

Student Handbook



Saint John's
SCHOOL OF
THEOLOGY · SEMINARY

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I. General Academic Policies & Procedures

Saint John's School of Theology-Seminary conducts master's degree programs during the academic year and summer sessions. While it is possible to complete degree work during the summers, students are strongly encouraged to enroll in at least one fall or spring term. The six-week summer program is naturally more accelerated and the combination of coursework during summers and the academic year is more conducive to integrative learning.

General Policies

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

Academic Advising

When students are admitted to a degree program, they are each assigned a faculty adviser who works with them in planning their programs and dealing with academic problems that might arise. Students may choose a new adviser and should consult with the Director of Student Services to arrange changes.

Students are ultimately responsible for fulfilling the requirements of their respective degree program. Discussions with academic advisers each term are required for ongoing registration.

Non-degree students 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 from the third week of June through the fourth week of July.

Academic Probation

If a student's cumulative GPA falls below the 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.

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 at any time during the 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 full-time students.

Changes in Degree Status

Students are accepted into specific degree programs. Students who wish to change their degree program should consult the Director of Admission.

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. If numerous unwarranted absences endanger academic standing or indicate a serious lack of commitment, students fail the course.

Commencement

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

Consortium Requirements

For SOT·Sem students taking courses at another Consortium institution

1. Students who matriculate at Saint John's School of Theology·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)
2. SOT·Sem students who participate in Consortium classes at another institution are included in SJU official enrollment figures and billed by the SJU Student Accounts Office.
3. A grade is sent from the Consortium school to Saint John's School of Theology·Seminary, and the SJU Registrar's Office enters the grade on the student's SJU transcript.
4. Web-based courses are not eligible for the Consortium agreement exchange. Therefore, SJU students who register for web-based courses offered through another Consortium school must pay tuition to that school.

Credit Load

The normal (full-time) credit loads at the School of Theology·Seminary are:

- *MA (Theology), MA (Liturgical Studies), MA (Liturgical Music)*: nine credits per semester
- *MA (Pastoral Ministry), MDiv*: twelve credits per semester
- *Summer load for all students*: six or seven credits in the six-week session

Students may not register for more than the normal courseload without approval from the Associate Dean. Full-time students may register for up to 14 credits without additional tuition costs.

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·Seminary, students must register for at least one graduate level course per semester.

Course Exemptions/Substitutions

If students have previous coursework that is not transferable, they may request an exemption from a degree requirement. They typically substitute an elective course in lieu of a required course.

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. The *Academic Exemption Form* for this purpose may be obtained from the Director of Student Services.

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 students consult with their faculty adviser. Advisers give students a PIN number that is needed to register for courses. Non-degree 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-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 or Associate 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 the smaller degree may be applied toward the Master of Divinity, regardless of whether the degrees are earned simultaneously or sequentially (one term following another). For example:

- A student who wishes to simultaneously earn an MDiv and an MA of 30 credits may apply up to 15 of the MA credits toward the MDiv.
- A student who earns an MA in Pastoral Ministry of 48 credits and then sequentially wishes to earn an MDiv may apply up to 24 of the MA credits toward the MDiv.

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	Average
▪ B-	2.75	Above Average
▪ C+	2.50	Sufficient
▪ C	2.00	Borderline
▪ D	1.00	Poor
▪ F	0.00	Failure

Pass/Fail

- | | |
|-----|------------------|
| ▪ S | Satisfactory |
| ▪ U | Unsatisfactory |
| ▪ H | Pass with Honors |

Other grades

- | | |
|-------------------------|--------------------------------------|
| ▪ I/(provisional grade) | Incomplete |
| ▪ W | Withdrew without prejudice |
| ▪ X | No grade reported (work in progress) |
| ▪ * | 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 I/___ grade on the student's 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 three incompletes at any one time. If three incompletes have accumulated, students may not register for further coursework. Incompletes affect grade computations, and lowered GPA points may result in adjustments to 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 selects a faculty moderator who gives initial approval for the project, is available for regular consultation, and assumes responsibility for submitting a final evaluation. Only six ILP credits may be applied toward a degree.

ILP proposals must be submitted 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 ILP proposal forms and instructions.

In accord with longstanding University policy, 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.

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 additional honor points, but not for credit. 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* course 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 may 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 Associate Dean on degree requirements.

Transcripts

Transcripts are issued by the SJU Registrar's Office 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 Registrar's Office.)

SJU complies with the Buckley Amendment regarding students' rights and privacy. However, seminarians and deacon 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 Associate 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-Seminary. The maximum number of such credits that may be transferred is:

- *MA (Theology), MA (Liturgical Studies)*: six credits
- *MA (Pastoral Ministry)*: twelve credits
- *MDiv*: thirty-nine credits
- *Graduate Certificate*: three credits

Some credits from other schools within the Minnesota Consortium of Theological Schools may also be applied toward course requirements for degree programs at Saint John's. The maximum number of such credits that may be transferred is:

- *MA (Theology), MA (Liturgical Studies)*: nine credits
- *MA (Pastoral Ministry)*: twelve credits
- *MDiv*: thirty-nine credits
- *Graduate Certificate*: six credits

Students who have matriculated at St. John's must have prior permission in writing from the Associate 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 Associate Dean. Graduate credits captured by a previous degree from another graduate academic institution cannot be applied toward a degree at Saint John's.

For the MDiv 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 MA 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-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.

Courses numbered in the 400s are designed for students in the theology programs of the School of Theology-Seminary. Undergraduate students may register for graduate level courses only upon recommendation of an upper division theology teacher and ordinarily only in their senior year. College students must obtain the permission of the instructor, the Chair of the CSB/SJU theology department, and the Associate Dean of the School of Theology. Graduate level courses taken for undergraduate credit cannot be applied to the Master's degree.

Web Course Limits

Students may only apply a limited number of credits earned in web-based courses to their degrees. The maximum number of such credits is:

- *MA (Theology), MA (Liturgical Studies), MA (Liturgical Music)*: nine credits
- *MDiv, MA (Pastoral Ministry)*: twelve credits
- *Graduate Certificate*: nine credits

For the MDiv programs, ATS standards require that the equivalent of one year of full-time coursework be undertaken at the institution's main campus. For the MA programs, ATS standards require that at least one-half of the coursework be undertaken at the institution's main campus. These standards may affect the number of web-based credits that students may count toward their degrees.

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:

<i>If a student withdraws from a course...</i>	<i>...the transcript shall show:</i>
(A) <i>Fall:</i> during the first three weeks of the term <i>Spring:</i> during the first three weeks of the term <i>Summer:</i> during the first two weeks of the session	No record of the course
(B) <i>Fall:</i> after (A) but before November 15 <i>Spring:</i> after (A) but before April 15 <i>Summer:</i> by the end of the fifth week of the session	The grade W (withdrawn)
(C) <i>Fall:</i> after November 15 <i>Spring:</i> after April 15 <i>Summer:</i> after the fifth week of the session	The grade F

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, fees, and room; however, refunds on 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.

Financial Aid and Scholarships

All students are eligible for scholarships, and scholarships are determined at the time of admission to the School of Theology-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.

Many students are also eligible for loans, work awards, and other financial assistance. 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 see the *Academic Catalog* or contact the:

- *Director of Admission* (sotadmission@csbsju.edu) for detailed information about scholarships and general financial aid questions;
- *Office of Financial Aid* (320-363-3664) for detailed information about student loans;
- *Student Employment Office* (320-363-2186) for detailed information about student employment and work-study opportunities.



II. Degree-Specific Academic Policies

MA (Theology); MA (Liturgical Studies)

The requirements for the MA (Theology) and the MA (Liturgical Studies) are listed in the *Academic Catalog*. The following guidelines and policies elaborate on those requirements.

Language Proficiency

Purpose

The MA (Theology) and the MA (Liturgical Studies) require a minimum level of reading proficiency in a foreign language. Language proficiency is an important tool for graduate research, and considerable resources are available only to those who read more than a single language. Therefore, reading proficiency in a foreign language is to be demonstrated early in a student's degree program.

The languages which qualify are biblical languages (Greek and Hebrew) and non-biblical languages with a substantial theological literature (Latin, German, French, Spanish, Italian, and English). Permission for other languages must be granted by the Associate Dean.

Students demonstrate reading proficiency by completing an exam administered by the School of Theology-Seminary. Students can choose one of two options: an individual examination or a language course final examination.

Option A: Individual Examination

Students may schedule a time to take the exam by contacting the Director of Student Services. Arrangements can be made to take the exam on or off campus.

CONTENT (non-biblical languages): In a two-hour period, students are expected to translate representative theological literature from their chosen language into English. While the translation need not be flawless, students must demonstrate a basic understanding of the text and a grasp of the grammar and idiomatic uses of the language, and this understanding must be expressed in good English prose. A dictionary may be used during the exam.

CONTENT (biblical languages): In a two-hour period, students are expected to translate a selection from the Johannine corpus (Greek) or the Book of Genesis (Hebrew) into English. In addition to the translation, students are also expected to parse selected verbal forms (including infinitives and participles) according to the following format:

Greek

<i>Verb</i>	<i>person</i>	<i>number</i>	<i>tense</i>	<i>mood</i>	<i>voice</i>
<i>apelthon</i>	3rd	singular	aorist	indicative	active
<i>Participle</i>	<i>case</i>	<i>gender</i>	<i>number</i>	<i>tense</i>	<i>voice</i>
<i>apokritheis</i>	nominative	masculine	singular	aorist	passive

Hebrew

<i>Verb</i>	<i>person</i>	<i>number</i>	<i>gender</i>	<i>conjugation</i>	<i>tense</i>
<i>yomer</i>	3rd	singular	masculine	qal	imperfect
<i>Participle</i>	<i>gender</i>	<i>number</i>	<i>conjugation</i>		
<i>medabberet</i>	feminine	singular	piel		

A dictionary may be used during the exam; grammatical or parsing guides may not.

