

Saint John's

SCHOOL OF THEOLOGY AND SEMINARY

COLLEGEVILLE, MINNESOTA

Student Academic Handbook
2020-2021

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I. General Admission Policies and Financial Aid

Admission Statement

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

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

Students must provide official transcripts of post-secondary coursework and provide documentation of conferred bachelor's degree from an accredited college or the equivalent. Students must provide three letters of recommendation from educational or professional contacts. If you are from a religious community, one of the three letters must come from a major superior. Students must request their official GRE or MAT results be sent to Saint John's School of Theology and Seminary Admission. Additional requirements include a typewritten narrative, resume/CV, and list of books and articles read in the previous three years.

Additional Requirements for M.Div. Priesthood Candidates

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

Additional Requirements for M.A. Liturgical Music Candidates

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

International Students

International student generally demonstrate proficiency in the English language with the TOEFL or MELAB. Results should be sent directly to the Director of Admission for the School of Theology and Seminary. International students are responsible for providing proof of financial ability to cover costs of tuition and living expenses. Proof of personal funds can be provided with a bank statement or bank letter. It is recommended that international candidates apply for the fall semester.

Additional Requirements for Admission without a Bachelor's Degree

As many as 15% of the students in the M.Div. degree program may be admitted without possession of the baccalaureate degree or its educational equivalent. As many as 15% of the students in the M.A.M. may be admitted without possession of the baccalaureate degree or its equivalent. Admission of such applicants is restricted to persons with extensive pastoral leadership experiences and/or extensive training, formation, or history of several years/credits of college level courses. Candidates applying to the M.A.T. or M.T.S. without a Bachelor's Degree shall demonstrate they have the educational equivalency of a postsecondary education consisting of general and specialized studies.

Students applying without a bachelor's degree must supply official transcripts of any college or university course work, copies of formation evaluation, and demonstrate the ability to meet graduate academic standards and engage in complex dialogue. Please submit, if applicable, a written description of current or former ministerial roles in order to demonstrate



professional experience, leadership capabilities, problem solving, communication, and interpersonal skills that will contribute to one's success as a graduate student. In addition to the three letters of recommendation, the candidate needs a letter of recommendation from a professional supervisor to attest to competencies for ministerial education. Deaconate candidates need the approval of the bishop. Lastly, candidates are required to interview with the Director of Formation and the Director of Admission.

Scholarships

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

For more information, please see the *Academic Catalog* or contact the:

Director of Admission (gradschool@csbsju.edu) for detailed information about scholarships and general financial aid questions.

Financial Aid--Other

Work Awards

A student's financial package can also include a work award. The School of Theology and Seminary reviews applicants for eligibility for a work award at the time of application. Only full time, degree-seeking students are eligible to receive a work award. Students receive notification of their award with the statement of admission. Students must provide a written statement accepting or declining the work award.

Student Employment

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

For more information, please see the *Academic Catalog* or contact the:

Director of Student Services (320-363-2113) and *Student Employment Office* (320-363-2186) for detailed information about student employment and work-study opportunities.

Graduate Assistantships

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

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



Ministerial Residency Positions

All full time or part time students are eligible to participate in the ministerial residency program. These positions allow students to gain professional ministerial experience in a church or other religious organization that promotes learning and growth. Ministerial Residency placements can also meet field education degree requirements, and are paid (hourly wage) positions. Please note these are external positions.

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

Student Loans

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

For more information, please see the *Academic Catalog* or contact the:

Office of Financial Aid (320-363-5388) for detailed information about student loans.

A FAFSA report will be required for Student Loan consideration/processing.

Please see more details on the Financial Aid Office services below—and how they apply to the School of Theology and Seminary.

Financial Aid Office-- Mission Statement

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

Enrollment Requirements

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

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

Verification of Family Income

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

Appeals for Special Circumstances

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



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

Satisfactory Academic Progress Requirements for Financial Aid Eligibility

Satisfactory Academic Progress

The Higher Education Act of 1965, as amended, requires that all federal aid recipients make satisfactory academic progress towards degree completion. Satisfactory Academic Progress is also required of recipients of state and institutional funds. These standards apply to a student's entire degree program including terms in which financial aid was not received.

Satisfactory Academic Progress will be measured by grade point average (qualitatively) and by the percentage of credits earned in relation to those attempted (quantitatively), also referred to as Pace.

