falsifying records or scholarly work, or other acts determined to fit under the college's definition. Nursing faculty will follow the procedures outlined in the most recent Academic Catalog if academic misconduct is suspected.

Authenticity and Turnitin

Turnitin may be used by the graduate nursing program to determine authenticity of student work. Turnitin is embedded in Canvas and students are expected to submit draft work to Turnitin to detect plagiarism, when requested by faculty. Faculty are to review Turnitin results and report evidence of academic misconduct. Any evidence of misconduct determined using Turnitin or through other means will be subject to Academic Integrity Policies as found in the Academic Catalog.

Access to the Learning Management System (Canvas)

Students will have full access to the learning management system at least 3 days before the start of the term. Student access to current courses in Canvas will be removed at the conclusion of the course and once grades are posted. It is the sole responsibility of each student and faculty member to keep copies of all files uploaded to the online learning management system. The College/University is not responsible for making course content or files submitted to the online learning management system available to students or faculty members past course completion and closure.

Accommodation Statement

The graduate nursing program is committed to equal access for all persons in its programs, facilities, and employment. The College/University abides by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act, and other applicable statutes and regulations relating to equality of opportunity.

The student must request of the faculty any needed accommodations by the first day of class. Such requests need to be verified by Student Accessibility Services. Every effort will be made to provide the requested accommodations.

Appearance/Dress Code

There is no established dress code for regular classroom attendance of courses in the Department of Nursing. Professionalism is expected. In clinical areas, each student represents the professional standards of the Department. Therefore, general uniform standards must be followed in

each clinical area, and specific codes must be followed to accommodate different institutional preferences. These requirements will be discussed with students prior to starting in the clinical areas. Students not in compliance or properly attired, may be sent off the clinical unit, which may negatively impact course completion.

Assignment Due Dates/Extensions/Late Submission

Assignment due dates are established in the course syllabus. Any assignment not submitted by the due date is considered late and is subject to point deductions per the faculty discretion. Students may request an extension in advance of the due date if a late submission is anticipated. Granting an extension is at the discretion of the instructor.

Attendance and Participation

Attendance and full participation in classroom (face-to-face and online), laboratory/simulation, and clinical experiences is expected. Most courses have an online (asynchronous) component and residency (face-to-face/synchronous) experiences. Some courses include laboratory simulated practice experiences and clinical performance expectations. Students are expected to be fully engaged in all modes of learning.

Absence Policy

Absence is defined as not meeting academic obligations, including failing to participate in an online discussion or other online requirement, attend class, simulation experiences, or clinical experiences. Students must notify the faculty of any absence that would impact their ability to meet the course expectations.

Students are required to attend all clinical experiences as scheduled. Clinical hours are mandatory so all missed clinical experiences must be made up. The student will be responsible for notifying the course faculty and clinical preceptor for any absence. The faculty will work with the student, but it is the student's responsibility to arrange for clinical make up as appropriate. The student may be required to pay a fee for clinical make up. Students must appropriately plan for the time and rigor of clinical experiences. Students should anticipate completing 8-16 clinical hours a week once they start in their clinical practicum courses.

Adjusting work and home schedules will be necessary to fulfill the clinical hour expectations.

If for any reason, the student is unable to make up clinical experiences, the student will receive a failing grade for the course. *Students who are unable to participate in the course, including online, face-to-face, or precepted clinical experiences for 2 weeks or more will be automatically and administratively withdrawn from the course.*

Course Access and Federal Financial Aid

In accordance with the U.S. Department of Education's guidance regarding regular, substantive class participation, CSB/SJU requires that all students must access the course within the first 5 calendar days of the course AND submit their required Week 1 assignments within each course during the first 7 calendar days. Students who fail to log-in and access the course within the first 5 calendar days will be administratively withdrawn from the course. The online week begins on Monday (Day 1) and concludes on Sunday (Day 7). Students must access the course by the first Friday to maintain enrollment in the course. Students failing to submit Week 1 assignments by Day 7 must communicate the reason for the delay with the faculty member and determine a plan of action. Students who do not develop a reasonable plan for submitting Week 1 assignments by Day 7 will be withdrawn from the course. *Financial Aid*

cannot be released without class access and participation within the first 7 days of the term.

Online Attendance, Participation, and Engagement (Asynchronous)

Students are expected to engage in online courses on a regular and substantive basis. Regular engagement entails accessing and establishing presence in the online classroom at least 3 times during the calendar week. Students should check their email, Instructor Contact forum, and course modules at least 3 times (preferably more) throughout the week. Substantive participation involves integration of the course learning materials into original analyses, robust participation in discussions, advancing what is written by peers and supporting this with scholarly sources, and responding fully to faculty questions.

Most weeks in the online environment will include an online discussion. During discussions, students are expected to complete a main post and 2 peer responses on the due dates published in the course. Rubrics are provided and should be reviewed prior to submitting discussion posts to assure the student understands the evaluation criteria. Discussions require students are present in the discussion on 3 separate days. Student are expected to engage with peers in a collegial manner, respectfully advancing learning and appropriately citing sources using APA format (7th edition).

A student who fails to demonstrate an adequate level of participation in a course will be evaluated accordingly and may receive a failing grade. *Students will be administratively withdrawn from a course if they do not demonstrate participation over a 2-week period, are unresponsive to instructor inquiries, fail to notify the College of their intent to withdraw, or fail to pass at least one course in a term. Lack of adequate participation leading to administrative withdrawal can lead to the requirement for the return of federal financial aid previously awarded to the student. Students are responsible for pay for any outstanding balance created by return of federal student aid funds.*

Residency and Face-to-Face Attendance, Engagement, and Participation (Synchronous) Students are required to attend orientation, residency cohort sessions, and any laboratory or clinical components of the program. Engagement and full participation in course activities is expected. A student who fails to demonstrate an adequate level of participation in a course will be evaluated accordingly and may receive a failing grade. *Students will be administratively withdrawn from a course if they do not demonstrate participation over a 2-week period, are unresponsive to instructor inquiries, fail to notify the College of their intent to withdraw, or fail to pass at least one course in a term. Lack of adequate participation leading to administrative withdrawal can lead to the requirement for the return of federal financial aid previously awarded to the student. Students are responsible for pay for any outstanding balance created by return of federal student aid funds.*

Courses and Credits

Course Load Policy

Full-time status for graduate students is defined as enrollment in six or more credits per semester. Part-time status is defined as enrollment in less than 6 credits per semester. The maximum course load is typically no more 10 graduate level credits per semester. Students can request an overload to the maximum course load by emailing the Graduate Nursing Chair.

Credit Hour/Time Requirement Policy

A semester contains 14.5 weeks of classes plus a 3-day final exam period. Each graduate full (three- credit) course includes, at a minimum, the equivalent of 80 instructional hours. Instructional hours for online courses (estimated at 5-6 hours per week for each course) include access to readings, videos, formulating discussion posts, and other activities. Instructional hours for face-to-face courses include actual time in class. In addition, students are expected to devote a minimum of 2 hours for every hour of "instructional" time. So, students can plan to devote up to 10 hours per week per course in homework related activities, such as completing assignments. These basic measures may be adjusted proportionately to reflect a modified academic calendar and/or format of study.

Practice Projects

Faculty supervised DNP or MSN projects require a minimum of 30 hours of documented coursework for each credit awarded. Students document project-related time, which is approved by the preceptor and by the faculty overseeing the course. The learning objectives and academic requirements for these courses are established in the course syllabus. Students may also generate independent learning goals that complement the course syllabus.

Clinical Practicums

Clinical practicums require a minimum of 120 hours for each credit awarded. Graduate nursing students should expect to have 10-20 hours onsite with their preceptor each week. The learning objectives and academic requirements are set by the course faculty and clinical site preceptor.

Variable Credit Courses

Some courses have a range of credits offered, depending upon accreditation or program requirements. For example, NRSNG 580 is 1-2 credits. Instructions for students on how to register for the correct number of credits is found at <https://www.csbsju.edu/registrar/registration-and-class-schedules/banner-login-information/>

Note: Variable credits, during registration, default to zero credit so all variable courses will need to have credits designated.

Grading Policy

Student performance is evaluated by qualified faculty and reflects achievement of expected student outcomes as defined in the syllabus. All faculty listed in the syllabus are qualified faculty (as documented by the Faculty Qualification Grid maintained by the chair of the graduate nursing program). In the event of a calculated score, faculty will round to the nearest whole number for the final course grade. (For example, if the final grade is 91.5%, this would be rounded to 92%; if the final grade is 91.49%, this would be rounded to 91%).

The graduate nursing grading scale is published in the course syllabus as follows:

Grade Disputes

Students have the right to appeal their final grade if they believe that they were not evaluated accurately and according to the standards put forth by the instructor in their syllabus or through other instructions. Being unsatisfied with your final grade is not grounds for an appeal, but

rather you must demonstrate a reason as to why the grade should be different. Students should first talk to the instructor to gain clarification. If still unsatisfied, students appealing their grade should do so within 7 days of the final grade being posted. The procedures for grade appeals should follow the Academic Catalog/Academic Policies and Regulations/Rights and Responsibilities/Student Right to Appeal. The levels of appeal include the Graduate Nursing Chair, then to the Academic Dean or Dean's designee.

Course and Instructor Feedback

Students will be provided the opportunity to provide anonymous course and instructor feedback for each course within the graduate program through a secure link. Access to the feedback tool will occur generally within the last 2 weeks of class. Faculty will not have access to student identities when receiving the aggregated data.

Progression

Program progression is dependent upon satisfactory academic performance, clinical performance, professional behaviors, and adherence to all policies and procedures outlined in this Handbook. Student performance will be monitored by the Graduate Nursing Chair. Concerns will be communicated to the student, course faculty, and student's advisor.

Satisfactory Academic Performance

Students must achieve a "C" or higher in each course AND maintain a cumulative grade point average of 3.0 AND remain in good academic standing to progress through the program.

A student whose cumulative grade point average falls below 3.0 or receives a grade less than "C" will be placed on academic probation (see Disciplinary Policies), which will remain in effect until graduation. Cumulative GPA will be tracked over subsequent semesters. At the conclusion of the any subsequent term, a student who does not achieve the required 3.0 cumulative GPA will be terminated from the program. For example, if the student obtains a 2.99 cumulative GPA in fall semester and remains 2.99 in the spring, this student will be terminated from the program.

Incomplete Grades

Students may request an Incomplete grade be applied to delay completion of coursework. Such extensions may not extend beyond the last day of finals (close) of the following term. For example, if the student is granted an Incomplete in Fall term, all coursework must be completed by the close of Spring term. Approvals to Incomplete requests and earlier limits to the deadline may be set at the discretion of the instructor. The instructor must report on the official grade roster the grade I, followed by the grade that the student will receive if the coursework is not complete by the end of the following semester (e.g., I/F, or I/C or I/B). That grade will be used in the computation of grade point averages until the incomplete is removed.

When coursework is received, the instructor will notify the registrar of the grade change from the I to the awarded grade. If the student does not complete the course requirements by the end of the following term, the provisional grade, which was assigned along with the I, will become a permanent part of the transcript.

Degree candidates are cautioned that failure to have all degree requirements satisfied (including removal of incomplete grades in

courses needed for graduation) by the dates set by the registrar will necessarily postpone their graduation.

Progressing to the Next Term

Students are required to achieve a grade of "C" or higher in each graduate nursing course. Students may not progress into the next term until the course in which the "C" was obtained is successfully repeated. A student may continue into the next term if an incomplete is applied, and that student is likely to successfully complete coursework from the previous term. The exception to this is if the courses in the next term hold prerequisites that have not been met. Then the student with an Incomplete is not allowed to progress into courses where the prerequisite has not been completed.

Repeating a Course

Graduate nursing courses can be repeated one time. If the student repeats a course and again receives a grade less than a "C", the student will not be allowed to progress in the nursing graduate program and will be terminated from the program. A student is limited to no more than two course withdrawals (as noted with a W on the transcript) or retakes (or combination thereof) in graduate nursing courses.

Withdrawal/Leave of Absence/Return to the Program

In extraordinary circumstances, a student may need to withdraw from a course or from the program. A student is limited to no more than two individual course withdrawals throughout the program. A student who exceeds the two individual course withdrawals will be terminated from the program. Withdrawal deadlines are published by the registrar.

If a student requests to withdraw from the program, the decision must occur by week seven and a half (7.5) of the term. For example, if the student wishes to withdraw from the program during Fall term, the notification must occur within 7-1/2 weeks of the start of fall term. Beyond 7-1/2 weeks, the student must continue in the term and receive the awarded grade. Students who withdraw from the graduate nursing program **with or without** intent to return, must provide a formal written Withdrawal Notification to the Graduate Nursing Chair. Email will suffice as a formal written Withdrawal Notification. The maximum length for a leave of absence is one (1) year. Students wishing to continue progression in the graduate nursing program at the conclusion of a one (1) year maximum leave of absence must notify the chair of the graduate nursing program of the intent to return no later than the first week of the preceding term. So, for example, if the student wishes to return fall term, then the student must notify the Graduate Nursing Chair by week one (1) of summer term. All leave of absence reinstatements and requirements for returning to the graduate nursing program will be made at the discretion of the Graduate Nursing Chair.

Students who choose to return beyond the one (1) year maximum or at any point in the future must reapply to the program and be accepted in order to continue; the student will be considered a new applicant using established acceptance procedures.

The Graduate Chair will complete the following form to notify the registrar of the program withdrawal: <https://www.csbsju.edu/registrar/withdrawal-grad> (<https://www.csbsju.edu/registrar/withdrawal-grad/>)

Time Requirements for Completion

All DNP-FNP or DNP-Leadership graduate students are required to complete the program within eight (8) years of the start date of the first course. So, for example, if a student takes their first course on August 25, 2024, they must complete all coursework and program requirements by

August 24, 2032. All MSN-DNP or MSN graduate students are required to complete the program within five (5) years of the start date of the first course. Extensions to these completion time restrictions may be granted by the Graduate Nursing Chair in extenuating circumstances.

Disciplinary Policies

Students failing to meet the academic and professional expectations outlined in this Handbook are subject to disciplinary proceedings. Students are responsible for reading, understanding, and asking questions about these policies prior to starting the program. The colleges have established probation and dismissal policies that are published each year in the Academic Catalog. These are the minimum criteria for all students at the colleges. However, professional expectations, including the safety of the public, demand that the graduate nursing program extend the minimum criteria set forth by the college.

Verbal/Written Warning

Students exhibiting minor, correctable, isolated unprofessional behaviors, are provided with a documented warning notification and constructive advice for modifying behavior(s) to meet professional standards. The faculty will utilize the Notice of Disciplinary Procedure form and submit this to the chair of the APR Committee, Office Manager, and the student. This does not require a student signature. This form should be placed in the student's file. The faculty initiating a minor correctable infraction warning will inform the Graduate Nursing Chair, faculty advisor, and as needed other nursing faculty teaching the student. The student is expected to modify the behavior accordingly. If the behavior is not modified or if new unprofessional behaviors arise, the instructor initiates LEVEL I or LEVEL II action.

Names of students receiving a documented warning are entered into the disciplinary procedure tracking document accessible only to faculty within the Department of Nursing. The student's name will be deleted from the tracking document upon graduation.

Level I Contract

Students exhibiting repeated or multiple, correctable minor unsatisfactory professional and/or personal behaviors, and/or academic performance issues, will require a Level I Contract.

The behaviors/performance(s) cited will be recorded on a Notice of Disciplinary Procedure form. The faculty or Graduate Nursing Chair will designate on the form that this is formal written notification, establish the explicit timeframe, and establish conditions for Level I Contract completion. The form will be signed by the instructor, student, and Graduate Nursing Chair.

Student signature acknowledges receipt of the form.

Names of students receiving formal written notification are entered into the disciplinary procedure tracking document accessible only to faculty within the graduate nursing program. The student's name will be deleted from the tracking document upon graduation.

The instructor initiating the Level I Contract will inform the Graduate Nursing Chair, other faculty teaching in the relevant course(s), the student's faculty advisor, and the chair of the Admission, Progressions, and Recruitment (APR) Committee of the reason for and terms of the Level I Contract. The coordination and monitoring of the contract remain with the faculty member who initiated the contract. The APR Committee reviews student progression concerns monthly, including follow-up and recommendation to the involved faculty.

When the student has fulfilled the requirements of the Level I Contract, the initiating faculty will notify the student and relevant faculty of Level I Contract completion. A Disciplinary Action Follow-up Form must be completed and signed by all parties. A copy of the contract will be retained in the student's file until graduation.

Level II Probationary Contract

Students exhibiting more serious, repeated, or multiple unprofessional behaviors or those not corrected through the Level I Contract should be placed on a Level II Probationary Contract. The determination of the seriousness of the breach and placement on a Level II Probationary Contract is at the discretion of the faculty, APR committee chair, or the Graduate Nursing Chair.

The behaviors/performance(s) cited will be recorded on a Notice of Disciplinary Procedure form. The faculty initiating the contract will designate on the form that this is formal written notification, establish the explicit timeframe, and establish conditions for Level II Probationary Contract completion.

Prior to meeting with the student, the faculty initiating the Probationary Contract should consult with the Graduate Nursing Chair, and APR chair with the completed Notification of Disciplinary Procedure form. The student's faculty advisor should also be notified. The chair of APR will notify the members of the APR committee for review of the situation/form to ensure consistency across cases and for adherence to department policy and procedures.

Students will be notified by the faculty member initiating the Probationary Contract through a verbal and written notification of the unsatisfactory behaviors using the above-mentioned Notice of Disciplinary Procedure form. Fulfillment of the terms of the probationary contract is essential for progression in the graduate nursing program. The coordination and monitoring of the probationary contract fall under the auspices of the APR committee chair, the Graduate Nursing Chair, and the faculty member who initiated the Probationary Contract.

The following individuals must be present at the time of review of the Probationary Contract: the faculty initiating the contract, chair of the APR committee, Graduate Nursing Chair, and the student. The student may request a representative or support person to be present. This representative cannot be a nursing faculty member of CSB/SJU. The student may discuss the situation with his or her faculty advisor, but the advisor has no role in the disciplinary proceedings (see CSB/SJU Faculty Handbook 2.5.3 for faculty responsibilities related to advising). The graduate nursing faculty advisor may be the person initiating the disciplinary action pertaining to a student. At the discretion of the student and Graduate Nursing Chair, a new advisor may be assigned.

The probationary contract is signed by the faculty initiating the contract, student, and the Graduate Nursing Chair. The signature is an acknowledgement of receipt of the Probationary Contract by the student.

The original Probationary Contract is stored securely in the student file in the Department of Nursing and retained in the student's file until graduation. Copies of the Probationary Contract are provided to the student (in person or via certified mail, if needed) and the Graduate Nursing Chair will provide a copy to the Academic Dean and the Director of Academic Advising. The probationary contract information will be entered into the disciplinary procedure tracking document accessible only to faculty within the graduate nursing program. The student's name will be deleted from the tracking document upon graduation.

At the end of each semester, contracts will be reviewed by relevant course faculty, the Graduate Nursing Chair, and APR chair. Faculty will then determine if the student has met the contract terms and can be removed from the contract or if the contract should remain in force. When/if the student has fulfilled the requirements of the Level II Probationary Contract, the initiating faculty will notify the student, Graduate Nursing Chair, and relevant faculty of Level II Probationary Contract completion. Due to the serious nature of probationary contracts, it is likely that the contract will be in effect through graduation. A Disciplinary Action Follow-up Form must be completed and signed by all parties. A copy of the contract will be retained in student's file until graduation.