Option B: Language Course Final Examination

Based on sufficient enrollment and availability of an instructor, the School of Theology-Seminary occasionally offers the following courses:

- SSOT 401: Biblical Hebrew
- SSNT 401: New Testament Greek
- LANG 401-402: Reading Latin in the Humanities I & II
- LANG 403-404: Reading French in the Humanities I & II
- LANG 405-406: Reading German in the Humanities I & II
- LANG 407-408: Reading Spanish in the Humanities I & II

Students who take one of these courses may choose to use their final examination as their language proficiency exam. The content of the exam will usually conform to the content descriptions in Option A.

Usage in Thesis or Graduate Papers

In addition to successfully completing the examination, students must use the foreign language in quotations, notes, and bibliography in at least one graduate paper or the master's thesis. Immediately after the title and signature pages, a *language proficiency form* signed by the faculty member who is directing the graduate paper or thesis must be included as verification that the language was used effectively. (For a sample form, see Appendix B of this handbook.)

Exemptions

The following students may be exempted from the examination and usage requirements:

- Students who have completed an undergraduate major in a qualifying language in the previous two academic years;
- International students for whom English is a second language.

Requests for exemptions must be submitted in writing to the Associate Dean.

Graduate Papers

Purpose

The ability to do significant research and to communicate the results of research in lucid written form is a critical part of the MA (Theology) and the MA (Liturgical Studies) degree programs. For students who do not wish to write a thesis, the degree programs require that two “graduate papers” be approved by faculty members. These graduate papers are completed prior to comprehensive exams. Registration for graduate papers is not required.

Content

The graduate paper is often 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. Ability to use foreign language sources in at least one of the papers.

If a student completes a graduate paper as part of coursework, the paper should be 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. If a student completes a graduate paper outside of a course, the student is responsible for finding a faculty member to direct the paper.

Language Citation

In the initial stage of planning a graduate paper, students should state if they plan to incorporate foreign language sources into the paper. The intent must be to integrate the reading of foreign sources into the research rather than using them as a mere afterthought. A *language proficiency form* signed by a signed by the faculty member who is directing the graduate paper must be completed as verification that the language was used effectively.

Format

Each paper should be arranged in the following order:

- a *title page*
- a signed *director's signature form*
- a signed *language proficiency form* [if applicable]
- a signed *research disclosure form*
- table of contents [optional]
- body of the paper with footnotes
- bibliography

The format for the table of contents, body, footnotes, and bibliography of the graduate paper must consistently follow the stylistic standards established in Kate L. Turabian's *A Manual for Writers of Term 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 paper and *hard* copies of the title page and the three signed forms to the Director of Student Services. The hard copies will be kept on file at the School of Theology Seminary.

Master's Thesis

Some students choose to write a thesis instead of completing two graduate papers. The thesis is worth six credits, which may be applied to the total of thirty credits required for the MA (Theology) and MA (Liturgical Studies) degrees.

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 usually extends beyond that.

Schema of the process

1. 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.
2. The student should present to the potential director a research paper from another course in order to demonstrate that he or she is prepared to undertake the more lengthy research of a thesis.
3. If the faculty member agrees to serve as director, the student should prepare a proposal with the following parts:
 - Thesis sentence
 - Description of the project (150-250 words)
 - Tentative outline
 - Preliminary bibliography
 - The names of the director and second reader
4. In the semester prior to the semester in which the student would earn the credits for the thesis, the student must submit the proposal to the Associate Dean for approval by the Graduate Theological Studies (GTS) Committee.
5. The student works on the thesis.
6. When the thesis is near completion, the student coordinates with the Dean 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.
7. The committee (director, second reader, and Dean or Associate Dean) will evaluate the thesis and defense and assign a grade of Pass (S), Fail (U), or Honors (H).

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.

Language Citation

In the initial stage of planning a thesis, students must intend to integrate the reading of foreign sources into the research rather than using them as a mere afterthought. A *language proficiency form* signed by the faculty member who is directing the graduate thesis must be completed as verification that the language was used effectively.

Format

The thesis should be arranged in the following order:

- a *title page*
- a signed *director's signature form*
- a signed *language proficiency form*

- a signed *research disclosure form*
- table of contents
- body of the thesis with footnotes
- bibliography

The format for the table of contents, body, footnotes, and bibliography of the graduate paper must consistently follow the stylistic standards established in Kate L. Turabian's *A Manual for Writers of Term 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 be kept on file at the School of Theology-Seminary.

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, graduate papers, or thesis) 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). Students must complete or be exempted from the language proficiency requirement before registering for comps.

Major and Minor Area

MA (Theology) students have a major and minor area for comps. The major area is a student's concentration: *Church History, Liturgy, Monastic Studies, Scripture, Spirituality, or Systematic Theology*. At the time of registration for comps, students choose another of the six concentrations to be their minor area.

There is no major or minor area for MA (Liturgical Studies) students.

Reading Lists

The comprehensive examination for the MA (Theology) requires a reading list of twenty books from the major area and ten books from the minor area. The exam for the MA (Liturgical Studies) requires thirty books.

Students are responsible to see the Director of Student Services in order to obtain the reading lists that are in effect either one or two years (three to six terms) prior to the time of their comprehensive examination. After examining the lists, students select one to be used in their exam.

For a good reason, a student may petition his or her board to substitute books as follows:

- *MA (Theology)*: a maximum of two books in the major area and one book in the minor area.
- *MA (Liturgical Studies)*: a maximum of three books.

The board has the discretion whether or not to accept a substitution. Their decision is final.

Comps Meeting

At the beginning of each semester, the Associate Dean meets with each student registered for comps. The following information is discussed:

1. *Board*: The examining board consists of three faculty members selected from those who teach in the student's major and minor areas;
2. *The comps process*: the written portion and the oral portion (as outlined on the next page);
3. *Due date*: Students are given a date by which they must provide the Director of Student Services with:
 - their chosen reading list,
 - a complete listing of all courses that they have taken in their degree program (including all professor names and full course titles),
 - A full title and 100-word summary of each graduate paper or thesis,
 - Descriptions of topics for the written portion of the examination;
4. *Helpful hints for successfully completing comps*;
5. *Any concerns or questions that students may have*.

Written Portion of the Exam

For the written portion of the exam, MA (Theology) students prepare and submit descriptions of *four* specific topics in the major area and *two* topics in the minor area. MA (Liturgical Studies) students submit descriptions of *five* specific topics in the liturgical area. These topics must be submitted to the Director of Student Services on the assigned due date. (Sample descriptions of topics are available from the Director of Student Services.)

From these topics, the board formulates *two* questions in the major area and *one* question in the minor area for MA (Theology) students. The board formulates *three* questions for MA (Liturgical Studies) students.

On Monday of the week scheduled for the written portion of the exam, students receive their questions from the Director of Student Services. No later than Friday noon of the same week, students must submit an *electronic* copy of their responses to the Director of Student Services. For each question, the response must be no more than five typewritten, double-spaced pages.

The board assesses the written responses and determines if students will proceed to the oral portion of the exam.

Oral Portion of the Exam

In the oral portion of the exam, which usually takes place during the week immediately following the written portion, 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 inadequate descriptions of topics, the comps process is terminated.
2. *Written*: If students submit inadequate responses to the board's written questions, they fail the exam.
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.

Students who fail in one of the latter two ways may retake comps. Regardless of whether they failed the written or oral portion, they must repeat the entire process: that is, they must submit new descriptions of topics, write responses to the board's written questions, and take the oral portion of the exam.

Students may attempt comps a maximum of two times.

MDiv

The requirements for the MDiv are listed in the *Academic Catalog*. The following guidelines and policies elaborate on those requirements.

Ministerial Formation Program

The ministerial formation program is a degree requirement for the MDiv. It embraces the whole complement of courses and activities offered by the School of Theology-Seminary to help students prepare for ordained or lay ministry in the Church. This formation includes common prayer, an annual retreat, ongoing spiritual direction, group theological reflection, assessment of personal skills and abilities for ministry, conferences, workshops, and the development of ministerial formation goals.

Clinical Pastoral Education (CPE)

After the first year of the MDiv program, students participate in a Clinical Pastoral Education (CPE) program in a hospital or social services setting. A student earns four graduate credits for one unit of CPE (PTHM 412). Saint John's assesses a \$50 administrative fee; other costs for CPE programs are the responsibility of the student.

The Director of Formation & Field Education meets with first-year Master of Divinity students to explain the philosophy of CPE in a hospital setting and to assist students in selecting a site. For seminarians, the site is also approved by the student's Vocation Director or Superior.

After the CPE has been completed, the on-site supervisor sends a final evaluation to the Director of Formation & Field Education. For seminarians, that copy is shared with the Rector and kept on file in the Rector's office.

Field Education

All MDiv students enroll in five to eight credits of field education. Extra field education credits may not be counted toward elective course credits.

Students work with the Director of Formation & Field Education to establish sites for their Field Education experiences. After a site for the 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 eventual evaluation of the student.

Previous field education experiences have included:

- *Parish ministry*: Students who work in local parishes usually work with the RCIA, but some have participated in other catechetical programs (e.g. sacramental programs for parents, adult Bible study programs).
- *Diocesan offices* (e.g. Catholic Charities, Catholic Education Ministries, the Family Life and Respect Life Office)
- *Hospital ministry*
- *Prison ministry*

Seminarians have additional options for field education:

- *Summer parish placement and pastoral year*: At the option of seminarians and/or sponsoring dioceses or religious communities, a parish placement can be arranged for the summer after the second year or for a full year between the second and third year of the program of study. The home diocese is ordinarily responsible for the planning and supervision of such placements,

but the Director of Formation & Field Education may assist in the planning and supervision.