Pace

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

Review Process

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

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

Re-establishing SAP

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



Cumulative Grade Point Average

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

M.A.M	2.5	M.Div. (Lay Ministry)	2.5
M.T.S	3.0	M.Div. (Priesthood Studies)	2.5
M.A. (Theology)	3.0	Th.M.	3.5
M.A. (Liturgical Music)	3.0	M.A. (Liturgical Studies)	3.0

Withdrawals and Return of Financial Aid

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

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

- [SJU Student Accounts](#)

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

Return of Title IV Funds Policy: Student recipients of any federal aid may lose a portion of their federal aid if they withdraw prior to completing more than 60% of the semester. The following aid could be reduced in this situation: Federal Pell Grants, TEACH Grant, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Perkins Loan, Federal Stafford (subsidized), Federal Stafford (unsubsidized) and Federal PLUS Loan.

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

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- Federal SEOG
- TEACH Grant
- Other (if applicable)

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

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

Non-Title IV financial aid refunds:

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

Late or Post-Withdrawal Disbursement

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

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

Unofficial Withdrawal

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

withdrawal date.

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

R2 T4 Sample Calculation

Federal Aid Received:

- \$7,916 unsubsidized Direct loan
- Term Start Date: 8/31/2020
- Term End Date: 12/18/2020
- Withdraw Date: 09/17/2020
- Completed Days: 18, representing 16% of term calendar days
- Title IV aid earned by student: $16\% \times \$7,916 = \$1,298$
- Title IV Aid to be returned to federal government: $\$7,916 - \$1,298 = \$6,618$
- Return: \$6,618 of unsubsidized loan
- Remainder of unsubsidized Direct Loan, or \$1,298, remains on students account

Financial Aid Code of Conduct

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

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

II. General Academic Policies and Procedures

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

General Policies

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

Academic Advising

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

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

Non-degree students work with the Director of Student Services to register for courses until they are admitted to a degree program.

Academic Calendar

Generally:

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

Academic Probation

If a student's cumulative GPA falls below the minimum required GPA for that student's degree program, the student is placed on academic probation. Students on academic probation must improve their cumulative GPA to remain in the degree program. Students are informed in writing of the terms of their academic probation.

M.A.M	2.5	M.Div. (Lay Ministry)	2.5
M.T.S	3.0	M.Div. (Priesthood Studies)	2.5
M.A. (Theology)	3.0	Th.M.	3.5
M.A. (Liturgical Music)	3.0	M.A. (Liturgical Studies)	3.0
M.A. (Pastoral Ministry)	2.5		

Auditing Courses

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

Students who first register to take a course for credit may change to audit status at any time during the term. Conversely, students who first register to audit a course may change to credit status only during the first week of classes.

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

Changes in Degree Status

Students are accepted into specific degree programs. Students who wish to change their degree program should consult their academic advisor. Students need the approval of their academic advisor and two letters of recommendation: one letter from a professor in the degree program the student is moving to, and the other letter from a professor in the student's current degree program. Letters are submitted with academic advisor's approval to the Director of



Admission for review. Further Admissions materials or scholarship considerations may be needed.

Class Attendance

Students are expected to attend all class sessions of courses for which they are registered. Students who are absent from classes must assume responsibility for completing any work that they miss, and working with individual faculty attendance requirements. If numerous unwarranted absences endanger academic standing or indicate a serious lack of commitment, students fail the course.

Commencement

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

Consortium Requirements

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

1. Students who matriculate at Saint John's School of Theology and Seminary and register for courses at Bethel, St. Thomas, Luther, or United Theological Seminary need to register for those courses using one of the following course numbers:
 - THY 468 Consortium (St. Thomas)
 - THY 468 Consortium (Bethel)
 - THY 468 Consortium (Luther)
 - THY 468 Consortium (United Theo)
2. SOT and Seminary students who participate in Consortium classes at another institution are included in SJU official enrollment figures and billed by the SJU Student Accounts Office.
3. A grade is sent from the Consortium school to Saint John's School of Theology and Seminary, and the SJU Registrar's Office enters the grade on the student's SJU transcript.
4. Web-based courses are not eligible for the Consortium agreement exchange. Therefore, SJU students who register for web-based courses offered through another Consortium school must pay tuition to that school.

Credit Load

The full-time credit loads at the School of Theology and Seminary are:

- *M.A. (Theology), M.A. (Liturgical Studies), M.A. (Liturgical Music)*: nine to twelve credits per semester
- *Th.M., M.T.S., M.A.M., M.A. (Pastoral Ministry), M.Div.*: twelve credits per semester
- *Summer load for all students*: six or seven credits.

Students may not register for more than 13 credits in an academic semester without approval from the Dean. Full-time students may register for up to 13 credits without additional tuition costs. After 13 credits there are additional tuition fees per credit.

