SOT STUDENT ACADEMIC HANDBOOK

SOT Student Academic Handbook

General Admission Policies and Financial Aid

Admission Statement

Saint John's School of Theology and Seminary students form a diverse learning community rooted in the Roman Catholic Benedictine traditions. Admission is open to qualified students who seek to understand their faith and how they might put it to work in the church and the world.

Requirements for Admission for M.T.S., M.Div., M.A.M., and M.A.T.

Students must provide official transcripts of post-secondary coursework and provide documentation of conferred bachelor's degree from an accredited college or the equivalent. Students must provide three letters of recommendation from educational or professional contacts. If you are from a religious community, one of the three letters must come from a major superior. Additional requirements include a narrative and résumé/CV.

Additional Requirements for M.Div. Priesthood Candidates

One of the three recommendations must come from the bishop, vocation director, or religious superior. Applicants for the Priesthood studies must submit certificates of Baptism and Confirmation, a statement from a physician indicating the results of a recent physical examination, an autobiography of 7-10 pages, and a supplemental priesthood questionnaire.

Additional Requirements for M.A. Liturgical Music Candidates

Applicants for the Master of Arts in Liturgical Music are encouraged to have a bachelor's degree in music or the equivalent from an accredited institution. Two of the three letters of recommendation must come from music instructors. An audition and interview with the music faculty is required for admission to the program.

International Students

International students demonstrate proficiency in the English language with the TOEFL, IELTS, or DuoLingo English test examination scores. This requirement can also be fulfilled if students receive an 8 on their English as a Second Language examination from Divine Word College. This requirement can be waived if the student has a baccalaureate or Master's degree from an English- speaking institution, if their country of origin is Anglophone, or if they are currently enrolled as a full-time student in a degree-granting program in an Anglophone country and will have completed at least two academic years of college/university work before beginning studies at the School of Theology and Seminary. Results should be sent directly to the Director of Admission for the School of Theology and Seminary. International students are responsible for providing proof of financial ability to cover costs of tuition and living expenses. Proof of personal funds can be provided with a bank statement or bank letter. It is recommended that international candidates apply for the fall semester.

Additional Requirements for Admission without a Bachelor's Degree

Admission of M.Div. applicants without possession of the baccalaureate degree or its equivalent is permissible for persons with extensive pastoral leadership experiences and/or extensive training, formation, or history of several years/credits of college level courses. Candidates applying to the M.A.T. or M.T.S. without a Bachelor's Degree shall demonstrate they have the educational equivalency of a postsecondary education consisting of general and specialized studies.

Students applying without a bachelor's degree must supply official transcripts of any college or university course work, copies of formation evaluation, and demonstrate the ability to meet graduate academic standards and engage in complex dialogue. Please submit, if applicable, a written description of current or former ministerial roles in order to demonstrate professional experience, leadership capabilities, problem solving, communication, and interpersonal skills that will contribute to one's success as a graduate student. In addition to the three letters of recommendation, the candidate needs a letter of recommendation from a professional supervisor to attest to competencies for ministerial education. Diaconal candidates need the approval of the bishop.

Requirements for Admission to Certificate Programs

Students must provide official transcripts of their most recent terminal degree, two letters of recommendation from educational or professional contacts, and a letter of intent. If you belong to a religious community, one of these recommendations must come from a major superior with a statement of sponsorship. If you are a clergyperson, one of the two recommendations must be a celebret from the bishop of the diocese. Those in the Spiritual Direction Certificate program must obtain a recommendation from their current spiritual director. Additionally, for the Spiritual Direction Certificate, students must be at least 30 years of age. Those in the Sabbatical or Graduate Certificate must provide a current résumé or CV.

Requirements for Admission to the Th.M.

Students must provide official transcripts for their terminal degree and provide documentation of conferred bachelor's degree as well as graduate theological degree from an accredited college or the equivalent. Students must provide two letters of recommendation from professors at the institution where they completed their graduate theological degree. Additional requirements include a letter of intent, an updated résumé/CV, and a 15–20-page writing sample, including bibliography and footnotes.

Provisional Admission

Students who are admitted provisionally may face two conditions: a reduced courseload (not to exceed 9 total credits) and reaching a minimal GPA standard of 3.0 for their first semester of study. Following a successful first semester as reviewed by the Associate Dean, students will be released from provisional admission restrictions.

Scholarships

All students are eligible for scholarships, and scholarships are determined at the time of admission to the School of Theology and Seminary. In order for students to maintain their scholarship, students must demonstrate satisfactory progress toward completion of their degree program or certificate. Scholarship recipients must maintain a cumulative grade point average equal to the minimum required to graduate in their respective degree program. Part-time or full-time students must enroll in consecutive fall and spring terms to qualify and retain eligible scholarship. Students who change from a full-time student to part-time student, defer enrollment, or discontinue enrollment must compete with a new pool of applicants for scholarships available at the time of registration.

For more information, please contact the Director of Admission (gradschool@csbsju.edu) for detailed information about scholarships and general financial aid questions.

Financial Aid--Other

Financial Aid Office-- Mission Statement

The mission of the Financial Aid Office is to provide financial aid opportunities in an atmosphere of fairness, sensitivity, stewardship and cooperation so that students will be able to enroll and complete their education at the College of Saint Benedict/Saint John's University.

Work Awards

Full-time, degree seeking students are eligible to work on campus through the Student Employment Office.

Student Employment

There are many different job opportunities in a variety of departments. All job openings are listed with the CSB+SJU Student Employment Office on the student employment homepage. Returning students are encouraged to apply for jobs in the spring for the coming academic year.

For more information, please contact the Director of Student Services (320-363-2113) and Student Employment Office (320-363-2186) for detailed information about student employment and work-study opportunities.

Graduate Assistantships

Saint John's School of Theology and Seminary offers several graduate assistantships to full-time, degree-seeking students. A limited number of Graduate Assistantships are available to students who have accepted their admission. These positions are highly competitive with applications due in the spring for positions starting in the fall. Graduate Assistantships replace the student work award. In addition to a work award, some positions award a housing stipend.

For more information, please see the Scholarship and Financial Aid section on the website.

Conversatio Positions

Students in the Conversatio program will receive a placement assignment for their ministerial work. This may be at a parish, campus ministry office, diocesan office, or other location, to be determined by the director of Conversatio. For more details about expectations regarding these positions as well as assignments, please contact the director of the Conversatio program.

Student Loans

Student loans are available to degree-seeking students who are enrolled at least half-time, and part-time jobs are available on campus.

For more information, please contact the Office of Financial Aid (320-363-5388) for detailed information about student loans. A FAFSA report will be required for Student Loan consideration/processing. Please see more details on the Financial Aid Office services below—and how they apply to the School of Theology and Seminary.

Further Financial Aid Office Data

Financial Aid Office-- Mission Statement

The mission of the Financial Aid Office is to provide financial aid opportunities in an atmosphere of fairness, sensitivity, stewardship and cooperation so that students will be able to enroll and complete their education at the College of Saint Benedict/Saint John's University.

Enrollment Requirements

Graduate students are required to be enrolled for 9 or more credits per semester to receive federal and institutional financial aid as a full-time student. Students enrolled for less than full-time may be eligible for federal grants and loans at a reduced level.

Students considering changing their credit load to less than full-time (9 credits per semester) are encouraged to consult with the financial aid staff for assistance in determining the exact changes in their financial aid package.

Verification of Family Income

All applicants for need-based financial aid are required to verify certain information reported on the Free Application for Federal Student Aid (FAFSA).

Appeals for Special Circumstances

In preparing the financial aid award, CSB/SJU consider students for all federal, state and institutional programs for which they may be eligible. If students determine that more funds are needed, they may pursue additional financing through private alternative loan programs such as the ones listed on our loan site.

If a change in a student's financial circumstances occurs after the student has received the initial financial aid award, the student may contact the Financial Aid Office to request a review of the financial aid award.