Implications While on Probation

During the probationary period, the student is not eligible to receive incomplete ("I") grades. Financial aid may be affected by academic standing; consultation with financial aid is recommended. Final grades and progress toward degree (credits earned versus attempted) will be reviewed at the end of the semester. If not in good standing at that time, students will be dismissed.

Termination

The Graduate Nursing Program reserves the right to take whatever actions deemed appropriate, including immediate dismissal from the program, if the student's performance or behavior is deemed particularly egregious.

In addition, the department reserves the right to dismiss students for failure to meet the terms of a Level II Probationary Contract; unsatisfactory academic standing; failure to comply with contractual requirements of clinical facilities; unsatisfactory progress towards the degree; or other reasons that significantly affect the health, safety, property, or welfare of the individual student, patients, healthcare agency, and/or healthcare agency staff.

If the chair of the graduate nursing program and involved course faculty deem that enough documented evidence exists to consider termination, the case will be referred to the APR committee for review. Depending on the circumstances of the situation, the student may be suspended from clinical activities while the case is under review. If a member of the APR committee is the advisor to the student, the advisor will be recused from deliberations.

The chair of the graduate nursing program will notify and consult with the Academic Dean and the Director of Academic Advising or Dean's designee about the case.

The Graduate Nursing Chair will meet with the student to formally notify the student of his or her rights, including the right to have an advocate present during the disciplinary process, and that the case has been referred to the APR committee for consideration of termination. The student's selected advocate cannot be a nursing faculty member of CSB/SJU. The student may discuss the situation with his or her faculty advisor, but the advisor has no role in the disciplinary proceedings (see CSB/SJU Faculty Handbook 2.5.3 for faculty responsibilities related to advising).

The chair of the APR committee will notify the student in writing that the committee has received a request for consideration of termination. To assure that the notification has been received, the letter can be sent via email with return receipt requested, or hand-delivered to the student with the student signing the original termination notice (filed in the Department of Nursing office) with

date signifying receipt, or by certified mail. The APR chair will inform the student that he/she may submit written comments (within 48 hours) relevant to the allegations to the APR committee prior to deliberations. The APR committee recommends retention or termination of the student to the Graduate Nursing Chair.

An in-person meeting with the involved parties is conducted to relay the disciplinary decision. If the student is retained, he/she may be subject to a Probationary Contract. If a student is terminated, the decision will also be relayed in a letter of Notification of Disciplinary Decision provided to the student at the meeting. The appropriate academic officer(s) is also notified.

If the student is terminated from the program, fails to graduate, or withdraws from the major, the student's file shall be retained for five years and then confidentially disposed.

Appeal

Students have the right to appeal disciplinary actions in writing as directed by the CSB/SJU Academic Catalog. The student will be provided with the Right to Appeal Policy and Procedures by the Graduate Nursing Chair. The student will be asked to sign a copy of the appeal process to document his/her acknowledgement of this policy. A signed copy will be placed in the student's file in the Department of Nursing.

Students wishing to appeal a decision of the Admissions, Progressions, and Recruitment Committee (APR) of the Nursing Department must notify the Graduate Nursing Chair in writing within 48 hours of notification of the disciplinary decision. The chair of the graduate nursing program will then notify the Academic Dean of the student's intent to appeal and will provide any supporting materials requested by the Academic Dean and/or the student.

All documentation for appeal must be submitted to the Academic Dean in the Academic Affairs office in writing within seven (7) days of notification of termination or other disciplinary action or as agreed upon by the chair of the graduate nursing program and the student.

The final decision to uphold or overturn the Department of Nursing decision rests with the Academic Dean.

Reinstatement

Students terminated from the graduate nursing program for failing to meet the academic probationary contract are not eligible for reapplication or reinstatement to the program.

Determination of Student Location for Professional Licensure Programs

Purpose

This policy establishes how the College of Saint Benedict (CSB) and Saint John's University (SJU) determine the primary location of prospective and enrolled students in accordance with the state authorization requirements of 34 CFR § 600.9(c), the program participation agreement certification requirements of 34 CFR § 668.14(b), the professional licensure disclosure requirements of 34 CFR §668.43(a)(5)(v) and 668.43(c), the National Council for State Authorization Reciprocity Agreement (NC-SARA) (Manual 21.1), and other applicable requirements.

Federal regulations require that for programs leading to licensure, the CSB and SJU must certify that the program meets educational

requirements for licensure where the institution is located and where distance education students are located. Additionally, the CSB and SJU must notify students if academic programs meet or do not meet the U.S. State or territory requirements for professional licensure or certification in the State in which they are located.

Scope

This policy applies to all CSB and SJU prospective and current students (US and International). This policy applies to students in all modalities including but not limited to students who are enrolled as full-time and part-time students.

Definitions

Student Type Definitions

- **Admitted Student:** A student who receives a letter of admission to CSB and SJU. The student is not yet considered a current student.
- **Current Student:** An individual who has been admitted and who has paid the tuition deposit and has not graduated or been discontinued or otherwise dismissed from CSB and SJU. Current students have the ability to enroll.
- **Enrolled Student:** A student who is registered for coursework in the current semester.
- **Prospective Student:** An individual who has submitted a complete college admissions application including all required documents for admission decision review and does not meet the definition of an admitted or current student.

Address Type Definitions

- **Local:** The address at which an enrolled student has identified as “a physical address, not on the CSB or SJU campuses, where the student puts their head down at night.” A local address cannot be the same address as the Permanent/Home address.
- **Mailing:** The address at which a student has identified as the address where they will receive USPS mail. If a student does not indicate a mailing address at the time of application, the mailing address will be assigned the same address as indicated in the Permanent/Home Address.
- **Permanent/Home Address:** The address of the student designating their permanent principal home as provided to CSB and SJU on the application for admission or otherwise indicated in the student information system of record; it is the address where the student considers their permanent address and intends to stay or return to if the student is temporarily living at another address.

Determining Student Location

A student’s location is determined in the following manner:

Undergraduate students

All students pursuing an undergraduate degree program are required to relocate to, or near, the CSB and SJU campuses to participate in face-to-face, non-distance education programs, so their location will be considered the state of Minnesota[BC5] [OT6] .

Graduate students

A prospective or admitted student’s location is the state of the prospective student’s residency at the time the student has applied for admission, intends to enroll and is then entered into the student information system. For students whose permanent address does not

include a U.S. state or territory (e.g., students living outside the United States), their location will be considered the state of Minnesota.

A current or enrolled student’s location is determined by the physical address where the student puts their head down at night. Priority of addresses from the student information system utilized in this determination are:

1. Residential, on-campus address
2. Local address
3. Permanent/Home address

For students whose permanent address does not include a U.S. state or territory (e.g., students living outside the United States), their location will be considered the state of Minnesota.

Procedure for Updating Student Location

Relocation during the course of a program

Licensing and authorization requirements can vary by State therefore any relocation by prospective and current students can impact their ability to continue a course, meet the eligibility requirements of that State, and/or receive financial aid funding. Any student considering relocation should consult with their program’s department chair to check for authorization and licensure eligibility requirements. It is the student’s responsibility to seek guidance on this issue prior to relocation.

On at least an annual basis, the Colleges will send a notice to current students to review current address information in the student information system, and if address updates are required, students will be required to submit the student change of address form available on the Registrar’s Office online forms page available in my.csbsju.edu.

Reporting Student Location

When student location data is needed for data reporting purposes, such as reports required by the U.S. Department of Education or the National Council for State Authorization Reciprocity Agreements (NC-SARA), the Colleges will follow the applicable reporting entity’s rules for determining student location.

Additional Policies and Procedures

Complaint Policy

Formal complaints against the program are defined as grievances provided in writing (email included) to the Graduate Nursing Chair. Formal complaints must identify the person filing the complaint (signed if a hard copy) and the date. The document must state that the individual is filing a formal complaint. Students and other constituents who think they have been unfairly treated by those in the department can file a formal complaint.

- The Chair will recommend that the person filing the complaint discuss the matter directly with the parties involved and seek resolution to the problem. A copy of the formal complaint will be provided to named individuals if not provided by the person filing the complaint.
- If the matter remains unresolved, the chair will work with the person filing the complaint to continue the process for seeking a resolution to the problem. If the complaint is against the chair, the Academic Dean or Dean’s designee will serve in this role.

- If the matter remains unresolved, the person filing the complaint will be referred to the appropriate grievance procedures for the College of Saint Benedict/Saint John's University.
- Documentation of action/resolution in response to the complaint will be secured (locked) in a department office file. A request to withdraw the formal complaint must be submitted in writing and will be filed with the original complaint.
- Should a consideration be made to file a formal complaint about the program to an accrediting or approving body, the complainant must follow the criteria and process established by that agency.

Curriculum Review

The curricula and course descriptions are published in the Academic Catalog. Curricula are reviewed regularly to maintain currency and adherence to professional and accreditation standards.

Drug and Alcohol Policy

To protect student and public welfare, the illegal use, possession, or distribution of alcohol, controlled substances, drugs and/or drug paraphernalia on campus premises and off-campus in settings related to graduate nursing coursework are prohibited. No student shall come to class, laboratory, field experiences, or clinical settings under the influence of alcohol, marijuana, controlled substances, or other drugs that can impair cognition and function. Evidence of usage or reasonable suspicion will result in immediate dismissal of the student from the setting, and additional follow-up. Reasonable suspicion of use may be based on, but not limited to, one or more of the following:

- Smell of alcohol or drugs
- Impaired alertness, perception, coordination, reactions, responses, or effort
- Suspected impairment that has the potential to affect the safety of others

Procedure:

1. If the clinical agency, faculty, or fellow students form a reasonable suspicion that a student has used, is using, possessing, transferring, or selling alcohol or illegal drugs, the faculty will notify the Graduate Nursing Chair.
2. The student will be immediately dismissed from the site after the student has arranged for safe transportation. This transportation must be deemed appropriate by the faculty.
3. The student is to be tested according to clinical agency protocols at the request of the faculty or clinical agency representatives upon reasonable suspicion. The fees associated with testing will be the responsibility of the student.
4. The nursing department's disciplinary policy will be followed for infractions of this Drug and Alcohol Policy.
5. The Graduate Nursing Chair will notify the Academic Dean. Further disciplinary action may be taken upon recommendation of the College/University.

Graduation

Students must satisfactorily complete all program requirements, including successful completion of courses, clinical hours, and project-related activities to graduate from the program. All failing ("F"), and Incomplete grades must be cleared or completed by graduation day or the student's name will be removed from the graduation list. A cumulative GPA of 3.0 is required. All college balances must be paid in full.

Handbook Review Policy

The Handbook will be reviewed annually by the Graduate Nursing Chair for accuracy. Corrections, additions, or deletions to the Handbook will be communicated to the students within 72 hours of the correction.

Inclement Weather Policy

The graduate nursing program will follow the directives of the College/University related to inclement weather. In-person meetings can be rescheduled via Zoom at the discretion of the faculty. Clinical cancellations will be at the discretion of the Graduate Nursing Chair. All cancellations will be communicated to students in a timely manner. Clinical experiences may need to be made up at a future date to meet the required clinical hours.

Injury/Exposure in Lab/Clinical

See current Lab Safety Manual. Students are expected to be familiar with this document.

Nondiscrimination Statement

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at <http://www.csbsju.edu/human-rights/sexual-misconduct/csbsju-sexual-misconduct-poli> (<http://www.csbsju.edu/human-rights/sexual-misconduct/csbsju-sexual-misconduct-policy/>)cy. Please note that faculty and staff are considered required reporters—this means that if you disclose to faculty, or another employee of CSB/SJU, that you have been a victim of sexual violence we have the obligation to report the situation. The faculty report does not mean that you are officially reporting the incident – rather, this process is in place so that the College/University can make sure you are able to receive the support and resources you need. Additional information may be found at the following website (including confidential sources on and off campus). Resources: <http://www.csbsju.edu/human-rights/sexual-misconduct/resources/>

Social Media Policy

Social networks and the Internet allow opportunities for rapid knowledge exchange and information dissemination among many people. This exchange does not come without risk. Graduate students are obligated to be aware of the benefits and potential consequences of engaging in the use of all types of social networking and are expected to follow the principles and guidelines listed below.

1. Nurses must not transmit or place online individually identifiable patient information or any information including photos gained from the nurse-patient relationship.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries this includes online contact with patients or "friending" patients.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. No statements should be made within social media about patients, employers, or coworkers, even if they are not identifiable (such as clinical sites).
5. Nurses should take advantage of the privacy settings and seek to separate personal and professional information online.

6. Nurses should never take photos or videos of patients on personal devices, including cell phones.
7. Nurses should bring content that could harm patient's privacy, rights, or welfare to the attention of appropriate authorities.
8. Nurses should participate in developing institutional policies governing online conduct.

Students exhibiting behaviors that are deemed illegal (e.g. violations of HIPAA, patient privacy, confidentiality), or in violation CSB/SJU behavior expectations, are subject to disciplinary proceedings.

Student Support Services

A full range of student support services will be made available to graduate students including, but not limited to, academic advising, student accessibility services, libraries, writing and math skills support, technology services, counseling, and health promotion. Information on access to services is published in each course in Canvas and on the College/University website.

Transcripts

Grade reports can be accessed by students at any time through Degree Works. Students can request to receive their grade report by mail from the Office of the Registrar. Transcripts are maintained by and can also be requested through the Office of the Registrar.

Tuition and Fees

Tuition is charged based on the number of credits taken in each semester. Students will also be charged a Program or Technology Fee each semester, and in some semesters may be charged additional fees (such as simulation laboratory fees) that are associated with certain courses.

Current tuition information can be found on the Tuition section of the website: <https://www.csbsju.edu/graduate-nursing-programs> (<https://www.csbsju.edu/graduate-nursing-programs/>)

Once students begin participating in class, they are considered active and are responsible for adhering to all university policies and for paying all applicable tuition and fees.

Personalized financial assistance is available through the financial aid office. Students should be aware that there may be the opportunity for tuition discounts if you are a CSB/SJU alum, employee of CentraCare, or the VA health system. Please contact the chair of the graduate nursing program for more information about tuition discounts.

Verification of Student Identity and Authentication

Students who register for distance learning courses must be the same student who completes the course and receives academic credit. Therefore, student identification must be verified, and students provided with authentication information to allow access to the online environment.

Students who do not adhere to this policy will be subject to the CSB/SJU Academic Honesty and Academic Misconduct Policies.

Upon admission, IT Services provides each student with a network account and information on how to log-in as part of onboarding a new student. At first log-in, students are required to set-up two-factor authentication. With two-factor authentication, students are prompted to verify their identity when logging into their account using a pre-determined secondary device (such as their cell phone).

The user's IP address indicates if they're on-campus or not and if they are off-campus they face more rigorous checks on their identity than if they are on-campus. This is intended to stop identity theft with the assumption being if a user is on-campus using their credentials they are more likely to be "them" than if someone from off-campus is using the credentials.

Also, upon admission, students provide a recent photo to the DNP Program Director, who then forwards the photo to CSB Security, and this photo is used to create a Student ID card. Photos must meet specifications as directed by CSB Security. Cards are processed by CSB Security and mailed to the students. This card allows access to library and other services when the student is on campus. Student photos are loaded into the Hive (student success portal) and held in a secure folder within the Nursing Department and distributed to the faculty teaching in the graduate courses. Every effort is made to protect the privacy of students. This includes securing access to photos and limiting distribution to CSB Security and the faculty teaching in graduate courses.

Students are required to use their cameras during synchronous class sessions and label their image with their full name so that their identity can be compared to the photo provided and verified by faculty.

The DNP program does not charge an additional direct fee for identity verification. If a fee must be charged in the future, due to verification of identity for proctored exams or other incurred charges, the student will be notified of the fee via email and the fee charges will be posted on the Nursing Department website at <https://www.csbsju.edu/nursing> (<https://www.csbsju.edu/nursing.html>).

Graduate Nursing Courses

NRSG 401 Research Methods (3 Credits)

This course prepares the advanced practice nurse to provide leadership for evidenced based practice. The course emphasizes the integration of knowledge across disciplines and from a variety of sources. Review of research methodology applicable to advanced practice nursing with a focus on application of science to practice and practice to science to solve practice problems and improve health outcomes.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 402 Informatics (3 Credits)

This course provides a foundation for the use of information systems and technology to support and improve healthcare systems. The student will be introduced to core informatic principles and information literacy skills in order to evaluate information systems used in healthcare organizations and be positioned to provide the leadership for improvement in those systems. Students will demonstrate knowledge of standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSG 312, NRSG 502

NRSG 403 Methods of Program Evaluation and Quality Improvement (3 Credits)

This course emphasizes the importance and meaning of evaluation as an integral part of program design, planning and implementation. Types of evaluation models will be discussed and applied. Established principles and approaches to quality improvement, patient safety, risk management, and performance improvement will be examined and applied.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSG 316, NRSG 503

NRSG 404 Evaluation and Translation of the Evidence (3 Credits)

This course explores the theoretical, ethical and practical challenges to translation of evidence across disciplines into practice. The course emphasizes various methods of critical analysis and translation techniques using information technology for direct application across advanced care settings and evaluation strategies focused on problem solving and improvement in patient centered care and outcomes of practice.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 410 Theoretical Basis for Nursing Inquiry (3 Credits)

This course explores the theoretical foundations for advanced nursing. Theoretical foundations are the framework that serves as the structure and support for all aspects of nursing inquiry, including the rationale for the inquiry, the problem statement, the purpose, the significance, and the research questions. Focus will be on applying a variety of theories from within and outside of the discipline of nursing to advance nursing practice, education, and administration.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 413 Global Perspectives (3 Credits)

This course emphasizes the tools necessary for advanced practice nurses to identify the correct uses and interpret biostatistics for epidemiologic and global health nursing research. The application of these tools will occur through critical appraisal of the nursing literature focused on population health.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSG 317, NRSG 513

NRSG 414 Ethics, Health Policy and Advocacy (3 Credits)

This course explores the role of the APRN in healthcare policy, patient advocacy and ethical and legal issues. Emphasis will be placed on the leadership role of the APRN as an advocate for the patient and community to reduce health care disparities through healthcare reform and policy and ethical and legal challenges from within and outside of the discipline of nursing to advanced nursing practice.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSG 318, NRSG 390, NRSG 514

NRSG 415 Health Care Systems and Organizational Leadership (3 Credits)

This course prepares the advanced practice nurse leaders to demonstrate understanding of the healthcare system, delivery models and work flow, and the environment in which health care leaders and providers function, within 4 levels of analysis: Customers, staff, systems, and community/ environment (HLA1). Graduates will learn to facilitate improvements in health care through application of health economics theory.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSG 319, NRSG 515

NRSG 420 Transition to Advanced Practice: Practicum I (1 Credit)

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRSG 336

NRSG 421 Practicum II (1-2 Credits)

Prerequisites: NRSG 420

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 422 Practicum III (1-2 Credits)

Prerequisites: NRSG 421

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRSG 435 Advanced Physiology/Pathophysiology (3 Credits)