- *Diaconal ministry*: Seminarians in the fourth year of the MDiv program return as deacons to the parishes where they had catechetical ministry experiences. In addition to preaching in the parish twice per semester, they participate in baptismal and marriage preparation sessions and celebrate at least one baptism and one marriage. They may also preach at a parish funeral.

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

MA (Pastoral Ministry)

The requirements for the MA (Pastoral Ministry) are listed in the *Academic Catalog*. The following guidelines and policies elaborate on those requirements.

Ministerial Formation Program

The ministerial formation program is a degree requirement for the MA (Pastoral Ministry). It embraces the whole complement of courses and activities offered by the School of Theology-Seminary to help students prepare for ordained or lay ministry in the Church. This formation includes common prayer, an annual retreat, ongoing spiritual direction, group theological reflection, assessment of personal skills and abilities for ministry, conferences, workshops, and the development of ministerial formation goals.

Practicum

A practicum is a supervised experience in pastoral ministry that aims to assist students in integrating professionally, personally, and spiritually the pastoral and academic dimensions of theology within a pastoral setting. The practicum may include experience in areas of parish ministry, rural ministry, liturgy, social ministry, homiletics, pastoral care, and evangelization and catechesis.

A practicum of six credits (PTHM 459) is required for the MA (Pastoral Ministry). One credit requires thirty hours of work. Extra practicum credits may not be counted toward elective coursework credits.

Students work with the Director of Formation & Field Education to establish practicum experiences. After a site for the 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 eventual evaluation of the student.

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

MA (Liturgical Music)

The requirements for the MA (Liturgical Music) are listed in the *Academic Catalog*. The following guidelines and policies elaborate on those requirements.

Guidelines for Majors

Organ majors

- Organ majors take a minimum of six credits of applied organ. Credits for lessons are earned with successful completion of a jury. Attendance at studio class is required.
- Organ majors are asked to submit a repertoire list upon entrance to the program. In cases where the student's study plan involves a lengthy period of time away from campus (for example, a school year between summers), the student plans with the teacher what repertoire will be worked on in order to ensure continued progress.
- Organ majors take a minimum of two credits in the secondary area, voice. Attendance at studio class is required. The purpose of voice lessons is to acquire proficiency in vocal technique and for the role of cantor/song leader.
- Organ majors take Service Playing (LMUS 433) as many semesters as needed to demonstrate proficiency in a jury.

Voice/Choral Conducting majors

- Voice/choral conducting majors take a minimum of six credits of applied voice. Credits for lessons are earned with successful completion of a jury. Attendance at studio class is required.
- Voice/choral conducting majors are asked to submit a repertoire list upon entrance to the program. In cases where the student's study plan involves a lengthy period of time away from campus (for example, a school year between summers), the student plans with the teacher what repertoire will be worked on in order to ensure continued progress.
- Voice/choral conducting majors take a minimum of two credits in the secondary area, organ. Attendance at studio class is required. The purpose of voice lessons is to acquire proficiency in service playing and easier liturgical repertoire.
- Voice/choral conducting majors take Service Leadership (LMUS 435) to learn skills for the role of cantor/song leader. Proficiency is demonstrated by the final examination which is part of the course.

Composition majors

- Composition majors take a minimum of six credits of applied study in composition. These credits are earned on an independent study basis with the composition teacher.
- Composition majors take a minimum of two credits in their secondary area, which can be either organ or voice. Attendance at studio class is required. The purpose of these lessons is the development of technique and repertoire in the composition major's principal instrument. Proficiency in the secondary area is demonstrated by successful performance of repertoire at jury.
- Composition majors whose secondary area is organ take Service Playing (LMUS 433) as many semesters as needed to demonstrate proficiency in a jury. Those whose secondary area is voice take Service Leadership (LMUS 435) to learn skills for the role of cantor/song leader, for which proficiency is demonstrated by the final examination which is part of the course.

Music Theory and Music History Proficiency

Two examinations, one in music theory and one in music history, are taken in order to demonstrate proficiency equivalent to an undergraduate music degree. Satisfactory performance in each examination is required for full graduate standing in the degree program. Students coordinate these exams with the liturgical music faculty.

Music Theory

This exam evaluates the student's knowledge of music theory as represented by a two-year undergraduate theory course. The exam covers these areas:

- Rudiments of music (scales and modes, chords, key signatures);
- Ear-training (identification of intervals and chords);
- Dictation of a single melodic line;
- Harmonic analysis of a four-part chorale;
- Completion of a four-part chorale with proper voice leading.

Music History

This exam evaluates the student's knowledge of music history as represented by a one-year undergraduate course. The exam covers general historical/musical developments in five eras:

- Medieval to late Middle Ages (ca. 500-1400)
- Early to late Renaissance (ca. 1400-1600)
- Baroque to Classical (ca. 1600-1800)
- Romantic (ca. 1800-1900)
- 20th century (ca. 1900-present)

Proficiency Requirements: Secondary Area

Organ

Students whose secondary area is organ demonstrate proficiency in the following areas by means of a jury:

- Ability to play 15 hymns with or without pedals. Faculty select the hymns from a list submitted by the student.
- Ability to play hymns and Mass settings with or without pedals.
- Ability to sight-read a four-part chorale with basic accuracy with or without pedals.
- Ability to play two psalms (one Gelineau, one psalm tone) of the student's choice.
- Development of a small repertoire of liturgical organ pieces (preludes, postludes, voluntaries) which the student would be capable of learning without great difficulty. A list of the student's repertoire is submitted at the time of the jury.

Voice

Students whose secondary area is voice demonstrate proficiency in the following areas by means of a jury:

- Ability to sing with basic competency: with free tone, correct breathing, good diction, correct posture, good sense of pitch and rhythm
- Ability to sing a responsorial psalm with a psalm tone and in the Gelineau system.
- Ability to point a psalm when given an unpointed text and a psalm tone.
- Ability to lead a brief congregational rehearsal of an unfamiliar piece of music.

Proficiency Requirements: Service Playing and Service Leadership

Service Playing

Organ majors and composition majors whose secondary area is organ are expected to demonstrate the following proficiency requirements:

- Playing with pedals, varying the registration as appropriate, any hymn from *Worship, Third Edition* or *The Hymnal 1982*. Two will be requested by faculty.
- Playing two responsorial psalms, one in Gelineau style and one with a psalm tone, selected by jury faculty from a list given to the student ahead of time.
- Playing one acclamation from a list given to student ahead of time.
- Ability to do the following with a hymn of the student's choice:
 1. Play with manuals alone.
 2. Solo out the melody.
 3. Invert the alto part above the soprano.
 4. Play a four-measure interlude between stanzas.
 5. Transpose the hymn up or down any interval up to a major third, with or without a modulating interlude
 6. Improvisation of bicinia, preludes, interludes, etc. (if possible)

Service Leadership

After completion of the Service Leadership course, the student will be able to demonstrate proficiency in singing and leading common sung forms, including:

- Psalmody: Gelineau, psalm tone, Anglican chant, Taizé, contemporary settings
- Service music
- Metrical hymnody

When singing psalms and chants, the singer will demonstrate proper speech cadence and the correct metrical relationship between the verse and refrain.

The student will demonstrate leading the assembly effectively. The student will have worked on physical style, including facial expression, gestures, and use of amplification. Diction for clarity and expression of the text will be emphasized.

Practicum

In the practicum (LMUS 439), the student plans and performs the music for a variety of liturgies. The student displays the ability to integrate liturgical and musical skills and apply what has been learned in the course of study. Thus, the practicum should be undertaken in a final semester or term of the program of study when the majority of coursework has been completed. With the adviser's permission, the practicum may be done over the course of two semesters.

Planning and implementing the musical aspects of a liturgy involves working with others in a community (e.g. liturgy director, liturgy committee, presider).

Content

Students will be asked to plan and lead:

- Two smaller liturgies (e.g. Morning Prayer, Evening Prayer, Compline)
- Two larger liturgies (e.g. Lessons and Carols, Graduation Mass, festive Easter Vigil liturgy)

Of the four liturgies, one must be a celebration of the Eucharist.

The practicum is supervised by a liturgical music adviser. The student will submit a detailed written proposal outlining all musical plans well in advance of each liturgy.

The student should construct a worship aid for at least two of the liturgies in order to display the ability to construct a worship aid which is both useful and aesthetically pleasing. The worship aids may be used in conjunction with other aids (e.g. a hymnal).

The practicum may be carried out on campus or in a parish where the student works. If the practicum is carried out in a parish, arrangements must be made in advance by the student with the adviser's readjudication. In the case of off-campus liturgies, the student should provide a video recording for the faculty adviser's use.

Evaluation

Criteria such as the following will be used in the evaluation of the practicum:

- Selection of music which is suited to the liturgy's ritual structure.
- Selection of music which is pastorally suited to the assembly.
- Selection of music which is aesthetically high quality.
- Conducting singers and instrumentalists in a liturgy.
- Working with instrumentalists and/or vocalists.
- Conducting a choir rehearsal.
- Conducting, if necessary, a congregational rehearsal.
- Demonstrating ability to function effectively as a cantor/song leader.
- Training a cantor/song leader.
- Demonstrating keyboard skills and techniques used in Service Playing.
- Learning and using unfamiliar resources and musical settings.