Satisfactory Academic Progress Requirements for Financial Aid Eligibility

Satisfactory Academic Progress

The Higher Education Act of 1965, as amended, requires that all federal aid recipients make satisfactory academic progress towards degree completion. Satisfactory Academic Progress is also required of recipients of state and institutional funds. These standards apply to a student's entire degree program including terms in which financial aid was not received. Satisfactory Academic Progress will be measured by grade point average (qualitatively) and by the percentage of credits earned in relation to those attempted (quantitatively), also referred to as Pace.

Pace

Adequate progress towards degree completion is measured by a ratio of credit hours earned in relation to credit hours attempted. Students must complete 67% of the hours attempted to be making satisfactory academic progress. Incompletes, repeated courses and withdrawal from courses (where a student has received a grade of "W") are not counted as completed credits in the calculation. ESL courses taken for credit are acceptable toward degree completion. Upon admission, transfer students are assumed to be making satisfactory academic progress. Courses successfully completed at another institution that fulfill degree requirements at CSB/SJU will be included in pace calculations.

Review Process

The School of Theology and Seminary Director of Student Services will review students' progress at the end of fall and spring semesters. Students are notified via email if academic records fall short of the standards as detailed above. If a student is placed on warning, financial aid eligibility will continue for that warning period.

A student who fails to achieve good academic standing after a warning period will be suspended from financial aid eligibility unless an appeal is submitted and approved. Appeals may be granted in cases of extenuating circumstances (e.g... illness, family emergencies, etc.) that may affect a student's ability to achieve SAP. Appeals are made to the Dean of the School of Theology and Seminary.

Re-establishing SAP

Other than in situations when an appeal is granted, a student who has lost eligibility for federal or state aid can only regain eligibility by earning credits/grades that brings them back to Satisfactory Academic Progress. Neither paying for classes nor sitting out any length of time affects

a student's academic standing so neither is sufficient to re-establish eligibility.

Cumulative Grade Point Average
Two years is the normal time allowed for the completion of graduate papers, thesis, and/or comprehensives after coursework has been completed. Students whose work on the MAM or MTS degrees extends 8 years beyond matriculation are subject to the degree policies in effect at the time they resume their work. Additional credits beyond the stated degree requirements may be required at the discretion of the Dean. Graduate students must maintain a cumulative grade point average for their degree program in each semester to be in good standing. The chart below shows the required GPA in each degree program.

Column1	Column2
Degree Program	GPA
M.A.M.	2.50
M.T.S.	3.00
M.A. (Theology)	3.00
M.A. (Liturgical Music)	3.00
M.Div. (Lay Ministry)	2.50
M.Div. (Priesthood Studies)	2.50
Th.M.	3.50
M.A. (Liturgical Studies)	3.00

Withdrawals and Return of Financial Aid
Withdrawal procedures: A student who decides to discontinue from school during the semester must complete the proper withdrawal process with the School of Theology and Seminary Director of Student Services. The withdrawal date is the date the student began the withdrawal process or officially notified the school of their intent to withdraw; or the last date of class attendance.

Refunds: If a student completely withdraws from Saint John's University, the student may be eligible for a partial refund of tuition, fees, room and board charges for the semester. The refund schedule is posted on the Student Accounts websites.

Financial Aid: Financial aid recipients who withdraw during the semester and have completed 60% or less of the term are subject to the policies listed below. Students who complete over 60% of the semester prior to withdrawal may retain all of the financial aid disbursed for the semester of withdrawal. Students should be aware that federal, state and institutional financial aid may not cover all unpaid institutional charges due to the institution upon the student's withdrawal.

Return of Title IV Funds Policy: Student recipients of any federal aid may lose a portion of their federal aid if they withdraw prior to completing more than 60% of the semester. The following aid could be reduced in this situation: Federal Stafford (unsubsidized) and Graduate PLUS Loan.

The institutions use a federal formula to determine how much federal aid must be returned when the student withdraws. In general, federal and state regulations assume that a student "earns" federal and state financial aid in proportion to the number of days of the term the student attended. Return of Title IV Funds is done in this order:

- Unsubsidized Stafford Loan (graduate students only)
- Subsidized Stafford Loan (undergraduate students only)
- Federal Perkins Loan (undergraduate students only)
- Federal PLUS Loan (undergraduate students only)
- Federal Pell Grant (undergraduate students only)
- Federal SEOG (undergraduate students only)
- TEACH Grant (undergraduate students only)

A student's grace period for loan repayment of federal Direct Student Loans will begin on the day it is determined they withdrew. Students should contact their loan servicer directly if they have questions regarding their loans' grace period or repayment status.

Federal regulations define what it means for a student to have "Title IV funding that could have disbursed."

Non-Title IV financial aid refunds:
If a student withdraws before completing more than 60% of the semester, a portion of the non-Title IV financial aid may also need to be returned. Non-title IV aid includes all institutional grants and scholarships. Outside scholarships are not subject to return. However, SJU will notify the organization should a student withdraw during the term and allow the organization to determine if they wish to have part or all of the scholarship returned.

Late or Post-Withdrawal Disbursement
Students may be eligible for a late or post-withdrawal disbursement if they have accepted aid that did not disburse at the time of withdrawal from SJU.

If the student is eligible for a post-withdrawal disbursement of grant funds, SJU will disburse the funds to the student's account. If the student is eligible for a post-withdrawal disbursement of Title IV loan funds, the financial aid office will send notification to the student to either accept or decline a portion, or all, of the late disbursement. If no response is received within approximately two weeks of notification, the loan(s) will be canceled.

Unofficial Withdrawal
The SJU financial aid office reviews academic progress after each semester. If a student receives all non-passing grades, an effort is made to determine the student's attendance record. If attendance in the term cannot be verified the student is determined to have unofficially withdrawn. Students are notified via SJU email if they are considered an unofficial withdrawal. Per Federal Return to Title IV regulations, federal financial aid is cancelled, and institutional funds are adjusted using the 50% point of the term as the withdrawal date.

In order to reevaluate this determination, a student must submit documentation supporting attendance in all courses for the term. For example, a complete screenshot (including ID number) of Banner Web Self Service.

Financial Aid Code of Conduct
CSB/SJU abide by the following Code of Conduct with regard to private student lenders:

- We do not engage in revenue sharing.
- We do not accept gifts.
- We are prohibited from entering consulting/contractual arrangements.
- We are prohibited from accepting offers of funds for private loans.
- We do not accept staffing assistance.
- We are prohibited from receiving compensation for advisory board service.

General Academic Policies and Procedures

Saint John's School of Theology and Seminary conducts master's degree programs during the academic year and summer sessions.

General Policies

These policies apply to all School of Theology and Seminary students.

Academic Advising

When students are admitted to a degree or certificate program, they are each assigned to the faculty adviser responsible for their degree or certificate program. This advisor works with them in planning their programs and helping them achieve academic success.

Students are ultimately responsible for fulfilling the requirements of their respective degree or certificate program. Discussions with academic advisors each term are required for ongoing registration. Students neither in a degree nor in a certificate program work with the Director of Student Services to register for courses until they are admitted to a degree program.

Academic Calendar

Generally:

- The fall semester is from the last week in August through the third week in December.
- The spring semester is from the second week of January through the second week in May.
- The summer session is primarily in the month of June with some courses extending into May and July. Please consult the summer schedule.

Academic Probation

If a student's cumulative GPA falls below the minimum required GPA for that student's degree program, the student is placed on academic probation. Students on academic probation must improve their cumulative GPA to remain in the degree program. Students are informed in writing of the terms of their academic probation. Students on academic probation may be required to meet specific outcomes in order to continue in their degree program. Failure to meet these outcomes, including maintenance of the minimum GPA, may result in dismissal from the School of Theology and Seminary.

Column1	Column2
Degree Program	GPA
M.A.M.	2.50
M.T.S.	3.00
M.A. (Theology)	3.00
M.A. (Liturgical Music)	3.00
M.Div. (Lay Ministry)	2.50
M.Div. (Priesthood Studies)	2.50
Th.M.	3.50
M.A. (Liturgical Studies)	3.00

Auditing Courses

Students who intend to audit a course – in other words, to receive no earned credit for the course – are required to register for the course as auditors. Auditors are expected to attend all regular class sessions, but they are not required to write papers or take examinations.