This course is designed to prepare advanced practice nurses to diagnose, treat, and manage pathophysiological disorders across primary, tertiary and secondary levels of care. Emphasis is placed on a solid understanding of mechanism of disease and corresponding clinical manifestations for application of evidenced based strategies for diagnosis, treatment and management. Appropriate screening and diagnostic evaluations will be included.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRS 436 Advanced Pharmacology I (3 Credits)

This course is designed to prepare advanced practice nurses to use relevant health assessment data to identify appropriate pharmacological treatment using evidenced based guidelines and conforming to the applicable laws, codes and regulation of prescribing. Application of the principles of pharmacokinetics, pharmacodynamics, and evaluation of drug effectiveness, including herbal and natural remedies is emphasized.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRS 437 Advanced Pharmacology II (2 Credits)

This course will build on the foundation of knowledge from the pharmacology course. Focus will be on the clinical application of advanced pharmacology and pharmacotherapeutics for specialty populations including the older adult, and pediatric populations for disease conditions encountered in primary care settings. Students will learn clinical application of pharmacology with specialized areas including psychiatric medications, the mental health population and prescribing for the complex patient. Uses a body systems approach and includes principles of altered pharmacodynamics related to age, race, and ethnicity. This course will explore the principles of pharmacotherapeutics in advanced practice, including pharmacodynamics, assessment, and decision-making for appropriate drug use, monitoring, education and cost versus benefit of the prescribed drug.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRS 439 Advanced Health Assessment (2-3 Credits)

This course will focus on learning the principles, skills, diagnostic reasoning and practice of advanced assessment for clients within a variety of healthcare settings. The student will learn skills to increase his/her knowledge base regarding diagnostic skills, techniques and integration resulting in a patient diagnosis. The student will develop complex skills for problem solving and critical thinking to improve the health and wellness of clients. The course will address the collaborative teamwork required of health care professionals for the person seeking care. The student will learn about principles of role transition from registered nurse to advanced level practice which requires the ability to independently manage care for a client.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

Equivalent courses: NRS 539

NRS 454 The Influential Nurse Leader (3 Credits)

This course prepares advanced practice nurse leaders to inspire individual and organizational excellence by understanding the people they work with and how to effectively use that knowledge in building high-performance working relationships (HLA, 2004). AONL competencies emphasized will be: systems thinking; professional and personal accountability; communication and relationship processes; identifying and using resources to help deliver communications; and relationship and communication at the organizational and departmental level.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRS 455 Creating a Vision for Nursing Practice (3 Credits)

This course prepares advanced practice nurse leaders to create and attain a shared vision, and to successfully manage change to attain the organization's strategic ends and successful performance (HLA). AONL competencies emphasized will be: identifying stakeholder expectations; communicating the organizational mission, vision, and strategic plan; facilitating alternative dispute resolution; practicing and valuing shared decision making; understanding public relations and involving the community; creating, participating in, and leading teams.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRS 456 Modern Decision Making in a Collaborative Environment (3 Credits)

This course prepares the nurse executive to apply strategic leadership, business skills, and technology integration to perform at the highest level of nurse executive practice. Financial knowledge gained in this course includes developing and managing operating budget and capital expenditure plans, interpreting and managing statement and resources, and business models for health care institutions. Emphasis on strategic management, including role of governance, aligning expectations with new technological environments, to evaluate and promote achievement of institutional objectives and goals.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRS 464 Curriculum Development, Assessment, and Evaluation for Nurse Educators (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRS 465 Facilitating Learning (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRS 466 Transition to Advanced Professional Practice (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRS 467 Nurse Educator Role Transition (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing degree.

NRS 468 Advanced Clinical Knowledge (2 Credits)

This course will use a case study and exemplar approach to enable students to integrate advanced concepts from core and support course content to advance nursing knowledge and clinical judgement in complex practice environments and health care organizations. Clinical interventions and outcomes for specific populations will be explored using standard models for evaluating health outcomes. This course also allows for the opportunity to expand nursing knowledge in the preparation of specialty certification.

Prerequisites: None

NRS 471 Independent Study for Graduate Nursing (1-3 Credits)

Supervised reading or research outside of program coursework. Permission of program chair required. Consult department for applicability towards degree requirements.

Prerequisites: None

Restrictions: Enrollment limited to students in a Master of Science in Nursing or Not Degree Seeking degrees.

Equivalent courses: NRS 571

NRS 501 Research Methods (3 Credits)

This course prepares the advanced practice nurse to provide leadership for evidenced based practice. The course emphasizes the integration of knowledge across disciplines and from a variety of sources. Review of research methodology applicable to advanced practice nursing with a focus on application of science to practice and practice to science to solve practice problems and improve health outcomes.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 502 Informatics (3 Credits)

This course provides a foundation for the use of information systems and technology to support and improve healthcare systems. The student will be introduced to core informatic principles and information literacy skills in order to evaluate information systems used in healthcare organizations and be positioned to provide the leadership for improvement in those systems. Students will demonstrate knowledge of standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 503 Methods of Program Evaluation and Quality Improvement (3 Credits)

This course emphasizes the importance and meaning of evaluation as an integral part of program design, planning and implementation. Types of evaluation models will be discussed and applied. Established principles and approaches to quality improvement, patient safety, risk management, and performance improvement will be examined and applied.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRS 316, NRS 403

NRS 504 Evaluation and Translation of the Evidence (3 Credits)

This course explores the theoretical, ethical and practical challenges to translation of evidence across disciplines into practice. The course emphasizes various methods of critical analysis and translation techniques using information technology for direct application across advanced care settings and evaluation strategies focused on problem solving and improvement in patient centered care and outcomes of practice.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 510 Theoretical Basis for Nursing Inquiry (3 Credits)

This course explores the theoretical foundations for advanced nursing. Theoretical foundations are the framework that serves as the structure and support for all aspects of nursing inquiry, including the rationale for the inquiry, the problem statement, the purpose, the significance, and the research questions. Focus will be on applying a variety of theories from within and outside of the discipline of nursing to advance nursing practice, education, and administration.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 513 Global Perspectives (3 Credits)

This course emphasizes the tools necessary for advanced practice nurses to identify the correct uses and interpret biostatistics for epidemiologic and global health nursing research. The application of these tools will occur through critical appraisal of the nursing literature focused on population health.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRS 317, NRS 413

NRS 514 Ethics, Health Policy and Advocacy (3 Credits)

This course explores the ethical and legal issues for advanced nursing practice and the role of the APRN in healthcare policy and patient advocacy. Ethical foundations are the framework that serves as the structure and support for all aspects of nursing practice. Focus will be on ethical and legal challenges from within and outside of the discipline of nursing to advanced nursing practice, education, and administration in healthcare. Advanced practice nurses should have specialized knowledge and skills of research, medical, legal and business ethics, health care reform and policy relevant to evidence-based practice in order to advocate for a reduction in health care disparities.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRS 318, NRS 390, NRS 414

NRS 515 Health Care Systems and Organizational Leadership (3 Credits)

This course prepares the advanced practice nurse leaders to demonstrate understanding of the healthcare system, delivery models and work flow, and the environment in which health care leaders and providers function, within 4 levels of analysis: Customers, staff, systems, and community/environment (HLA1). Graduates will learn to facilitate improvements in health care through application of health economics theory.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRS 219, NRS 415

NRS 520 Transition to Advanced Practice (3 Credits)

This course explores the role of the advanced practice nurse in healthcare. Understanding the role of the APRN is essential for providing a framework of understanding of the role and level of practice. This course will focus on the history of the advanced practice nurse and evolution of the role, competencies of the advanced practice nurse, MS/DNP competencies and essentials, scope of practice, advanced practice roles, advanced practice environments and legal considerations.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 535 Advanced Physiology/Pathophysiology (3 Credits)

This course is designed to prepare advanced practice nurses to diagnose, treat, and manage pathophysiological disorders across primary, tertiary and secondary levels of care. Emphasis is placed on a solid understanding of mechanism of disease and corresponding clinical manifestations for application of evidenced based strategies for diagnosis, treatment and management. Appropriate screening and diagnostic evaluations will be included.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 536 Advanced Pharmacology I (2-3 Credits)

This course is designed to prepare advanced practice nurses to use relevant health assessment data to identify appropriate pharmacological treatment using evidenced based guidelines and conforming to the applicable laws, codes and regulation of prescribing. Application of the principles of pharmacokinetics, pharmacodynamics, and evaluation of drug effectiveness, including herbal and natural remedies is emphasized.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 537 Advanced Pharmacology II (2 Credits)

This course will build on the foundation of knowledge from the pharmacology course. Focus will be on the clinical application of advanced pharmacology and pharmacotherapeutics for specialty populations including the older adult, and pediatric populations for disease conditions encountered in primary care settings. Students will learn clinical application of pharmacology with specialized areas including psychiatric medications, the mental health population and prescribing for the complex patient. Uses a body systems approach and includes principles of altered pharmacodynamics related to age, race, and ethnicity. This course will explore the principles of pharmacotherapeutics in advanced practice, including pharmacodynamics, assessment, and decision-making for appropriate drug use, monitoring, education and cost versus benefit of the prescribed drug.

Prerequisites: NRSG 536 and NRSG 520

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 539 Advanced Health Assessment (2-3 Credits)

This course will focus on learning the principles, skills, diagnostic reasoning and practice of advanced assessment for clients within a variety of healthcare settings. The student will learn skills to increase his/her knowledge base regarding diagnostic skills, techniques and integration resulting in a patient diagnosis. The student will develop complex skills for problem solving and critical thinking to improve the health and wellness of clients. The course will address the collaborative teamwork required of health care professionals for the person seeking care. The student will learn about principles of role transition from registered nurse to advanced level practice which requires the ability to independently manage care for a client.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRSG 439

NRSG 551 Family Systems (2 Credits)

The focus of this course is to review major family perspectives, and theories and to apply this information to modern family issues that can impact health care delivery. The student will analyze the interrelationship between family and society in contemporary life in the United States and globally and reflect on past and present trends in family structure, relationships, and ethics. The course will examine various types of relationships, marriages, and families and how these factors can influence situations in healthcare.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 552 Advanced Diagnostics I (2 Credits)

This course will explore the advanced level procedural and diagnostic skills required for independent practice as an APRN. Students will learn and demonstrate advanced diagnostic and procedural skills that are used within primary care, urgent care and acute care settings. Students will increase their critical reasoning skills as it relates to selecting appropriate diagnostic tests and completing advanced level procedural skills to allow for diagnosis and treatment of a client's healthcare problem. Students will learn and demonstrate these advanced diagnostic and procedural skills within a lab setting.

Prerequisites: NRSG 535 and (NRSG 539

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 553 Advanced Diagnostics II (2 Credits)

This course will explore the advanced level procedural and diagnostic skills required for independent practice as an APRN. Students will learn and demonstrate advanced diagnostic and procedural skills that are used within primary care, urgent care and acute care settings. Students will increase their critical reasoning skills as it relates to selecting appropriate diagnostic tests and completing advanced level procedural skills to allow for diagnosis and treatment of a client's healthcare problem. Students will learn and demonstrate these advanced diagnostic and procedural skills within a lab setting.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 539

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 554 The Influential Nurse Leader (3 Credits)

This course prepares advanced practice nurse leaders to inspire individual and organizational excellence by understanding the people they work with and how to effectively use that knowledge in building high-performance working relationships (HLA, 2004). AONL competencies emphasized will be: systems thinking; professional and personal accountability; communication and relationship processes; identifying and using resources to help deliver communications; and relationship and communication at the organizational and departmental level.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 555 Creating a Vision for Nursing Practice (3 Credits)

This course prepares advanced practice nurse leaders to create and attain a shared vision, and to successfully manage change to attain the organization's strategic ends and successful performance (HLA). AONL competencies emphasized will be: identifying stakeholder expectations; communicating the organizational mission, vision, and strategic plan; facilitating alternative dispute resolution; practicing and valuing shared decision making; understanding public relations and involving the community; creating, participating in, and leading teams.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 556 Modern Decision Making in a Collaborative Environment (3 Credits)

This course prepares the nurse executive to apply strategic leadership, business skills, and technology integration to perform at the highest level of nurse executive practice. Financial knowledge gained in this course includes developing and managing operating budget and capital expenditure plans, interpreting and managing statement and resources, and business models for health care institutions. Emphasis on strategic management, including role of governance, aligning expectations with new technological environments, to evaluate and promote achievement of institutional objectives and goals.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 557 Specialty Care Management (2 Credits)

This course will build on the knowledge of holistic care of the patient learned in Advanced Practice Nursing I, II, and III. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan for complex patients within primary care, acute care and specialty areas. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within an acute care and specialty care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation.

Prerequisites: NRS 535 and NRS 536 and NRS 537 and NRS 539 and NRS 560 and NRS 561 and NRS 562

Corequisites: NRS 587

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 560 Advanced Practice Nursing I (3 Credits)

This course will focus on the holistic care of the patient within a primary care setting. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan within the primary care setting. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within a primary care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation in the primary care setting. The primary focus for this course will be common diagnosis in the adult patient.

Prerequisites: NRS 535 and NRS 536 and NRS 537 and NRS 539

Corequisites: NRS 584

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 561 Advanced Practice Nursing II (4 Credits)

This course will build on the knowledge of holistic care of the patient learned in Advanced Practice Nursing I. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan within the primary care setting. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within a primary care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation in the primary care setting. The primary focus for this course will management of the acutely ill patient and common diagnosis in the pediatric population.

Prerequisites: NRS 535 and NRS 536 and NRS 537 and NRS 539 and NRS 560

Corequisites: NRS 585

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRS 562 Advanced Practice Nursing III (4 Credits)

This course will build on the knowledge of holistic care of the patient learned in Advanced Practice Nursing I and II. The nurse practitioner student will learn how to apply an advanced level of critical thinking, collaborative work, comprehensive assessment and diagnostic reasoning in the diagnosis and holistic treatment of patients across the lifespan within the primary care setting. The student will demonstrate the use of advanced practice skills in health promotion and disease prevention across the lifespan within a primary care setting. The nurse practitioner student will learn to critically use subjective and objective data to develop a comprehensive plan of care for a patient by applying advanced level clinical decision-making skills and documentation in the primary care setting. The primary focus for this course will be common diagnosis in Woman's health and specialty areas.

Prerequisites: NRS 535 and NRS 536 and NRS 537 and NRS 539 and NRS 560 and NRS 561

Corequisites: NRS 586

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 563 Capstone for the Advanced Practice Nurse: Transition to Practice (2 Credits)

The focus of this course will be the role transition from registered nurse to advanced practice nurse. The student will analyze the changes in their new APRN role and how to increase their confidence in the role. Students will explore the requirements needed to successfully transition into their new level of practice including requirements for advanced certifications, licensure and professional requirements.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539 and NRSG 560 and NRSG 561 and NRSG 562

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 564 Curriculum Development, Assessment, and Evaluation for Nurse Educators (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 565 Facilitating Learning (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 566 Transition to Advanced Professional Practice (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 567 Nurse Educator Role Transition (3 Credits)

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 571 Independent Study for Graduate Nursing (1-3 Credits)

Supervised reading or research outside of program coursework. Permission of program chair required. Consult department for applicability towards degree requirements.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Equivalent courses: NRSG 471

NRSG 580 Practicum Inquiry I (1,2 Credits)

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader. AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19): "...These experiences should be designed to provide systematic opportunities for feedback and reflection. Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity..." Must be taken in sequence.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 581 Practicum Inquiry II (1,2 Credits)

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader. AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19): "...These experiences should be designed to provide systematic opportunities for feedback and reflection. Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity..." Must be taken in sequence.

Prerequisites: NRSG 580

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 582 PRACTICUM INQUIRY III (1,2 Credits)

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader. AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19): "...These experiences should be designed to provide systematic opportunities for feedback and reflection. Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity..." Must be taken in sequence.

Prerequisites: NRSG 581

NRSG 583 Practicum Inquiry IV (2 Credits)

The focus of this course will be the development of the student as a doctoral prepared nurse leader. Students will work directly with a faculty mentor and specific inter- and intra-professional team leaders in various integrative-practice activities with the goal of achieving program outcomes. Students are required to pursue leadership practice experiences that address graduate program outcomes and the DNP Essentials. These leadership practice experiences will lead to development of practice at the highest level as a scholar and nurse leader. AACN Requirements Regarding DNP Practice Experiences (AACN, Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p.19): "...These experiences should be designed to provide systematic opportunities for feedback and reflection. Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity..." Must be taken in sequence.

Prerequisites: NRSG 582

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 584 Clinical Practicum I (2 Credits)

The focus of this course will be the development of advanced practice skills as it relates to health promotion and disease prevention for clients within primary care. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients across the lifespan. Students will work with a faculty preceptor caring for patients in a clinical setting to use skills based on primary care delivery principles. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 585 Clinical Practicum II (2 Credits)

The focus of this course will be the development of advanced practice skills as it relates to health promotion and disease prevention for clients within primary care. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients across the lifespan. Students will work with a faculty preceptor caring for patients in a clinical setting to use skills based on primary care delivery principles. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 586 Clinical Practicum III (2 Credits)

The focus of this course will be the development of advanced practice skills as it relates to health promotion and disease prevention for clients within primary care. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients across the lifespan. Students will work with a faculty preceptor caring for patients in a clinical setting to use skills based on primary care delivery principles. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 587 Clinical Practicum Elective (2 Credits)

The focus of this course will be the development of advanced practice skills as it relates to care for complex clients within specialty care areas. The student will learn how to use critical and diagnostic reasoning within the clinical setting to holistically assess, diagnose, manage and educate patients within their designated specialty area. Students will work with a faculty preceptor caring for patients in a specialty care clinical setting to use skills based on primary care delivery principles to care for complex clients. Students will collaborate with the healthcare team, communicate and document the care of their patients under the supervision of their faculty preceptor. This course will focus on the care of a patient as it relates to physical, sociocultural, psychological, developmental, and spiritual aspects of life.

Prerequisites: NRSG 535 and NRSG 536 and NRSG 537 and NRSG 539

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 590 Doctorate Project I (2 Credits)

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence.

Prerequisites: NRSG 501 and NRSG 504

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 591 Doctorate Project II (1 Credit)

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 592 Doctorate Project III (1-2 Credits)

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 593 Doctorate Project IV (1 Credit)

These series of courses are designed to mentor the graduate student in completion of their final doctoral project. This is a scholarly project with the purpose of translating evidence into practice. This final project culminates in the final semester and reflects an area of specialization chosen by the graduate student. The DNP project demonstrates mastery and integration of the DNP Essentials (AACN 2006), the student's specialty, and advanced nursing practice at the highest level. Must be taken in sequence.

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

NRSG 594 DOCTORATE PROJECT V (1 Credit)

Prerequisites: None

Restrictions: Enrollment limited to students in a Doctor of Nursing Practice degree.

Graduate Theology

Saint John's School of Theology and Seminary

The School of Theology and Seminary prepares men and women to engage the world.

"Listen." Thus began Saint Benedict's famous Rule. Today, nearly 1500 years later, his simple insight that spiritual and intellectual growth begin with an open heart continues to inspire his readers and inform what we do. Truly, Saint John's is a place for opening the Word of God, seeing Christ in others, and taking on new experiences and challenges.

And while there is a rare and palpable rhythm to life on campus involving daily prayer, life in community, and hospitality, Saint John's is not a place to retreat from the world, but rather a place that prepares men and women to engage the world.