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

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

Course Exemptions/Substitutions



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

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

Course Registration

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

Dismissal

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

Earning Two Degrees

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

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

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

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

Final Examinations

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

Grading System

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

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



Pass/Fail

- S Satisfactory
- U Unsatisfactory
- H Pass with Honors

Other grades

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

Grade Reports

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

Incompletes

When extraordinary circumstances warrant, an instructor may allow some delay in the completion of coursework. At their own discretion, instructors may set deadlines for the completion of the work, but deadlines will not extend beyond the close of the semester immediately following the course.

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

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

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

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

Individual Learning Project (ILP)

An Individual Learning Project (ILP) is intended for an individual student who wishes to study in some detail a topic not treated extensively in the standard course offerings. In undertaking an ILP, a student sets out to structure a graduate-level course and assumes responsibility for bringing it to fruition. The student plans a syllabus which identifies the goals, problems, methods, resources, and evaluative criteria of the study. The student also selects a faculty moderator who gives initial approval for the project, is available for regular consultation, and assumes responsibility for submitting a final evaluation. A maximum of six ILP credits may be applied toward the M.A., M.T.S., or Th.M. degrees; a maximum of 9 ILP credits may be applied toward the M.DIV. degree. ILP proposals must be submitted to the faculty director and the Dean for approval. To ensure that the ILP is factored into a student's total registration and financial aid package, registration for an ILP should be



processed well before the term in which it will be carried out. See the Director of Student Services for ILP proposal forms and instructions.

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

Repeating Courses

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

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

Student Accounts

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

Timely Completion of Degree Requirements

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

Transcripts

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

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

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

Transferring Credit to Saint John's

Upon approval of the Dean, some credits earned with a grade of "B" or better at another accredited graduate school may be applied toward the course requirements for degree programs at Saint John's School of Theology and Seminary. The maximum number of such credits that may be transferred is 25% of each degree:

M.DIV.	18 credits
M.DIV. (Priesthood)	27 credits

M.T.S	12 credits
M.A.M	9 credits
M.A.	9 credits
Th.M.	3 credits
Certificate Spiritual Direction	6 credits
Other Certificates	3 credits

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

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

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

Undergraduate Registration

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

Courses numbered in the 400s are designed for students in the theology programs of the School of Theology and Seminary. Undergraduate students may register for graduate level courses only upon recommendation of an upper division theology teacher and ordinarily only in their senior year. College students must obtain the permission of the instructor, the Chair of the CSB/SJU theology department, and the Dean of the School of Theology. Graduate level courses taken for undergraduate credit cannot be applied to the Master's degree if being applied to the undergraduate degree. The Director of Student Services will monitor this recordkeeping for undergraduates who may later enroll in the SOT/Sem.

Web Course Limits

Students in the MDIV, MA in Liturgical Music, and ThM may earn up to 50% of the credits required for the degree in web courses.

For the MAM and the MAT degrees: These degrees may be earned totally online.

Withdrawals

Withdrawals and Transcripts

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

<i>If a student withdraws from a course...</i>	<i>...the transcript shall show:</i>
--	--------------------------------------

- | | |
|---|-------------------------|
| (A) <i>Fall:</i> during the first three weeks of the term | No record of the course |
| <i>Spring:</i> during the first three weeks of the term | |
| <i>Summer:</i> factors in the length of the specific course | |

(B) *Fall:* after (A) but before November 15
Spring: after (A) but before April 15
Summer: factors in the length of the specific course

The grade W (withdrawn)

(C) *Fall:* after November 15
Spring: after April 15
Summer: factors in the length of the specific course

The grade F

Withdrawals and Refunds

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

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

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

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



III. Degree-Specific Academic Policies

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

M.T.S.

Graduate Paper

Purpose

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

Content

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

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

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

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

Comprehensive Examinations

Eligibility

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

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



Reading Lists

The comprehensive examination for the M.T.S. requires a list of ten books.

Students are responsible to see the Director of Student Services in order to obtain the reading lists.

Written Preparation for the Oral Portion of the Exam

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

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

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

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

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

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

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

Oral Exam

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

Failure of Comprehensive Examinations

Students can fail comps in several ways:

1. *Written:* If students submit an inadequate annotated bibliography and summary of research, the comps process is terminated.
2. *Oral:* If students do not adequately answer the questions posed by the board during the oral portion of the exam, they fail the exam.

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

Students may attempt comps a maximum of two times.



M.A. (Theology)

Comprehensive Examinations

Eligibility

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

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

Reading Lists

The comprehensive examination for the M.A. (Theology) requires a list of ten books, chosen by the student.

Written Portion of the Exam

Students will write :

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

It must give evidence of:

1. An identifiable research/academic question that engages the student's coursework.
2. A working thesis statement supported by well-reasoned arguments and grounded in evidence
3. Ability to handle the tools and methods of research appropriate to the study
4. Independent thinking and critical judgment
5. Good style and composition
6. Inclusion of bibliography of no less than ten sources appropriate to the paper's topic.
7. Follows the standards established Turabian's *A Manual for Term Papers, Theses, and Dissertations*.