Students who first register to take a course for credit may change to audit status by the 10th week of the fall or spring term. Conversely, students who first register to audit a course may change to credit status only during the first week of classes.

The credit value of an audited course will be computed in the assessment of tuition for all students.

Changes in Degree Status

Students are accepted into specific degree programs. Students who wish to change their degree program should consult their academic advisor. Students need the approval of their academic advisor, following which a letter of intent to change degree programs can be submitted to the Associate Dean for review. Further Admissions materials or scholarship considerations may be needed.

Class Attendance

Students are expected to attend all class sessions of courses for which they are registered. Students who are absent from classes must assume responsibility for completing any work that they miss and working with individual faculty attendance requirements. Missing more than 10% of class sessions constitutes grounds for a reduction in the final course grade. Missing more than 25% of class sessions are necessary grounds for withdrawal or failure of the course. If numerous unwarranted absences endanger academic standing or indicate a serious lack of commitment, students fail the course. The School of Theology and Seminary requires students to attend their courses in the modality for which they're registered (i.e., as in-person or remote). Attending in a different modality is not possible without advance notice and express permission of the instructor.

Commencement

Students may participate in the SJU Commencement Exercises only after all capstone requirements for their degree have been completed. Exceptions must be submitted in writing to the Dean.

Consortium Requirements

For School of Theology and Seminary students taking courses at another Consortium institution

THY 468 Consortium (St. Thomas)
THY 468 Consortium (Bethel)
THY 468 Consortium (Luther)
THY 468 Consortium (United Theo)

- Students who matriculate at Saint John's School of Theology and Seminary and register for courses at Bethel, St. Thomas, Luther, or United Theological Seminary need to register for those courses using one of the following course numbers:
  - THY 468 Consortium (St. Thomas)
  - THY 468 Consortium (Bethel)
  - THY 468 Consortium (Luther)
  - THY 468 Consortium (United Theo)
- SOT and Seminary students who participate in Consortium classes at another institution are included in SJU official enrollment figures and billed by the SJU Student Accounts Office.
- A grade is sent from the Consortium school to Saint John's School of Theology and Seminary, and the SJU Registrar's Office enters the grade on the student's SJU transcript.
- Online courses may require particular permission from the Associate Dean to be eligible for the Consortium agreement exchange.

Credit Load

Credits are offered in 1, 2, and 3 credit increments. Typically, students will take three 3-credit courses per semester. Students may not register

for more than 13 credits in an academic semester without approval from the Dean. Full-time students may register for up to 13 credits without additional tuition costs. After 13 credits there are additional tuition fees per credit. In order to complete their degree program in a timely manner, students should consult with their academic advisor to determine the appropriate credit load per semester.

Audit credits may be counted toward full-time status as long as students are taking at least one course for credit.

In order to qualify for financial aid from the School of Theology and Seminary, students must register for at least one graduate level course for credit per semester.

Status	Min Credits	Max Credits
Full time (FT)	9	N/A
3/4 time (3Q)	7	8
Half time (HT)	4	6
Less than half time (LH)	0	3

Course Exemptions/Substitutions/Reduced Credit/Advanced Standing
If students have previous coursework that is not transferable, they may request an exemption from a degree requirement or reduced credit for the degree.

In terms of course substitutions, an elective course may be substituted in lieu of a required course.

In consultation with their advisor, students may apply to the Associate Dean to request advanced standing—that is, a reduction of the total number of credits necessary for their degree—based on prior coursework or significant pastoral experience. Students cannot request more than 9 credits of advanced standing for the M.Div. degree, more than 6 credits of advanced standing for the M.T.S., or more than 3 credits of advanced standing for the M.A.M., M.A.T., or M.A. in Liturgical Music. Advanced standing will not be considered for the Th.M. degree.

Requests from students seeking an exemption from (or a substitution of) any stated requirement must be documented and submitted in writing to the Associate Dean. Please work with the Director of Student Services for the steps in the process.

Course Registration
Using the Banner Web Self Service system, students register for courses online through the Registrar's Office and the Director of Student Services. Before registering for courses, degree and certificate students consult with their faculty advisor. Advisors give students a PIN that is needed to register for courses. Non-degree and non- certificate students work with the Director of Student Services to register for courses until they are admitted to a degree program.

Dismissal
The School of Theology and Seminary reserves the right to dismiss a student for unsatisfactory academic standing or other reasons that affect the welfare of the individual student or the student community. The Dean notifies the respective student of such a decision.

Earning Two Degrees
Students who intend to earn two degrees should submit a letter of intent to the Director of Admission at the earliest possible date.

A maximum of one-half of a shorter-credit degree may be applied toward a longer-credit degree, regardless of whether the degrees are earned simultaneously or sequentially (one term following another). For example:

- A student who wishes to simultaneously earn an M.Div. and an M.A. (Liturgical Music, Theology: 36 credits) or the M.T.S (48 credits) may apply up to 18 credits or up to 24 credits toward the M.Div. Capstone projects (M.A.T. and M.T.S. Graduate Papers and Comprehensive exams, and M.DIV. Integration Seminar) must be completed for each degree.

A student who wishes to earn two master's degrees simultaneously may use the core courses for both and then be granted substitutions for electives for either degree. The Director of Student Services will monitor this process.

Final Examinations
Course examinations are generally administered at the end of each term. Unless excused by the instructor, students who are absent from final examinations receive a failure for the course.

Grading System
A-F grades (assigned honor points for computation of averages)

A	4.00	Exceptional
A-	3.75	Superior
B+	3.50	Good
B	3.00	Above Average
B-	2.75	Average
C+	2.50	Sufficient
C	2.00	Borderline
D	1.00	Poor
F	0.00	Failure

Pass/Fail

Column1	Column2
S	Satisfactory
U	Unsatisfactory
H	Pass with Honors

Other grades

Column1	Column2
I/(provisional grade)	Incomplete
W	Withdrew without prejudice
X	No grade reported (work in progress) (reserved for Thesis)
*	No grade reported

Grade Reports
Grades are posted on the Banner Web Self Service system through the University Registrar's office. Students may access their transcripts and all other academic, financial, and student information through Banner Web Self Service. Please contact the Director of Student Services for access information.

Incompletes
When extraordinary circumstances warrant, an instructor may allow some delay in the completion of coursework. At their own discretion, instructors may set deadlines for the completion of the work, but deadlines will

not extend beyond the close of the semester immediately following the course.

On the official grade roster, incompletes are recorded as "I" followed by the provisional grade (e.g. I/F, I/D, or I/C). The provisional grade is used in the computation of grade point averages until one of the following scenarios occurs:

- The student completes the coursework, and the instructor submits a final grade by the deadline. That final grade replaces the provisional grade on the transcript.
- If the coursework is not completed and no final grade is submitted by the deadline, the provisional grade becomes the student's final grade on the transcript.

For serious reasons such as family deaths or medical emergencies, further extensions may be granted, but written documentation must be submitted to the Registrar's Office through the Director of Student Services.

Students may not accumulate more than two incompletes at any one time. If two incompletes have accumulated, students may not register for further coursework. Incompletes affect grade computations, and lowered GPA points may result academic probation, or adjustments to degree status and/or financial aid awards.

Individual Learning Project (ILP)
An Individual Learning Project (ILP) is intended for an individual student who wishes to study in some detail a topic not treated extensively in the standard course offerings. In undertaking an ILP, a student sets out to structure a graduate-level course and assumes responsibility for bringing it to fruition. The student plans a syllabus which identifies the goals, problems, methods, resources, and evaluative criteria of the study. The student also asks/petitions a faculty moderator who gives initial approval for the project, is available for regular consultation, and assumes responsibility for submitting a final evaluation. A ma x i mu m o f 6 I LP credits may be applied toward the M.A.T., M.A.M., M.T.S., or Th.M. degrees; a maximum of 9 I LP credits may be applied toward the M.DIV. degree. Forms for ILP proposals are available on the Registrar's website, which submit ILP proposals to the faculty director and the Associate Dean for approval. To ensure that the ILP is factored into a student's total registration and financial aid package, registration for an ILP should be processed well before the term in which it will be carried out. See the Director of Student Services for further instructions.

