

STUDENT HANDBOOK 2023 – 2024



**A COMPENDIUM OF CURRICULA, POLICIES, AND
PROCEDURES TO ASSIST STUDENTS WITH THE
SUCCESSFUL ACHIEVEMENT OF THEIR
EDUCATIONAL GOALS**

The motto in our crest, **ipsa propitia pervenis**, is taken from the following section of St. Bernard of Clairvaux's *Second Homily on the Missus Est*:

"O you who find yourself tossed about by the storms of life, turn not your eyes from the brightness of this Star, if you would not be overwhelmed by its boisterous waves. If the winds of temptations rise, if you fall among the rocks of tribulations, look up at the Star, call on Mary. If anger, covetousness, or other passions beat on the vessel of your soul, look up to Mary. If you begin to sink in the gulf of melancholy and despair, think on Mary. In dangers, in distress, in perplexities, think on Mary, call on Mary. Let her not depart from your lips, let her not depart from your heart, and, that you may win the suffrage of her prayers, never depart from the example of her life. Following her, you will never go astray; when you implore her aid, you will never yield to despair; thinking on her, you will not err; under her patronage you will never wander; beneath her protection you will not fear; she being your guide, you will not weary; if she be your propitious Star, you will arrive safely in the port [ipsa propitia pervenis], and experience for yourself the truth of the words, 'And the virgin's name was Mary.'"

This *Student Handbook* and St. Bernard's School of Theology and Ministry as a whole are consecrated to the Blessed Virgin Mary, our sure hope and our brightest star. May she lead the St. Bernard's community into deeper communion with her Son, Jesus Christ, the Lord and Savior of the world.



Filippino Lippi, Apparition of the Virgin to St. Bernard (c. 1485-1487)

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Introduction

The St. Bernard's School of Theology and Ministry *Student Handbook* is a compilation of curricula, policies, and procedures to assist students during their studies, with a view to the successful achievement of their educational goals. This document complements the *Course Catalog*, which provides a compendium of courses offered at the School, the *Systems and Software Guidebook*, which offers an overview of pedagogical and technological support systems, and the *Academic Research and Writing Guidebook*, which sets out institutional standards and expectations concerning research, reading, and writing.

All students, staff, and faculty are expected to be familiar with the policies and procedures contained within the *Student Handbook* and to abide by them in order to preserve and foster an educational community centered on the common good and the dignity of the human person while fulfilling academic standards and expectations. All policies and procedures set forth in this *Student Handbook* apply to all St. Bernard's students regardless of location and/or academic program.

Mission and Vision

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

Our School is accredited and authorized to award Master's degrees to students by ATS (Association of Theological Schools), NYSED (New York State Department of Education) and NC-SARA (National Council for State Authorization Reciprocity Agreements).

Since its foundation in 1893, St. Bernard's has been a dynamic, vibrant, and responsive center for theological and ministerial education and formation, attentive to the emerging needs of the Church in the Dioceses of Rochester, Albany, Buffalo, Syracuse, Allentown, and beyond. It draws upon the very best that the Catholic philosophical and theological traditions have to offer and communicates this to its students through traditional in-class instruction, and through our robust online distance learning program. Anyone is able to join from anywhere and participate in our in-session classes or access course materials at a convenient time.

In the School's service to the Church and her people, the current presidency and administration take to heart the admonition offered by St. Paul in Romans 12:2, especially the renewal of mind and heart to which Christians are called. Through this renewal, we are called to see accurately and faithfully the will of God and all that is good, pleasing, and perfect. Through this renewal we are made capable of sharing these with a world that stands so very much in need of them. Although we importantly address the intellectual dimension of formation through our academic programs and certificates, we recognize and affirm that we serve more than just the minds of our students. In fact, we seek to address them in the entirety of their humanity through due attention to the pastoral, spiritual, and human dimensions of their formation. In this, we hope to assist our students to understand deeply the things of our Faith and to incarnate them in their day-to-day service of God's people and the world as a whole. Thus, through our programs, and in our associations with the Church, the Dioceses we serve, and the Catholic community as a whole, we hope to share in the work of the new evangelization, and to thereby put to good use the many talents that God has gifted to us.

Quick Contact List

The following contact list is for students seeking information concerning how to contact the various offices at St. Bernard's for assistance. Students are also invited to visit the Staff Directory page on the St. Bernard's website to find contact information for individual staff members.

- ❖ For the President's office, please call 585-271-3657, ext. 290;
- ❖ For the Admissions and Student Services office, please call 585-271-3657, ext. 289 or e-mail admissions@stbernards.edu;
- ❖ For the Academics office and Registrar, please call 585-271-3657, ext. 296 or e-mail registrar@stbernards.edu;
- ❖ For the Finance office, please call 585-271-3657, ext. 297 or e-mail finance@stbernards.edu.

Graduate Admission Process

St. Bernard's is a community of students, faculty, and scholars dedicated to building up the Church in contemporary society through the pursuit of truth, goodness, and beauty. The School's programs provide a course of study that is intended to *inform* and *form* each person through a shared exploration of knowledge and skills related to the pursuit of holiness and ministerial excellence.

Approaching Admissions at St. Bernard's

The admissions process at St. Bernard's is designed to be as streamlined as possible without compromising the institution's standards for admittance. Once a person begins the online application found on our website, he or she has officially started the first portion of the application process and has officially become an applicant. As explained below, there are separate admissions processes and/or requirements for different paths of study at St. Bernard's.

Master's Degree Programs Application Process

In order to matriculate into a Master's degree program at St. Bernard's (**Master of Arts in Theological Studies, Master of Arts in Pastoral Studies, Master of Arts in Catholic Philosophy, Master of Divinity**), all applicants must possess the following as a basic requirement for admittance:

1. A bachelor's degree from an accredited college or university;
2. An undergraduate grade point average of 3.0.

The application requirements are as follows:

1. Complete the Graduate Degree Program Application (found via our website), which requires the following items:
 - a. A personal statement/essay;
 - b. A resume/CV;
 - c. Two letters of reference;
 - d. Completed and signed Immunization form;
 - e. Proof of immunization or immunity against measles, mumps, and rubella (for applicants born after 1/1/57);
 - f. Payment of non-refundable admissions application fee.
2. Meet with the Director of Admissions and Student Services;
3. Send official transcripts for all post-secondary academic work.

Applicants are responsible for contacting their references and requesting that all letters of reference be sent directly to the Director of Admissions and Student Services. Candidates must request official transcripts from their college(s)/universities to be sent directly to the School. When all admission application materials have been submitted and are complete, all admissions materials will be reviewed by the Admissions Committee. Once a decision has been made regarding an application, the applicant will be notified via email or mail by the Director of Admissions and Student Services.

Formation Program Applicants must be accepted and approved by their diocese before an acceptance is issued by the Office of Admissions. Unless there is an objection from their diocese, the St. Bernard's application process and the diocesan application process will proceed simultaneously.

Graduate Certificate Application Process

In addition to its graduate degree programs, St. Bernard's also offers a variety of graduate certificates (**Graduate Certificate in Catechetical Leadership**, **Graduate Certificate in Catholic Philosophy**, or the **Graduate Certificate in Catholic Biblical Studies**). The admissions process for our graduate certificates is similar to the application process for our graduate degree programs.

The application requirements are as follows:

1. Complete the Graduate Certificate Program Application (found via our website), which requires the following items:
 - a. A personal statement/essay;
 - b. Completed and signed Immunization form;
 - c. Proof of immunization or immunity against measles, mumps, and rubella (for applicants born after 1/1/57);
 - d. Payment of non-refundable admissions application fee.
2. Meet with the Director of Admissions and Student Services;
3. Send official transcripts for all post-secondary academic work.

Partnership Program Application Process

St. Bernard's fosters partnerships to help advance our mission of assisting men and women "in academic, ministerial, interpersonal, and spiritual formation for the purpose of serving the Church." Currently, St. Bernard's collaborates with the Saint John Society and the National Catholic Bioethics Center (NCBC). The result has been the creation of the **Certificate in Evangelization** and the **Graduate Certificate in Catholic Bioethics**, respectively. Though the application process for these partnership certificates is similar to the standard Graduate Certificate Application process, please note that there are some small differences.

The application requirements are as follows:

Certificate in Evangelization:

1. Complete the Certificate in Evangelization Application (found on our website);
2. Submit personal statement/essay (included in online application).

Graduate Certificate in Catholic Bioethics:

1. Complete the Graduate Certificate in Catholic Bioethics Application (found on our website), which requires the following items:
 - a. A personal statement/essay;
 - b. Completed and signed Immunization form;
 - c. Proof of immunization or immunity against measles, mumps, and rubella (for applicants born after 1/1/57);

- d. Payment of non-refundable admissions application fee.
2. Submit copy of completed certificate from the National Catholic Bioethics Center;
3. Send official transcripts for all post-secondary academic work.

Non-Matriculating Application Process

A student who demonstrates the ability to engage in graduate-level study may enroll as a non-matriculating student. In order to ensure that the student's work is appropriately ordered to and rewarded by an academic credential, a maximum of two courses may be taken for credit as a non-matriculating student. After two courses, the student should declare intent to pursue a specific academic program. The Director of Admissions and Student Services serves as the advisor for non-matriculating students.

The application requirements are as follows:

1. Complete the Non-Matriculating Application (found via our website), which requires the following items:
 - a. A personal statement/essay;
 - b. Completed and signed Immunization form;
 - c. Proof of immunization or immunity against measles, mumps, and rubella (for applicants born after 1/1/57);
 - d. Payment of non-refundable admissions application fee.
2. Send official transcripts for all post-secondary academic work.

International Student Application Process

An applicant who applies to a program from outside the United States of America and is seeking to study in person at St. Bernard's must be attentive to the requirements of the Student and Exchange Visitor Program (SEVP). Dr. Marco Stango, Assistant Professor of Philosophy, serves as the contact for matters related to international student services. International applicants are welcome to apply to any academic program using the same processes outlined above.

Graduate Degree Program Curricula

St. Bernard's graduate degree programs are designed to assist students of all ages in coming to know and to love Our Lord and His Church through theological, philosophical, and pastoral engagement. Men and women, clerics and lay persons, ecclesial ministers and those seeking personal formation and edification enroll in our degree programs alongside one another, seeking the good, the true, and the beautiful.

Master of Arts in Pastoral Studies

N.Y. State Ed. Hgis Code 2301.00

The MAPS degree seeks to provide students with a dynamic combination of theological and ministerial formation, which prepares them to offer an engaging, well-formed witness to the world. It is well-designed for those who wish to serve the Church as a lay ecclesial minister; those who wish to work in faith formation, religious education, catechesis, and other parish-based ministries frequently enroll in this degree program. It also provides the curricular content for those in formation for the permanent diaconate across the Dioceses served by the School.

Mission Statement

The purpose/mission of the Master of Arts in Pastoral Studies degree program is to form students academically and professionally within the Catholic intellectual tradition as they prepare for ministry to the people of God in the twenty-first century. The degree is rooted in the human, spiritual, intellectual, and pastoral dimensions of formation. Through a dynamic combination of theological and ministerial formation, this program forms students into rigorous thinkers with practical ministerial skills, who can effectively understand and respond to the needs of the Church and the world.

Program Outcomes

1. To demonstrate an understanding of the sources of Catholic theology;
2. To evaluate contemporary beliefs, assumptions, and societal issues in light of the Catholic intellectual tradition;
3. To integrate theological reflection, spiritual development, and ministerial practice;
4. To evidence skills conducive to effective ministry.

Curriculum Requirements

15 courses/45 credits are required according to the following curriculum outlay:

- ❖ Foundational Courses
 - C215 – Introduction to Theological Studies
 - D214 – Spiritual Formation
- ❖ Area A: Biblical Theology
 - A202 – Old Testament
 - A203 – New Testament
- ❖ Area B: Historical Theology
 - B-Area Elective
- ❖ Area C: Systematic Theology
 - C217 – Fundamental Moral Theology
 - C226 – Liturgical and Sacramental Theology

- C228 – Ecclesiology and the Theology of Ministry
- C302 – Christology and Trinitarian Theology
- ❖ Area D: Pastoral Theology
 - D207 – Canon Law and Ministerial Leadership
 - D217 – Pastoral Care
 - D302 – Pastoral Field Education
 - D-Area Elective
- ❖ General Electives
 - General Elective I
 - General Elective II

General Academic Requirements

Overall GPA Average

A student must maintain an overall Grade Point Average (GPA) of 3.00 or above. A cumulative GPA lower than 3.00 in a given semester will initiate the Academic Probation process as a remedial measure to assist the student in maintaining the overall GPA requirement.

Graduates' Colloquium

The Graduates' Colloquium is a culminating experience for studies at St. Bernard's. Typically held on a Saturday in April, the half-day event emphasizes *celebration, reflection, and anticipation*: celebration of past and present achievements; reflection upon one's growth and development in the intellectual, spiritual, pastoral, and human aspects of formation; and anticipation of the future in looking ahead toward the unfolding of one's studies. During the Colloquium, each participant will read a written personal statement to their small group, which will be followed by group discussion. The personal statement should address the following specific questions:

- ❖ How have you honed, improved, or augmented your approach to theological analysis and reflection during your studies?
- ❖ How have you experienced growth in the intellectual, spiritual, pastoral, and human dimensions of formation during your studies?
- ❖ How do the artifacts collected in your Portfolio give evidence of growth in the intellectual, spiritual, pastoral, and human dimensions of formation during your studies?
- ❖ As a prayerful and personal encounter with divine revelation, the study of theology invariably produces moments of insight and awareness, often described as "aha" moments. Please describe one such specific experience during your studies and critically reflect upon it.
- ❖ Are there aspects of your growth and formation that you would like to continue to develop after graduation?

The Colloquium will be evaluated on a Pass/Fail basis.

Portfolio Evaluation

The Portfolio Evaluation aids in assessing a student's attainment of the program outcomes by the practice of assembling a representative sampling of their cumulative work. It also allows the student to reflect upon their intellectual, human, spiritual, and pastoral development during their studies and can aid in the discernment of future goals and plans after Commencement. A portfolio consists of artifacts (papers, presentations, theses, etc.) composed by the student and submitted as part of the curriculum coursework. The student should select from this work artifacts that demonstrate the attainment of a particular program outcome. Artifacts should equal at least 8 to 10 pages of graduate-level composition and should be added to the student's portfolio regularly. When a student is nearing degree completion, they will reflect on their achievement of the program outcomes in the context of the Graduates' Colloquium. Portfolios will be evaluated according to a standard rubric prior to Commencement by the student's advisor and one other faculty member; they will be evaluated on a Pass/Fail basis.

Master of Divinity

N.Y. State Ed. Hegis Code 2301.10

The MDiv degree seeks to provide students with an extensive and dynamic combination of theological and ministerial formation, which prepares them to offer an engaging, well-formed witness to the world, usually through professional ministry. It combines an in-depth exploration of all four dimensions of formation (intellectual, pastoral, spiritual, and human) with opportunities for practical applications of the tools learned in the classroom. It is well designed for those who wish to serve the Church as a lay ecclesial minister; those who wish to work in faith formation, religious education, catechesis, and other parish-based ministries frequently enroll in this degree program. It also represents the most complete degree program in terms of integral formation; all curricular areas of theological study are treated simultaneously with comprehensive depth and with customizable pathways. The MDiv also provides the curricular content for some men in formation for the permanent diaconate and the ministerial priesthood.

Mission Statement

The purpose/mission of the Master of Divinity degree program is to form students academically and professionally within the Catholic intellectual tradition as they achieve essential theological understanding, develop pastoral competence, and cultivate leadership skills in preparation for professional ministry. The degree is rooted in the human, spiritual, intellectual, and pastoral dimensions of formation. Through a dynamic combination of theological education, ministerial formation, and field education experiences, this program forms students into rigorous thinkers with practical ministerial skills, who can effectively understand and respond to the needs of the Church and the world.

Program Outcomes

1. To demonstrate a comprehensive understanding of the Catholic intellectual tradition (religious heritage);
2. To evaluate contemporary beliefs, assumptions, and societal issues in light of the Catholic intellectual tradition (cultural context);
3. To integrate theological reflection, spiritual development, and ministerial practice (personal and spiritual formation);

4. To evidence skills conducive to effective professional ministry and pastoral leadership (religious and public leadership).

