MOUNT ST. MARY'S SEMINARY

ACADEMIC YEAR 2023/2024

SEMINARY CATALOG

(updated October 2023)

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About the Seminary

Mission and Goal Statements

University Mission Statement

As a Catholic university, Mount St. Mary's graduates ethical leaders who are inspired by a passion for learning and lead lives of significance in service to God and others.

Our University Values

We look to the 212-year heritage of the Mount for principles that serve as waypoints in our quest for excellence. Our history is filled with examples of the Mount holding true to timeless virtues while adapting to a changing society. We will continue to do so, inspired by those who have gone before us.

For this inspiration, look no further than our founder, Father John DuBois, whose example encourages us to overcome our individual struggles, seek greatness, and have faith that the Holy Spirit will help us every step of the way. We are immensely "Mount Proud" of where we have been and are inspired by where we are going together.

As members of the Mount St. Mary's community, we deeply value:

- **A Student-Centric Focus** Students, and their future success, are the reason our institution exists and are the focal point of all that we do.
- **Our Catholic Identity** In a dynamic higher education environment, an enduring commitment to our Catholic mission inspires a fearless engagement with the world and a hospitality to all regardless of religious background.
- **Service to God and Others** Our enduring purpose and key to our greatness is that we develop ethical leaders who seek to use their God-given talents in service to God and to others.
- **Academic Excellence** Through the Catholic intellectual tradition we educate students to advance human understanding of our world and the human condition while cultivating in them an excellence in a chosen profession and a zeal for lifelong learning.
- **Our People** Our hard working, caring people and our innovative intellectual capital are the lifeblood of the Mount.
- **A Transformative Learning Environment** Together we create the caring and intellectually stimulating environment that inspires our students' desire to lead lives of meaning and purpose.
- **Teamwork** We care for and respect all members of the Mount community and are passionate about working together for their development and success.
- **Stewardship** In a culture of stewardship, we preserve the value and beauty of the facilities and manage resources responsibly to fulfill our mission as effectively and efficiently as possible.
- **Inclusion** We harness the energy created by diversity of thought and engendered by a richly diverse staff, faculty and student body to ensure that all feel welcome and included at the Mount.
- **An Ethical, Competitive and Entrepreneurial Winning Spirit** We set bold goals and rally our team every day to achieve them with honor. We challenge our teammates to do the same for their own personal growth. We pursue relentless, pragmatic optimism.
- **Honesty and Integrity** Our respect for others leads us to respond with honesty and integrity in our daily interactions.

Seminary Mission Statement

Mount St. Mary's Seminary prepares men for the Catholic ministerial priesthood in the Third Millennium; men who *love* with the heart of the Church, *think* with the mind of the Church, and *are formed* to have an integrated core of human, intellectual, spiritual, and pastoral virtues modeled by Jesus Christ, our High Priest.

Seminary Vision Statement

To invite men to "go up to the mountain" (*Haggai* 1:8), so that we might send down holy, self-sacrificial shepherds for the people of God, to light a fire on the earth for the salvation of souls.

Seminary Strategic Goals

- **Clear Communication** To promote habits and procedures of effective communication.
- **Culture of Excellence** To foster a culture of personal and institutional excellence to further our mission.
- **Institutional Growth and Strength** To advance the Seminary by the best use of our time, talent, and treasure.
- **Spirituality of Sacrifice** To cultivate a spirituality of sacrifice within the Seminary community in pursuit of our mission.

Goals of the Four Dimensions of Formation

Mount St. Mary's Seminary fulfills its mission through the integration of the four inter-related components or dimensions of priestly formation in accordance with the demands of the USCCB's Program of Priestly Formation (PPF5). Participation in all aspects of the four-fold formation program is mandatory for priesthood candidates. These dimensions **Human Formation**, **Spiritual Formation**, **Intellectual Formation**, and **Pastoral Formation** are detailed on the **Seminary website**. As the PPF5 tells us in #73:

> *"Clearly human formation is the foundation for the other three pillars. Spiritual formation informs the other three. Intellectual formation appropriates and understands the other three. Pastoral formation expresses the other three pillars in practice."*

The goals for each of the four areas are articulated by the characteristics to be developed in the seminarian throughout the formation program as expressed by specific goals which in turn can be measured by certain criteria or learning outcomes.

Human Formation Goals

In Human Formation of the candidate for the priesthood, the Seminary aims to accompany him in conforming his heart and life to the Lord Jesus Christ, so as to become a sign of the love God has for each person. Human Formation fosters growth in his character as a man who:

1. **Practices virtues**
   A. Displays prudence by appropriately setting formation goals and choosing the means to accomplish them
   B. Manifests justice in showing respect toward others and completing his house job
   C. Shows fortitude by persevering in accomplishing goals and tasks
   D. Demonstrates temperance in food, drink, and the use of technology
2. **Demonstrates affective maturity**
   A. Cultivates friendships with others
   B. Respects appropriate boundaries in relationships
   C. Manifests an ability to work and relate well with others
   D. Exhibits balance in judgment and behavior

3. **Lives as a public person**
   A. Takes responsibility for his actions
   B. Communicates well with others
   C. Shows initiative
4. **Cultivates a healthy lifestyle**
   A. Exhibits good hygiene and professional appearance
   B. Makes healthful choices in food and drink
   C. Exercises regularly
   D. Gets proper rest and uses leisure time well

Spiritual Formation Goals

Spiritual Formation is directed towards promoting communion with God and with our brothers and sisters, in the friendship of Jesus the Good Shepherd, and with an attitude of docility to the Holy Spirit. Spiritual Formation develops the seminarian as a man who:

1. **Exhibits a life of prayer**
   A. Is faithful in the house liturgical schedule, especially daily Mass
   B. Practices a daily holy hour
   C. Participates in retreats and days of recollection
   D. Meditates with the Scriptures (*Lectio Divina*)
   E. Maintains a filial devotion to the Blessed Virgin Mary, especially the Rosary
2. **Commits to spiritual growth**
   A. Makes regular use of spiritual direction
   B. Frequents the Sacrament of Penance
   C. Does regular spiritual reading
3. **Practices chastity**
   A. Relates maturely and appropriately with others, especially women and children
   B. Shows a fraternal love for his fellow seminarians
   C. Avoids occasions of un-chastity, particularly pornography
   D. Shows manly bearing in his conversation, dress, and behavior
4. **Shows obedience**
   A. Manifests humility in dealing with others
   B. Demonstrates docility in following direction from those in authority
   C. Exhibits an openness to correction, advice, and modifying his opinions and behavior
   D. Submits willingly to the Church's magisterial teaching
5. **Lives a spirit of poverty**
   A. Exercises responsible stewardship over his own and others' property
   B. Demonstrates a simple lifestyle in his possessions, attire, and recreation
   C. Shows generosity toward others, especially the poor

Intellectual Formation Goals

Intellectual Formation is directed toward enabling and fostering the seminarian's competence in philosophy and theology, in order for him to articulate credibly and intelligibly the Church's faith, and to proclaim and defend it in a way that reveals its inherent goodness, truth, and beauty. (*Ratio Fundamentalis*, 116). Intellectual Formation aims to form a man who:

1. **Demonstrates that he has a firm knowledge of the Person of Jesus Christ and the teaching of the Church by successful completion of the required coursework (as evidenced e.g. in his papers, class participation, homilies and/or exams) for the ordination program**
   A. Possesses a familiarity with the Scriptures and understands biblical theology in accord with the mind of the Church

B. Knows and accepts the normative function of the Magisterium
C. Gives evidence of the knowledge of the distinction between the truths revealed by God and contained in the deposit of faith and their theological mode of expression
D. Grasps the rich history of the Church from the apostolic age to the present day

2. **Illustrates that he is an able minister of the sacraments**
   A. Demonstrates knowledge of liturgical and sacramental theology, Canon Law, and pastoral practice
   B. Exhibits the ability to celebrate faithfully and well the Church's liturgical rites, especially in the Mass and Penance practica
   C. Shows that he has integrated the theological and pastoral curricula, especially in his participation in the capstone seminar (P.A.I.S.)
3. **Communicates the Church's moral and spiritual tradition as a spiritual father and moral guide**
   A. Demonstrates the ability to preach, teach, and defend the Catholic faith, particularly in homilies and classroom presentations
   B. Understands, promotes, and explains faithfully the Church's moral teaching, especially by successfully completing the moral theology coursework
   C. Fosters the moral and spiritual life of the faithful and helps form their consciences by preaching, teaching, and evangelizing
4. **Shows a love for learning and a commitment to ongoing intellectual formation**
   A. Demonstrates a habit of reading, particularly through the completion of assigned readings and dedication to further theological and non-theological reading
   B. Practices critical thinking as evidenced in class participation, exams and/or papers
   C. Shows a habit of reading and study during breaks and vacations

Pastoral Formation Goals

The aim of Pastoral Formation is the formation of a true shepherd who teaches, sanctifies, and governs after the example of Jesus Christ. He gains pastoral experience by his pastoral field education and summer assignments under the care of and evaluation by a supervisor. Pastoral Formation develops the heart of a shepherd in the seminarian as a man who:

1. **Demonstrates pastoral competence**
   A. Shows skill in dealing with various pastoral settings such as teaching, health care, evangelization, parish administration, and diaconate parish placements
   B. Demonstrates an ability to minister to those of various cultures, particularly Hispanic
   C. Manages his time well by being punctual and following through with assigned tasks
2. **Shows pastoral leadership**
   A. Demonstrates effective communication skills, including preaching and catechesis
   B. Shows fatherly care and dedication toward others by giving time and attention to them
   C. Takes initiative with groups and projects
   D. Accepts feedback and constructive criticism
3. **Collaborates effectively**
   A. Respects different ministries and apostolates within the Church
   B. Demonstrates respect for those of other beliefs and cultures
   C. Exhibits docility toward authority
   D. Works well with others in ministry, including women
   E. Shows fatherly kindness and affability toward others
4. **Is a Man of Communion**
   A. Fosters unity among the clergy and the lay faithful
   B. Conforms to local and universal norms and avoids ideology, especially in liturgical matters
   C. Cultivates friendships with seminarians and priests, particularly in his own diocese

ACCREDITATION

Mount St. Mary's Seminary, an integral part of Mount St. Mary's University in Emmitsburg, Maryland, is accredited by the Maryland Higher Education Commission of the State Board of Education of Maryland (MHEC) and the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools (MSACSS). The Seminary is also accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS), which approved the following degree programs: M.Div., M.A. (Theology).

Mount St. Mary's Seminary's ESL Program is accredited by the Commission on English Language Program Accreditation for the period August 2017 through August 2022 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the U.S. Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the U.S. For further information about this accreditation, please contact CEA, 1001 North Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, www.cea-accredit.org.

Concerns regarding compliance with accrediting standards may be addressed to the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, 10 Summit Park Dr., Pittsburgh, PA 15275-1103 (Telephone 412-788-6505; Fax 412-788-6510; Website www.ats.edu) or Commission on Higher Education of the Middles States Association, 3624 Market St, Philadelphia, PA 19104-2680 (Telephone 215-662-5606).

> **NOTE:** Mount St. Mary's Seminary is hosting a comprehensive evaluation visit for reaffirmation of accreditation by the ATS Commission on Accrediting on [list dates of visit]. The purpose of this visit is to verify that the school meets all applicable Commission *Standards of Accreditation*. Comments regarding how well the school meets those standards and/or generally demonstrates educational quality may be sent to the ATS Director of Commission Information Services at least two weeks before the visit. Comments may also or instead be sent in writing to the Seminary Rector, Rev. Msgr. Andrew R. Baker (baker@msmary.edu). All comments will be shared with the onsite evaluation committee.

Mount St. Mary's Seminary on January 4, 2007 (Feast of St. Elizabeth Ann Seton) was affiliated with The Pontifical Faculty of Theology of the Immaculate Conception, at the Dominican House of Studies, in Washington, D.C., which is authorized to grant the first-cycle ecclesial degree Bachelor of Sacred Theology (S.T.B.). This affiliation was reapproved by the Vatican's Congregation for Education in 2017.

Provisos of the Seminary Catalog

The provisos of this edition of the Mount St. Mary's Seminary catalog are not to be regarded as an irrevocable contract between the seminary and the student. Mount St. Mary's reserves the right to change courses, schedules, calendars, and any other provisions or requirements whenever such action will serve the interests of the Seminary, the University, or its students. All students are responsible for acquainting themselves with the regulations pertinent to their status. The Mount reserves the right to modify its regulations in accordance with accepted academic standards and to require observance of the modifications. The general practice is to make no changes retroactive, unless necessitated by changes in the USCCB's Program of Priestly Formation (PPF5) or other compelling cause. However some curricular changes are being made (effective Fall 2023) to accommodate the stages of formation being introduced with the approval of the 6th edition of the PPF.

It is the policy of Mount St. Mary's not to discriminate on the basis of race, color, national or ethnic origin, political or religious opinion or affiliation, age, sex or handicapping condition in the recruitment or admissions of students, or in the administration of the college's educational policies, admissions policies, scholarship and athletic programs, and other university-administered activities and programs. The compliance officer at Mount St. Mary's University for Title IX and Section 504 of the Rehabilitation Act of 1973, Gregory Kuester, J.D., can be contacted at g.f.kuester@msmary.edu , 301-401-6455, or contact the Seminary's Deputy Title IX Coordinator, Dr. John Love at jlove@msmary.edu , 301-447-8323.

It is the policy of Mount St. Mary's University to comply with the provisions of the Americans with Disabilities Act in making its programs and facilities accessible. If you need any special accommodations, please contact us at seminaryadmissions@msmary.edu , 301-447-5295.

Contact Us

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- Website seminary.msmary.edu

Statement of Educational Effectiveness

Mount St. Mary's Seminary provides education and formation for candidates for the Roman Catholic priesthood. In compliance with ATS Educational Standards, the Seminary has developed a variety of direct and indirect measures to assess the extent to which the students are achieving the outcomes described in our catalog for the various degrees and programs they are pursuing. Faculty and administration regularly review this data in the ongoing assessment of the educational effectiveness of the Seminary and to measure the success and timely completion of its degree and certificate programs. The following is a summary of the recent data as of ***May 2022***:

Discipleship Stage / Philosophy Formation Program

This two-year formation program has as its purpose the preparation of candidates for entry into Theology [the Configuration Stage of formation]. The achievement of the goals of the program are measured by the formation team using direct and indirect measures of achievement in intellectual, spiritual, pastoral and human formation. A demonstration of the effectiveness of the Discipleship/Philosophy formation program by class year is the percentage of those who completed the Discipleship/Philosophy formation program at Mount St. Mary's Seminary and who subsequently entered a graduate theological formation program the following fall, whether at the Mount or elsewhere:

- 89.47% of those completing the Discipleship Stage/Philosophy Formation Program in May 2022 are expected to subsequently enroll in graduate Theological formation in fall 2022.
- 100% of those who completed the Discipleship Stage/Philosophy Formation Program in May 2021 subsequently enrolled in graduate Theological formation in fall 2021.
- 95.2% of those who completed the Discipleship Stage/Philosophy Formation Program in May 2020 subsequently enrolled in graduate Theological formation in fall 2020.

- 88.0% of those who completed the Discipleship Stage/Philosophy Formation Program in May 2019 subsequently enrolled in graduate Theological formation in fall 2019.
- 95.0% of those who completed the Discipleship Stage/Philosophy Formation Program in May 2018 subsequently enrolled in graduate Theological formation in fall 2018.

Master of Arts in Philosophical Studies (M.A.P.S.)

The two-year M.A.P.S. degree program has as its purpose to offer an opportunity for advanced graduate study of philosophy emphasizing both the history and major topical areas of philosophical inquiry, with attention to how these inform and are informed by the Catholic intellectual tradition. The graduates successfully passed the two-fold concluding exercise of a qualifying paper and oral presentation designed to measure student achievement of the degree program outcomes. The following data of recent M.A.P.S. candidates by entering cohort year shows the percentages of those accepted/matriculated in the program who: 1) graduated in a timely manner, 2) who withdrew from M.A.P.S (but not from Seminary formation), and 3) retain eligibility to complete the degree as of May 2022.

- Of the entering cohort 2021/2022 who enrolled for M.A.P.S. program (representing 17.74% of P1/sem-2027 class): none have graduated so far; none have withdrawn; and 100% retain eligibility.
- Of the entering cohort 2020/21 enrolled in M.A.PS. (representing 44.44% of P1/sem-2026 class): 18.18% have graduated so far; 18.18% have withdrawn from M.A.P.S. (but not from seminary formation); and 45.45% retain eligibility.
- Of the entering cohort 2019/20 (representing 38.46% of P1/sem-2025 class): none have graduated so far; 12.5% have withdrawn from M.A.P.S. (but not from seminary formation); and 62.5% retain eligibility.
- Of the entering cohort 2018/19 (representing 44.0% of P1/sem-2024 class): 45.45% have graduated so far; 27.27% have withdrawn from M.A.P.S. (but not from seminary formation); and 27.27% retain eligibility.
- Of the entering cohort 2017/18 (representing 25.92% of P1 cohort): 33.33% have graduated so far; 22.2% have withdrawn from M.A.P.S. (but not from seminary formation); and 0.0% retain eligibility.

Master of Divinity (M.Div.)

The four-year Master of Divinity (M.Div.) program is an accredited graduate professional ministerial degree designed for completion by seminarians while fulfilling the requirements of the larger configuration stage / ordination formation program. Graduates must complete the required curriculum with at least a minimum cum gpa of 2.0 and receive a grade of "pass" on the direct and indirect assessment tools designed to measure achievement of the degree program outcomes in intellectual, spiritual, pastoral and human formation, and generally are recommended to their sponsoring diocese for ordination. As a demonstration of the effectiveness of this degree program in preparing men for ordained ministry, the data below shows the percentage of recent M.Div. graduates by class year who, as of May 2022, were ordained and still actively engaged in pastoral ministry:

- 100 % of those earning the M.Div. degree in 2021/22 are expected to be ordained and to be involved in active pastoral ministry.
- 100 % of those who earned the M.Div. degree in 2020/21 are involved in active pastoral ministry.
- 85.71 % of those who earned the M.Div. degree in 2019/20 are involved in active pastoral ministry.
- 87.5% of those who earned the M.Div. degree in 2018/19 are involved in active pastoral ministry.
- 96.0% of those who earned the M.Div. degree in 2017/18 are involved in active pastoral ministry.

Master of Arts (Theology)

The degree program goals for the M.A. (theology) program include both the attainment of survey knowledge of theology, as well as a focus in an area of concentration for study and research writing. Successful candidates, in addition to the required coursework (min 3.0 cum gpa),

complete the capstone exercise of a three-part portfolio of directed M.A. (Theology) research projects and an oral comprehensive examination designed to measure student achievement of the degree program outcomes. The program's educational effectiveness is demonstrated by the rate of completion of the M.A. (theology) degree by entering cohort who graduated in a timely manner having successfully completed the coursework and concluding exercises; the percentage of those who maintain eligibility, along with the percentage of those who initially opted for the M.A. (theology) program by entering theology class:

- 53.33% of 1T/entering cohort of ay-2019/2020 (s'2023) opted to enter the M.A. (theology) program in ay-2020/2021: of those 0.0% have graduated so far, and 68.75% retain eligibility for the degree as of May 2022.
- 72.22% of 1T/entering cohort of ay-2018/2019 (s'2022) opted to enter the M.A. (theology) program in ay-2019/2020: of those 56.84% completed M.A.(theology) degree requirements within less than 3 years of matriculation and 26.92% retain eligibility for the degree as of May 2022.
- 87.09% of 1T/entering cohort of ay-2017/2018 opted to enter the M.A.(theology) program in ay-2018/2019: of those 55.55 % completed M.A.(theology) degree requirements within 3 years of matriculation and 7.40% retain eligibility for the degree as of May 2022.
- 95.65% of 1T/entering cohort of ay-2016/2017 opted to enter the M.A.(theology) program in ay-2017/2018: of those 31.81% completed M.A. (theology) degree requirements within 3 years of matriculation, 40.90% within 4 years of matriculation, and 9.09% retain eligibility for the degree as of May 2022.
- 21.73% of 1T/entering cohort of ay-2015/2016 opted to enter the M.A.(theology) program in ay-2016/2017: of those 100.0% completed M.A. (theology) degree requirements within 3 years of matriculation; and 0.0% retain extension/eligibility for the degree as of May 2022.

Bachelor of Sacred Theology (S.T.B.)

This first-level ecclesiastical degree (S.T.B.) is offered under an affiliation agreement (approved by the Vatican *Congregatio de Institutione Catholica* and in keeping with the Apostolic Constitution *Sapientia Christiana*), with The Pontifical Faculty of the Immaculate Conception (at The Dominican House of Studies, Washington, D.C.). The S.T.B. degree program's educational effectiveness is measurable by means of the concluding exercise, a two-phase (written and oral) comprehensive examination *coram* professors from both institutions designed to measure student achievement of the degree program outcomes. This is demonstrated by the rate of completion of the STB degree by seminary class cohort as shown below by the percentage of candidates initially enrolled in the S.T.B. program who graduated having successfully completed the concluding exercise; along with the percentage of those who initially opted for the S.T.B. program from the same theology class year:

- 71.4% of the Seminary class of 2022 who initially enrolled in the S.T.B. program graduated; 30.4% of the Seminary class of 2022 initially enrolled as the ay2019/2020 S.T.B. entering cohort.
- 100% of the Seminary class of 2021 who initially enrolled in the S.T.B. program graduated; 19.4% of the Seminary class of 2021 initially enrolled as the ay2018/2019 S.T.B. entering cohort.
- 33.3% of the Seminary class of 2020 who initially enrolled in the S.T.B. program graduated; 16.7% of the Seminary class of 2020 initially enrolled as the ay2017/2018 S.T.B. entering cohort.
- 62.5% of the Seminary class of 2019 who initially enrolled in the S.T.B. program graduated; 47.1% of the Seminary class of 2019 initially enrolled as the ay2016/2017 S.T.B. entering cohort.
- 33.3% of the Seminary class of 2018 who initially enrolled in the S.T.B. program graduated; 11.5% of the Seminary class of 2018 initially enrolled as the ay2015/2016 S.T.B. entering cohort.

Overall Seminary Completion Rates, Ordination Curriculum

The data below shows the five-year graduation rate of those first-year theology students, who entered as full-time students in the Seminary's ordination curriculum in the fall of a given

academic year, having previously completed the prerequisite philosophy curriculum either at the Mount or elsewhere, and completed the overall ordination curriculum and its concluding exercises. For example, the majority who completed with the graduating Seminary class of 2022 entered the ordination formation program in AY 2018/2019 (others of their cohort may still be eligible for completion if they took a pastoral year):

- First-year graduate theology students, who entered full-time into the Seminary's ordination formation program in fall 2018/2019 and completed the overall curriculum, achieved a 4-year graduation rate of 52.78% (Seminary class of 2022); and 19.44% retain eligibility as of May 2022.
- First-year graduate theology students, who entered full-time into the Seminary's ordination formation program in fall 2017/2018 and completed the overall curriculum, achieved a 4-year graduation rate of 54.48% (Seminary class of 2021); and a 5-year graduation rate of 64.52% as of May 2022.
- First-year graduate theology students, who entered full-time into the Seminary's ordination formation program in ay2016/2017 and completed the overall curriculum, achieved a 4-year graduation rate of 56.52% (Seminary class of 2020); and a 5-year graduation rate of 61.0% as of May 2021.
- First-year graduate theology students, who entered full-time into the Seminary's ordination formation program in ay2015/2016 and completed the overall curriculum, achieved a 4-year graduation rate of 45.45% (Seminary class of 2019) and a 5-year graduation rate of 54.5% by May 2020.
- First-year graduate theology students, who entered full-time into the Seminary's ordination formation program in ay2014/2015 and completed the overall curriculum, achieved a 4-year graduation rate of 44.11% (Seminary class of 2018), a 5-year graduation rate of 55.88%, and a 6-year graduation rate of 58.82% by May 2020.

Right to Life March 2022, Washington, D.C.

THE STORY OF THE MOUNT

The location of the Pangborn Campanile (Grotto bell tower), on the side of Mary's Mountain, is no accident. Here, an immigrant French priest named John DuBois constructed a humble church in 1806. Local Catholics were few in number, divided between the descendants of colonial-era English Catholics from southern Maryland and those of more recent Irish immigrants who lived near the village of Emmitsburg.

John DuBois was born in Paris on August 24, 1764, and ordained at the age of 23 to serve his home archdiocese. Unforeseen political events would ruin his plans, however, when the French Revolution of 1789 broke out less than two years after his ordination. Carrying a letter of introduction from the Marquis de Lafayette, Fr. DuBois left his homeland in 1791 to embrace the life of an itinerant missionary in the United States. After ministering in Norfolk and Richmond, Virginia, one of his many stops was Elder Station, east of the Mount. Not too far from there, he decided to buy land and eventually retire.

Fr. DuBois formally requested to associate himself with the Sulpician community, which ran a seminary in Baltimore. As a result of this affiliation, he opened a school on his hillside for the education of young boys, who one day might enter the major seminary in Baltimore. The Sulpicians already had enough to do in educating their own philosophers and theologians. This would become Fr. DuBois' cherished life's work.

Thus Mount St. Mary's was born in 1808. Fr. DuBois supervised the building of a large, multi-story structure in hewn logs. This White House stood on what is now called the Terrace and remained in existence until 1901. A visitor to the Mount in 1810 would have noted the presence of four buildings: the church on the hill; Fr. DuBois' first log cabin, located where a Celtic stone cross now

stands east of the Grotto parking lot; the stone wash house (now called Barrett Hall which houses an art studio) at the foot of the hill; and, finally, the White House. As an aside, it should be mentioned that Fr. DuBois vacated his cabin in the summer of 1809, for a short period of time, as Mother Elizabeth Ann Seton arrived in the area and needed a place to stay while her own quarters were being prepared in St. Joseph's Valley, closer to Emmitsburg. In so doing, Fr DuBois was setting the standard for the Mount's reputation for hospitality. Fr. DuBois' cabin disappeared by the outbreak of the Civil War. The Mountain Church, although not used after 1897, stood until July 4, 1913, when an errant Roman candle ignited the shingle roof.

To the left of the Pangborn Campanile, named for a generous family of industrialists and benefactors from Hagerstown, Maryland, is the Mountain Cemetery, now called St. Anthony's Cemetery where almost all local Catholics were buried after Fr. DuBois arrived. College and Seminary notables buried here include many revered priests such as Coad, Bradley, Flynn, Cogan, McCaffrey, McSweeny, Mulcahy and Gallagher, whose names adorn various campus buildings, as well as Kline, Phillips, Fives, Forker, and Delaney. These plots are located in "faculty row," a collection of head stones, similar in design, to the left of the driveway.

Behind the faculty plots are the graves of Mother Seton's son, William II, as well as members of his immediate family. Adjacent to these are the plots of three Civil War casualties, at least two of whom attended the Mount in the days before the war. Maurice Byrne, of Milliken's Bend, Louisiana, was shot in the back at Clearspring, Maryland, on July 26, 1864, while on duty with a Confederate patrol. James Norton, a member of the college class of 1862, left school in 1861, enlisted in a local militia unit in his native Alabama, and eventually was wounded at the Battle of Gettysburg. He languished for many months in a Union camp hospital near York, Pennsylvania, before finally dying.

Following the Sisters of Charity, the Sisters of St. Francis performed nursing tasks for the College and Seminary community for many years, up until 1984. Three small headstones behind faculty row recall the memory of these dedicated women.

Today, a visitor to the Grotto sees three layers of activity or buildings. The first of these dates back to the DuBois period. A huge tree once hung over the mountain stream where the small stone chapel now stands. Much of the soil under the tree had been washed away by the stream, leaving a space large enough under the trunk and inside the roots for a man to stop and shield himself from the elements. Fr. DuBois discovered the spot, and Simon Bruté (also an immigrant French priest referred to as the Angel Guardian of the Mount) blessed the spot by hanging a small cross inside. Thus, the Grotto was born.

When the tree finally fell, a modest lattice-work structure was made to take its place. By the 1850's, a second structure replaced the first and a third in 1898. The current stone building was built in 1906 and dedicated to the memory of Bishop Thomas McGovern of Harrisburg. The stone wall reproduction of the Lourdes Grotto in France was constructed in 1879 by President Fr. John A. Watterson. Fr. Watterson initiated the project to commemorate the apparitions which had taken place 21 years earlier in France and which had been approved in 1862.