Final Project

Each student is required to do a 1-2 credit final project (LMUS 468-06A). The final project proposal must be submitted in writing to the student's faculty adviser for approval at least two terms in advance of its execution. Regardless of the student's major, the final project may be any of the following:

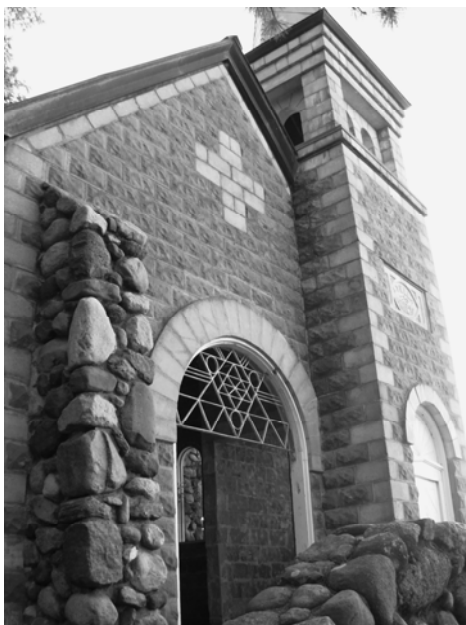
1. A full-length recital in the major areas of organ, voice, or choral conducting OR a public performance of original works in the case of composition majors. A significant portion of the program must concentrate, for example, on:
 - liturgical music;
 - music for the liturgical year;
 - music, although not suited for liturgical use, reflecting composer's theological views, commensurate with Christian tradition;
 - religious music of ecumenical Christian origin.

It is possible to include performance in the secondary area in a recital. Students intending to present a recital must present a significant portion of the recital to a small group of music faculty in the semester preceding the recital to assess readiness for public performance.

2. A project such as (but not limited to) the following:
 - A lecture-recital: oral presentation in conjunction with performance of liturgical pieces/original compositions.
 - Research paper of significant depth and scope directly related to liturgical music practice, or original investigation of an approved topic in liturgical music including a public defense.

It is recommended that the final project include the student's applied major area; this is determined in conjunction with the student's faculty adviser.

3. If a recital is given, the printed program format must follow the design available from the liturgical music faculty. Accompanist and ensemble musician arrangements must be made in conjunction with the student's faculty adviser.



III. Student Life and Services

General Information

Bookstore

<http://www.csbsju.edu/bookstore/>

Located in the lower level of Sexton Commons, the Saint John's University Bookstore provides textbooks, school supplies, general books for leisure reading, magazines, gift items, clothing, health care products, and snacks. The bookstore also encourages special orders. As payment, the bookstore accepts cash and debit/credit cards (Mastercard or Visa). The student ID may also be used for charges of up to \$500 per academic semester at the bookstore and The Liturgical Press (combined). SOT·Sem students receive a 20% discount on all textbooks purchased at the bookstore. The bookstore will deliver books to Emmaus Hall or ship books elsewhere for a minimal charge.

Computer Resources

<http://www.csbsju.edu/itservices/>

Computer facilities at SJU are state of the art and readily available. The main campus labs and the Emmaus Hall lab consist of networked workstations offering internet access, printers, and the latest versions of popular word processing, spreadsheet, graphic applications, and other academic software. Each residence in Emmaus Hall is equipped with an Ethernet jack for connection to the network, and wireless access is available in select areas of campus, including the library and Sexton Commons.

Students living on campus are encouraged to bring a personal computer. IT Services provides every student on campus with a free license for Symantec AntiVirus software with automatic updates. Before bringing a computer to campus, students should check other hardware and software requirements on the IT Services website (given above).

Cultural Activities

<http://www.csbsju.edu/finearts/>

Throughout the year, the CSB/SJU Performing Arts Series brings a variety of dance, musical, and theatrical performances to the Stephen B. Humphrey Theater and the Benedicta Arts Center. A variety of student performances are also held throughout the year in the award-winning venues on both campuses.

Dining Service

<http://www.csbsju.edu/sjudining/>

University Dining Service offers traditional dining in an informal environment. Lunch is served in the Emmaus Hall dining room on class days, and graduate students may partake of other meals in the SJU Refectory or the Gorecki Dining Center at CSB. Graduate students may also partake of meals at Sexton Commons, but only certain options at particular times qualify as part of the meal plan. Meals at the Refectory, the Gorecki Dining Center, or Sexton Commons may be purchased on a cash basis.

All graduate students living on campus are required to purchase one of the meal plans. Current rates are listed on the current *Rate Card*, which is available from the Director of Student Services. Students' ID cards serve as meal cards. Meal plan punches may be used for any meal on any day of the week during a given term. Unused punches will carry over into the subsequent term.

Students living in the monastery have a combined room and meal package.

Formation Opportunities

Throughout the year, the School of Theology-Seminary hosts a variety of on-campus workshops and ministry formation events open to all SOT-Sem students. Some events may be required for MDiv and MA (Pastoral Ministry) students as part of their ministry formation program.

Health Center and Health Insurance

<http://www.csbsju.edu/sjuhealthcenter/>

Saint John's Health Center offers medical services, including physical examinations, physical therapy, laboratory work, X-rays, and allergy injections. It also hosts an on-site pharmacy. The Health Center is located in the south wing of the Quadrangle in Saint Raphael Hall.

Students must have proof of immunizations on record at the Health Center. They must also have health insurance coverage. Saint John's University offers an accident and health insurance plan to students and to their dependents. The coverage is designed to provide benefits for medical expenses arising from an accident or illness, including those that occur off campus and during interim vacations. Participation in the plan offered by Saint John's is voluntary. For more information, see the Health Center website (given above).

ID Cards

<http://www.csbsju.edu/idcard/>

Student ID cards are issued by Life Safety Services. ID cards function in many ways, such as meal plan cards, library cards, and campus charge cards. For information about ID card acquisition and policies, see the ID Card website (given above).

The Liturgical Press

<http://www.litpress.org>

The Liturgical Press showroom is located adjacent to Emmaus Hall. A number of textbooks and other resources – some at significantly marked-down prices – are available for purchase. SOT-Sem students receive a 20% discount on most regularly-priced items. As payment, The Liturgical Press accepts cash and debit/credit cards (Mastercard or Visa). The student ID may also be used for charges of up to \$500 per academic semester at The Liturgical Press and the SJU Bookstore (combined).

Life Safety Services

<http://www.csbsju.edu/lifesafety/>

Life Safety Services promotes student safety by maintaining a first-response emergency team, a fire department, and a blue-light telephone system. Life Safety also offers a 24-hour escort program. For students with vehicles, jump-starting and vehicle lockout services are available. On campus, the Life Safety Office can be reached 24 hours a day by dialing x2144. Calling 911 from any campus phone activates a first-response emergency team.

Mail

For students residing on campus, US mail and campus mail is delivered to residence mailboxes. Off-campus students have a mailbox in the Emmaus Hall coffee lounge on the ground floor near the classrooms.

A full-service United States Post Office is available on campus in Guild Hall.

Mail should be addressed as follows:

Graduate students:
[Name]
Saint John's University
P.O. Box 7066 [OR, for boxes, Emmaus 139]
Collegeville, MN 56321

Abbey residents:
[Name]
Saint John's Abbey
Collegeville, MN 56321

MinistryLink

<http://www.csbsju.edu/sot/MinistryLink/>

Hosted on the SOT-Sem website, *MinistryLink* is an online resource that lists information about ministerial openings at parishes, dioceses, educational institutions, and other organizations.

Parking

<http://www.csbsju.edu/lifesafety/traffic/trafficregs.htm>

All students must have a parking permit on any vehicles brought to campus. For information about acquiring a permit, available student parking lots, and other parking regulations, see the "CSB/SJU Parking and Traffic Management Information" website (given above).

Personal and Professional Development Center

<http://www.csbsju.edu/ppdc/>

Located on the lower level of Mary Hall, The Personal and Professional Development Center offers an array of student services, including counseling services for those seeking strategies to cope with pressures, concerns, and transitions and career services that provide information about employers, general job search strategies, and résumé reviewing.

Recreation

Saint John's offers a variety of indoor and outdoor recreational opportunities for students. The Warner Palaestra features a competition-sized pool, a climbing wall, an indoor track, weight rooms, basketball courts, and racquetball courts, while many miles of trails in the woods surrounding the campus offer scenic walks or cross-country skiing. Lake Sagatagan, the largest of several on-campus lakes, provides an ideal setting for canoeing, swimming, and fishing. Biking on the roads surrounding the campus is also popular.

Services to Students with Disabilities

Saint John's University is committed to providing appropriate access to facilities and learning opportunities for students with documented disabilities. Students who know or suspect that they have a disability requiring accommodations should notify the Associate Dean of the School of Theology-Seminary as soon as possible and in advance of the desired accommodation. The concerns of these students will be treated with utmost care and respect for confidentiality.

In order to provide appropriate services and accommodations, all disabilities must be formally documented. Following receipt of appropriate documentation, the Director of Student Services will work with the students to determine the kind of accommodations possible to help them succeed in their studies. The School of Theology-Seminary will assist students in coordinating services with faculty and other offices as necessary.

Spiritual Life

When classes are in session, weekly Eucharist and Midday Prayer are celebrated in the Emmaus Hall chapel. Students participate in a variety of ministerial roles. Throughout the year, students may also join in the daily celebration of Eucharist and the Liturgy of the Hours at the Abbey Church.

Spiritual direction and annual retreats are available to all students. In addition, conferences, discussion groups, and other activities that assist students in their spiritual growth are offered throughout the year.

Student Center

Sexton Commons is the on-campus student center at Saint John's University. It houses the bookstore, a la carte dining services, Brother Willie's Pub, the Hair Razor (a hair salon), and a variety of comfortable meeting spaces and lounges.