Curriculum Requirements

24 courses/72 credits are required according to the following curriculum outlay:

- ❖ Foundational Courses
 - C215 – Introduction to Theological Studies
 - D214 – Spiritual Formation
- ❖ Area A: Biblical Theology
 - A205 – Introduction to Biblical Studies
 - A202 – Old Testament
 - A203 – New Testament
 - A-Area Elective – Old Testament
 - A-Area Elective – New Testament
- ❖ Area B: Historical Theology
 - B301 – The History of the Church
 - B-Area Elective
- ❖ Area C: Systematic Theology
 - C216 – Grace, Nature, and Christian Anthropology
 - C217 – Fundamental Moral Theology
 - C226 – Liturgical and Sacramental Theology
 - C228 – Ecclesiology and the Theology of Ministry
 - C302 – Christology and Trinitarian Theology
 - B/C310 – Catholic Social Teaching
 - C/D333 – Catholic Bioethics at the Beginning of Life OR C/D334 – Catholic Bioethics at the End of Life
- ❖ Area D: Pastoral Theology
 - D207 – Canon Law and Ministerial Leadership
 - D217 – Pastoral Care
 - D218 – Issues in Pastoral Care
 - D302 – Pastoral Field Education I
 - D303 – Pastoral Field Education II
 - D-Area Elective
- ❖ General Electives
 - General Elective I
 - General Elective II

General Academic Requirements

Overall GPA Average

A student must maintain an overall Grade Point Average (GPA) of 3.00 or above. A cumulative GPA lower than 3.00 in a given semester will initiate the Academic Probation process as a remedial measure to assist the student in maintaining the overall GPA requirement.

Graduates' Colloquium

The Graduates' Colloquium is a culminating experience for studies at St. Bernard's. Typically held on a Saturday in April, the half-day event emphasizes *celebration, reflection, and anticipation*: celebration of past and present achievements; reflection upon one's growth and development in the intellectual, spiritual, pastoral, and human aspects of formation; and anticipation of the future in looking ahead toward the unfolding of one's studies. During the Colloquium, each participant will read a written personal statement to their small group, which will be followed by group discussion. The personal statement should address the following specific questions:

- ❖ How have you honed, improved, or augmented your approach to theological analysis and reflection during your studies?
- ❖ How have you experienced growth in the intellectual, spiritual, pastoral, and human dimensions of formation during your studies?
- ❖ How do the artifacts collected in your Portfolio give evidence of growth in the intellectual, spiritual, pastoral, and human dimensions of formation during your studies?
- ❖ As a prayerful and personal encounter with divine revelation, the study of theology invariably produces moments of insight and awareness, often described as "aha" moments. Please describe one such specific experience during your studies and critically reflect upon it.
- ❖ Are there aspects of your growth and formation that you would like to continue to develop after graduation?

The Colloquium will be evaluated on a Pass/Fail basis.

Portfolio Evaluation

The Portfolio Evaluation aids in assessing a student's attainment of the program outcomes by the practice of assembling a representative sampling of their cumulative work. It also allows the student to reflect upon their intellectual, human, spiritual, and pastoral development during their studies and can aid in the discernment of future goals and plans after Commencement. A portfolio consists of artifacts (papers, presentations, theses, etc.) composed by the student and submitted as part of the curriculum coursework. The student should select from this work artifacts that demonstrate the attainment of a particular program outcome. Artifacts should equal at least 8 to 10 pages of graduate-level composition and should be added to the student's portfolio regularly. When a student is nearing degree completion, they will reflect on their achievement of the program outcomes in the context of the Graduates' Colloquium. Portfolios will be evaluated according to a standard rubric prior to Commencement by the student's advisor and one other faculty member; they will be evaluated on a Pass/Fail basis.

Master of Arts in Theological Studies

N.Y. State Ed. Hgis Code 2301.00

The MATS degree seeks to provide students with a thorough understanding of theology that simultaneously increases knowledge of the faith and incites humble adoration of the mysteries of divine revelation. There are two tracks within the MATS program: an all-course track and a thesis track. The MATS program is well designed for those who wish to engage in further study and/or the art of teaching, either in a school or parish environment.

Mission Statement

The purpose/mission of the Master of Arts in Theological Studies degree program is to form students in rigorous theological reflection within the Catholic intellectual tradition at the graduate level. Students engage theology broadly while choosing a specific focus in Biblical, Historical, Systematic, or Pastoral Theology for in-depth study. This focused and integrated program prepares students for theological scholarship, teaching ministries, and cultural engagement in service to the Church.

Program Outcomes

1. To demonstrate an understanding of the foundations of Catholic theology;
2. To achieve rigorous competency in a focused area of theological study;
3. To integrate theological reflection, spiritual devotion, and academic research;
4. To articulate Catholic theology in a manner that both draws on received tradition and engages contemporary culture.

Curriculum Requirements

15 courses/45 credits are required according to the following curriculum outlay:

- ❖ Foundational Courses:
 - C215 – Introduction to Theological Studies
 - D214 – Spiritual Formation
- ❖ Courses in Area of Concentration (Area A: Biblical Theology, Area B: Historical Theology, Area C: Systematic Theology, Area D: Pastoral Theology):
 - Course I
 - Course II
 - Course III
 - Course IV
 - Course V
 - Course VI
 - Course VII
 - Course VIII
- ❖ Courses in Other Areas (at least one from each area outside of concentration):
 - A/B/C/D-Area Elective I
 - A/B/C/D-Area Elective II
 - A/B/C/D-Area Elective III
 - A/B/C/D-Area Elective* IV
 - A/B/C/D-Area Elective* V

*In the thesis track, A/B/C/D-Area Electives IV and V are replaced with Thesis I and Thesis II.

General Academic Requirements

Overall GPA Average

A student must maintain an overall Grade Point Average (GPA) of 3.00 or above. A cumulative GPA lower than 3.00 in a given semester will initiate the Academic Probation process as a remedial measure to assist the student in maintaining the overall GPA requirement.

Comprehensive Exams

The Comprehensive Exams are made up of two distinct periods of examination: the written examination and the *viva voce* (spoken) examination, typically scheduled one week apart in either late November/early December or late March/early April. In advance of the Comprehensive Exams, the student and their advisor will prepare three comprehensive examination questions appropriate for the student's coursework and theological focus. The Academic Dean will also prepare three comprehensive examination questions from the institutional question bank. During the three-hour written examination, the student will be given three of those six possible questions, and will be asked to answer two of those three. The one-hour *viva voce* examination will last one hour and will consist of two faculty members engaging the student's written responses (asking for clarification, expansion, etc.) and engaging any other of the six possible questions that the student did not answer during the written examination. Comprehensive Exams will be evaluated on a Pass/Fail basis.

Portfolio Evaluation

The Portfolio Evaluation aids in assessing a student's attainment of the program outcomes by the practice of assembling a representative sampling of their cumulative work. It also allows the student to reflect upon their intellectual, human, spiritual, and pastoral development during their studies and can aid in the discernment of future goals and plans after Commencement. A portfolio consists of artifacts (papers, presentations, theses, etc.) composed by the student and submitted as part of the curriculum coursework. The student should select from this work artifacts that demonstrate the attainment of a particular program outcome. Artifacts should equal at least 8 to 10 pages of graduate-level composition and should be added to the student's portfolio regularly. When a student is nearing degree completion, they will reflect on their achievement of the program outcomes in the context of the Graduates' Colloquium. Portfolios will be evaluated according to a standard rubric prior to Commencement by the student's advisor and one other faculty member; they will be evaluated on a Pass/Fail basis.

Thesis (Thesis Students Only)

The thesis enables the student to write a longer-form study within any of the four Areas of study within the theological curriculum (most often within the student's concentration). The student will select as their Thesis Director a faculty advisor with appropriate expertise, interest, and availability. The thesis process will take place during the academic year immediately prior to Commencement. The student will approach their prospective Thesis Director during or before the summer prior to their thesis year and will identify a topic at this time. The student writing a thesis will register for Thesis I (three credits) for the Fall

semester and Thesis II (three credits) for the Spring semester. Thesis proposals are due on or before October 1 during Thesis I; the thesis must be completed by early March, and the one-hour thesis defense is typically scheduled for late March/early April (usually held back-to-back with the *viva voce* comprehensive examination, if the examination will occur during the Spring semester). Theses are typically 60-85 pages in length in accordance with the *Academic Research and Writing Guidebook*.

Master of Arts in Catholic Philosophy

N.Y. State Ed. Hegis Code 1599.10

The MACP degree seeks to provide students with a thorough preparation in philosophy as realized in the Catholic intellectual tradition. Those seeking philosophical formation propaedeutic to theological studies or doctoral studies, those preparing for teaching, and those who simply want to explore the deep unity of faith and reason in the Catholic tradition will wish to explore this degree program. This degree program features three curricular tracks: systematic, historical, and discipleship stage. The systematic and historical curricular tracks have an option for a thesis. This program also provides the curricular content for those in the discipleship stage of formation for the ministerial priesthood in the Roman Catholic Diocese of Albany.

Mission Statement

The purpose/mission of the Master of Arts in Catholic Philosophy is to engage students in a systematic study of philosophy as realized within the Catholic intellectual tradition at a graduate level. Students become historically informed thinkers who can critically and creatively engage in the discipline of philosophy as practiced in the spirit of St. Augustine of Hippo, St. Thomas Aquinas, and all the other great philosophers and theologians dear to the Catholic tradition. The MACP fosters the pursuit of philosophy, mindful of the essential value that reason and contemplation have for the sake of the goods for which the diaconate, the priesthood, and the other ministries within the Roman Catholic Church exist.

Program Outcomes

1. The ability to philosophize clearly, knowledgeably, and cogently in speech and writing;
2. Competence in the vocabulary and concepts particular to the Catholic philosophical tradition;
3. The ability to evaluate the values, beliefs, and assumptions of contemporary culture from a philosophical perspective;
4. Familiarity with major philosophers, texts, and arguments central to the Catholic philosophical tradition, spanning from classical and Medieval philosophy to the contemporary developments;
5. A mature awareness of the importance of philosophy to understanding Catholic theology and its application to the diaconate, priesthood, or other ministries within the Roman Catholic Church.

Curriculum Requirements

12 courses/36 credits are required according to the following curriculum outlay:

❖ Systematic Track:

- Foundational Courses:
 - CP601 – Introduction to Catholic Philosophy
 - CP605 – Logic
 - CP661 – Ethics
 - CP631 – Metaphysics
- Systematic Courses:
 - CP614 – Epistemology
 - CP621 – Philosophy of Nature
 - CP651 – Philosophical Anthropology
- General Electives:
 - General Elective I
 - General Elective II
 - General Elective III*
 - General Elective IV*
- Capstone Course:
 - CP671 – Classic Texts in Catholic Philosophy

*In the thesis track, General Electives III and IV are replaced with Thesis I and Thesis II.

❖ Historical Track:

- Foundational Courses:
 - CP601 – Introduction to Catholic Philosophy
 - CP605 – Logic
 - CP661 – Ethics
 - CP631 – Metaphysics
- Historical Courses:
 - CP611 – History of Philosophy: Ancient
 - CP612 – History of Philosophy: Medieval
 - CP613 – History of Philosophy: Modern and Contemporary
- General Electives:
 - General Elective I
 - General Elective II
 - General Elective III*
 - General Elective IV*
- Capstone Course:
 - CP671 – Classic Texts in Catholic Philosophy

*In the thesis track, General Electives III and IV are replaced with Thesis I and Thesis II.

❖ Discipleship Stage Track:

- Foundational Courses:
 - CP601 – Introduction to Catholic Philosophy
 - CP605 – Logic
 - CP661 – Ethics

- CP631 – Metaphysics
- Historical Courses:
 - CP611 – History of Philosophy: Ancient
 - CP612 – History of Philosophy: Medieval
 - CP613 – History of Philosophy: Modern and Contemporary
- Systematic Courses:
 - CP614 – Epistemology
 - CP621 – Philosophy of Nature
 - CP641 – Philosophy of God
 - CP651 – Philosophical Anthropology
- Capstone Course:
 - CP671 – Classic Texts in Catholic Philosophy

General Academic Requirements

Overall GPA Average

A student must maintain an overall Grade Point Average (GPA) of 3.00 or above. A cumulative GPA lower than 3.00 in a given semester will initiate the Academic Probation process as a remedial measure to assist the student in maintaining the overall GPA requirement.

Graduates' Colloquium

The Graduates' Colloquium is a culminating experience for studies at St. Bernard's. Typically held on a Saturday in April, the half-day event emphasizes *celebration, reflection, and anticipation*: celebration of past and present achievements; reflection upon one's growth and development in the intellectual, spiritual, pastoral, and human aspects of formation; and anticipation of the future in looking ahead toward the unfolding of one's studies. During the Colloquium, each participant will read a written personal statement to their small group, which will be followed by group discussion. The personal statement should address the following specific questions:

- ❖ How have you honed, improved, or augmented your approach to philosophical analysis and reflection during your studies?
- ❖ How have you experienced growth in the intellectual, spiritual, pastoral, and human dimensions of formation during your studies?
- ❖ How do the artifacts collected in your Portfolio give evidence of growth in the intellectual, spiritual, pastoral, and human dimensions of formation during your studies?
- ❖ As a contemplation of being and as the love of wisdom, the study of philosophy invariably produces moments of insight and awareness, often described as "aha" moments. Please describe one such specific experience during your studies and critically reflect upon it.
- ❖ Are there aspects of your growth and formation that you would like to continue to develop after graduation?

The Colloquium will be evaluated on a Pass/Fail basis.

Portfolio Evaluation

The Portfolio Evaluation aids in assessing a student's attainment of the program outcomes by the practice of assembling a representative sampling of their cumulative work. It also allows the student to reflect upon their intellectual, human, spiritual, and pastoral development during their studies and can aid in the discernment of future goals and plans after Commencement. A portfolio consists of artifacts (papers, presentations, theses, etc.) composed by the student and submitted as part of the curriculum coursework. The student should select from this work artifacts that demonstrate the attainment of a particular program outcome. Artifacts should equal at least 8 to 10 pages of graduate-level composition and should be added to the student's portfolio regularly. When a student is nearing degree completion, they will reflect on their achievement of the program outcomes in the context of the Graduates' Colloquium. Portfolios will be evaluated according to a standard rubric prior to Commencement by the student's advisor and one other faculty member; they will be evaluated on a Pass/Fail basis.

Thesis (Thesis Students Only)

The thesis enables the student to write a longer-form study within either of the two areas of study within the philosophical curriculum (most often within the student's concentration). The student will select as their Thesis Director a faculty advisor with appropriate expertise, interest, and availability. The thesis process will take place during the academic year immediately prior to Commencement. The student will approach their prospective Thesis Director during or before the summer prior to their thesis year and will identify a topic at this time. The student writing a thesis will register for Thesis I (three credits) for the Fall semester and Thesis II (three credits) for the Spring semester. Thesis proposals are due on or before October 1 during Thesis I; the thesis must be completed by early March, and the one-hour thesis defense is typically scheduled for late March/early April (usually held back-to-back with the *viva voce* comprehensive examination, if the examination will occur during the Spring semester). Theses are typically 60-85 pages in length in accordance with the *Academic Research and Writing Guidebook*.

Advising

Every student enrolled in a graduate degree program at St. Bernard's will be accompanied throughout their studies by a faculty advisor. Faculty advising at St. Bernard's plays a crucial role in assisting students from semester to semester. At a minimum, advisees are strongly encouraged to meet with their advisor prior to registration for courses, particularly during designated "Advising Weeks" which are indicated in the Academic Calendar and occur the week leading up to the opening of registration for a given full semester (Fall, Spring). Advisees are also encouraged to meet with their advisor more regularly to discuss academic research and writing, managing graduate studies in the context of their other responsibilities, and/or theological, spiritual, and philosophical matters. Faculty advising is intended to help students work towards the completion of their academic and formational goals.

Advisement is also available for students in Graduate Certificate programs, Partnership programs, and non-matriculating students through the Director of Admissions and Student Services and/or Program Directors.

Academic Procedures and Platforms

St. Bernard's utilizes several platforms which enable the School to serve its students effectively and efficiently. Familiarity with these platforms and their corresponding operational procedures will contribute to students' success during their time at St. Bernard's.