Mission

"Therefore we intend to establish a school for the Lord's service."

(Rule of Benedict Prologue, 45)

Rooted in the Catholic and Benedictine traditions of study, prayer, and communal life, Saint John's School of Theology and Seminary forms visionary leaders to serve the church and the world.

Full-time and part-time students in these academic programs form a diverse learning community, enriching the educational experience by their varying perspectives and backgrounds.

Graduate Degree Programs

- Master of Arts in Liturgical Music (p. 36)
- Master of Arts in Ministry (p. 37)
- Master of Arts in Theology (p. 38)
- Master of Divinity - Priesthood Studies (p. 39)
- Master of Divinity- Lay Ministry (p. 40)
- Master of Theological Studies (p. 41)
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- Doctrinal Theology (p.)
- History of Christianity (p.)
- Languages (SOT) (p.)
- Liturgical Music (p.)
- Liturgical Study (p.)
- Monastic Studies (p.)
- Moral Theology (p.)
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- Scripture - Old Testament (p.)
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Master of Arts in Liturgical Music

The Master of Arts in Liturgical Music prepares students to serve the church as pastoral leaders in the musical dimensions of worship. The program integrates musical training with academic study of the liturgy and formation in practical aspects of parish musical leadership.

42 credits required

Theological Component (15 credits total)

- Required: Initiation and Eucharist (3 credits); Rites of the Church (3 credits); Liturgical Song (3 credits)
- Choose one (3 credits): History of Christianity; Scripture; Systematics
- Choose one (3 credits): The Word of God and the Liturgical Year; Sacrament and Worship; Liturgy of Hours; Intro to Pastoral Liturgy

Musical Tracks (10 credits total) - Choose one

- Organ: Organ (6 credits); Voice (2 credits); Service Playing (2 credits)
- Composition: Composition (6 credits); Voice (2 credits); Organ/Service Playing (2 credits)
- Vocal/Choral: Voice (6 credits); Keyboard (1 credit); Organ (1 credit); Choral Lit (1 credit); Vocal Ensemble (1 credit)
- Gregorian Chant: Chant (4 credits); Voice (3 credits); Organ/Piano (2 credits); Vocal Ensemble (1 credit)
- Piano/Contemporary: Piano\Service Playing (5 credits); Organ (1 credit); Voice (2 credits); Ensemble (2 credits)

Choral Conducting (3 credits total)

- VoiceCare Basic (1 credit); Conducting Technique I (1 credit); Conducting Technique II (1 credit)

Applied Liturgy and Music (8 credits total) - 4 semesters

- Seminar in Liturgical Music and Chapel Choir (2 credits)

Electives (1-4 credits total)

- Students select from liturgy, theology, or liturgical music

Formation (3 credits total)

- Field Education

Master of Arts in Ministry

The Master of Arts in Ministry grounds students in the theological tradition and prepares them for service in parish and social ministries. By pursuing this course of study, students will grow in their capacity to communicate the good news of Jesus Christ to those who hunger and thirst for justice and peace. This degree program can be earned fully online.

Collegeville Core

- History of Christianity (6 credits total): a two course introductory sequence
- Sacred Scripture (6 credits total): New Testament Electives (3 credits); Old Testament Electives (3 credits)
- Systematic Theology (6 credits total): Moral (3 credits); Doctrine (3 credits)
- Liturgy (3 credits total): 3 elective credits chosen from courses in Liturgy

Pastoral Ministry Tracks

12 credits required

- Theology and Practice of Ministry (3 credits)
- Deacon candidates and students in the Spiritual Direction Certificate have particular required courses.
- Students can select courses of interest that support particular ministries—for example: Youth Ministry; Pastoral Care; Liturgical Leadership; Parish Administration.

Field Education

- Practicum (3 credits total):
 - To teach students to reflect theologically on their ministerial experiences, while spiritual direction and communal prayer nurture student's spiritual lives.

Saint John's School of Theology and Seminary offers advanced standing to undergraduate students who are earning a minimum of a 3.2 grade point average in theological coursework while working towards a bachelor's degree in the College of Arts and Sciences of the College of Saint Benedict and Saint John's University. Students in the 5-year dual-degree program start working at the graduate level while finishing their undergraduate degree.

A student in the dual-degree program does not have to be a theology major; other majors are acceptable to the program. A theology major or minor, however, helps to provide the student with enough of a foundation to succeed in a master's degree program in theology. Students may choose the Master of Arts in Theology degree (M.A.T.; 36 crs.). Students completing the M.A.T. must also complete a Comprehensive exam as part of the degree.

Master of Arts in Theology

The Master of Arts in Theology provides students with a solid theological foundation in Scripture, doctrine, liturgy, and spirituality/monastic studies. Students will develop their understanding of the theological tradition and their capacity for theological thinking, which will prepare students for a wide-range of leadership positions in Christian communities. The degree program can be earned fully online.

36 credits required

Collegeville Core

- History of Christianity (6 credits total): a two course introductory sequence
- Sacred Scripture (6 credits total): New Testament Electives (3 credits); Old Testament Electives (3 credits)
- Monastic Studies/Spirituality and Church History (3 credits total): Monastic Studies/Spirituality
- Systematic Theology (6 credits total): Moral (3 credits); Doctrine (3 credits)
- Liturgy (3 credits total): 3 elective credits chosen from courses in Liturgy

Electives

- 9 Credits - Students may take electives in any area of the catalog

Comprehensive Examinations

- Reading for Comprehensive Examinations (3 Credits)

Capstone Project: Integrative Comprehensive Examinations

Students assemble a booklist of ten monographs from course work, drawn from at least two subdisciplines.

- Students produce an annotated bibliography of the sources.
- Students write an integrative essay (8-10 pages) on a topic of their choosing using the bibliographic sources.
- Students sit for an oral examination on their booklist and paper.

Saint John's School of Theology and Seminary offers advanced standing to undergraduate students who are earning a minimum of a 3.2 grade point average in theological coursework while working towards a bachelor's degree in the College of Arts and Sciences of the College of Saint Benedict and Saint John's University. Students in the 5-year dual-degree program start working at the graduate level while finishing their undergraduate degree.

A student in the dual-degree program does not have to be a theology major; other majors are acceptable to the program. A theology major or minor, however, helps to provide the student with enough of a foundation to succeed in a master's degree program in theology. Students may choose the Master of Arts in Theology degree (M.A.T.; 36 crs.). Students completing the M.A.T. must also complete a Comprehensive exam as part of the degree.

Master of Divinity - Priesthood Studies

The education and formation of priesthood candidates assists them to discern their gifts and to prepare for a ministry of service to their communities and to the people of God as ordained monks.

109 credits required

Collegeville Core

- History of Christianity (6 credits total): a two course introductory sequence
- Sacred Scripture (12 credits total): Johannine (3 credits); New Testament Electives (3 credits); Old Testament Electives (6 credits)
- Systematic Theology (21 credits total):
 - Moral: Fundamental Moral (3 credits); Christian Social Ethics (3 credits); Survey of Moral Theology Topics (3 credits)
 - Doctrine: Christology (3 credits); Trinity Faith/Revelation (3 credits); Ecclesiology (3 credits); Christian Anthropology (3 credits)
- Monastic Studies/Spirituality and Church History (15 credits total): 15 elective credits in Monastic Studies, Spirituality, and Church History courses.
- Liturgy (12 credits total): Initiation and Eucharist (3 credits); Intro to Pastoral Liturgy (3 credits); Liturgical Presiding (3 credits); Sacrament and Worship (3 credits)

Pastoral Ministry

- Pastoral Ministry (18 credits total): Evangelization and Catechesis or Teaching Sacraments (3 credits); Pastoral Care (3 credits); Homiletics (3 credits); Intro to Ecclesial Law (3 credits); Church Administration or other Pastoral Ministry elective (3 credits); Integration Seminar (3 credits)

Field Education

- Field Education (12 credits total): Clinical Pastoral Education (3 credits); Practicum (9 credits); final 3 credits is a Homiletics Practicum

Spiritual Formation

- Spiritual Formation (12 credits total - 3 credits each year)
- Biblical History and Sites (1 credit) - May Term trip to the Holy Land.

Master of Divinity - Lay Ministry

The three year Master of Divinity program for lay ministry candidates readies students for church leadership as lay ecclesial ministers. The program guides students through discernment of their call to ministry, their gifts, limitations, and pathway to ministry.

78 credits required

Collegeville Core

- History of Christianity (6 credits total): a two course introductory sequence
- Sacred Scripture (12 credits total): New Testament Electives (6 credits); Old Testament Electives (6 credits)
- Monastic Studies/Spirituality and Church History (6 credits total): Monastic Studies/Spirituality (3 credits); Church History (3 credits)
- Systematic Theology (15 credits total): Moral (6 credits); Doctrine (9 credits)
- Liturgy (3 credits total): 3 elective credits chosen from courses in Liturgy.
- Theology and Practice of Ministry (3 credits)
- Pastoral Ministry courses (21 credits);
- Integration Seminar (3 credits)

Electives

- Students may take electives in any area of the catalog (3 credits total)

Field Education

- Field Education (9 credits total): Clinical Pastoral Education (3 credits); Practicum (6 credits)

Master of Theological Studies

The Master of Theological Studies immerses students in the wisdom of the theological tradition. Students gain a solid theological foundation that prepares them for advanced theological study and for teaching and leadership roles in Christian communities.

48 credits required

Collegeville Core

- History of Christianity (6 credits total): a two course introductory sequence
- Sacred Scripture (6 credits total): New Testament Electives (3 credits); Old Testament Electives (3 credits)
- Monastic Studies/Spirituality and Church History (3 credits total): Monastic Studies/Spirituality
- Systematic Theology (6 credits total): Moral (3 credits); Doctrine (3 credits)
- Liturgy (3 credits total): 3 elective credits chosen from courses in Liturgy

Focus Area (9 credits total)

Students select a focus area which includes three courses (nine credits) in a given area and completion of the Comprehensive Examination in that area.

- Sacred Scripture
- Systematic Theology
- History of Christianity
- Liturgy
- Monastic Studies/Spirituality

Electives (12 credits total)

Students may take electives in any area of the catalog

Graduate Paper

- Students will submit one approved Graduate Paper completed in the semester for which it is written.
- Graduate Papers are approved by the course instructor for whom they are originally written.

Comprehensive Examinations

Reading for Comprehensive Examinations (3 credits total)

- Run as independent study, preparation of focus area booklist.
- Students prepare by reading and studying area of focus booklist.
- Culminates in submission of annotated booklist and summary of research to exam board.

Comprehensive Examinations (registration, 0 credit):

- Students will sit for an oral examination on focus area booklist.

Master of Theology

The Master of Theology (Th.M.) degree is a postgraduate, pre-doctoral program which prepares students for further studies. The program is designed to provide students with a strong foundation in a foreign language, thesis research, and writing.

Prerequisite to program:

- A Master of Arts Degree, a Master of Divinity Degree or equivalent
- A 3.5 grade point average for all previous theological coursework

Electives (15 credits total)

- Coursework from the student's area of research interest and need.

Research Seminar (3 credits total)

- The research seminar is designed to direct and guide students in advanced theological research in preparation for writing a thesis. Students will be engaged in dialogue and critiques of each other's work in order to enhance understanding of theological research and writing.

Thesis (6 credits total)

- Foreign language sources and quotations from at least one foreign language must be used in the thesis.

Foreign Language Reading Proficiency

- Foreign Language reading proficiency is recommended for those who plan to pursue doctoral studies. While there is no requirement to study foreign language, students who are hoping to advance toward doctoral studies are strongly encouraged to pursue reading proficiency in a foreign language with substantial theological literature (modern or classical). Foreign language sources and quotations would be used in the thesis work.

Non-Degree Studies and Other Programs

Non-Degree Studies and Other Programs

Certificate in Spiritual Direction (<https://www.csbsju.edu/sot/sem/academics/non-degree-study/spiritual-direction-program/>)

Graduate Certificate Program (<https://www.csbsju.edu/sot/sem/academics/non-degree-study/graduate-certificates/>)

Online Courses (<http://csbsju.edu/sot/academics/online-courses/>)

Study Abroad (<http://www.csbsju.edu/sot/academics/study-abroad/>)

Sabbatical Courses (<https://www.csbsju.edu/sot/sem/academics/non-degree-study/sabbatical/>)

Ministerial Residency Program (<https://www.csbsju.edu/sot/academics/ministerial-residency-program/>)

SOT Graduate Policies

Admission Requirements

The application and recommendations should be submitted electronically whenever possible. Official transcripts may be mailed to:

Director of Admission
Saint John's School of Theology and Seminary
P.O. Box 7288
Collegeville, MN 56321

Most other documents can be submitted as email attachments to gradschool@csbsju.edu.

Applicants for M.A., M.Div., and M.T.S.

1. A completed application form (<http://www.csbsju.edu/sot/admission-and-financial-aid/graduate-studies-application/>).
2. A bachelor's degree from an accredited college or the equivalent.
 - Applicants for the Master of Arts in Liturgical Music: A bachelor's degree in music or the equivalent from an accredited institution
3. Official transcripts of post-secondary coursework sent directly from the Registrar's Office to the Director of Admission for the School of Theology and Seminary (see address above).
4. Recommendations are required as follows:
5. Lay applicants for the Master of Divinity: One of the three letters must come from an employer who can speak to the applicant's potential for ministry.
6. Applicants for the Master of Arts in Liturgical Music: Two of the three letters must come from music instructors.
7. Applicants from religious communities: One of the three letters must come from a major superior.

Results of either the Miller Analogy Test (MAT) (<http://www.pearsonassessments.com/professional-assessments.html>) or the Graduate Record Exam (GRE) (<http://www.ets.org/gre.html>) sent directly to the director of admission for the School of Theology and Seminary (Institutional Code: 6624; Department Code: 4902). The MAT/GRE requirement is waived for applicants who already have a masters and/or doctorate degree(s).

1. International students generally demonstrate proficiency in the English language with the TOEFL (Test of English as a Foreign Language) (<https://www.ets.org/toefl.html>) or MELAB (Michigan English Language Assessment Battery) should be sent directly to the director of admission for the School of Theology and Seminary.
2. Typewritten narrative of 1250 to 1500 words: Describe the life experiences that have had a significant impact on your personal growth and development with particular attention to the ways these experiences have revealed both your strengths and areas for improvement. Describe your view of the Church in the next decade and the role you might have in the ministry of the Church. Outline the desired goals you wish to achieve at Saint John's and how Saint John's can assist in the fulfillment of your personal, professional, and educational goals.
3. Résumé outlining personal, educational and professional backgrounds.
4. List of books and articles read in the previous three years.
5. Applicants for the Master of Arts in Liturgical Music: An audition and interview with the music faculty is required. Entrance Expectations: Audition and Interview (<http://www.csbsju.edu/Documents/>

[SOT/admissions/Entrance%20Expectations%20for%20Liturgical%20Music.pdf](#)

Priesthood Candidates

Admission requirements for degree applicants, outlined above, are required for priesthood candidates as well as the following documents:

1. One of the three recommendations must come from the bishop, vocation director, or religious superior.
2. An autobiography of 7-10 pages.
3. Certificates of Baptism and Confirmation (photocopies accepted if the religious community has original documents).
4. A statement from a physician indicating the results of a recent physical examination.

Applicants for Th.M.

(note—see details above)

1. A completed application form. Bachelor's degree and a graduate theological degree from an accredited college or the equivalent
2. Official transcripts of post-secondary coursework
3. Two letters of recommendation from educational contacts
4. Writing Sample¹
5. Resume/CV

¹ Th.M. applicants are required to submit a writing sample of 15-20 pages, including bibliography and footnotes. A graduate paper or chapter of a thesis is acceptable. A personal statement of not more than 750 words is also required:

- Reflect upon the development of your personal and professional goals since you began graduate theological study. Why do you wish to study at Saint John's?

Documents can be submitted as email attachments to gradschool@csbsju.edu.

Guidelines for Distance Education and Student Verification

The School of Theology and Seminary has established these procedures for verifying student identity for students enrolling in fully **on-line DEGREES** and registering **for COURSES** for remote participation in each term

DEGREES

The School of Theology and Seminary offers three degrees that can be earned fully on-line:

- The Master of Arts in Ministry (MAM)
- The Master of Arts in Theology (MAT)
- The Master of Theology (ThM)

Only these three degrees can be earned fully on-line. For all other degrees students may have a combination of in person and remote participation courses. Students in other degree programs must do 50%+ 1 credit of their degree work in in-person course formats.

Through the process of admissions the student declares intent to earn a degree fully on-line. This means that all of their course work can be undertaken in SYNCHRONOUS courses (participating

in real-time classes remotely through Zoom Conference) or through ASYNCHRONOUS courses (courses designed as full web courses with no live-time meetings). Students in all degrees must participate in Capstone projects for each degree with a live "real time" Comprehensive Exam, Thesis Defense, or Portfolio Presentation, either in person or over Zoom.

Students in a fully on-line plan may change their plans and come to campus for in-person classes at any time.

The School of Theology and Seminary will monitor student progress in fully-on-line degree work and verify student identity and participation in each course (please see below) and in the Capstone projects in live-time.

Students who do not declare their fully-on-line intent but are nearing the end of their programs may opt in to the fully on-line plan, but must still participate in Capstone projects in live-time.

REGISTRATION

Nearly all courses in the School of Theology and Seminary are available for participation either face-to-face (in classroom) or remotely by ZOOM Conference. When students register for courses they must choose their mode of participation:

- Register for **section 001** for a course in person
- Register for **section 002** for remote participation

This registration will be cross checked with the students by the Director of Student Services prior to the course start.

This registration assists the Registrar office in tracking students in remote participation sections.

The Director of Student Services will cross check student participation at several points of each semester.

VERIFYING IDENTITY

All students register for the first semester of studies using a Forms Manager form from which registration is generated. This registration triggers the following communications:

1. Student receives a confirmation of registration forms received and directions for accessing a CSBSJU IT Services account which is generated from the registration process. In order to access the accounts, students will receive a one-time password to verify identity.
2. Students will create and use an IT Services passphrase and secondary authentication via a Duo Application, which is tied to student's established cellphone device.
3. Students will be directed to send in a photo for creation of a student ID Card. This photo must follow the ID card guidelines. The ID card is generated at Saint John's Life Safety Services, activated for library access, and mailed to the student.
4. This Student ID photo will be downloaded into a registered student database with the School of Theology and Seminary for each term; the Director of Student Services and class instructor will use the ID photo database to verify the identity of students as they join in live-time class meetings. The Director of Student Services will verify student identity for remote participation students in an entrance interview and for the first three class meetings and at random points throughout a semester. Since the participation in classes remotely is managed by invitation to Zoom meetings sent by the instructor, and the student must use the CSBSJU passphrase and

Duo authentication to join a course on Zoom, the process is quite secure.

5. All course assignments must be submitted through CANVAS for the course in which a student is enrolled, or through CSBSJU email accounts. Instructors who have reason to question the source of student coursework submissions should report their concerns to the School of Theology and Seminary administration and CSBSJU IT Services.
6. In the event that identity cannot be verified or seems compromised, a participant in question will be removed from the Zoom conference and CSBSJU IT Services will be contacted to manage verifying student identity and re-establishing a student's access to a class.
7. Student identity for remote participation is verified in every course at multiple points across each semester, and in Capstone events and an exit interview before a degree is awarded.
8. A remote student who knowingly compromises the identity verification, passphrase or Duo authentication security or other aspects of access to a Zoom class conference or coursework submissions will be suspended from participating in the class until the situation has been resolved or investigated by CSBSJU IT services and the School of Theology and Seminary administration.