Until 1958, the Grotto of Our Lady of Lourdes was only a secluded but very special corner of the campus, known to students and rarely visited by outsiders. The Apostolic Delegate to the United States, Archbishop Amleto Cicognani, urged the Mount to open the Grotto to visitors. In honor of the centennial of the apparitions, he obtained impressive indulgences. After 1958, Grotto Road was widened and paved. Stations of the Cross and mosaic mysteries of the rosary were added,

and a statue of the Blessed Mother in Carrara marble was installed above the circular reservoir. Seating for 500 was built in the natural amphitheater above the Grotto (and now seats 1,500). The Pangborn Campanile, which has become a regional landmark, was built in 1965, with St. Mary's Chapel on the Hill opening in 1976. A new Visitors' Center was built and dedicated in June 2013.

The Hughes Cabin, located below the Grotto parking lot, is named for John Hughes, an immigrant Irishman who lived in the cabin in 1819 while supervising the gardens and taking classes in the Seminary. Hughes was later ordained to the priesthood and became Bishop John DuBois' coadjutor in New York City. As Ordinary, he distinguished himself as a leading defender of Catholics in the United States. The Hughes cabin was originally built south of what is now the Terrace. It was then moved to a spot just north east of the current Seminary building, McSweeny Hall. The cabin was brought to its current spot on the hillside to heighten its visibility during the celebrations marking the 175th anniversary of the College and Seminary's foundation in 1983. In 1995, extensive restoration work was undertaken to replace decayed timbers and protect the cabin from the future ravages of time.

Descending the steps from the Grotto parking lot, one arrives at the back terrace where two structures stand. Right of the steps is Barrett Hall, formerly the wash house and possibly the oldest structure on campus. Standing east of it, one can distinguish three separate sections of stone wall. The oldest contains the door to the building and corresponds basically to the Elder spring house that antedates the college. A sure source of running water in the early 19th century could not be overestimated. Fr. DuBois may have taken this into account when he chose this particular spot to build his cabin and church. Behind Barrett Hall, on the side of the mountain, Green Briar Spring continues to flow. This was the source of the water in the outdoor fountains once used by students.

Barrett Hall was expanded in 1837, so that the upper portion could be used as a chapel. A further expansion in 1894 meant that the students no longer had to climb the steps up the hillside to attend Mass or other church functions.

Purcell Hall, located at the other end of the back terrace, was built as a music hall and also for plays and student entertainment in the days prior to the Civil War.

The main terrace buildings have remained largely unchanged since 1858. Although the three principal terrace buildings are known as DuBois, Bruté, and McCaffrey Halls, they were not so named until 1908 – long after their namesakes were dead – during the Centennial celebration. In 2008, during the Bicentennial, a $25 million campaign was launched and completed to renovate these historic residence halls.

DuBois Hall was to be the founder's statement of confidence in the future of the Seminary and College. Originally constructed on the back terrace and finished in 1824, it burned on Pentecost Sunday of that year. It was quickly replaced several dozen feet further to the east. Its exterior has been largely unaltered since 1825. DuBois Hall served as the primary Seminary building until construction of McSweeny Hall was finished around 1909.

Bruté Hall occupies the central portion of the terrace buildings and was constructed in 1844. For over a hundred years the campus library was housed in Bruté Hall as was the study hall/ commencement hall.

McCaffrey Hall, or at least the first two stories of it, dates from 1858. Construction was halted so that proper attention could be given to building a new college chapel. Parallel to McCaffrey Hall,

and occupying a now-clear portion of the terrace, stood Fr. DuBois' original White House, which remained on the Terrace until Easter Week of 1901.

Construction of a chapel of suitable proportions started in 1858. The proposed structure extended from the front door of today's chapel, downhill to Echo Field and to where the Delaplaine Fine Arts Center (formerly Flynn Hall) now stands. It was to be a brownstone and Gothic design. The Civil War intervened and construction was halted. Finances soured, due mainly to financially-ruined Southern families who could no longer pay their bills. The Mount faced bankruptcy by 1881. The grand chapel remained unfinished with only the walls standing. The brown stones were subsequently mined for usable pieces when Flynn Hall, originally designed as a gymnasium, came to be constructed between 1901 and 1903.

On August 26, 1907, college president Fr. Denis Flynn officially broke ground for the new edifice, the Chapel of the Immaculate Conception. The cornerstone was laid in 1908 for the Centennial. On October 12, 1910, the chapel was solemnly opened. Later, renovations were made to bring the chapel into conformity with the norms of the Second Vatican Council. The new interior decor was unveiled on October 22, 1978. A $2.5 million restoration was completed in 2011 and re-dedicated on September 13, 2011. It is the most extensive work done in one hundred years.

South of the chapel is St. John's Well. The spring could possibly be one of those cleaned and landscaped by Fr. Simon Bruté in the early years of the 19th century. The priest had a penchant for discovering new springs and for carving out paths in the underbrush so that others could go contemplate them.

The stone work in the upper part of St. John's Well (named for John DuBois' patron), was completed in 1879. The Well, along with the Grotto, was part of the President Watterson's campus beautification project. A spring emerges from the hill and empties into a small reservoir from where the water flows into a lower basin.

Until 1982, a concrete basin and multi-level cast iron fountain caught this run-off. However, the fountain was in a ruinous condition and could no longer hold water. The entire lower part of St. John's Well was remodeled. The earthen ramp was extended and a new basin constructed. The work was supervised by one of the more industrious seminarians. It had been his intention to dedicate the fountain to alumni, living and dead. At the Seminary Alumni Reunion in 1982, the renovated St. John's Well was dedicated to honor the recently-martyred Mountaineer priest, the now Blessed Stanley Rother, Seminary Class of 1963. Three other Mountaineers are on the track to beatification: Simon Bruté, James Walsh, M.M., and Francis Flanagan.

During the Mount's first hundred years, the Seminary was housed in what would now be considered the terrace buildings. DuBois Hall functioned for many years as the Seminary. As late as 1899, a $17,000 campaign was launched to renovate the DuBois Seminary. However, in 1905, the College Council voted to erect a separate building for the Seminary. The cornerstone for the future McSweeny Hall was laid on October 8, 1906.

The building remained largely unchanged until 1947. Funds were raised to double the size of the chapel, install new pews, stained glass windows and an altar, as well as partition the fourth floor dormitories into individual rooms. Originally, a 36-room addition had been projected for the south wing, extending back toward the mountainside where the Gallagher wing now stands. This idea was dropped.

Upon entering the ground floor of McSweeny Hall, one can see a portion of the extensive renovation work started in April of 1990. During this time, a sprinkler system and air conditioning were installed throughout the building and the water and heating systems were upgraded. Corridors and doors were painted in the residential quarters, ceilings were lowered and lighting was improved. While the wood paneling and pressed metal ceilings of the main floor were carefully preserved, the ground floor was completely redesigned to better serve the needs of seminarians and faculty. Along the wall of the ground floor corridor are the photographs of the many bishops who send men to Mount St. Mary's Seminary, as well as a set of pictures portraying the Mount during the different seasons of the year.

Pictures of the various Seminary rectors are featured on the main floor. The first of the pictures is Fr. Philip Gallagher, Seminary Class of 1897, who assumed the post of rector in 1930. Prior to this time, and dating back to the DuBois era, the college president had always served as rector. He would usually name another priest to oversee seminary affairs, but the posts of president and rector were held by the same priest.

This situation changed in 1930 with the appointment of Fr. Gallagher. He would hold the position until 1941, when Fr. Edward D. O'Connell was named to the post. Fr. O'Connell died six months later, in February 1942, and Fr. Gallagher resumed his old duties for the remainder of the academic year.

Fr. Francis Xavier Desmond, a Vincentian, replaced Fr. Gallagher in September 1942, and was succeeded in 1948 by Fr. Joseph P. O'Donnell, Seminary Class of 1935. Initiating something of a renaissance, ten years later, another Seminary alumnus, Msgr. George D. Mulcahy, Class of 1934, became rector. Fr. Harry Flynn, Seminary Class of 1960, assumed the position in 1970 and remained until 1979. Later, Fr. Flynn was ordained Bishop of Lafayette, Louisiana, and in 1994 was named Archbishop of Saint Paul and Minneapolis. Fr. Flynn's successors included: Msgr. Richard M. McGuinness, Archdiocese of Newark (1979-1987); Msgr. Kenneth W. Roeltgen, Archdiocese of Washington (1988-1997); and Fr. Kevin C. Rhoades, Diocese of Harrisburg (1997-2004). Following the ordination of Fr. Rhoades as the Bishop of Harrisburg in 2004 (now Bishop of Fort Wayne-South Bend), Msgr. Steven P. Rohlfs, Seminary Class of 1976, Diocese of Peoria, was named rector in 2005. Msgr. Andrew R. Baker, Diocese of Allentown, was named as rector in 2015.

The Seminary has expanded to three new wings over the years with the construction of Gallagher Hall (1959-60), Mulcahy Hall (1975), and Keating Hall, dedicated in January 2000.

It had often been claimed that there were slave pens under the Seminary and tunnels under Echo Field used by the Underground Railroad. In pre-Civil War days, as the story goes, the Mount's slaves were kept in these basement pens while, mysteriously enough, the same institution helped to ferry slaves into the north. This story ignores the fact that McSweeny Hall was built forty years after war's end. There are no tunnels that have ever been located under Echo Field.

Mother Seton is supposed to have chastised both Union and Confederate troops and told them to hold their battle somewhere other than Emmitsburg. This story, too, looks attractive until we remember that Mother Seton had been in her grave 42 years before the Battle of Gettysburg was fought.

Students will sometimes relate how the Mount acquired its naval gun, its old Memorial gym, and its beloved Echo Field. Attempts will be made to link all three to the Navy's V-5 and V-12 officer training schools that operated at the Mount during World War II. Supposedly, Echo Field was used

as a landing strip, and the gun used to defend the place against possible trouble from above. The old gym, furthermore, was purported to have been built to house the aircraft that landed in Echo Field. In fact, Echo Field was never used as a landing strip. The naval gun, taken from the USS Detroit, was given to the Mount in 1946. The USS Detroit was berthed in Pearl Harbor on December 7, 1941. The gym was intended to be erected in the western Pacific as an aircraft hangar. Since the assault on the Japanese home islands never materialized, the hangar was declared war surplus on the U.S. west coast. During the summer of 1949, it was shipped through the Panama Canal, travelled up the east coast to Baltimore, and trucked to Emmitsburg. It was hoped that the gym would be in place for the 1949/50 basketball season, but the summer sun made the metal plates on the roof too hot to handle. Opening of the gym was delayed until late 1950.

Back in the days of DuBois and Bruté, a road ran through campus, connecting Emmitsburg and Thurmont. Students crossed this road every day when they walked between Bradley Hall and the library. The local population preferred this road to the toll road that ran out of Emmitsburg, and frequent remonstrations by the College failed to stem the practice. Not until the late 1800's did the College succeed in closing the road to public traffic. Even today a barrier remains at the head of St. Anthony Road as a reminder that this is not a public thoroughfare.

Because the road ran through campus, Mount buildings never expanded eastward until a century after the College and Seminary was founded. Memorial Gym was the first substantial College structure to be erected on the other side of the road. It was followed by Pangborn Hall (1955), Cogan Student Union Building (1960-61), and eventually Phillips Library, Sheridan Hall, Coad Hall, Knott Academic Center, apartment towers (Keelty, Rooney, and Horning), and the Knott Athletic Recreation and Convocation Complex (ARCC). The Cogan Student Union Building was expanded and renamed the McGowan Center, which includes Patriot Hall to honor alumni and family members of alumni who died on September 11, 2001.

With the widening of U.S. Route 15 in 1979-80, the campus was once more cut in half. Fortunately, a pedestrian walkway was installed under the highway to link the main campus with the athletic fields beyond the highway. From beyond the ARCC, one can still see the small country road that brought thousands of students to Mount St. Mary's over the years. The remains of College Lane still stretch out toward Old Frederick Road and beyond.

Among U.S. Catholic seminaries, the Mount is second in age only to St. Mary's in Baltimore (founded in 1791). Now a university, the Mount is the second oldest Catholic college in the United States. (Georgetown University was founded in 1789). It is impossible to distinguish the College from the Seminary during the early years of the institution. In the early days, the official title of the institution was "Mount Saint Mary's Seminary." The word college only came into use in 1830 when a charter was obtained from the State of Maryland. The purpose of Fr. DuBois' school was, at least in theory, to train young men to the point where they would be ready to enter the Sulpicians' major seminary in Baltimore. In the terminology of the times, this made the Mount a "Petit Seminaire." In fact, from the Mount's founding, Fr. DuBois admitted some young men who showed little interest in an ecclesiastical career. This mixture would yield doctors and lawyers as well as priests. As students matured, they would be allowed to teach basic subjects to the younger students. So, ultimately, theology students helped to teach college students, who in turn helped teach the high school students, who helped look after those students who were even younger. This system lasted well into the 20th century, when the Seminary, College, and prep school became distinct educational entities.

Throughout the Seminary's first century, what we would now call graduating classes, were not large at all. Three or four men would be the norm. Ten graduates would have been considered a great number indeed. At the start of the third millennium, the Mount Seminary can count more than 2,600 priest alumni, more than half of whom are presently alive and involved in ministerial work. In addition, over 50 priest-alumni have been consecrated to the episcopacy, rightfully earning for the Mount the distinction as the "Cradle of Bishops."

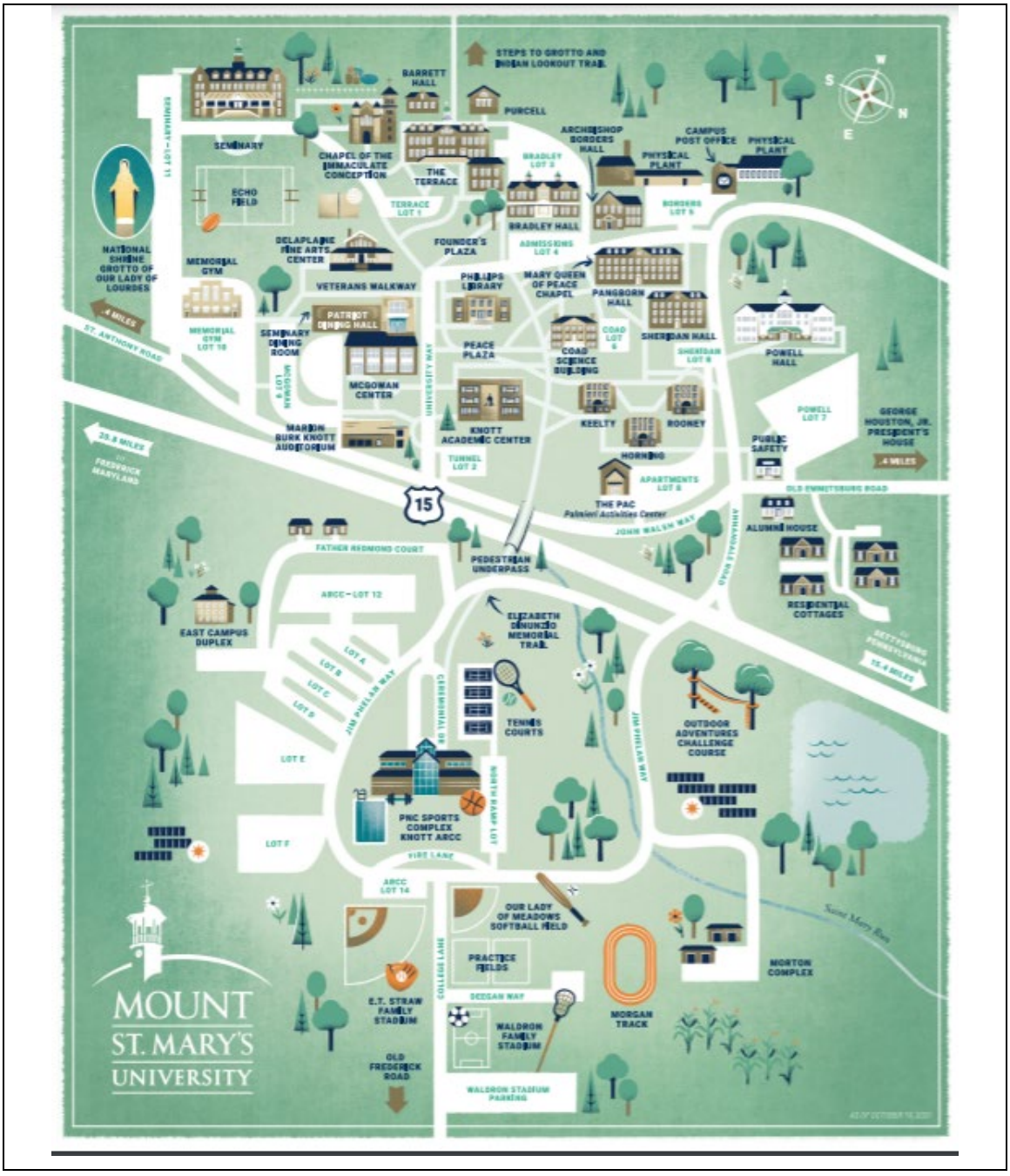
Significant Dates in the History of the Mount

24 August 1764	The Mount's founder, Fr. John DuBois, is born in Paris
22 September 1787	Fr. DuBois is ordained a priest for the Archdiocese of Paris
July 1791	Fr. DuBois emigrates to America and arrives in Norfolk, VA
1791 - 1806	Fr. DuBois works as a circuit-riding priest in northwestern Virginia and Maryland
15 August 1806	Fr. DuBois dedicates his new church on the hillside
October 1808	Construction begins on Mount St. Mary's
June 1809	Mother Elizabeth Ann Seton arrives in Emmitsburg from Baltimore with her first sisters
1812	Fr. Simon Gabriel Bruté arrives at the Mount
1814	John Hickey is ordained as the Mount's first priest
December 1825	DuBois Hall is opened
6 October 1826	Fr. DuBois leaves the Mount on his way to Baltimore and his episcopal consecration as third Bishop of New York
June 1842	Bishop DuBois visits his beloved Mount for the last time
20 December 1842	Bishop DuBois dies in New York and is succeeded by Mount Bishop John Hughes
Spring 1844	Construction is completed on Bruté Hall
January 1858	McCaffrey Hall opens
1-3 July 1863	Students and seminarians watch the Battle of Gettysburg at Indian Lookout
June 1875	John Cardinal McCloskey, America's first cardinal, returns to the Mount
1884	The Baltimore Council recognizes the Mount as a major seminary
1900	Echo Field is laid out in the former college vegetable garden
October 1903	Flynn Hall Gymnasium (now the Delaplaine Fine Arts Center) opens
8 October 1906	Cornerstone is blessed for McSweeny Hall in the Seminary
August 1907	Ground is broken for the Chapel of the Immaculate Conception
12 October 1910	Solemn Opening of the Chapel of the Immaculate Conception
May 1921	Babe Ruth visits the Mount campus
1930	Fr. Philip Gallagher becomes the first rector of the Seminary
Spring 1936	The Mount prep school closes
November 1949	Memorial Gymnasium, a World War II aircraft hangar, is dedicated
May 1958	President Dwight D. Eisenhower delivers commencement address during 150th anniversary
Summer 1959	Construction starts on Gallagher wing of the Seminary
June 1961	Ground broken for Cogan Student Union Building
Fall 1964	Ground broken for Coad Science Building
9 December 1975	Mother Teresa visits the Mount
October 1975	Mulcahy wing of the Seminary and Knott Academic Center are dedicated
September 1987	Knott ARCC is dedicated

1990 - 1991	Multi-million dollar renovations of McSweeny, Gallagher and Mulcahy Halls
December 1995	Mother Teresa makes her second visit to the Mount
5 December 1999	Keating wing of the Seminary is dedicated
2002 - 2003	Expansion of Cogan Student Union Building into the McGowan Center
June 2004	Mount St. Mary's College and Seminary becomes Mount St. Mary's University
6 October 2005	Bishops' Garden dedicated
2 October 2006	Centennial Blessing of McSweeny Hall
24 August 2007	Formal start of the Bicentennial Celebration
12 October 2008	Closing Mass and end of the Bicentennial
December 2008	DuBois Hall restoration completed
29 April 2010	Blessing of *Year of Priests* Garden
5 June 2010	Veterans Walkway Dedication
12 October 2010	Centennial Opening of the Chapel of the Immaculate Conception
13 September 2011	Chapel of the Immaculate Conception Re-dedication Mass
June 2013	Grotto Visitors' Center Dedication Mass
23 September 2017	Father Stanley Rother, Seminary Class of 1963, beatified in Oklahoma City
28 July 2018	Archbishop William Lori established St. Bernard's Chapel as the Archdiocesan Shrine of Blessed Stanley Rother
March 2020	Seminary institutes remote learning for the remainder of the academic year, due to a global viral pandemic (COVID-19)
August 2023	Blessed Stanley Rother House of Formation opens for seminarians in the Propaeduetic Stage of Formation

Campus Location

Mount St. Mary's Seminary, situated on the primary 1,400 acre campus of Mount St. Mary's University at the foothills of the Blue Ridge Mountains, is located on Route 15, three miles south of the center of Emmitsburg, Maryland, and approximately 12 miles south of the famed battlefield of Gettysburg, Pennsylvania. The Seminary provides a rural setting within commuting distance of Washington, D.C., to the south, Baltimore, MD, to the east, Hagerstown, MD, to the west, and Harrisburg, PA, to the north. These metropolitan areas are easily accessible for the amplification of the resources of the Seminary, pastoral fieldwork, and cultural pursuits. The Rother House of Formation is located nearby, next the Seton Shrine in Emmitsburg.



ACADEMIC PROGRAMS

Intellectual Formation of Future Priests (in compliance with the USCCB's **PPF5**)

The 2006 edition of the *Program of Priestly Formation* (PPF5) addresses the intellectual formation of future priests (PPF5 136-235). It explains that disciples are learners. The first task of intellectual formation is to acquire a personal knowledge of the Lord Jesus Christ. The deepening and appropriation of this knowledge is not simply for personal possession. Rather, intellectual formation has an apostolic and missionary purpose and finality (PPF5 137). Intellectual formation culminates in a deepened understanding of the mysteries of faith that is pastorally oriented toward effective priestly ministry, especially preaching (PPF5 138). It demands academic integrity (PPF5 138). "*The overall goal of every stage of seminary formation is to prepare a candidate who is widely knowledgeable about the human condition, deeply engaged in a process of understanding divine revelation, and adequately skilled in communicating his knowledge to as many people as possible*" (PPF5 138).

The study of philosophy is fundamental and indispensable to the structure of theological studies, and is usually at least two full years in length (PPF5 152). It is not just an intellectual formation, but closely connected to human, spiritual, and pastoral formation. *"Philosophy serves as a guarantee of that certainty of truth which is the only firm basis for a total giving of oneself to Jesus and to the Church"* (*Pastores Dabo Vobis* 52). Philosophy must include the study of ancient, medieval, modern, and contemporary philosophy as well as logic, epistemology, philosophy of nature, metaphysics, natural theology, anthropology, and ethics. Students should develop critical and analytical abilities and become clearer thinkers who will be better able to rationally present, discuss, and defend the truths of the faith (PPF5 156). It must be grounded in the perennially valid philosophical heritage, and the philosophy of Aquinas should be given significant treatment (PPF5 181). Other great Christian theologians who were also great philosophers should be treated (PPF5 157).

As a prerequisite to theological formation, the curriculum should include 30 hours of philosophy, and students who lack a solid liberal arts education should be provided a curriculum that supplies for lacunae in this area. The Catholic intellectual tradition in literature and the arts should be part of such curriculum as well as Latin, Greek, rhetoric and communication (PPF5 161-62, 182).

Theological education begins and ends in faith, is apostolically motivated, and integrates with other elements of human understanding especially philosophy and the human sciences (PPF5 163). It must be rigorous, both academically and pastorally, in its orientation (PPF5 163). The theological curriculum is described in detail, with attention paid to homiletics, synchronic and diachronic methodology in scripture, the various theological methods, respect for both the traditional and contemporary modes of theological expression and explanation, fidelity to the magisterium, etc. Regarding degrees to be offered (PPF5 231), the PPF5 sees the Master of Divinity degree program as the recognized standard for preparation for ordained ministry, supplemented by the Master of Arts (Theology) and the Bachelor of Sacred Theology (S.T.B.) degree programs. Seminarians are normally expected to obtain the Master of Divinity and/or the S.T.B. degree prior to ordination (PPF5 232).

In compliance with provisions of the new PPF-6, the Mount has instituted a new Propaeduetic Stage for those seminarians beginning their discernment journey. The two-year Discipleship Stage / philosophy program and the four-year Configuration Stage/theology program have several curricular modifications planned for the next few years in preparation for implementation of the new Synthesis Stage of Formation (required by PPF-6) to take place within the partnering diocese before ordination, but after the completion of the Seminary program.

Configuration Stage: Ordination Formation Program

Rector - Msgr. Andrew Baker
Human Formation - Msgr. Michael A. Osborn
Spiritual Formation - Msgr. A. McLean Cummings
Intellectual Formation - Msgr. Michael Heintz
Pastoral Formation – Rev. Goran Jovicic

Purpose of the Configuration Stage

The configuration stage/ordination formation program curriculum integrates the human, pastoral, spiritual, and intellectual formation of future priests according to the demands of the USCCB's Program of Priestly Formation (PPF5). Participation in the four-fold formation program is mandatory for priesthood candidates. These dimensions (*HUMAN FORMATION*; *SPIRITUAL FORMATION*; *INTELLECTUAL FORMATION*; *PASTORAL FORMATION*) and their goals are detailed on the Seminary website. As the PPF5 tells us in #73:

> *"Clearly human formation is the foundation for the other three pillars. Spiritual formation informs the other three. Intellectual formation appropriates and understands the other three. Pastoral formation expresses the other three pillars in practice."*

Intellectual Formation Content

In the course of completing the four-year **configuration stage/ordination formation curriculum**, all seminarians are expected to earn the Master of Divinity degree (PPF5 232). The specific courses required of ordination candidates[1], not including the prerequisite courses outlined in the discipleship stage/philosophy formation program, are as follows (based on entrance as a First Theologian in ay 2023/24):

First Theology (1T) – fall semester

CHUR-501-c	The First Millennium: Patrology (3 crs)
LITY-501-c	Introduction to the Liturgy (3 crs)
MORL-501-c	Fundamental Moral Theology I (3 crs)
SCRP-501-c	Introduction to Scripture: Wisdom and Psalms (3 crs)
SYST-501-c	Revelation, Faith, and Theology (3 crs)
ORDN-501-f	1T Formation Seminar: Celibate Witness (0 cr) – with P2's
PFED-501-p	1T Supervised Placement: Heath Care or Social Justice Ministry (1 cr)

First Theology (1T) – spring semester

CHUR-502-c	Medieval and Renaissance Church History (3 crs)
MORL-502-c	Fundamental Moral Theology II (3 crs)
SCRP-502-c	Pentateuch and Historical Books (3 crs)
SPIR-502-c	Christian Spirituality (3 crs) *or an elective if this core has already been taken.*
SYST-502-c	Theology of the Triune God (3 crs)
LTFM-502-c	Liturgical Formation: Lector (1 cr)
PFED-502-c	1T Supervised Placement: Heath Care or Social Justice Ministry (1 cr)

Second Theology (2T) – fall semester

CHUR-601-c	Modern and Contemporary Church History (3 crs)
SCRP-601-c	The Prophets (3 crs)
SYST-601-c	Christology and Soteriology (3 crs)

[1] Note: the seminary reserves the right to make changes to the curriculum as needed in ay 2023/2024 to accommodate anticipated new requirements and other changes in the 6th edition of the PPF.