Academic Calendar

St. Bernard's publishes an updated Academic Calendar for each academic year, spanning from the beginning of the Fall Semester through the end of Summer Session II. Included in the Academic Calendar are important deadlines and significant events that take place in the life of the School.

Student Information System: Populi

St. Bernard's uses Populi, a web-based data management software program, to house academic records and information. Each student has access to their unique Populi account where they are able to view and edit their academic profile, register for courses, see their final course grades, request transcripts, and pay semester bills. Upon acceptance into an academic program, students will receive an email with instructions about how to set up their Populi account and access their courses. A more comprehensive review of Populi can be found starting on page 2 of St. Bernard's [Systems and Software Guidebook](#).

Learning Management System: Canvas

Canvas is St. Bernard's Learning Management Software (LMS) where students are able to view and interact with the content of their courses. Students will submit assignments, view and calculate grades, access class recordings, take quizzes and exams, and participate in online discussions. A more comprehensive review of Canvas can be found starting on page 15 of St. Bernard's [Systems and Software Guidebook](#).

Guidebooks and Resources

St. Bernard's *Guidebooks* and other resources offer comprehensive information about important aspects of the School:

- ❖ [Who We Are & How We Can Serve You](#)
- ❖ [Student Resources Webpage](#)
- ❖ [Systems and Software Guidebook](#)
- ❖ [Course Catalog](#)
- ❖ [Academic Resources and Writing Guidebook](#)
- ❖ [University of Rochester Libraries Access Guide](#)

Registration Process

All St. Bernard's students should become familiar with the registration process, which is the entryway to a given semester of study. Timeliness and attention with regard to registration is essential for a strong start to the semester, and the following instructions assist students in understanding this process.

Registration Expectations

Students are responsible for completing their class registration through Populi. Each semester students are required to pay a standard Registration Fee of \$45 (see the *Tuition and Fees* section below for further details). Matriculated students should consult with their advisors before registering to ensure that the desired coursework is in accord with their program requirements. Any questions or difficulties regarding the registration process may be directed to the Registrar.

Registration Deadlines

The deadline for registration for a given semester is one week prior to the beginning of that semester, as communicated in the Academic Calendar for each academic year. If a student registers for a class after the registration deadline and before the Add/Drop date (also communicated in the Academic Calendar), they will be charged a Late Registration Fee of \$70 in addition to the standard Registration Fee of \$45. Students may not register for a class after the Add/Drop deadline.

Registering in Populi

To register for courses, a student should log into their Populi account and click the 'My Profile' tab located in the upper left portion of the page. Under your name, there will appear several other tabs, one of which is 'Registration.' After clicking this tab, you must select the semester for which you are registering and indicate whether you will be auditing or enrolling. These options will be available to select under the 'Courses Offered' heading. Please note that you may need to select 'All Courses' instead of the default 'Available courses with no conflicts' option in order to see all available courses.

Once you have found your desired course(s), click the green '+' to the left of the course. Review the information in the Enrollment Request box that pops up; if it is correct, click 'Add' on the bottom right of the box. You may then continue adding additional courses. When you are finished adding your courses, scroll to the top of the page to review and save your registration by clicking the 'Save' button.

For a more detailed description of registration, please consult page 5 of [St. Bernard's Systems and Software Guidebook](#) or contact the Registrar.

Student Communication

Communication between students and the School's faculty and staff is vital to the success of St. Bernard's mission. All students enrolled in graduate degree programs are given an institutional email address from which they will both send and receive communication within the St. Bernard's community. St. Bernard's also requires adherence to the Email Address Acceptable Use Policy, which is designed to protect confidential information and foster integrity of communication.

St. Bernard's E-mail Address

Upon matriculation into a graduate degree program, students are given an @stbernards.edu email address, which is used for all School communications. Personal e-mail addresses should not be used for communication pertaining to studies at St. Bernard's. Students should check their St. Bernard's email daily for important updates from faculty and staff members.

Graduate Certificate program, Partnership program, and Non-matriculating students do not receive an @stbernards.edu email address except by request. Requests for an institutional e-mail address may be submitted to the Registrar at any time.

E-mail Address Acceptable Use Policy

St. Bernard's Email Address Acceptable Use Policy applies to all students, staff, and faculty, and is implemented for the purpose of protecting confidential data and property.

Appropriate use of an @stbernards.edu email address includes all communication related to the School, its programs, and its personnel, as well as communication for varied academic and professional purposes. St. Bernard's emails may also be used personally at the student's discretion. *All students matriculated in a graduate degree program must communicate with faculty and staff exclusively through their St. Bernard's email address.*

Inappropriate use of an @stbernards.edu email address includes but is not limited to signing up for illegal or disreputable websites and services and sending offensive or inappropriate emails to any party internal or external.

Changes in Student Scheduling

There are several ways by which a student may make modifications to their academic status or schedule throughout their studies at St. Bernard's. The procedures for such modifications, along with the forms that correspond with particular requests, are listed in detail below.

Add/Drop Course

Students may add or drop a course from the opening of semester registration until the Add/Drop deadline found in the Academic Calendar. *Discontinuance of attendance or giving notice to the professor does not constitute official unenrollment.* Dropping a course may be completed by a student in Populi by logging into their account, clicking the "Registration" tab, and selecting the "Remove" option found on the right of their registered class(es). *Please note that students who wish to drop a course after the start of the semester must submit an [Add/Drop and Course Status Change Form](#) to the Registrar and communicate their unenrollment to their professor.* International students on F-1 status may not drop a course without prior consultation with their academic advisor and the School's Principal Designated School Official (PDSO) due to potential concerns regarding F-1 status conservation. To add a course, follow the instructions found in the *Registration Process* section above. See the *Tuition and Fees* section below for further information on the refund policy for dropped courses.

Change Course Status

If a student wishes to change their status in a course from audit to credit or credit to audit, they must first consult with the professor for that course before submitting the [Add/Drop and Course Status Change Form](#) to the Registrar. The Course Status Change deadline may be found in the Academic Calendar. Students wishing to change their status from audit to credit should also consult with the Director of Admissions and Student Services in order to ensure that paperwork requirements and financial aid opportunities are adequately communicated. Students changing from audit to credit must also communicate a plan to complete any coursework/assignments that were given during a student's auditing status. See the *Tuition and Fees* section below for further information on billing and refund policy for status changes.

Coursework Extension

Upon enrollment in a course, a student is obligated to participate fully in the course by completing assignments, attending class, and participating in all communications and discussions by the posted due dates until the conclusion of the course at the end of the semester. Students are eligible to request an extension for a given assignment and may do so by communicating their circumstance in writing to their professor. All extension details must be agreed upon by the professor. For extraordinary situations in which a coursework extension beyond the conclusion of the semester is requested, see the *Incompletes* section below.

Withdraw from a Course

A withdraw from a course after the posted Add/Drop deadline and before the withdrawal deadline (the halfway point of the semester) will be marked with a "W" on student transcripts. All withdrawals made after the withdrawal deadline will be marked with a "WF" on student transcripts.

Discontinuance of attendance or giving notice to the professor does not constitute official withdrawal. Withdrawal requests may be submitted in writing to the Registrar.

Leave of Absence

Extenuating circumstances may require that a student apply for a Leave of Absence (LOA), which is defined as a formal and temporary withdrawal from all academic coursework for a fixed period of time. Such extenuating circumstances may include illness, military service, financial exigency, or pressing personal reasons beyond a student's control. Those wishing to apply for a LOA must consult the following policy and discuss the possibility with their advisor before placing a request with the Registrar:

- ❖ Only students currently matriculated in a graduate certificate or graduate degree program are eligible for a LOA;
- ❖ The eligibility to receive federal student loans is dependent on the maintenance of at least half-time student status (1.5 courses for MA students per semester and 2 courses for M.Div students per semester). Before applying for a LOA, students with federal student loans must consult the Director of Admissions and Student Services;
- ❖ Students are eligible for a total of four semesters of leave, with no more than two semesters to be taken consecutively (this excludes Summer Sessions);
- ❖ If a student does not apply for a LOA and does not communicate with the Academics Office, that student may be considered withdrawn from their program.

*Note: If a student is unable to take any classes in the Fall or Spring semesters due to unavailability of courses needed for his or her program, the requirement of applying for a leave of absence may be waived. In such cases, students **must** communicate their situation with their advisor and the Registrar.*

To request a Leave of Absence, please complete [this form](#) and submit it to the Registrar.

Grading Policies

Grading and Status System

The quality of a student's academic work and status is evaluated on the following basis, relative to *letter grade, number grade range, grade point average, and written description*:

Letter Grade/Status	Number Grade Range	Grade Point Average (GPA)	Written Description
A	93-100	4.00	Excellent performance, demonstrating thorough mastery of course material, an appropriate and generous use of sources, outstanding use of language and clarity of expression, and thought-provoking engagement with central topics, problems, and concepts; exceptional work, even as areas of improvement are identifiable.
A-	90-92	3.70	
B+	87-89	3.30	Satisfactory performance, demonstrating sufficient understanding of course material, basic utilization of sources, adequate use of language and general clarity of expression, and an elemental treatment of topics, problems and concepts; acceptable work, even as areas of improvement and inconsistency are apparent.
B	83-86	3.00	
B-	80-82	2.70	
C	73-79	2.00	Marginal performance, demonstrating limited familiarity with course material, poor use of language and unclear expression, and limited competence in treating basic topics, problems, and concepts; less than satisfactory work with serious deficiencies despite evidence of serious effort.
F	0-72	0	Work is unacceptable. No credits earned.
P/F	-	-	A Pass or Fail is granted for the course
I	-	-	Incomplete
W	-	-	Formally withdrew prior to the Withdraw deadline
W/F	-	-	Formally withdrew after the Withdraw deadline
AU	-	-	Auditing

Pass/Fail

Specific courses and experiences are graded on a Pass/Fail (P/F) basis with no impact upon the students Grade Point Average. In order to receive a grade of Pass, all assignments in the course must be completed, the institutional attendance policy must be satisfied, and the student must earn the equivalent of a C or above. A student's work that is evaluated with a 72 or below is granted a Fail.

Incompletes

Incomplete (I) status is granted temporarily when there is a justifiable delay in the completion of course requirements. When a student enrolls in a course for credit, it is assumed that a student will complete the course assignments within the parameters outlined by the course syllabus. In extraordinary situations the student may request Incomplete status until the course assignments may be completed. The following guidelines apply:

- ❖ After discussing the situation with the professor, the student will submit an Incomplete Grade Request Form to the Registrar. The form must include the signatures of the student, the professor, and a well-constructed plan of due dates for course assignment completion;
- ❖ An extension may be granted by the Academic Dean for up to one month (four weeks) from the last day of the given semester;
- ❖ If the course is taught by an adjunct professor and the plan extends beyond the conclusion of the semester of the course, either the professor or the Academic Dean may oversee the Incomplete process;
- ❖ When the student successfully completes the course requirements, the professor (or the Academic Dean) will submit a Grade Change Form to the Registrar reflecting the proper grade for the course;
- ❖ If the student does not successfully complete the course requirements within the approved plan, the student will incur the loss of five course-level grade points per day.

Failures

If a student receives an F for a course, the student has the option of retaking the course during a later semester. Provided the course grade received during the retake is higher than an F, the higher grade replaces the lower on the student's official transcript. Should a student receive an F for the course once again during the retake, the student must receive explicit permission from the Academic Dean to retake the course a third time.

Academic Standards and Policies

The *Academic Standards and Policies* exist to ensure that the School's community of education and formation features order, structure, and precise processes. They are set forth for the good of the student and the good of the School in an attempt to serve and foster the common good of both.

New Student Provisional Semester

The first semester for a newly matriculated student is considered to be probationary in nature and full-time students will not be permitted to take more than three courses at once. Similarly, part-time students are encouraged to take no more than four credits during their first semester. Students who submit at least one incomplete request for a course during this semester will maintain their probationary status into the following semester.

Requests for exception from this policy must be approved by the Academic Dean.

Attendance Policy

St. Bernard's regards student attendance as essential to the academic learning and formation process. Whether interpersonal engagement in the classroom takes place in-person, by way of Zoom, or by way of Canvas, it remains an essential way in which human, spiritual, intellectual, and pastoral formation occurs within the St. Bernard's community. Absences prevent a student from receiving the full formational impact of a given course. An "absence" from class at St. Bernard's is considered either a failure to attend a class session either in-person or by way of Zoom, and/or a failure to participate in course activities on Canvas.

Occasionally an absence may be unavoidable due to personal illness, family emergency, or some other reason. Arrangements for foreseen absences should be made with the professor as far in advance as possible. If the need for an unforeseen absence arises, the student should contact the professor as soon as they are able. The student is expected to watch the recording of any missed class session as soon as they are able. A student may be allowed to make up missed assignments and course tasks at the discretion of the instructor and according to the conditions set forth in the course syllabus; it is the student's responsibility to make arrangements with the instructor to complete missed coursework in a timely fashion. In addition, the instructor may also require compensatory work for missed class sessions should it not be possible for the student to make up a missed assignment.

Excessive absences in a given course will impact a student's grade in accord with the stipulations set forth by the professor in the course syllabus. The School presumes students understand that course attendance is necessary if course requirements are to be fulfilled adequately. A professor may ask a student to justify excessive absences.

For those students enrolled at St. Bernard's in the context of formation for the ministerial priesthood or the permanent diaconate, the Director of Formation within a particular formation program may, over and above the School's policy or the expectations set forth in a course syllabus, make more stringent the policy concerning the number of class sessions a student may excusably miss and the limits of excusable absence from course activities on Canvas in accord with the expectations of the given formation program.

Course Recording Policy

To allow for optimal accessibility, all courses at St. Bernard's are offered in hybrid or online mode and are available to be taken asynchronously. Our asynchronous model includes the recording of all courses, regardless of their mode. Course recordings are protected under the Family Educational Rights and Privacy Act (FERPA) and are accessible by course faculty members and students only for the duration of the semester. At the request of a student, instructors may structure Zoom video recordings to make only their own voice and image accessible. Likewise, in-person classes may also be structured with a designated area for students who wish not to be recorded. Students who choose to exercise this right must notify their instructor at least 24 hours before any course meeting and will be required to participate in class discussion through written submission of comments or questions.

Public distribution of course recordings is prohibited, and any student who is found in violation with this policy will be subject to sanctions for academic and general misconduct, including a failing grade for the course. Students who wish to use or share course recordings outside of the specific course must receive written permission from the School, the instructor, and all those present in the recording.

Students who wish to access course content or recordings after the conclusion of the semester may contact the Registrar.

Credit Hour Policy

Background

The U.S. Department of Education (34 CFR Section 600.2) defines "credit hour" as: "...an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

The Regulations of the New York State Commissioner of Education further state the following in NYCRR 52.2 "Standards for the Registration of Undergraduate and Graduate Curricula" under the section on "Curricula and Awards": "(4) A semester hour of credit may be granted by an institution for fewer hours of instruction and study than those specified in subdivision (o) of section 50.1 of this Subchapter only:

1. when approved by the commissioner as part of a registered curriculum; or
2. when the commissioner has granted prior approval for the institution to maintain a statement of academic standards that defines the considerations which establish

equivalency of instruction and study and such statement has been adopted by the institution.”

St. Bernard’s Credit Hour Policy

St. Bernard’s complies with the above standards for the assignment of credit hours as established by the U.S. Department of Education and by the New York State Commissioner of Education ([See Commissioner’s Regulation Section NYCRR 50.1 \(o\)](#)). In addition, St. Bernard’s is in compliance with policies set forth by The Commission on Accrediting of The Association of Theological Schools, using acceptable and consistent methods for assigning credit hours to all courses and programs of study and conforming to commonly accepted practice in higher education.

The number of credits is included with each course description in the *Course Catalog*, which is available on the Student Resources page on the School’s website. Information about the number of credits, meeting dates and times, classroom location, and mode of delivery is published online and made available to students prior to registration.

Unit of Measurement

All St. Bernard’s courses are assigned credits as a unit of measurement for curricular material regardless of time frame or mode of delivery. A credit is the equivalent of one hour (50 minutes) of face-to-face classroom instruction per week for a semester of approximately 15 weeks. There is an expectation of two hours of outside study by the student for each hour of classroom instruction.

- ❖ Outside study activities may include readings, review of notes, written assignments or journals, group projects, preparation for quizzes or exams, preparation for presentations, or other assigned work as appropriate to the student learning outcomes of the course.