Determination of Student Location

Purpose

This policy establishes how the College of Saint Benedict (CSB) and Saint John's University (SJU) determine the primary location of prospective and enrolled students in accordance with the state authorization requirements of 34 CFR § 600.9(c), the program participation agreement certification requirements of 34 CFR § 668.14(b), the professional licensure disclosure requirements of 34 CFR §668.43(a)(5)(v) and 668.43(c), the National Council for State Authorization Reciprocity Agreement (NC-SARA) (Manual 21.1), and other applicable requirements.

Federal regulations require that for programs leading to licensure, the CSB and SJU must certify that the program meets educational requirements for licensure where the institution is located and where distance education students are located. Additionally, the CSB and SJU must notify students if academic programs meet or do not meet the U.S. State or territory requirements for professional licensure or certification in the State in which they are located.

Scope

This policy applies to all CSB and SJU prospective and current students (US and International). This policy applies to students in all modalities including but not limited to students who are enrolled as full-time and part-time students.

Definitions

Student Type Definitions

- **Admitted Student:** A student who receives a letter of admission to CSB and SJU. The student is not yet considered a current student.
- **Current Student:** An individual who has been admitted and who has paid the tuition deposit and has not graduated or been discontinued or otherwise dismissed from CSB and SJU. Current students have the ability to enroll.
- **Enrolled Student:** A student who is registered for coursework in the current semester.

- **Prospective Student:** An individual who has submitted a complete college admissions application including all required documents for admission decision review and does not meet the definition of an admitted or current student.

Address Type Definitions

- **Local:** The address at which an enrolled student has identified as “a physical address, not on the CSB or SJU campuses, where the student puts their head down at night.” A local address cannot be the same address as the Permanent/Home address.
- **Mailing:** The address at which a student has identified as the address where they will receive USPS mail. If a student does not indicate a mailing address at the time of application, the mailing address will be assigned the same address as indicated in the Permanent/Home Address.
- **Permanent/Home Address:** The address of the student designating their permanent principal home as provided to CSB and SJU on the application for admission or otherwise indicated in the student information system of record; it is the address where the student considers their permanent address and intends to stay or return to if the student is temporarily living at another address.

Determining Student Location

A student’s location is determined in the following manner:

Undergraduate students

All students pursuing an undergraduate degree program are required to relocate to, or near, the CSB and SJU campuses to participate in face-to-face, non-distance education programs, so their location will be considered the state of Minnesota [BC5] [OT6].

Graduate students

A prospective or admitted student’s location is the state of the prospective student’s residency at the time the student has applied for admission, intends to enroll and is then entered into the student information system. For students whose permanent address does not

include a U.S. state or territory (e.g., students living outside the United States), their location will be considered the state of Minnesota.

A current or enrolled student’s location is determined by the physical address where the student puts their head down at night. Priority of addresses from the student information system utilized in this determination are:

1. Residential, on-campus address
2. Local address
3. Permanent/Home address

For students whose permanent address does not include a U.S. state or territory (e.g., students living outside the United States), their location will be considered the state of Minnesota.

Procedure for Updating Student Location

Relocation during the course of a program

Licensing and authorization requirements can vary by State therefore any relocation by prospective and current students can impact their ability to continue a course, meet the eligibility requirements of that State, and/or receive financial aid funding. Any student considering relocation should consult with their program’s department chair to check for authorization and licensure eligibility requirements. It is the student’s responsibility to seek guidance on this issue prior to relocation.

On at least an annual basis, the Colleges will send a notice to current students to review current address information in the student information system, and if address updates are required, students will be required to submit the student change of address form available on the Registrar’s Office online forms page available in my.csbsju.edu.

Reporting Student Location

When student location data is needed for data reporting purposes, such as reports required by the U.S. Department of Education or the National Council for State Authorization Reciprocity Agreements (NC-SARA), the Colleges will follow the applicable reporting entity’s rules for determining student location.

SOT Academic Calendar

- Current Year (p. 47)
- Future Years (<https://catalog.csbsju.edu/catalog/graduate-programs/theology/calendar/future-years/>)

When introduction of the 4 - 1 - 4 calendar was made in the fall of 1967, the Fall and Spring Terms consisted of 14-week sessions during which time semester credits may be earned. From 1967 through 1987, the January Term consisted of 18 class days and semester credit was not awarded for most January Term courses. Beginning in 1988, the January Term was shortened to 15 class days and most courses were awarded semester credit.

The January Term was removed from the academic year after the 2000 session. In the 2013-2014 academic year, a transition was made to a 15-week semester, which was used only for one year. Since the Fall of 2014, a 14.5-week semester has been in use.

Calendar Changes

The CSB/SJU calendar is subject to modification or interruption due to occurrences such as fire, flood, labor disputes, interruption of utility services, acts of God, civil disorder and war. In the event of such occurrences, the Institutions will attempt to accommodate their students. However, we do not guarantee that courses of instruction, extra curricular activities or other programs or events will be completed or rescheduled. Refunds will be made to eligible students in accordance with College or University policy.

Current Year

Fall 2025 Academic Calendar

Based on 72 Instructional Days with a Study Day and Final Exam Period at the end of the term.

Date	Description
August 19	All-Campus Community Forum
August 20	Student Academic Success Workshop
August 22	2025-2026 Academic Convocation
August 22	Undergraduate Orientation begins
August 25	Fall Classes begin
September 1	Labor Day (Classes will be held)
September 18	Mod B begins
September 19	PERM DROP Deadline (Last Day to DROP any full term course without a transcript entry)
October 10	Classes end at 6:00 pm
October 13	Indigenous People's Day (no classes)
October 13-17	Fall Break
October 16	Mod C begins
November 11	Mod D begins
November 12	W Deadline (last day to withdraw from a full term course for grade of W)
November 21	Classes end at 6:00 pm
November 24-28	Thanksgiving Break
December 1	Classes Resume
December 9	Last Day of Classes
December 10	Study Day
December 11	First Day of Exams
December 12	Second Day of Exams
December 13	Third Day of Exams/Fall Term closes
December 17	Grades are due by 11:00 pm

Spring 2026 Academic Calendar

The undergraduate calendar is based on 72 Instructional Days with a Study Day and Final Exam Period at the end of the term.

Date	Description
January 20	Spring Classes begin
February 13	Mod B begins
February 16	PERM DROP Deadline (Last day to DROP any full term course without a transcript entry)
March 11	Mod C begins
March 13	Classes End at 6:00 pm
March 16-20	Spring Break
March 23	Classes Resume
April 1	Classes End 6:00 pm
April 2-6	Easter Break
April 7	Classes Resume
April 15	Mod D begins
April 16	W Deadline (last day to withdraw from a full term course for grade of W)
May 8	Last Day of Classes
May 11	Study Day
May 12	First Day of Exams
May 13	Second Day of Exams
May 14	Third Day of Exams/Spring Term closes

May 16	CSB and SJU Commencement
May 19	Grades are due by 11:00 pm

Summer 2026 Academic Calendar

Date	Description
May 18	Summer Session begins
May 25	Memorial Day (No classes)
June 19	Juneteenth (Classes will be held)
July 4	Independence Day
July 10	Summer Session ends
August 15	Summer Term closes
August 15	Grades Due by 11:00 pm

SOT Course List

Doctrinal Theology

DOCT 401 Introduction to Systematics (3 Credits)

This course provides an introduction to the methods and content of systematic theology, particularly as they play out in three key sub-fields of this discipline: Creation, Revelation, and Eschatology. The class is intended to orient those who are newer to theological study and to help guide students in on-going reflection on major questions in the world of systematics. The semester will begin with an examination of the question "What is theology?" as well as a exploration of theological methods. The subsequent weekends will consider the topics of creation, revelation and eschatology employing a variety of methodological tools.

Prerequisites: None

DOCT 406 Christology (3 Credits)

Understandings of the person, presence and mission of Christ in scripture, in doctrine and dogma, and in contemporary theology.

Prerequisites: None

DOCT 407 Trinity, Faith and Revelation (3 Credits)

This course explores the emergence and development of the doctrine of the Trinity. The doctrine of the Trinity represents the Christian way of naming the mystery of God, how this mystery is shared in history, and the pastoral/practical consequences that follow as a result of this sharing. The course surveys the biblical, philosophical, sociological, and theological landscape that has contributed to this doctrine from early Christianity to contemporary times.

Prerequisites: None

DOCT 408 Ecclesiology (3 Credits)

This course examines the nature and structure of the Roman Catholic Church from its apostolic origins to the present. Various models used in understanding the Church will be studied (e.g. the Church as communion, the Church as sacrament, etc.) The local and universal nature of the Church, and issues related to magisterium, authority, evangelization, ministry, and missiology will be discussed.

Prerequisites: None

DOCT 411 Christian Anthropology (3 Credits)

This course undertakes a Christian exploration to the question: What does it mean to be human? As a theological discipline, Christian theological anthropology draws from a wide range of sources. These sources include the doctrine of creation, the doctrine of sin and grace, the doctrine of the Trinity, Christology, ecclesiology, and eschatology. This course examines these sources and underscores the historical evolution of Christian theological anthropology.

Prerequisites: None

DOCT 413 Theology of Lay and Ordained Ministry (3 Credits)

Students study the biblical foundations, historical development, systematic theology, and canonical structures of ordained and lay ministry in the Church. Cross-listed with PTHM 413.

Prerequisites: None

DOCT 414 Eschatology (3 Credits)

Eschatological dimensions of the Christian experience.

Prerequisites: None

DOCT 419 Mariology (3 Credits)

Scriptural, Christological and ecclesiological bases of the Church's view of Mary. The development of Marian devotions and their place in the history of spirituality and in contemporary spiritual life.

Prerequisites: None

DOCT 424 Theology of Sacrament and Worship (3 Credits)

The roots of Christian worship in symbol, language, and social dynamics. Theological reflection on the sacramental life in the Church. Contemporary approaches to a theology of sacrament especially in relation to Trinitarian, theology, Christology, Pneumatology, Christian anthropology, and ecclesiology. Cross-listed with LTGY 424.

Prerequisites: None

Equivalent courses: LTGY 424

DOCT 426 Documents of Vatican II (3 Credits)

The Second Vatican Council has impacted virtually every area of Catholic life and thought. The council invited and guided the church to know itself and its relation to the world more deeply, and the implications of this enhanced understanding continue to unfold today. This course approaches the Second Vatican Council as a historical and theological event. It examines the development of Vatican II, its final documents and the council's interpretation. Emphasis will be given to seeing the council as a whole and the way that each particular document – and all the documents together – are an expression of the council's general aims and overarching goals. Additionally, students will be asked to think independently about the connections between particular documents and how the council's teachings inform contemporary issues.

Prerequisites: None

Equivalent courses: THEO 394A

DOCT 468A Theologies of Mental Health (3 Credits)

This course will initiate students into contemporary Christian theological discussions that have arisen in view of and in response to mental health issues. After learning the basic features of two major conditions—trauma and depression—students will engage texts that explore the implications of these conditions for a wide range of Christian doctrines and issues including sin and grace; Christology, soteriology, and eschatology; and theodicy and other theologies of God. Cross listed PTHM 468

Prerequisites: None

DOCT 468B Suffering and the Vulnerable Rule of God (3 Credits)

Prerequisites: None

DOCT 468C Mary and the Saints (3 Credits)

Prerequisites: None

DOCT 468D Christian Responses to Religious Pluralism (3 Credits)

Prerequisites: None

DOCT 468E MISSIOLOGY (1-6 Credits)

Prerequisites: None

DOCT 470 Independent Study (1-3 Credits)

Prerequisites: None

History of Christianity

HCHR 400 Patristics (3 Credits)

Survey of church history from the apostolic age to the Council of Chalcedon in 451, with special emphasis on the Apostolic Fathers, the Christianization of the Roman Empire, and the formation of Christian doctrine.

Prerequisites: None

Equivalent courses: HHTH 400

HCHR 402 History of Christianity I (3 Credits)

This course will examine the development of the Christian tradition, including the expression of seminal doctrines within the Christian church, from its origins to the eleventh century. The course will explore the main trends in the development of the institution and primary doctrines of the church within the larger philosophical, social, and political contexts of the first millennium, paying attention to the ways in which the lived experience of Christian peoples informs and shapes its thinking.

Prerequisites: None

Equivalent courses: THY 402

HCHR 403 Medieval and Reformation Thought (3 Credits)

Medieval and Reformation theology and spirituality are often construed as oppositional in their uses of scripture, understandings of justification and sanctification, approaches to sacramental life, and their presentations of discipleship. This course will put seminal theological and spiritual texts from the medieval and Reformation periods into context and conversation, exploring areas of deep continuity as well as points of significant departure for the way in which medieval and Reformation thought can be said to continue to inform present-day Christian life, thought, and practice, including its ecumenical dimensions.

Prerequisites: None

Equivalent courses: HHTH 403

HCHR 404 History of Christianity II (3 Credits)

This course will examine the development of the Christian tradition, including the expression of seminal doctrines within the Christian church, from the twelfth century to the present day. The course will explore the main trends in the development of the institution and primary doctrines of the church within the larger philosophical, social, and political contexts of the second millennium, paying attention to the ways in which the lived experience of Christian peoples informs and shapes its thinking.

Prerequisites: None

Equivalent courses: HCHR 404Z, THY 404, THY 404Z

HCHR 408 Catholics in America (3 Credits)

This course examines historical perspectives on what it means to be "Catholic" in a distinctively "American" setting. At the heart of this inquiry will be the question of the mutual influence and relationship between Catholic religious and American political/cultural identities. Our task will be to explore the ways in which "being Catholic in America" may differ from being Catholic in other places, and in doing so, to probe the ways in which American life can be said to shape Catholic perspectives and practices. The course explores American Catholicism from the 16th Century to present day, focusing on questions including religious freedom, social action, cultural diversity.

Prerequisites: None

HCHR 412 Reformation, Modernity, and the Global Church (3 Credits)

Survey of church history from the age of Luther to the present.

This course will introduce students to the historical dynamics that transformed the united "Christendom" of the Middle Ages into a diverse and truly global twenty-first century church.

Prerequisites: None

Equivalent courses: HHTH 412

HCHR 413 Monastic History I: Pre-Benedict (3 Credits)

The rise of monasticism within the early church of East and West to the time of Benedict. Cross-listed with MONS 402.

Prerequisites: None

Equivalent courses: HHTH 413, MONS 402

HCHR 415 Monastic History II: Benedict to the Reformation (3 Credits)

The development of Western monastic life and reform movements from the early middle ages through the fifteenth century. Cross-listed with MONS 404.

Prerequisites: None

Equivalent courses: HHTH 415, MONS 404

HCHR 417 Monastic History III: Reformation to the Present (3 Credits)

The decline of Western monasticism in the sixteenth century through its revival in the nineteenth and twentieth centuries. Cross-listed with MONS 406.

Prerequisites: None

Equivalent courses: HHTH 417, MONS 406

HCHR 424 The History of Christian Spirituality I (3 Credits)

An exploration of the significant formative elements, experiences and writers of Christian spirituality in its first seven hundred years. Cross-listed with SPIR 424.

Prerequisites: None

Equivalent courses: HHTH 424, SPIR 424

HCHR 425 The History of Christian Spirituality II (3 Credits)

A study of the Christian spirituality of the Middle Ages, especially from the end of the seventh century to the Reformation. Special attention will be given to notable figures, writings, events, institutions and movements that shaped the expression of Christian convictions and practice, up to the dawn of the "modern" period. Cross-listed with SPIR 425.

Prerequisites: None

Equivalent courses: HHTH 425, SPIR 425

HCHR 426 The History of Judaism (3 Credits)

Significant persons and movements in the development of Judaism.

Prerequisites: None

HCHR 428 History of Christian Spirituality III (3 Credits)

The development of Christian spirituality from the Protestant and Catholic Reformations to the present. Also included will be events in Asia, Africa, North and Latin America. Cross-listed with SPIR 426.

Prerequisites: None

Equivalent courses: HHTH 428, SPIR 426

HCHR 429 Spiritual Biography, Spiritual Journey (3 Credits)

This course involves critical and reflective reading of works that might be classified as "spiritual autobiography" in the Christian theological and spiritual tradition. Examining these "self-presentations" as theological fonts, the course introduces students to this genre and an understanding of each work in its historical and theological context. Particular attention is given to presentations of life as a "journey" with emphasis on those experiences which advance the person in his or her relationship with God. Themes such as grace, sacramental action, self-examination, prayer, and good works inform the way in which the course considers progress in the life stories, and the course will invite students to think about how biography might shape on-going insights into current Christian thought and practice.

Prerequisites: None

Equivalent courses: SPIR 429

HCHR 470 Independent Study (1-3 Credits)

Prerequisites: None

Equivalent courses: HHTH 470

Languages (SOT)

LANG 401 Reading Latin in the Humanities I (3 Credits)

An overview of the grammatical structure of the language and practice in reading short works. The course is graded pass/fail.

Prerequisites: None

LANG 402 Reading Latin in the Humanities II (3 Credits)

An overview of the grammatical structure of the language and practice in reading short works. The course is graded pass/fail.

Prerequisites: None

LANG 403 Reading French in the Humanities I (3 Credits)

Prerequisites: None

LANG 404 Reading French in the Humanities II (3 Credits)

Prerequisites: None

LANG 405 Reading German in the Humanities I (3 Credits)

Prerequisites: None

LANG 406 Reading German in the Humanities II (3 Credits)

Prerequisites: None

LANG 407 Reading Spanish in the Humanities I (3 Credits)

Prerequisites: None

LANG 408 Reading Spanish in the Humanities II (3 Credits)

Prerequisites: None

LANG 470 Independent Study (1-3 Credits)

Prerequisites: None

Liturgical Music

LMUS 406 Applied Piano (0-2 Credits)

Students will develop technical skills and knowledge of performance practices at the graduate level, including the ability to play a large variety of repertoire fluently and with understanding. Secondary organ students will develop sufficient techniques and familiarity with the instrument to play knowledgeably and/or coach others in parish settings.

Prerequisites: None

LMUS 407 Applied Organ (0-2 Credits)

Development of technical skills and knowledge of performance practices, including the ability to play a large variety of repertoire fluently and with understanding. Study and performance of major works of significant periods and schools of organ literature. For secondary organ students, development of techniques and familiarity with the instrument to play knowledgeably and/or coach others in pastoral settings.

Prerequisites: None

LMUS 408 Applied Voice (0-2 Credits)

Fundamentals of singing and vocal pedagogy (breathing, efficient use of voice, diction, etc.) addressing differing musical styles and their interpretation based on the performance practices of given periods in music history. Study and performance of significant bodies of solo repertoire. Technique and pedagogical skills appropriate to choral directors, section leaders, and coaches for cantors and song leaders.

Prerequisites: None

LMUS 409 Applied Composition (0-2 Credits)

Individualized coaching in advanced composition of sacred music and music appropriate for liturgical use. Work in various forms and styles, depending on the needs and interests of individual students. Prerequisite: permission of the instructor and the liturgical music program director.