SYST-605-c Creation and the Human Person (3 crs)
------- ---- -e Elective (2-3 crs) /Pastoral Spanish highly encouraged
ORDN-601-f 2T Formation Seminar: Personal Conduct and Character of the Priest (0 cr)
PFED-601-p 2T Supervised Placement: Catechetics and Teaching Ministry (1 cr)
PFED-699-p Catechetics and Pedagogy seminar (4-7 sessions) (0 cr)

Second Theology (2T) – spring semester

SCRP-602-c Matthew and Mark (3 crs)
SYST-602-c Ecclesiology and Mariology (3 crs)
SYST-604-c Sacraments: Baptism and Confirmation (3 crs)
------- ---- -e Elective (2-3 crs) /Pastoral Spanish highly encouraged
------- ---- -e Elective (2-3 crs)
LTFM-602-p Liturgical Formation: Acolyte (1.0 cr)
ORDN-602-f 2T Formation Seminar: Introduction to Parish Finances (0 cr)
PFED-602-p 2T Supervised Placement: Catechetics and Teaching Ministry (1 cr)

Third Theology (3T) – fall semester

CANL-701-c Code of Canon Law (3 crs)
MORL-703-c Sacrament of Marriage and Pastoral Care (3 crs)
SCRP-701-c Luke and Acts of the Apostles (3 crs)
SYST-701-c Grace and the Theological Virtues (3 crs)
SYST-711-c Eschatology (1.5 crs)
------- ---- -e Elective (2-3 crs)
ORDN-701-f 3T Formation Seminar: Pastoral Administration and Human Resources (0 cr)
PFED-701-p 3T Supervised Placement: Evangelization or Parish Ministry (1 cr)

Third Theology (3T) – spring semester

CANL-702-c Marriage Law and Sanctifying Office (3 crs)
SCRP-702-c Johannine Literature (3 crs)
SYST-704-c Holy Orders (3 crs)
------- ---- -e Elective (2-3 crs)
HOML-704-p Homiletics I: Models of Preaching (3 crs)
LTFM-702-p Liturgical Formation: Deacon (& Mass) Practicum 1 (1 cr)
ORDN-702-f 3T Formation Seminar: Pastoral Leadership (0 cr)
PFED-702-p 3T Supervised Placement: Evangelization or Parish Ministry (1 cr)

Fourth Theology (4T) – fall semester

CHUR-801-c History of the Church in USA (3 crs)
HOML-801-p Homiletics 2: Practicum (3 crs)
MORL-801-c Medical and Sexual Morality (3 crs)
PATH-801-p Pastoral Counseling (3 crs)
SCRP-801-c Pauline Literature (3 crs)
------- ---- -e Elective (2-3 crs)
LTFM-801-p Liturgical Formation: Mass (& Deacon) Practicum 2 (1.0 cr)
ORDN-801-f 4T Formation Seminar: Transition to the Priesthood (0 cr)
PFED-801-p 4T Supervised Placement: Parish Ministry (1 cr)

Fourth Theology (4T) – spring semester

MORL-804-c Justice and Social Teaching of the Church (3 crs)
SYST-802-c Holy Eucharist (3 crs)
SYST-820-c Sacraments of Healing: Penance and Anointing (3 crs)

------- ---- -e	Elective (2-3 crs)
LTFM-802-p	Liturgical Formation: Mass (& Deacon) Practicum 3 (1 cr)
LTFM-820-p	Penance and Anointing Practicum (1 cr)
ORDN-802-f	4T Formation Seminar: Priesthood Integration (0 cr)
PFED-802-p	4T Supervised Placement: Parish Ministry (1 cr)

Formation Workshops and Conferences Each fall and spring semester, students in the ordination curriculum, according to their year in the cycle of seminary formation, are required to participate in the following workshops and conferences:

- Seminarians attend a sequence of Formation Seminars each semester to address a variety of human formation issues: ORDN 001, ORDN 002, ORDN 004, ORDN 501, ORDN 601, ORDN 602, ORDN 701, ORDN 702, ORDN 801, and ORDN 802.
- Liturgical Formation combines liturgical music instruction with a sequence of other practica: LTFM 001, LTFM 003, LTFM 502, LTFM 602, LTFM 702, LTFM 801, and LTFM 802.
- Additionally, the fall Formation Workshops treat issues of transition into seminary, study skills, and pastoral formation, such as teaching, hospital visitations, working with women, multicultural ministry, and personal health.
- As needed, spring semester afternoon Conferences or Workshops treat issues relating to human formation or to broaden the seminarians' understanding of a current affair of particular interest (e.g. friendship/boundaries; celibacy/sexuality; substance abuse; development of human social skills, manners, leadership skills).

Pastors and Stewards Program - Management Skills Development [Dr. Ximena DeBroeck, Project Director] Seminarians are required to participate in a program to foster financial literacy which was developed with a grant from The Lilly Foundation and taken as part of the second and third theology formation seminars.

Module Information In addition to the use of the computer-assisted modules (CAMs) on campus as part of the formation seminars, Mount St. Mary's Seminary makes the interactive Pastors and Stewards modules available to alumni and others for a modest fee (details available on the seminary website). These courses are taken at the student's own pace so there are no deadlines to register or begin. The program has two phases. The first is a 40-hour on-line course in personal finance (undergraduate credit available through the University's Bolte School of Business). The second phase consists of eight CAMs: two on parish finances, one on parish leadership, one on human resources, two on strategic planning, one on personal finances, and one on the virtuous use of technology.

- **PARISH LEADERSHIP** Provides a basic orientation of the priest as a leader. It explores a background on the servant-leader model of leadership, styles of communication and competency of decision making. (*Required as part of ORDN 702*).
- **PARISH FINANCIALS I** Provides a basic orientation of key financial concepts (such as the creation of a parish budget), fidelity to the mission of the parish, and explains the importance of transparency and accountability. (*Required as part of ORDN 602*).
- **PARISH FINANCIALS II** Provides methods to manage a budget and explores some best practices for financial accountability. (*Required as part of ORDN 602*).

- **HUMAN RESOURCES** Provides a basic orientation of the priest as the administrator. It provides competency in the cost of hiring, firing, salary and benefits, the value of job descriptions, performance reviews and ethical practices. (*Required as part of ORDN 701*).
- **STRATEGIC PLANNING I** Helps plan for assessment, develop a timeline, form and prepare a strategic planning team, collect and analyze data, set goals and draft the plan.
- **STRATEGIC PLANNING II** Helps to identify stakeholders to solicit feedback, review, approve, monitor and disseminate the plan, as well as make revisions as needed.
- **PERSONAL FINANCE** Useful information for future clergy to be good stewards of their own personal finances such as checking and savings accounts, personal budget, investment and retirement plans, establishing and maintaining good credit, loans (car), etc.
- **VIRTUOUS USE OF TECHNOLOGY** There are many uses of technology in the Church, from pastoral to parishioner to administrators, etc. This module focuses on how to inform, support and model virtuous uses of technology in parishes and schools. This CAM is expected to be available in fall 2021.

The Holy Land Experience is a study-pilgrimage opportunity expected of all Fourth Year Theologians which includes their canonical (priesthood preparatory) retreat. The experience is organized by the seminary, under the direction of the rector, and includes the presence of a seminary professor who provides on-site explanations at locations in Jerusalem, Nazareth and Galilee.

Mount2000 is a Eucharistic youth retreat for high school students sponsored by Mount St. Mary's Seminary. The retreat was started by the Mount seminarians over 20 years ago in preparation for the Jubilee Year 2000.

All levels from pre-theology to fourth participate in this annual weekend event in which the seminary hosts approximately 1,300 teenagers.

- Weekly executive meetings throughout the academic year to plan the event
- Training seminars are given to the seminarians who participate in given roles
- Administrative skills are gained as a result of this experience

The New Evangelization Club started visiting college campuses on the east coast as a voluntary activity during the fall and spring semester breaks. Participation in this event at least once during in their ordination formation program is now mandatory for each seminarian and is noted in the student record and on academic transcript. Seminarians take charge of all aspects of planning and execution of the Evangelization Trips each semester.

The Priesthood Assessment Integration Seminar (P.A.I.S.) is designed as a synthesis seminar, a capstone to the final year of the configuration stage of the ordination formation program at Mount St. Mary's Seminary, integrating the intellectual, pastoral, human, and spiritual dimensions of formation in anticipation of ordination to the priesthood.

Degree Distinctions at Mount St. Mary's Seminary

The **Master of Divinity (M.Div.)** is a basic graduate professional degree oriented towards ministerial leadership. Designed to foster basic theological understanding and develop pastoral competence on the part of students preparing for ministry, it is the normative degree to prepare seminarians for ordained ministry. It includes a thorough study of the Catholic theological heritage and its faithful contemporary expression, and a supervised practice of ministry. The M.Div. degree is accredited by the Association of Theological Schools (ATS) and conforms to all appropriate standards. All seminarians entering first theology of the configuration stage are enrolled in the M.Div. program.

The **Master of Arts (Theology)** is a graduate academic degree. It provides students with competence in the study of theology as a scientific discipline. It includes both the attainment of survey knowledge of theology as well as a focus in an area of concentration for study and research writing in Sacred Scripture, Systematic Theology, Church History, or Moral Theology. Conforming to the standards of the ATS, it can be of particular value for those interested in teaching positions or who hope to enter Ph.D. programs. The M.A. (Theology) degree is accredited by the Association of Theological Schools (ATS) and conforms to all appropriate standards.

The **Bachelor in Sacred Theology (S.T.B.)** provides the student with a solid, Thomistic, organic, and complete instruction in theology at the basic graduate level. As a first-cycle ecclesiastical academic degree, it enables graduates to pursue further studies in the sacred sciences. Offered in affiliation with and awarded by The Pontifical Faculty of Theology of the Immaculate Conception at the Dominican House of Studies in Washington, D.C., the degree is authorized by the Vatican's Congregation for Education. The degree is a prerequisite for further pursuit of an ecclesiastical licentiate degree (S.T.L. or M.Th.), and is also accepted for further study in universities of the European Union where the M.Div. is not recognized.

Dual Degree Candidacy is possible for qualified students at Mount St. Mary's Seminary. Students may choose between an M.Div./M.A. (Theology) combination or an M.Div./S.T.B. combination. These two degrees [M.A. (Theology) and S.T.B.], taken in conjunction with the M.Div. degree program, are each offered with its own focus, entrance requirements, curriculum, and concluding exercise as outlined below.

Master of Divinity Program

Academic Dean / Coordinator of Intellectual Formation - Msgr. Michael Heintz

Purpose, Goals, Learning Outcomes, and Educational Assessment

Purpose of the Degree

The Master of Divinity (M.Div.) is an accredited professional ministerial degree. It aims to instill in its students a thorough understanding of the Catholic theological heritage and of its faithful contemporary expression, an enriched practice of the Catholic spiritual life, growth in human maturity, and the acquisition of the skills for effective pastoral ministry. It is designed to be completed by seminarians while they are fulfilling the requirements of the ordination formation program. It can also be adapted to serve as a professional preparation for those who desire to serve the Church in other areas of ministry, but who are not called to the priesthood.

Goals of the Program

The M.Div. degree program aims to prepare seminarians to share in a special way in the three-fold office of Christ: teaching the Gospel, celebrating the divine mysteries, and shepherding God's people. The Seminary believes that the intellectual formation goals specified in the Program of Priestly Formation (5th ed./2006) together with the goals identified in the other dimensions of formation (human, spiritual and pastoral) meet and surpass the ATS Standards (2020) 4.1-4.5 for the M.Div. degree program.

Objectives

The M.Div. degree, as outlined in ATS Standard 4.3, demands:

- a knowledge of the Catholic religious heritage
- an understanding of the contemporary setting for evangelization
- the human and spiritual dimensions of priestly formation
- the pastoral qualities and skills necessary for service as priests

The seminary treats the first and second ATS content categories as specified by our goals of intellectual formation. The third program content category is incorporated into the human and spiritual dimension and its goals. The fourth content category is addressed by those goals identified in the pastoral formation dimension. Of course, the PPF5 and the standards of accreditation are not isolated content "silos" but are integrated into one formation program, and program and student achievement must reflect integration. (PPF5 82, 112-115, 164, 241; ATS-2020 standards 3.0-3.5)

Degree Requirements / Program Content

Participation in the human, intellectual, pastoral, and spiritual formation programs as described previously is mandatory. Candidates for the M.Div. degree must maintain a GPA of at least 2.0 while completing no fewer than 90 credits. The following list shows the standard core courses with the minimal distribution requirements for each area:

Canon Law – minimum 6 credits

CANL-701-c Introduction to Canon Law
CANL-702-c Marriage Law and Sanctifying Office

Church History – minimum 12 credits

CHUR-501-c The First Millennium: Patrology
CHUR-502-c Medieval and Renaissance Church History
CHUR-601-c Modern and Contemporary Church History

CHUR-801-c History of the Church in the USA

Liturgy, Spirituality and Pastoral Theology – minimum 9 credits

LITY-501-c Introduction to the Liturgy
SPIR-501-c Christian Spirituality (or HOML-704 Models of Preaching)
PATH-801-p Pastoral Counseling

Moral Theology – minimum 12 credits

MORL-501-c Fundamental Moral Theology I
MORL-502-c Fundamental Moral Theology II
MORL-801-c Medical and Sexual Morality
MORL-804-c Justice and Social Teaching of the Church

Sacred Scripture – minimum 15 credits

SCRP-501-c Introduction to Scripture: Wisdom and Psalms
SCRP-502-c Pentateuch and Historical Books
SCRP-601-c The Prophets
SCRP-602-c Matthew and Mark
SCRP-702-c Johannine Literature
SCRP-801-c Pauline Literature

Systematic Theology – minimum 15 credits

SYST-501-c Revelation, Faith, and Theology
SYST-502-c Theology of the Triune God
SYST-601-c Christology and Soteriology
SYST-602-c Ecclesiology and Mariology
SYST-604-c Sacraments: Baptism and Confirmation
SYST-701-c Grace and the Theological Virtues
SYST-704-c Holy Orders
SYST-801-c Holy Eucharist
SYST-820-c Sacraments of Healing: Penance and Anointing

Pastoral Formation Experience / Supervised Placements – minimum 6 credits

PFED-501-p 1T Supervised Placement: Heath Care or Social Justice Ministry
PFED-502-p 1T Supervised Placement: Heath Care or Social Justice Ministry
PFED-601-p 2T Supervised Placement: Catechetics and Teaching Ministry which includes a fall Pedagogy seminar (PFED-699-p)
PFED-602-p 2T Supervised Placement: Catechetics and Teaching Ministry
PFED-701-p 3T Supervised Placement: Evangelization or Parish Ministry
PFED-702-p 3T Supervised Placement: Evangelization or Parish Ministry
PFED-801-p 4T Supervised Placement: Parish Ministry
PFED-802-p 4T Supervised Placement: Parish Ministry

Academic Requirements

All course credits applied to the M.Div. degree should be earned at the Mount (or another appropriately accredited graduate-level institution recognized by the U.S. Department of Education or by the Congregation for Catholic Education in Rome) within ten years of the awarding of the degree. The provisions of the catalog are not to be regarded as an irrevocable contract between the seminary and the student. The Seminary reserves the right to change any provisions or requirements at any time. Its general practice is to make no provisions retroactive, unless necessitated by changes in the PPF6 or other compelling causes.

M.Div. Degree Completion

All degree and configuration stage requirements must be completed by the end of the fourth year of the theology configuration stage. At the completion of this stage of formation, and with the endorsement of the faculty, the candidates are awarded the M.Div. degree.

Pastoral Formation Experience (PFE)

The M.Div. degree program, as part of the distribution requirements outlined above, requires participation in supervised pastoral ministry experiences. The **PASTORAL FORMATION EXPERIENCE** section of the **SEMINARIAN HANDBOOK** details the specifics of supervised pastoral formation experience aspects of the M.Div. degree program.

Honors at Graduation

The graduation honors are calculated not from just the 90 credits required for the M.Div. degree but from the cumulative GPA of all courses taken at Mount St. Mary's Seminary in the four years of the configuration stage/ordination formation program. Courses accepted in transfer or taken in the prerequisite discipleship stage/philosophy formation program are not factored into the honors calculations. For further information see the section on **HONORS AND AWARDS** under the **ACADEMIC POLICIES** below.

Benchmarks for Educational Assessment

Assessment of student learning outcomes includes 1) the process of assessing student attainment of the overall configuration stage formation program goals and criteria, especially in the area of intellectual formation, resulting in the recommendation of the rector that the student be ordained, 2) assessment of student attainment of particular degree program goals/learning outcomes, resulting in endorsement by the faculty that the student be awarded the degree, and 3) assessment of student performance in individual components of the program, resulting in grades and evaluations. Details of the strategies for the educational assessment of candidates in all areas of formation are available upon request. Required for the Ordination Formation and although not specifically required for the M.Div. degree, the sequence of **Homiletics** courses is designed to be integrative and the **Priesthood Assessment Integration Seminar (P.A.I.S.)** is designed as a synthesis seminar, a capstone to the configuration stage formation program as well as to the M.Div. degree program.

Educational Resources and Learning Strategies

Location/Duration

The program requires a minimum of three academic years of full-time work or its equivalent, including a one-year residency requirement. Degree must be completed within ten years of matriculation.

Distinctive Resources

Priest, lay, and religious faculty members combine scholarly credentials and pastoral experience in their courses, and there are many opportunities for formal and informal community interaction with the candidates. Seminary faculty serve as formation advisors, and spiritual directors are available from a list approved by the director of spiritual formation. Degree candidates have full access to the library and information technology, learning services, writing center, ESL support, supervised pastoral formation experience placements, and all other aspects of campus life.

Admission to the M.Div. Degree Program

A bachelor's degree (or the equivalent) from an appropriately accredited institution recognized by the U.S. Department of Education or by the Congregation for Catholic Education in Rome is a prerequisite.

Completion of a minimum of 30 undergraduate credits in philosophy (see **DISCIPLESHIP STAGE / PHILOSOPHY FORMATION PROGRAM** for suggested titles).

All seminarians in configuration stage of theology are enrolled in the Master of Divinity degree program and must fulfill the seminary admission procedures. All other students who meet admission requirements must declare their degree program upon application.

Transfer Credits/Advanced Standing

Candidates with prior transferable credits in courses equivalent to basic core requirements, upon the recommendation of the Admissions Committee, may be accepted in an advanced theology class year. To be considered transferable, credits must be earned with a minimum grade of "C" (2.0), from an appropriately accredited graduate-level institution recognized by the U.S. Department of Education or by the Congregation for Catholic Education in Rome. Transfer credits are not calculated into the final GPA calculations for the M.Div. degree.

No more than two-thirds of required M.Div. credits may be accepted in transfer towards the degree (ATS Standard 3.11-3.13). All applicants must submit official transcripts showing prior work to be reviewed by the Seminary academic dean and Seminary registrar. All course credits applied to the M.Div. degree should be earned at the Mount (or another appropriately accredited graduate-level institution recognized by the U.S. Department of Education or by the Congregation for Catholic Education in Rome) within ten years of the awarding of the degree.

Mature candidates with evidence of significant professional, military, academic, continuing education may be admitted at the discretion of the Seminary academic dean. Prerequisite coursework may be waived based on the judgment that this evidence provides the well-founded hope of the ability to actively pursue and complete the degree.

Master of Arts (Theology) Program

Academic Dean / Coordinator of Intellectual Formation: Msgr. Michael Heintz
Concentration Area Coordinators / Department Chairs:
Church History: Dr. Owen Phelan
Moral Theology: Fr. J. Daniel Mindling, O.F.M.Cap.
Sacred Scripture: Dr. Michael Hahn
Systematic Theology: Dr. John Love

Purpose, Goals, Learning Outcomes, and Educational Assessment

Purpose of the Degree

The purpose of the Master of Arts (Theology) degree program is to provide a student with competence in the study of theology as a scientific discipline and to serve as a step toward further graduate study. This academic graduate degree is accredited by the Association of Theological Schools. It follows the standard nomenclature and complies with all relevant ATS standards (in particular 3.0-3.14, 4.6-4.9).

Goals of the Program

The primary goal of the Master of Arts (Theology) degree program is to equip candidates with general knowledge and the ability to do theological research and writing at the Master's level.

Objectives

The M.A. (Theology) degree program candidates will gain both survey knowledge of theology as well as a focus in an area of concentration for study and research writing in Church History, Moral Theology, Sacred Scripture, or Systematic Theology, and demonstrate the ability to do theological research and writing at the Master's level.

Degree Requirements

- A minimum of thirty-six (36) graduate credit hours in a curriculum determined by the area of concentration selected by the candidate from among Church History, Moral Theology, Sacred Scripture, and Systematic Theology. These include four concentration department specific core courses, three other core classes (one from each of the other concentrations), three concentration electives with concomitant research projects (with no grade below 3.0), plus enough credits of other courses (normally within the area of concentration) or thesis work for the required minimum total of 36 credits identified as counting towards the degree.
    - This coursework does not includes four foundational theology core courses needed as a prerequisite to entering the program (see Admissions criteria below).
- All candidates are required to attain a minimum cumulative GPA of 3.0 in all courses applied toward the M.A. (Theology) degree.
- Foreign language reading proficiency is required only if such competence is demanded by the proposed research projects, such as the use of Biblical Greek or Hebrew for exegesis papers by Sacred Scripture concentrators.
- Satisfactory completion of a comprehensive examination.

Benchmarks for Educational Assessment

The attainment of a minimum 3.0 GPA on the coursework required for the concentration, completion of the comprehensive examination and the approval of the three completed research projects (or one project and the thesis option) for the research portfolio together comprise the summative evaluation instrument which ensures that candidates of the M.A. (Theology) program have met the degree program goals.

Program Content by Concentration

Church History (CHUR) Concentration

MORL-703-c Marriage and Pastoral Care (fall)
SCRP-701-c Luke and Acts (fall)
SYST-605-c Creation and the Human Person (fall)
CHUR-501-c First Millennium: Patrology (fall)
CHUR-502-c Medieval and Renaissance Church (spring)
CHUR-601-c Modern and Contemporary Church (fall)
CHUR-801-c History of the Church in USA (fall)
(3) CHUR-9-- Electives (fall or spring)
-with three concomitant Research Projects (or 1 paper and 6-credit thesis option)
Plus six additional credits of CHUR 9--- electives (or other core classes)

Moral Theology (MORL) Concentration

CHUR-801-c History of the Church in USA (fall)
SCRP-701-c Luke and Acts (fall)
SYST-605-c Creation and the Human Person (fall)
MORL-502-c Fundamental Moral Theology II (spring)
MORL-703-c Marriage and Pastoral Care (fall)
MORL-801-c Catholic Medical and Sexual Morality (fall)
MORL-804-c Justice and Social Teachings of the Church (spring)
MORL-906-e U.S. Catholic Moral Theologians (spring)
MORL-908-e Readings in Summa II (spring)
(1) MORL-9-- Moral Applications elective (fall or spring)
-with three concomitant Research Projects (or 1 paper and 6-credit thesis option)
Plus five additional credits of MORL 9--- electives (suggest MORL 907 plus one other)

Sacred Scripture (SCRP) Concentration

CHUR-801-c History of the Church in USA (fall)
MORL-703-c Marriage and Pastoral Care (fall)
SYST-605-c Creation and the Human Person (fall)
SCRP-502-c Pentateuch and Historical Books (spring)
SCRP-601-c The Prophets (fall)
SCRP-701-c Luke and Acts of the Apostles (fall)
SCRP-801-c Pauline Literature (fall)
(3) SCRP-9-- Electives (fall or spring)
-with three concomitant Research Projects (or 1 paper and 6-credit thesis option)
Plus six additional credits of SCRP-9--- electives

Systematic Theology (SYST) Concentration

CHUR-801-c History of the Church in USA (fall)
MORL-703-c Marriage and Pastoral Care (fall)
SCRP-701-c Luke and Acts (fall)
SYST-601-c Christology and Soteriology (fall)
SYST-604-c Sacraments: Baptism and Confirmation (spring)
SYST-605-c Creation and the Human Person (fall)
SYST-701-c Grace and the Theological Virtues (fall)
(3) SYST-9-- Electives (fall or spring)
-with three concomitant Research Projects (or 1 paper and 6-credit thesis option)
Plus six additional credits of SYST-9--- electives

Portfolio of Written Research Projects

M.A. (Theology) candidates must complete a portfolio of independently directed research projects. The electronic portfolio typically comprises of a one-credit writing component taken concomitantly with each of the three electives in the area of concentration. The final approved copies are kept on file with the Seminary registrar and may be made available for library research.

- Departments may establish policies requiring specific courses or professors for the electives and research projects. When possible each research project should be written under the direction of a different professor.
- **Requirements for Written Research Projects** Each paper shall present a well-researched point in Church History, Moral Theology, Sacred Scripture, or Systematic Theology in a clear, organized and reasoned way. The requirements for the research project should be included on the elective syllabus, clearly delineating the time table, deadline for different stages of the project, grading criteria, etc. The candidate shall demonstrate the ability to formulate an outline, discern and employ appropriate literature needed to research the topic thoroughly, to state the facts and positions in an intelligible manner, to discern and present the strengths and weaknesses of the arguments which have been investigated, and to draw an appropriate conclusion.
- **Length and Style** The written text shall be a minimum of 15 standard pages (about 250 words per page), exclusive of notes and bibliography. The director must agree to the candidate's choice of topic. The director will provide guidance through the outline, research, and draft stages of the written research project, and will award a letter grade to the completed work. Mount St. Mary's Seminary requires the Turabian style sheet with its preference for footnotes rather than endnotes. Projects will not be approved which rely too heavily on internet resources.
- **The Final Copy** Each approved research project to be added to the M.A. candidate's portfolio is to be submitted electronically to the Seminary registrar at the end of the semester in which it was written. The cover page is to follow the basic standard format of wording established by the Seminary faculty which includes the approval signature of the professor. A sample of the approved format is available from the Seminary registrar upon request. The completed Research Projects Portfolio is maintained by the Seminary registrar and may be made publicly available through the Phillips Library Archives.
    - It is the **student's responsibility** to ensure that the final electronic copy with the professor's approval signature has been submitted properly to the Seminary registrar in a timely manner for inclusion in the Research Projects Portfolio.
- **Grading** Each directed written research project is given a letter grade, separate from the grade for the elective, which reflects the quality of the research and writing.
    - **Failure to Earn the Requisite Minimal Grade for a Research Project** A minimal grade of B (3.0) is required to add a research project to the portfolio. A deficient research project may be repeated one time.
    - **Failure of a Research Project Component** A student fails the 1-credit research project if the required paper is not submitted on time. Any grade of **I** (incomplete) for a research project must be resolved according to seminary policy. There are no additional extensions given for research projects. Otherwise, a grade of **F** is entered

on the transcript, and the term and cumulative grade point average is calculated accordingly.

- **Repeating a Research Project Component** An MA candidate may repeat a deficient or failed research project one additional time. The candidate is not required to repeat the concomitant elective if this course has already been taken and passed. Transcripts will indicate a retake of the research project. If a higher grade is earned, the cumulative GPA will be recalculated based on the retake grade with the previous deficient or failed attempt forgiven.

- **Withdrawal from a Research Project**
  - As in all other seminary courses, the student must submit a written explanation to the professor with a copy to the formation advisor and the Seminary academic dean explaining the reasons for the proposed withdrawal. In addition, submission of the Course Withdrawal form, available on MyMount, is required for notifying the Seminary registrar of the intent to withdraw from a class.
  - **Before the Deadline for Withdrawal from Seminary Courses** No student may withdraw from a course after the fourth week of the semester without penalty. Students who withdraw are given a **W** on their transcript, and no credit is calculated as attempted in the determination of the GPA.
  - **After the Deadline for Withdrawal from Seminary Courses** A grade of **F** is given to a student who drops a seminary research course after the fourth week of the semester, but who is *not dropping out* of the M.A. (Theology) program. The grade of **F** is entered on the transcript and the one credit is calculated as attempted in the determination of the GPA.
  - **Withdrawal from Both Research Course and M.A. (Theology) Program** A grade of ***WF*** is given for withdrawal from a seminary research course after the deadline *on the condition* that the student is withdrawing not only from the course but also from the M.A. (Theology) program. The grade of **WF** appears on the transcript and no credit is calculated as attempted in the determination of the GPA.

Thesis Option

With the permission of the concentration department and after the successful completion of one 15-page MA research project, a candidate may opt to write a longer 6-credit thesis (in lieu of <u>two</u> of the three 1-credit research projects required for the Research Portfolio) and have it be counted as part of the minimum 36 credits needed for the degree.

- **Distinction between a Thesis and a Research Project for the required M.A. (Theology) Research Portfolio:** Because the thesis requires more extensive research and writing, six credits are awarded in total through registration for THES-030/THES-060, two 3-credit independent study classes, taken in sequential semesters. At the Master's level one would not expect the thesis to produce some new discovery. It must, however, give evidence of research and knowledge in greater depth than is expected in a research project. It can also treat questions that have a broader scope, since more time is allotted for this project.
  - **Beginning the M.A. (Theology) Thesis Project:** It is the responsibility of the candidate to approach a prospective director for the M.A. (Theology) thesis from those teaching in the

area of concentration, as soon as possible after the candidate enters the M.A. (Theology) program. Each department will determine the procedure by which students will receive approval for their thesis topics and the willing participation of a 2nd Reader. Therefore, students should ask their prospective director about the departmental policies governing the procedure for beginning an M.A. (Theology) thesis project.

Normally, a student must complete successfully one 15-page M.A. (Theology) research project to demonstrate their capacity to undertake a thesis project. However, the thesis director may waive this requirement, after consultation with the other department members, if it is judged that the student's previously completed research and writing demonstrate sufficient capacity to begin working on a thesis project.