Academic Period and Instructional Time

The traditional academic year consists of a Fall and Spring semester that are approximately 15 weeks in length. Courses are also offered during a Summer semester. This Summer semester is divided into two Sessions that are typically 7 weeks in length.

One credit is awarded for one hour (50 minutes) of classroom instruction per week for the semester of approximately 15 weeks and has a minimum of 15 hours of classroom instruction. If a course meets for one 3-hour class period per week, it is said to be a three-credit course and has a minimum of 45 hours of classroom instruction. If a course meets for one 3-hour class period biweekly, then to be considered as a three-credit course, instructional equivalencies must be developed to bring the hours of classroom time from 24 to 45 hours.

The term ‘hybrid’ is utilized at St. Bernard’s to indicate learning that combines online and onsite modalities, while the term ‘blended’ is utilized to indicate a style of online learning that blends synchronous and asynchronous approaches. Courses offered either as hybrid or entirely online include the same number of hours as equivalent full-semester courses by requiring more frequent meetings, longer meeting times, asynchronous/synchronous online meetings, and/or utilizing instructional equivalencies.

Pastoral Field Education

Pastoral Field education is a sustained immersion experience in which a student can discover, test, and develop their gifts for ministry, with the guidance of a qualified supervisor and the support of regular theological reflection with their advisor. It assists students in the acquisition of skills and self-knowledge in the context of faith, tradition, and active ministry; it also plays an essential role in fostering “a general integration in the formational process forging a close link between the human, spiritual, and intellectual dimensions in formation” (*National Directory for the Formation, Ministry, and Life of Permanent Deacons in the United States*, §126).

Pastoral Field Education requires 50 hours of placement per credit.

- ❖ Three formats are commonly employed:
 - (1) Fall-Spring Sequence – 150 hours (3 credits) taken across two semesters, approximately five hours per week for a regular placement schedule
 - (2) Three-Summer Sequence – 50 hours (1 credit) taken per summer for three consecutive summers, approximately five hours per week for a regular placement schedule
 - (3) Single-Semester Sequence – 150 hours (3 credits) taken in a single semester, approximately 10 hours per week for a regular placement schedule

For further information, see the *Pastoral Field Education Policy Document* in Appendix I or contact the Coordinator of Academic Operations.

Auditing Policy

By auditing a course at St. Bernard’s, a student is invited into the School’s academic community in a unique way. The auditor is invited to join in the classroom community, engage in the class discussions, and take part in the Canvas space for a given course. Auditors are not expected to submit any course assignments or complete any papers. Auditors do not receive a final grade or any credit for the course; the course will appear on the student’s transcript with the notation that it was taken as an audit and not taken for credit. In this way, auditors may take part in the richness of the classroom experience and the educational journey throughout the course without the expectation of assignments or the reception of grades and credit.

It is expected that auditors respect the guidelines for auditing set forth by faculty members in individual courses. Auditors should come prepared to engage in the lecture and class discussions, which may require the completion of some of the course readings ahead of time. In courses with larger rosters, the professor will dutifully strike a balance of participation input; at times, they may need to privilege the participation from credit students over the participation from auditors. Unforeseen absences from class sessions may impact the dynamic of the class; it is expected that auditors will inform their professor(s) if they will not be attending a class session. Should an auditor wish to complete course assignments informally, the professor will determine whether feedback is able to be given on a case-by-case basis.

Auditors may change their status during the semester and take the course for credit. For further information on this process, see the *Change Course Status* section above.

Tutorial and Independent Studies

A student may seek to study with a professor independently or with others by way of a course offering that fulfills a degree requirement and is not already being offered within a given semester. All such studies must be documented via a written agreement, which will be completed, approved by the professor and the Academic Dean, and submitted to the Registrar before the start date of the study. All such studies begin and end within a regular academic term; any proposed exceptions must be approved by the Academic Dean.

There are two types of such studies:

1. a Tutorial Study is a course that is regularly offered but is sought outside of those offerings for scheduling and/or curricular need;
2. an Independent Study is a course that provides the student with an opportunity to pursue guided research in a subject that is not treated by regularly offered courses but which still fulfills a degree requirement.

The professor will specify appropriate course requirements in a course syllabus as is done for a typical course offering. The course requirements will be the same as other courses, though the number of class sessions may vary when compared to a typical course offering. Tutorial Studies must match the minimum instructional time and minimum out-of-class student work per week assigned during a typical offering of the course. Credit hours for Independent Studies are assigned based on the amount of academic activity associated with the course, the faculty supervision, and the amount of outside study. Most independent study courses are approved for 3 credit hours.

Transfer Credit

Transfer credit refers to the acceptance of course credit taken at another institution either prior to or during studies at St. Bernard's. The acceptance of transfer credit is governed by the following criteria:

- ❖ To be eligible for transfer, credit must be (a) from another institution accredited by the Association of Theological Schools (ATS) or a regional accrediting agency of adequate standing, (b) a course in which the student has received a grade of B- or above, and (c) consistent with St. Bernard's mission and vision;

- ❖ An official transcript must be provided for all proposed transfer credit coursework;
- ❖ The acceptance or denial of transfer credit is determined on the basis of the accreditation of the sending institution as well as the course equivalencies and comparison with St. Bernard's curricula and standards. Courses that are accepted for transfer should be substantially equal in quantity and quality to the St. Bernard's work for which they are offered as a substitute. The Academic Dean will make the final determination concerning the acceptance or denial of transfer credit;
- ❖ The total number of transfer credits should not exceed one-third of the total curricular requirements for a graduate degree program and should not exceed one-fifth of the total curricular requirements for a graduate certificate program.

Shared Credit

Shared credit refers to course credit taken towards a program at St. Bernard's that may also be counted towards a second program at the School. Shared credit may be granted successively (when a student completes one program before beginning the second) or simultaneously (when a student is enrolled in two programs at the same time). The granting of shared credit is governed by the following criteria:

- ❖ The acceptance or denial of shared credit is determined principally on the basis of ensuring that each program retains its clear integrity, meets the applicable accreditation standards, and serves to appropriately achieve its learning outcomes;
- ❖ The Academic Dean will make the final determination concerning the acceptance or denial of shared credit;
- ❖ The following represent acceptable scenarios for the application of shared credit in light of the School's program curricula and outcomes:
 - Should a student wish to enroll in the MDiv degree program after completing the MAPS degree program, all credit earned towards the MAPS degree program will count towards the MDiv degree program;
 - Should a student wish to enroll in the MATS degree program after completing a Certificate or Graduate Certificate program in theology, all credit earned towards the Certificate or Graduate Certificate program will count towards the MATS degree program.
- ❖ In order to be accepted as shared credit, at least one-third of the credits for a second program must be earned while the student is enrolled in that program.

Cross-Registration at Consortium Schools

St. Bernard's is a member of the *Rochester Consortium of Theological Schools*, which is comprised of St. Bernard's, Northeastern Seminary, and Colgate Rochester Crozer Divinity School. The *Consortium* is a great gift to each member school and to the general public, as it provides dynamic and diversified opportunities for theological study in the greater Rochester region, especially through formal cross-registration agreements.

While an individual agreement must be completed for a cross-registration event with a particular school, general cross-registration procedures are as follows:

- ❖ Cross-registration is available to students matriculated into a Master's degree program at their home institution;
- ❖ The desired course at a host institution should be applicable towards the student's Master's degree program at their home institution;
- ❖ Required courses should normally be taken at the student's home institution, with exceptions provided at the discretion of the Academic Dean;
- ❖ Courses taken at the host institution are governed by the academic policies of the host institution (e.g., course requirements, grading policy, etc.);
- ❖ Registration for students seeking cross-registration depends upon seat availability in the desired course.

Contact the Registrar for further information concerning coursework completion by cross-registration, including the pathway to take advantage of this opportunity.

Cross-listed Courses

St. Bernard's courses are differentiated into two departments of focus: theology and philosophy. Theology courses are designated by the utilization of three numbers, preceded by an A, B, C, or D. These letters correspond to the following: Area A: Biblical Theology, Area B: Historical Theology, Area C: Systematic Theology, Area D: Pastoral Theology. Philosophy courses are designated by the utilization of three numbers, preceded by a CP. These letters stand for Catholic Philosophy, which is the focus of the Master's degree program these courses primarily serve (i.e., the Master of Arts in Catholic Philosophy).

Because theology and philosophy represent two disciplines which, though distinct, are integrally related, St. Bernard's considers all theology and philosophy courses to be cross-listed for general elective course requirements unless otherwise indicated. For example, a three-credit theology course will satisfy a three-credit general elective within the Master of Arts in Catholic Philosophy; likewise, a three-credit philosophy course will satisfy a three-credit general elective within the Master of Arts in Pastoral Studies.

Courses from another department may not be utilized for an explicit course requirement in a graduate degree program. This applies also to the Master of Arts in Theological Studies, wherein a philosophy course may not be cross-listed to satisfy a required concentration course in one of the four theological areas.

Course Substitutions

At St. Bernard's, a course substitution is the replacement of a required course within an academic program with a non-required course. The proposed course substitution must align with the aims of the required course and must help achieve the goals of the student's academic program. All proposed substitutions must be discussed with the student's advisor and approved by the Academic Dean.

Grade Review Policy

Students at St. Bernard's have the right to review with the faculty member any work submitted towards satisfaction of the requirements for credit in any course. It is not the obligation of the faculty member

to justify or to document in detail the grade given. Nevertheless, students are entitled to discuss the following:

- ❖ The particular strengths and weaknesses of a student's examination, paper, presentations, class participation, or any other work;
- ❖ The general grading scale utilized to evaluate a student's work;
- ❖ The relative ranking of a student's work when measured against the quality of all other work in the class.

If a student believes that a faculty member has not complied with this right to review (as described above) in some material respect, or if a student believes that a faculty member has given a grade arbitrarily or assigned a grade without regard for the criteria, requirements and procedures of the course stated in the syllabus or guidelines for assignment, see the *Resolution Process for Academic Grievances* section below.

Once a final course grade has been finalized on a student's transcript and has remained as such through the end of the next regular semester in which the student is enrolled, it is considered permanent and changes will not be permitted. Requests for exceptions will be approved at the discretion of the Academic Dean.

Disability Accommodation

Disability Accommodation Policy

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

Persons eligible for accommodation under this policy include all students enrolled in courses for credit at St. Bernard's, whether full-time or part-time, matriculated or non-matriculating. Only students who identify themselves as having a disability and seek accommodation using the procedures described in this policy are eligible.

Request and Documentation for Disability Accommodation

A student seeking a disability accommodation must submit the *Disability Accommodation Request Form* (available either on St. Bernard's website under the tab "Student Resources," or upon request from the Director of Admissions and Student Services, Mr. Matthew Brown at 585-271-3657, option 2, or by email at Matthew.Brown@stbernards.edu). The student assumes full responsibility for providing all necessary documentation to support sufficiently the existence of a disability and/or the need for reasonable accommodation. The documentation should include a recent professional evaluation which identifies the disability, challenges to the process of learning due to the condition, and, if possible, recommendations for specific accommodations. Reports must be provided by a qualified professional, most often a physician, educational diagnostician, learning disability specialist, or mental health professional who is not a relative. When tests or measurements have been instrumental in the diagnosis of a disability, a written report thoroughly describing testing procedures followed, instruments used, and test results/interpretation is expected. Except for documentation of permanent physical and sensory disabilities, the information provided should be based on diagnostic work no older than three calendar years. All documentation must contain the name, title, and professional credentials of the evaluator. The information contained in the report is kept confidential unless the student specifically authorizes disclosure. The student will be expected to authorize the release of information before accommodation requests are shared with faculty or other appropriate personnel.

Examples of Specific Accommodations

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

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

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

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

Duration of Degree Programs

Students at St. Bernard's are expected to complete their degree program within a reasonable period of time in order to ensure the achievement of educational goals. Master of Divinity students are expected to complete their degree program within eight years from their matriculation date; Master of Arts students are expected to complete their degree program within six years from their matriculation date. Exceptions to these expectations are approved on a case-by-case basis by the Academic Dean.

Academic Probation and Dismissal

When a student's cumulative GPA falls below 3.0 in a given semester, academic probation automatically commences for the following semester of coursework. A student is removed from academic probation when their GPA returns to 3.0 or above. If the cumulative GPA remains below 3.0 for three consecutive semesters, the student will be dismissed from the program. Re-admittance to a program at St. Bernard's is possible after one full year and upon the recommendation of the former faculty advisor.

Resolution Process for Academic Grievances

Introduction

The Resolution Process for Academic Grievances is designed to establish a formal process for resolving concerns and grievances brought by students related to academic matters as outlined below. St. Bernard's strives to foster harmonious and respectful relationships among students and faculty. To this end, candid and informal discussions between students and faculty members are encouraged as a means of arriving at mutually satisfactory solutions to problems or grievances. If the informal attempts at resolving grievances are not successful, the formal Resolution Process may be necessary. Participation in the use of the Resolution Process shall not subject the student to reprisal in any way nor shall it affect the student's grades or evaluations.

Grievances under this procedure include disputes over:

- ❖ Course and graduation requirements, thesis committee and/or advisor decisions;
- ❖ Non-compliance with the student's right to review grades, or if a student believes that a faculty member has given a grade arbitrarily or capriciously assigned or assigned without regard for the criteria, requirements, and procedures of the course stated in the syllabus or guidelines for assignment;
- ❖ Class attendance and participation.

Informal Resolution

Students are encouraged to discuss the problem with the faculty or staff member concerned within 60 days from the time the student became aware of the problem.

Formal Resolution Process

If the complaint is not resolved through informal conversation and the student chooses to pursue the matter further, the following formal process will take place:

- ❖ A written request for a formal Resolution Process must be submitted to the Academic Dean within 10 days of the unresolved discussion attempt. The written request should include a clear, concise statement regarding the time and nature of the grievance and the policy or procedures thought to be violated;

- ❖ A copy of the complaint letter will be given to all parties involved in the matter;
- ❖ The Academic Dean shall refer the matter to a Special Advisory Committee instituted *ad hoc* consisting of a faculty member, a staff member, and a student. The Special Advisory Committee will investigate the complaint and make a written recommendation to the Academic Dean;
- ❖ The decision of the Academic Dean will be final.

Professional Standards and Policies

Classroom Behavior

As members of a Catholic community of education and formation, all faculty and students at Saint Bernard's are called to the work of building a classroom environment that promotes the thoughtful exchange of ideas and the free sharing of opinions in an atmosphere of charity. In keeping with Saint Bernard's commitment to hybrid education, faculty are charged with engaging students respectfully in both in-person and online settings. At the same time, students are expected to engage with their professors and other students constructively and respectfully as they attend classes in-person, over Zoom, and/or on Canvas.

Instructors are encouraged to include guidelines for classroom behavior in their syllabi, and students are expected to familiarize themselves with these policies.

The following are expectations regarding student behavior that apply to all students, in every learning space, in-person or online. At all times, students should strive to:

- ❖ Arrive to class on time and avoid leaving early;
- ❖ Avoid speaking out of turn;
- ❖ Avoid monopolizing discussion;
- ❖ Refrain from talking with others during class (including over the "chat" function in Zoom);
- ❖ Use electronic devices and cell phones exclusively for the sake of facilitating class participation (e.g., for notetaking or internet searches);
- ❖ Record classroom activities only with the permission of the instructor;
- ❖ Comply with all instructions given by the instructor;
- ❖ Speak and/or write with charity, patience, and respect for the dignity of each person.

Students who are attending class via Zoom engage constructively and respectfully with their professor and their peers when they:

- ❖ Remain attentive and "on screen" during the entire class, with video turned on when feasible;
- ❖ Minimize background and environmental distractions;
- ❖ Unmute to speak and mute when not speaking;
- ❖ Utilize the chat function as requested by the professor; chat should not be used to pass virtual notes.

Examples of unacceptable behavior include:

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

Students who fail to adhere to these policies will be subject to appropriate sanctions as outlined by the procedures below.

These procedures do not replace or preclude local, state, or federal laws concerning unlawful behaviors inside or outside the classroom, including those concerning the health and safety of class members or the instructor.