- **5-7 sentences/ strong paragraph annotations on the bibliographic entries for the student chosen booklist (10 books).**

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



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

Oral Portion of the Exam

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

Failure of Comprehensive Examinations

Students can fail comps in several ways:

1. *Written:* if students submit an inadequate Integrated Paper, the comps process is terminated.
2. *Written:* If students submit an inadequate annotated bibliography, the comps process is terminated.
3. *Oral:* If students do not adequately answer the questions posed by the board during the oral portion of the exam, they fail the exam.

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

Students may attempt comps a maximum of two times.

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

Ministerial Formation Program

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

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



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

Spiritual direction is the contemplative practice of helping another person or group to awaken to the mystery called God in all of life, and to respond to that discovery in a growing relationship of freedom and commitment. All students are encouraged to be in spiritual direction. Those preparing for ministerial leadership through the MA in Ministry, the Master of Divinity and the MA in Liturgical Music are required to be in monthly spiritual direction. The website Spiritual Directors International hosts a directory of spiritual directors in the United States at this link: <http://www.sdiworld.org> under "Find a Spiritual Director." In addition, Saint John's Abbey Guesthouse in Collegeville, Saint Benedict's Spirituality Center, in Saint Joseph, the Benedictine Center in Saint Paul and the Franciscan Center in Little Falls provide spiritual direction and retreats. The School of Theology and Seminary reimburses spiritual directors \$20 per monthly visit. Some spiritual directors may charge an additional amount. The student is required to cover the difference. A form indicating the spiritual director's name needs to be submitted to the Director of Field Education and Ministerial formation in order to be reimbursed.

Group Spiritual Companioning is a process in which people gather on a regular basis to assist one another in an ongoing awareness of God in all of life. They are seeking support for their responsiveness to God and they agree to support others in that same responsiveness. Three conditions are essential to the life of the group. Companions 1) commit themselves to an honest relationship with God, 2) participate wholeheartedly in the group, 3) process through prayerful listening and response, and 4) open their spiritual journeys for consideration by others. Lay ecclesial ministry students are expected to be in groups for 3 consecutive semesters, deacon candidates are expected to be in three years, beginning their second semester. Seminarians are in spiritual formation through the Rector's office.

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

Eucharistic Liturgy and Mid-day prayer: One of the formative elements for students is liturgy. At the SOT we have two long standing liturgical traditions: Eucharist once each week and Mid-day prayer followed by lunch once each week. If you are on campus these days, it is important to join the community for worship and shared meal. All are welcome.

The Liturgy Committee invites all students to be a part of the planning committee as well as serve in various ministerial roles.

Field Education: Practicum and Clinical Pastoral Education

Practicum: Students enrolled in MA in Ministry, M.Div., MA Liturgical Music and Certificate of Spiritual Direction are required to do practicums. M.T.S students can take a PTHM course as an elective. Students work with the Director of Formation & Field Education to establish sites for their Field Education experiences. After a site for the practicum experience



is determined, students work with an on-site supervisor and the Director of Formation & Field Education to coordinate a learning agreement. This agreement serves as the basis for the ministerial evaluation of the student. Theological Reflection on the field education is also a required piece of the experience.

Clinical Pastoral Education: A basic unit of CPE (PTHM 412, 3 credits) is required for all M.Div. students. M.A.M. students may also take a unit of CPE towards their field education requirements. Sites offering CPE and other information can be found at: www.acpe.edu, under "directory" and "accredited centers." M.T.S. students can take CPE as a PTHM elective. After the CPE has been completed, the on-site supervisor sends a final evaluation to the Director of Formation and Field Education. For seminarians, that copy is shared with the Rector and kept on file in the Rector's office. Saint John's assesses a \$50 administrative fee; other costs for CPE programs are the responsibility of the student.

Ministerial Learning Portfolio

Ministerial Learning Portfolio: This portfolio provides students enrolled in the M.Div. or M.A.M. degrees an opportunity for self-assessment and determining their readiness for ministry. Students in the M.Div. degree present their portfolio mid-degree (Lay M.Div. 36 credits. Seminarian M.Div. 54 credits) and those in the M.A.M. degree, lay and diaconal, present their portfolio during their last semester. Students use their own classroom and formation material to build the learning portfolio, as well their incorporated feedback from peers, mentors, faculty, advisor, and director of field education and ministerial formation. The development of the portfolio should begin the first semester a student is enrolled.