- **Two 3-credit Classes for Thesis Writing:** Two 3-credit independent study (THES-030/THES-060) classes are taken in sequential semesters to provide time to complete the writing process, and give appropriate credit hours for doing so. THES-030 is pass/fail for zero-academic credits, but carries 3-tuition credits; THES-060 is graded and carries the full 6-academic credits, again with 3-tuition credits. Splitting the tuition over 2-semester eliminates overload charges for those M.A. (Theology) candidates with a normal full-time load. The two halves of the Thesis project do not need to be taken in consecutive semesters, however the professor directing the Thesis project must submit an electronic form (available on the faculty section of the MyMount portal) requesting the creation of each independent study section within the same timeframe the seminary registrar sets for submission of course materials for the next semester.

- **Recommended Schedule for Completion of Thesis Option** The following schedule is the recommended, but not required, timeline for completion of a thesis project. There is a March 31st deadline for the director's final approval of the thesis in order for the candidate to qualify for a May commencement. Under extraordinary circumstances, an extension of the thesis-completion deadline may be granted through the agreement of the thesis director and the Seminary academic dean.

  - **Stages to be Completed in Second Theology** The first step of the thesis option is successful completion of one 15-page M.A. (Theology) research project, preferably in second theology. If this requirement is waived because it has been determined that the student has demonstrated through previous work the necessary research and writing skills to begin a thesis project, then the student may begin the procedure for the thesis project as soon as possible in the first year in the M.A. (Theology) degree program (usually 2nd Theology).

    The candidate and director should have a preliminary discussion of possible topics. Following the appropriate departmental policies for approving the thesis topic, the candidate should submit to the director a one-page proposal giving a summary of the nature of the proposed M.A. (theology) thesis, its major questions, methodology, limits, and the proposed authors to be studied. The candidate and director should plan a schedule of deadlines for the various stages for the proposal, outline, bibliography, and the number of drafts needed to complete the thesis project.

    After the thesis topic has been approved and with the willing participation of a second reader, the proposal should be filed with the Seminary registrar's office and the M.A. (Theology) thesis must be registered for as a 3-credit independent study class during two

semesters, for a total of 6-credit hours devoted to the thesis project, typically THES-030 in the second semester of 2nd Theology, and THES-060 in the first semester of 3rd Theology (or the second and third semesters in the MA program). The request for the creation of either a THES-030 or THES-060 independent study section should be submitted by the director through the MyMount faculty-tab using the Independent Study/Special Course Request Form prior to the beginning of the semester in which the candidate will be working on that portion of the thesis project (preferably prior to the semester registration period). The director's initials are to be used in place of the "section" code.

- **Stages to be Completed in Third Theology:** Following the two independent study classes devoted to drafting the thesis project, candidates should submit a full preliminary draft, an outline, and a bibliography to the director no later than four weeks after the start of the next semester (i.e. deadline for resolving Incompletes). Approval of the department is required for any extension of this full draft submission. The thesis director will determine the procedure for reaching a final draft of the project, possibly, but not necessarily including multiple drafts.
- **Stages to be Completed in Fourth Theology:** Ideally, students will complete their thesis project during 3rd theology (or their second year in the M.A. program). This parallels the usual schedule for MA students who write three 15-page M.A. research projects instead of a thesis project. According to this plan, the 4th Theology year stands as additional time that may be used to complete the thesis project, if necessary, and in addition to preparing for the comprehensive exam. Thesis projects must receive final approval of the director no later than March 31 to qualify toward a May commencement.

- **Length and Style:** A recommended average length for the M.A. (Theology) thesis is approximately **60 to 80** pages. The candidate should outline the thesis in such a way as to present the research adequately within this limit. The thesis must use correct grammar, style, and technical form. Mount St. Mary's Seminary follows the Turabian style sheet and accepts its preference for footnotes.
- **Grading:** The thesis director (first reader) grades the final draft of the thesis project. Only a grade "B" or higher will be accepted and entered on the student's transcript and averaged in with the other courses in order to arrive at the final GPA. The second reader reviews the final draft of the thesis project only after the thesis director has given the thesis project a passing grade (B or higher). The second reader determines whether they judge the thesis project to have "passed" or "failed." If the second reader judges the thesis project to have "failed," the Seminary academic dean will consult with the faculty in the area of concentration of the thesis project, and assign a third reader. The vote of that reader, either "pass" or "fail," shall decide whether the thesis project has passed with the grade given by the thesis director, or fails.
  - **Failure to Earn the Requisite Minimal Grade for a Thesis:** A candidate may have an additional attempt to improve the quality of the thesis. The policies outlined above for repeating research projects apply.
- **Final Copy:** The official final electronic copy of the M.A. (Theology) thesis should be signed by both the director and second reader and submitted electronically to the Office of the Seminary Registrar. The title of the approved thesis will be noted on the candidate's transcript. A basic standard format for the title page, similar to that approved by the seminary faculty for a research project, with a place for both the director and second reader to sign and

date the approval is to be followed. A sample of the approved format for the cover page is available from the Seminary registrar, upon request.

  - As a courtesy, it is suggested that a copy (hard-copy or electronic) be given to the Ordinary, the director, and the second reader. Copier centers offer various binding services for any additional copies needed. The thesis must be completed within four years of *initial matriculation* into the M.A. (Theology) degree program.

- **Discontinuing the Thesis Option:**
  - After being approved for the thesis option, if the candidate subsequently decides to discontinue the thesis, permission must be sought from the department chair and the director. If the candidate is a seminarian, the diocese will be notified.
  - The candidate, upon discontinuing the thesis option, will be expected to produce three research projects to fulfill the Portfolio requirement of the degree **OR** discontinue the degree altogether (see the norms in the Seminary Catalog regarding withdrawal from enrolled courses and withdrawal from the M.A. (Theology) degree program).

Comprehensive Examination

- **Purpose** The exam shall measure the candidate's mastery of a body of theological knowledge as well as the ability to synthesize.

- **Time of the Exam** Offered in March of fourth theology, seminarian candidates are automatically registered for the comprehensive examination during registration for the spring semester. Only registered candidates may take the exam. The deadline for withdrawal (which must be made in writing to the Seminary registrar) is two weeks prior to the examination. A no-show is counted as a failure, emergencies excepted. The department will inform the candidate of the exact exam time.

- **Study Guide** After registering for the exam in the fall of fourth theology (or in the fall of the year a non-ordination program candidate plans to take the comprehensive examination), the candidate will receive a study guide prepared by the department of concentration which should incorporate materials from the cores taken in the other disciplines in so far as possible. The study guide may, at the discretion of the department, include some bibliography should the department wish to offer it as a sort of reading list.

- **Method of the Examination** Each student will be examined by a team composed of the professors in the department of concentration for a 30-minute oral examination. Departments establish the specific procedures for the oral examination. The exam consists of any or all of the study guide questions. The academic dean designates one member of each board of examiners as the "chair of the exam." It is the responsibility of the chair to keep time, to determine the ordering of the three 10-minute sections of the oral examination, to call for a vote at its conclusion, and to report the result of the examination to the Seminary registrar.

  - In exceptional cases, a written comprehensive exam or an oral exam using remote technology may be authorized by the Seminary academic dean.

- **Passing the Examination** After the candidate is excused, each examiner votes individually either *pass* or *fail*. Each judges both the merits of the answers given to questions he or she posed as well as the overall performance of the student in the examination as a whole. Candidates pass the comprehensive exam by obtaining a unanimous vote of *pass.*

Departments may record pass/fail or pass/fail/distinction for the comprehensive examination. The chair of the exam delivers the results to the Seminary registrar, who announces the result to the candidate. The student is told the overall grade of *pass* or *fail*, not the individual vote of members of the examining board. The individual votes remain confidential. Nevertheless, any student who has failed is free to meet individually with members of the examining board to seek advice as to how to prepare for an eventual second attempt.

- **Policy on Seminarians who Choose Not to Sit for the Scheduled M.A. (Theology) Comprehensive Examination** Seminarians are required to complete all M.A. (Theology) requirements before the end of their fourth year theology. Seminarians are automatically scheduled to sit for the M.A. (Theology) comprehensive examination when they register for their final semester of study, usually in their fourth year. Students who are scheduled to take the M.A. (Theology) comprehensive examination are exempt from the requirement of taking an elective in their final semester of seminary study. Subsequent failure to sit for the examination will count as one failed attempt at the comprehensive examination and will be recorded as such. In such a case, the seminarian has only one remaining opportunity to take and pass the comprehensive examination. This may take place no sooner than the semester following his failure to sit for the originally scheduled examination, and *normally no later than one year after the failure*. He may still earn the M.A. (Theology) degree (assuming all other requirements are met before he completes his final semester). However, if he fails to complete the other requirements or fails the exam or fails to take it in that timeframe, he may be no longer eligible to earn the degree.
- **Retaking the Comprehensive Exam** Candidates who fail the comprehensive exam are permitted one additional attempt to pass the exam (usually no sooner than fall semester following their first attempt). The second attempt involves preparing the new study guide and sitting for the 30-minute exam as described above. The board of examiners will not necessarily be the same.
    - It is the M.A. (Theology) candidate's responsibility to contact the department chair and request the rescheduled exam. The chair will set a date and establish a board of examiners and determine the study guide for the exam. It is expected that the exam be given face to face (in person) at the Seminary.
    - In exceptional cases, a written comprehensive exam or an oral exam using remote technology may be authorized by the Seminary academic dean.
    - The department chair shall inform the Seminary academic dean and Seminary registrar when and if the comprehensive exam re-take date is set. If the exam is passed and all other requirements are met, the degree will be awarded at the graduation ceremony the following May.

Written Comprehensive Examination (for exceptional cases, only)

- **Developing Examination Questions for Written Comprehensive Examinations** A board of three examiners, one of whom is also named the chair, is selected by the Seminary academic dean. They meet and determine the three synthetic questions for the written examination. These may include any or all of the questions from the oral exam study guide

for that year. The chair submits the questions to the Seminary registrar who mails the assembled packet to the M.A. (Theology) candidate in a sealed envelope.

- **Proctor** Written examinations are to be proctored. This is to be arranged by the candidate. Directions are given to the student on the sealed envelope containing the exam. The proctor is asked to sign a statement on the envelope, as follows: "I have monitored the M.A. (Theology) candidate's comprehensive exam, which I received in this sealed envelope. The candidate was allowed a total of 90 minutes to complete the questions. The candidate did not use any books, notes, or other materials in preparing the written response other than the one page of prepared outlines which are being included with this exam."
- **Written Comprehensive Examination Process**
  - The candidate may not exceed 90 minutes to complete the questions chosen from the alternatives offered.
  - The comprehensive exam consists of questions based on the three synthetic questions of the study guide. The candidate may use word-processing technology or may write out the answers in ink on lined paper or in the blue books provided with the exam. A separate blue book or sheets of paper should be used for each section of the exam. The candidate is to return the original envelope signed by the proctor, the exam questions sheet, and his or her answers to the Seminary registrar in the envelope provided for that purpose as soon as possible. The written exam will be considered void and the attempt a failure if the exam is not returned within one month of its receipt.
- **Grading for Written Comprehensive Exams**
  - Each examiner votes individually either pass or fail. Each judges both the merits of the answers given to questions he or she posed, as well as the overall performance of the student in the examination as a whole. Departments may record one of three options for the examination: pass, pass with distinction, or fail. Candidates pass the written comprehensive exam by obtaining a unanimous vote of pass (or pass with distinction).
  - The chair of the exam delivers the results to the Seminary registrar, who officially announces the result to the candidate. A notation of the semester the exam is passed is added to degree program notes on the candidate's transcript. The student is told the overall grade of pass or fail, not the individual vote of members of the examining board. The individual votes remain confidential.
    - Nevertheless, any student who has failed is free to meet individually with members of the examining board to seek advice as to how to prepare for an eventual second attempt. A minimum of two weeks should be allowed for notification of the results of a written examination.
- **Retaking Written Comprehensive Exams** Only two attempts are permitted of the comprehensive examination, regardless of the format.

M.A. (Theology) Degree Completion

It is expected that all degree requirements are to be completed within no more than four years of the initial matriculation into the program. For seminarians it is expected that these requirements

will be completed by the end of their fourth theology year of the configuration stage. Any seminarian candidates who opt for a thesis, because of the length of that project, may have extended time but must complete all degree requirements within the timeframe for the degree.

- Candidates are considered currently enrolled in the program from the date of matriculation until either they complete the degree, officially withdraw, or allow the time limit to expire.
- The Seminary academic dean and the department chair must approve any request for an extension due to extraordinary circumstances (usually for no more than 1 year).

Honors at Graduation

Graduation honors are calculated from the cumulative grade point average of the minimum 48 credits earned for the M.A. (Theology) degree and are noted on the transcript. Courses accepted in transfer are not factored into the honors calculations. For further information see the section on **HONOR AND AWARDS** under the **ACADEMIC POLICIES** below.

Withdrawal from the M.A. (Theology) Degree Program

Seminarian candidates withdraw from the M.A. (Theology) degree program only with the consultation of their formation advisor and the approval of the diocese since this same process was required to enter the program.

- The Seminary registrar must be notified in writing by the student of their intention to withdraw from the M.A. (Theology) program (with copies given to the formation advisor and vocation director). The transcript will show an indication of withdrawal from the M.A. (Theology) program. If currently enrolled in any coursework for the degree program, the intention to withdraw from such courses, in particular a Research Project component, must also be clearly communicated to the Seminary registrar (and the proper drop/add or withdrawal form completed).
- Students who withdraw from the M.A. (Theology) program will be readmitted to the degree program only with the consent of the Seminary academic dean and the chair of the department in which the student intends to concentrate. This shall occur only in exceptional circumstances.

Educational Resources and Learning Strategies

Location/Duration

The M.A. (Theology) degree program normally requires a minimum of two years of study. Candidates who are also completing the M.Div. can expect to complete the M.A. (Theology) degree by the end of the ordination formation program. Not including the foundational courses, no more than one-half of the applied to the M.A. (Theology) degree may be applied towards the M.Div. degree. All course work applied towards the degree must be completed within ten years of completion.

Distinctive Resources

Most members of the Seminary faculty are in possession of earned doctorates, the majority from pontifical universities. Most faculty members reside on campus and take part in the community life of the Seminary. The full range of information technology, writing center, library and interlibrary loan services are available to both residents and day students alike. A member of the library staff serves as a theological bibliographer and is available to facilitate research projects.

Admission to the M.A. (Theology) Degree Program

- Bachelor's degree (or the equivalent) from an appropriately accredited institution recognized by the U.S. Department of Education (or by the Congregation for Catholic Education in Rome)
- A minimum of 18 undergraduate credits in philosophy, preferably the following titles (which are offered regularly as part of the discipleship stage/philosophy formation program):

  PPHL-501-c Ethics and the Human Good (spring)
  PPHL-502-c Logic and Philosophical Method (fall)
  PPHL-511-c Ancient Philosophy (fall)
  PPHL-512-c Medieval Philosophy (spring)
  PPHL-513-c Modern Philosophy (fall)
  PPHL-514-c Contemporary Philosophy (spring)

- Completion of online application form and submission of required documentation. Seminarian/priesthood candidates must also have the approval of their diocese/religious order and endorsement by the seminarian's formation advisor *(for priesthood candidates only)*.

  Typically seminarians in first theology enroll in the M.A. (Theology) degree program during the fall or spring registration period *(declaring the concentration on the online application form and obtaining the endorsement of their diocese and their formation advisor)*.

  Non-priesthood applicants and transfer seminarians who meet admission requirements must declare their degree program and area of concentration upon application *(see admissions procedures for non-seminarians)*.

- Applicants must also attain a minimum cumulative GPA of 3.0 in four specified pre-requisite 501-level core/foundational courses (or an approved substitute). These are considered to be part of the admissions process and are not counted as part of the 36-credits needed for the M.A. (theology) degree.

  LITY-501-c Introduction to the Liturgy (fall)
  MORL-501-c Fundamental Moral Theology I (fall)
  SCRP-501-c Introduction to Scripture: Wisdom and Psalms (fall)
  SYST-501-c Revelation, Faith, and Theology (fall)

Transfer Credits: Up to nine (9) transferable semester credits may be accepted towards the M.A. (Theology) degree. To be considered transferable, credits must be earned with a minimum grade of "C" (2.0), from an appropriately accredited graduate-level institution recognized by the U.S. Department of Education or by the Congregation for Catholic Education in Rome. Transfer credits are not calculated into the final GPA calculations for the degree. Applicants must submit official transcripts showing prior work to be reviewed by the Seminary academic dean and Seminary registrar. All course credits applied to the M.A. (Theology) degree should be earned at the Mount (or another appropriately accredited graduate-level institution recognized by the U.S. Department of Education or by the Congregation for Catholic Education in Rome) within ten years of the awarding of the degree.

Mature candidates with evidence of significant professional, military, academic, continuing education may be admitted at the discretion of the Seminary academic dean. Some prerequisite coursework in philosophy may be waived based on the judgment that this evidence provides the well-founded hope of the ability to actively pursue and complete the degree.

Bachelor of Sacred Theology Program

Academic Dean / Coordinator of Intellectual Formation - Msgr. Michael Heintz
Program Coordinator– Dr. John Love

Purpose, Goals, Learning Outcomes, and Educational Assessment

Purpose of the Degree

As a first-cycle graduate-level ecclesiastical academic degree, the Bachelor of Sacred Theology (S.T.B.) degree enables graduates to pursue further studies in the sacred sciences. The degree is a prerequisite for further pursuit of an ecclesiastical licentiate degree (S.T.L or M.Th.) and is also accepted for further study in universities of the European Union where the M.Div. is not recognized.

Goals of the Program

The S.T.B. degree program aims to provide seminarians with a solid, Thomistic, organic, and complete instruction in theology at the basic level.

Objectives

S.T.B. candidates will gain a basic but solid, Thomistic, organic understanding of theology; integrated by a capstone comprehensive examination.

Degree Requirements

- **Coursework** A minimum of 96 semester credit hours of coursework is required with the following distribution: 12 Church History; 18 Foundational; 15 Moral; 12 Sacramental; 21 Scriptural; 18 Systematic; plus 7 units of Pastoral/Formation Seminars.
    - A demonstrated reading knowledge of New Testament Greek and Ecclesiastical Latin.
    - A minimum 3.00 GPA in all coursework being applied toward the S.T.B. degree.
    - Satisfactory completion of the two-part S.T.B. comprehensive examination. The subject matter is material covered in the courses in Systematic and Sacramental Theology, Moral Theology, and Scripture.
- **Program Coursework** the S.T.B. program requires a minimum of 96 credits in the following discipline areas:
    - 18 credits of Foundational: CANL-701-c, CANL-702-c, LITY-501-c, MORL-501-c, MORL-502-c, SYST-501-c
    - 18 credits of Systematic: SYST-502-c, SYST-601-c, SYST-602-c, SYST-605-c, SYST-701-c, SYST-920-e
    - 12 credits of Sacramental: SYST-604-c, SYST-704-c, SYST-802-c, SYST-820-c
    - 15 credits of Moral: MORL--703-c, MORL-801-c, MORL-804-c, MORL-907-e, MORL-908-e
    - 21 credits of Scripture: SCRP-501-c, SCRP-502-c, SCRP-601-c, SCRP-602-c, SCRP-701-c, SCRP-702-c, SCRP-801-c
    - 12 credits of Church History: CHUR-501-c, CHUR-502-c, CHUR-601-c, CHUR-801-c
    - 7 units/0 credit of Pastoral Theology/Formation Seminars: ORDN-501-f, ORDN-601-f, ORDN-602-f, ORDN-701-f, ORDN-702-f, ORDN-801-f, ORDN-802-f, plus fall and spring (10 hour) workshops

- **Instruction Units** Seminary courses are offered in fall and spring 15 week semesters, during which:
    - 3-credit courses meet 3 hours per week for 15 weeks (150 hours of instruction)
    - 2-credit courses meet 3 hours per week for 10 weeks (100 hours of instruction)
    - 1.5-credit courses meet 75 minutes per week for 15 weeks (75 hours of instruction)
    - 0-credit/1-unit seminars meet 75 minutes per week (50 hours of instruction)
- **Language Requirements** S.T.B. candidates must demonstrate a reading knowledge of New Testament Greek and Ecclesiastical Latin *(usually taken during the Discipleship Stage).*
- **Grade Point Average** S.T.B. candidates must maintain a grade point average of 3.00 or above in the S.T.B. requirements.
- **Comprehensive Exam** The S.T.B. comprehensive exam consists of a written and an oral examination. Normally the candidate takes the comprehensive examination during the seventh or eighth semester of study. The subject matter is material covered in the courses in systematic and sacramental theology, moral theology, and Scripture. A study guide of the themes or theses is given to the candidates. A series of preparatory and synthesis sessions may be provided to those registered for the S.T.B. comprehensive. In order to pass, a student must receive an average grade of 3.0 on the exam. A candidate for the S.T.B. degree may not continue candidacy after two failures in the comprehensive examination.
    - **Composition of the Examining Board** The board of examiners will consist of four professors, one each from the areas of sacred scripture, systematic theology, and moral theology, and one examiner from the Pontifical Faculty of the Immaculate Conception of the Dominican House of Studies (DHS).
    - **Part One: Written Component**
        - **Purpose** The principal purpose of the Written Component of the S.T.B. Examination will be to test the candidate's ability to expose theological materials, with special emphasis (as appropriate) on the pertinent contributions of historical and positive theology.
        - **Structure** A three-hour long written examination in which the candidate for the S.T.B. will be asked to write on three of the questions from the study guide, one each from the assigned areas of sacred scripture, systematic theology and moral theology. In each area the candidate will be able to choose from three possible questions.
    - **Part Two: Oral Component**
        - **Purpose** The principal purpose of the Oral Component of the examination will be to test the candidate's ability to order these materials towards a reasoned theological judgment or conclusion.
        - **Structure** A three-quarters of an hour long exam before three faculty members and a representative of DHS who will examine the candidate in all of the assigned areas. Questions may be drawn from any of the themes. The Oral Component of the S.T.B. examination will be scheduled as soon as possible after the Written Component, preferably no later than three days. During the Oral Component of the examination,

a complete set of themes will be provided for reference by both the candidate and the examiners. The candidate should bring a Bible to the oral examination.

- **Grading of the Examination**
  - The following grades may be assigned for each part of the exam: A (4.0); A- (3.75); B+ (3.5); B (3.0); B- (2.75); C+ (2.5); C (2.0); C- (1.75); F (0).
  - The grade for the S.T.B. comprehensive examination is the average of all grades submitted by the examiners (written and oral components), with a minimum average of 3.0 needed for each component. Each examiner will assign a grade evaluating only those sections of the examination which he administered.
  - No S.T.B. candidate will be admitted to the oral component without having received the minimum average for the written component. If the candidate has not met the 3.0 benchmark for the oral component, he need repeat only this component.
  - The grades for both the oral and written components of the comprehensive examination will be available from the Office of the Seminary Academic Dean. Candidates are not informed of how each examination board member graded their exam components.

S.T.B. Degree Program GPA and Honors at Graduation

- The final GPA for the S.T.B. program is calculated, in accordance with the norms established by the Pontifical Faculty of the Immaculate Conception, according to the following method: the S.T.B. course work is worth 75% and the comprehensive examination is worth 25%, with a minimum final GPA of 3.00 required for the awarding of the degree. Courses accepted in transfer not factored into the honors calculations.

- Just as the cumulative GPA standards are higher for the S.T.B. than for the M.Div. degree, the graduation honors, in accordance with the norms established by the Pontifical Faculty of the Immaculate Conception, follow a slightly higher standard, as follows: summa cum laude (3.90 to 4.00); magna cum laude (3.70 to 3.89); and cum laude (3.50 to 3.69). Any graduation honors will be noted on the transcript along with other pertinent details about the S.T.B. degree program.

Model S.T.B. Curriculum

Note: prerequisites and additional credits for full Ordination Formation program are in italics.

Propaedeutic Stage: (Po) – fall semester (*prerequisite courses*)

PROP-001-c	*Catechism and Catechetics I (3 units)*
PROP-003-c	*Practical Scriptural and Spiritual Theology I (9 units)*

Propaedeutic Stage: (Po) – fall semester (*prerequisite courses*)

PROP-002-c	*Catechism and Catechetics II (3 units)*
PROP-004-c	*Practical Scriptural and Spiritual Theology II (9 units)*

Discipleship Stage: First Philosophy (P1) – fall semester (*prerequisite courses*)

GREK-950-e	*Biblical Greek I (3 crs)*
PPHL-502-c	*Logic and Philosophical Method (3 crs)*
PPHL-511-c	*Ancient Philosophy (3 crs)*
PPHL-901-e	*Philosophy of Nature/Cosmology or other PHIL elective (3 crs)*
LTFM-001-p	*Liturgical Formation for Discipleship Stage I (1cr)*

Discipleship Stage: First Philosophy (P1) – spring semester (*prerequisite courses*)

GREK-960-e	*Biblical Greek II (3 crs)*
PPHL-501-c	*Ethics and Human Good (3 crs)*
PPHL-512-c	*Medieval Philosophy (3 crs)*
------	*PHIL or other elective (2-3 crs)*

Discipleship Stage: Second Philosophy (P2) – fall semester (*prerequisite courses*)

LATN-950-e	*Ecclesiastical Latin I (3 crs)*
PPHL-513-c	*Modern Philosophy (3 crs)*
PPHL-521-c	*Metaphysics (3 crs)*
PPHL-505-c	*Natural Theology/Metaphysics II (3 crs)*
------	*optional PHIL or other elective (2-3 crs)*
LTFM-003-p	*Liturgical Formation for Discipleship Stage II (1cr)*

Discipleship Stage: Second Philosophy (P2) – spring semester (*prerequisite courses*)

LATN-960-e	*Ecclesiastical Latin II (3 crs)*
PPHL-514-c	*Contemporary Philosophy (3 crs)*
PPHL-518-c	*Epistemology/Theory of Knowledge (3 crs)*
PPHL-506-c	*Philosophical Anthropology (3 crs)*
SPIR-502-c	*Christian Spirituality or other elective (3 crs)*

Configuration Stage: First Theology (1T) – fall semester

CHUR-501-c	The First Millennium: Patrology (3 crs)
LITY-501-c	Introduction to the Liturgy (3 crs)
MORL-501-c	Fundamental Moral Theology I (3 crs)
SCRP-501-c	Introduction to Scripture: Wisdom and Psalms (3 crs)
SYST-501-c	Revelation, Faith, and Theology (3 crs)
ORDN-501-f	1T Formation Seminar: Celibate Witness (0 cr)
PFED-501-p	*1T- Supervised Placement (1 cr)*

Configuration Stage: First Theology (1T) – spring semester

CHUR-502-c	Medieval and Renaissance Church History (3 crs)
MORL-502-c	Fundamental Moral Theology II (3 crs)
SCRP-502-c	Pentateuch and Historical Books (3 crs)
SYST-502-c	Theology of Tri-personal God (3 crs)
------	*optional elective (2-3 crs)*
LTFM-502-p	*Liturgical Formation: Lector (1 cr)*
PFED-502-p	*1T- Supervised Placement (1 cr)*

Configuration Stage: Second Theology (2T) – fall semester

CHUR-601-c	Modern and Contemp. Church History (3 crs)
MORL-907-e	Readings in Summa I (3 crs)
SCRP-601-c	The Prophets (3 crs)
SYST-601-c	Christology and Soteriology (3 crs)
SYST-605-c	Creation and the Human Person (3 crs)
ORDN-601-f	2T Formation Seminar: Personal Conduct/Character of the Priest (0 cr)
PFED-601-p	*2T- Supervised Placement (1 cr)*

Configuration Stage: Second Theology (2T) – spring semester

MORL-908-e	Readings in Summa II (3 crs)
SCRP-602-c	Matthew and Mark (3 crs)
SYST-602-c	Ecclesiology and Mariology (3 crs)
SYST-604-c	Sacraments: Baptism and Confirmation (3 crs)
ORDN-602-f	2T Formation Seminar: Introduction to Parish Finances (0 cr)

------	*elective / Pastoral Spanish encouraged (2-3 crs)*
LTFM-602-p	*Liturgical Formation: Lector (1 cr)*
PFED-602-p	*2T- Supervised Placement (1 cr)*

Configuration Stage: Third Theology (3T) – fall semester

CANL 701	Code of Canon Law (3 crs)
MORL 703	Sacrament of Marriage and Pastoral Care (3 crs)
SCRP 701	Luke and Acts of the Apostles (3 crs)
SYST 701	Grace and the Theological Virtues (3 crs)
ORDN 701	3T Formation Seminar: Pastoral Administration / Human Resources (0 cr)
------	*elective / Pastoral Spanish encouraged (2-3 crs)*
PFED-701-p	*3T- Supervised Placement (1 cr)*
SYST 711	*Eschatology (1.5)*

Configuration Stage: Third Theology (3T) – spring semester

CANL 702	Marriage Law and Sanctifying Office (3 crs)
SCRP 702	Johannine Literature (3 crs)
SYST 704	Holy Orders (3 crs)
SYST 920	Thomistic Seminar- variable topics (3 crs)
ORDN 702	3T Formation Seminar: Pastoral Leadership (0 cr)
HOML-704-p	*Homiletics I: Models of Preaching (3crs)*
LTFM-702-p	*Liturgical Formation: Deacon/Mass Practicum (1 cr)*
PFED-702-p	*3T- Supervised Placement (1 cr)*

Configuration Stage: Fourth Theology (4T) – fall semester

CHUR-801-c	History of the Church in USA (3 crs)
MORL-801-c	Medical and Sexual Morality (3 crs)
PATH-801-c	Pastoral Counseling (3 crs)
SCRP-801-c	Pauline Literature (3 crs)
ORDN-801-f	4T Formation Seminar: Transition to the Priesthood (0 cr)
HOML-801-p	*Homiletics II: Preaching Practicum (3crs)*
LTFM-801-p	*Liturgical Formation: Deacon/Mass Practicum II (1 cr)*
PFED-801-p	*3T- Supervised Placement (1 cr)*

<Comprehensive Exam administered annually in November>

Configuration Stage: Fourth Theology (4T) – spring semester

MORL-804-c	Justice and Social Teaching of the Church (3 crs)
SYST-802-c	Holy Eucharist (3 crs)
SYST-820-c	Sacraments of Healing: Penance/Anointing (3 crs)
ORDN-802-f	4T Formation Seminar: Priesthood Integration (0 cr)
LTFM-802-p	*Liturgical Formation: Homiletics/Deacon/Mass Practicum III (1 cr)*
LTFM-820-p	*Penance and Anointing Practicum (1 cr)*
PFED-801-p	*3T- Supervised Placement (1 cr)*

Educational Resources and Learning Strategies

Residency and Fees

- The standard residency requirement for the S.T.B. degree is eight semesters.
- A $200.00 per year S.T.B. fee is charged (billed $100 each semester after matriculation in the S.T.B. degree program).