Procedures:

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

Academic Dishonesty Policy

Academic honesty is a foundational aspect of St. Bernard's mission as a Catholic institution of higher education. Academic dishonesty, including such practices as cheating, plagiarism, and fabrication, undermines the learning experience and is inconsistent with the ethical standards of this School. Since such dishonesty involves fraud and deceit, it is corrosive of the intellectual principles of the School and damages the sense of trust and community among students, faculty, and administrators.

This policy sets forth the standards of academic honesty which student members of our academic community are expected to follow. The faculty is also bound to adhere to the strictest standards of academic honesty. All members of the academic community have an obligation to familiarize

themselves with these standards and to conduct themselves in accordance with both their letter and their spirit.

Accompanying this policy are procedures that set forth a system for enforcement of these standards, including the application of sanctions where violations have been found. Sanctions are necessary to demonstrate that Saint Bernard's treats violations of academic honesty seriously and will act aggressively, when necessary, to deter wrongdoing. The effectiveness of the enforcement scheme depends in large measure on the conscientious cooperation of members of faculty in the implementation of the standards. Faculty members are therefore charged with the responsibility of seeking to ensure student compliance with the requirements and initiating enforcement proceedings where appropriate.

All students and courses, whether face-to-face or online, must adhere to the academic integrity standards of the School.

General Provisions

1. This policy supersedes all earlier and other statements on academic dishonesty published or appearing anywhere before its approval;
2. This policy applies to all academic conduct in the broadest sense, including submitted drafts and final coursework, research, comprehensive examinations, and the preparation of theses or dissertations;
3. Sanctions for violations of this policy, which may include the revocation of a previously awarded degree, certificate, or award, may be applied whenever a determination is made that a violation has taken place;
4. Confidentiality shall be observed in all proceedings under this policy, to the extent possible, except where otherwise specifically provided;
5. The faculty member is the individual who has initial responsibility for initiating the procedures provided in this policy. The Academic Dean shall maintain the case file containing the relevant documents;
6. The Registrar maintains a record for each student, which will include a listing of incidents of academic dishonesty that have been reported by the Academic Dean in accordance with this policy and after all appeals and/or periods of appeal are over. The record will be confidential and information contained therein will be made available only as authorized by this policy;
7. If information is received by a member of the Saint Bernard's community alleging that a graduate of the School engaged in academic dishonesty at the time he or she was a registered student but the alleged dishonesty was discovered after graduation, the information shall be brought to the attention of Academic Dean, who shall determine the procedures to follow and the appropriate sanction.

Categories of Academic Dishonesty

The following are the major categories of academic dishonesty:

1. Plagiarism is the act of presenting the work or methodology of another as if it were one's own. It includes quoting, paraphrasing, summarizing, or utilizing the published work of others without proper acknowledgment, and, where appropriate, quotation marks. Most frequently, it involves the unacknowledged use of published books or articles in periodicals, magazines, newspapers, and electronic media. However, any unacknowledged use of another's words, ideas, or electronic processes constitutes plagiarism, including the use of papers written by other students, oral presentations, interviews, radio or TV broadcasts, any published or unpublished materials (including Web-based materials, letters, pamphlets, leaflets, notes or other electronic or print documents), and any unauthorized or inadequately credited use of foreign language, scientific and/or mathematical calculation and/or modeling programs or online services;
2. Improper use of one's own work is the unauthorized act of submitting work for a course that includes work done for previous courses and/or projects as though the work in question were newly done for the present course/project;
3. Fabrication is the act of artificially contriving or making up material, data, or other information and submitting this as fact;
4. Cheating is the act of deceiving, which includes such acts as receiving or communicating information from another during an examination, looking at another's examination (during the exam), using notes when prohibited during examinations, using electronic equipment to receive or communicate information during examinations, using any unauthorized electronic equipment during examinations, obtaining information about the questions or answers for an examination prior to the administering of the examination, or whatever else is deemed contrary to the rules of fairness, including special rules designated by the professor in the course;
5. Attempts to engage in any of the conduct described above or the facilitation of any of this conduct by another individual will be treated as conduct constituting academic dishonesty for purposes of this policy;
6. The preceding forms of academic dishonesty are stated in general terms. Individual professors may deem it appropriate to supplement the present statement of policy with specific interpretations that relate its terms and provisions to work submitted for individual courses.

Enforcement Procedures

1. When a faculty member suspects that an incident of academic dishonesty has occurred, the faculty member should communicate in writing and promptly arrange a conference with the student to discuss the matter. The faculty member may consult with the Academic Dean on the issues involved but will not discuss prior infractions of the student. At the conference, the faculty member will inform the student of his or her concerns, and the student will be given the opportunity to present his or her version of the facts. No one else will be present at this conference;

2. Once an allegation of suspected academic dishonesty has been communicated to the student, the student may not withdraw from the course or academic project in question;
3. After their conference, or if the student does not respond in a timely fashion to the offer to confer with the faculty member, the faculty member may conduct further investigation regarding the matter as the faculty member deems appropriate. On the basis of the facts, the faculty member will decide whether an act of academic dishonesty has taken place;
4. If the faculty member decides that an act of academic dishonesty has taken place and imposes a sanction, the faculty member will make a written record of the disposition of the matter, including the facts on which he or she relied. The faculty member will retain a copy for the faculty member's file, and communicate the decision to the student. The faculty member will also report this decision to the Academic Dean;
5. Upon receiving the faculty member's decision, the Academic Dean, in certain circumstances, may decide to increase the sanction. A decision to suspend or expel a student from the School may only be made by the Academic Dean. This decision may be based on the existence of incidents and/or other aggravating circumstances. If the sanction is to be increased, the Academic Dean shall prepare a written decision, which states the Academic Dean's conclusions and the facts upon which the Academic Dean relied. The student shall be informed in writing in a timely fashion of the decision;
6. The case file concerning academic dishonesty shall be maintained by the Registrar and shall consist of any of the following documents that pertain to the matter: any and all documents containing the alleged academic dishonesty, other relevant documents submitted, correspondence, formal notes and narratives of the professor and/or Academic Dean.

Sanctions

The availability and the imposition of meaningful sanctions communicate a message to the community that the School treats the standards of honesty set forth in this policy with the greatest seriousness and that infractions of these requirements will be pursued and punished.

The presumed sanction for students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of a student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate.

When a graduate of the School is found to have engaged in academic dishonesty, revocation of a degree, certificate, or other recognition previously awarded may be considered as a possible sanction.

In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.

Appeals

1. All students have the right to present their perspective on the incident to the Academic Dean for his decision. All requests for appeal should be communicated to the dean in writing within fifteen (15) days of the written communication of the decision by the faculty member.
2. The Academic Dean shall evaluate the appeal. The burden of proof shall be on the student challenging a determination and that burden must be satisfied by the preponderance of the evidence. Preponderance of the evidence means that a greater weight of the evidence is required in order to decide in favor of one side over the other, to determine whether a fact is true and/or to establish that an event occurred. The decision that a preponderance of the evidence exists must be based on the more convincing evidence and its probable truth of accuracy, not on the amount of evidence available. The Academic Dean may affirm the faculty member's decision if the Academic Dean deems the appeal to be frivolous or without merit, which shall be communicated in writing to the student.
3. If the Academic Dean finds that the student has not engaged in academic dishonesty, there will be no entry relating to the incident held by the Registrar. If, on appeal, the determination of academic dishonesty is upheld but the sanction is modified, the Registrar's entry will reflect that new sanction.
4. A copy of the Academic Dean's written decision shall also be sent, as appropriate, to the faculty member and to the Registrar after all appeals and/or periods of appeal are over.

Student Records

All student information is handled with respect for its confidentiality. Policies under the category of Student Records are taken from federal law, particularly the Family Educational Rights and Privacy Act of 1974, which is outlined below.

Student Information Access and Privacy Policy

The Family Educational Rights and Privacy Act (FERPA) of 1974 and its subsequent amendments outline the criteria for student information access and private policy procedures at St. Bernard's.

Under FERPA, students over the age of eighteen have the right to:

- ❖ inspect their student academic file within 45 days of St. Bernard's receiving a request for access;
- ❖ request amendment to their academic file if there is found in it any false or inaccurate information; and
- ❖ consent to the disclosure of personally identifiable information (PII) found in their academic file.

Requests for inspection and/or amendment of a student's file must be made in writing and submitted to the Registrar.

PII that meets the criteria for Directory Information as determined by St. Bernard's may be disclosed by the School without consent from a student. This includes:

- ❖ Full Name;
- ❖ Photo(s), including Populi profile picture, if provided, and photos taken at public events at St. Bernard's campus;
- ❖ Academic program(s) and degree(s);
- ❖ Projected graduation date;
- ❖ Institutional email.

Students who wish to withhold their Directory Information must submit a completed and signed Directory Information Withhold/Release Form to the Registrar within 30 days of the start of the Academic Year or the start of the student's first semester at St. Bernard's. Once received, requests will be honored for one year. Students who do not submit this Form by the annually communicated census date automatically elect to release their Directory Information.

Student Files are viewable by the Registrar alone and may be disclosed to designated School Officials only in cases where there is legitimate educational interest. St. Bernard's School Officials include:

- ❖ The Registrar and Coordinator of Academic Planning;
- ❖ The Vice President and Academic Dean;
- ❖ The Director of Admissions and Student Services;
- ❖ The Coordinator of Academic Operations;
- ❖ Faculty;
- ❖ Formation Leaders.

Academic Transcripts

Unofficial transcripts are available for students to view and print from their Populi account at any time. Requests for official transcripts in encrypted PDF or physical form may be made through Populi for a Transcript Request Fee of \$10.00.

Recommendation/Reference Letters from Faculty/Staff

Students or alumni may request letters of recommendation or reference either from faculty or staff members at St. Bernard's; such requests may be made directly with the faculty or staff member via email. Please note that for faculty letter requests, a student should have already completed at least one full class with the professor before requesting a recommendation or reference letter from them. If a student is seeking contact information for a former faculty or staff member, he or she may contact the Registrar for assistance.

Students or alumni who request a letter of recommendation should provide the following information to the faculty or staff member:

- ❖ The reason for the request;
- ❖ To whom to address the letter;
- ❖ The address for the recipient and the mode for sending the letter (i.e., paper mail or email);
- ❖ Basic context concerning the occasion for the letter;

- ❖ The deadline for sending the letter.

Faculty or staff members are free to decline a request to write a letter of recommendation and should let the student know this information as soon as possible.

Letters of recommendation should address the quality of a student's academic work, classroom engagement, and other professional skills/habits. Per FERPA rules, faculty or staff members may not disclose personally identifiable information from a student's education record in a letter of recommendation (grades, GPA, etc.) without a signed release from the student which:

1. specifies the records that may be disclosed;
2. states the purpose of the disclosure; and
3. identifies the party or class of parties to whom the disclosure can be made.

Faculty may also request that a student waive their right of access to the recommendation thereby ensuring confidentiality. In this case, the signed waiver should be retained by the faculty member.

The letter of recommendation must be forwarded to the Academic Dean, who will approve its placement on St. Bernard's institutional letterhead.

Tuition and Fees

The *Tuition and Fees* information and policies given below ensure that the student is aware of their financial responsibilities to the School. The tuition and fees collected for each program are essential for the building up of the School's community of education and formation; they are determined through careful deliberation and are subject to change for each academic year. Students may always access the "Tuition, Fees, and Financial Aid" page on St. Bernard's website for current figures.

Tuition Amount for Present Year

- ❖ Graduate Degree and Graduate Certificate Credit Tuition per Credit Hour: \$735.00;
- ❖ Audit Tuition per Credit Hour: \$105.00.

Fee Schedule for Present Year

- ❖ Application Fee: \$75.00;
- ❖ Registration Fee (charged once per semester): \$45.00;
- ❖ Late Registration Fee (in addition to the regular Registration Fee, as applicable): \$70.00;
- ❖ Graduate Credit Technology Fee (charged per credit taken): \$15.00;
- ❖ Audit Technology Fee (charged per credit taken): \$5.00;
- ❖ Graduates' Colloquium Fee: \$75.00;
- ❖ Graduation Fee: \$225.00;
- ❖ Transcript Request Fee: \$10.00.

Billing Policy

Bills are normally created and applied the week before classes are scheduled to begin. Bills are due 30 days from the billing date.

When you register for courses at St. Bernard's, charges are applied to your student account. These charges are reflected on your student bill, which also includes payments and any received or authorized financial aid. Bills are in the student's name and reflect transactions that are on the student's account. The student is ultimately responsible for any balance due.

Funds or grants from other sources such as a local parish, diocese, supporting organization, employer, and/or federal student loan must be communicated to the Finance Office along with contact information from the paying entity prior to the due date in order to avoid delinquency. In the event that the paying entity defaults on their obligation, the student is ultimately responsible for the balance.

Payment Policy

The payment policy at St. Bernard's is as follows:

1. Special arrangements may be made with the Finance Office for an extended payment schedule with final payment made before the end of the semester. The request for an extended payment schedule should be submitted by filing a one-page statement of rationale concerning why such an arrangement is necessary. A mutually agreed-upon arrangement should be made prior to the beginning of classes. If payments are not made within 7 days after the due-dates within the agreed-upon schedule, the student may lose the benefit of extended payments in the future;

2. If the payment plan time frame required is longer than the semester, a student loan should be considered.

Refund Policy

Should the student withdraw from a course, he or she is responsible for all tuition and fees as per the refund schedule below. The refund is based on the date of official withdrawal (see note below). If the student has paid in full for the course, a refund will be issued per the schedule below. Should St. Bernard's cancel a course, the School will refund all tuition and fees.

Refund Schedule (relative to the day classes begin as communicated in the Academic Calendar):

- ❖ Within 14 days: 100% tuition and tech fee refund;
- ❖ Within 28 days: 60% tuition and tech fee refund;
- ❖ After 28 days: no refund.

Note: Discontinuance of attendance or giving notice to the professor does not constitute official withdrawal. The student must make an application for withdrawal or for a change in class schedule in writing on an official Add/Drop and Course Status Change Form, obtainable from the Registrar's Office. The completed form must be submitted to the Registrar.

If a student is on an extended payment schedule, he or she should check with the Finance Office upon dropping a course to learn of any financial liability. Withdrawal from a course would also result in loss of scholarships and tuition assistance. The student would be completely responsible for all financial obligations.

Delinquent Account Policy

Students whose account is more than 30 days past due will not be able to register for courses in following semesters until payment is made. Additionally, the granting of degrees and the issuance of transcripts are subject to the fulfillment of all financial obligations. Past due accounts may be subject to collection procedures.

Financial Aid

Primary Scholarship, Financial Aid, and Tuition Assistance Opportunities

St. Bernard's recognizes the significant financial expense of graduate education. In order to assist students who are otherwise unable to bear the full financial burden of graduate study on their own, St. Bernard's offers several forms of financial assistance:

Benefactor Scholarships

In support of the School's strong commitment to excellence in preparing men and women for leadership within the Church, endowed scholarships have been established through the support of individuals who have pledged gifts in order to make graduate theological education financially feasible for men and women across the country. Eligibility for scholarships is varied based on benefactor restrictions. Not all scholarships may be open to all students; the Director of Admissions & Student Services will determine your eligibility after you have completed the Financial Aid Application. The following Benefactor Scholarships are available to matriculated and non-matriculating students in graduate degree programs:

- ❖ Basilian Scholarship
- ❖ G. Marion Kinget Memorial Scholarship
- ❖ O'Neil-Hennessey Scholarship
- ❖ Joan Pearson Scholarship
- ❖ James and Carolyn Russell Endowed Scholarship
- ❖ Grace Carnes Scholarship
- ❖ Bishop Matthew Clark Scholarship

External Scholarships

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

Diocese of Rochester Tuition Assistance

Students who reside in the Roman Catholic Diocese of Rochester (DOR) are eligible for tuition assistance from the Diocese. This aid covers up to 25% of the tuition cost for one or more courses taken during an academic year. Eligibility for DOR tuition assistance is determined and processed through the Financial Aid Application.

Diocese of Albany Tuition Assistance

Students who reside in the Roman Catholic Diocese of Albany (RCDA) are eligible for tuition assistance from the Diocese. This aid covers up to 25% of the tuition cost for one

or more courses taken during an academic year. Eligibility for RCDA tuition assistance is determined and processed through the Financial Aid Application.

Diocese of Syracuse Tuition Assistance

Students who reside in the Roman Catholic Diocese of Syracuse (DOS) are eligible for tuition assistance from the Diocese. This aid covers up to 1/3 of the tuition cost for courses taken during an academic year. Eligibility for DOS tuition assistance is determined and processed through the Financial Aid Application.