Ministerial Formation Documentation

Degree Works: Completing the Spiritual Formation requirements are recorded each semester in the student's [Degree Works](#) site at a Satisfactory or Unsatisfactory. This will include participation in the monthly individual spiritual direction (monthly), group spiritual companionship (Groups meet September to November and January to April monthly for two hours), and learning portfolio updated each semester.

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

M.A. (Liturgical Music)

Guidelines for Majors

Organ majors

- Organ students take six credits of applied organ. Credits for lessons are earned with successful completion of a jury. Attendance at studio class is required.
- Organ students take two credits in voice. Attendance at studio class is required.



- If an organ student does not achieve sufficient proficiency in any of the above areas, as demonstrated in a successful jury, he or she will be expected to take additional credits of instruction until proficiency is achieved.
- Organ students take two credits in Service Playing (LMUS 433). Additional semesters are taken if needed to demonstrate proficiency.

Voice/Choral Conducting majors

- Voice/choral conducting students take six credits of applied voice. Credits for lessons are earned with successful completion of a jury. Attendance at studio class is required.
- Voice/choral conducting students take two credits in the secondary area, organ / piano, in either applied lessons or service playing. Attendance at studio class is required.
- If a voice/choral conducting student does not achieve sufficient proficiency in any of the above areas, as demonstrated in a successful jury, he or she will be expected to take additional credits of instruction until proficiency is achieved.
- Voice/choral conducting students take one credit each of Choral Literature and Vocal Ensemble. The Vocal Ensemble may be in any undergraduate choir.

Composition majors

- Composition students take six credits of applied study in composition. These credits are earned on an independent study basis with the composition teacher.
- Composition students take two credits in organ / piano and two credits in voice. Attendance at studio class is required. Proficiency in each secondary area is demonstrated by successful completion of a jury.

Music Theory and Music History Assessment

Two assessments, one in music theory and one in music history, are taken in order to demonstrate proficiency equivalent to an undergraduate music degree. These assessments are required and are taken before the beginning of the first semester of study. Satisfactory performance in each assessment is required for full graduate standing in the degree program.

Music Theory Assessment

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

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

Music History Assessment

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

- Medieval to late Middle Ages (ca. 500-1400)
- Early to late Renaissance (ca. 1400-1600)
- Baroque to Classical (ca. 1600-1800)



- Romantic (ca. 1800-1900)
- 20th century (ca. 1900-present)

Field Education

Students work with the Director of Formation and Field Education and the Liturgical Music Faculty to establish sites for their Field Education experiences (PTHM 459). After a site for the experience is determined, students work with an on-site supervisor and the Director of Formation and Field Education to coordinate a learning agreement. This agreement serves as the basis for the eventual evaluation of the student. Theological Reflection on the field education is also a required piece of the experience.

Th.M

Language Proficiency

Purpose

The Th.M. requires a minimum level of reading proficiency in a foreign language. Language proficiency is an important tool for graduate research, and considerable resources are available only to those who read more than a single language. Therefore, reading proficiency in a foreign language is to be demonstrated early in a student's degree program.

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

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

Option A: Individual Examination

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

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

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

Greek

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



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

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

Option B: Language Course Final Examination

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

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

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

Usage in Thesis

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

Exemptions

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

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

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

Master's Thesis

The M a s t e r ' s T h e s i s is a requirement in the Th.M. It is worth six credits, which is applied to the total of 24 credits required for Th.M. degree.

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

Schema of the process

The Master's Thesis process consists of three steps:

Development of a Thesis Proposal
Defense of the Thesis Proposal; writing the thesis
Public Defense of the Thesis

The Thesis Proposal will contain the following elements:

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

Thesis Proposal Defense

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

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

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

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

Public Defense of Thesis

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

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

Content

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

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



4. independent thinking and critical judgment;
5. good style and composition.

Language Citation

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

Format

The thesis should be arranged in the following order:

- a. a *title page*
- b. a signed *director's signature form*
- c. a signed *language proficiency form*
- d. a signed *research disclosure form*
- e. table of contents
- f. body of the thesis with footnotes
- g. bibliography

The format for the table of contents, body, footnotes, and bibliography of the graduate paper must consistently follow the stylistic standards established in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. The format for the title page and the three signed forms must follow the samples in Appendix B of this handbook.

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

III. Discontinued Programs

The following specified courses of study have been discontinued for future enrollments. However, students currently enrolled in these programs will be supported as they complete their degrees

M.A. (Liturgical Studies)

Language Proficiency

Purpose

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

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

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



Option A: Individual Examination

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

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

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

Greek

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

Hebrew

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

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

Option B: Language Course Final Examination

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

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

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

Usage in Thesis or Graduate Papers

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



Exemptions

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

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

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

Graduate Papers

Purpose

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

Content

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

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

If a student completes a graduate paper as part of coursework, the paper should be completed under the direction of the professor who is teaching the course. The student should consult with the professor during the development of the outline and research for the paper. If a student completes a graduate paper outside of a course, the student is responsible for finding a faculty member to direct the paper.