Student Government and Student Events

The SOT-Sem Student Government serves as a channel of communication between students, faculty, and administration concerning all areas of student needs. Students can join a variety of committees, including those for liturgy, social justice, events, ecumenical, and academic. Student Government representatives are elected in the fall.

Student Government also coordinates a number of longstanding special student events, including cookouts, special dinners, the Halloween Party, the Thanksgiving Feast, Lessons and Carols services, Mardi Gras, and the Softball Game.

Student Participation in Meetings

Student representation at SOT-Sem faculty meetings and on the Graduate Theological Studies Committee is essential for effective communication and collaborative leadership in the learning community. Therefore, a student representative from Student Government will be appointed to attend SOT-Sem faculty meetings and GTS Committee meetings.

Student representatives are encouraged to voice their opinions and concerns. In decision making by consensus, students have an impact on the way that decisions are made. If a voting is required for a given issue, student representatives do not have a vote.

Some confidential matters (e.g. review of student files, issues related to individual students) require that only faculty be present for the deliberations. The Associate Dean and the Chair of the GTS Committee will decide when such executive sessions are appropriate.

Further Information

For more information, see the current "School of Theology-Seminary General Information" handout. The handout is mailed to all new and returning students prior to each semester. It is also available from the Director of Student Services.

Residential Life Policies

General Housing Policies

Students submit a housing application, and efforts are made to accommodate preferences. Priority for housing is given to degree-seeking students, and secondary priority is given to students taking courses for credit but not as part of a degree program. Beyond these priorities, rooms are generally assigned in the order in which requests and deposits are received, though consideration is given to special circumstances calling for particular housing needs.

At the beginning of each term, students are billed for housing for that semester. Current housing rates are available on the *Rate Card*, available from the Director of Student Services.

For information on summer housing, contact the Director of Student Services.

Further Information

For more information on Emmaus Hall residential policies, see the current "Welcome to Emmaus Hall" handout, which is given to all residents of Emmaus Hall at the beginning of each semester. It is also available from the Director of Student Services.



IV. University Policies & Procedures

Plagiarism Policy

Plagiarism is the act of appropriating and using the ideas, writings, or works of original expressions of another person as one's own without giving credit to the person who created the work. This may encompass portions of a work or an entire work. Works of original expression include but are not limited to papers, speeches, poetry, movies, videos, protected pieces of art, illustrations and musical compositions.

Plagiarism can result from either deliberate dishonesty or ignorance of citational procedures. Deliberate plagiarism is especially serious and warrants more severe sanctions, but even plagiarism based on ignorance of procedures is a punishable offense, especially when it occurs more than once. Any student who seeks clarification on what constitutes plagiarism should consult the pamphlet "Plagiarism Explained" which is available at the SJU and CSB Writing Centers.

Plagiarism is an act of dishonesty and violates the mission and spirit of the educational enterprise at the College of Saint Benedict and Saint John's University. It also violates the rights of other students.

I. General Procedure

- A. A professor proves that a student has plagiarized. The burden of proof rests with the professor; he or she must present compelling evidence of plagiarism. However, in contested cases, it is the duty of the student to provide detailed information about the generative process of the work.
- B. The professor meets with the student and presents the evidence of plagiarism.
- C. If the student agrees that plagiarism has occurred, a punishment is determined and written acknowledgement is signed by the professor, the student, and a third-party witness to guarantee that the student has been shown the agreement and read it. The evidence of plagiarism and the written acknowledgments are then placed in a closed file in the office of the Associate Dean of the School of Theology-Seminary.
- D. If in spite of the evidence presented by the professor the student maintains his or her innocence, the student may contact the Associate Dean and request that an appeals process be initiated. The evidence of plagiarism will be witnessed in writing by a third party before going into the closed file. The accused student will acknowledge in writing that he or she has viewed the evidence. Refusal on the part of the student to view the evidence and/or to acknowledge having viewed it will not prevent punishment nor prevent the case from going into the closed file. The punishment determined by the professor 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. A student accused of plagiarism who maintains his or her innocence has the right to remain enrolled in the course while the appeal process is pending.
- E. The closed file located in the Associate Dean's office will be destroyed two years after a student has graduated.
- F. The proof of guilt in a first offense does not imply any assumption of guilt when a student is accused in a future case.

II. Consequences

Penalties for plagiarism vary according to whether the case involves a first or a repeat offense and according to the character of the offense itself (whether resulting from ignorance or deliberate deception). If the evidence of plagiarism comes to light only after course grades have been turned in, the professor may change the course grade retroactively.

First Offense

- A. The maximum penalty for a first offense of plagiarism is failure of the course in which the plagiarism occurred. This penalty may be reduced if, in the professor's judgment, the plagiarism was not deliberately deceptive but resulted from ignorance of proper citation procedures. However, even in cases where the penalty is reduced, the evidence will go into the closed file.
- B. The process of written acknowledgment and closed file described in section I will be implemented.

Second Offense

- A. The Associate Dean will inform the professor in which the most recent offense occurred that this is a second offense. This will occur after the professor has presented the evidence to a third party and the student has had the opportunity either to admit to plagiarism or initiate an appeal.
- B. The student is required to meet with the professor and the Associate Dean.
- C. The student will fail the course in which the plagiarism occurred.
- D. The student may be suspended or expelled from the university. This decision will be made by the Associate Dean in consultation with the professor from the more recent course in which the student was found to have plagiarized.
- E. The process of written acknowledgment and closed file described in section I will be implemented.
- F. If a student commits two acts of plagiarism nearly simultaneously, both of which are judged to have resulted from ignorance rather than dishonesty, at the discretion of the Associate Dean, the case may be classified as a first rather than second offense.

Third Offense

- A. The Associate Dean will inform the professor in which the most recent offense occurred that this is a third offense. This will occur after the professor has presented the evidence to a third party and the student has had the opportunity either to admit to plagiarism or initiate an appeal.
- B. The student will fail the class in which the plagiarism occurred.
- C. The student will be expelled from the university.
- D. The steps of written acknowledgment and closed file described in section I will be implemented.

Joint Human Rights Policy

I. Policy Statement

The College of Saint Benedict and the Order of Saint Benedict, Collegetown, are committed to creating and maintaining an environment in which all members of the community are aware of and respect the rights and human dignity of every other member. Therefore, we will investigate and promptly seek the equitable resolution of allegations of discrimination relating to race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability.

Sexual harassment or other forms of harassment based on race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability are reprehensible, are antithetical to the mission of these institutions, and will not be tolerated. In institutions such as ours, which espouse Catholic and Benedictine values, every community member's awareness of and respect for the rights and human dignity of every other member undergird community life. Attitudes of condescension, hostility, stereotyping, and other forms of bigotry and intolerance weaken the health of the community. Furthermore, discrimination and harassment compromise the integrity of a liberal arts education because they make the learning, residential and working environments hostile, intimidating, and offensive; they destroy opportunities to develop strong positive self-concepts and the sense of self-confidence which is essential to living out the ideals of a liberal education. In addition, persons who harass others compromise their own integrity and credibility. Consequently, neither the College of Saint Benedict nor the Order of Saint Benedict, Collegetown, will knowingly permit the violation of this policy.

II. The Law and Standards of Conduct

Discrimination or harassment relating to race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability is prohibited by both state and federal law under such Acts as Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1992 and Sections 503 and 504 of the Rehabilitation Act of 1973, which prohibit discrimination against persons with disabilities; the Age Discrimination in Employment Act of 1967 and/or the Minnesota Human Rights Act.

A. Sexual Harassment

Sexual harassment, a form of discrimination based on sex, is defined in part as follows: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or gender-based nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement; or submission or rejection of such conduct by an individual is used as the basis of employment decisions or academic decisions affecting such individual (Quid Pro Quo Sexual Harassment) or
- such conduct has the purpose or effect of substantially and unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working, residential or academic environment. (Hostile Environment Sexual Harassment).

Examples of Sexual Harassment

The determination of what constitutes sexual harassment depends upon the specific facts of each situation in the context in which the conduct occurs. Sexual harassment may take many forms. It may be subtle and indirect, or blatant and overt. It may be conduct affecting an individual of the opposite sex or conduct

affecting an individual of the same sex. It may occur between peers or between individuals in a hierarchical relationship. If it meets the conditions set forth in the above definition, conduct such as the following may be considered sexual harassment:

- *non-verbal harassment* may include suggestive or insulting sounds, leering, whistling, obscene gestures and visual displays;
- *verbal harassment* may include statements (written or spoken) drawing upon sexual innuendo, suggestive comments, insults, humor or jokes emphasizing gender-specific traits or clothing, sexual propositions (including repeated unwelcome invitations to social engagements) or sexual threats;
- *physical harassment* may include unwanted touching, pinching, patting, hugging or brushing of one's body. In its most extreme form, sexual harassment includes sexual assault, which is covered by a separate Joint Policy on Sexual Assault. Copies of the full policy may be obtained from the Human Rights Officer or on the web at www.csbsju.edu/studenthr or www.csbsju.edu/humanrights.
- *gender-based harassment* may include non-verbal, verbal or physical harassment directed at an individual or a group of individuals solely on the basis of gender, whether or not such conduct is sexual in nature.
- *consensual sexual or romantic relationships* may also form the basis for a claim of sexual harassment. These relationships are particularly complex when there is a power imbalance between the individuals involved in the relationship which can diminish the subordinate's freedom of choice and thus make it difficult to prove consent in the event of a complaint of sexual harassment. Such relationships may also provide grounds for complaint when the relationship gives undue access or advantage, restricts opportunities or creates a hostile and unacceptable environment for others.