- A *non-refundable* $25.00 diploma fee (check payable to the "*Pontifical Faculty of the Immaculate Conception*") is due prior to taking the comprehensive examinations in Fourth Theology.

Admission in the S.T.B. Degree Program

The following prerequisites for admission will be evaluated by the Seminary academic dean who may, in individual cases, allow the student to remedy particular deficiencies during the first year of the program:

- A bachelor's degree (B.A./B.S./or its equivalent) from an accredited college or university
- Superior achievement and the ability to pursue graduate work as indicated by the transcript of previous studies (with a minimum GPA of 3.00)
- An undergraduate foundation in philosophy, including a minimum of 30 credit hours, preferably from an ecclesiastical faculty or other institution granting canonical degrees through affiliation with an ecclesiastical faculty. Courses should include ancient, medieval, modern and contemporary philosophy, logic, ethics, metaphysics, epistemology, natural theology, philosophical anthropology, plus philosophy of nature/cosmology.
- A reading knowledge of Latin

Transfer of Credits into the S.T.B. Program

In accordance with the norms established by the Pontifical Faculty of the Immaculate Conception, candidates may transfer a maximum of thirty (30) credits, taken from an ecclesiastical faculty or other institution granting canonical degrees through affiliation with an ecclesiastical faculty, to satisfy S.T.B. degree requirements.

Withdrawal from the S.T.B. Degree Program

- Seminarian candidates withdraw from the S.T.B. program only with the consultation of their formation advisor and the approval of the diocese, since this same process was required to enter the program.
- The Seminary registrar must be notified by the student in writing, with a copy to the formation advisor and the academic dean, of their intention to withdraw from the S.T.B. degree program. The transcript will show an indication of withdrawal from the program.
- Students who withdraw from the S.T.B. degree program will be readmitted to the degree program only with the consent of the Seminary academic dean. This shall occur only in exceptional circumstances.

Discipleship Stage: Philosophy Formation Program

Academic Dean - Msgr. Michael Heintz
Program Coordinator - Dr. John-Mark Miravalle

Purpose, Goals, Learning Outcomes, and Educational Assessment

Purpose of the Discipleship Stage

This two-year formation program has as its purpose the preparation of candidates for entry into the configuration stage of theology formation. Candidates who complete the program are so certified.

For those who have completed college but lack the philosophical and theological background necessary to enter configuration stage, this two-year program will equip them with 30 credit hours of philosophy (PPF5, 152-160), plus ecclesiastical Latin, Biblical Greek, and undergraduate

theology including a two-semester treatment of the Catechism of the Catholic Church. These courses will focus on material needed to begin the study of theology.

Qualified bachelor-degree bearing discipleship/philosophy candidates, with the permission of the Seminary academic dean and the sponsoring diocese, may enroll in the optional Master of Arts in Philosophical Studies (M.A.P.S.) degree program administered by the University's philosophy department.

For those who have not yet completed an undergraduate degree, an individualized curriculum can, in most cases, allow such students to complete the academic requirements for pre-theology (PPF5, 161) at the same time as they complete the requirements for the bachelor's degree with a major in Philosophy, through Mount St. Mary's University.

Note: The Seminary is in the process of apply to the State of Maryland (MHEC) for approval to offer an academic certificate as a credential in recognition of the completion of this program.

Goals of the Program

The discipleship stage/philosophy formation program aims at an adult level of affective maturity and interpersonal skills, a practical spiritual discipline, an exposure to apostolic life, and intellectual readiness for graduate theological studies.

Objectives

The primary intellectual focus is the study of philosophy, which is balanced, comprehensive, integrated, and coherent (PPF5, 155). Its specific objectives are for the student to:

- Gain an introductory understanding of the main historical periods, the major figures, and the main fields of philosophy
- Gain an introductory understanding of the major positions taken in the philosophical tradition that have significance for theology
- Develop analytical and critical abilities
- Develop a reflective awareness of the relation between reason and faith
- Acquire a foundation for future theological study

Educational Assessment

To successfully complete the discipleship stage/philosophy formation program curriculum candidates must earn a minimum 2.0 cumulative GPA the philosophy, theology, and language coursework which is prerequisite to entering the configuration stage of theology formation.

Program Content of the Discipleship Stage: Philosophy Formation Curriculum

First Philosophy (P1) – fall semester

GREK-950-e	Biblical Greek I (3 crs)
LTFM-001-p	Liturgical Formation for the Discipleship Stage I (1 cr)
ORDN-001-f	Formation Seminar: *Discipleship Stage Pro-Seminar* (0 cr)
PPHL-502-c	Logic and Philosophical Method (3 crs)
PPHL-511-c	Ancient Philosophy (3 crs)
PPHL-901-e	Philosophy of Nature/Cosmology or other elective (2-3 crs)
------	optional elective from PHIL dept or Seminary offerings (2-3 crs)

First Philosophy (P1) – spring semester

GREK-960-e	Biblical Greek II (3 crs)
ORDN-002-f	Formation Seminar: *Discernment and Prayer* (0 cr)
PPHL-501-c	Ethics and Human Good (3 crs)

PPHL-512-c	Medieval Philosophy (3 crs)
PPHL-902-e	Political Philosophy or other elective (2-3 crs)
------	optional elective from PHIL dept or Seminary offerings (2-3 crs)

Second Philosophy (P2) – fall semester

LATN-950-e	Ecclesiastical Latin I (3 crs)
LTFM-003-p	Liturgical Formation for the Discipleship Stage II (1 cr)
ORDN-501-f	1T Formation Seminar: *Celibacy* (0 cr)
PFED-003-p	Discipleship Stage PFE placement – optional (0 cr)
PPHL-513-c	Modern Philosophy (3 crs)
PPHL-521-c	Metaphysics (3 crs)
PPHL-505-c	Natural Theology (3 crs)
------	optional elective from PHIL dept or Seminary offerings (2-3 crs)

Second Philosophy (P2) – spring semester

LATN-960-p	Ecclesiastical Latin II (3 crs)
ORDN-004-f	Formation Seminar: *Fides et Ratio* (0 cr)
PFED-004-p	Discipleship Stage PFE placement – optional (0 cr)
PPHL-514-c	Contemporary Philosophy (3 crs)
PPHL-518-c	Epistemology/Theory of Knowledge (3 crs)
PPHL-506-c	Philosophical Anthropology (3 crs)
SCRP-502-c	Christian Spirituality (3 crs) – or other elective (2-3 crs)

Educational Resources and Learning Strategies

Location/Duration

The discipleship stage/ philosophy formation program is a two-year full-time residential formation program. At the conclusion of the second year of the program, successful completion of the discipleship stage/philosophy formation program is noted on the transcript if the candidate has completed at least one year of residency at Mount St. Mary's Seminary and earned at least a 2.0 cum GPA in the philosophy formation program curriculum. The program with its four dimensions (Human, Spiritual, Intellectual, and Pastoral formation) normally includes a minimum 54 academic credits of which 30 are philosophical studies.

Seminarians in the Discipleship Stage may qualify to enroll in the Master of Arts in Philosophical Studies (M.A.P.S.) degree program through the Philosophy Department in the University's College of Liberal Arts (see the **Mount St. Mary's Graduate catalog** and the **M.A.P.S. norms** for further details).

Distinctive Resources

Seminary faculty and the faculty of the College of Liberal Arts collaborate to offer this program. The spiritual, pastoral, and human formation resources are provided exclusively by the Seminary faculty. Discipleship stage/philosophers are seminarians with full access to the library and information technology, learning services, writing center, ESL support, and all other aspects of campus life.

Discipleship Stage: Philosophy Formation Program Admission Requirements

All discipleship stage/philosophy formation program applicants complete an online application form and submit the documentation required of all Seminary candidates.

Ordinarily applicants must possess a bachelor's degree from an accredited institution. In particular cases, applicants within two years of completing their bachelor's degree may be

admitted as a "degree-completing" students if they meet the criteria for transfer students into Mount St. Mary's University.

An applicant with prior coursework may be admitted with advanced standing in the two-year pre-theology formation program only at the recommendation of the Admissions committee and approval of the rector and the partnering diocese or religious order.

Master of Arts in Philosophical Studies

Dean/MSMU College of Liberal Arts – Dr. Bryan J. Zygmont
Program Director - Dr. Christopher Anadale, Department of Philosophy
(*see the Mount St. Mary's University* ***Graduate Catalog*** *for further details and academic norms*)

Purpose of the Program

The Master of Arts in Philosophical Studies (M.A.P.S.) is a graduate academic degree program, administered by the Philosophy department of Mount St. Mary's University College of Liberal Arts, which provides an opportunity for advanced study of philosophy, emphasizing both the history of philosophy and major topical areas, with attention to how these inform and are informed by the Catholic intellectual tradition. The degree program is open to qualified seminarians in the discipleship stage/philosophy formation program, as well as other, non-seminarian applicants.

Goals of the Program

The M.A.P.S. degree program goals are to provide students with advanced mastery of philosophy and its history, and to build their research and writing skills.

Objectives

- Grasp at a Master's level the history of philosophy and major subject areas in philosophy
- Understand the relationship between faith and reason in the Catholic intellectual tradition
- Demonstrate the skill required for philosophical research and sustained written argument

Admission Requirements for the M.A.P.S. Program

- Bachelor's degree or equivalent from an accredited college.
- An undergraduate grade point average of 3.0, or other evidence of academic ability.
- Seminarian candidates must the approval of the formation advisor, the Seminary academic dean, as well as the sponsoring diocese or religious order.

Typically seminarian candidates apply for the M.A.P.S. degree program, which is not administered by the Seminary, by completing an online graduate program application form (in addition to the original application to the Seminary) prior to beginning their second semester of First Philosophy. As part of the admissions process, the Seminary academic dean will confirm to the M.A.P.S. program director the approval of the formation advisor, as well as the sponsoring diocese or religious order. Transcripts received during the initial application to the Seminary will be used to confirm the M.A.P.S. applicant's academic ability. In exceptional cases, the M.A.P.S. program director may admit candidates with a prior undergraduate cumulative GPA of less than 3.0 in a non-liberal arts major based on academic performance in pre-theology classes during their first semester at the Mount. For additional information, contact the M.A.P.S. director or see the **M.A.P.S. program** page on the **Mount St. Mary's University website**.

Propaedeutic Stage: Blessed Stanley Rother House of Formation

Program Coordinator – Fr. Daniel F. Hanley
Assistant Coordinator – Mr. Brendan A. Johnson

Purpose, Goals, Learning Outcomes, and Educational Assessment

Purpose of the Propaedeutic Stage

The propaedeutic stage program at the Blessed Stanley Rother House of Formation is an opportunity within a formational community for new seminarians to deepen their relationship with Jesus Christ, come to a greater knowledge of the Catholic faith, and grow in character, virtue, and fraternity. It is not an academic year but on a time focused on spiritual and human growth. The House of Formation is dedicated to Mount graduate Blessed Stanley Rother, the first American martyr.

This stage of priestly formation takes place before beginning the Discipleship Stage (i.e., before the study of Philosophy). It introduces the new seminarian to the spiritual life and provides a solid foundation in human formation.

Goals of the Program

The propaedeutic stage seeks to strengthening seminarians in human, spiritual, intellectual and pastoral formation by focusing on the following areas:

- **Friendship with Jesus.** Reliance on God is our first priority. We seek to open men to an encounter of friendship with Jesus through a life of prayer and Christ-centered community life and work. Our highest goal is that seminarians come to know Jesus' love for them and in Christ's love to know God, themselves, and others.
- **Life of prayer.** The daily life of the seminarians is structured to give men time for silence and prayer, especially in the presence of the Eucharistic Lord. There will be monthly days of recollection as well as three extended retreats, culminating in an eight-day retreat. The sequence of spiritual formation begins with an emphasis on prayer with Scripture, practical instruction on meditation and liturgical prayer. The object is to the make sure the man's interior life and personal encounter with Jesus is rooted in His revelation of Himself and the prayer of the Body of Christ. Seminarians will be guided in how to do *lectio divina* and imaginative prayer with Scripture. Men will be formed in praying the Mass and the Liturgy of the Hours as integral in their spiritual life. Later they will also gain an introduction to spiritual theology and the spiritual patrimony of the Church. The year will be structured around growth in their relationship with the Trinity.
- **Self-knowledge, self-possession, and self-gift.** The program seeks to help seminarians grow in affective maturity, which involves self-awareness and growth. It is measured by attentiveness to others and self-gift. We look to have men cultivate capacities for: positive Christian friendship; self-knowledge and healing; virtuous use of technology, time, and goods; chastity and self-possession; unity of life; and fulfilling obligations. Men will be guided to form habits of physical wellness and basic life skills. Seminarians will be coached in forming and living a realistic sustainable plan of daily prayer, work, exercise, and recreation.
- **Community Life.** After the action of Jesus in the heart of each man, the community life is the most formative aspect of the program. We cultivate a family life atmosphere of men

united in Christ. The relationships and mutual responsibility for one another is our emphasis. We will live a common life of work, prayer, meals, and recreation. Seminarians will be given a chance in daily informal gathering to open to the larger community and share their personal story and experiences. Men are encouraged to listen to others and seek to know them. We will also have smaller groups for prayer, work, fraternity, and recreation. Seminarians will be accompanied in entering this intense communal life and processing the interpersonal realities they will experience. The hope is that this intentional communal life will reveal needs for growth and be the arena for developing necessary virtues, especially justice and charity.

- **Formation in Affective Maturity** Partnering with team of Catholic psychologists we provide small group processing for all the seminarians. During the first semester men will gather in groups for confidential facilitated discussions about emotional wellbeing, family of origin, interpersonal dynamics, self-possession, and other themes. These meetings provide a forum for seminarians to grow in self-knowledge and freedom. Also, ongoing individual counseling is available if deemed helpful. Seminarians will receive a formation in a proper understanding of human sexuality as a gift from God and integration of true masculine sexuality.
- **Manual Labor** Work is integral to the common life and formation program. Seminarians keep their own spaces and the communal spaces of the house through daily and weekly chores. There are workdays where the whole community will clean the house together and give other due maintenance. Service work projects for the poor are a regular part of the formation.
- **Pastoral Formation** We look to develop the spirit of self-offering that our patron, Blessed Stanley Rother, exemplified in his life and sacrifice. Seminarians have the chance to expand their hearts in service to each other and to the poor and infirmed. Men will engage in service in the surrounding communities as well as extended experiences (two weeks) in the service of the impoverished and the aged. Theological reflection with its emphasis on understanding the interior workings of God is integral in the man's pastoral formation.
- **Intellectual Formation.** We wish to inculcate in the seminarians an understanding of God, the human person, and creation as a basis for ordered love and action. A primary goal is to make sure each man is biblically literate and has knowledge of the doctrine of the Faith. Through extensive reading of the narrative books of the Bible and workshops in biblical theology men will know the revelation of salvation history from creation to the foundation of the Church. In a yearlong in-depth study of the Catechism, seminarians obtain an adult understanding of the faith as an underpinning for their spiritual life, apostolic work, and discernment. Intellectual lacuna will be identified for each man and a personalized plans for growth formulated. A special concern will be paid to written communication skills. In all these endeavors men will cultivate a habit of study.
- **Virtuous use of technology.** Men will fast from the use of electronic devices except for limited purposes and in prescribed times and places. However, this aspect of the program incorporates much more than abstinence from electronic media and seeks to develop the internal strength in each man to properly use technology. Seminarians are guided to explore the various aspects of social media and their impact on themselves, integrating the spiritual tradition of the Catholic Church and the virtue theory of St. Thomas Aquinas with developments in psychology and neuroscience, to develop the habits of self-control needed to engage new technologies and social media.

- **Formation in Priestly Identity.** Through informal visits from priests, seminarians will hear about the life of priests and engage in conversation. Later in the year, men attend workshops on priestly identity with an attention to the three-fold *munera* of Christ and the dynamic of relationship, identity, mission, and priestly celibacy and spiritual fatherhood.

Objectives of the Propaedeutic Formation Program

1. Human Formation
   - Self-knowledge and awareness are key themes in the area of human formation during the propaedeutic stage.
   - Able to reflect upon his personal history
     - (e.g., family of origin, use of technology, personal habits)
   - Knowledge of needed areas of growth.
   - relational skills
     - (e.g., capacity for healthy and deep friendships, basic social skills and good manners, flexibility, adaptability, a basic capacity for empathy);
   - Self-discipline
     - (e.g., capacity for hard work, awareness of the appropriate use of time, basic self-control);
   - A trusting and effective relationship with formators
     - e.g., openness to correction, awareness of the importance of transparency in formation, growing sense of accountability); and healthy habits of self-care (e.g., beginning an exercise regimen, good personal hygiene, beginning to address any health concerns or unhealthy habits
2. Spiritual Formation
   - One of the primary objectives of the propaedeutic stage is to provide an introduction to the spiritual life and to develop a solid foundation in the seminarian's life of prayer.
   - Growth in prayer and the spiritual life
     - (e.g., elementary discipline in public and private prayer, interest in and attention to spiritual direction, understanding of the importance of silence, and a growing habit of silence),
   - Growth in an understanding of the celibate life
     - (e.g., ability to articulate the Church's understanding of the promise of celibacy and the spiritual motivation for celibacy, growth in the virtue of chastity, and growth in the habit of healthy solitude),
   - Growth in the understanding of the priestly vocation,
   - The ability to articulate a relationship with Jesus Christ,
   - Growth in reading and meditating on Sacred Scripture.
3. Intellectual Formation
   - Gaining an initial understanding of Christian doctrine and anthropology
   - Familiarity of the Bible in its various parts
   - Gain basic habits of study
   - Cultivate intellectual curiosity and love of learning.
   - If necessary, the propaedeutic stage can help to make up for anything that is missing in a seminarian's general education.
4. Pastoral Formation
   - Seminarians in the propaedeutic stage should develop "the dynamic of self-giving through experiences in the parish setting and charitable works."
   - Hands-on experiences that include contact with the poor are appropriate at this stage.

- Awareness of the pastoral situation of the local community as well as an awareness of the multicultural reality of the Church in the United States and the nature of the Universal Church.
- Demonstrating a genuine concern for others
- A spirit of generosity, and a developing habit of self-donation

Benchmarks for Educational Assessment

Upon the successfully completion of the propaedeutic stage the seminarian will have a solid foundation of in prayer, study, fraternal life, and human virtues to allow him to enter more deeply into the discipleship and configuration stages.

Program Content of the Propaedeutic Stage:

The curriculum for the Discipleship Stage will be flexibly scheduled with a full-time equivalency of daily conferences and workshops, including:

- PROP-001-p/002-p Catechism, 3 units each semester
- PROP 003-p/004-p Practical Scripture and Spiritual Theology, 9 units each semester

Educational Resources and Learning Strategies

Location/Duration

The Blessed Stanley Rother House is located less than 2 miles from the main campus of Mount St. Mary's Seminary at the National Shrine of St. Elizabeth Ann Seton in Emmitsburg, Maryland. Our location, adjacent to the St. Joseph House of the Daughters of Charity, the tomb of Saint Elizabeth Ann Seton, and an assisted living facility, offers rich opportunities for relationships, service, and prayer. Situated in the agricultural foothills of the Catoctin Mountains and proximate to major urban areas, Rother House provides opportunities to encounter the rural and urban poor and a wide array of cultures. It affords the beauty and solitude of the country and cultural opportunities of major cities. These are all integral aspects of the formation program.

Propaedeutic Stage is a year-long program for the first year of a seminarian's priestly formation.

Distinctive Resources

The spiritual, pastoral, and human formation resources are provided by the Seminary faculty and outside contributors. Those in the propaedeutic stage are seminarians with full access to the library and information technology, learning services, writing center, ESL support, and all other aspects of campus life.

Propaedeutic Stage: Rother House Formation Program Admission Requirements

All propaedeutic stage/Rother House formation program applicants complete an online application form and submit the documentation required of all Seminary candidates.

Ordinarily applicants must possess a bachelor's degree from an accredited institution. In particular cases, applicants within two years of completing their bachelor's degree may be admitted as a "degree-completing" students when they enter the discipleship/philosophy stage of formation, if they meet the criteria for transfer students into Mount St. Mary's University.

Hispanic Ministry Formation Program

Purpose of the Program

The Hispanic Ministry formation program aims to address the need for English-speaking seminarians (M.Div. candidates at Mount St. Mary's Seminary) to be prepared for ministry with Hispanic Catholics in their priestly assignments.

Goals of the Program

The goal of the program is to provide seminarians with specific formation for priestly ministry in the growing Hispanic community in the United States in a program which integrates language and cultural studies, supervised pastoral field education, and liturgical experiences.

Objectives

Its specific objectives are to:

- Equip seminarians with the minimum necessary knowledge and skills to speak Spanish
- Understand the cultural setting for Hispanic ministry
- Have the basic skills in pastoral work which will prepare them to be effective preachers, teachers, celebrants, counselors, and confessors
- Develop in the seminarians a love and understanding of the cultures present in their congregations

Content /Requirements

- **Language** - Spanish language proficiency at the level of PATH 980 Advanced Pastoral Spanish II, SPAN 202 Second Year Spanish II, or its equivalent
- **Study of Ministry** - PATH 906 Hispanic Ministry elective (usually offered as an independent study course, in conjunction with a parish field education placement)
- **Culture/History** - elective course(s) in either advanced Spanish or the history and culture of Latin America
- **Field Education Placement** - pastoral field education placement in a setting of Hispanic Ministry
- **Liturgical Practica** - liturgical training for the celebration of the sacraments in Spanish

Meeting these Requirements

Language proficiency is determined by the Seminary instructor in Pastoral Spanish. Some students will have this proficiency already or will need some further study to meet this expectation.

- To gain proficiency, seminarians may take courses from the four-semester sequence of Pastoral Spanish taught to seminarians in small classes. Placement tests determine the level. In addition, the undergraduate foreign language department in the University also offers undergraduate courses in Spanish language.
- Some dioceses send seminarians to immersion programs in the summer. The Mount has had a positive experience with a school called PROBIGUA. It is a language school based in Antigua Guatemala which enrolls a good number of US seminary students and priests each summer. PROBIGUA offers one on one tutorial classes (four to six hours daily) in two settings. One is in the picturesque and historic city of Antigua and includes living with a

host family. A second option is conducted with room and board in a Benedictine run seminary. Details available on request.

Study of Ministry - Students qualify by taking the elective in Hispanic Ministry (PATH 906). When there is sufficient enrollment (minimum of 4 students) the Seminary organizes this two-credit elective (described below in this Seminary catalog). With fewer students this course is conducted as an independent study which incorporates directed readings in the Hispanic Ministry documents, placement in a setting with Hispanic ministry opportunities, and a directed research project focused on pastoral themes.

Culture and History - Courses in the history and culture of Latin America are offered frequently both in the Seminary and in the University. Some of these are offered in our Church History department.

Pastoral Formation Experience Placement - The coordinator of pastoral field education has a number of placements available in which men can experience different aspects of Hispanic Ministry. Pastoral training and supervision is offered with the Centro Católico Hispano in Washington, D.C., and multi-cultural parish placements in Washington, D.C., Northern Virginia, Maryland and Pennsylvania. Pastoral assignments which require sacramental administration or preaching in Spanish obviously demand language capacity. Other opportunities, such as evangelization trips to other college campuses, ministry with the local poor, the Mount 2000 Eucharistic retreat, etc., provide opportunities for some Spanish language engagement. Those in the Hispanic Ministry Certificate program are encouraged to seek summer assignments and other diocesan involvement within the Hispanic community and these may be used if an independent study in Hispanic Ministry (see above) is required.

Liturgical Practica - Several 1.5-credits per semester repeatable enrichment courses, PATH-921x-PATH-922-x *Celebrando los Sacramentos* and PATH-931-x/932-x *Practica Hispanic Ministry*, are available to all with a minimum of one year of college Spanish. While the specific liturgical focus may change each semester, this course has several basic objectives: to review the liturgical texts for the administration of the sacraments in Spanish, to review advanced grammar points to "keep the Spanish alive," to practice oral comprehension with videos, films, and audio recordings, and to practice the proper parts of the Mass and the Readings for the community Mass celebrated in Spanish every Thursday.

For all interested, Mass with Morning Prayer is celebrated every Tuesday in Spanish with the opportunity for preaching and lectoring. Mass is also celebrated every Thursday in Spanish for the entire community. This means that a person enrolled in Pastoral Spanish has five days in a row with some dimension of Spanish, and may even sit at the Friday "Spanish Table" at lunch to further practice his language skills.

Admission

The Hispanic Ministry formation program is only available to those seminarian students enrolled in Mount St. Mary's Seminary's configuration stage: M.Div. degree / ordination formation program. Upon completion of all requirements for the Hispanic Ministry formation program at the end of Fourth Theology a notation is made on the seminarian's transcript.

Dual Degree and Hispanic Ministry

The Mount's six-year program of the discipleship and configuration stages has built-in at least 8 open elective slots. Seminarians with some Spanish proficiency may attempt a dual degree

(M.Div.+M.A./Theol or M.Div.+S.T.B.) plus the Hispanic Ministry Certificate; however those with no prior Spanish proficiency may find it difficult (if not impossible) depending on which degree track is attempted and the seminarians entering class year (discipleship or configuration stage). ‘

Note: The Seminary is in the process of apply to the State of Maryland (MHEC) for approval to offer an academic certificate as a credential in recognition of the completion of this program.

Spanish Language Summer Immersion Program

Purpose of the Program

In recognition that seminarians need to be prepared to minister to the largest, youngest, and fastest growing Catholic population in the United States, Mount St. Mary's Seminary recommends PROBIGUA, a Spanish-language immersion program located in Antigua Guatemala, Guatemala. This program offers seminarians who have already begun to learn Spanish the chance to perfect their language skills and to get to know the people and culture of Guatemala.

Summer Immersion Program

Priests and seminarians from around the United States travel to Guatemala to learn Spanish as well as Hispanic cultural practices. The length of time spent at the program can be tailored to an individual’s needs or preferences and lasts anywhere from 6 to 10 weeks. The seminarians live with families or individuals but they also would have daily opportunities for common Liturgy of the Hours, Holy Hour and Mass. Classes are conducted tutorial-style, one-on-one for 4 to 5 hours each day, 5 days a week.

Mount St. Mary’s Seminary routinely sends priest faculty or Spanish language professors to the program over the summer to assess the program and the students’ progress. An ability to speak Spanish and familiarity with Hispanic culture is of great value to future priests.