Language Citation

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

Format

Each paper should be arranged in the following order:

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



The format for the table of contents, body, footnotes, and bibliography of the graduate paper must consistently follow the stylistic standards established in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. The format for the title page and the three signed forms must follow the samples in Appendix B of this handbook.

Students should submit an *electronic* copy of the completed paper and *hard* copies of the title page and the three signed forms to the Director of Student Services. The hard copies will be kept on file at the School of Theology and Seminary.

Master's Thesis

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

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

Schema of the process

The Master's Thesis process consists of three steps:

- Development of a Thesis Proposal
- Defense of the Thesis Proposal; writing the thesis
- Public Defense of the Thesis

The Thesis Proposal will contain the following elements:

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

Thesis Proposal Defense

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

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

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



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

Public Defense of Thesis

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

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

Content

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

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

Language Citation

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

Format

The thesis should be arranged in the following order:

- a *title page*
- a signed *director's signature form*
- a signed *language proficiency form*
- a signed *research disclosure form*
- table of contents
- body of the thesis with footnotes
- bibliography

The format for the table of contents, body, footnotes, and bibliography of the graduate paper must consistently follow the stylistic standards established in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. The format for the title page and the three signed forms must follow the samples in Appendix B of this handbook.

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

Comprehensive Examinations

Eligibility

Students are eligible to take comprehensive examinations [*comps*] after all other degree requirements are completed. It is possible to schedule comps during the term when all other requirements (i.e. final coursework, graduate papers, or thesis) are being completed,



but comps may not be taken if it is clear that some other degree requirement will not be completed by the end of that term.

Students taking comps must register for THY 599 (0 credits). Students must complete or be exempted from the language proficiency requirement before registering for comps.

Reading Lists

The comprehensive examination for the M.A. (Liturgical Studies) is based on a reading list of thirty books/sources.

Students are responsible to see the Director of Student Services in order to obtain the reading lists.

For a good reason, a student may petition his or her board to substitute a maximum of three books. The board has the discretion whether or not to accept a substitution. Their decision is final.

Written Portion of the Exam

For the written portion of the exam, M.A. (Liturgical Studies) students submit descriptions of *five* specific topics in the liturgical area. These topics must be submitted to the Director of Student Services on the assigned due date. (Sample descriptions of topics are available from the Director of Student Services.)

From these topics, the board formulates *three* questions for M.A. (Liturgical Studies) students.

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

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

Oral Portion of the Exam

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

Failure of Comprehensive Examinations

Students can fail comps in several ways:

1. *Written*: If students submit inadequate descriptions of topics, the comps process is terminated.
2. *Written*: If students submit inadequate responses to the board's written questions, they fail the exam.
3. *Oral*: If students do not adequately answer the questions posed by the board during the oral portion of the exam, they fail the exam.

Students who fail in one of the latter two ways may retake comps. Regardless of whether they failed the written or oral portion, they must repeat the entire process: that is, they



must submit new descriptions of topics, write responses to the board's written questions, and take the oral portion of the exam.

Students may attempt comps a maximum of two times.

V. University Policies & Procedures

Academic Misconduct

Academic misconduct

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the College/University or subverts the educational process. Academic misconduct includes but is not limited to:

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

Academic misconduct vs. poor scholarship

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

Occasionally what initially appears to be an act of academic misconduct may turn out to be a case of poor scholarship on the part of a student, particularly in suspected cases of plagiarism. Insufficient citation of sources, inappropriate paraphrasing of sources, and wholesale reproduction of unacknowledged sentences and paragraphs, while serious offenses in the scholarly world, are among students often enough caused by a lack of understanding. In such circumstances instructors are advised to keep in mind that students at CSB/SJU are in a position of apprenticeship: they are learning the skills of scholarship under the tutelage of their instructors.



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

Cases of academic misconduct

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

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

The burden of proof rests with the instructor to demonstrate that one or more students have engaged in academic misconduct. If an instructor suspects academic misconduct, he or she must present compelling evidence of this misconduct.