In accord with longstanding University policy, tenured and tenure –track faculty members are more than welcome to direct ILPs when asked, but no faculty member should be responsible for more than two ILPs in any one term. In order to ensure that ILPs remain independent work of the students and not additional courses, faculty members may not moderate an ILP with more than two students on the same topic in a term. Adjunct instructors may not direct ILPs.

Remote Students Verification
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 particular 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 (M.A.M.)
- The Master of Arts in Theology (M.A.T.)
- The Master of Theology (Th.M.)

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 01A for a course in person
- Register for section 01B 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's 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 in exit interviews 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.

Repeating Courses

Students who have failed courses (thereby earning no credits) may repeat those courses for credit. Students who have passed courses may repeat those courses for an improved grade but not for additional credit hours toward degree requirements. The original grade will not be removed from the student transcript, but only the higher grade will be computed in the student's GPA.

The course number 468 is used to designate Topics courses in each discipline. Students may take more than one 468 courses in a given discipline as long as the courses deal with different topics.

Student Accounts

Students are expected to pay their bills in a timely manner. Students with outstanding balances will be unable to enroll for classes in future terms.

Timely Completion of Degree Requirements

Students are expected to work steadily on degree requirements and finish them within eight years after matriculation. Students whose work extends beyond this must consult with the Dean on degree requirements.

Transcripts

Transcripts are issued by the Office of Student Records and Registration to current students without charge and to former students for a fee. No transcript or letter of honorable dismissal will be given to students who have not settled all financial accounts.

Student recordkeeping and disclosure regulations of the University are designed to comply with the Family Educational Rights and Privacy Law. (A copy of this law, PL 93-380, is available in the SJU Office of Student Records and Registration).

SJU complies with the Buckley Amendment regarding students' rights and privacy. However, seminarians and diaconal candidates are asked to sign a confidentiality statement allowing the Rector to send information on the educational progress of seminarians (e.g. grades and evaluations) to bishops, vocation directors, and/or religious superiors.

Transferring Credit to Saint John's

Upon approval of the Dean, some credits earned with a grade of "B" or better at another accredited graduate school may be applied toward the course requirements for degree programs at Saint John's School of Theology and Seminary, so long as these credits are less than ten years old and have not been applied to another degree program. The maximum number of such credits that may be transferred is 25% of each degree:

Column1	Column2
M.DIV.	18 credits
M.DIV. (Priesthood)	27 credits
M.T.S.	12 credits
M.A.M.	9 credits
M.A.T.	9 credits
Th.M.	3 credits
Certificate Spiritual Directon	6 credits
Other Certificates	3 credits

Students who have matriculated at Saint John's must have prior permission in writing from the Dean to take courses at another institution if the credits earned are to be applied to a degree program at Saint John's.

Requests for transfer of credits should be submitted in writing to the Dean. Please consult the Director of Student Services for the steps in this process. Graduate credits captured by a previous degree from another graduate academic institution cannot be applied toward a degree at Saint John's.

For the M.Div. programs, ATS (Association of Theological Schools in the United States and Canada) standards require that the equivalent of one year of full-time coursework be undertaken at the institution's main campus. For the M.A.M., M.A.T., M.A. in Liturgical Music, Th.M., and M.T.S. programs, ATS standards require that at least one-half of the coursework be undertaken at the institution's main campus. These standards may affect which credits are transferable.

Undergraduate Registration

Graduate students at the School of Theology and Seminary may register for undergraduate CSB+SJU courses if space is available. Credits from such courses count toward a student's credit load, but they cannot be applied to a degree.

Undergraduate students must obtain the permission of the instructor, the Chair of the CSB/SJU theology department, and the Dean of the School of Theology, using the appropriate form through the Registrar. Courses numbered in the 400s are designed for students in the theology programs of the School of Theology and Seminary. Graduate level courses taken for undergraduate credit cannot be applied to the Master's degree if being

applied to the undergraduate degree. The Director of Student Services will monitor this recordkeeping for undergraduates who may later enroll in the SOT/Sem.

4+1 M.A.T. Degree Provisions

Undergraduate students from approved institutions may apply to obtain an M.A.T. degree at an accelerated pace through the 4+1 program at the School of Theology and Seminary. Such students take at least one upper-level undergraduate course in Theology at their undergraduate institution and at least one graduate course at the School of Theology and Seminary which would apply toward their undergraduate degree. If students maintain a GPA of 3.0 in these classes as well as a cumulative GPA of at least 3.0, the M.A.T. degree will be reduced to 30 credit hours for accepted students, which students can complete in two semesters and two summers. These students will receive a full-tuition academic year scholarship from Saint John's School of Theology and Seminary. Students accepted into the 4+1 program must take two summer courses at Saint John's School of Theology and Seminary at the non-degree tuition rate and live in Emmaus Hall for graduate housing.

Withdrawals

Withdrawals and Transcripts

Once a term has begun, all changes in class registration are processed through the Director of Student Services. Withdrawals will be recorded as follows:

- If a student withdraws from a course during the first three weeks of Fall or Spring term, there will be no record of the course on the transcript.
- If a student withdraws from a course in Fall after (A) but before November 15, or in Spring: after (A) but before April 15, the transcript shall show a grade of W (withdrawn).
- If a student withdraws from a course in Fall after November 15, or in Spring after April 15, the transcript shall show a grade of F.
- If a student withdraws from a course in the Summer, the length of the specific course must to be taken into account to determine what the transcript shows.

Withdrawals and Refunds

Refunds for tuition, activity fees, special course fees, room and board are made to any student who withdraws by formal application through the Director of Student Services according to the following schedule each semester.

- 90% refund: through the first five days of classes
- 80%: from the sixth through the tenth day of classes
- 70%: from the eleventh through the fifteenth day of classes
- 60%: from the sixteenth through the twentieth day of classes
- 50%: from the twenty-first through the twenty-fifth day of classes
- 40%: from the twenty-sixth through the thirtieth day of classes

If a student withdraws after the thirtieth day of classes, there is no refund on tuition and fees; however, refunds on room and meals will be prorated based on the time remaining in the semester. No refunds are issued to students who register for comprehensives and defer to another term.

Tuition and scholarship awards are also prorated according to the above schedule.

Degree-specific Academic Policies and Procedures

The requirements for all degrees are listed in the Academic Catalog and on the School of Theology and Seminary web site. The following guidelines and policies elaborate on degree-specific requirements.

M.T.S.

Graduate Paper

Purpose

The ability to do significant research and to communicate the results of research in lucid written form is a critical part of the M.T.S. degree program. The degree program requires one graduate paper be approved by a faculty member. This graduate paper is completed prior to comprehensive exams. Registration for the graduate paper is not required —the graduate paper is completed within a course.

Content

The graduate paper is written in conjunction with a course. The paper is to be approximately 15 to 20 pages long. Different from a thesis, in which an individual topic is researched at considerable depth, a graduate paper is best thought of as a very good term paper which gives clear evidence of the following levels of accomplishment:

1. Ability to gather, analyze, and interpret a selected bibliography;
2. Ability to organize the investigated material and to present that material in a well- structured form;
3. Ability to draw conclusions, state them effectively, and engage in theological reflection;
4. Ability to state the problems which have to be solved in the future;
5. Optional: Ability to use foreign language sources in the paper.

A student completes a graduate paper as part of coursework. The paper is completed under the direction of the professor who is teaching the course. The student should consult with the professor during the development of the outline and research for the paper.

The student submits the final paper electronically to the Director of Student Services. The format for the title page, signature page, and research disclosure page are in this handbook in the appendix. These pages are the first three pages of the paper; these pages are also submitted in hard copy to the Director of Student Services.