[Note: The College and the Order are in the process of revising the Consensual Relationship policy. Until replaced by a revised policy, this language shall continue to be applicable in responding to the issue of consensual amorous relationships.]

B. Other Forms of Harassment

Harassment based on race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability is defined in part as follows: Verbal, non-verbal, or physical conduct that denigrates or shows hostility or aversion toward an individual or a group of individuals because of the race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability of an individual, or that of an individual's relatives, friends or associates when: such conduct has the purpose or effect of substantially and unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working, residential or academic environment.

Examples of Harassment

The determination of what constitutes harassment depends upon the specific facts of each situation in the context in which the conduct occurs. Harassment may take many forms. It may be subtle and indirect, or blatant and overt. It may occur between peers or between individuals in a hierarchical relationship. If it meets the conditions set forth in the above definition, conduct such as the following may be considered discriminatory harassment: epithets, slurs, negative stereotyping or threatening, intimidating or hostile acts that relate to race, creed, religion, color,

national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability; written or graphic material that is used for the purpose of denigrating or showing hostility or aversion toward an individual or a group of individuals because of race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability.

C. Hostile Environment

A "hostile environment," as referred to in Paragraphs A and B above means a pervasive pattern of unwelcome conduct or communication (verbal, non-verbal, and/or physical) which has the purpose or effect of substantially interfering with an individual's working, residential or academic environment, or creating an intimidating, hostile or offensive working, residential or educational environment.

Academic Setting. The College of Saint Benedict and the Order of Saint Benedict are committed to the principles of free inquiry and free expression within the context of the Catholic and Benedictine traditions and in accordance with the principles of human rights and dignity, as outlined in the respective Faculty Handbooks. Within that context, all members of the community have the right to hold and to vigorously defend and promote their opinions, entering them into the life of the community, there to flourish or wither according to their merits. Respect for this right requires that members of the community tolerate the expression of opinions they may find to be distasteful or even abhorrent, keeping in mind that it is not the purpose nor the intent of this policy to chill or otherwise discourage the open discussion of controversial issues or the free exchange of opinions and ideas occurring within the academic setting.

The institutions are also committed to the principles of equal opportunity and non-discrimination. All members of the academic community have the right to participate in the academic enterprise without discrimination on the basis of race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability. Discriminatory harassment on the basis of these categories is not protected expression because such harassment compromises the integrity of these institutions, their tradition of intellectual freedom, and the trust placed in our community. Harassment on the basis of any of these characteristics contributes to a hostile environment that makes access to the academic enterprise inherently less than equal.

The purpose of this section is to provide guidance in the sensitive area where the right to free expression ends and prohibited, discriminatory harassment begins. Such prohibited harassment includes discriminatory conduct, both verbal and non-verbal, which has the purpose or reasonably foreseeable effect of insulting, stigmatizing, humiliating or otherwise interfering with the rights of an individual or a group of individuals on the basis of race, creed, religion, color, national origin/ethnicity, sex, sexual orientation, age, marital status, status with regard to public assistance, or disability, as outlined elsewhere in this policy. Ordinarily such conduct employs insulting, intimidating or otherwise outrageous words or non-verbal symbols that convey contempt, hostility or aversion on the basis of these categories, and is either addressed directly to the individual or individuals whom it insults or stigmatizes or can reasonably be understood to be directed toward such individuals, even if the conduct is not explicitly so addressed.

Whatever the boundaries of free inquiry and expression, the members of an educational community such as ours should be attentive to the feelings and sensibilities of others, and should voluntarily adopt the high standards of civility and good taste that reflect mutual respect, understanding and sensitivity among all members of our diverse community. In particular, members of the faculty represent the colleges and have a special role and position of authority with respect to students. They should treat students with respect and dignity and should be particularly sensitive to the impact of their words and opinions.

III. To Whom the Policy Applies

All community members will abide by this policy at all times, whether on campus or away from campus, when engaged in activities sponsored by the institution or which otherwise relate to the institution or its business. Such activities include, but are not limited to, professional meetings, classes, practica, seminars, study abroad programs, and all other activities involving or relating to the institution. Those who contract to use our campuses, instruct our students, supervise our students, or are employed by independent enterprises located on campus or seek to provide goods and services to our campuses are expected to adhere to the principles established by this policy.

Exclusion. The monks of Saint John's Abbey are vowed to mutual respect between persons and a celibate way of life. Saint John's Abbey views sexual assault and other violations of a person's human rights as reprehensible. Should any infractions of human rights occur within the monastery between monk and monk (including novices and candidates) or between monks and visiting guests of the monastery; complaints to that effect will be investigated and resolved according to specific abbey policies and the procedures of ecclesiastical law.

IV. Responsibilities

All Community Members. All community members are responsible for ensuring that their conduct does not violate this policy. All community members who have observed others experiencing what they believe to be incidents of discrimination or harassment are encouraged to confront such conduct and report such conduct to the Human Rights Officer at once. Any community member who feels that he or she has experienced discrimination or harassment in violation of this policy has the responsibility for giving notice of the discriminatory behavior to the institution. (See Section V below.)

Supervisors. Institutional supervisors (See Section X, Definition of Terms) have the further responsibility to use their best efforts to assure that discrimination and harassment do not occur. Supervisors are responsible, therefore, for being fully familiar with the human rights policies, for informing those they supervise of the human rights policies, and for encouraging discussion of the implications of these policies in the learning, residential, and working environments of these institutions. When a supervisor receives a report of or otherwise identifies a problem as being one involving a potential claim of discrimination or harassment in violation of this policy, the supervisor shall report the alleged incident to the Human Rights Officer at once.

V. Reporting and Complaint Procedure

Members of the community who believe their human rights have been violated are encouraged to discuss the situation and to seek advice as soon as possible from the Human Rights Officer or any of the following: a supervisor, administrator, faculty member, department chair, resident director or faculty resident, and/or the Director or Associate Director of Human Resources. Advice concerning the submission of human rights complaints

and the procedures for processing human rights complaints should be directed to a Human Rights Officer.

Any member of the community, who is not a supervisor, and who is contacted by a person with a complaint which may involve the person's human rights is strongly encouraged to contact the Human Rights Officer.

All complaints, involving human rights issues will be processed and considered pursuant to the Joint Complaint Procedure for Human Rights Violations. After consulting with the Human Rights Officer, a Complainant may or may not choose to proceed with a complaint under the Joint Complaint Procedure for Human Rights Violations and/or civil and/or criminal legal processes. Furthermore, if the Complainant withdraws from the complaint process, the institution may proceed with a complaint, acting as the Complainant, in order to comply with the institution's legal obligations and to assure the safety and well-being of all community members.

All who are involved in complaints of human rights violations have the right to request the prompt and competent investigation of the allegations. All who are involved or implicated in internal complaint procedures have the right to fair and impartial treatment.

VI. Confidentiality

Because of the sensitive nature of human rights complaints, the need to protect the privacy of the parties, the need to ward against retaliation and adverse publicity, and the interest in resolving complaints as quickly and effectively as possible, the institutions will rigorously defend the confidentiality interests of all parties involved in a human rights complaint process. These institutions will undertake reasonable efforts to protect the identity of all Complainants and Respondents and ensure that the actions resulting from the initiation of the Joint Complaint Procedure for Human Rights Violations are kept confidential, informing only those officials and individuals with a need to know in order to respond to the case. Confidentiality shall be observed by all persons involved in a complaint process.

Notwithstanding the preceding paragraph, respect for fair process requires that the requirement of confidentiality not be interpreted as unduly limiting the ability of either party to a complaint to prepare and present his or her case, particularly during the formal stage of the complaint process. Furthermore, the requirement of confidentiality shall not be interpreted as unduly limiting the institution's responsibility to investigate and take corrective action in response to human rights complaints. In addition, in cases of crimes of violence and sex offenses, federal confidentiality laws do not limit institutions in notifying Complainants of the final results of a disciplinary hearing. (FERPA Sec. 99.39).

VII. Retaliation

Any person who initiates a complaint under any human rights policy shall do so without coercion or fear of reprisal. Retaliation against or harassment of any person involved in a complaint process (the Complainant, the Respondent, the investigator, a witness, a member of the hearing panel, etc.) may in and of itself constitute a human rights violation and may be pursued as such under the Joint Complaint Procedure for Human Rights Violations. Encouraging or aiding others to retaliate also violates this policy.

VIII. Malicious, False Reporting

A Complainant whose allegations are found to be both false and brought with malicious intent will be subject to disciplinary action as recommended by the Human Rights Officer.

IX. Sanctions

If a mutually agreeable resolution is not reached at the consultative or informal complaint stage and a formal complaint is filed, upon a finding that a violation of the Human Rights Policy has occurred, disciplinary action as set forth in the appropriate handbook(s), up to and including termination of employment or expulsion from the academic community, may be imposed.