I. General Procedure

- A. An instructor suspecting a student of academic misconduct must meet with the student and present evidence of the specific offense.
- B. If the student agrees that the alleged act of academic misconduct has occurred, a penalty is determined and a written acknowledgment specifying the offense and the penalty is signed by the instructor, the student and a third party witness to guarantee that the student has been shown the agreement and read it (Link to Report of Academic Misconduct). The evidence of academic misconduct and the written acknowledgments are then placed in a closed file in the office of the Dean of the School of Theology and Seminary.
- C. If in spite of the evidence presented by the instructor the student maintains his or her innocence, the student may contact the Dean (through the Director of Student Services) and request that an appeals process be initiated (see Appeals Process below). In such contested cases it is the responsibility of the student to provide detailed information demonstrating that the assignment in question is the product of his or her own work, or evidence refuting the allegations presented.
- D. By refusing to view the evidence, or by refusing to acknowledge having viewed it, a student will not prevent imposition of the instructor's recommended penalty nor prevent the case from going into the closed file.
- E. The penalty determined by the instructor (or by the Dean in cases of a second or third offense) will stand unless and until the student is found innocent on appeal. If the student



is found innocent on appeal the material will be removed from the closed file and destroyed.

F. A student accused of academic misconduct who maintains his/her innocence has the right to remain enrolled in the course while the appeal process is pending.

G. The closed file located in the Dean's office will be destroyed two years after a student has graduated. In the cases of students who transfer to other institutions, or who for other reasons leave the School of Theology and Seminary without graduating, the closed file will be destroyed five years after the student's departure.

H. The proof of guilt in an earlier offense does not imply any assumption of guilt when a student is accused in a future case.

II. Consequences

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

First Offense

A. The penalty for a first offense of academic misconduct is failure of the course in which the academic misconduct occurred. This penalty may be reduced at the instructor's discretion.

B. The process of written acknowledgement and closed file described in section I will be implemented.

C. If a student commits two acts of academic misconduct nearly simultaneously it is at the academic dean's discretion whether they are regarded as one or two offenses

Second Offense

A. The instructor should follow the general procedure indicated above. Following this, the Dean will be aware that this is not the student's first instance of academic misconduct, and because of the increased gravity of the situation, will consult with the instructor and other parties deemed necessary to learn as much as possible about this instance of misconduct. The student will fail the course in which the academic misconduct occurred.

B. The student may be suspended or expelled from the college. This decision will be made by the Dean.

C. The process of written acknowledgment and closed file described in Section I will be implemented.

D. If a student commits two acts of academic misconduct nearly simultaneously it is at the Dean's discretion whether they are regarded as one or two offenses.

Third Offense

A. The instructor should follow the general procedure indicated above. Following this, the Dean will be aware that this is not the student's first instance of academic misconduct, and because of the increased gravity of the situation, will consult with the instructor and other parties deemed necessary to learn as much as possible about this instance of misconduct. The student will fail the class in which the academic misconduct occurred.



- B. The student will be expelled from the School of Theology and Seminary.
- C. The steps of written acknowledgement and closed file described in Section I will be implemented

Appeals Process

A. The appeal process for academic misconduct is initiated by a student through a formal request made to the Dean of the School of Theology and Seminary, through the Director of Student Services.

B. The student is given an opportunity to provide detailed information related to the academic misconduct and disputing the evidence presented. The student may present any or all of the following:

- a prepared, written statement rebutting the evidence;
- material evidence that supports the claim that the work is the student's own and that documents the process by which the assignment in question was generated;
- the testimony of any others who may have been involved in the incident.

C. The Dean will review the materials and evidence presented by the student and request further clarification from instructor(s) and/or the student as needed.

D. The Dean will notify the student and the instructor as to the outcome of the appeal. The decision of the Dean is final.

Grievance Procedure

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

Definition

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

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

Informal Procedure

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

Formal Hearing

A formal hearing is initiated no earlier than thirty days after the grievant brings the issue to



the attention of the SOT and Seminary Dean. If informal efforts at mediation fail during this thirty- day period, then the grievant may file a “formal notification” with the SOT and Seminary Dean within ten days following the initial thirty-day period devoted to the informal procedure.