Comprehensive Examinations

Eligibility

Students are eligible to take comprehensive examinations [comps] after all other degree requirements are completed. It is possible to schedule comps during the term when all other requirements (i.e. final coursework or graduate papers) are being completed, but comps may not be taken if it is clear that some other degree requirement will not be completed by the end of that term.

Students taking comps must register for THY 599 (0 credits).

Reading Lists

The comprehensive examination for the M.T.S. requires preparation of a list of ten books, selected by faculty who teach in the focus area. Students are responsible to see the Director of Student Services in order to obtain the reading lists.

Written Preparation for the Oral Portion of the Exam

Students will submit an annotated bibliography and short summary of research on the booklist, consisting of the following:

- 5-7 sentences/ strong paragraph annotations on the bibliographic entries for the area- specific booklist (10 books).

  Annotations may summarize the book from the student's perspective7 and/or may highlight points of interest, critical observations, and on-going questions concerning the bibliographic entry. Substantial annotations are expected. Samples will be distributed by the Director of Student Services.

- 2-3 page "summary of booklist research."

  The summary identifies topics/questions of interest which the student might wish to pursue further in the oral examination. It may include restatements of key annotations, connections among books, themes from reading that are important, etc.

  The summary does not seek to summarize the contents of the books or to be exhaustive in terms of content; rather, it highlights areas of observation, analysis, and insight gained from the student's engagement with the booklist.

The annotated bibliography and short summary of research will be read by members of the examination board. The Board members will evaluate the submission and approve the student going forward to the oral exam. Board members will use the annotated bibliography and short summary of research to initiate and frame questions for the oral examination, and they will also develop questions which extend beyond the scope of the submission to other parts of the area booklist.

Oral Exam

In the oral portion of the exam, the board members discuss with the students the questions addressed in the written portion of the examination and questions related to the student's reading list and coursework. This portion of the examination is at least one hour in length.

Failure of Comprehensive Examinations

Students can fail comps in several ways:

1. *Written*: If students submit an inadequate summary of research, the comps process is terminated.
2. *Written*: If students submit an inadequate annotated bibliography, the comps process is terminated.
3. *Oral*: If students do not adequately answer the questions posed by the board during the oral portion of the exam, they fail the exam.
4. *Plagiarism*: If it is determined that any student has plagiarized material in their written or oral work, the comps process will be terminated (see section on Plagiarism in this handbook).

Students who fail in the comps process may retake comps. Regardless of whether they failed the written or oral portion, they must repeat the entire process: that is, they must submit a revised annotated bibliography and summary and take the oral portion of the exam.

Students may attempt comps a maximum of two times.

M.A.T.
Comprehensive Examinations
Eligibility

Students are eligible to take comprehensive examinations [comps] after all other degree requirements are completed. It is possible to schedule comps during the term when all other requirements (i.e. final coursework) are being completed, but comps may not be taken if it is clear that some other degree requirement will not be completed by the end of that term.

Students taking comps must register for THY 599 (0 credits).

Reading Lists

The comprehensive examination for the M.A. (Theology) requires a list of ten books, chosen by the student and submitted for approval by the student's board.

Written Portion of the Exam

Students will write:

- an Integrated Paper for the written portion of the comprehensive exams. The paper should be approximately 8-10 pages in length, utilizing the sources from the chosen reading list as a part of their bibliography for the paper.

  It must give evidence of:

1. An identifiable research/academic question that engages the student's coursework;
2. A working thesis statement supported by well-reasoned arguments and grounded in evidence;
3. An ability to handle the tools and methods of research appropriate to the study;
4. Independent thinking and critical judgment;
5. Good style and composition;
6. The inclusion of bibliography of no less than ten sources appropriate to the paper's topic;
7. Proficient use of bibliographic standards established by the 9th edition of Kate L. Turabian's Manual Writers of Research Papers, Theses, and Dissertations.
8. 5-7 sentences/ strong paragraph annotations on the bibliographic entries for the student chosen booklist (10 books).

   Annotations may summarize the book from the student's perspective and/or may highlight points of interest, critical observations, and on-going questions concerning the bibliographic entry. Substantial annotations are expected. Samples will be distributed by the Director of Student Services.

The annotated bibliography and Integrated Paper will be read by members of the examination board. The Board members will evaluate the submissions and approve the student going forward to the oral exam. Board members will use the annotated bibliography and Integrated Paper to initiate and frame questions for the oral examination, and they will also develop questions which extend beyond the scope of the submission to other elements of the booklist and the student's course work.

Oral Portion of the Exam

In the oral portion of the exam, the board members discuss with the students the questions addressed in the written portion of the examination and questions related to the student's reading list and coursework. This portion of the examination is at least one hour in length.

Failure of Comprehensive Examinations

Students can fail comps in several ways:

1. *Written*: if students submit an inadequate Integrated Paper, the comps process is terminated.
2. *Written*: If students submit an inadequate annotated bibliography, the comps process is terminated.
3. *Oral*: If students do not adequately answer the questions posed by the board during the oral portion of the exam, they fail the exam.
4. *Plagiarism*: If it is determined that any student has plagiarized material in their written or oral work, the comps process will be terminated (see section on Plagiarism in this handbook).

Students who fail in the comps process may retake comps. Regardless of whether they failed the written or oral portion, they must repeat the entire process: that is, they must submit a revised Integrated Paper, a revised annotated bibliography, and take the oral portion of the exam.

Students may attempt comps a maximum of two times.

M.Div. (Lay Ministry and Priesthood Studies); M.A.M.

Ministerial Formation Program

Ministerial formation is a multifaceted activity involving critical thinking, the acquisition of knowledge, skills development, religious identity formation and the development of ministerial and spiritual maturity expected of church ministers. Education is not merely the accumulation of a prescribed set of academic credits but includes the holistic formation of all aspects of the individual.

Our Ministerial Formation Program is compliant with the competencies and norms set forth in Program of Priestly Formation (PPF), Co-Workers in the Vineyard of the Lord (CW) and the National Directory for the Formation, Ministry, and Life of Permanent Deacons (NDPD) of the USCCB as well as Professional Standards for Lay Ecclesial Ministers all of which seek to cultivate a cadre of men and women who are conscious of the integral convergence of human, spiritual, pastoral and intellectual practices and knowledge.

All students enrolled in the School of Theology and Seminary have formation resources available to assist in their formation and ongoing discernment of vocation through spiritual direction, spiritual companioning groups, prayer and worship, appropriate boundary development, counseling services, retreats, financial wellness and ministerial residencies. Regardless of degree track, all students are encouraged to be involved in advancing their vocational readiness.

Spiritual Direction: Those preparing for ministerial leadership through the MA in Ministry and the Master of Divinity are required to be in monthly spiritual direction.

The School of Theology and Seminary reimburses spiritual directors $20 per monthly visit. Some spiritual directors may charge an additional amount. The student is required to cover the difference. A form indicating the spiritual director's name needs to be submitted to the Director of Field Education and Ministerial formation in order to be reimbursed. Further details may be found in the Formation Manual.

Group Spiritual Companioning: Lay ecclesial ministry students are required to be in groups for 3 consecutive semesters; diaconal candidates are expected to be in groups for three years, beginning their second semester. Seminarians are in spiritual formation through the Rector's office.

SPIR 437 Practice of Discernment in Prayer (1 credit or audit) is a course requirement for the spiritual formation program for students enrolled in ministry degrees (MDIV, MAM) and is taken in the student's first or second semester.

Field Education: Practicum and Clinical Pastoral Education

Practicum: Students work with the Director of Formation & Field Education to establish sites for their Field Education experiences. After a site for the p r a c ti cu m experience is determined, students work with an on-site supervisor and the Director of Formation & Field Education to coordinate a learning agreement. This agreement serves as the basis for the ministerial evaluation of the student. Theological Reflection on the field education is also a required piece of the experience.

Clinical Pastoral Education: A basic unit of CPE (PTHM 412, 3 credits) is required for all M.Div. students. M.A.M. students may also take a unit of CPE towards their field education requirements. After the CPE has been completed, the on-site supervisor sends a final evaluation to the Director of Formation and Field Education. For seminarians, that copy is shared with the Rector and kept on file in the Rector's office. Saint John's assesses a $50 administrative fee; other costs for CPE programs are the responsibility of the student.