X. Definition of Terms

Terms used in this and related human rights documents shall be defined as follows:

1. *The Order of Saint Benedict, Collegeville*, includes the following corporate "Divisions": Saint John's University, Saint John's Preparatory School, The Liturgical Press, and the Benedictine Division.
2. *Community and institutions* are used here to refer to the College of Saint Benedict and the Order of Saint Benedict, Collegeville, and all their employees and students.
3. *Campus* refers to the grounds which include Saint John's Preparatory School and The Liturgical Press as well as Saint John's University and the College of Saint Benedict.
4. *Away From Campus* refers to off-campus housing in neighboring communities, during the academic year, and/or institutionally sponsored activities including but not limited to alternative spring breaks, student teaching, study abroad program sites, internships, student activities, conferences/seminars, and class or field trips.
5. *Employee* refers to any member of the community, who is employed by these institutions, excluding student workers.
6. *Student* refers to any person enrolled in the College of Saint Benedict, Saint John's Preparatory School, or Saint John's University, whether undergraduate, graduate or post-graduate.
7. *Supervisor* refers to administrators, department chairs, faculty, residence directors, faculty residents, staff persons and others who have the responsibility for employees' or students' terms and/or conditions of employment or education. For the purposes of this definition, student workers shall not be considered to be supervisors.
8. *Joint Complaint Procedure for Human Rights Violations* refers to the published complaint procedure, as revised from time to time by administrative update, in effect at the time a complaint is filed.
9. *Crimes of Violence* – An offense that has as an element the use, attempted use, or threatened use of physical force against the person or property of another, or any other offense that is a felony and that, by its nature, involves a substantial risk that physical force against the person or property of another may be used in the course of committing the offense, including, but not limited, to, arson, burglary, kidnapping/abduction, criminal homicide, destruction/damage/ vandalism of property, assault offenses, robbery, and forcible sex offenses.

A copy of the Joint Complaint Procedure for Human Rights Violations is available online (<http://www.csbsju.edu/humanrights/complaint1.htm>).

For information regarding the Joint Human Rights Policy or to obtain a complete copy of the complaint procedures, contact:

- **Judy Bednar**, faculty/staff human rights officer, (320) 363-5071
- **Jody Terhaar**, Dean of Students at CSB (320) 363-5270
- **Michael Connolly**, Dean of Students at SJU, (320) 363-3171.

Joint Sexual Assault Policy

I. Policy Statement

The College of Saint Benedict and the Order of Saint Benedict, Inc., Collegeville, are committed to maintaining an environment which is free from the physical and emotional threat of sexual assault. For purposes of this policy, sexual assault is defined as sexual contact or penetration without consent. These institutions will investigate and promptly seek the equitable resolution of all allegations of sexual assault.

In institutions such as ours, which espouse Catholic and Benedictine values, every community member's awareness of and respect for the rights and human dignity of every other member undergirds community life. These values demand that we strive to create an environment where the sacredness of each person is honored. Sexually assaultive conduct violates the sacredness of the person, weakens the health of the community, and is antithetical to the mission of these institutions. Therefore, we will not tolerate sexual assault in any form.

II. The Law

In addition to violating this policy, conduct prohibited by this policy may also be a criminal violation of Minnesota law. The College of Saint Benedict and the Order of Saint Benedict, Inc., Collegeville, will be guided in their resolution of sexual assault allegations by their mission and values, as well as by Minnesota law. These institutions will report sexual assault allegations to outside law enforcement agencies as appropriate.

Minnesota criminal statutes classify criminal sexual conduct into five degrees depending on the nature of the contact, the level of force, the age of the complainant, and the condition and extent of injuries to the complainant. "Sexual contact" includes, but is not limited to, the intentional touching by the respondent of the complainant's breasts, inner thighs, genitals and/or groin area, whether clothed or unclothed; or the coerced touching by the complainant of another's intimate parts. Sexual contact also includes the intentional removal or attempted removal of clothing covering the complainant's intimate parts or undergarments.

Pursuant to Minnesota law, "consent" means words or overt actions by a person indicating a freely given present agreement to perform a particular sexual act with the actor. Consent does not mean the existence of a prior or current social relationship between the actor and the complainant, or that the complainant failed to resist a particular sexual act. The use or threatened use of force or other forms of coercion take away a person's ability to give consent to sexual contact. Where there is otherwise credible evidence to support a finding of nonconsent, corroborating testimony is not required.

A person who is unconscious or substantially impaired cannot consent to a sexual act. Use of drugs or alcohol by the accused, however, is not a defense against allegations of sexual assault and does not diminish personal accountability or criminal liability.

III. Rights of the Parties

These institutions recognize that community support for both the victim and the accused is essential to a fair and just response to a sexual assault report. Therefore, the parties involved in a sexual assault incident are assured the following rights:

1. The right to privacy and treatment of sensitive information in a confidential manner;
2. The right to be treated with dignity and to receive nonjudgmental assistance;

3. The right to meaningful support from institutional organizations and departments as appropriate (i.e., counseling, campus ministry, residential life, dean of students, department chairs, etc.);
4. The right to a fair, impartial and timely investigation and resolution by campus disciplinary authorities of a sexual assault report;
5. The right to an explanation of the complaint procedures for sexual assault violations;
6. The right to an explanation of the allegations made against a party under this policy;
7. The right to participate or not participate in campus disciplinary proceedings regarding a sexual assault incident;
8. The right to know prior to a hearing the names of witnesses who may be called;
9. The right to speak on his or her own behalf in a disciplinary proceeding;
10. The right to an adviser at any campus disciplinary proceeding concerning a sexual assault complaint;
11. The right to privacy with regard to his or her irrelevant past sexual/relationship history during campus disciplinary proceedings;
12. The right to be informed in a timely manner of the outcome of any campus disciplinary proceeding concerning a sexual assault complaint;
13. The right to appeal the outcome of a hearing in which the party participates.

In addition, Minnesota Law assures a victim of sexual assault the following rights:

1. The right to the prompt assistance of campus authorities ("campus authorities" refers to the Department of Security at CSB, Life Safety Services at SJU, and/or the human rights officer), at the request of the victim, in notifying the appropriate law enforcement officials and disciplinary authorities of a sexual assault incident;
2. The right to the prompt assistance of campus authorities, at the request of the victim, in filing criminal charges with local law enforcement officials in sexual assault cases;
3. The right to the complete and prompt assistance of campus authorities, at the direction of law enforcement authorities, in obtaining, securing, and maintaining evidence in connection with a sexual assault incident;
4. The right to assistance of campus authorities in preserving materials relevant to a campus disciplinary proceeding for a sexual assault complainant or victim;
5. The right to the assistance of campus personnel in shielding the victim, at his or her request, from unwanted contact with the alleged assailant, including transfer of the victim to alternative classes or to alternative college-owned housing if alternative classes or housing are available and feasible;
6. The right to receive information regarding services available to victims from the State of Minnesota through the Office of the Crime Victims Ombudsman and the Crime Victim Reparations Board, and assistance in contacting these offices.

IV. To Whom the Policy Applies

This policy applies to all community members except where specifically excluded (See Joint Human Rights Policy for exclusions). All community members will abide by this policy at all times, whether on campus or away from campus, when engaged in activities sponsored by the institution or which otherwise relate to the institution or its business. Such activities include, but are not limited to, professional meetings, classes, practica, seminars, and all other activities involving or relating to the institution. Those who contract to use our campuses, instruct our students, supervise our students, or are employed by independent enterprises located on campus or seek to provide goods and services to our campuses are expected to adhere to the principles established by this policy.

When a student is alleged to have committed a sexual assault, this policy will apply at all times, whether or not the student is engaged in institutionally sponsored or related

activities, when the student is on the institution's campuses, in off-campus housing units, or in an area within a close geographical proximity to each campus. If a sexual assault involving a student occurs at a distance from campus when the student is not engaged in institutionally sponsored or related activities, the institution, in its discretion, may either accept or decline to process a complaint under this policy.

V. Responsibilities

All Community Members. All community members are responsible for ensuring that their conduct does not violate this policy. All community members who have observed others experiencing what they believe to be incidents of sexual assault are encouraged to confront such conduct and to report such conduct to the human rights officer at once. Any community member who believes that he or she has experienced sexual assault in violation of this policy has the responsibility for giving notice of the violation to the institution. (See Section VI.)

Supervisors. Institutional supervisors (See Section XI, Definition of Terms) have the further responsibility to use their best efforts to assure that sexual assaults do not occur or that they are reported if they do occur. When a supervisor receives a report of, or otherwise identifies a problem as being one involving a potential claim of sexual assault in violation of this policy, the supervisor shall report the alleged incident to the human rights officer at once.

VI. Reporting and Complaint Procedure

Members of the community who believe they have been sexually assaulted by a stranger or by someone they know are strongly encouraged to notify campus security and/or local law enforcement authorities immediately so that the alleged assailant can be apprehended if still in the area and so that appropriately trained personnel can be dispatched to provide crisis counseling, information and support to the victim. Victims of sexual assault are also encouraged to contact the counseling department at their institution for confidential support and counseling services.

Reporting a sexual assault incident to campus security, the human rights office, or law enforcement authorities does not require the complainant to initiate or participate in a complaint procedure. Members of the community who believe they have been victims of sexual assault are strongly encouraged, however, to discuss the situation and to seek advice regarding internal complaint procedures and/or criminal or civil prosecution options as soon as possible from the human rights officer, the director of security at the College of Saint Benedict, the director of life safety services at Saint John's University, and/or any of the following: a supervisor, an administrator, a faculty member, a department chair, a resident director or faculty resident, and/or the director of human resources.

Any member of the community who is contacted by a person with a complaint which may involve a sexual assault, should contact the human rights officer immediately to report the factual basis of the potential complaint and to receive information regarding the proper approach for addressing the complaint.

All complaints involving sexual assaults where the respondent is a faculty member, an administrator, or a staff member will be processed and considered pursuant to the Joint Complaint Procedure for Human Rights Violations. Complaints involving sexual assaults where the respondent is a student will be processed and considered pursuant to the Joint Complaint Procedure for Sexual Assault Violations Involving Students. After consulting with the human rights officer, a complainant may or may not choose to proceed with a complaint under the institutions' complaint procedures and/or civil and/or criminal legal processes.

VII. Confidentiality

Because of the sensitive nature of sexual assault complaints, the need to protect the privacy of the parties, the need to ward against retaliation and adverse publicity, and the interest in resolving complaints as quickly and effectively as possible, the institutions will rigorously defend the confidentiality interests of all parties involved in a sexual assault complaint process. These institutions will attempt to protect the identity of all complainants and respondents and ensure that the actions resulting from the initiation of a complaint procedure are kept confidential, informing only those officials and individuals with a need to know in order to respond to the case. Confidentiality shall be observed by all persons involved in a complaint process.