Instruction at the Academia de Español PROBIGUA

Spanish language instruction takes place through the Academia de Español PROBIGUA (Proyecto Bibliotecas Guatemala), a not-for-profit organization, which provides:

- an assessment of the seminarian’s present language proficiency
- an individualized educational plan tailored to the seminarian’s particular needs and goals
- selection of a professionally-trained teacher based upon best-match criteria between student and teacher (The student generally stays with the same teacher for at least two weeks, but changes can be made at the student's request.)
- choices of instructional approach, learning materials, and field trips in order to maximize the student's skills
- preparation for the exams, DELE (Diplomas de Español como Lengua Extranjera, Instituto Cervantes, España)
- excursions to archeological sites, Mayan and colonial ruins, museums, and traditional festivities
- movies and documentaries to facilitate discussions about educational topics
- group workshops to learn about Guatemalan history, culture, folklore, politics, economics, literature

Location in Guatemala

Now commonly referred to as just Antigua (or La Antigua), the city located in the central highlands of Guatemala was one of the grand colonial capitals of the Spanish Empire in America

from the 16th to the 18th centuries. Under the name *Santiago de los Caballeros de Guatemala*, it was the original "Guatemala City." A disastrous major earthquake in 1773 destroyed or damaged most of the city, and the Spanish Crown ordered the Capital moved to a new city, what became the modern Guatemala City. In 1776 this old city was ordered abandoned. Not everyone left, but from a bustling capital it became a provincial town, filled with the ruins of former glory. It became known as "Antigua Guatemala," meaning "Old Guatemala." La Antigua was declared a World Heritage site by UNESCO in 1997.

Frequently Asked Questions

Is this program only for seminarians?

- While the program is primarily for seminarians, priests and deacons may also apply.

Who may apply?

- Students who have completed at least one year of Pastoral Spanish at Mount St. Mary's Seminary or at least one year of college-level Spanish.

English as a Second Language

Mission of the Program

The mission of the Mount St. Mary's Seminary ESL Program is to provide English language instruction for students preparing for ordination through the Seminary's Discipleship Stage program, Master of Divinity, Master of Arts (Theology), or S.T.B. degree programs and for students in ongoing pastoral formation. Through the program's instruction in writing, grammar, pronunciation, speaking, listening comprehension, reading comprehension, vocabulary development, and United States culture, students will develop English language communication skills effective not only in academic settings but also in preparation for pastoral ministry.

Goals of the Program

The primary goal of the ESL program is for students to develop English language communication skills effective not only in academic settings but also in preparation for pastoral ministry through program instruction in writing, grammar, pronunciation, speaking, listening comprehension, reading comprehension, vocabulary development, and United States culture.

Objectives

Throughout the course of English language instruction, students will:

- improve speech clarity through the study and practice of the sounds and rhythm patterns of North American English
- develop writing skills through instruction centered on assignments from Seminary classes or authentic pastoral needs, depending on the student
- increase command of English grammar both through traditional rule-based methods and in the context of writing
- continue to develop theological and academic vocabulary that focuses on terminology necessary for Seminary studies and/or pastoral ministry
- increase reading and listening comprehension

Program Content

The ESL program at Mount St. Mary's Seminary offers individualized English instruction that focuses on each seminarian's particular language needs.

Based on diagnostic placement exams, students may be placed in one of three levels of the following classes: Writing, Grammar, Reading, Vocabulary, Pronunciation, and Listening Comprehension. Depending on individual needs, students may also be placed in a course on U.S. Culture and/or may be assigned a peer conversation partner.

Instructor-led academic support tutorials are offered to assist students with class notes, reading support, vocabulary development, and test preparation skills to help them succeed in their Seminary courses.

ESL Curriculum

Level One: Beginner

EASL-010-p Beginning Writing (3 crs)
EASL-011-p Beginning Grammar (3 crs)
EASL-012-p Beginning Reading (3 crs)
EASL-013-p Beginning Vocabulary (1 cr)
EASL-014-p Beginning Pronunciation (3 crs)
EASL-015-p Beginning Listening Comprehension (2 crs)

Level Two: Low Intermediate

EASL-020-p Low Intermediate Writing (1-3 crs)
EASL-021-p Low Intermediate Grammar (1-3 crs)
EASL-022-p Low Intermediate Reading (1-3 crs)
EASL-023-p Low Intermediate Vocabulary (1 cr)
EASL-024-p Low Intermediate Pronunciation (1-3 crs)
EASL-025-p Low Intermediate Listening Comprehension (1-3 crs)

Level Three: Intermediate

EASL-030-p Intermediate Writing (1-3 crs)
EASL-031-p Intermediate Grammar (1-3 crs)
EASL-032-p Intermediate Reading (1-3 crs)
EASL-033-p Intermediate Vocabulary (1-3 crs)
EASL-034-p Intermediate Pronunciation-Consonants (1-3 crs)
[EASL-035-p Intermediate Listening Comprehension (1-3 crs)]

Level Four: Advanced

EASL-040-p Advanced Writing (1-3 crs)
EASL-041-p Advanced Grammar (1-3 crs)
[EASL-042-p Advanced Reading (1-3 crs)]
[EASL-043-p Advanced Vocabulary (1-3 crs)]
EASL-044-p Advanced Pronunciation (1-3 crs)
[EASL-045-p Advanced Listening Comprehension (1-3 crs)]

Additional ESL Support

EASL-901-p/EASL-902-p Academic Support for Theology (0 crs)
[EASL-903-p/EASL-904-p Peer Tutoring I & II (1 cr/each)]
EASL-909-p/EASL-910-p United States Culture (1 cr)
EASL-941-p/EASL-942-p Vocabulary for Theology (1-3 crs)
EASL-951-p/EASL-952-p Pastoral English Practicum (0.5-1 cr)
EASL-961-p/EASL-962-p Writing for Theology (1-3 crs)
EASL-990-p/EASL-992-p English for Theology Tutorial (1 cr)

Location/Duration

All ESL classes are offered at the Seminary Monday–Friday between 8:30 a.m.–4:00 p.m. A seminarian may be enrolled in a program of fulltime ESL classes or, if enrolled in philosophy/theology courses, may simultaneously enroll in one or more ESL courses per semester for support, depending on the results of their diagnostic placement exams. A final schedule is made available prior to the first day of classes. In the case of a seminarian in the Propaedeutic Stage in need of EASL support, special arrangements will be made to offer the appropriate level class(es) at the Blessed Stanley Rother House of Formation, rather than in the Seminary itself.

English classes are offered in conjunction with Seminary classes and follow the Seminary academic calendar.

Distinctive Resources

- Our state-of-the-art language lab helps seminarians master the pronunciation and listening comprehension skills integral for ministerial success.
- Class sizes are very small, with most instruction delivered in one-on-one student/instructor classes.
- All instructors are native English-speakers with professional training and experience teaching ESL/ESOL/EFL.
- The Seminary is authorized to issue I-20's to international students accepted as full-time seminarians in the M.Div. degree/Configuration Stage: Ordination Formation Program or the prerequisite post-baccalaureate Propaedeutic or Discipleship: Philosophy Formation Program. All seminarians are eligible to receive ESL support. However, if needed, international seminarians may be enrolled and registered in SEVIS as full-time students in the ESL program prior to commencing their philosophical or theological coursework. For more information about obtaining a student visa after acceptance into the Seminary, please contact the Seminary registrar/DSO.

Frequently Asked Questions

How many hours a week will be devoted to ESL instruction?

- *Placement tests are administered upon a student's arrival. Test results will determine the exact courses and number of hours of ESL instruction per week.*

Can I take regular Seminary classes while I am enrolled in the ESL program?

- *Yes. Depending on the number of hours that need to be devoted to ESL, our students take the same courses as other seminarians. In special circumstances the core Ordination program may be extended to allow for sufficient support during the first two years at the Seminary.*

Can credits earned in ESL classes be applied toward the Ordination program?

- *Yes. The credits earned in ESL classes can, in some cases, satisfy the requirement of elective credits in the ordination formation program, but in most cases students are encouraged to take as many theology courses as possible. ESL classes are not counted towards any of the degree programs.*

Does the Seminary have a language lab?

- *Yes. A generous grant from Our Sunday Visitor has provided the Seminary with a state of the art language lab to aid ESL students in perfecting oral communication skills.*

Will I receive support in obtaining an F-1 student visa?

- *Yes. The Seminary registrar is authorized to issue the SEVIS-generated Form I-20 needed to obtain the international student visa for enrollment in either a fulltime ESL program or a fulltime master-level degree program.*

COURSES OF INSTRUCTION

Canon Law

CANL-701-c Introduction to the Code of Canon Law (3 crs)
This course provides a general and introductory overview of law in the Church, the historical development of canon law in the eastern and western Catholic churches, and a primer on the salient points of the current law, especially as it pertains to parish priests. Special consideration is given to the historical, theological, pastoral, and legal contexts of selected canons from the 1983 *Codex Iuris Canonici*, to aid the student in the interpretation and application of canon law in pastoral practice. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs (formerly CANL-601-c)

CANL-702-c Marriage Law and Sanctifying Office (3 crs)
This course serves as a specific study of the Church's current sacramental law of the Latin Church. This course will consider the importance of the Church's "Sanctifying Office" (Book IV) in the current Code of Canon Law. Each of the specific sacraments will be considered briefly, with an emphasis placed on the Sacrament of Marriage, its nature, properties and ends, and the specific causes of the nullity of marriage (Diriment Impediments, Defect of Consent, and the Lack of Canonical Form). The course will also consider the various Tribunal procedures and the Tribunal personnel involved in investigating marriage nullity or dissolution cases. A strong emphasis is also placed on the pastoral approach necessary to those who have suffered the failure of a marriage. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs.

ELECTIVE COURSES (may fulfill an overall configuration stage/ordination formation program requirement for elective courses)

CANL 901-e/902-e Special Topics in Canon Law (2 crs)
This course can be taken for credit more than once as long as the topic studied varies. Recent topics include:

- **Theology and Canon Law** (new/fall2023)
  The course offers a theological and canonical investigation of Consecrated Life as a means of reaching Christian perfection via the public profession of the Vows of Poverty, Chastity and Obedience under the authority of the Church. This history of Consecrated Life will be surveyed, and the contemporary contributions made by Consecrated Life to the life of the Church, along with the challenges it faces, will be highlighted (cross-listed as SYST-901).
- **Structures of the Diocesan Church** (fall2021)
  This course examines the historical development and current function of the institutes of consultation and pastoral governance within the local church. The course will review the canons and structures regarding the diocesan bishop and diocesan curia, and concepts of subsidiarity and synodality in the exercise of the episcopal ministry within a diocese. This course is structured as a seminar, with significant in-class participation and the composition of a graduate-level research paper on a specific topic related to the course.

Church History

CHUR-501-c The First Millennium: Patrology (3 crs)
This course provides a full panorama of Patrology and the early History of the Church. Lectures will focus on the origin and development of the Church as the People of God which spreads out in time and space. Special attention will be given to the progress of theological doctrines which

have exercised the strongest influence in the history of the Church. Attention will also be given to the practical social, economic and political situation of the Church. Throughout the semester students will be asked to examine scientifically the historical sources. Both by lectures and discussion students will be invited to discover the wonderful encounter of divine and human action in the life of the community of believers, and come to a genuine sense of the Church and of its Tradition. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for Church History concentrators in the M.A. (Theology) degree program.

CHUR-502-c Medieval and Renaissance Church History (3 crs)

This course provides a full panorama of Scholasticism and the medieval history of the Church, continuing the story of church development begun in CHUR 501. Lectures will focus on the development of the Church as the People of God, especially after the Gregorian Reform. Special attention will be given to the progress of theological doctrines which have exercised the strongest influence in the history of the Church. Attention will also be given to the practical social, economic and political situation of the Church. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for Church History concentrators in the M.A. (Theology) degree program.

CHUR-601-c Modern and Contemporary Church History (3 crs)

The course is a survey of the history of the Church beginning with the events leading up to the Reformation and Counter-Reformation through to the 20th century. The course traces the development of the institutional church through its theological, political, evangelical and pastoral controversies and growth. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for Church History concentrators in the M.A. (Theology) degree program.

CHUR-801-c History of the Church in the United States (3 crs)

A survey of the salient points in the history of the Catholic Church in the United States; her physical growth, her social, cultural and political assimilation into the mainstream of American life, and the major personalities, the truly great men and women responsible for her growth. Such a story is related to the American experience and tradition, and the course's final consideration is the role of the Catholic faith in a culture where, officially, truth is subjective, and the government is removed from such definition. The course attempts to build upon the European historical background the student has already received, to especially see the relationship between American Catholicism and the Western European experience, as well as the uniqueness that is our faith's contribution to the American experiment. Finally, the course traces the relations between the Holy See and the Church in America, particularly underscoring the deep loyalty of the American hierarchy, priests, religious women and Catholic laity to the Vicar of Christ. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for all concentrations in the M.A. (Theology) degree program.

ELECTIVE COURSES (may fulfill an overall discipleship or configuration stage/ordination formation requirement for elective courses). M.A. (Theology) candidates concentrating in Sacred Scripture, concomitant with three of the electives needed for the degree, take three additional 1-credit directed research courses for inclusion in the Research Projects Portfolio required for the degree, preferably with three different professors.

CHUR-901-e Selected Topics in Church History (2 crs)

This course can be taken for credit more than once as long as the topic studied varies. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History. Recent topics include:

- **Evangelization and Conversion** (fall2023)
  This course will examine the realities of evangelization and conversion through the recent conciliar and papal teaching from Vatican II through the writings of St. Paul VI, St. John Paul II, Pope-Emeritus Benedict and Pope Francis. We will mine the broader tradition of the Church through the study of two classic works: St. Augustine's *Confessions* and St. Teresa of Avila's *Interior Castle*. In addition, the course will identify contemporary tools, methods, and initiatives in evangelization (cross-listed as SYST-906).
- **Theology in the History of the Church: Peter Lombard's *Sentences*** (fall2016)
  Peter Lombard's *Four Books of Sentences*, written around 1150, became the principle textbook for the study of theology at medieval universities. The book sits at an inflection point of the Church's history insofar as it draws upon patristic and early medieval theological traditions for its sources and fashions tradition into a foundation for scholastic theological enterprise. Students in the course will engage Lombard's work and will develop an appreciation for theological traditions that comprise the *Sentences*, even as they cultivate an appreciation for the new theological traditions emerging from the study of tradition.
- **The Modern Papacy** (spring2013)
  Beginning with the treatment of the Petrine Office, as well as an overview of the Church's relation to the World, "The Modern Papacy" will be a survey course covering the major/salient points in the papacies of John XXIII, Paul VI, John Paul II, and Benedict XVI, with special emphasis on the convoking and implementation of the Second Vatican Council, the theological confrontation surrounding *Humanae Vitae*, the global evangelization and Theology of the Body given to the Church by John Paul II, and the theological vision of Joseph Ratzinger /Benedict XVI.

CHUR-902-e Selected Topics in Church History (2 crs)

This course can be taken for credit more than once as long as the topic studied varies. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History. Recent topics include:

- **History of Science and the Church** (spring2023)
  One all too common canard in the contemporary world is of a long-running conflict between science and religion. This course will review the Church's long history with and contributions to what we call scientific knowledge and then turn to some of the contemporary issues in which poor history and weak conceptualizations promote this canard.
- **Dante's *The Divine Comedy*** (spring2021, spring2019, spring2016)
  In this course students will read and analyze Dante's epic poem *The Divine Comedy*, a widely regarded masterpiece of world literature and an intellectual bridge between the Middle Ages and the Renaissance. Students will explore Dante's arresting depiction of key players from Church History and concentrate on his careful and learned theological evaluation of each player's role in salvation history. Moreover, students will reflect upon the artistic and aesthetic merits of Dante's imaginative world and consider ways in which his work suggests an effective and memorable presentation of Church History and Theology to people in the medieval, modern and contemporary world.
- **History of Bible in Patristic and Medieval Worlds** (spring2017, fall2010)
  This course will concentrate on the early history of the Bible. We will focus on how the Bible was brought together, how it was studied, and how it was transmitted across the early Christian and medieval worlds. While our central concern will be the Bible itself, both as a collection of texts and

as a physical artifact, we will also engage principal Christian thinkers who significantly advanced Christian appreciation for and study of the Bible.

- **St. Augustine's *Confessions*** (spring2014)
  Augustine of Hippo (354-430) is celebrated as one of four key Western Fathers of the Church. His writings and thought shaped much of the thinking of Western Christianity on theological and moral topics. He composed his *Confessions* as something of an apologia for his fellow Christians in North Africa upon his election as a bishop. In this course students will carefully read and examine the *Confessions*, setting the work in its complicated historical context, and tease out of it Augustine's influential views on God, man, religion, and the Church. Students will be required to read and discuss the writings of this famous Doctor of the Church as well as write papers on Augustine's thought. Discussions, presentations, and papers will include treatment of the sacramental and pastoral life of the Catholic priest.

CHUR-903-e/904-e Directed Readings in Church History (2 crs)
This course can be taken for credit more than once as long as the topic studied varies. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History. Recent topics include:

- **St. John Fisher and his Marian Theology** (new/spring2023)
  This course will examine the person of St. John Fisher (+1535), Bishop and Martyr, whom the Church annually honors liturgically on June 22nd along with St. Thomas More, Martyr, as well as his theology, most particularly his Mariology. This course will also present the historical context, namely the cusp of the Protestant Reformation in England, in which Cardinal Fisher lived and served (*cross-listed as a SYST-918-e 'Great Theologians' elective).*
- **Reform in the History of Christianity** (spring2020)
  Students will examine ideas of reform from early Christianity to the modern period and consider how influential Christian leaders thought about, enacted, and reflected upon reform. The aim of the course is to encourage students to reflect upon the Church's rich tradition of reform and how that tradition helps the Church better to serve God and neighbor. Classes will be discussion-oriented and students will be expected to read (in English translation) sources about reform from different periods of the Church's life. Grades will rest on vigorous class participation and a research project.

CHUR-906-e The Church in the Twentieth Century (2 crs)
A study of the Church in the 20th century. Emphasis is given to the pontificates of Pius XII, John XXIII, Paul VI and John Paul II. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

CHUR-908-e The Black Catholic Experience (2 crs)
A seminar designed to increase the students' awareness of the past relationship between the churches and black communities, beginning with the failed Christianization of West Africa. Black American bishops, religious orders and pioneer parishes are given particular study. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

CHUR-909-e Medieval Hagiography (2 crs)
An exploration of a genre of literature central to the tradition of the Church. In the early and medieval church, hagiography was crucial for transmitting doctrinal and, especially, moral information from one generation to the next. Through the course of the semester students will read and discuss the crucial "bestsellers" of early church hagiography as well as less popular texts in order to understand both the core content and broad range of the tradition. Particular attention will be paid to which ideas seem to endure over time and across cultures and which ideas change or develop. While Latin Christian material (in translation) will be the bulk of the

reading, Jewish, Islamic, and Byzantine works will be read for enrichment and comparison. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

CHUR-910-e Medieval Mystagogy or What did RCIA look like in the Early Church? (2 crs)
In this course we will look at the catechetical programs of important early Christian leaders, west and east, such as St. Augustine and St. Cyril of Jerusalem to see what RCIA looked like in the early Church. Students will read how luminaries of the early church organized their thoughts on Christianity for dissemination to the people. In addition to *what* was communicated, students will consider *how* Christian doctrine was communicated to initiates. The general purpose of the course will be to introduce students to the pastoral wisdom and activities of the Fathers of the Church. The particular purpose will be to explore how Church fathers made the mysteries of the faith both accessible and persuasive to new Christians. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

CHUR-911-e Research Seminar: History of the Church in the USA (2 crs)
Training in oral history skills in addition to visits to prominent sites of American ecclesiastical import. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

CHUR-912-e History of the Church in Latin America (2 crs)
A study of Latin American church history from colonial times to the present day. Emphasis is given to contemporary issues such as liberation theology, basic Christian communities, shortages of priests, growth of lay leadership, and the Medellín, Puebla, and Santo Domingo Conferences. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History. (May be cross-listed as PATH-912-e as a Hispanic Ministry elective).

CHUR-913-e Hispanics and the Church in the USA (2 crs)
A study of the importance of the Hispanic factor in the Church in the United States. Emphasis is given to the richness of the Hispanic cultures, past and new movements of immigration, and the manner in which the Church is attempting to meet Hispanic needs. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History. (May be cross-listed as PATH-913-e as a Hispanic Ministry elective).

CHUR-914-e American Catholic Culture (2 crs)
The particular context of the Catholic Church in the United States will be studied through the modes of art and architecture, demographics, drama, ethnicity, language and idiom, literature, poetry, and popular religiosity. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

CHUR-915-e Americanism in United States Catholic History (2 crs)
This elective will trace the Americanist impulse present since the beginnings of Catholicism in the Thirteen Colonies, and largely dominating 19th and 20th century thought in U.S. Catholic History. The course will begin by surveying a Catholic view of the world from various Catholic scholars, especially in light of the Second Vatican Council, move to a consideration of the "phantom heresy" of Americanism, carefully study the response of John Courtney Murray, and discuss American Catholic higher education in light of this background. The course's final objective will be to present various thinkers, pro and con to this "Americanist" strain of thought in our national culture, and to demonstrate how many preconceived notions, put forward in the past, easily flowed from such a background. Readings will be drawn from Gordon Wood, Hans Urs von Balthasar, John Courtney Murray, D.L. Schindler, Leo XIII, John Tracy Ellis, Theodore Hesburgh,

and others. A term paper and final examination will be required. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

CHUR-916-e Catholic Faith and the American Experience (2 crs)
This course attempts a theological/ontological interpretation of American culture against a background, most immediately of the Second Vatican Council and the Pontificate of John Paul II. Its purpose is to frame the fundamental terms of a Catholic's presence in and engagement with modernity as expressed in the history of America. Readings will be drawn from authors influential in the founding and history of American culture and from significant Catholic interpretations of and engagements with culture. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

CHUR-917-e The History of Religion in the USA (2 crs)
This course provides a survey of the religious bodies of the United States. It gives the student some familiarity with the other faiths they will be working with in their ministry. Both mainline Churches and more obscure communities will be studied. In guest lectures, site visits and research reports, the history of churches in the United States will be explored. Special attention will be given to those denominations that find their origins here. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

CHUR-918-e Topics in the Fathers of the Church (2 crs)
The texts and themes of this course will vary from semester to semester. Specifics will be decided upon in consultation with the students, the church history department, and the academic dean. In each case special attention will be given to the living tradition of the Church as exemplified by the lives and writings of the Fathers and as understood through the theological thought of the Fathers. The course will be primary source driven and discussion intensive. This course can be taken for credit more than once as long as the topic studied varies. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History. Recent offerings include:

- **The Inquisition and the Crusades** (fall2021, spring2018, spring2015)
  The course will examine the history and understanding of Inquisition and Crusade in the Church. We will seek to understand what happened, why it happened, and with what consequences. During the semester students will read studies of the Inquisition and the Crusade in order to understand their historical contexts and modern interpretations. Finally, students will explore critical ideas or moments from the Inquisition and/or the Crusades in order to evaluate some aspect of its liturgical, theological, ethical, and pastoral impact on Western Christianity.
- **Augustine: Bishop and Theologian** (fall 2018)
  An examination of the writing and preaching of St Augustine (354-430 AD). While rightly revered as a theologian and doctor of the Church, Augustine's theology was worked out in the context of a very busy pastoral life and articulated with great attention to the Church's mission. This seminar will examine some of his principal works as well as his preaching, with the aim of understanding his thought, with particular attention to its pastoral nature (May be cross-listed as SYST-916-e).
- **Fathers of the Eastern Church** (spring2012)
  The course will concentrate on the lives, times, and writings of four early thinkers in the "other lung" of the Church. During the semester students will learn biographies of each father, as well as their late antique historical context. Finally, students will explore key ideas from each father, including liturgical, theological, ethical, and pastoral doctrines decisive for Eastern Christianity and influential in the West.
- **The Doctors of the Church** (spring2014)

This elective course will examine the criteria making up a Doctor of the Church, and study the thirty-five men and women who have been so designated, beginning in the Pontificate of Boniface VIII in the 13th century, and continuing to the 21st century, with the Pontificate of Benedict XVI. The course will examine the contributions of each of the Church's Doctors in their own time, for the time period they were named, and for the entire life of the Church. Rather than a chronological survey of the Doctor's themselves, the course will trace the history of the various papacies which bestowed the Doctoral Hood on them. In the case of Therese of Lisieux in the late 20th century, a more in-depth look will be given to the story of how her designation came about. The course will, therefore, cover numerous periods of Church History, along with the spiritual contributions of each of these sainted men and women.

CHUR-919-e Topics in the Fathers of the Church (2 crs)

The texts and themes of this course will vary from semester to semester. Specifics will be decided upon in consultation with the students, the church history department, and the academic dean. In each case special attention will be given to the living tradition of the Church as exemplified by the lives and writings of the Fathers and as understood through the theological thought of the Fathers. The course will be primary source driven and discussion intensive. This course can be taken for credit more than once as long as the topic studied varies. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History. Recent offerings include:

- **Augustine's City of God** (fall2022)
  City of God is St. Augustine's final and major work: in it, he devastates the pride of pagan culture/thought/worship, lays out his mature theology of the priest as *forma Dei-forma servi*, and articulates a foundational eschatology. The whole book will be read, but we will focus especially on the topic of priesthood, the exegesis of *Genesis* in Books 11-14, and the theology of revelation, history, and Church developed throughout (cross-listed as SYST-917-e).
- **The Four Fathers of the Latin Church** (fall2020, fall2017, fall2014, spring2010, fall2008)
  The course will concentrate on the lives, times, and writings of these four key doctors of the church: Ambrose, Augustine, Jerome, and Gregory. During the semester students will learn biographies of each father, as well as their late antique historical context. Finally, students will explore key ideas from each father, including liturgical, theological, ethical, and pastoral doctrines decisive for Western Christianity. The course will be organized around both lecture and discussion.
- **Reading the Apostolic Fathers** (fall2020)
  A close and careful reading of the earliest extra-biblical Christian texts, known collectively since the late 17th century as the "Apostolic Fathers." The course aims, through the window they offer on early Christian life and thought, to enhance an understanding of the *kerygma*, theology, and Christian culture in the late first and early second centuries (Cross-listed as SYST-917-e).
- **The Greek Fathers** (fall2019, fall 2016, fall2013)
  The course will concentrate on the lives, times, and writings of four key doctors of the church (Athanasius, John Chrysostom, Gregory Nazianzen, Basil the Great). During the semester students will learn biographies of each father, as well as their late antique historical contexts. Finally, students will explore key ideas from each father, including liturgical, theological, ethical, and pastoral doctrines decisive for Christianity.
- **Marriage and Family in the Early Church** (fall2016)
  This elective on the Fathers of the Church proposes an overview of the first three centuries of the Church's life, and the importance of Patristic writings to emerge in those years. Close study will be made of the lives of the Fathers, both East and West, and their specific texts relating to Marriage, Family, and the Moral Life, in an attempt to discover their influence on their contemporaries, and more importantly, what they have to say to our contemporary 21st century.

CHUR-920-e Jews, Christians, and Muslims in the Middle Ages (2 crs)
An examination of scripture, law, exegesis, polemics and philosophy from the three major Abrahamic religions of the medieval west. An exploration of the similarities and the differences among the three religions, and consideration how those religions influenced each other and how they distanced and refuted each other. The goals are twofold: first, identify how each tradition conceived of itself as a community defined by belief and regulated by law and second, establish how various contexts – political, social, cultural, and intellectual – inform those ideas, especially when the communities come into contact with each other. Study of the important primary texts from the three religions will include analyzing their content and evaluating the relationships between them. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

CHUR-921-e History of Heaven (2 crs)
An examination of how Christians have understood and imagined heaven down through western history. There are three goals: first, to understand the development of Christian teaching on man's final end; second, to try to plot the range of interests in and devotions concerning heaven found in the Christian tradition; and third, consider how presentations of heaven, either in writing or in art, create opportunities for catechesis. The course will consist of lecture and discussion. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

CHUR-922-e Depicting Mary: A Survey of Marian Imagery (2 crs)
In this course students will see and learn about the history of the Blessed Mother in the mind and the eyes of the Church. The course will focus on famous and popular images of the Virgin from throughout Christian history. It will seek to understand the aesthetic, cultural, and theological ideas driving long-running Christian devotion to Mary. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Church History.

Homiletics

HOML-701-p Models of Preaching (3 crs)
The course will include an introduction to the theology of preaching and the place of Scripture in preaching. The course will train the student to employ effective models and principles in the practice of preaching, both with respect to the content (composition) and the delivery of a homily. This course will bring to fruition the student's study of Scripture, Theology, and Liturgy, showing how he can apply what he has learned in the pastoral context of preaching to the people of God. It will be most frequently in his preaching that a priest will draw upon all the resources of his preparation. This course is intended to help him do so. Through their faithful proclamation of God Word's, the future priests will enable the people of God to be "followers of Christ" by recognizing the central role of preaching in their duties as "minister of the Sacraments." Required as an integrative course for the overall configuration stage/ordination formation program. *Pass/Fail. (note: expected shift to 3T/spring in ay2024/25)*

HOML-702-p Homiletics Practicum (3 crs)
This course continues to develop the theory and skills introduced in Homiletics I: Models of Preaching (prerequisite) primarily through practical application. Students will prepare and deliver homilies of various genres, including Sunday, weekday, wedding, funeral and special occasion. The beginning preacher will receive constructive criticism from the instructor and fellow students to help improve both delivery and content. Required as an integrative course for the overall configuration stage/ordination formation program. *Pass/Fail. (note: expected shift to 4T/fall in ay2025/26)*

ELECTIVE COURSES (may fulfill an overall configuration stage/ordination formation requirement for elective courses)

HOML-907-e Preaching the Lenten/Easter Cycle (2 crs)
This course examines the readings of the three-year Sunday cycle of Lent and Easter as well as the Easter Triduum. While offering exegetical insights into the readings, the course will concentrate on ways to preach the cycle of readings.