M.Div. Mid-Degree Evaluation

The mid-degree assessment provides the student an opportunity for self-assessment and feedback from others in terms of their ministerial growth. This evaluation will take place in students' fourth semester (having completed 36-42 credits). Students are asked to revisit their academic work, ministerial reflections and spiritual practices and make revised claims about learning and events from earlier in the degree program. The assessment involves revisiting the student's intention for graduate theological education, vocational aspirations and their readiness for ministry. The format of the assessment includes completing a questionnaire, reviewing feedback from formators and peers, re- evaluating previously developed formation plans, and an assessment interview with the Director of Ministerial Formation. Offered for S/U grading only.

Capstone Projects: Ministerial Learning Portfolio (MAM), Integrations Seminar (M.Div.)

Ministerial Learning Portfolio (PTHM 598): The purpose of this assignment is to act as a reflective exercise towards the end of your MAM degree by having you complete the following: 1) Bringing together key learnings from the classroom and ministry placements during your time at the SOT, 2) Naming levels of ministerial competencies and growth, and 3) Crafting your own theological understanding of your identity as a minister. At the end of your time in this degree, this assignment also serves as an assessment of your ability to integrate real lived experience together with other resources and learnings (biblical, historical, theological, sociological, psychological, organizational systems, structures of leadership, etc.)

The final Integrated Paper should be 10-12 pages in length, standard formatting consistent with SOT requirements. Students submit the paper to the Associate Director of Ministerial Formation. Students also prepare a 20-minute presentation for the Associate Director of Ministerial Formation and additional faculty and peers.

Integration Seminar (PTHM 465): All M.Div. students are required to take and successfully complete by registering for Integrations Seminar (PTHM 465) as the capstone of their program. 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.

Ministerial Formation Documentation

Degree Works: Beginning Fall 2025, completing the Spiritual Formation requirements will be recorded each semester in the student's Degree Works site with a Satisfactory or Unsatisfactory grade. Assessed formation activities will include participation in monthly individual spiritual direction (monthly) and group spiritual companioning (Groups meet September to November and January to April monthly for two hours).

For more information about the ministerial formation program CPE, and field education, see the Manual for Ministerial Formation and Field Education, which is available from the Director of Formation and Field Education.

M.A. (Liturgical Music)

Guidelines for Final Recital

Learning Goals: Full Recital or Final Project

1. To demonstrate proficiency in music performance.
2. To demonstrate, through program notes or spoken presentation, liturgical and musicological awareness of the repertoire performed.
3. To demonstrate organizational ability in all aspects of the event, including scheduling, coordination of musicians involved, promotion and advertising, and post-event reception.

A full recital or final project is required, ordinarily in the final semester of study.

This is the culmination of a student's musical performance study. It is prepared as part of the student's music lessons. A final project involves performance of approximately as much music as a full recital but may take the form of spoken or visual presentation on the music performed, or

presentation of another genre such as hymn festival, church cantata, sacred oratorio, or liturgical simulation.

Th.M.

Language Proficiency

Purpose

The Th.M. strongly encourages a minimum level of reading proficiency in a foreign language, particularly for students intending to apply for doctoral studies. These may include biblical languages (Greek and Hebrew) and non-biblical languages with a substantial theological literature (Latin, German, French, Spanish, Italian, and English). Language proficiency is an important tool for graduate research, and considerable resources are available only to those who read more than a single language. Reading proficiency in a foreign language is to be encouraged through advising, and it may be demonstrated either through an individual examination or through taking a final examination in a language course offered by the School of Theology and Seminary. In addition to successfully completing the examination, students would be encouraged to use the foreign language in quotations, notes, and bibliography in the master's thesis.

Master's Thesis

The Master's Thesis is a requirement in the Th.M. It is worth six credits, which is applied to the total of 24 credits required for the Th.M. degree.

Students who write a thesis must register for THY 580 (6 credits). The credits may only be applied to one academic term, but the thesis-writing process often extends beyond that.

Schema of the process

The Master's Thesis process consists of three steps:

1. Development of a Thesis Proposal;
2. Defense of the Thesis Proposal, followed by writing the thesis;
3. Public Defense of the Thesis.

The Thesis Proposal will contain the following elements:

1. A persuasive and debatable thesis statement;
2. A description of the project that maps the argument with a brief summary of the history of research into the topic along with the positions and the lines of argument to be developed, including basic chapter summaries;
3. A working outline with a preliminary annotated bibliography of primary and secondary sources. The bibliography will also include any sources in the required ancient and/or modern language being utilized in the thesis. The purpose of the annotated bibliography is to demonstrate that the student controls, at least in a preliminary fashion, the relevant primary and secondary sources central to the explication of the thesis.

Defense of the Thesis Proposal

A student who wants to write a thesis should identify two faculty members: one to direct the project and another to serve as a second reader.

The Th.M. director will guide the proposal process, and the student will defend her/his thesis proposal before a three-member faculty committee ordinarily consisting of the thesis director, the second reader of the thesis, and a third faculty member.

The proposal will be submitted to members of the faculty committee one week prior to a scheduled oral defense of the proposal. The purpose of the defense will be to judge the merits of the proposed thesis. After consideration the faculty committee will have the option to 1) approve the proposal; 2) approve the proposal with recommended revisions; or 3) reject the current proposal and recommend that the student be allowed to work with the faculty director to revise and re-submit a proposal to the faculty committee. The faculty committee may also recommend, on the basis of the poor conceptual quality of the initial proposal, that the student not be allowed to continue with the Thesis.

Any recommended revisions to a proposal approved by the faculty committee will be guided by the thesis director as part of the active writing of the thesis in the following term(s).

Public Defense of Thesis

When the thesis is near completion, the student coordinates with the faculty director and the Director of Student Services to arrange a public defense of the thesis. The purpose of the defense is to give the student the opportunity to present the results of the research and to reflect critically on it with other students and faculty.

Th.M. candidates may proceed to the public defense of the thesis after a complete draft has been approved by the thesis director.

The committee (director and second reader) will evaluate the thesis and public defense and assign a grade of Pass (S), Fail (U), or Honors (H).

Revisions may be required based on evaluations from the public defense. These will be incorporated into the final submission of the thesis.

Content

The thesis should be at least 80 pages in length. It must give evidence of:

1. mastery of the chosen field of research;
2. good knowledge of the wider area in which the thesis is located (particularly through a mastery of the bibliography);
3. ability to handle the tools and methods of research appropriate to the study;
4. independent thinking and critical judgment;
5. good style and composition.

Format

The thesis should be arranged in the following order:

1. a title page
2. a signed director's signature form
3. a signed language proficiency form
4. a signed research disclosure form
5. table of contents
6. body of the thesis with footnotes
7. bibliography

The format for the table of contents, body, footnotes, and bibliography of the graduate paper must consistently follow the stylistic standards established in t he 9th edition o f Kate L. Turabian's Manual for Writers of Research Papers, Theses, and Dissertations. The format for the title page and the three signed forms must follow the samples in Appendix B of this handbook.

Students should submit an electronic copy of the completed thesis and hard copies of the title page and the three signed forms to the Director of Student Services. These copies will b e kept on file at the School of Theology and Seminary.

University Policies and Procedures

Academic Misconduct

Academic Misconduct

The SOT/Sem is committed to a model in which faculty serve as mentors for students as they grow in understanding scholarly conventions and in all academic skills and autonomy. Graduate students arrive at the SOT/Sem with an emerging sense of how to avoid insufficient citation of sources, inappropriate paraphrasing of sources, and wholesale reproduction of unacknowledged sentences and paragraphs, which are serious offenses in the scholarly world. The SOT/Sem elucidates a further understanding of these, particularly in the HCHR 402/404 sequence as well as in those policies listed in all course syllabi regarding student writing and creative work. Faculty often strive to work closely with students at the draft stage(s) of writing and creative work to help students avoid an official charge of plagiarism on the final draft. If plagiarism or other forms of academic misconduct remain on final drafts submitted for a grade, faculty will assist students in understanding the SOT/Sem academic misconduct policy and procedures. While the SOT/Sem is committed to active mentoring of students, the students themselves are ultimately responsible to ensure that their work submitted for grades is in compliance with all academic standards around academic integrity and honesty.