Notwithstanding the preceding paragraph, respect for due process requires that the requirement of confidentiality not be interpreted as unduly limiting the ability of either party to a complaint to prepare and present his or her case, particularly during the formal stage of the complaint process. Furthermore, the requirement of confidentiality will not be interpreted as unduly limiting the institutions' responsibility to investigate and take corrective action in response to sexual assault complaints. Information regarding sexual assault incidents occurring on campus may be released to the campus community to allow members of the community to make informed judgments and take appropriate preventive measures. The privacy of the victim will be protected to the extent reasonably possible in the event that such information is released.

VIII. Retaliation

Any person who initiates a complaint under this policy will do so without coercion or fear of reprisal. Retaliation against or harassment of any person involved in a complaint process (the complainant, the respondent, the investigator, a witness, a member of the hearing panel, etc.) may in and of itself constitute a human rights violation and may be prosecuted as such under the Joint Complaint Procedure for Human Rights Violations. Encouraging others to retaliate also violates this policy.

IX. Malicious, False Reporting

A complainant whose allegations are found to be both false and brought with malicious intent will be subject to disciplinary action as recommended by the human rights officer.

X. Sanctions

Upon a finding that a violation of the Joint Sexual Assault Policy has occurred, disciplinary action, up to and including termination of employment or expulsion from the academic community, may be imposed pursuant to the procedures set forth in the applicable complaint procedure.

XI. Definition of Terms

Terms used in this and related human rights documents shall be defined as follows:

1. *The Order of Saint Benedict, Inc. Collegeville*, includes the following corporate "Divisions": Saint John's University, Saint John's Preparatory School, The Liturgical Press, and the Benedictine Division.
2. *Community* and *institutions* are used here to refer to the College of Saint Benedict and the Order of Saint Benedict, Inc., Collegeville, and all their employees and students.
3. *Campus* refers to the grounds which include Saint John's Preparatory School and The Liturgical Press as well as Saint John's University and the College of Saint Benedict.

4. *Campus authorities* refers to the Department of Security at the College of Saint Benedict, Life Safety Services for the Order of Saint Benedict, Inc., Collegeville, and/or the human rights officer.
5. *Employee* refers to any member of the community who is employed by these institutions, excluding student workers.
6. *Student* refers to any person enrolled in the College of Saint Benedict, Saint John's Preparatory School, or Saint John's University, whether undergraduate, graduate or postgraduate.
7. *Supervisor* refers to administrators, department chairs, faculty, residence directors, faculty residents, staff persons, and others who have the responsibility for employees' or students' terms and/or conditions of employment or education. For the purposes of this definition, student workers shall not be considered to be supervisors.

A copy of the Joint Complaint Procedure for Sexual Assault Violations Involving Students is available online (<http://www.csbsju.edu/humanrights/complaint2.htm>).

For information regarding the Joint Sexual Assault Policy or to obtain a complete copy of the complaint procedures, contact:

- **Judy Bednar**, faculty/staff human rights officer, (320) 363-5071
- **Jody Terhaar**, Dean of Students at CSB (320) 363-5270
- **Michael Connolly**, Dean of Students at SJU, (320) 363-3171.

Grievance Procedure

The grievance procedure is intended to ensure a fair hearing and a just response to grievances by students.

Definition

A grievance is an allegation by a student or group of students that there has been:

- a violation of the policies and procedures set forth in approved documents of the School of Theology-Seminary (e.g. *Academic Catalog, Student Handbook*); or
- a grievance of any nature which the Graduate Theological Studies (GTS) Committee regards as warranting a fair hearing.

Informal Procedure

The first step toward the informal resolution of a grievance requires the grievant to take steps towards resolving the issue by speaking with the person or persons who have grieved her/him. The procedure begins when the grievant brings the matter to the attention of the SOT-Sem Dean for mediation. Within the next thirty days, the grievant is encouraged to seek the assistance of others who may assist in mediation. The responsibility for seeking a resolution remains with the one grieved and the one causing the grievance. The informal procedure continues until resolution is reached or the grievant gives notice of filing a formal grievance.

Formal Hearing

A formal hearing is initiated no earlier than thirty days after the grievant brings the issue to the attention of the SOT-Sem Dean. If informal efforts at mediation fail during this thirty-day period, then the grievant may file a "formal notification" with the SOT-Sem Dean within ten days following the initial thirty-day period devoted to the informal procedure.

1. A "formal notification" should include a general description of the grievance, the persons alleged to have caused the grievance, steps taken in the informal procedure, and a suggestion for resolving the issue.
2. The Graduate Theological Studies Committee will decide whether the issue is grievable or not. If the grievance merits a formal hearing, then the Graduate Theological Studies Committee will appoint an ad hoc Grievance Committee consisting of two faculty members (one of whom will be appointed chair of the committee) and one elected member of the SOT-Sem Student Government. This committee must be assembled within ten days after the filing of a "formal notification."
3. Within five days of the appointment of the ad hoc Grievance Committee, the grievant must state in writing:
 - The specific nature of the grievance
 - The person or person causing the grievance
 - Suggestions for resolving the issue
4. The person or persons named as causing the grievance will receive the written statement of the grievance and will have ten days to respond in writing to the grievance. Failure to respond in writing to the grievance will be interpreted as agreement that the written statement of the grievant is accurate.
5. The ad hoc Grievance Committee will explore every avenue for settling the grievance informally. If these efforts fail, then the chair of the ad hoc Grievance Committee will call a formal meeting.
6. The Chair of this Committee will ensure that an accurate record of the formal meetings is kept.
7. Hearings of the Committee are open only to those invited by the Committee.

8. The parties to the grievance have a right to bring an adviser from the SOT-Sem or University whenever they are present at the hearings.
9. All witnesses called are expected to answer the questions of the Committee. If there is a refusal to appear or to participate, this will be noted in the record. The parties to the grievance and the members of the Committee may question witnesses. The Committee has the right to determine how much the parties may question one another and one another's witnesses.
10. The Committee shall try to secure all evidence helpful to a fair hearing. All evidence upon which a decision is based shall be known to the parties to the grievance.
11. The decision should be written to include facts, conclusions, and recommended remedy. The decision will be reported to the SOT-Sem Dean. If the SOT-Sem Dean should be a party to the grievance, the written decision will be reported to the Provost.
12. The Committee's decision is judgmental and may be appealed only on the grounds that the grievance procedure described herein was not properly followed.
13. An appeal may be made to the Provost within ten days after the parties are notified of the decision.
14. The Provost shall notify in writing the party making the appeal that he/she will review the appeal. If in such a review the Provost determines that procedures were not followed, he/she will remand the case to the ad hoc Grievance Committee with specific recommendations.
15. The chair of the ad hoc Grievance Committee will provide a written report to the SOT-Sem Dean, GTS, and parties to the grievance which includes a general description of the grievance, the proceedings, and the decision of the ad hoc Grievance Committee.

Timeliness

This procedure reflects the desire of the School of Theology-Seminary to respond to complaints in a manner that promotes fairness to all parties, and it will be followed as faithfully as possible. The institutions recognize, however, that each case is unique in its presentation and requires that the School of Theology-Seminary reserve some flexibility in responding to the particular circumstances of each case.

The resolution of these cases will be accomplished as expeditiously as possible. To that end, this procedure recites time frames for administrative action. Every attempt will be made to satisfy the requirements of these time frames. Where the procedure indicates that an action will be completed within a specified period of "days," days means regular business/school days. Adjustments to the time frames will be made when school breaks, holidays, or other exigent circumstances require.

V. Appendices

A. Writing at the School of Theology·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·Seminary.

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

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.

Writing and Study Skills Tutor

Because of the importance of writing for theology, Saint John's provides a writing and study skills tutor who is available by appointment to work with students on their writing. Students are encouraged to make use of the tutor both for work with particular papers (grammar, structure, clarity) and for general help with the process of writing and studying theology at the graduate level. While on-campus students may easily set up appointments with the tutor, off-campus students are encouraged to seek aid also, even if this is mostly through email and telephone communication. Faculty may occasionally refer students to the tutor for help with particular questions.

B. Sample Forms

On the following pages are samples of:

- a title page;
- the director's signature form;
- the foreign language verification form;
- the research disclosure form (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·Seminary. The other three forms are only necessary for graduate papers and theses.

Sample Title Page

[TITLE OF PAPER/THESIS/PROJECT]

by

[Writer's Name]

[Permanent Address]

[City, State]

[Country]

A [Paper/Thesis/Project] Submitted to the Faculty of the School of Theology·Seminary of Saint John's University, Collegeville, Minnesota, in Partial Fulfillment of the Requirements for the Degree of [Name of degree program].

SCHOOL OF THEOLOGY·SEMINARY
Saint John's University
Collegeville, Minnesota

[Date]

Sample Director's Signature Form

This [paper/thesis] was written under the direction of

[Signature of Director]

[Typed Name of Director]
Director

[For thesis only]

[Signature of Second Reader]

[Typed Name of Second Reader]
Second Reader

Sample Language Proficiency Form

[Typed Name of Student]

has successfully demonstrated the use of

[Language]

in this [paper/thesis].

[Signature of Director]

[Typed Name of Director]

[Date]

Sample Research Disclosure Form

[TITLE OF PAPER/THESIS]

Description: [Description of the paper/thesis]

This [paper/thesis] [may/may not] be duplicated.

_____ [Signature of Student Writer]

[Date]

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