Jordan Parish Assistance Program

Students who reside in the Diocese of Buffalo are eligible for the Jordan Parish Assistance Program (JPAP). This program is open to all Buffalo-based students, matriculated and non-matriculated, regardless of religious denomination. This aid covers 50% of the tuition cost for courses taken during an academic year, while the student's parish covers 25%, leaving the student with 25% of the tuition plus all fees. Students are required to submit a new sponsorship form from their parish each academic year. Eligibility for the JPAP is determined and processed through the Financial Aid Application.

Other Financial Aid Options

Veteran's Benefits (GI Bill®)

Educational benefits in the form of grants are available for veteran students studying full-time or part-time at St. Bernard's. Benefits may also be available to spouses and/or children of disabled/deceased veterans as well as those in the National Guard/Reserve. For more information on Veteran's Educational Benefits go to www.gibill.va.gov.

Veterans Benefits and Transition Act of 2018, Section 103 Policy: This policy hereby upholds the additional subsection of section 103, PL 115-147, 38 US Code 3679 of the Veterans Benefits and Transition Act of 2018. This additional subsection covers individuals receiving educational assistance under Chapter 31 or Chapter 33. Student receiving educational assistance under Chapter 31 or Chapter 33 and who are in compliance with necessary paperwork and appointments will not receive any penalty by St. Bernard's due to any delay of disbursement of funding from the Department of Veterans Affairs.

Federal Student Loan Program

Students who are matriculated in an academic program and enrolled in at least part-time study may apply for long-term, low-interest Federal Direct Stafford Loans. To learn more about the Federal Stafford Loan Program please visit: <https://studentaid.gov/understand-aid/types/loans/subsidizedunsubsidized>. Contact the Director of Admissions & Student Services and the Financial Aid Coordinator before applying.

Capital Campaign Leadership Grant

This scholarship for Leadership Development in the Diocese of Albany supports the initial and ongoing formation of leaders in the Diocese of Albany. For more information about the Capital Campaign Leadership Grant, contact Dr. Marco Stango at marco.stango@stbernards.edu.

Parish Support

Some pastors/pastoral administrators will contribute to the education of their staff and/or volunteers. Students interested in seeking parish support are strongly encouraged to reach out to their parish for assistance.

Application Process

Eligibility Requirements

In order to qualify for funds from a benefactor scholarship or diocesan tuition assistance an applicant must meet the following minimum criteria:

- ❖ Engage in full-time or part-time study within a graduate program (excluding those in formation programs for the priesthood or the permanent diaconate):
 - Full-time study = 9 credits or more per semester;
 - Part-time study = 3 to 8 credits per semester;
- ❖ Complete and submit the Financial Aid Application: <https://stb.highland.dev/Financial-Aid-Application-2022-2023.pdf>;
- ❖ Complete the FAFSA, found at <https://studentaid.gov/h/apply-for-aid/fafsa>;
- ❖ Give evidence of academic promise, as determined by the Admissions Committee.

Annual Application Process

Financial aid applicants seeking diocesan tuition assistance and/or scholarships should submit a completed Financial Aid Application by April of any given year for the following Summer, Fall and Spring semesters. Applicants who are unable to meet this deadline should submit applications by July for the Fall term and by November for the Spring term. Although Financial Aid Applications are accepted throughout the year, applications received in April are given priority.

Returning students should meet with their faculty advisors before filling out Financial Aid Application in order to accurately project the total number of courses to be taken during the upcoming semesters. Once the Financial Aid applications are received and reviewed, each applicant will receive notification of the decision regarding their financial aid award via Populi. St. Bernard's generally awards scholarships according to the financial need of the student (need-based). All decisions regarding the awarding of scholarships are kept strictly confidential.

Library Services

The mission of library services at St. Bernard's is to foster and deepen the formational aims of the School's academic programs by providing access to the philosophical, theological, and cultural heritage of the Catholic intellectual tradition. The library provides resources and services that aid the academic community in achieving their curricular, research, and formational goals, serving as the fundamental resource hub for content-related materials in order to:

- ❖ Support the coursework needs of graduate students;
- ❖ Enrich the research and scholarly needs of graduate students and faculty members;
- ❖ Provide curated access to collections that facilitate growth in the intellectual, pastoral, spiritual, and human dimensions of formation;
- ❖ Enable the academic community to access materials located inside the immediate library system and its partner institutions;
- ❖ Foster the habits of mind and dispositions of character requisite for a genuine engagement with the Catholic intellectual tradition.

The administration and staff of St. Bernard's work diligently to ensure that access to appropriate resources is maintained for students in the local, regional, and national communities that the School serves.

Campus-Based Library Services

Library and study environments are available to students by visiting either the Rush Rhees Library of the University of Rochester or the Russell Library of St. Bernard's Rochester campus. The Rush Rhees library is at the heart of the University of Rochester campus, houses most of the University of Rochester's physical collection, and provides ample and comfortable furnishings and space for students to study and conduct research.

Rochester Campus

The University of Rochester Rush Rhees Library:

The Rush Rhees Library is the primary lending library for faculty and students at St. Bernard's. The theological collection belonging to St. Bernard's Seminary was merged with the University of Rochester collections, creating an academic resource which constitutes one of the premier libraries in North America. Students at St. Bernard's are given access to both the physical and electronic databases through the University of Rochester, providing a plethora of research resources for faculty and students alike.

Russell Library:

The Russell Library at St. Bernard's houses the physical collections of the Rochester campus, featuring condensed shelving units that house most of the library's nearly 4,000 volumes. There are desks and tables for about 10-20 students for study during the campus' hours of operation. Books may not be checked out or removed from the library. An online catalog for this collection is available in Populi and may be searched by author, title, and key word. The computers in the library have internet access for research purposes.

Inter-Library Loan and Library Courier Service:

Students may take advantage of the Inter-Library Loan (ILL) services offered by the Rush Rhees Library, which provides access to materials held at other libraries around the country. This service is available via a NetID assigned by the Rush Rhees Library staff.

Students and faculty are welcome to pick up and return materials obtained from the Rush Rhees library collections or materials received via ILL from the University of Rochester campus. There is also a courier service that transports desired materials between the Rush Rhees Library and St. Bernard's once a week.

Online Library Services

Through the University of Rochester, all students at St. Bernard's have access to tailored information literacy support via subject-specific librarians and the [LibGuides](#) that they curate as pathfinders for students seeking information. There is also an [orientation page](#) on the LibGuide for Religion and Theology that is specifically created for helping St. Bernard's students. A subject-specific librarian can be reached by email or phone, and general library assistance is available by visiting the Rush Rhees Library or by using the Live Chat feature on the University of Rochester Libraries' website.

Current students can obtain a University of Rochester library NetID free of charge for the duration of their time as a St. Bernard's student. The NetID will allow you to log in to the University of Rochester online databases. For further information about this resource, visit the University of Rochester River Campus Libraries website and/or the *Student Resources* tab on the St. Bernard's website.

Through the University of Rochester and the NetID assigned by the Rush Rhees Library staff, access is provided to over 676 databases, of which at least 33 are relevant to the curriculum at St. Bernard's. Incorporated into these database listings are also the University of Rochester's eBook databases and holdings. Each eBook database has an extensive listing of resources available for students to download. The ProQuest eBook Central listings for Religion alone offers access to over 17,000 eBook titles. Databases of particular note are:

- ❖ ACLS Humanities E-Book
- ❖ Acta Sanctorum
- ❖ American Theological Library Association (ATLA) Historical Monographs Collection: Series 1
- ❖ American Theological Library Association (ATLA) Historical Monographs Collection: Series 2
- ❖ American Theological Library Association (ATLA) Religion
- ❖ Cambridge Companions Online
- ❖ Classic Sermon Index
- ❖ CREDO Reference
- ❖ EBSCO eBook Collections
- ❖ Encyclopedia of the Bible and its Reception
- ❖ Europa Sacra
- ❖ Gale Virtual Reference Library (which includes The New Catholic Encyclopedia)

- ❖ Humanities Full Text
- ❖ JSTOR
- ❖ Loeb Classical Library
- ❖ New Testament Abstracts
- ❖ Old Testament Abstracts
- ❖ Oxford Bibliographies Online--Biblical Studies Segment
- ❖ Oxford Scholarship Online - Religion Segment
- ❖ Patrologia Latina
- ❖ Project Muse
- ❖ ProQuest eBook Central

While the delivery of physical materials via ILL is restricted to those students within the Rochester region, the ILL service will also provide sections of books, essays, and articles by way of digitally scanned PDFs sent to the student via e-mail.

In the absence of feasible access to the Russell Library, students are directed to the Registrar, who will seek out and coordinate practicable access to a suitable academic library in geographic proximity to the student, assist in obtaining a NetID, or assist with general library questions.

Commencement

The Commencement ceremony is a time of great joy for the entire St. Bernard's community. It represents a moment characterized by the recognition of graduates, the celebration of achievements, and the thanksgiving due to God, the giver of all beauty, goodness, and truth.

Event Details

St. Bernard's Commencement is typically held the first Friday of May at Sacred Heart Cathedral in Rochester with the Bishop of Rochester and Chancellor of the School presiding. Information for ordering diplomas and academic regalia is made available to graduating students during the beginning of the Spring semester. Students who plan to graduate and attend Commencement in-person are required to attend a Commencement information session held via Zoom. Each student receives five (5) invitations from the School to send to family and friends; seating at the Cathedral is, however, not limited. The Commencement ceremony is live-streamed for those unable to attend in-person.

Graduates who do not plan to attend commencement must complete the opt-out form sent to them by the Registrar early in the Spring semester; they will receive their diplomas by mail following the Commencement ceremony.

General Requirements for Graduation

At their April meeting, the Board of Trustees approves the cohort of graduates for that academic year. The administration and faculty recommend to the Board students who have satisfactorily completed the requirements for the academic programs they are pursuing. It is the responsibility of the student to ensure the following in order to be eligible for graduation:

- ❖ All incompletes from previous semesters are finished by due dates determined by the professor(s), the advisor, and the Academic Dean;
- ❖ All program requirements are fulfilled, including the final submission of the thesis (if applicable);
- ❖ All outstanding bills (including the graduation fee) are paid;
- ❖ All forms and requests for information in preparation for Commencement are completed;
- ❖ The student's academic advisor is informed about the expected graduation date.

Student Safety

Alcohol, Drugs, and Substance Abuse

Alcohol and Drug Use Policy

St. Bernard's is in compliance with the federal regulation from the Department of Education regarding "Drug-Free Schools and Campuses." This includes a prohibition of the unlawful possession, use, or distribution of illicit drugs or alcohol. Violators risk disciplinary action from the School and from law enforcement agencies. St. Bernard's is committed to maintaining a drug-free environment. In accordance with the Drug-Free Schools and Communities Act Amendments of 1989 and the Higher Education Reauthorization Act of 1987, the School is providing this notice: ***the unlawful possession, use, or distribution of illicit drugs or alcohol is prohibited***. Such activities violate the School's standards of conduct and may subject the violator to disciplinary action. Alcohol may not be consumed on the School premises unless it is part of a School-sponsored function.

Sanctions for Violations of the School's Alcohol and Drug Policy

Violators risk disciplinary actions up to and including expulsion or termination from the School and referral for prosecution by Federal, State, and local law enforcement agencies. Federal, state, and local laws make illegal use of alcohol and drugs serious crimes. Conviction can lead to fines, imprisonment, assigned community services, and permanent criminal records.

For further information concerning alcohol laws in New York State, visit: https://en.wikipedia.org/wiki/Alcohol_laws_of_New_York

For further information concerning controlled substance laws in New York State, visit: <https://www.health.ny.gov/professionals/narcotic/>

Drug and Alcohol Counseling, Treatment, and Rehabilitation Programs

If you think you have a substance or alcohol abuse problem, you are encouraged to seek professional help. Referrals and a list of available community resources are available from the Director of Admissions and Student Services (Matthew.Brown@stbernards.edu or 585-271-3657, option 2) with confidentiality assured for all inquiries. Presentations on these topics will be made available by the Director of Admissions and Student Services to students at the beginning of the academic year.

For further information, please consider the following:

- ❖ <https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preface>
- ❖ <https://www.drugabuse.gov/drugs-abuse>
- ❖ <https://www.oasas.ny.gov/>

Serious Health Risks

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

Non-Discrimination Policy

As a Catholic graduate School with a mission of ecclesial service and formation, St. Bernard's stands in a long tradition of Catholic educational institutions that are truly born *ex corde ecclesiae* – from the heart of the Church. The St. Bernard's community is therefore called to the highest standards of thought and action, that it may manifest the full depth and breadth of the teachings of the Catholic Church. An essential aspect of Catholic Social Teaching is the unmitigated respect for the dignity of every human person. Participation in our School's community brings with it the expectation of conducting oneself in a manner that promotes and safeguards this radical dignity, and refrains from any activity inconsistent with the School's commitments. The "greater love" (John 15:13) at the heart of the Catholic faith is more rigorous than the demands of the law; accordingly, the community should be animated by a love that supremely fulfills the law. Nevertheless, this policy is necessary to protect all persons against failures to respect and promote the dignity of the human person.

No person will be denied admission or educational opportunity or otherwise be discriminated against or harassed in the School's programs or activities on the basis of race, color, religion, sex, national origin, age, marital status, personal appearance, family responsibilities, physical or mental disability, political affiliation, status as a veteran, or any other basis protected by applicable federal, state, or local laws or School policy. Nothing in this policy shall require St. Bernard's to act in a manner contrary to the beliefs and teachings of the Catholic Church and the School's mission as a Catholic institution of higher learning (cf. *Ex corde ecclesiae*) or to diminish its rights as a religious organization.

Title IX Compliance

Title IX of the Education Amendment of 1972 protects people from discrimination on the basis of sex in educational programs and activities at institutions of learning that receive federal financial assistance. St. Bernard's is committed to providing a safe environment free from discrimination on the basis of sex. The School will make resources available to students, faculty, and staff members to educate and address concerns relating to discrimination on the basis of sex including sexual harassment, misconduct, and assault.

The Director of Admissions and Student Services serves as the Title IX Coordinator and assists in carrying out investigations, compliance-related duties, and reporting; he may be reached by calling (585) 271-3657, option 2, or emailing Matthew.Brown@stbernards.edu.

Contact this Coordinator if you:

- ❖ Have encountered sex discrimination or sexual misconduct or assault;
- ❖ Know of a situation that may warrant an investigation by the School;
- ❖ Need help in handling a situation that indirectly may have affected you;

- ❖ Seek guidance on informal ways to resolve or alleviate a difficult situation; or
- ❖ Have questions regarding the School's policies and procedures.

Conversations with the Title IX Coordinator are confidential, but please note that information about incidents of sexual misconduct may be shared with relevant administrators if there is need for appropriate action for the safety of the community.

Sexual Discrimination and Sexual Harassment Prevention

Sexual Discrimination and Sexual Harassment Prevention Policy

St. Bernard's is committed to:

- a) maintaining a collegial environment in which all individuals are treated with dignity and respect; and
- b) prohibiting discriminatory practices, including sexual harassment.

Sexual discrimination and harassment of any kind, whether physical, verbal, or visual, whether in faculty offices, classrooms, at School-sponsored functions, or in the context of School-related functions outside the School, is unacceptable and will not be tolerated.

Sexual discrimination creates a hostile environment that can interfere with or limit a student's ability to participate in or to benefit from all of the School's programs. If faculty, administrators, staff, or third parties suffer any of these forms of discrimination, they can also be subjected to a hostile campus environment that is not conducive to the enjoyment of their work and work productivity. In accord with Title IX, the School will respond immediately to reports of sex discrimination and will conduct a thorough and impartial investigation to protect any victims of the discrimination, to end any discriminatory conduct, to correct the circumstances which led to it, to apply discipline when necessary, and to take all steps to ensure that the School is safe and welcoming.

Sexual harassment is a form of sexual discrimination. It is defined as unwelcome conduct, communication, or physical contact which is sexual in nature and which has the purpose or effect of:

- 1) influencing decisions concerning grades, evaluation, retention, hiring, or other aspects based on the submission to or rejection of this conduct;
- 2) interfering with an individual's work, academic activities, or life at St. Bernard's; or
- 3) creating an intimidating, hostile, or abusive environment for an individual at St. Bernard's.