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the School of Theology and Seminary or subverts the educational process. Academic misconduct includes but is not limited to:

- Cheating: copying the work of another student, receiving unauthorized assistance during an exam, submitting an assignment from one course for another course or other similar acts;
- Plagiarism: the act of appropriating and using the ideas, writings, or work of another person as one's own without giving credit to the person who created the work;
- Fabricating information: submitting falsified information as if it were genuine, providing false excuses as a means of gaining extensions or special circumstances for assignments;
- Intentionally damaging the coursework of others;
- Assisting others in acts of academic misconduct (e.g. giving exam questions or course materials to other students or agencies without the consent or knowledge of the instructor); And;
- Actions indicating a general disregard of institutional policies regarding academic honesty and misconduct.

Academic misconduct vs. poor scholarship

Poor scholarship consists of an inadequate understanding of scholarly conventions of source citation or an inability to implement those conventions properly in documenting the sources used in one's work. Academic misconduct, particularly plagiarism, is characterized by intent to deceive, by gross verbatim use or limited alteration of another's work accompanied by explicit or implicit claims that the work is the student's own, and by a general disregard of institutional policies regarding academic honesty and misconduct.

Occasionally what initially appears to be an act of academic misconduct may turn out to be a case of poor scholarship on the part of a student, particularly in suspected cases of plagiarism. Insufficient citation of sources, inappropriate paraphrasing of sources, and wholesale reproduction of unacknowledged sentences and paragraphs, while serious offenses in the scholarly world, are among students often enough caused by a lack of understanding.

Acts of plagiarism that result from poor scholarship should be dealt with in a spirit of apprenticeship and treated as an opportunity for teaching rather than as an infraction that warrants censure. An appropriate penalty, therefore, is the same as for any other situation in which students fail to achieve the goals of a course: a reduced grade for the assignment in question and further instruction to remedy the deficiencies demonstrated by the student.

Cases of academic misconduct

It may be difficult to delineate intent, extent or motive in cases of academic misconduct. Because of the potential seriousness of these cases, which can potentially result in expulsion, it is important for instructors and students to consider the following:

1. Has the student received instruction in the Institutions' academic misconduct policy and how academic misconduct, plagiarism, and poor scholarship can be avoided?
2. In the judgment of the instructor, was there intent to deceive?
3. Does the incident in question represent a pattern of misconduct?
4. In the judgment of the instructor, was the incident sufficiently egregious to warrant penalty?

The burden of proof rests with the instructor to demonstrate that one or more students have engaged in academic misconduct. If an instructor

suspects academic misconduct, he or she must present compelling evidence of this misconduct.

I. General Procedure

1. An instructor suspecting a student of academic misconduct must meet with the student and present evidence of the specific offense.
2. If the student agrees that the alleged act of academic misconduct has occurred, a penalty is determined and a written acknowledgment specifying the offense and the penalty is signed by the instructor, the student and a third party witness to guarantee that the student has been shown the agreement and read it (Link to Report of Academic Misconduct). The evidence of academic misconduct and the written acknowledgments are then placed in a closed file in the office of the Dean of the School of Theology and Seminary.
3. If in spite of the evidence presented by the instructor the student maintains that the incident is not an act of academic misconduct, the student may contact the Dean (through the Director of Student Services) and request that an appeals process be initiated (see Appeals Process below). In such contested cases it is the responsibility of the student to provide detailed information demonstrating that the assignment in question is the product of his or her own work, or evidence refuting the allegations presented.
4. By refusing to view the evidence, or by refusing to acknowledge having viewed it, a student will not prevent imposition of the instructor's recommended penalty nor prevent the case from going into the closed file.
5. The penalty determined by the instructor (or by the Dean in cases of a second or third offense) will stand unless and until the student is found innocent on appeal. If the student is found innocent on appeal the material will be removed from the closed file and destroyed.
6. A student accused of academic misconduct who maintains his/her innocence has the right to remain enrolled in the course while the appeal process is pending.
7. The closed file located in the Dean's office will be destroyed two years after a student has graduated. In the cases of students who transfer to other institutions, or who for other reasons leave the School of Theology and Seminary without graduating, the closed file will be destroyed five years after the student's departure.
8. The proof of guilt in an earlier offense does not imply any assumption of guilt when a student is accused in a future case.

II. Consequences

Penalties for academic misconduct vary according to whether the case involves a first or a repeat offense, and according to the character of the offense itself. If the evidence of academic misconduct comes to light only after course grades have been turned in, the instructor may change the course grade retroactively.

A. First Offense

1. The penalty for a first offense of academic misconduct is commensurate with the type of misconduct, ranging from failure of the assignment to failure of the course in which the academic misconduct occurred, as decided upon by the faculty member in consultation with the student.
2. The process of written acknowledgement and closed file described in section I will be implemented.
3. If a student commits two acts of academic misconduct nearly simultaneously it is at the Associate Dean's discretion whether they are regarded as one or two offenses.

B. Second Offense

1. The instructor should follow the general procedure indicated above. Following this, the Associate Dean will be aware that this is not the student's first instance of academic misconduct, and because of the increased gravity of the situation, will consult with the instructor and other parties deemed necessary to learn as much as possible about this instance of misconduct. The faculty member and academic dean will discuss a penalty commensurate with the gravity of the incident, which is ordinarily failure of the course in which the academic misconduct occurred.
2. If the incident of academic misconduct is egregious, the student may be suspended or expelled from the School of Theology and Seminary. This decision will be made by the Dean.
3. The process of written acknowledgment and closed file described in Section I will be implemented.

C. Third Offense

1. The instructor should follow the general procedure indicated above. Following this, the Dean will be aware that this is not the student's first instance of academic misconduct, and because of the increased gravity of the situation, will consult with the instructor and other parties deemed necessary to learn as much as possible about this instance of misconduct. The student will fail the class in which the academic misconduct occurred.
2. The student will be expelled from the School of Theology and Seminary.
3. The steps of written acknowledgement and closed file described in Section I will be implemented.

D. Appeals Process

1. The appeal process for academic misconduct is initiated by a student through a formal request made to the Dean of the School of Theology and Seminary, through the Director of Student Services.
2. The student is given an opportunity to provide detailed information related to the academic misconduct and disputing the evidence presented. The student may present any or all of the following:
   - a prepared, written statement rebutting the evidence;
   - material evidence that supports the claim that the work is the student's own and that documents the process by which the assignment in question was generated;
   - the testimony of any others who may have been involved in the incident.
3. The Dean will review the materials and evidence presented by the student and request further clarification from instructor(s) and/or the student as needed.
4. The Dean will notify the student and the instructor as to the outcome of the appeal. The decision of the Dean is final.

Complaint or Grievance Policy

As liberal arts institutions in the Benedictine tradition, CSB and SJU seeks to live the values of an engaged and transformative community, attentive listening, and respect for persons. We encourage students to address any concerns or issues they encounter as soon as possible. This policy provides a procedure to help ensure that the student is heard and a resolution can be identified. Should a complaint arise, the policy asks

the parties involved to first use an informal resolution process to attempt to settle the alleged disagreement or violation within the department or office. If the issue cannot be resolved informally or when informal action is not allowed by federal regulations, the formal resolution process as stated in the policy can be initiated.

Students initiate the complaint process when there has been a claimed violation of policy, regulation, or established practice. Complaints fall under two categories: academic and non-academic. This policy does not include complaints regarding College/University employment, student conduct procedures under the Student Handbook, academic progress or grades or admission decisions.

Resolution under this policy may include student reinstatement or other corrective action for the benefit of the student, including refunds, but may not award monetary damages or, unless related to the dispute resolution and grievance procedures, direct disciplinary action against any employee of the College.