Prerequisites: None

LMUS 410 Gregorian Chant I: Introduction (1 Credit)

Introduction to the basics of Gregorian Chant, with the primary aim of facility and confidence in singing easier Latin chants. Overview of historical development; Latin pronunciation; four-line notation and chant reading skills with text-based interpretation; simple psalm tones; introduction to modality; repertoire for liturgical use; conducting basics. Knowledge of the basics of music theory is expected.

Prerequisites: None

Equivalent courses: THEO 394E

LMUS 411 Gregorian Chant II: Advanced (1 Credit)

Expanded treatment of historical development, modality, solemn psalm tones, Latin pronunciation, and repertoire for liturgical use, with extensive study of lineless notation (St. Gall, Laon) and its application to the interpretation of advanced chant repertoire; advanced conducting.

Prerequisite: Gregorian Chant I or equivalent.

Prerequisites: LMUS 410

LMUS 412 Chapel Choir (0-1 Credits)

A liturgical choir open to all graduate students which sings regularly for worship in Emmaus Chapel. One third Gregorian Chant (in Latin and English), two-thirds choral music in a wide variety of styles including contemporary and world music.

Prerequisites: None

LMUS 413 Chamber Choir (1 Credit)

Select Mixed Choir. Choral masterworks from the Renaissance to the present. National and international touring. Audition required.

Prerequisites: None

LMUS 414 Men's Chorus (1 Credit)

Great choral works from Palestrina to the present. National and international touring. Open to all male students. Audition required.

Prerequisites: None

LMUS 415 Women's Chorus (1 Credit)

Select women's chamber group. Choral music of representative periods. Open to all female students. Audition required.

Prerequisites: None

LMUS 416 All College Choir (1 Credit)

Large Choral ensembles – Mixed voice (upper voices and lower voices). Meets once weekly. No audition required.

Prerequisites: None

LMUS 417 Gregorian Chant III: Interpretation Seminar (1 Credit)

Advanced seminar on singing Latin chant expressively, based on scholarly investigation of genre, modality, rhythm, and liturgical spirituality. Weekly readings in historical evolution of genres; singing of varied genres of chant (introit, gradual, office responsory, etc.). Weekly concluding lecture or, if possible 45-minute synchronous online session.

Prerequisite: Gregorian Chant II or equivalent.

Prerequisites: LMUS 411

LMUS 418 Gregorian Chant IV: Directed Independent Study (1 Credit)

Directed independent study in chant history, interpretation, and conducting.

Prerequisites: None

LMUS 421 Liturgical Song (3 Credits)

Fundamental treatment of the nature of the liturgical assembly and the theological basis for sung congregational participation. Introduction to resources for all genres of congregational song – dialogues and chants; psalms, with emphasis on responsorial psalmody; service music and Mass settings; and hymns and songs, including historical survey of repertoire from various cultures. Principles of theological and liturgical appraisal of congregational repertoire.

Prerequisites: None

LMUS 430 Conducting Techniques I (1 Credit)

Individualized small-group lessons on the basics of conducting techniques such as beat patterns, cueing, expression and dynamics, and score preparation.

Prerequisites: None

Equivalent courses: LMUS 431

LMUS 432 Conducting Techniques II (1 Credit)

Advanced study of conducting technique, including lab conducting of other singers.

Prerequisites: None

LMUS 433 Service Playing (0-1 Credits)

Development of skills in leading and enabling the assembly's singing. Leadership and accompaniment of hymns, service music, and song forms. Sight-reading, modulation, transposition, and extemporization. With advising and instructor permission, may be in either organ or piano.

Prerequisites: None

LMUS 434 Choral Literature (1 Credit)

Survey of repertoire for liturgical choirs, with emphasis on liturgical appropriateness. Practical aspects of programming choral music through the liturgical year and for various rites.

Prerequisites: None

LMUS 436 Vocal Pedagogy (1 Credit)

How the voice works; healthy vocal technique and habits for vocal health; vocal exercises for practice and teaching; exploration of teaching repertoire. For singers, voice teachers, and choral conductors.

Prerequisites: None

LMUS 470 Independent Study (1-3 Credits)

Prerequisites: None

LMUS 501 Liturgical Music Seminar (2 Credits)

Students study musical and liturgical theology, including the history of liturgical music; official documents; issues, problems, and positions in liturgical music practice; worship aid evaluation; presentation of music/liturgical plans. This course is required each term for four semesters for MA Liturgical Music students.

Prerequisites: None

Liturgical Study

LTGY 400 History and Sources of the Liturgy (3 Credits)

Survey of the history of Christian rites in Eastern and Western traditions, from New Testament to the present using primary texts. Basic introduction to the methodologies of liturgical studies and to disciplines related to the study of worship.

Prerequisites: None

LTGY 405 Initiation and Eucharist (3 Credits)

The origins of rites of initiation and eucharist, East and West, and their historical development. Theological and doctrinal perspectives. Examination of the postconciliar Roman rite and its attendant documents, with some treatment of other Christian traditions. Issues in contemporary pastoral practice.

Prerequisites: None

LTGY 407 Introduction to Pastoral Liturgy (3 Credits)

Through a critical reflection on the church's tradition of *lex orandi, lex credendi*, students will be introduced to the theory and practice of good liturgical celebration. Contemporary liturgical practice will be evaluated in its historical, cultural, and theological context. Students will learn how the historical development of Christian liturgy, its anthropological dimensions, and important church documents influence how we worship today

Prerequisites: None

Equivalent courses: THEO 394Q

LTGY 416 Liturgical Rites (3 Credits)

Introductory study of the nature of ritual, and the place of sacraments and rituals in the life journey of the Christian. Treatment of the rites of vocation (marriage, religious profession and holy orders), healing (reconciliation, anointing of the sick), and burial of the dead.

Prerequisites: None

LTGY 421 The Spirituality of the Liturgical Year (3 Credits)

This course studies the theology, history, and practice of the Liturgical Year as the unfolding of salvation history in the Christian life. Students will consider how the feasts and seasons of the Church's year coincide with Christian prayer, devotional practices, and the lectionary cycles, and discuss practical dimensions of drawing upon the Liturgical Year as source for catechesis and spiritual development in pastoral settings

Prerequisites: None

LTGY 423 Liturgy of the Hours (3 Credits)

The Liturgy of the Hours historically and theologically considered. An analysis of the origins and evolution of the Office in the patristic and medieval periods. Study of the reformed Roman Liturgy of the Hours and of daily prayer in other traditions.

Prerequisites: None

LTGY 424 Theology of Sacrament and Worship (3 Credits)

The roots of Christian worship in symbol, language, and social dynamics. Theological reflection on the sacramental life in the Church. Contemporary approaches to a theology of sacrament especially in relation to Trinitarian, theology, Christology, Pneumatology, Christian anthropology, and ecclesiology. Cross-listed with DOCT 424.

Prerequisites: None

Equivalent courses: DOCT 424

LTGY 426 Liturgical Presidency (3 Credits)

Training in all aspects of liturgical presiding for those will lead worship as priests and deacons, including study of rubrics and directives in the relevant official documents. Use of gesture and voice to relate well to the assembly and to other liturgical ministers. Training in singing the ministerial chants in the liturgical books. For future priests, focus on celebrating Mass. For future deacons, focus on their role at Mass, as well as presiding at Sunday Celebrations in the Absence of a Priest and other rites such as baptism. For non-ordination candidates, Sunday Celebrations in Absence of a Priest, and other rites such as funeral vigils.

Prerequisite: Introduction to Pastoral Liturgy.

Prerequisites: LTGY 407

LTGY 428 Liturgical Song (3 Credits)

Fundamental treatment of the nature of the liturgical assembly and the theological basis for sung congregational participation. Introduction to resources for all genres of congregational song – dialogues and chants; psalms, with emphasis on responsorial psalmody; service music and Mass settings; and hymns and songs, including historical survey of repertoire from various cultures. Principles of theological and liturgical appraisal of congregational repertoire.

Prerequisites: None

Equivalent courses: LMUS 421, THEO 394C

LTGY 430 Liturgical Consultancy I (2 Credits)

Introduction to the interrelationship between liturgy, art and architecture. Exploration of how artists, architects and liturgists think about the worshiping community and its spaces from the perspective of their fields. Treatment of architectural process and tools, basic visual approaches, media and kinds of art found in a church, and basic knowledge of ritual space; also the church community and its traditions. Introduction to the Analysis Project in which a space is described by a participant-observer, involving analysis of a community, its worship, its existing space, ritual needs, and assessment of possibilities for revision.

Prerequisites: None

LTGY 432 Liturgical Consultancy II (2 Credits)

Study of official church documents on the building and renovating of churches and chapels. Practical questions such as beginning the building/renovation project; engaging the entire congregation in the process from beginning to completion; finding competent architects and artists and working with them; commissioning art works; creating furnishings and appointment; attending to diversity in the community and its appropriate expression in art and architecture; accessibility; rituals for leave-taking of old spaces and dedication and blessing new and renovated spaces. Students will be able to prepare proposals for consultancy with a variety of communities.

Prerequisites: None

LTGY 441 Sacred Art (3 Credits)

Study of the history of the church's use of art liturgically and for the sake of evangelization, including the church's embrace of the arts as it emerged from a Jewish aniconic tradition; how the relationship between the church and art evolved over the centuries; the different forms of sacred art; the possible differences between sacred art, liturgical art and devotional art; and implications for the establishment and maintenance of art collections. Cross Listed with PTHM 441.

Prerequisites: None

Equivalent courses: PTHM 441

LTGY 443 Sacred Architecture (3 Credits)

Sacred Architecture. Historical overview of sacred architecture with attention to the theology and practice of the worshipping community. Commonalities between sacred architecture from varied faith traditions, with emphasis on the unique aspects of Christian architecture. Acoustics and lighting in relationship to their impact on the symbolic and practical functioning of a building. Varieties of American Christian religious architecture as reflections of traditions, exploring commonalities and differences. Cross listed with PTHM 443.

Prerequisites: None

Equivalent courses: PTHM 443

LTGY 450 Directed Readings in Liturgical Sources (3 Credits)

Independent, directed reading and research with weekly meetings with professor in one of three areas: historical liturgical sources; liturgical movement and liturgical renewal; art and architecture in worship.

Prerequisites: None

LTGY 468A History of Sacramental Theology (3 Credits)

Prerequisites: None

LTGY 468B LITURGY IN CULTURE (1-3 Credits)

Prerequisites: None

LTGY 470 Independent Study (1-3 Credits)

Prerequisites: None

LTGY 501 Liturgical Music Seminar (1 Credit)

Students study musical and liturgical theology, including the history of liturgical music; official documents; issues, problems, and positions in liturgical music practice; worship aid evaluation; presentation of music/liturgy plans. This course may be repeated for different topics/content with instructor's permission.

Prerequisites: None

Monastic Studies

MONS 402 Monastic History I: Pre-Benedict (3 Credits)

The rise of monasticism within the early Church of East and West to the time of Benedict. Cross-listed with HCHR 413.

Prerequisites: None

Equivalent courses: HCHR 413, HHTH 413

MONS 404 Monastic History II: Benedict to the Reformation (3 Credits)

The development of Western monastic life and reform movements from the early Middle Ages through the fifteenth century. Cross-listed with HCHR 415.

Prerequisites: None

Equivalent courses: HCHR 415, HHTH 415

MONS 406 Monastic History III: Reformation to the Present (3 Credits)

The decline of Western monasticism in the sixteenth century through its revival in the nineteenth and twentieth centuries. Cross-listed with HCHR 417.

Prerequisites: None

Equivalent courses: HCHR 417, HHTH 417

MONS 408 Contemporary Monasticism (3 Credits)

The multiplicity of expressions of monastic life: from intentional communities to heritages, from traditional Benedictine and Cistercian communities to ecumenical, inter-faith and Protestant communities, from solely vowed religious to various forms of affiliation of lay membership. The changing face of monasticism in the 21st century.

Prerequisites: None

MONS 410 Rule of Benedict (3 Credits)

The Rule and its sources; exegesis of the text; issues of interpretation.

Prerequisites: None

Equivalent courses: MONS 440, SPIR 440

MONS 412 Monastic Structures (1 Credit)

The history of Benedictine monastic structures of governance, including individual monasteries and congregations. The present laws governing monasteries. The rights and obligations of monastics. Visions for the future.

Prerequisites: None

MONS 421 Monastic Liturgy (3 Credits)

The liturgical shape of organized monastic life: the Liturgy of the Hours, the Eucharist, rites of admission and profession, the consecration of virgins, the blessing of abbots and abbesses, rites of the refectory, rites of hospitality, the washing of feet, rites concerning faults, sin, and reconciliation, rites for the sick, dying and dead.

Prerequisites: None

MONS 423 Monastic Formation (3 Credits)

The formation of the Christian in the context of the faith-giving community. *Conversatio*, stability and obedience. Conveying and supporting faith in the monastic context through eagerness for the work of God, for obedience and for humble service. Special emphasis on *lectio divina*. Examination of the ways monasticism has traditionally realized community: common prayer, common meals, common decision-making and common support of work.

Prerequisites: None

MONS 434 Monastic Spiritual Theology (3 Credits)

The development of monastic spiritual theology will be studied from the perspective of monastic primary sources. Texts will be studied as guides and sourcebooks for models of monastic spiritual progress and human maturity. Special emphasis will be placed on: (1) the original meanings of "active" and "contemplative" in the vocabulary of early monasticism; (2) models of spiritual development in the early church and in the early monastic movement; (3) the interrelationship between the cenobitic and eremitic lifestyles; (4) the theory and practice of *lectio divina*; (5) the mystical interpretation of the scriptures and the practice of liturgical prayer; (6) monastic reform and renewal; (7) spiritual guidance in the monastic tradition. Cross-listed with SPIR 434.

Prerequisites: None

MONS 435 Christian Asceticism (3 Credits)

The development of Christian asceticism will be studied from the perspective of primary sources, drawn chiefly from the Christian monastic tradition. Texts will be studied as guides and sourcebooks for models of conversion, growth in human maturity, and spiritual progress. Special emphasis will be placed on: (1) classical and Christian understandings of asceticism; (2) repentance and the call to conversion as the basis for authentic ascetical practice; (3) the dynamic interrelationship between ascetical practice and contemplative vision; (4) philosophical and monastic models of virtue and vice; (5) the contrasting and interdependent asceticism of hermitage and cenobium; (6) friendship as the form and ascetical school of virtue; (7) spiritual exercises and the love of learning-implications for monastic reform and renewal. Cross-listed with SPIR 435.

Prerequisites: None

Equivalent courses: SPIR 435

MONS 436 Bible and Prayer (3 Credits)

This course will examine early Christian and monastic attitudes toward the biblical text and the interplay between the Bible and forms of prayer. Topics will include: methods of interpreting the Bible; ways of encountering the Bible (reading, memorization, meditation), kinds of early monastic prayer and their biblical basis. There will also be some attention to the subsequent history of those traditions and a consideration of present-day implications. Cross-listed with SPIR 436.

Prerequisites: None

MONS 437 Desert Ammas (3 Credits)

Fourth century Christianity gave birth to a spirituality which called women out of conventional understandings of wife, courtesan, and/or mother into lives of prayer, service, and the founding of communal households and monasteries. An exploration of writings by and about such foremothers on the monastic movement as Macrina, Melania, Paula, Eustochium, Marcella, Syncletica, Mary of Egypt, and Egeria, their social and historical realities, and their influence then and now.

Prerequisites: None

MONS 440 Perennial Wisdom of the Rule of Benedict (1 Credit)

This course explores important themes in the Rule of St. Benedict, such as doing good works in order to reach God's kingdom, being an apprentice in the spiritual life, having the right interior dispositions (e.g., humility), and the usefulness of observances. In addition to reading the Rule, we will look at some materials from the historical context in which St. Benedict wrote and some contemporary treatments of related topics. This course will be valuable for those looking to engage the perennial wisdom of the Rule more deeply.

Prerequisites: None

Equivalent courses: MONS 410, SPIR 440

MONS 441 Wise Women of Early Monasticism (1 Credit)

Prerequisites: None

MONS 442 Rule of Benedict and Covenantal Love (1 Credit)

This course will examine how the Rule of Saint Benedict creates a community of moral obligation based in covenantal love, paying special attention to how these relationships today participate in and enact the covenantal love of Jesus Christ, true God and true human.

Prerequisites: None

MONS 443 Benedictine Values: Stability and Openness to Change (1 Credit)

In this class we'll discuss ways in which the Benedictine values of stability, conversion of life, hospitality, respect for community, and prayer can form us in unexpected but important ways.

Prerequisites: None

MONS 444 Growing Spiritually with Saint Benedict (1 Credit)

Growth is a dynamic process, and the Church's spiritual traditions envision this with different accents and insights. How does Saint Benedict and the long monastic tradition following him describe spiritual growth? This course will investigate how certain Benedictine authors describe spiritual growth and the practices which accompany it, focusing on *lectio divina*, community life, and desire for God. Through both ancient and contemporary wisdom, we will explore how Saint Benedict and his followers can contribute to our own journey to God with one another today.

Prerequisites: None

MONS 445 Praying the Scriptures with Benedict (1 Credit)

Prerequisites: None

MONS 446 Acedia: A New Look at an Ancient Concept (1 Credit)

This course will look at the curious history of acedia, the 8th "bad thought" of the 4th century monastics. They considered acedia, anger, and pride to be the worst of the common temptations faced by people trying to live a monastic life. Acedia was considered especially treacherous, as it could cause a monk to lose all faith in God and abandon a life of prayer. By the 6th century acedia had been subsumed into sloth, as one of the "seven deadly sins," and came to mean physical laziness rather than what the monks knew it to be: a profound inertia caused by spiritual despair. This course will look at that history and the implications of a rediscovery and reclaiming of acedia in the present day, including its emergence during the COVID pandemic.

Prerequisites: None

Equivalent courses: SPIR 446

MONS 447 The Benedictine Wisdom of the Psalms (1 Credit)

In his Rule, Saint Benedict instructs monks to pray “the full complement of one hundred and fifty psalms every week” (RB 18:23). In light of this counsel and the traditional Benedictine psalmody that follows from it, this course will investigate the transformative spiritual wisdom of the Psalter that emerges when one studies and prays all of the psalms together. To do so, we will engage with contemporary scholarship on individual psalms and the theological development across the whole book. We will also consult traditional interpretations and prayerful uses of the Psalter, with an emphasis on Benedictine sources.

Prerequisites: None

Equivalent courses: SPIR 447

MONS 448 Foundations of Monastic Liturgy (1 Credit)

Brief overview of monastic liturgy, with a view toward its renewal since the Second Vatican Council; the nature of ritual in a monastic context; spiritualities of monastic prayer; music in monastic worship; and the place of Eucharist in monastic life.

Prerequisites: None

Equivalent courses: SPIR 448

MONS 449 History of Benedictines in America (1 Credit)

Prerequisites: None

Equivalent courses: SPIR 449

MONS 468A Early Monastic Lives (3 Credits)

This course considers the influences of Monastic Lives written between the 4th and 7th century, and places them in their literary, historical and theological contexts. It focusses especially on three Lives written by renowned church fathers: Athanasius' Life of St. Antony, Gregory of Nyssa's Life of St. Macrina and the Second book of Gregory the Great's Dialogues. It considers ways in which the authors' wider theological positions are conveyed in the Lives as well as ways these monastic Lives shed light on how these theologians foresaw their positions being lived out in a concrete way.