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

- ❖ Comments about an individual's body, clothing, or lifestyle which have sexual implications or which demean that individual's sex;
- ❖ Repeated sexual flirtations, leering, or ogling;

- ❖ Sexual advances and propositions;
- ❖ Display of sexually explicit and/or demeaning objects, pictures or cartoons;
- ❖ Implied or direct threats or insinuations that an individual's refusal to submit to sexual advances will adversely affect the individual's status, evaluation, grades, wages, advancement, duties, or career development;
- ❖ Solicitation of sexual activity or behavior by promise of rewards to the individual's performance, evaluation, grades, wages, advancement, assigned duties, or career development;
- ❖ Unnecessary touching, patting, pinching, or brushing another individual's body or clothing;
- ❖ Stalking, telephone, or computer harassment.

For further information concerning sexual discrimination and sexual harassment, please see the U.S. Department of Education, *The Handbook for Campus Safety and Security Reporting*: <https://www2.ed.gov/admins/lead/safety/campus.html#handbook>

Affirmative Consent

(The following paragraph is included here as mandated by the New York State Education Law, Title 7, Section 6641)

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

Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

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

Resolution Process for Grievances Concerning Sexual Harassment

Introduction

Individuals who believe they are being subjected to sexual harassment are urged to seek assistance promptly. The sooner an incident or situation is addressed, the more likely it will be successfully resolved. There are many options for addressing such matters. The Title IX Coordinator can provide information and field any questions concerning the policy and procedures for resolution that will be discussed here. The Title IX Coordinator (hereafter referred to as “Coordinator”) is responsible for coordinating Title IX/sexual harassment procedures. The Coordinator has received the appropriate training to ensure compliance in this process. The Coordinator shall be appointed by the President and shall serve at the discretion of the President.

The training that the Coordinator has received is in accordance with 2020 Title IX regulations. It includes:

- ❖ An understanding of what constitutes sexual harassment as defined in 34 C.F.R. 106.30(a);
- ❖ How to conduct an investigation and grievance process;
- ❖ How to serve impartially in this capacity, including how to avoid making assumptions of the facts at issue, and how to identify and avoid conflicts of interest and bias.

Individuals who believe that they have been sexually harassed are free to engage in either an informal or formal resolution of this harassment.

Informal Resolution

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

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

Formal Resolution

(a) Complaint

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

(b) Investigation by the Coordinator

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

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

or

- 2) determine that the complaint has merit and that an informal resolution is not practical or feasible. The Coordinator shall then refer the complaint and the written record of the investigation (the "Final Investigation Report") to the Title IX Committee (hereinafter "the Committee") for a hearing.

(c) Title IX Live Hearing Process

If the result of the Title IX investigation is the conclusion that, by a preponderance of the evidence, the respondent may have engaged in a policy violation, and both parties do not support an informal resolution, then with the consent of the complainant, the respondent will be required to participate in the School's Title IX Hearing process.

1. Within ten (10) days of the completion of the Title IX investigation, the Coordinator will set up a meeting with the complainant and a separate meeting with the respondent. The Coordinator will explain to the parties the Hearing process and provide them with a copy of the School's Title IX procedures;
2. A Hearing will be scheduled within 45 days from the time both parties receive a copy of the Final Investigation Report, absent any special circumstances. The purpose of the Hearing is to determine responsibility for Title IX policy violations;
3. Both parties will receive a written Notice of Hearing at least two weeks prior to the hearing that will include the time, date, place, and purpose of the meeting, the names of the members of the Committee, and a list of witnesses.

All communications related to the Hearing shall be directed to the Coordinator. Timely notice will be given for any amendments to the notice;

4. The Committee shall consist of four members that will serve at the discretion of the Academic Dean. The Academic Dean shall select from a list of individuals one member from the administrative staff, one member from the faculty, and one matriculated student to serve on the committee, along with the St. Bernard's ombudsperson. The St. Bernard's ombudsperson will chair the Committee and serve as the "decision-maker" for the Hearing;
5. Each party may challenge one member of the Committee for reasons such as bias by submitting a written request to the Coordinator within 7 days from the date of the notice of hearing. The Coordinator shall review the request and select a new member for the Committee;
6. At the request of either party, St. Bernard's will provide for the entire live hearing (including cross-examination) to occur with the parties located in separate rooms with technology enabling the parties to see and hear each other. Requests must be made in writing at least one week in advance of the hearing date to the Coordinator;
7. Each party may request witnesses not listed on the notice of hearing by submitting the witness names and summary of the witness testimony to the Coordinator at least one week prior to the hearing date;
8. Both complainant and respondent parties have a right to an advisor of their choice (including a lawyer), who may be present at all meetings, interviews, and proceedings. Any restrictions to advisor participation will be applied equally to all parties. If a party cannot obtain an advisor, St. Bernard's will provide a pool of trained advisors from which a party can choose at no cost to the party.

(d) Procedures for a Live Hearing

1. The Chair will introduce the members of the hearing panel, read the alleged policy violation(s), and review the goals and procedures for the hearing;
2. The respondent will enter a plea of responsible or not responsible for the policy violation;
3. The Coordinator shall appear at the hearing in a neutral capacity and present all relevant witnesses for questioning;
4. The Chair (in consultation with the members of the Committee) will begin by asking all relevant questions of clarification for the parties and witnesses;
5. The Chair will provide an opportunity for each advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those raising concerns of credibility. Such cross-examination at the hearing will be conducted directly, orally, and in real-time by the party's advisor of choice, but never by a party personally;
6. The advisor may ask only relevant cross-examination and other questions of a party or witness. However, before a complainant, respondent, or witness answers a cross-examination or other question, the Chair will first determine whether the question is relevant and explain why any decision to exclude a question is not relevant;

7. Cross-examination may not include questions of sexual behavior or disposition unless evidence of such behavior is offered to establish consent or to demonstrate that another party is responsible for committing the violation. In other words, questions that may be excluded are those protected by rape-shield protections, health information, and attorney-client privilege;
8. If a party or witness does not submit to cross-examination at the live hearing, the hearing committee will not rely on any statement of that party or witness in reaching a determination regarding responsibility;
9. Should the complainant or responding parties not appear at the Title IX Hearing, the hearing will be conducted without that party's presence and a decision will be rendered based on the evidence before the Committee;
10. At the conclusion of the presentation of the evidence, all will be excused from the hearing room except for the Committee, which will deliberate;
11. Based only on the evidence presented at the hearing, the Committee will make the following recommendations by using the "preponderance of the evidence" (more likely than not) standard and by a majority vote:
 1. The specific section(s) of the code alleged to have been violated;
 2. A description of all the steps taken from the receipt of the formal complaint through the hearing;
 3. Specific descriptions of all "findings of facts" that support the determination;
 4. Conclusions regarding the application of the "findings of facts" to the alleged violations;
 5. A statement and rationale with respect to each allegation, including determination, sanctions, and remedial measures;
 6. Recommendations for prevention of future policy violations and to otherwise have a safe campus conducive to scholarly pursuits.
12. Within 10 days of the completion of the hearing, the Committee's written report shall be submitted to the Coordinator. The Academic Dean is the final decision-maker, who will render a decision within 5 business days from receiving the recommendations of the Hearing Committee;
13. The Coordinator will send a written determination simultaneously to all parties for each alleged policy violation as defined above. In addition, both parties will have access to the audio recording and/or transcript of the live hearing.

(e) Appeal

Within 20 days from the date the parties are notified of the Academic Dean's decision, either party may appeal the decision by submitting a written appeal to the President. Both parties may submit a written statement to the President concerning the grounds for the appeal. The President shall review the statements received from the parties, the record maintained by the Coordinator and the record and exhibits maintained by the Committee, and may conduct further investigation if necessary. The President shall

issue his/her written decision concerning the appeal within four weeks from the date the appeal was received. The decision by the President shall be final.

(f) Sanctions

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

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

(g) Complaints Involving Those Responsible for Implementing this Policy

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

Conclusion

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

Resolution Process for Other Non-Academic Grievances

Introduction

The Resolution Process for Non-Academic Grievances addresses those incidents committed by students that do not fall under the Resolution Process for Academic Grievances or the Resolution Process for Grievances Concerning Sexual Harassment.

Incidents that fall under this Resolution Process shall include but not be restricted to the following:

- ❖ Harassing, stalking, or hazing of another student or of an employee of St. Bernard's or of someone affiliated with the School;

- ❖ Violations of the School's alcohol, drugs, and substance abuse policies;
- ❖ Vandalism of the School's property;
- ❖ Tampering with the School's safety equipment;
- ❖ Engaging in disorderly, disruptive, or indecent conduct and/or speech;
- ❖ Making, using, or possessing any falsified St. Bernard's document and/or official record; altering or forging any School document and/or another official record;
- ❖ Physically harming or threatening to harm another student or employee or affiliate of the School, intentionally or recklessly causing harm to another student or employee or affiliate of the School, or reasonable apprehension of such harm or creating a condition that endangers the health and safety of self, another student, or employee or affiliate of the School;
- ❖ Providing misleading, false, or inaccurate information to employees or affiliates of the School;
- ❖ Using, possessing, or storing weapons or fireworks on campuses;
- ❖ Taking of School property or the property of other students, employees, or affiliates of St. Bernard's without permission;
- ❖ Failing to comply with reasonable directives given by employees of the School;
- ❖ Violating other written St. Bernard's policies or regulations contained in any official publications or administrative announcements, except for those covered by the Resolution Process for Academic Grievances and the Resolution Process for Grievances Concerning Sexual Harassment.

Since some of these violations constitute violations of civil law, St. Bernard's reserves the right to inform the civil authorities of such violations. St. Bernard's also reserves the right to invoke its disciplinary procedures while the civil authorities engage upon their own procedures; the School's procedures and civil procedures will proceed in independence from each other. In cases where violations of civil law occur off campus, St. Bernard's reserves the right to exercise its discretion in taking disciplinary action in accordance with this process. If found responsible by the civil authorities for violations of civil law that occur off campus, students will be subject to the same sanctions imposed if the violation had occurred on campus.

Informal Resolution

In those situations where the incident does not contravene civil law and may be resolved through informal processes, those affected are encouraged to do so within 60 days of the incident. If the incident is not resolved through informal discussion, then the formal process will be invoked.

Formal Resolution

If an informal resolution process fails, or when the incident contravenes civil law, the following formal resolution process will be invoked:

1. Upon reception of the complainant's charge, the Vice President will invoke the services of the Judicial Affairs Committee;

2. If the complainant is the Vice President, then a member of the Board of Trustees will act in the Vice President's place;
3. The Committee will be made up of four members: the Vice President as chair, who, in consultation with the President, appoints one full-time faculty member, one full-time staff member, and one matriculated student. The Vice President will appoint a secretary from the Committee's members who will be responsible for minutes of each hearing;
4. All hearings will be conducted by the members of this Committee according to established procedures and disposed of by formal written opinions;
5. At the start of a hearing, each person of the Committee introduces him/herself;
6. The student charged and the complainant are presented with copies of the hearing procedures. Should a student not appear at this hearing, the hearing will be conducted without his/her presence and a decision rendered. If the student is ill or unavoidably detained, the decision may be set aside and a new hearing held;
7. The Chair reads the charge;
8. The student makes a plea: Responsible or Not Responsible;
9. The complainant presents evidence and/or witnesses;
10. The student charged presents evidence and/or witnesses in his/her behalf;
 - a. The student charged may be accompanied by an advisor who may be present during the hearing but is only permitted to advise the student;
 - b. The advisor has no right of voice and is thus not permitted to question participants or present verbal statement or argument;
 - c. The advisor must be a member of the St. Bernard's community (student, faculty, staff) but may not be an attorney-at-law;
11. The members of the Committee may ask questions of the complainant and then of the student charged;
12. The complaining party may ask questions of the participants;
13. The student charged may ask questions of the participants;
14. The complaining party presents concluding remarks;
15. The student charged presents concluding remarks;
16. All are excused from the hearing room except the Committee, who will then render a decision in the case;
17. The Committee will restrict itself to information introduced as evidence during the hearing as well as a student's past disciplinary record (if such exists) in determining whether the student is responsible or not responsible. The following will be decided by majority vote:
 - a. Responsible/Not Responsible;
 - b. Sanction (penalty) to be given, including special requirements or stipulations;
 - c. Length of time the sanction will be in effect.
18. Decisions rendered by the Judicial Affairs Committee are submitted to the President's office within 24 hours and all evidence and documentation will be maintained in the student's files in the Registrar's office;

19. The decision and sanction are announced in the presence of the student(s) charged at the conclusion of the hearing. The decision and sanction will also be submitted to the student(s) in writing by the Chair of the Committee;
20. The disciplinary hearing is adjourned.

Appeal Process

A student has the right to request an appeal of a hearing decision. The following procedures will be used in considering an appeal in student disciplinary actions:

1. Students desiring to appeal a disciplinary decision must submit a written statement with a justification for the appeal to the President's office by 4:00 PM of the fifth business day after the day on the Committee's decision was announced. If the student needs extra time to prepare, it may be granted at the discretion of the President if requested within 24 hours of receipt of the charge;
2. The appeal may be no longer than three typed pages and must concentrate on points of contention that justify consideration of appeal;
3. An appeal may be filed on one or more of the following grounds only:
 - a. A procedural irregularity or substantive error occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias/conflict of interest or material deviation from the established procedures as outlined in this policy);
 - b. Newly discovered evidence, which was not reasonably available at the time of the hearing; a summary of this new evidence and its potential impact must be explained in this appeal letter;
 - c. The sanctions imposed fall outside the range of sanctions designated for this offense and the cumulative conduct history of the responding party.
4. If the appeal satisfies one of the conditions above, the President will ask the Judicial Appeals Committee to consider this appeal. Based on the evidence that is supplied in the appeal letter, the Committee will, after due discussion and by majority vote, either
 - a. Affirm the original decision;
 - b. Reverse the original decision;
 - c. Reduce the penalty (the Judicial Appeals Committee may not increase the penalty unless additional evidence has been introduced since the original decision).
5. This decision upon the appeal and the justification for it will then be put into writing and sent to both the student and the President's office by the Chair of the Committee. This decision will be final and cannot be appealed.

Sanctions

Individuals found to have engaged in an incident via the above process shall be disciplined at the discretion of the Judicial Appeals Committee. At a minimum, the offender shall be reprimanded and a written record of the reprimand shall be kept in

the offender's personnel or student file. Possible sanctions include, but are not limited to, referral to educational programs, counseling, financial penalties, suspension, and expulsion.

Sanctions shall not be imposed on a complainant unless the accusation is determined to be intentionally false or made with malice.

Campus Safety and Security

General Information

If anyone sees what they think is a crime taking place on campus, they are encouraged to call the police immediately (911). Criminal or illegal activity of any kind prompts the immediate notification of the local police. If there is loss of personal property without entry, it is the responsibility of the individual to report the loss. If this occurs during business hours (Monday through Friday, from 8:30am – 4:30pm), a staff member will assist in the making of the call and be present when the police arrive. Reports of any police investigation and reports related to a crime are kept by the School. The School is responsible for keeping a record of all police notification cases. The following are general procedural principles to help ensure campus safety and security at St. Bernard's:

- ❖ The School takes no responsibility for lost, stolen or damaged property.
- ❖ Automobiles should be locked when unoccupied. Campus burglaries do occur. Preventive measures are the best insurance against such an action happening.
- ❖ It is important to report all incidents, especially thefts. While it may seem too late to retrieve your particular loss, such information may help prevent other occurrences. The School is private property and reserves the right to evict persons from the premises, if deemed appropriate.
- ❖ Every student's cooperation is needed in maintaining security on campus.
- ❖ Students are informed about matters of campus security during the School's orientation at the beginning of every academic year. Security policies and procedures are contained in this *Handbook*, which is available on the School's website. The community is informed at the start of every Fall semester that the *Student Handbook* has been updated appropriately.
- ❖ Employees receive information on the proper methods of safeguarding valuables while at work.
- ❖ Students and employees are encouraged to report any suspicious persons or activity to any staff member, the President's office, and/or police if necessary.
- ❖ Following any illegal activity in the surrounding area or on campus, the incident information is distributed to the School's community, as well as any positive actions that can be and/or have been taken.