Prerequisite or co-requisite HOML 701 Homiletics Practicum.

HOML-908-e Preaching Advent, Christmastide, Holy Days and Feasts of the Lord (2 crs)
This course examines the readings of Sundays in Advent, Christmastide, and the Holy Days and Feasts of the Lord. While offering exegetical insights into the readings the course will concentrate on ways to preach the cycle of readings.

Prerequisite or co-requisite HOML 701 Homiletics Practicum.

HOML-910-e Preaching Catholic Apologetics (2 crs)
This course looks at the biblical foundations for important areas of Catholic Apologetics, e.g. the sacraments. While preparing apologetic responses to pertinent areas of Catholic doctrine, the course will examine how to preach apologetically on these subjects from the three-year Sunday and Holy Day cycle.

Prerequisite or co-requisite HOML 701 Homiletics Practicum.

Language Electives: English as a Second Language

Level One: Beginner

EASL-010-p Beginning Writing (3 crs)
Students will develop the skills to write a variety of types of well-organized, coherent, and grammatically correct paragraphs. Emphasizing the process approach to writing, this course lays the foundation for future academic writing in ESL and theology classes. The grammar focus is on writing simple and compound sentences; the mechanics focus is on applying basic rules of capitalization and punctuation. [ARC: EASL101/EASL102]

EASL-011-p Beginning Grammar (3 crs)
Students will develop English language skills by learning the function and structure of the parts of speech, verb forms, the simple tenses, subject/verb agreement, beginning level noun, pronoun, adjective and adverb forms, coordinating conjunctions, and basic article and preposition use. [ARC: EASL111/EASL112]

EASL-012-p Beginning Reading (3 crs)
Students will apply reading strategies such as pre-reading, questioning, recalling, relating, and reviewing to increase reading comprehension. Using multiple examples from beginner-level ESL texts, students will develop the skills of determining the main idea, predicting text sequence and word meaning, and inferring basic ideas, as well as be introduced to basic note-taking. Students will also summarize and paraphrase a text both orally and in writing. This is a foundational course for future academic reading in ESL and theology classes, as well as for the catechetical and theological readings one will encounter in pastoral ministry. [ARC: EASL121/EASL122]

EASL-013-p Beginning Academic Vocabulary (1 cr)
Students will learn 20 beginning-level academic and social words/phrases each week. This includes learning the words' designated forms (parts of speech), their multiple meanings, and various collocations. Students will demonstrate their understanding of new words/phrases by using them orally and in writing in a variety of academic and social contexts. [ARC: EASL131/EASL132]

EASL-014-p Beginning Pronunciation (3 crs)
Students will recognize and produce North American English consonant and vowel sounds. They will also recognize and produce the stressed syllable in two and three-syllable words, the stressed word in a phrase, as well as apply basic intonation patterns to short questions and statements. Applying learned rules, students will accurately read aloud sentences and short biblical passages. [ARC: EASL141/EASL142]

EASL-015-p Beginning Listening Comprehension (2 crs)
While listening to recorded and conversational beginning-level speech, students will recognize various forms of numbers and recognize and respond to yes/no questions, *wh-* questions, and reduced forms in greetings, short words, and phrases. They will also develop the skills to differentiate main ideas and details as well as begin to develop basic note-taking skills. [ARC: EASL151/EASL152]

Level Two: Low Intermediate

EASL-020-p Low Intermediate Writing (1-3 crs)
Students will build upon current knowledge of basic paragraph writing in order to write academic paragraphs of varying genres in preparation for writing an academic essay and an opinion essay. The grammar focus is on writing compound and complex sentences; the mechanics focus is on applying punctuation rules. [ARC: EASL201/EASL202]

EASL-021-p Low Intermediate Grammar (1-3 crs)
Students will develop English language skills by learning the function and structure of irregular and phrasal verbs, perfect tenses, modals, passive voice, question forms, intermediate-level gerund and infinitive forms, intermediate-level noun, adjective and adverb clauses, and intermediate-level article and preposition use. Students will learn to apply the grammar rules covered in class to their writing and speaking. [ARC: EASL211/EASL212]

Prerequisite Placement testing or successful completion of Beginning Grammar.
Note May require two semesters; 1-3 credits per semester.

EASL-022-p Low Intermediate Reading (1-3 crs)
Students will continue to use the strategies and develop the skills introduced in Beginning Reading, applying them to low-intermediate-level (B1) ESL texts and native English texts. Further, students will develop the skills necessary to analyze relationships among ideas in written material, draw conclusions, recognize a writer's explicit or implicit purpose, and evaluate information. Students will respond to readings orally and in written paragraphs. [ARC: EASL221/EASL222]

Prerequisite Placement testing or successful completion of Beginning Reading.
Note May require two semesters; 1-3 credits per semester.

EASL-023-p Low Intermediate Vocabulary (1 cr)
Students will learn 30 intermediate-level academic, social, and theological words each week. This includes learning the words' designated forms (parts of speech), their multiple meanings, and various collocations. Students will demonstrate their understanding of new words/phrases by using them orally and in writing in a variety of academic, social, and pastoral contexts. [ARC: EASL231/EASL232]

Prerequisite Placement testing or successful completion of Beginning Vocabulary.

EASL-024-p Low Intermediate Pronunciation (1-3 crs)
In addition to being able to produce the vowel sounds introduced in Beginning Pronunciation, students will produce diphthongs, predict pronunciation based on spelling, predict stress of multisyllabic words and focus words, incorporate basic intonation patterns in various contexts, and apply basic pitch patterns to convey meaning. Applying learned rules, students will accurately read aloud a Lectionary reading, Gospel reading, and/or homily. [ARC: EASL241/EASL242]

Prerequisite Placement testing or successful completion of Beginning Pronunciation.
Note May require two semesters; 1-3 credits per semester.

EASL-025-p Low Intermediate Listening Comprehension (1-3 crs)
While listening to intermediate-level conversations, students will identify the topic, main ideas, purpose, supporting ideas, and details, as well as make inferences based on content and a speaker's tone of voice. [ARC: EASL251/EASL252]

Level Three: Intermediate

EASL-030-p Intermediate Writing (1-3 crs)
Students will develop the skills to write a variety of types of well-organized, coherent, and grammatically correct essays. Emphasizing the process approach to writing, students will develop writing skills in preparation for pastoral work, future academic writing in ESL, and/or future theology classes. The grammar focus is on writing complex and compound-complex sentences; the mechanics focus is on applying punctuation rules for commas, semicolons, colons, dashes, ellipses, and quotation marks. [ARC: EASL301/EASL302]
Prerequisite Placement testing or successful completion of Beginning Writing.
Note May require two semesters; 1-3 credits per semester.

EASL-031-p Intermediate Grammar (1-3 crs)
Building on what students learned in Low Intermediate Grammar, the goal of Intermediate Grammar II is to further develop students' English language skills by teaching grammar rules (form, function, structure) necessary for them to speak and write in a way that reflects intermediate-level understanding and competence in English grammar. [ARC: EASL311/EASL312]
Prerequisite Placement testing or successful completion of Beginning Grammar.
Note May require two semesters; 1-3 credits per semester.

EASL-032-p Intermediate Reading (1-3 crs)
Students will continue to use the strategies and develop the skills introduced in Beginning Reading, applying them to intermediate-level ESL texts and native English texts. Further, students will develop the skills necessary to analyze relationships among ideas in written material, draw conclusions, recognize a writer's explicit or implicit purpose, and evaluate information. Students will respond to readings orally and in written paragraphs. [ARC: EASL321/EASL322]
Prerequisite Placement testing or successful completion of Beginning Reading.
Note May require two semesters; 1-3 credits per semester.

EASL-033-p Intermediate Vocabulary (1-3 crs)
Students will learn 30 intermediate-level academic, social, and theological words each week. This includes learning the words' designated forms (parts of speech), their multiple meanings, and various collocations. Students will demonstrate their understanding of new words/phrases by using them orally and in writing in a variety of academic, social, and pastoral contexts. [ARC: EASL331/EASL332]
Prerequisite Placement testing or successful completion of Beginning Vocabulary.

EASL-034-p Intermediate Pronunciation-Consonants (1-3 crs)
Students will be able to recognize and produce North American English consonant sounds at the beginning, in the middle, and at the end of words, as well as consonant cluster sounds in these positions. This is so they can communicate more effectively in ESL and theology classes and in their current and future ministries. [ARC: EASL341/EASL342]
Prerequisite Placement testing or successful completion of Beginning Pronunciation.
Note May require two semesters; 1-3 credits per semester.

EASL-035-p Intermediate Listening Comprehension (1-3 crs)
While listening to intermediate-level lectures and conversations, students will identify the topic, main ideas, purpose, supporting ideas, and details, as well as make inferences based on content

and a speaker's tone of voice. Students will identify the basic organization of sample lectures and write notes accordingly. [ARC: EASL351/EASL352]

Prerequisite Placement testing or successful completion of Beginning Listening Comprehension.
Note May require two semesters; 1-3 credits per semester.

Level Four: Advanced

EASL-040-p Advanced Writing (1-3 crs)
Students will develop the skills necessary to undertake academic research and to write a well-organized, coherent, and grammatically correct research paper. Emphasis is on the process approach to writing as students develop a thesis, create an annotated bibliography, develop an outline/mind-map, and write multiple drafts. [ARC: EASL401/EASL402]

Prerequisite Placement testing or successful completion of Intermediate Writing.

EASL-041-p Advanced Grammar (1-3 crs)
Students will develop English language skills by learning conditionals, pronoun antecedent forms, preposition combinations, and use of advanced-level modals, passive forms, and adjective and adverb clauses. Students will apply grammar rules covered in class to speak informally, to write essays and homilies, and to write from a single point of focus. [ARC: EASL411/EASL412]

Prerequisite Placement testing or successful completion of Intermediate Grammar.

EASL-042-p Advanced Reading (1-3 crs)
Students will apply reading strategies and continue to develop and practice the skills that will help them to comprehend, interact with, and react to advanced-level ESL texts, seminary theology texts, and the catechetical and theological readings they will encounter in pastoral ministry. Students will continue to use skills introduced in Intermediate Reading and will be required to respond to readings orally and in written paragraphs and essays. [ARC: EASL421/EASL422]

Prerequisite Placement testing or successful completion of Intermediate Reading.

EASL-043-p Advanced Vocabulary (1-3 crs)
Students will learn 30 advanced-level academic, social, and theological words each week. This includes learning the words' designated forms (parts of speech), their multiple meanings, and various collocations. Students will demonstrate their understanding of new words/phrases by using them orally and in writing in a variety of academic, social, and pastoral contexts. [ARC: EASL431/EASL432]

Prerequisite Placement testing or successful completion of Intermediate Vocabulary.

EASL-044-p Advanced Pronunciation (1-3 crs)
Students will examine word stress patterns not covered at the intermediate level. They will separate ideas into thought groups, use appropriate intonation and the four levels of English pitch, and apply the stress-timed rhythm of North American English to their public and conversational speech. By applying learned rules and developing public speaking skills, students will accurately read aloud from the Lectionary, proclaim the Gospel, and/or deliver a homily. [ARC: EASL441/EASL442]

Prerequisite Placement testing or successful completion of Intermediate Pronunciation.

EASL-045-p Advanced Listening Comprehension (1-3 crs)
While listening to advanced-level lectures, students will develop more sophisticated listening skills such as differentiating important information from tangential information, predicting lecture content, and evaluating which information should be recorded in note form. They will write notes using various formats and organize information to show the relationship of ideas. This course will prepare students for listening to lectures and taking notes in philosophy and theology classes. [ARC: EASL451/EASL452]

Prerequisite Placement testing or completion of Intermediate Listening Comprehension.

Additional ESL Support

EASL-901-x/EASL-902-x Academic Support for Theology (0 crs)
Students will be provided content-based instruction focusing on individual theology courses. They will summarize theology course readings and lectures, discussing and answering questions about course content orally and in writing. Through this, they will develop the content knowledge and English proficiency necessary to succeed in their theology courses. [ARC: EASL901/EASL902]

EASL-903-x/EASL-904-x Peer Tutoring I & II (1 cr/each semester)
Students will be assigned a native-English-speaking conversation partner. They will converse informally and write about designated aspects of United States culture, including values, family life, social relationships, the education system, religious institutions, political structure and activities, ethnicity and race, music, art, dress, cuisine, and holidays. They will also share information orally about their own culture, comparing it to United States culture. [ARC: EASL903/EASL904]

Note: May be taken in conjunction with EASL-909/EASL-910 United States Culture.

EASL-909-x/EASL-910-x United States Culture (1 cr)
The purpose of this enrichment course is to help international students acquire an introductory familiarity with the culture and history of the United States, learning the cultural historical processes from which United States cultural values have emerged as well as how they are expressed in contemporary times.. The primary tools used will be the presentation and discussion of the series "The Story of US" and "God in America," a PBS six part special as well as other posted YouTube and PBS resources. (Cross-listed as CLTR-001-x/CLTR-002-x. 1.5 crs) [ARC: EASL909/EASL910]

Note Taken in conjunction with EASL 008 Peer Tutoring II.

EASL-941-p/EASL-942-p Vocabulary for Theology (1-3 crs~~)~~
Students will generate a list of 10 high-frequency academic/theological words or idiomatic phrases each week. They will learn the words' designated forms (parts of speech), their multiple meanings, and various collocations. Additionally, students will identify root words and the meaning of prefixes and suffixes. Students will demonstrate their understanding of new words/phrases by incorporating learned vocabulary into written assignments for their theology classes as well as orally into their conversation (formerly EASL053). [ARC: EASL941/EASL942]

Prerequisite Placement testing or successful completion of Advanced Vocabulary.

EASL-951-p/EASL-952-p Pastoral English Practicum (0.5 crs)
This course is designed for students who have exited the ESL Program yet wish to have continued English language support. The goals of Pastoral English Practicum are 1) to continue to develop the ability to write various genres of papers required in theology classes; 2) to develop students' ability to effectively minister in English; and 3) to build upon students' current knowledge of U.S. popular and U.S. Catholic culture. *Pass/Fail.* [ARC: EASL951/EASL952]

EASL-961-p/EASL-962-p Writing for Theology (1-3 crs)
Students will develop the skills necessary to undertake academic research and to write various genres of papers required in their philosophy and/or theology classes. Emphasis is on the process approach to writing as students develop theses, create bibliographies, develop outlines, and write multiple drafts of their general research, exegesis, textual analysis, books review, and/or Master's thesis papers. Errors in students' papers will be used to reinforce grammar and mechanics rules (formerly EASL050). [ARC: EASL601/EASL602]

Prerequisite Placement testing or successful completion of Advanced Writing.

EASL-990-p/EASL-992-p English for Theology Tutorials (1 cr)
Individual or small group instruction. The content and level varies according to the individual's needs and skill level. Topics range from pronunciation, speaking and listening comprehension to writing, vocabulary development and grammar. The focus is on instruction leading to the development of communication skills effective not only with academic audiences but also in preparation for priestly service. The tutorial is designed to improve speech clarity through the study and practice of sounds and rhythm patterns of North American English. Writing skills are developed through instruction centered on assignments from Seminary classes. Grammar forms are learned both through traditional rule-based methods and in the context of writing. Vocabulary development focuses on mastery of terminology necessary for seminary studies. *Repeatable, as needed. (formerly EASL-090)* [ARC: EASL911/EASL912]

Language Electives: Biblical Greek

GREK-950-p1/p2 Biblical Greek I (3 crs)
GREK 950 is the first semester of a first-year Greek course. The course is intended for students beginning the study of New Testament Greek. Upon completion of this course, the student will have acquired all of the basic grammar and vocabulary necessary to proceed to Biblical Greek II, the second half of this first-year Greek course. The material covered in this course will primarily be as follows: a working vocabulary of about 350 Greek words; the indicative moods of the present, imperfect, future, and aorist tenses for verbs in the active, middle, and passive voices; nouns of the first and second declension; personal pronouns, demonstrative pronouns; the definite article; adjectives of the first and second declension; a number of major prepositions; some nouns of the third declension; and the primary function of case endings. The student is working toward acquiring a basic working knowledge of the grammar, syntax, and vocabulary of New Testament Greek in order to begin reading (during Biblical Greek II) selected passages of the Greek New Testament. Two semesters of Biblical Greek is an expectation for all discipleship stage/philosophers (PPF6-311) and may fulfill an overall configuration stage/ordination formation program requirement for elective courses. With GREK-960, may fulfil the basic reading proficiency in Biblical Greek requirement for the S.T.B. degree program. (Offered alternate years with LATN950).

GREK-960-p1/p2 Biblical Greek II (3 crs)
GREK-960 is the second semester of a first-year Greek course. The course is intended for students who have had approximately one semester of New Testament Greek. Upon completion of this course, the student will have acquired all of the basic grammar and vocabulary necessary to read, with some lexical help, New Testament Greek. The material covered in this course will primarily be as follows: a working vocabulary of about 650 Greek words; participles of all tenses and voices; remaining nouns of the third declension; contract verbs; principle parts of common verbs; subjunctive, infinitive, and imperative moods; common verbs of the "mi" conjugation; further usage of case endings; more adjectives; interrogatives; relative pronouns; liquid verbs. The student is working toward acquiring a basic working knowledge of the grammar, syntax, and vocabulary of New Testament Greek that will enable him to begin reading the Greek New Testament. Two semesters of Biblical Greek is an expectation of all discipleship stage/philosophers (PPF6-311). A reading proficiency in Biblical Greek (usually achieved in two semesters, GREK-950 and GREK-960, or the equivalent) is required for the S.T.B. degree and may fulfill the language requirement for Sacred Scripture concentrators in the M.A. (Theology) degree

program or an overall configuration stage/ordination formation program requirement for elective courses. (Offered alternate years with LATN-960.)

Note Additional electives using Biblical Greek are offered through the Sacred Scripture department (see SCRP 970-980).

Language Electives: Biblical Hebrew

HEBR-950-p Biblical Hebrew I (3 crs)

An introduction to Biblical Hebrew designed to enable the student to read narrative Biblical Hebrew. The course entails an intensive introduction to the vocabulary, grammar, and syntax of basic narrative Biblical Hebrew. Text: *An Introduction to Biblical Hebrew* by Thomas O. Lambdin. This course may fulfill the language requirement for Sacred Scripture concentrators in the M.A. (Theology) degree program or an overall discipleship or configuration stage/ordination formation program requirement for elective courses.

HEBR-960-p Biblical Hebrew II (3 crs per semester)

A continuation of the introduction to Biblical Hebrew. This course may fulfill the language requirement for Sacred Scripture concentrators in the M.A. (Theology) degree program or an overall discipleship or configuration stage/ordination formation program requirement for elective courses.

Note Additional electives using Biblical Hebrew are offered through the Sacred Scripture department (see SCRP-975-e/985-e).

Language Electives: Ecclesiastical Latin

LATN-950-p1/p2 Ecclesiastical Latin I (3 crs)

An introduction to the pronunciation, vocabulary and grammar of the Latin language as it has been used in the Christian Church. Two semesters of Ecclesiastical Latin is an expectation for all discipleship stage/philosophers (PPF6-311), a basic reading proficiency in Ecclesiastical Latin is prerequisite for admission to the S.T.B. degree program, and the course may fulfill an overall configuration stage/ordination formation program requirement for elective courses (Offered alt. years with GREK-950).

LATN-960-p1/p2 Ecclesiastical Latin I and II (3 crs per semester)

A continuation of the basic introduction to Ecclesiastical Latin course. Two semesters of Ecclesiastical Latin is an expectation for all discipleship stage/philosophers(PPF6-311), a basic reading proficiency in Ecclesiastical Latin is prerequisite for admission to the S.T.B. degree program, and the course may fulfill an overall configuration stage/ordination formation program requirement for elective courses (Offered alt. years with GREK-960).

LATN 970-e/980-e Latin Readings in St. Thomas Aquinas (1 cr/pass-fail per semester)

This course provides an opportunity for students to become confident readers of a wider variety of Thomistic texts, while refreshing their knowledge of Latin grammar and vocabulary. The course builds upon prior knowledge of the language and assumes that students will have had two college semesters or the equivalent of classical or ecclesiastical Latin. Does not fulfill an overall discipleship or configuration/ordination formation program requirement for elective courses (Offered alternate academic years with LATN-950/LATN-960).

Language Electives: Pastoral Spanish

The study of Spanish language and Hispanic culture is recommended by PPF6 (311.).

PATH-950-e/960-e Beginning Pastoral Spanish I and II (3 crs per semester)
A course designed to equip seminarians with basic language skills necessary for work as a priest serving communities comprised in whole or in part of Spanish-speaking parishioners. The course implements daily common vocabulary and grammar used in day-to-day situations and emphasizes vocabulary and themes based on the Sacred Scripture and the Liturgy in any church community. The fall semester covers the present tense forms, and the spring semester focuses on the past tenses (the preterit and imperfect). May fulfill an overall discipleship or configuration/ordination formation program requirement for elective courses.

PATH-970-e/980-e Intermediate Pastoral Spanish I and II (3 crs per semester)
A course designed to equip seminarians with intermediate language skills necessary for work as a priest serving communities comprised in whole or in part of Spanish-speaking parishioners. The course implements daily common vocabulary and grammar used in day-to-day situations and emphasizes vocabulary and themes based on the Sacred Scripture and the Liturgy in any church community. It is assumed that a beginner's knowledge of the language has been acquired (present and past tenses). The fall semester covers imperatives, the uses of se, and present perfect and future tenses and the spring semester focuses on acquiring the present and past subjunctive mood. May fulfill an overall discipleship or configuration/ordination formation program requirement for elective courses.

PATH-990-e/992-e Advanced Pastoral Spanish I and II (1 to 3 cr per semester)
A course that focuses on conversation practice and on the composition and delivery of homilies, or other compositions related to faith or morals in Spanish, emphasizing clarity of style, grammar, and pronunciation. It is assumed that intermediate to advanced language knowledge has been acquired (present, past, and future tenses and subjunctive mood). Grammar will be reviewed as necessary. May be offered as an independent study. Repeatable, as needed.

If taken for less than three credits does not take the place of a standard elective expected for the discipleship or configuration stage/ordination formation program.

PATH 921-x/922-x *Celebrando los Sacramentos*: Practical Spanish (1.5 crs per semester)
A enrichment practicum focusing (one semester at a time) on the approved liturgical rites and pastoral administration of the sacraments of Baptism, Penance, Anointing, and Marriage. This practicum (taught primarily in Spanish) also will enhance student proficiency in grammar, pronunciation and listening skills. Although repeatable and open to all seminarians for enrichment, this enrichment practicum does not take the place of a standard elective expected for the discipleship or configuration stage/ordination formation program. This, or PATH 931-932, is expected of all Hispanic Ministry formation program candidates.

Prerequisite: fundamental or intermediate pastoral Spanish or its equivalent.

PATH 931-x/932-x *Español para el Ministerio Parroquial* (1 cr per semester)
Following the model of Jesus Christ Teacher, Priest and Pastor, this enrichment course (aka Spanish for Pastoral Ministry, taught in Spanish) seeks to familiarize seminarians with the fundamental principles of our faith so that they can teach it in Spanish, celebrate the sacraments, and guide the people of God. The method to be used will be eminently practical since we seek the seminarian to improve his ability to explain the faith and preach. It will also seek to know and better understand the different manifestations of popular piety in the Hispanic-American tradition

and to become familiar with the resources available to serve effectively in Hispanic ministry. Although repeatable and open to all seminarians for enrichment, this practicum does not take the place of a standard elective expected for the discipleship or configuration stage/ordination formation program. This, or PATH-921-x/922-x, is expected of all Hispanic Ministry formation program candidates. Class meets once a week, scheduled at the convenience of the students. *Pass/Fail.*

Prerequisite: intermediate or advanced pastoral Spanish or its equivalent.

Additional Language courses *courses are also available in French, German, Italian, Latin, and Spanish through arrangements with Department of World Languages and Culture – see the university's online catalog for course descriptions.* ***Spanish courses*** *can also be taken through the intensive summer Probigua program in Guatemala.*

Liturgy

LITY-501-c Introduction to the Liturgy (3 crs)

A general study of the sacred liturgy which includes theology, history and the renewal accomplished by Vatican II, with a concentration on the historical development of the Eucharistic Liturgy and the Liturgy of the Hours. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for all concentrations in the M.A. (Theology) program.

Elective Courses (may fulfill an overall discipleship or configuration stage/ordination formation program requirement for elective courses)

LITY-901-e/905-e Selected Topics/Directed Readings in Liturgical Studies (2 crs)

This course can be taken for credit more than once as long as the topic studied varies. A recent offering includes:

- **The Historical Development of the Mass** (fall 2017) This course will explore the nature of the Eucharistic Liturgy throughout history, examining the influences and individuals that have shaped the Mass, beginning with the Apostles until the present day. The student will learn to recognize those elements of the Mass that are timeless and universal as well as those which are culturally and socially conditioned, by a consideration of the liturgical practices of various historical periods.

LITY-908-e Extraordinary Form of the Roman Rite (2 crs)

Instruction in serving and celebrating Low Mass in the Extraordinary Form, including practice celebrations. Available each semester, but open only to 4th year students whose bishops have either required or given permission for them to learn the celebration of the Extraordinary Form of the Roman Rite (1962 Missal). *Pass/Fail.*

Prerequisite Ecclesiastical Latin I and II, or equivalent, *and the request of the seminarian's bishop.*

Liturgical Formation

LTFM-001-p Liturgical Formation for Discipleship Stage I (1 cr)

The history and development of Sacred Music, Part I (Pre-Christian Music to the Renaissance), as well as an introduction to the *General Instruction on the Liturgy of the Hours* and the use of the *Ordo*. The course will also cover basic elements of vocal technique, an introduction to the reading of musical notation, and the learning of musical repertoire utilized in house liturgies. *Required for* the overall discipleship and configuration stage/ordination formation program. *Pass/Fail.*

LTFM-003-p Liturgical Formation for Discipleship Stage II (1 cr)

The history and development of Sacred Music, Part II (The Baroque to the end of the Nineteenth Century), as well as an introduction to the liturgical year, and the principle of gradual solemnity;

formation will also be given on the practice of serving Mass at the Seminary. The course will also build upon the skills and knowledge of vocal technique, musical notation, and musical repertoire cultivated in LTFM-001-p. Required for the overall discipleship and configuration stage/ordination formation program. *Pass/Fail.*

LTFM-502-p Liturgical Formation: Lector (1 cr)

The history and development of Sacred Music, Part III (St. Pius X through Vatican II, with particular emphasis on papal legislation), as well as an introduction to the *Lectionary*'s structure and formation on the ministry of lector (how to read publicly and liturgically). The course will contain material from parts I and II of the history and development of sacred music (Early Church through the end of the 19th century). An introduction to the *Lectionary's* structure and practicum for the Ministry of Lector (how to read publicly and liturgically). The singing of the Old Testament and Epistle readings. Required for the overall configuration stage/ordination formation program. *Pass/Fail.*

LTFM-602-p Liturgical Formation: Acolyte (1 cr)

The history and development of Sacred Music, Part IV (Vatican II through the present day, with particular emphasis on the *GIRM* and USCCB legislation with regard to liturgical music). The course will contain material from parts I, II, and III of the history and development of sacred music (Early Church through Vatican II). An introduction to the *Roman Missal's* contents, structure, and theology. Includes a practicum on the Ministry of Acolyte (including purification, etc.). Required for the overall configuration stage/ordination formation program. *Pass/Fail.*

LTFM-702-p Liturgical Formation: Deacon Practicum (1 cr)

Instruction and formation on the *Rite of Baptism*, the *Rite of Marriage*, and *Order of Christian Funerals outside of Mass* and the *Rite of Solemn Exposition and Benediction*, as well as musical formation in the deacon's chants in the *Roman Missal;* chants for Exposition and Benediction. Includes practica sessions on these rites to be performed by transitional deacons. Required for the overall configuration stage/ordination formation program. *Pass/Fail.*

LTFM-801-p Liturgical Formation: Mass Practicum I (1 cr)

A Mass Practicum, and continuation of the Deacon Practicum, for those in the Ordination program, with emphasis on both the Sunday and daily Mass; Musical formation on the priest's chants in the *Roman Missal.* By the end of Part I of the course, all students should have a familiarity with and the ability to sing the parts of the Roman Missal pertaining to priests, including dialogues and collects, among other chants. Includes practica sessions with priest faculty. Required for the overall configuration stage/ordination formation program. *Pass/Fail.*

LTFM-802-p Liturgical Formation: Mass Practicum II (1 cr)

An instruction on the parts of the *General Instruction on the Roman Missal* relative to the celebration and con-celebration of Mass and on the *Rite of Christian Initiation of Adults;* Instruction on the administration of parish music programs, including but not limited to: music selection, personnel matters, resources, copyright law, techniques for enacting organic and peaceful reform. Taken in conjunction with SYST 802 Holy Eucharist, includes practica sessions with priest faculty.. Required for the overall configuration stage/ordination formation program. *Pass/Fail.*

LTFM-820-p Penance Practicum (1 cr)

A pastoral application of norms for presiding at the celebration of Penance and Anointing. Taken in conjunction with SYST 820 Sacraments of Healing. Required for the overall configuration stage/ordination formation program. *Pass/Fail.*

Moral Theology

MORL-501-c Fundamental Moral Theology I (3 crs)

Contextualizing our study within the Church's universal call to holiness, we will in this class begin with the theistic underpinnings to all moral/ethical discussion and then move on to the Old Testament, Gospel and Pauline understanding of the moral life. We will then continue on through the patristic period of moral theology, with a particular focus on the moral insight of St. Augustine. Finally, we will come to St. Thomas Aquinas' masterful treatment of morality in the *Summa Theologiae* I-II and II-II. Our goal, therefore, will be not only to identify and master the key moral concepts used by God's people from the Old Testament to the golden age of Scholasticism; it will also be to appreciate the development in understanding God, Christ, and the human person, and how these developments shaped the moral language and interests of the great theologians. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for all concentrations in the M.A. (Theology) program.