Prerequisites: None

Moral Theology

MORL 421 Fundamental Moral Theology (3 Credits)

This course covers the foundations of the Christian moral life and of Christian moral decision making. The fundamental themes to be covered include, but are not limited to: freedom, conscience formation and moral agency, moral normativity, what constitutes moral reasoning, the use of scripture, tradition and natural law in moral decisions, the interplay between sin and grace, virtue ethics, and the ecclesial aspect of moral decisions.

Prerequisites: None

MORL 422 Christian Social Ethics (3 Credits)

The implications of Christian faith and theological reflection for contemporary society. The social dimensions of biblical ethics and the social teachings of the Catholic Church.

Prerequisites: None

MORL 428 Survey of Moral Topics (3 Credits)

This course examines how the application of fundamental moral themes informs particular issues of Christian morality. Particular issues potentially covered fall under the global nature of moral theology, life and death, sexuality, biomedical ethics, ethics of pastoral ministry, and the intersection of church and state.

Prerequisites: None

Equivalent courses: THEO 394B

MORL 428A Healthcare Ethics (3 Credits)

Prerequisites: None

MORL 428B Christian Sexual Ethics (3 Credits)

Prerequisites: None

MORL 428C Virtue Ethics (3 Credits)

Virtue ethics is a rich strand of the Catholic ethical tradition. The discipline begins with a simple, common human question: what is it to be happy? Christianity proposes a distinctive answer. This this course, we will begin with questions about the good life, continue by examining the role of the passions in making us happy, and finally focus on the virtues as constitutive of human happiness/flourishing. Our readings draw from a range of authors — Aristotle, Augustine, Aquinas, and contemporary theologians. The point of the course is to help students become conversant in this intellectual tradition and articulate in sharing it with others.

Prerequisites: None

MORL 456 Rural Social Issues (3 Credits)

An examination of major social issues affecting rural America, the social justice dimensions of these issues, and their implications for ministry in the Church. Cross-listed with PTHM 456.

Prerequisites: None

MORL 468A Catholic Environmental Ethics and Spirituality (3 Credits)

Inspired by the integral ecology of Laudato Si', this course explores Catholic commitment to care for our common home. It does so from a theological perspective, focusing especially on the spiritual roots of the crisis and spiritual resources from within the Catholic tradition (such as Benedictine spirituality) that can inform one's response to that crisis. That is, this course aims to help students express how one might live in right relationship with God, neighbor, and creation and promote ecclesial practices that hear the cries of the earth and the poor. Cross listed with SPIR 468.

Prerequisites: None

MORL 468B Living Ecologically in a Time of Climate Change (3 Credits)

Prerequisites: None

Equivalent courses: SPIR 468B

Pastoral Theology/Ministry

PTHM 401 Evangelization and Catechesis (3 Credits)

This course examines contemporary theologies and principles of evangelization and catechesis; theories of human and faith development; and various models and methods of evangelization and catechesis. Particular attention will be given to advancing catechetical leadership skills in assessment and strategic planning for program improvement.

Prerequisites: None

PTHM 405 Theology and Practice of Ministry (3 Credits)

Utilizing practical theology methodology, this course introduces students to theological foundations for ministry, including historical and contemporary theologies of ordained and lay ministry. Students will explore the vocational call to ministry as well as the spiritual, human, and pastoral foundations for ministry. Finally, students will identify the theological principles that are foundational to their ministerial leadership.

Prerequisites: None

Equivalent courses: THEO 394F

PTHM 408 Introduction to Pastoral Care (3 Credits)

The course addresses theological approaches to the “care of souls,” including theologies of suffering, grief, and death. Students develop skills in interpersonal dynamics of listening, empathy, systems assessment, professional judgment, and liturgical response in relationship to pastoral care of persons and communities.

Prerequisites: None

PTHM 409 Pastoral Care Ministry: Grief, Illness, and Healing (3 Credits)

Pastoral care is the ministry of compassion for the well-being of persons and communities. Traditionally the ministry has included four dimensions of care: healing, guiding, sustaining, and reconciling. This class focuses on healing and sustaining in the midst of loss, grief, illness, dying, and elder care and is grounded in a theology of Christ the healer and good shepherd.

Prerequisites: None

PTHM 410 Pastoral Care Ministry: Guiding and Reconciling (3 Credits)

Pastoral care is the ministry of compassion for the well-being of persons and communities. Traditionally the ministry has included four dimensions of care: healing, guiding, sustaining, and reconciling. This class focuses on guiding and reconciling. Guiding pertains to caring for people as they search out their calling and seek spiritual growth and maturity. Reconciling ministry is learning to help people and communities practice seeking and granting forgiveness. Both of these practices take place across a wide range of life experiences. This class will focus on life transitions, discerning callings, trauma and abuse, divorce, addictions, mental health, prison ministry, and community and social conflict. The course is grounded in a theology of Christ the reconciler and savior and future hope.

Prerequisites: None

Equivalent courses: THEO 394G

PTHM 411 Community Leadership (3 Credits)

While some communities seem to form spontaneously, most require careful attention and consistent work in order to put down roots and thrive. This is the challenge of pastoral leadership. Outcomes for the course include identifying the principles that frame community as a theological, pastoral, and socio-cultural reality; learn and practice a model of gift discernment related to leaders and community members; create a framework for applying the functions of pastoral ministry to building and sustaining community life; articulate one's personal vision of leadership for the sake of community; and exploration of the impact of culture, ethnicity, place, and mission on forming communities.

Prerequisites: None

PTHM 412 Clinical Pastoral Education (3-6 Credits)

MDIV Students are required to participate in a basic unit of an accredited Clinical Pastoral Education program. MAM students may choose CPE as part of their field education practicum. Clinical pastoral education is conducted at an accredited CPE center.

Prerequisites: None

PTHM 413 Theology of Lay and Ordained Ministry (3 Credits)

Students study the biblical foundations, historical development, systematic theology, and canonical structures of ordained and lay ministry in the Church. Cross-listed with DOCT 413.

Prerequisites: None

Equivalent courses: DOCT 413

PTHM 414 Theology and Spirituality of Vocation (3 Credits)

This course will address the theological, spiritual, and practical dimensions of Christian vocation. Students will examine the history and development of Catholic and Protestant theologies of vocation, with attention to creation, providence, and the gifts of the Holy Spirit. The course emphasizes vocation both as general, the calling Christians share together, and as particular, the unique ways God calls each person. We will study callings as they pertain to the whole of life, across the lifespan (children, teens, young adults, adulthood and the elderly), and in regards to work and professions. We will examine practices of discernment as well as interfaith perspectives on vocation. Cross listed with SPIR 414.

Prerequisites: None

Equivalent courses: SPIR 414

PTHM 415 Celibacy and Sexuality (2 Credits)

This course explores both the understanding of sexuality and celibacy in the Christian tradition in literature and art and the spiritual dimensions of sexuality and celibacy through prayer and personal development.

Prerequisites: None

PTHM 416 Contemporary Spiritual Practice (3 Credits)

Why is spiritual practice on the rise? What do contemplation and social justice have to do with each other? Can people from different religions borrow practices from others? Students in this course will examine spiritual practices and ways of thinking about them that have become prominent in recent decades. These movements include the retrieval and redefinition of ancient practices (e.g., lectio divina, centering prayer, and the Jesus Prayer); the intersection of spiritual practice and social issues (e.g., the influence of other religions; the environment; and social justice); and contemporary theological emphases (e.g., work, the body, art, science, and gender). Students will explore recent scholarship on the rise of spiritual practice, the theological foundations as well as the actions and disciplines that comprise these approaches. Cross listed with SPIR 416.

Prerequisites: None

Equivalent courses: SPIR 416

PTHM 417 Homiletics (3 Credits)

Development of speaking, reading, and preaching skills at the eucharist and in other liturgical contexts such as marriage and family counseling or counseling the chemically dependent.

Prerequisites: None

PTHM 418 Foundations of Spiritual Direction (1-3 Credits)

This course explores themes and practices integral to a Benedictine disposition for spiritual direction. Students will participate in experiential and reflective processes to learn and demonstrate contemplative listening in service of deepening relationship with God. Those who continue into the Practicum in Spiritual Direction will be well prepared for their responsibilities. Those who complete the course solely for personal and professional enrichment will have developed useful listening skills that apply well to other ministry contexts. Prerequisites: SPIR 437 The Practice of Discernment in Prayer.

Prerequisites: None

PTHM 420 Introduction to Ecclesiastical Law (3 Credits)

Students study the theology, history and general principles of Church law. Students will build capacity to effectively analyze and solve canonical cases.

Prerequisites: None

PTHM 422 Matrimonial Jurisprudence (2-3 Credits)

This course focuses on specialized training in modern tribunal and administrative determinations of civilly dissolved marriages. Students examine modern annulment practices in local dioceses.

Prerequisites: None

PTHM 426 Liturgical Presidency (3 Credits)

Training in all aspects of liturgical presiding for those who will lead worship, including study of directives and rubrics in the relevant official documents. Use of gesture and voice, including singing, to relate well to the assembly and to other liturgical ministers. For future priests, emphasis on celebrating Mass. For future deacons, emphasis on their role at Mass, as well as presiding at Sunday Celebrations in the Absence of a Priest and other rites such as baptism. For lay students, emphasis on Sunday Celebrations in Absence of a Priest, and other rites such as funeral vigils. Prerequisite: Introduction to Pastoral Liturgy.

Prerequisites: LTGY 407

PTHM 428 Integration Seminar in Spiritual Direction (3 Credits)

Capstone course for the Certificate in Spiritual Direction. This seminar serves as the capstone course for the Certificate in Spiritual Direction. Students will demonstrate their ability to integrate their studies and practicum experiences into an analysis and application of spiritual direction competencies. Particular attention will be paid to a Benedictine disposition for listening with the ear of the heart.

Prerequisites: None

PTHM 441 Sacred Art (3 Credits)

Study of the history of the church's use of art liturgically and for the sake of evangelization, including the church's embrace of the arts as it emerged from a Jewish aniconic tradition; how the relationship between the church and art evolved over the centuries; the different forms of sacred art; the possible differences between sacred art, liturgical art and devotional art; and implications for the establishment and maintenance of art collections. Cross listed with LTGY 441.

Prerequisites: None

Equivalent courses: LTGY 441

PTHM 443 Sacred Architecture (3 Credits)

Historical overview of sacred architecture with attention to the theology and practice of the worshipping community. Communalities between sacred architecture from varied faith traditions, with emphasis on the unique aspects of Christian architecture. Acoustics and lighting in relationship to their impact on the symbolic and practical functioning of a building. Varieties of American Christian religious architecture as reflections of traditions, exploring commonalities and differences. Cross listed with LTGY 443.

Prerequisites: None

Equivalent courses: LTGY 443

PTHM 450 Church Administration (3 Credits)

This course allows students to explore the theology and practice of administration in relationship to: leadership theory, parish governance, human resources, financial systems, facility management, office services, technology management, and conflict management.

Prerequisites: None

PTHM 452 Youth and Young Adult Ministry (1-3 Credits)

This course will explore the theological foundations of youth ministry, campus ministry, and parish young adult ministry within the broader conceptual framework of evangelization, catechesis, and initiation espoused by Pope Francis, the General Directory for Catechesis, the RCIA, Renewing the Vision, and Empowered by the Spirit: Campus Ministry Faces the Future. This course will foster the development of effective ministerial leadership practices addressing the current contextual context of "the rise of the nones."

Prerequisites: None

PTHM 454 Ministry Through the Life Cycle (3 Credits)

This course will provide an overview of pastoral and spiritual issues that ministers encounter with individuals and families in various life stages. Issues included in the course also include the lifecycle of a family and the cycle of healing for people.

Prerequisites: None

PTHM 456 Rural Social Issues (3 Credits)

Students will learn about major social issues affecting rural America, the social justice dimensions of these issues, and their implications for ministry in the Church. Cross-listed with MORL 456.

Prerequisites: None

PTHM 457 Sacramental Catechesis (3 Credits)

This course addresses catechetical methods for initiation into the sacramental life of the church and discipleship, including the sacraments of baptism, confirmation, Eucharist, reconciliation, and marriage. Issues of liturgical catechesis, readiness of candidates, preparation of the community and families will be incorporated.

Prerequisites: None

PTHM 458 Social Ministry (3 Credits)

This course examines social outreach programs, which include direct service ministries such as homeless shelters, prison ministry, food pantries, as well as initiatives that address systemic social, political and economic change. Students explore how the Catholic social teaching traditions inform a broad range of ministries at the parish, diocesan, and national levels.

Prerequisites: None

Equivalent courses: PTHM 458Z

PTHM 459A General Practicum (1-6 Credits)

Prerequisites: None

PTHM 459B Homiletics Practicum (1-6 Credits)

Prerequisites: None

PTHM 459C Spiritual Direction Practicum (1-6 Credits)

Prerequisites: None

PTHM 459D Music Practicum (1-6 Credits)

Prerequisites: None

PTHM 459E Architecture Practicum (1-6 Credits)

Students work with an organization, project, or parish in the area of their ministerial interest. The supervised experience requires the students to integrate theological knowledge with pastoral practice in developing vocational identity as a public minister, exploring issues of leadership, power and authority; and gaining facility in articulating the Christian faith and in fostering the development of faith with others. Students will reflect on the practice of ministry in theological reflection groups.

Prerequisites: None

PTHM 459F Practicum: Pastoral Care (1-6 Credits)

Students work with an organization, project, or parish in the area of their ministerial interest. The supervised experience requires the students to integrate theological knowledge with pastoral practice in developing vocational identity as a public minister, exploring issues of leadership, power and authority; and gaining facility in articulating the Christian faith and in fostering the development of faith with others. Students will reflect on the practice of ministry in theological reflection groups.

Prerequisites: None

PTHM 459G Practicum: Winter Immersion (1-6 Credits)

Prerequisites: None

PTHM 459H Practicum: Summer Immersion (1-6 Credits)

Prerequisites: None

PTHM 465 Integration Seminar (3 Credits)

This course marks the culmination of the student's preparation for ministry. Students will demonstrate the ability to analyze and construct a response to pastoral situations utilizing biblical, theological, historical, and social scientific resources.

Prerequisites: None

PTHM 468A Theologies of Mental Health (3 Credits)

This course will initiate students into contemporary Christian theological discussions that have arisen in view of and in response to mental health issues. After learning the basic features of two major conditions—trauma and depression—students will engage texts that explore the implications of these conditions for a wide range of Christian doctrines and issues including sin and grace; Christology, soteriology, and eschatology; and theodicy and other theologies of God. Cross listed DOCT 468.

Prerequisites: None

PTHM 468B Media Mindfulness: Faith Formation for a Digital Culture (3 Credits)

Media Mindfulness aims to teach those in any ministry in the Church to develop an understanding of the power of media and how it influences our lives. Participants will learn media mindfulness skills to critically analyze media messages through the lens of Gospel values so as to form missionary disciples prepared to engage the digital culture.

Prerequisites: None

PTHM 468C Hello Church (3 Credits)

Prerequisites: None

PTHM 468D Leadership for a Healthy Ministerial Workplace (3 Credits)

Prerequisites: None

PTHM 468E Pastoral Counseling for Ministers (3 Credits)

Survey of basic counseling concepts designed to enhance the pastoral minister's interpersonal effectiveness, spirituality, assistance of others, crisis identification, and knowledge of referral procedures. In this course, students will develop skills and necessary disposition for effective listening, learn to identify qualities necessary for a listening ministerial presence, know appropriate referral procedures and mental health issues and appropriate intervention procedures, and develop an awareness of personal issues that may interfere with effective listening and pastoral ministry.

Prerequisites: None

PTHM 468F Catechesis in a Digital Age (1 Credit)

This course aims to teach those in any ministry in the Church to understand and implement an evangelizing catechesis situated in a digital culture. Participants will learn the core elements of Media Mindfulness catechesis, a model of faith formation that integrates faith with everyday media use, so as to form missionary disciples to be an evangelizing presence on the digital continent.

Prerequisites: None

PTHM 468G Ministry at the Margins (3 Credits)

This course explores margins at the ministry through the lens of a theology and practice of accompaniment that not only begins with systematic listening but also faithful seeing. Taking culture and place as a starting point, the course draws on theological and social scientific resources to discern: 1) who are the poor within a cultural context and 2) how different intersectionalities including caste/race, class, and sex make people poor within a cultural context. To equip students for ministry and accompaniment at the margins, students will develop a greater self-understanding of their own cultural identity and social location. Equipped with this self-understanding and a pastoral imagination informed by Pope Francis' teaching on mission and his social magisterium, students will explore practices of self and communal transformation that can help the Church center the periphery.

Prerequisites: None

PTHM 470 Independent Study (1-3 Credits)

Prerequisites: None

PTHM 472 Spiritual Direction (0 Credits)

According to Thomas Merton, spiritual direction offers aid in discernment, facilitates the awareness of grace, and encourages a life of Christian freedom in the true self. Students preparing for ministerial leadership through the MAM and MDiv degree programs are required to participate in spiritual direction with a trained spiritual director. Students will meet with their spiritual director four times a semester each Fall and Spring semester that they are enrolled in the MAM and MDiv programs.

Prerequisites: None

PTHM 473 Group Spiritual Companionship (0 Credits)

Group spiritual companionship is a process in which students gather together on a regular basis to assist one another in an ongoing awareness of God. Participants support one another as they seek to become more responsive to God. Students meet with their group four times a semester for two hours. Lay MDiv students and MAM students are required to complete three semesters of group spiritual companionship. Diaconal MAM students are required to participate semesterly in group spiritual companionship beginning in their third semester.

Prerequisites: SPIR 437

PTHM 598 MAM End-of-Degree Assessment and Ministry Learning Portfolio (0 Credits)

Students preparing for ministerial leadership through the MAM degree are required to document and self-assess their readiness for ministry by developing a Ministry Learning Portfolio and presenting it first to a peer group, and second to faculty review group. The Ministry Learning Portfolios are developed over the duration of one's degree preparation. MAM degree students are required to present their Ministry Learning Portfolio in their last semester. Offered for S/U grading only.

Prerequisites: None

PTHM 599 MDiv Mid-Degree Assessment (0 Credits)

Students preparing for ministerial leadership through the MDiv degree are required to document and self-assess their readiness for ministry by developing a Ministry Learning Portfolio and presenting it first to a peer group, and second to faculty review group. The Ministry Learning Portfolios are developed over the duration of one's degree preparation. MDiv LEM students present mid-degree (39-42 credits), MDiv seminarians (54-60 credits). Offered for S/U grading only.

Prerequisites: None

Scripture - New Testament

SSNT 400 Reading the New Testament (3 Credits)

A general introduction to the history, literature and theology of the New Testament with special emphasis on reading the strategies appropriate to both pastoral work and further academic study. Particular attention is paid to the Gospels and the Pauline Letters.

Prerequisites: None

SSNT 401 New Testament Greek (3 Credits)

The elements of New Testament Greek, with emphasis on reading comprehension with the aid of a dictionary. The study of grammar and its practical application in reading New Testament texts.

Prerequisites: None

Equivalent courses: GREK 112, GREK 115

SSNT 402 New Testament Greek II (3 Credits)

Continuation of SSNT 401, with particular focus on New Testament texts as primary translation sources.