Video Surveillance Policy

Policy Statement

St. Bernard's School of Theology and Ministry utilizes two cameras for video surveillance purposes. This surveillance is intended to enhance safety and security for St. Bernard's faculty, staff, students, and visitors.

This policy covers the use of the following surveillance devices:

- Foyer Camera #1 located near the ceiling between classrooms A and B.
- Foyer Camera #2 located near the ceiling to the right of the Chapel Entrance.

Rationale

St. Bernard's seeks to enhance the personal safety of faculty, staff, students, and visitors, to deter and investigate crime and to protect its building and property. In compliance with New York State Labor Law, Section 203-C, which prohibits surveillance in restrooms and other areas of the building where there is a reasonable expectation of privacy, all video surveillance will be limited to public areas, namely the front doors and hallways. St. Bernard's does not use facial recognition technology.

Video Surveillance Usage & Access Guidelines

Foyer Camera #1 is movement-activated and is utilized for the purpose of granting and monitoring access to the building and for monitoring the foyer and part of the front hallway.

Foyer Camera #2 is movement-activated and is utilized for monitoring the Foyer and back hallway.

Access to video camera recordings is limited to the President, the Executive Assistant and the Director of Finance and Human Resources, or under subpoena. Access is password protected.

Review of video recordings will be on an as-needed basis only such as a reported incident, criminal investigation or as warranted by the President. Recordings are not generally available to staff (other than noted) or the public through any means. Upon necessity, authorized staff will be directed to preserve all relevant recording data in a "hold" status and in the absence of necessity, video recordings will be recorded over once initial storage capacity for the equipment is reached.

All requests for copies of video surveillance should be made in writing to the President of St. Bernard's School of Theology and Ministry. Once a written request is received, the surveillance recordings will be placed on "hold" status while the request is reviewed by the President in consultation with the Director of Human Resources and legal counsel as needed.

Under limited circumstances, video recordings may be used as evidence that may subject staff, students and visitors to St. Bernard's School of Theology and Ministry to disciplinary or legal action, not limited to disclosure to law enforcement. In these limited circumstances, video recordings may become part of a student or employee's personnel record. (School-based video surveillance recordings involving students may be considered education records protected by Education Code 49061 and the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232f – 1232i and F.S. 1002.22.)

Conclusion

St. Bernard's School of Theology seeks to provide a safe, protected environment for everyone who works, attends classes, or visits our school and we seek to do so by the least invasive means possible. Video surveillance notifications are posted at the entrance of the building and the video surveillance policy can be found in Employee and Students Handbooks.

This policy has been reviewed and approved by St. Bernard's Finance Committee. Faculty and Staff of St. Bernard's School of Theology and Ministry will be notified in advance of any changes to the video surveillance policy.

Crime and Reporting

Crime Prevention

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

Reporting Crimes and Emergencies

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

During business hours (Monday through Friday, from 8:30am – 4:30pm), and at any other times that the buildings are open, all crimes or emergencies are reported to the Executive Assistant to the President (Kelly.Brunacini@stbernards.edu or 585-271-3657, ext. 290) who then will report to the President. The office of the President will inform the School community in writing of all criminal or emergency activity on and/or around the campus.

Security of and Access to Campus

The School facility is locked after 5 p.m. and is monitored by a security system. The Monroe County Sheriff's Office will respond if the alarm system is activated. Campus is closed on the weekends.

Campus Law Enforcement

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

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

Criminal Offenses

The Clery Act cites the criminal offenses that the Campus and Security Report must include.¹ That information is included in this *Handbook*. The definitions for these offenses can be found in Chapter 3 of the United States Department of Education publication entitled *The Handbook for Campus Safety and Security Reporting* (2016 edition). This publication can be found at <https://www2.ed.gov/admins/lead/safety/campus.html#handbook>

In addition to these criminal offenses, please note the following three *Violations Against Women Act* offenses as again cited by *The Clery Act* for reporting purposes in this report:

(1) Definition of Domestic Violence

Domestic violence means causing or attempting to cause physical or sexual assault or abuse, placing another in reasonable fear of bodily injury, restraining another's liberty or freedom of movement, or stalking, whether such conduct be a felony or a misdemeanor, and where such conduct is committed by:

1. A current or former spouse or intimate partner of the victim;
2. A person with whom the victim shares a child;
3. A person who is cohabiting or has cohabited with the victim as a spouse or intimate partner;
4. A person similarly situated to a spouse of the victim; or
5. Any other person against an adult or youth victim who is protected from that person's acts under New York State's domestic or family violence laws.

(2) Definition of Dating Violence

Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on such factors as the length of the relationship, the type of relationship and the frequency of the interaction between the persons involved. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse by one of the individuals to the other.

(3) Definition of Stalking

Stalking occurs when a person engages in a course of conduct or repeatedly commits acts toward or repeatedly communicates to another person with the intention of placing that other person in reasonable fear of bodily injury or to cause substantial emotional distress in the other person. Stalking may include repeatedly following, monitoring, harassing, threatening, intimidating or communicating to or about another

¹ In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (in section 485(f) of the Higher Education Act, with amendments to the Clery Act as introduced through the Violence Against Women Reauthorization Act of 2013 (VAWA) (Public Law 113-14).

person by phone, mail, electronic communication, social media, or any other action, device, or method.²

Alcohol and/or Drug Use Amnesty

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

Students' Bill of Rights

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family, and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process;

² The definitions in this section ("Criminal Offenses") are based on definitions of these concepts found in The Violence against Women Reauthorization Act of 2013, 42 U.S.C. §§ 13925(a) and 40002(a). Chapter 3 of the U.S. Department of Education publication previously mentioned above entitled *The Handbook for Campus Safety and Security Reporting* (2016 edition) also supplies definitions of these and other criminal offenses.

11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, judicial, or conduct process of the institution.

Appendix I – Pastoral Field Education Policy



ST. BERNARD'S

SCHOOL OF THEOLOGY
AND MINISTRY

PASTORAL FIELD EDUCATION

INTRODUCTION

Pastoral Field education is a sustained immersion experience in which a student can discover, test, and develop their gifts for ministry, with the guidance of a qualified supervisor and the support of regular theological reflection with their advisor. It assists students in the acquisition of skills and self-knowledge in the context of faith, tradition, and active ministry; it also plays an essential role in fostering “a general integration in the formational process forging a close link between the human, spiritual, and intellectual dimensions in formation” (*National Directory for the Formation, Ministry, and Life of Permanent Deacons in the United States*, §126).

LEARNING OUTCOMES

1. *Knowledge Attained:*
 - a. *demonstrate an understanding of the role and function of this ministry within the Body of Christ*
 - b. *articulate a knowledge of the theological dimensions of this ministry*
 - c. *provide evidence of careful consideration and discernment in relation to this ministry's contribution to one's human, spiritual, intellectual, and pastoral growth*
2. *Skills Attained:*
 - a. *apply what one has learned in the areas of spirituality and ministry, faith and theology*
 - b. *hone the communication and relational skills appropriate for a person engaged in active ministry*
 - c. *exercise the pastoral skills needed to fulfill this ministry, such as collaboration, gift discernment, change and conflict management, leadership and administration, and/or counseling*
 - d. *practice and refine the virtues of Christian discipleship, especially those which pertain most directly to ministers in the Church, such as “honesty, humility, compassion, initiative, courage, vision, energy, hospitality, and Christian joy”*

3. *Attitudes Attained:*

- a. *develop the habit of self-reflection regarding one's gifts, personality, talents, strengths, weaknesses, and limitations*
- b. *cultivate a disposition which sees this ministry as an outward expression of one's inner spiritual life; in particular, a life shaped by prayer and the liturgy*
- c. *grow in appreciation for the many and varied ministries that all work together to build up the one Body of Christ*

ELIGIBILITY

- Students must have completed at least one-third of their course requirements before they are eligible for Pastoral Field Education placement.
- For those with considerable experience in ecclesial ministry over the previous five years, the Pastoral Field Education requirement may be waived. Should the waiver be approved by faculty vote, an elective in Pastoral Theology (D Area) is required in lieu of Pastoral Field Education. The following steps outline the waiver process:
 - The student writes a letter to the Academic Dean requesting that a Pastoral Field Education requirement be waived.
 - The letter should include a description of the student's experience in ecclesial ministry, including the titles of positions held (volunteer or paid) and the number of hours engaged in this ministry position (these hours should equal or exceed the number of hours specified by the Pastoral Field Education degree requirement [see below for further details]).
 - The Academic Dean will bring the student's request to the faculty for a vote.
 - Should the faculty not approve the waiver request, the Academic Dean will communicate the reasons for this decision to the student.
 - Should the faculty approve the waiver request, the student will receive an approval letter from the Academic Dean. This letter, along with the letter sent from the student requesting the waiver, will be placed in the student's file.
 - The student will then work with their advisor to select an elective in D Area.

CREDIT AND REQUIREMENTS

- Pastoral Field Education requires 50 hours per credit.
 - Three formats are commonly employed:
 - (1) Fall-Spring Sequence – 150 hours (3 credits) taken across two semesters, approximately five hours per week for a regular placement schedule
 - (2) Three-Summer Sequence – 50 hours (1 credit) taken per summer for three consecutive summers, approximately five hours per week for a regular placement schedule
 - (3) Single-Semester Sequence – 150 hours (3 credits) taken in a single semester, approximately 10 hours per week for a regular placement schedule
- Pastoral Field Education hours do not include time spent on course readings, preparation

of reports, or theological reflection.

TUITION AND FEES

- Standard per-credit tuition for a St. Bernard's course is charged for Pastoral Field Education.
- No fees or payments are exchanged between the placement organization and St. Bernard's, or between the placement organization and the student. The placement organization receives the benefit of the student's presence, gifts, and ministry; the student receives the benefit of supervision and ministerial experience.

PLACEMENT

The Pastoral Field Education Associate develops and maintains a list of suitable placement organizations. A pastoral setting that provides the student with opportunities for human, spiritual, and pastoral growth may provide an acceptable placement.

- An appropriate placement organization is discerned through communication between the student, the Advisor, and the Pastoral Field Education Associate. If the student is in formation for the permanent diaconate, the Coordinator of Pastoral Field Education of their home diocese will determine and arrange the placement, in collaboration with the Advisor and the Pastoral Field Education Associate.¹
 - During the semester prior to the desired placement, the student, the Advisor, and the Associate (and Coordinator, as applicable) meet to review the requirements of Pastoral Field Education and to consider possible options for placement.
 - Visits to possible placement organizations are encouraged during the discernment process.
 - Once a placement organization is chosen, the Associate (or Coordinator, as applicable) will contact the Supervisor at the organization to arrange the placement. Communication among all parties will occur as the details of the placement (dates, times, locations, tasks) are solidified.

LEARNING AGREEMENT

- Once the placement is confirmed and basic details solidified, the student and the Supervisor at the placement organization will develop a learning agreement that will identify in measurable terms the details of the placement. The learning agreement is the basis for all supervisory sessions and for theological reflection.
- The learning agreement must be completed before placement begins and finalized during the first three weeks of the placement. Upon completion, it will be sent by the student to the Pastoral Field Education Associate (and Coordinator, as applicable) and the Advisor for review and final approval.

SUPERVISION

- The guidance of a Supervisor at the placement organization significantly deepens the

¹ See *National Directory for the Formation, Ministry, and Life of Permanent Deacons in the United States*, §275, especially: "[The Coordinator of Pastoral Field Education] systematically introduces the aspirants and candidates into suitable pastoral experiences, equipping them with practical skills for pastoral and, eventual, diaconal ministry. The coordinator for pastoral field formation, who must be either a priest or a deacon, is nominated by the director of formation and is approved and appointed by the bishop."

student's experience of ministry. The Supervisor is expected to have an advanced degree (e.g., in pastoral counseling, theology, social work, etc.), or other appropriate qualifications for this role.²

- The Supervisor should fulfill a 'mentor' role by providing regularly scheduled opportunities for dialogue about issues and concerns relating to ministry.
- While Pastoral Field Education may be done in the context of one's employment, a student may not be supervised by their immediate manager/supervisor. Another appropriate person located at the placement organization will be selected as the Pastoral Field Education Supervisor.
- Evaluative Reports from the Supervisor are required after every 50 hours (one credit) during a placement. Each report will be shared with the student and the Advisor. At the conclusion of the placement, copies of all evaluations should be submitted to the Field Education Associate (and Coordinator, as applicable).

THEOLOGICAL REFLECTION AND INTEGRATION

- Theological reflection and integration allow for ministerial experience to take on its full significance with regard to the formation of the student. The experience of pastoral action will be brought into direct engagement with the spiritual, human, and intellectual dimensions of formation.³
- Various methods of theological reflection and integration will be employed, particularly discussion and written assignments.
- In order to achieve this reflection and integration, the Advisor will hold two meetings with the student per one Pastoral Field Education credit (50 hours).
 - According to the three common formats, the meetings will be held as follows:
 - (1) Fall-Spring Sequence – two meetings in the Fall semester and one meeting in the Spring semester
 - (2) Three-Summer Sequence – one meeting each summer
 - (3) Single-Semester Sequence – three meetings over the duration of the semester
 - In other formats the scheduling and details for meetings will be determined in light of the above requirement and in consultation with the Advisor.
- The student will write one three-page integration paper per one Pastoral Field Education credit (50 hours), at regular intervals within the placement.
 - According to the three common formats, the integration papers will be required as follows:
 - (1) Fall-Spring Sequence – one integration paper in the Fall semester and two integration papers in the Spring semester

² The Supervisor plays an essential role for men in formation for the permanent diaconate: “competent, objective, and supportive supervisors will be required in order to achieve these [pastoral formation] goals. The diocesan Church “must be committed to the [selection and] preparation of skillful supervisors who possess pastoral experience, [training] . . . in the art of supervision, and . . . [the ability to assist] mature men with [diverse] life experiences. . . .” (*National Directory for the Formation, Ministry, and Life of Permanent Deacons in the United States*, §219).

³ See *National Directory for the Formation, Ministry, and Life of Permanent Deacons in the United States*, norm 15 on page 107: “Pastoral formation must include a wide diversity of pastoral services, including opportunities for theological reflection.” See also *ibid.*, §219: “These pastoral field education experiences ‘should provide an opportunity for theological reflection, as well as occasions to translate’ intellectual knowledge into pastoral service.”

- (2) Three-Summer Sequence – one integration paper each summer
- (3) Single-Semester Sequence – three integration papers over the duration of the semester
- In other formats the scheduling for integration papers will be determined in light of the above requirement and in consultation with the Advisor.

EVALUATION

- Pastoral Field Education should aid the student in identifying areas of self-growth in ministry, articulating an understanding of ministry in the context of all dimensions of formation, and highlighting areas of future growth as an ecclesial minister.
- Instruments for achieving these goals are (1) evaluation of theological reflection and integration from the Advisor, (2) evaluations from the Supervisor, (3) the student's Self-Evaluation Report, and for those in formation for the permanent diaconate, (4) the Coordinator of Pastoral Field Education's written assessment of the field education experience.⁴
- Graded assessment of the student's performance in Pastoral Field Education is provided according to St. Bernard's Pass/Fail grading system.

⁴ See *National Directory for the Formation, Ministry, and Life of Permanent Deacons in the United States*, §275. For men in formation for the permanent diaconate, the Coordinator will make available to the Bishop all instruments of evaluation for his review.



ST. BERNARD'S

SCHOOL OF THEOLOGY AND MINISTRY

For over 125 years, St. Bernard's has steadily pursued a course of dedication and service to Christ and His Church. Opened as a Roman Catholic Seminary in 1893 in the Diocese of Rochester and restructured as an Institute for Theological and Ministerial studies in 1981, St. Bernard's went on to open its doors in the Diocese of Albany. From there in 2011 it held its first class in the Diocese of Syracuse, and then in 2019 began its first ever online distance learning program allowing anyone anywhere to access graduate theology and philosophy degrees and certificates. In 2020, St. Bernard's expanded its diaconate and lay formation offerings to the Diocese of Buffalo, and in 2021 began providing diaconate formation for the Diocese of Allentown.

Our mission is to nurture the entirety of the human person through attention to the pastoral, intellectual, spiritual, and human dimensions of formation with the hope that we may, in a definite and dedicated way, assist our students to understand the things of our Faith and to incarnate them in their day-to-day service to God's people and the world as a whole.

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