1. A “formal notification” should include a general description of the grievance, the persons alleged to have caused the grievance, steps taken in the informal procedure, and a suggestion for resolving the issue.
2. The Graduate Theological Studies Committee will decide whether the issue is **grievable** or not. If the grievance merits a formal hearing, then the Graduate Theological Studies Committee will appoint an ad hoc Grievance Committee consisting of two faculty members (one of whom will be appointed chair of the committee) and one elected member of the SOT and Seminary Student Government. This committee must be assembled within ten days after the filing of a “formal notification.”
3. Within five days of the appointment of the ad hoc Grievance Committee, the grievant must state in writing:
 - The specific nature of the grievance
 - The person or person causing the grievance
 - Suggestions for resolving the issue
4. The person or persons named as causing the grievance will receive the written statement of the grievance and will have ten days to respond in writing to the grievance. Failure to respond in writing to the grievance will be interpreted as agreement that the written statement of the grievant is accurate.
5. The ad hoc Grievance Committee will explore every avenue for settling the grievance informally. If these efforts fail, then the chair of the ad hoc Grievance Committee will call a formal meeting.
6. The Chair of this Committee will ensure that an accurate record of the formal meetings is kept.
7. Hearings of the Committee are open only to those invited by the Committee.
8. The parties to the grievance have a right to bring an adviser from the SOT-Sem or University whenever they are present at the hearings.
9. All witnesses called are expected to answer the questions of the Committee. If there is a refusal to appear or to participate, this will be noted in the record. The parties to the grievance and the members of the Committee may question witnesses. The Committee has the right to determine how much the parties may question one another and one another’s witnesses.
10. The Committee shall try to secure all evidence helpful to a fair hearing. All evidence upon which a decision is based shall be known to the parties to the grievance.
11. The decision should be written to include facts, conclusions, and recommended remedy. The decision will be reported to the SOT and Seminary Dean. If the SOT and Seminary Dean should be a party to the grievance, the written decision will be reported to the Provost.
12. The Committee’s decision is judgmental and may be appealed only on the grounds that the grievance procedure described herein was not properly followed.
13. An appeal may be made to the Provost within ten days after the parties are notified of the decision.
14. The Provost shall notify in writing the party making the appeal that he/she will review the appeal. If in such a review the Provost determines that procedures were not followed, he/she will remand the case to the ad hoc Grievance Committee with specific recommendations.
15. The chair of the ad hoc Grievance Committee will provide a written report to the SOT and Seminary Dean, GTS, and parties to the grievance which includes a general description of the grievance, the proceedings, and the decision of the ad hoc



Grievance Committee.

Timeliness

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

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



Joint Human Rights Policy

For the College of Saint Benedict and Saint John's University

The College of Saint Benedict and Saint John's University are committed to creating and maintaining an environment in which all members of the community are aware of and respect the rights and human dignity of every other member.

Discrimination and harassment based on race, religion, color, national origin, sex, sexual orientation, age, marital status, disability, familial status, status with regard to public assistance, or other legally protected category or characteristic are reprehensible and are antithetical to the mission of these institutions.

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

The full Joint Human Rights Policy can be found at

<http://www.csbsju.edu/human-rights/policies-violations-forms/csb/sju-human-rights-policy>

Approved May, 2015

Joint Sexual Misconduct Policy

The College of Saint Benedict ("CSB") and Saint John's University ("SJU") are committed to creating and maintaining an environment that is free from the physical and emotional threat of sexual misconduct, including sexual harassment, sexual assault, and other forms of sexual violence. The College of Saint Benedict (CSB) and Saint John's University (SJU) have **zero** tolerance for sexual misconduct in any form.

The full Joint Sexual Misconduct Policy can be found at

<http://www.csbsju.edu/human-rights/sexual-misconduct/sexual-misconduct-policy>

CSB Approved August 4, 2016

SJU Approved August 23, 2016



VI. Appendices

A. Writing at the School of Theology and Seminary

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

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

The University Writing Center supports graduate students.

Format and Citations

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

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

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

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

B. Sample Forms

On the following pages are samples of:

- a title page;
- the director's signature form;
- the foreign language verification form;
- the research disclosure form (For graduate papers or theses to be placed in the library, the Family Educational Rights and Privacy Act [FERPA] requires a page which identifies the records that may be disclosed and the signature of the student writer.)

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



Sample Title Page

[TITLE OF PAPER/THESIS/PROJECT]

by

[Writer's Name]

[Permanent Address]

[City, State]

[Country]

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

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

[Date]



Sample Director's Signature Form

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

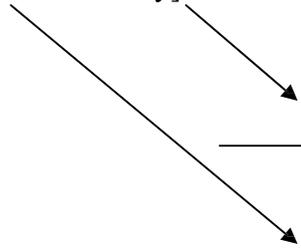
[Signature of Director]

[Typed Name of Director]
Director

[For thesis only]



[Signature of Second Reader]



[Typed Name of Second Reader]
Second Reader

Sample Language Proficiency Form

[Typed Name of Student]

has successfully demonstrated the use of

[Language]

in this [paper/thesis].

[Signature of Director]

[Typed Name of Director]

[Date]

Sample Research Disclosure Form

[TITLE OF PAPER/THESIS]

Description: [Description of the paper/thesis]

*This [paper/thesis] [may/may not] be made available for electronic access in current and
future electronic storage databases at
Saint John's University Alcuin Library, Collegeville, Minnesota.*

[Signature of Student Writer]

[Date]





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