Prerequisites: None

Equivalent courses: GREK 116

SSNT 417 Gospel of Matthew (3 Credits)

Extensive investigation of the Gospel of Matthew within its theological, social, and historical context

Prerequisites: None

SSNT 418 Gospel of Mark (3 Credits)

A theological, historical and literary analysis of the second Gospel. Special emphasis is placed on the narrative quality of Mark and its relationship to the early Christian community.

Prerequisites: None

SSNT 419 Gospel of Luke (3 Credits)

A study of the major themes of the Lucan corpus through an historical critical examination of selected passages. Special attention will be given to Luke's soteriology.

Prerequisites: None

SSNT 420 Synoptic Gospels (3 Credits)

A study of Matthew, Mark, Luke and John, their history, literary style, and theological vision. Emphasis on hermeneutical questions, text formation, and the interrelation of the four books in forming a unified Gospel tradition.

Prerequisites: None

SSNT 422 Pauline Tradition (3 Credits)

A theological, historical and literary analysis of the Pauline letters. Topics may include the conversion and mission of Paul, the historical situation of the Pauline communities, the literary and rhetorical quality of the letters and major theological themes.

Prerequisites: None

SSNT 424 The Johannine Tradition (3 Credits)

Extensive investigation of the Johannine corpus within its theological, social and historical context.

Prerequisites: None

SSNT 468A Eucharist in the New Testament (3 Credits)

The Eucharistic revival in the Church today invites us to return to the source and summit of our faith in the celebration of the Eucharist. This course will explore the source of our understanding of the Eucharist, the Lord's Supper, in Paul's letters and the four Gospels. Beginning with Paul's understanding of the liturgical gathering as the in-breaking of the messianic age, we will go on to explore how the Gospel narratives were built around the experience of the resurrected Christ in Christian liturgy. Our study of the Eucharist in the New Testament, the original Eucharistic revival, will deepen our understanding of, and appreciation for, the celebration of the Eucharist in the Church today.

Prerequisites: None

SSNT 470 Independent Study (1-3 Credits)

Prerequisites: None

Scripture - Old Testament

SSOT 400 Reading the Old Testament (3 Credits)

The Israelites forged their identity as a people and sustained their common bonds through interaction and communication with YHWH. This course will examine the testimony of the Old Testament to this relational dynamic between YHWH, the people, and their leaders through the exegesis of representative texts from the Pentateuch, the Prophets, and the Writings.

Prerequisites: None

SSOT 401 Biblical Hebrew (3 Credits)

Study of the elements of Old Testament Hebrew, with emphasis on reading comprehension with the aid of a dictionary. The study of grammar and its practical application in reading Old Testament texts.

Prerequisites: None

SSOT 406 Biblical History and Sites (1 Credit)

This course forms the educational component for the study tour of the Holy Land. This course studies the lands which gave birth to the Bible, particularly Israel and Palestine. In addition to Istanbul, the Turkish sites include the cities mentioned in the Book of Revelation. Depending on the political climate, parts of Egypt, Sinai, or Jordan may be added. While the primary focus of the course is the historical and archaeological context for both the Old and New Testaments, the class also visits places held sacred by Christians as well as those revered by Jews and Muslims.

Prerequisites: None

SSOT 410 Pentateuch (3 Credits)

Survey of the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy in the Hebrew Bible, introducing the student to their content, the traditions of interpretation and the methods employed in their exegesis. Themes of creating, liberating, and covenanting are emphasized.

Prerequisites: None

SSOT 412 Prophetic Tradition (3 Credits)

Survey of the writings of the prophets in the Old Testament with special attention given to the historical contexts of the biblical prophets and the language, genres, images, and theological content of various prophetic texts. Further consideration of the relevance of the prophetic message in contemporary church and society.

Prerequisites: None

SSOT 414 Wisdom Tradition (3 Credits)

Introduction to the wisdom material of the Old Testament with special attention given to the historical background of the wisdom tradition, and the structure and content of the wisdom books (especially Proverbs, Job, Qoheleth, Sirach and Wisdom), the development of the OT wisdom tradition in later writings including the New Testament, and the relevance of the wisdom tradition to the present.

Prerequisites: None

SSOT 416 Psalms (1-3 Credits)

Study of the backbone of Jewish and Christian prayer for three thousand years. In addition to the exegesis of selected psalms, topics include: the formation of the Psalter, various translations, the spirituality of the psalms, and the use of the psalms in Christian prayer, especially the Eucharist and the Liturgy of the Hours.

Prerequisites: None

SSOT 468A Who is the Old Testament God? (3 Credits)

The Bible speaks of God from the beginning to the end. This applies to the Hebrew canon as well as the Christian Bible. God, however, is not a "topic" of the Bible. He is the ground that enables the Bible to be written.

Furthermore, the Bible does not speak of God "per se", but of what God says, how God acts and how God is experienced. The concern of the biblical traditions is always with God in his relationship to the world and to humans and quite especially to Israel. How to grasp the fragility and the resilience of these relations? No one can know what God is really like. People can experience God in different ways, and they bring these experiences to expression. God's action is experienced by people in a wide range of ways. The texts of the Old Testament speak of this. They bring these experiences to expression in their variety and also in their contradictoriness. So, talk of God in the biblical texts is anything but uniform. The Old Testament could in fact be regarded as an invitation to reimagine our life and our faith as an on-going dialogue in which all parties are variously summoned to risk and change. The course – apart from the study of selected Old Testament passages (Gen 1-3; Deut 32; Job 1-3; 42,1-6) – aims at helping students to learn how to read scholarly works critically.

Prerequisites: None

SSOT 469 Topics in Jewish Biblical Theology (3 Credits)

Prerequisites: None

SSOT 470 Independent Study (1-3 Credits)

Prerequisites: None

Spirituality

SPIR 414 Theology and Spirituality of Vocation (3 Credits)

This course will address the theological, spiritual, and practical dimensions of Christian vocation. Students will examine the history and development of Catholic and Protestant theologies of vocation, with attention to creation, providence, and the gifts of the Holy Spirit. The course emphasizes vocation both as general, the calling Christians share together, and as particular, the unique ways God calls each person. We will study callings as they pertain to the whole of life, across the lifespan (children, teens, young adults, adulthood and the elderly), and in regards to work and professions. We will examine practices of discernment as well as interfaith perspectives on vocation. Cross listed with PTHM 414.

Prerequisites: None

Equivalent courses: PTHM 414

SPIR 416 Contemporary Spiritual Practice (3 Credits)

Why is spiritual practice on the rise? What do contemplation and social justice have to do with each other? Can people from different religions borrow practices from others? Students in this course will examine spiritual practices and ways of thinking about them that have become prominent in recent decades. These movements include the retrieval and redefinition of ancient practices (e.g., lectio divina, centering prayer, and the Jesus Prayer); the intersection of spiritual practice and social issues (e.g., the influence of other religions; the environment; and social justice); and contemporary theological emphases (e.g., work, the body, art, science, and gender). Students will explore recent scholarship on the rise of spiritual practice, the theological foundations as well as the actions and disciplines that comprise these approaches. Cross listed with PTHM 416.

Prerequisites: None

Equivalent courses: PTHM 416

SPIR 424 History of Christian Spirituality I (3 Credits)

An exploration of the significant formative elements, experiences and writers of Christian spirituality in its first 700 years. Cross-listed with HCHR 424.

Prerequisites: None

Equivalent courses: HCHR 424, HHTH 424

SPIR 425 History of Christian Spirituality II (3 Credits)

A study of the Christian spirituality of the Middle Ages, especially from the end of the seventh century to the Reformation. Special attention will be given to notable figures, writings, events, institutions and movements that shaped the expression of Christian convictions and practice, up to the dawn of the "modern" period. Cross-listed with HCHR 425.

Prerequisites: None

Equivalent courses: HCHR 425, HHTH 425

SPIR 426 History of Christian Spirituality III (3 Credits)

The development of Christian spirituality from the Protestant and Catholic Reformations to the present. Also included will be events in Asia, Africa, North and Latin America. Cross-listed with HCHR 428.

Prerequisites: None

Equivalent courses: HCHR 428, HHTH 428

SPIR 429 Spiritual Biography, Spiritual Journey (3 Credits)

This course involves critical and reflective reading of works that might be classified as "spiritual autobiography" in the Christian theological and spiritual tradition. Examining these "self-presentations" as theological fonts, the course introduces students to this genre and an understanding of each work in its historical and theological context. Particular attention is given to presentations of life as a "journey" with emphasis on those experiences which advance the person in his or her relationship with God. Themes such as grace, sacramental action, self-examination, prayer, and good works inform the way in which the course considers progress in the life stories, and the course will invite students to think about how biography might shape on-going insights into current Christian thought and practice. Cross listed with HCHR 429.

Prerequisites: None

Equivalent courses: PTHM 429

SPIR 430 Theology and Spirituality (3 Credits)

The relationship between concrete experience and theological inquiry as seen in the works of outstanding spiritual writers of the Christian tradition. Prayer in Christian life. Forms of spirituality and asceticism.

Prerequisites: None

SPIR 431 Christian Prayer (3 Credits)

A study of the place of prayer in Christian life, with special emphasis on the Our Father, using various classical commentaries as a case in point. Theological problems and considerations related to doctrine of prayer are included, e.g. discernment in prayer, content of prayer, polarities in prayer (such as its apophatic and mystical, individual and communitarian, sacramental and liturgical aspects), and laws of the spiritual life emanating from teachings on prayer.

Prerequisites: None

SPIR 432 Spirituality and Mysticism (3 Credits)

The mystical dimension of Christianity as exemplified in ancient and modern mystics. Questions of discernment of true from false mysticism; comparative studies; influence of psychology on studies of mysticism to the Church.

Prerequisites: None

SPIR 434 Monastic Spiritual Theology (3 Credits)

The development of monastic spiritual theology will be studied from the perspective of monastic primary sources. Texts will be studied as guides and sourcebooks for models of monastic spiritual progress and human maturity. Special emphasis will be placed on: (1) the original meanings of "active" and "contemplative" in the vocabulary of early monasticism; (2) models of spiritual development in the early church and in the early monastic movement; (3) the interrelationship between the cenobitic and eremitic lifestyles; (4) the theory and practice of lectio divina; (5) the mystical interpretation of the scriptures and the practice of liturgical prayer; (6) monastic reform and renewal; (7) spiritual guidance in the monastic tradition. Cross-listed with MONS 434.

Prerequisites: None

SPIR 435 Christian Asceticism (3 Credits)

The development of Christian asceticism will be studied from the perspective of primary sources, drawn chiefly from the Christian monastic tradition. Texts will be studied as guides and sourcebooks for models of conversion, growth in human maturity, and spiritual progress. Special emphasis will be placed on: (1) classical and Christian understandings of asceticism; (2) repentance and the call to conversion as the basis for authentic ascetical practice; (3) the dynamic interrelationship between ascetical practice and contemplative vision; (4) philosophical and monastic models of virtue and vice; (5) the contrasting and interdependent asceticism of hermitage and cenobium; (6) friendship as the form and ascetical school of virtue; (7) spiritual exercises and the love of learning-implications for monastic reform and renewal. Cross-listed with MONS 435.

Prerequisites: None

Equivalent courses: MONS 435

SPIR 436 Bible and Prayer (3 Credits)

This course will examine early Christian and monastic attitudes toward the biblical text and the interplay between the Bible and forms of prayer. Topics will include: methods of interpreting the Bible; ways of encountering the Bible (reading, memorization, meditation), kinds of early monastic prayer and their biblical basis. There will also be some attention to the subsequent history of those traditions and a consideration of present-day implications. Cross-listed with MONS 436.

Prerequisites: None

SPIR 437 The Practice of Discernment in Prayer (0-1 Credits)

An exploration of how our personal image of God evolves as we discern God's ways of being present to us in prayer and in life. By both studying and practicing discernment of spirits we can become sensitive to inner movements, understanding where they come from and where they lead us. The course will include an introduction to the practice of lectio divina applied to our lived experience. Required: Access to computer with built-in camera OR attached web cam. Grading is S/U only.

Prerequisites: None

SPIR 440 Perennial Wisdom of the Rule of Benedict (1 Credit)

This course explores important themes in the Rule of St. Benedict, such as doing good works in order to reach God's kingdom, being an apprentice in the spiritual life, having the right interior dispositions (e.g., humility), and the usefulness of observances. In addition to reading the Rule, we will look at some materials from the historical context in which St. Benedict wrote and some contemporary treatments of related topics. This course will be valuable for those looking to engage the perennial wisdom of the Rule more deeply.

Prerequisites: None

Equivalent courses: MONS 410, MONS 440

SPIR 441 Wise Women of Early Monasticism (1 Credit)

Prerequisites: None

SPIR 446 Acedia: A New Look at an Ancient Concept (1 Credit)

This course will look at the curious history of acedia, the 8th "bad thought" of the 4th century monastics. They considered acedia, anger, and pride to be the worst of the common temptations faced by people trying to live a monastic life. Acedia was considered especially treacherous, as it could cause a monk to lose all faith in God and abandon a life of prayer. By the 6th century acedia had been subsumed into sloth, as one of the "seven deadly sins," and came to mean physical laziness rather than what the monks knew it to be: a profound inertia caused by spiritual despair. This course will look at that history and the implications of a rediscovery and reclaiming of acedia in the present day, including its emergence during the COVID pandemic.

Prerequisites: None

Equivalent courses: MONS 446

SPIR 447 The Benedictine Wisdom of the Psalms (1 Credit)

In his Rule, Saint Benedict instructs monks to pray "the full complement of one hundred and fifty psalms every week" (RB 18:23). In light of this counsel and the traditional Benedictine psalmody that follows from it, this course will investigate the transformative spiritual wisdom of the Psalter that emerges when one studies and prays all of the psalms together. To do so, we will engage with contemporary scholarship on individual psalms and the theological development across the whole book. We will also consult traditional interpretations and prayerful uses of the Psalter, with an emphasis on Benedictine sources.

Prerequisites: None

Equivalent courses: MONS 447

SPIR 448 Foundations of Monastic Liturgy (1 Credit)

Brief overview of monastic liturgy, with a view toward its renewal since the Second Vatican Council; the nature of ritual in a monastic context; spiritualities of monastic prayer; music in monastic worship; and the place of Eucharist in monastic life.

Prerequisites: None

Equivalent courses: MONS 448

SPIR 449 History of Benedictines in America (1 Credit)

Prerequisites: None

Equivalent courses: MONS 449

SPIR 467 Topics in Jewish Spirituality (3 Credits)

Prerequisites: None

SPIR 468A Catholic Environmental Ethics and Spirituality (3 Credits)

Inspired by the integral ecology of Laudato Si', this course explores Catholic commitment to care for our common home. It does so from a theological perspective, focusing especially on the spiritual roots of the crisis and spiritual resources from within the Catholic tradition (such as Benedictine spirituality) that can inform one's response to that crisis. That is, this course aims to help students express how one might live in right relationship with God, neighbor, and creation and promote ecclesial practices that hear the cries of the earth and the poor. Cross listed with MORL 468.

Prerequisites: None

SPIR 468B Spirituality of Monastic Priesthood (1-3 Credits)

Prerequisites: None

SPIR 468C created created Living Ecologically in a Time of Climate Change (3 Credits)

Prerequisites: None

Equivalent courses: MORL 468B

SPIR 470 Independent Study (1-3 Credits)

Prerequisites: None

Theology, Graduate

THY 406 History & Geography of the Early Christian World (3 Credits)

A study of the artistic, cultural, and social foundations of Christianity through visits to many of the locales in various parts of Greece and Turkey mentioned in the Pauline writings and the Book of Revelation as well as other early Christian and monastic sites. Exploration of how one historical age influences another and the importance that art and archaeology play in theology and religion.

Prerequisites: None

THY 465 Th.M. Research Seminar (3 Credits)

The research seminar is designed to direct and guide students in advanced theological research in preparation for writing a thesis. Students may prepare the thesis proposal in the course, or if approved, can begin writing the thesis. Students will be engaged in dialogue and critique of each others' work in order to enhance understanding of theological research and writing. The proposal will contain: a persuasive and debatable thesis statement, a description of the project that maps the argument with a brief summary of the positions and the lines of argument to be developed; a tentative outline, a preliminary bibliography of primary and secondary sources from current scholarship as well as the history of research on the topic. The bibliography will also include sources in the ancient and/or modern language being utilized in the thesis.

Prerequisites: None

THY 467A CONSORTIUM - BETHEL (0 Credits)

Prerequisites: None

THY 467B CONSORTIUM - LUTHER (0 Credits)

Prerequisites: None

THY 467C CONSORTIUM - ST THOMAS (0 Credits)

Prerequisites: None

THY 467D CONSORTIUM - UNITED THEOL (0 Credits)

Prerequisites: None

THY 467E CONSORTIUM - MACC (0 Credits)

Prerequisites: None

THY 468A CONSORTIUM - BETHEL (1-4 Credits)

Prerequisites: None

THY 468B CONSORTIUM - LUTHER (1-4 Credits)

Prerequisites: None

THY 468C CONSORTIUM - ST THOMAS (1-4 Credits)

Prerequisites: None

THY 468D CONSORTIUM - UNITED THEO (1-4 Credits)

Prerequisites: None

THY 468E CONSORTIUM - MACC (1-4 Credits)

Prerequisites: None

THY 470 Independent Study (1-3 Credits)

Prerequisites: None

THY 580 Thesis (6 Credits)

The Master of Theology degree requires submission and defense of a Master's Thesis, an integrated research paper of at least 80 pages. The Master's Thesis process consists of three steps: Development of a Thesis Proposal, Defense of the Thesis Proposal and writing the Thesis, and Public Defense of the Thesis. Students will explore an extensive bibliography of relevant primary and secondary sources, and foreign language sources and citations that support the content of the topic. The Master's thesis is typically written over the course of an academic year.

Prerequisites: None

THY 597 MA Comprehensive Exams Seminar (3 Credits)

This seminar provides a context in which students will prepare for the Comprehensive Examinations which complete the MA Degree in Theology. To that end, students will revise and submit a graduate paper begun in a previous course, and they will develop a research paper on a thesis that compares and contrasts content and method from two different theological areas of concentration (e.g., scripture, systematics, church history, etc.). The research paper must have a bibliography of at least twenty items (books and/or journal articles). Students will be expected to have (1) completed and submitted an approved graduate paper and (2) completed an initial draft of the integrative research paper by the end of the seminar. A completed and approved graduate paper and research paper will constitute the written portion of the MA comprehensive examination.

Prerequisites: None

THY 598 Reading for Comprehensive Examinations (1-6 Credits)

The Master of Theological Studies degree requires 48 credits: 45 credits of coursework and 3 credits for the Comprehensive Exam written process and the Oral Comprehensive Exam. In order to facilitate the full time enrollment of students in the Comprehensives term, THY 598 Reading for Comprehensive Exams has a variable 3-6 credits to assure full time status. The extra credits in THY 598 Reading co Comprehensive Exams would follow or accompany the final term of the completion of 45 credits of course work. In preparing for Comprehensive Exams students master a 10 book reading list and submit an annotated bibliography and summary of research of the texts in the booklist as preparation for the Oral Comprehensive Exam (registered under THY 599 at 0 credits).

Prerequisites: None

THY 599 Comprehensive Examinations (0 Credits)

Prerequisites: None

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