This policy does not limit the College's right to change policies, regulations, or practices related to the provision of academic or non-academic services and education.

An undergraduate student or a student within the Graduate Nursing Programs can use this process (https://forms.csbsju.edu/TK9BRA7UAP) to initiate a complaint.

A student in the graduate program with the School of Theology can use the process identified in their handbook (p. 1) to initiate a complaint.

Definitions

Academic Complaints:

Academic complaints include issues brought by students regarding the institutions' delivery of their education and academic services. Academic complaints in this policy do not include disputes on academic misconduct or grade appeals. However, if these policies and/or procedures are believed to be violated, a student may choose to follow this complaint process.

The procedures for the following student complaints are found in the academic catalog:

- grade appeal process (https://catalog.csbsju.edu/catalog/academic-programs-policies-regulations/grades/#gradeappealstext)
- academic misconduct process (https://catalog.csbsju.edu/catalog/academic-programs-policies-regulations/rights-responsibilities/#academicstext)

Non-Academic Complaints:

Non-academic complaints include those issues brought by students regarding the institutions' delivery of non-academic services. This policy does not include disputes related to admissions and financial aid decisions, residential life issues related to housing assignments and roommate concerns) sexual misconduct, or harassment, bias, and discrimination. The procedure for these complaints is located at the appropriate links:

- Title IX and Sexual Misconduct (https://www.csbsju.edu/title-ix/policy/)
- Harassment, Bias, and Discrimination (https://www.csbsju.edu/inclusive-excellence/bias-reporting/)
- Student conduct: CSB (https://catalog.csbsju.edu/bennie-book/) and SJU (https://catalog.csbsju.edu/j-book/)
- Residential Life: CSB (https://catalog.csbsju.edu/bennie-book/bennie-bookresidential-life-policies/) and SJU (https://catalog.csbsju.edu/j-book/j-book-residential-life-policies/)
- Admissions (admissions@csbsju.edu) and financial aid (sjufinaid@csbsju.edu)

Online Students

Students completing online course work are urged to speak by phone or email or other messaging services with the relevant supportive offices or they can follow the steps above. Students attending the college as distance education students, regardless of their state of residence, should contact the State Portal Agent (https://nc-sara.org/state-portal-entity-contacts) at the Minnesota Office of Higher Education if their complaint is not resolved informally with their professor or through the CSB and SJU complaint processes.

Faculty Intellectual Property Statement

The SOT/Sem supports the highest quality of graduate education in theological disciplines. To do this, instructors need to bring the full weight of their creativity to bear on subject matters, creating intellectual property which reflects high-quality research and promotes effective student learning. The SOT/Sem supports the development, production, and dissemination of intellectual property by its faculty members. Intellectual property created, made, or originated by a faculty member shall be the sole and exclusive property of the faculty, author, or inventor, except as he or she may voluntarily choose to transfer such property, in full, or in part. Material created for ordinary teaching use in the classroom and in department programs, such as syllabi, assignments, tests, PowerPoints, recordings of class sessions, and other class materials shall remain the property of the faculty author, and students must obtain express permission from faculty members to use these materials outside the classroom.

Non-Discrimination Policy

The College of Saint Benedict ("CSB") and Saint John's University ("SJU") are committed to working toward a workplace and educational environment, as well as other benefits, programs, and activities, which are free from discrimination, harassment, and retaliation. Discrimination, harassment, and retaliation of any form are a violation of a person's rights, dignity, and integrity. Such acts debase the integrity of the educational process and work environment and are contrary to the mission and values of CSB and SJU.

CSB and SJU are committed to compliance with all applicable anti-discrimination laws and do not unlawfully discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, age, marital status, disability, familial status, status with regard to public assistance, or other legally protected category or characteristic, in their education programs and activities, in their admissions policies, in employment policies and practices, and all other areas of the institutions.

CSB and SJU have zero tolerance for unlawful discrimination and harassment.

The full Non-Discrimination Policy can be found at https://www.csbsju.edu/about/non-discrimination-statement

Student Accessibility Services

Students Accessibility Services coordinates the delivery of reasonable accommodations to remove barriers and ensure equal access for qualified CSB+SJU students and School of Theology and Seminary students with disabilities.

For more information, please see https://www.csbsju.edu/student-accessibility-services

Title IX and Sexual Misconduct Policy

The purpose of the Title IX and Sexual Misconduct Policy and procedure is to maintain an environment that is free from the physical and emotional threat of sexual misconduct, including all incidents of sexual harassment, sexual assault, dating/domestic violence, and stalking. The College of Saint Benedict (CSB) and Saint John's University (SJU) will not tolerate sexual misconduct in any form.

CSB and SJU are committed to compliance with all applicable anti-discrimination laws and do not unlawfully discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, age, marital status, disability, familial status, status with regard to public assistance, or other legally protected category or characteristic, in their programs and activities. Harassment based upon an individual's legally protected status is a form of prohibited discrimination.

In accordance with Title IX, this Policy addresses the institutions' prohibition of sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and stalking. Sexual harassment, sexual assault, dating/domestic violence, and stalking are forms of sex discrimination. Not only are they prohibited by this Policy, but they are also prohibited by various federal and state laws, including Title IX of the Educational Amendments of 1972 and the Minnesota Human Rights Act. Allegations of sex discrimination that do not involve sexual misconduct will be handled in accordance with the Non-Discrimination Policy.

As institutions which espouse Catholic and Benedictine values, every community member's awareness of and respect for the rights and human dignity of all persons undergirds community life. These values demand that we strive to create an environment where the sacredness of each person is honored. Sexual assault, sexual harassment, dating/domestic violence, and stalking violate the sacredness of the person, weaken the health of the community, and are antithetical to the missions of our institutions.

The College of Saint Benedict and Saint John's University will respond to all reports of sexual misconduct and promptly seek the equitable resolution of all allegations of sexual misconduct, take steps to prevent the recurrence of sexual misconduct, and to correct its effects on victims and others.

The full Title IX and Sexual Misconduct Policy can be found at https://www.csbsju.edu/title-ix/policy

Appendices

A. Writing at the School of Theology and Seminary

Much of the work of graduate-level theology is done and adjudicated in written form. In order to facilitate this work, some guidelines are needed. In addition to governing graduate papers and theses, they also serve as guidelines for other student writing at the School of Theology and Seminary.

Students, however, should be attentive to course syllabi and faculty instructions for additional or substitute requirements.

The University Writing Center supports graduate students.

Format and Citations

Generally, graduate students should follow the guidelines provided by Kate L. Turabian in the most recent edition of A Manual for Writers of Term Papers, Theses, and Dissertations.

This book relies on the Chicago Manual of Style, which provides the basic style sheet for many theological publishers. As the Chicago Manual of Style is designed with these publishing houses and the authors associated with them in mind, much that it provides either is not applicable or needs adjustment for student papers. Turabian distills that which is necessary for students while giving particular attention to citations.

Research papers should include a Works Cited page following the body of the paper, while larger projects may contain a Bibliography instead.

A sample title page for papers is provided in Appendix B of this handbook.

B.Sample Forms

Follow these links for samples of:

1. a title page (https://catalog.csbsju.edu/grad-catalog/theology/handbook/SOT_Sample_Title_Page_Form.pdf);
2. the director's signature form (https://catalog.csbsju.edu/grad-catalog/theology/handbook/SOT_Sample_Director_Signature_Form.pdf);
3. the foreign language verification form (https://catalog.csbsju.edu/grad-catalog/theology/handbook/SOT_Sample_Foreign_Lang_Verification_Form.pdf);
4. the research disclosure form (https://catalog.csbsju.edu/grad-catalog/theology/handbook/SOT_Sample_Research_Disc_Form.pdf) (For graduate papers or theses to be placed in the library, the Family Educational Rights and Privacy Act [FERPA] requires a page which identifies the records that may be disclosed and the signature of the student writer.)

The title page applies to theses and graduate papers, and it may also be used by students for other papers at the School of Theology and Seminary. The other three forms are only necessary for graduate papers and theses.