MORL-502-c Fundamental Moral Theology II (3 crs)

Continuing our historically guided survey of Moral Theology, we will finish up our Thomistic discussion with Aquinas' treatment of the Theological Virtues. We will then proceed through the nominalist, reformed, and manualist/casuist attitudes to Morality, with a particular emphasis on the weaknesses inherent these models. Moving on to the 20th century, we will look at magisterial developments of Moral Theology in such landmark documents as *Gaudium et Spes, Humane Vitae,* and *Veritatis Splendor*. Deviations from authentic Catholic Moral Theology, such as teleological ethics (consequentialism and proportionalism), fundamental option theory, liberation theology, dissent, and deontological models divorced from human nature will be examined. Finally, we will conclude with an elucidation of fundamental tools of moral analysis, such as double-effect, kinds and degrees of cooperation, the principle of totality, etc., as well as their proper (and improper) application. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for Moral Theology concentrators in the M.A. (Theology) program.

MORL-703-c Sacrament of Marriage and Pastoral Care (3 crs)

This course provides a theology of marriage that emphasizes both its natural goodness and its sacramentality. This theology is anchored in Sacred Scripture and Tradition and serves as the context for a treatment of conjugal morality. In the first portion of the course, students will review the historical and theological developments pertaining to the sacrament of marriage, beginning with its biblical roots. The development of the sacrament of marriage then is traced from the patristic era, through the Council of Trent, to key magisterial documents of the 20th and 21st centuries. Additionally, this course equips students for marriage preparation and to offer pastoral care to engaged couples, married couples and their families. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for all concentrations in the M.A. (Theology) program (formerly MORL-802-c).

MORL-801-c Catholic Medical and Sexual Morality (3 crs)

This fourth-year core course and S.T.B. requirement examines in detail and applies Catholic moral teaching on issues of medical and sexual morality to the concrete questions of our own day. The major documents of the Holy See will be reviewed and arguments presented to equip students to summarize, explain and defend the Church's teaching on medical ethics and on the requirements of chastity for unmarried persons and homosexual persons. Particular attention is paid to the norms and arguments supportive of the norms of the most recent edition of the USCCB "Ethical and Religious Directives for Catholic Health Care Services," as well as the norms and arguments

supportive of the norms of Catholic magisterial teaching on respect for human life and human sexuality. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for Moral Theology concentrators in the M.A. (Theology) program.

MORL-804-c Justice and the Social Teachings of the Church (3 crs)
This fourth-year core course examines magisterial teaching on social justice, with special attention to the central themes and principles of that doctrine, as applicable globally and to the American scene in particular, so as to enable the future priest to be an advocate for the social teachings of the Church. The course includes the commutative justice and potential parts of justice. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for Moral Theology concentrators in the M.A. (Theology) program (formerly MORL-602-c).

ELECTIVE COURSES (may fulfill an overall discipleship or configuration stage/ordination formation program requirement for elective courses). M.A. (Theology) candidates concentrating in Sacred Scripture, concomitant with three of the electives needed for the degree, take three additional 1-credit directed research courses for inclusion in the Research Projects Portfolio required for the degree, preferably with three different professors, usually including two specific titles: MORL 906 and MORL 908, and one other applied moral theology elective at the 900 level.

MORL-901-e/902-e Selected Topics in Moral Theology (2 crs)
This course can be taken for credit more than once as long as the topic studied varies. This elective and the concomitant research project may fulfill the ***applied moral theology*** requirement for M.A. (Theology) concentrators in Moral Theology. Recent offerings have included:

- **Genetics and Gender** (fall 2022, spring 2020, spring 2019). A review of moral considerations on genetic science and human gender questions. A basic presentation of the science of genetics will be followed by review of Catholic theological opinion and magisterial teaching regarding the modification of plants, animals, and human persons. A basic presentation of the scientific facts psychological theories and philosophical approaches regarding gender, gender anomalies, gender dysphoria will be followed by a review of Catholic theological opinion and magisterial teaching regarding treatment and pastoral care.

MORL-906-e Survey of U.S. Catholic Moral Theologians (2 crs)
This seminar will explore post-conciliar Catholic fundamental moral theology in the United States. Much of the contemporary U.S. Catholic moral theological arena is characterized by polarization. On one side we find revisionists who hold, *inter alia,* that one cannot reasonably hold exception-less behavioral moral norms. On the other hand are theorists who, *inter alia*, defend such moral absolutes. The differences go much deeper, as did *Veritatis Splendor* which did not restrict its discussion to this one issue. This seminar will explore similarities and differences on such issues as the use of scripture in moral theology, the place of experience in moral reflection, the centrality of the Magisterium in matters moral, conscience, the place of Christ in Christian moral theology, etc. Required for all M.A. (Theology) concentrators in Moral Theology, along with the concomitant research project.

MORL-907-e Readings from the Summa I (3 crs)
The course will be a reading of the 1a2ae (First Part of the Second Part) of St. Thomas Aquinas' *Summa Theologiae*. It concerns the beginning of the *reditus* to God, namely, man's last end, and in detail how man is particularly endowed by nature and grace to journey to his goal. Attention is given to the structure of the human act, the passions in particular, and habits. Required for all S.T.B. candidates and recommended for M.A. (Theology) concentrators in Moral Theology.

MORL-908-e Readings from the Summa II (3 crs)
The course is a continuation of readings in the *Summa*, 2a2ae. Though useful, MORL 907 is not a prerequisite. The course deals with the theological and infused moral virtues, with their integral, subjective and potential parts. Special charisms and the states of life are also included. Required for all S.T.B. candidates and, along with the concomitant research project, for M.A. (Theology) concentrators in Moral Theology.

MORL-909-e Morality and Current Public Policy Issues (2 crs)
A course on the application of the principles of Catholic fundamental moral theology to specific issues facing policymakers (specifically, recreational drug use, immigration, ecology, and privacy). This course will serve to both assist students to understand and respond to timely issues facing the Church and society as well as to acquire skill more generally in identifying and applying Catholic moral principles to cases with an eye to prudential strategy in promotion of both the common good and private virtue. This elective and the concomitant research project may fulfill the ***applied moral theology*** requirement for M.A. (Theology) concentrators in Moral Theology.

Prerequisite Fundamental Moral Theology (MORL-501-c and MORL-502-c).

MORL-910-e Use of Scripture and Moral Theology (2 crs)
Catechesis, preaching, and moral theology draw on the practical demands of the revealed text. This seminar-style course aims to explore two issues: a sectional biblical moral theology and a review of the theoretical basis (hermeneutics) by which moral theologians incorporate such findings into their systematic reflection. In sum, it aims to increase student familiarity with both the ethical accents of the Old and New Testaments and with theories concerning how best to see Revelation as a source and soul of Moral Theology. The topic and time constraints limit our treatment of these two gigantic tasks. No pre-requisites (*please note this elective does NOT routinely count as one of the three required electives with concomitant research project for Moral Theology concentrators, but may count towards the overall 48 credits needed for the M.A. degree).*

MORL-912-c Sanctity in the Workplace: Business and Catholic Morality (2 crs)
Working from within the context of the Catholic Church's Social Teaching, this course will examine the general principles and particular settings in which the life of Christian charity can and should permeate the workplace. The course will begin with basic social principles, including the good of business, the virtue of magnanimity, and the excellence of leadership, followed by a brief review of fundamental social rights and objectives, the principles of subsidiarity and solidarity, and the nature of "human capital." With this foundation, we will then examine particular issues such as job design, marketing, globalization, financialization, communications technology, investment, family wage, full employment, work and family life, competition, development/fundraising, corporate ownership, women in the workplace, business and the environment, morally problematic goods and services, productivity and poverty, and finally the Sabbath obligation. This elective and the concomitant research project may fulfill the ***applied moral theology*** requirement for M.A. (theology) concentrators in Moral Theology.

MORL-915-e Truth and Beauty: 8th Commandment Issues (2 crs)
Drawing upon Scripture, the magisterial tradition, the patristic authorities, and especially the work of Augustine and Aquinas, as well as more recent theologians like von Balthasar and Maritain, this course will examine the general principles and the specific ways in which beauty should play a central role in the Christian life. The course will begin by contextualizing our study within the framework of the Church's teaching on truth as a fundamental value, with implications for news, social networking, and social communications media. We will then turn to an examination the environmental implications underscored by the beauty of the natural world, the

first part of the course will reflect on the nature of beauty as such and its moral implications for a life of order, truth, integrity, innovation and passion, as well as a proper appreciation and concern for the human body as a singular instance of physical beauty. In the second section, the moral implications and demands of the fine arts, written, visual, auditory and gustatory will be considered. Finally, the moral obligation to employ beauty in the service of the human person's supernatural destiny will also be examined. This elective and the concomitant research project may fulfill the ***applied moral theology*** requirement for M.A. (theology) concentrators in Moral Theology.

Discipleship and Configuration/Ordination Formation Program Requirements

These pass/fail seminars are integral and complement the discipleship stage/philosophy formation and configuration stage/theology, i.e. ordination formation program requirements.

ORDN-001-f P1 Formation Seminar: Discipleship Stage Pro-seminar (0 cr)
Designed for the discipleship stage first philosophers, topics for this pro-seminar are carefully chosen to benefit the discipleship stage/philosopher and assist him to transition to seminary life effectively in order that he might take full advantage of the opportunities afforded him in seminary formation. Class sessions address the four major areas of formation: Human Formation, Spiritual Formation, Intellectual Formation, and Pastoral Formation. The base of the seminar will be the spiritual presentations by the director of spiritual formation, interspersed with presentations by the coordinator of the discipleship stage, the rector, the coordinator of intellectual formation (academic dean), coordinator of pastoral formation, and the vice rector/coordinator of human formation – all on the discipleship stage of formation and its four dimensions. Required for those in the discipleship stage of formation. *Pass/fail.*

ORDN-002-f P1 Formation Seminar: Discernment and Prayer (0 cr)
Designed for discipleship stage first philosophers, this seminar continues and builds upon the spiritual component of the first semester pro-seminar. The intent is to lay solid foundations of the spiritual life and provide tools with which to grow. The seminar aims to be practical. The primary areas of emphasis will be: (1) growing in self-knowledge and spiritual self-awareness (discernment of spirits); (2) making the most of confession and spiritual direction; (3) encountering difficulties in mental prayer. Required for those in the discipleship stage of formation. *Pass/fail.*

ORDN-004-f P2 Formation Seminar: Fides et Ratio (0 cr)
Designed for discipleship stage second philosophers, this formation seminar takes place in the final semester of the discipleship stage and is designed as an integration of the various philosophical themes which the men are studying in their regular curriculum, and an application of those themes to the broader cultural context as a whole. To this end the pro-seminar will review basic concepts in metaphysics, epistemology, logic, and ethics and attempt to address these concepts to the contemporary challenges of secularism. Required for those in the discipleship stage of formation. *Pass/fail.*

ORDN-501-f 1T Formation Seminar: Celibate Witness (1 unit/0 cr)
Designed for discipleship stage second philosophers and new configuration stage first theologians, this weekly fall semester seminar covers "Living Celibacy Well." Seminarians learn the value and beauty of the celibate life and come to appreciate the many ways to live celibacy as a way to love in priestly ministry. Includes required formation workshops (2 days, 10 hours each). Required for the overall configuration stage/ordination formation program and the S.T.B. degree program. *Pass/fail.*

ORDN-601-f 2T Formation Seminars: Personal Conduct/Character of the Priest (1 unit/0 cr)
Designed for all configuration stage second theologians, this weekly seminar provides seminarian with multiple opportunities and experiences ordered toward continued growth and personal excellence. Specifically, it addresses remote preparation for the priesthood rather than proximate. In other words, it will focus on continued personal development as a Catholic gentleman as the foundation of further formation. The seminar will provide a unique opportunity for self-discovery, broadening of cultural experiences, leadership development, exposure to various fields of study and disciplines, and a personal accounting of all that is necessary for the individual seminarian to become an effective public person. Includes required formation workshops (2 days, 10 hours each). Required for the overall configuration stage/ordination formation program and the S.T.B. degree program. *Pass/fail.*

ORDN-602-f 2T Formation Seminars: Introduction to Parish Finances (1 unit/0 cr)
Designed for all configuration stage second theologians, this weekly seminar will help acquaint the seminarian with fiscal responsibilities of a pastor to administer a parish, providing multiple opportunities to learn about ministerial stewardship and fiduciary responsibility. Specifically, this seminar will address: basic language and tools of parish finances; how to conduct finance meetings; establish and implement a budget; and recognize when there are problems to address. The seminar will focus on continued physical maintenance, the economic life of a parish, and provide a unique opportunity to broaden leadership skills, be fiscally responsible and practice discipline as a steward of the parish. There will also be an overview on personal financial management practices. Students will be required to view the interactive Pastors and Stewards Program computer-assisted modules (CAMs) "Parish Finances I" and "Parish Finances II" as directed by the professor. Includes required formation workshops (2 days, 10 hours each). Required for the overall configuration stage/ordination formation program and the S.T.B. degree program. *Pass/fail.*

ORDN-701-f 3T Formation Seminar: Pastoral Administration/Human Resources (1 unit/0 cr)
Designed for configuration stage third theologians, this weekly seminar is designed to help the seminarian appreciate the different styles and techniques of valid and appropriate parish leadership especially regarding pastoral management and human resources. Responsible stewardship, collaborative ministry, subsidiarity, employee relations, hiring and firing, being a just employer, etc., will be examined. In this seminar students are highly encouraged to ask questions and to engage in discussions on topics, issues, and concerns about running a parish office including conducting parish council and finance committee meetings, staff meetings, etc. The interactive Pastors and Stewards Program CAM "Human Resource Management" will be required, as directed by the professor. Includes required formation workshops (2 days, 10 hours each). Required for the overall configuration stage/ordination formation program and the S.T.B. degree program. *Pass/fail.*

ORDN-702-f 3T Formation Seminar: Pastoral Leadership (1 unit/0 cr)
Designed for configuration stage third theologians, this weekly seminar introduces the seminarians to the value and meaning of pastoral leadership based on the approach by Alexandre Havard called "Virtuous Leadership" which is the proprietary system and approach to leadership developed in his books, *Virtuous Leadership: An Agenda for Personal Excellence* and *Created for Greatness: The Power of Magnanimity*. The interactive Pastors and Stewards Program CAM "Pastoral Leadership" will be required, as directed by the professor. Includes required formation workshops (2 days, 10 hours each). Required for overall configuration stage/ordination formation program and the S.T.B. degree program. *Pass/fail.*

ORDN-801-f 4T Formation Seminar: Transition to the Priesthood (1 unit/0 cr)
This seminar is designed for configuration stage fourth theologians. The transition from seminary to priesthood, while usually a highly anticipated event and a greatly welcomed one, is often accompanied by some unconscious grieving over what was left behind and conscious anxiety over what lies ahead. This transition marks a shift from the predictable routine of student status into an uncertain place in the midst of a new set of established co-workers and daily tasks; from the development and formation of oneself as a seminarian to a focus on service and mission to others as an ordained priest. Today's priests are expected to be holy and prayerful spiritual guides, great preachers, and compassionate confessors, and also to make important decisions in key areas such as finance, budgeting, hiring and firing, fund-raising, relationship-building, and more. There are two obvious components of the transition process—the seminary and the parish. This seminar intends to engage the practical aspects of both, with the aim of assisting the fourth-year seminarian to anticipate with confidence the complexities of parish and diocesan life and ministry in the twenty-first century. Includes required formation workshops (2 days, 10 hours each). Required for the overall configuration stage/ordination formation program and the S.T.B. degree program. *Pass/fail.*

ORDN-802-f 4T Formation Seminar: Priesthood Assessment Integration Seminar (1 unit/0 cr)
Designed for configuration stage fourth theologians, this seminar is the capstone course for priestly formation and is designed to offer an opportunity for the fourth-year students to engage in theological and pastoral reflection in conversation with one another and the course instructor. Various questions, pastoral scenarios and cases, drawn from the *PAIS Handbook* compiled and designed specifically for this course, will form the basis for shared conversations. These conversations will consist not only of theological, canonical, liturgical, and sacramental principles, but also about their pastoral application and the strategies and practices employed in applying these principles to particular situations. In short, this course is about knowing what the Church teaches, how the Church lives and prays, and about bringing to the life of God's People these various principles in an effective and fruitful way. Includes required formation workshops (2 days, 10 hours each). Required for the overall configuration stage/ordination formation program and the S.T.B. degree program. *Pass/fail.*

ORDN-010-py Pastoral Year Internship (12 hours equivalency per semester)
The pastoral year is an appointment by the seminarian's sponsoring arch/bishop. This provides the seminarian invaluable internship experience within the parish, as well as opportunities for formation and discernment. Such seminarians may register for this full-time equivalency internship. Further information regarding the pastoral year "contract" and supervisor's evaluation can be found in the Pastoral Formation Handbook section of the ***Seminarian Handbook***. *Pass/fail.*

Pastoral Theology

PATH-801-p Pastoral Counseling (3 crs)
This course will provide an introduction to counseling skills and theories, considering both the contributions of modern psychology and its limitations in serving pastoral ministry and human flourishing. Basic helping skills are taught and practiced in the class to aid the student in developing positive pastoral relationships and in providing pastoral care. The course also provides an introduction to the signs and symptoms of common mental health problems and to the mental health professions in order to help students make appropriate referrals and consult effectively. Special attention is given to identifying and practicing the counselling skills needed for a parish

priest in the administration of the sacraments. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs.

ELECTIVE COURSES (may fulfill an overall discipleship stage/philosophy or configuration stage/ordination formation program requirement for elective courses)

PATH-901-e/904-e Topics in Pastoral Theology (2 crs)
This course can be taken for credit more than once as long as the topic studied varies. Topics to be considered include marriage lectionary, military chaplaincy, catechetics, youth ministry, ministry to the sick, dying, and bereaved, campus ministry, and apologetics. (May be cross-listed with other departments). Recent offerings include:

- **Statistics and the New Evangelization** (spring 2017) Introduction to the basics of social statistics literacy, including evaluating data, the relationship between arguments and empirical support, and the principles and problems of survey data collection. Moreover, we will discuss how to construct, administer, and evaluate surveys. Students will learn to accurately and effectively present findings to a variety of audiences. Each course unit will include resources, skills, and practical application exercises specific to pastoral ministry.
- **Strategies in the Formation of Laity** (spring 2011) This course develops a theological framework for the formation of Roman Catholic laity who, by their Baptism, are fully incorporated into the life and mission of the Church. It will review the Church's teaching regarding laity, and will provide a forum to discuss the struggles and challenges in making distinctions between the two states of laity and clerics.

PATH-905-e Directed Readings in Pastoral Theology (2 crs)
Directed readings projects may be suggested by a particular pastoral focus, their pastoral placement, a language/culture immersion program, a particular workshop, or a formation seminar. Proposals for such a course follow the standard procedure for independent study programs.

PATH-906-i Hispanic Ministry (3 crs)
Currently offered as an independent study, this course will explore the Church's approach to Hispanic ministry at a national, diocesan, and parochial level and outline unique customs, liturgical considerations, and answer key questions concerning immigration, legal, and charity issues. Documents published by the United States Conference of Catholic Bishop (USCCB) explain both the theological background, current status and demographic trends of Hispanics in America, as well as strategies for the incorporation of Hispanic ministry in the United States. Emphasis will be given to the student's home diocese and to the diocese and parish placement for his diaconate. Required for the Hispanic Ministry formation program, as an independent study it incorporates directed readings in the Hispanic Ministry documents, placement in a setting with Hispanic ministry opportunities, and a directed research project focused on pastoral themes.

PATH-910-e Pastoral Theology (3 crs)
An investigation of official church teaching regarding pastoral theology and pastoral ministry, as well as key theological texts on the pastoral activities of priests and laity. Students will also explore the biblical theology, key historical writings and the example of the saints to come to understand the normative as well as speculative Catholic pastoral theology.

PATH-911-e Military Chaplaincy (2 crs)
An exploration of the Roman Catholic military chaplaincy - from its historic roots to current day practice. Recommended for co-sponsored seminarians in all branches of service.

PATH-912-e History of the Church in Latin America (2 crs)
A study of Latin American church history from colonial times to the present day. Emphasis is given to contemporary issues such as liberation theology, basic Christian communities, shortages of priests, growth of lay leadership, and the Medellín, Puebla and Santo Domingo Conferences. May fulfill a requirement for the Hispanic Ministry formation program. (Cross-listed as CHUR-912-e)

PATH-913-e Hispanics and the Church in the USA (2 crs)
A study of the importance of the Hispanic factor in the Church in the United States. Emphasis is given to the richness of the Hispanic cultures, past and new movements of immigration, and the manner in which the Church is attempting to meet Hispanic needs. May fulfill a requirement for the Hispanic Ministry formation program. (Cross-listed as CHUR 913)

PATH-915-e Clinical Pastoral Education: Level-1 (3 crs)
During this course, students will become familiar with the history of Clinical Pastoral Education in the world and in the United States. They will develop the essential knowledge, skills, and practices to provide effective pastoral care within parish settings, hospitals, facilities of further life planning, palliative care, and hospice centers. Students will develop their theological perspectives of pastoral care. They will become familiar with personality theories as well as the basis of pastoral ministry. Learners will develop a vaster knowledge regarding their assessment skills and will learn how to effectively assess the spiritual and emotional needs of the patient or client by using various techniques. The participants of this course will clearly define the similarities and differences between pastoral ministry within a parish and within healthcare settings. They will gain vast knowledge about the qualifications and competencies for board certification with the National Association of Catholic Chaplains. They will also become familiar with healthcare organizational structures, as well as strategic planning development and interdisciplinary functioning within spiritual/pastoral care. The learning process will be conducted based on the standards and outcomes of the National Association of Catholic Chaplains, Level 1.

PATH-917-e Pastoral Theology of Youth Ministry (2 crs)
Evangelization and pastoral care of the youth and young adults requires specialized training for parish priests. While instincts and natural inclination to serve young people in the Church and in the modern world may come naturally for some ministers, there are techniques based on sound Catholic theology that can provide all future priests an opportunity to grow in knowledge and confidence in this much-needed field of pastoral activity. Church documents, emphasis on authentic spiritual conversion, scriptural references, as well as best pastoral practices will be offered to seminarians as a way encourage and strengthen their resolve in serving a sector of society that seeks guidance, direction and care from a loving shepherd.

CLTR-001-x/002-x US Culture and History (1.5 crs)
This enrichment course is aimed to help equip students for ministry in a US Context. It provides for an introductory exposure to the history of the United States with a review of "America: the Story of US" video series and other video materials such as "God in America" and "Latino Americans" and materials on US Catholic topics. It provides a forum for the presentation and introduction to various aspects of US Culture including those related to US politics, etiquette, driving, family life, funerals, weddings, drinking and drugs, the police and court system, the military, ethnic groups, public and private schooling, poverty in America, race, and the like. It also provides a forum for the discussion of US Catholic culture examining topics such as the USCCB, Catholic organizations, the Catholic press and websites, Catholic outreach to the poor and needy, Catholics and other churches in America, etc. No pre-requisites/not limited to international

seminarians (may be cross-listed as EASL-909-e). Pass/Fail. Repeatable/topics vary each semester.

Pastoral Formation Experience Supervised Placements

PFED-003-p/004-p Discipleship Stage Pastoral Placement: Optional Opportunity (0 cr)
The discipleship stage pastoral formation placement provides introductory supervised experiences with the hungry, the homeless, the sick and the marginalized, and other opportunities for service and evangelization. Optional for those in the discipleship stage of formation. *Pass/fail.*

PFED-501/502 2T Supervised Placement: Health Care or Social Services Ministry (1 cr per semester)
Through supervised ministry experience in health care or social services, seminarians develop effective listening skills, an understanding of collaborative ministry, and the ability to extend pastoral charity to the sick, the needy, and the marginalized. Placement sites include hospitals, nursing homes, hospices, immigration services, youth and young adult ministries, rehabilitation services for the homeless, etc. Required for the overall configuration stage/ordination formation program and the M.Div. degree program. *Pass/fail.*

PFED-601/602 1T Supervised Placement: Catechetics and Teaching Ministry (1 cr per semester)
Through supervised ministry experience in catechetics and teaching at parish religious education programs or Catholic schools, seminarians gain an awareness and working knowledge of the role of religious education in the pastoral mission of the Church, a basic competence for catechesis, and age-appropriate lesson planning. Required for the overall configuration stage/ordination formation program and the M.Div. degree program. *Pass/fail.*

PFED-699-p Teaching/ Catechesis Prep (0 cr)
This course provides foundational background on Catholic schools, educational pedagogy, classroom management, and collaborating with faculty. It includes 4-7 once weekly class sessions in the fall semester. Required for the overall configuration stage/ordination formation program and the M.Div. degree program and expected of all S.T.B. candidates. *Pass/fail.*

PFED-701/702 3T Supervised Placement: Evangelization Ministry (1 cr per semester)
Through supervised ministry experience in evangelization or social services, seminarians continue to develop relational skills needed to connect with people across the generations, to grow in their capacity for exercising pastoral leadership, to engage in collaborative ministry, and to acquire ecumenical sensitivity. Placement sites provide opportunities to work in parish ministry, ministry to youth and young adults, campus ministry, adult religious education, and the Order of Christian Initiation for Adults. Required for the overall configuration stage/ordination formation program and the M.Div. degree program. *Pass/fail.*

PFED-801/802 4T Supervised Placement: Parish Ministry (1 cr per semester)
Through parish assignments, seminarians will develop a sense of self as servant leaders in the Church. Deacons regularly preach during Sunday Masses and participate in other sacramental celebrations as directed by the pastor. Required for the overall configuration stage/ordination formation program and the M.Div. degree program. *Pass/fail.*

PFED-900-p Supervised Summer Placement (0 cr)
Seminarians assigned by their diocese to a summer placement in a local parish may register for this placement. Further information regarding the summer placement "contract" and supervisor's evaluation can be found in the **Seminarian Handbook**. Optional for the overall configuration stage/ordination formation program. *Pass/fail.*

Discipleship Stage/Philosophy Formation Program: Core Classes

PPHL-501-c Ethics and the Human Good (3 crs)
An inquiry into the nature of the moral good, the structures of moral agency and the proper criteria for making choices that bear on human beings and their well-being. Required for all candidates in the discipleship stage of formation; prerequisite for the overall configuration stage/ordination formation program and required for M.A.P.S. degree program (cross-listed as MAP-501-1/PHIL-300-a).

PPHL-502-c Logic and Philosophical Methods (3 crs)
An examination of the nature of arguments and the principles of right reasoning and an endeavor to foster in students the habit of critical thinking. Required for all candidates in the discipleship stage of formation; prerequisite for the overall configuration stage/ordination formation program and for the M.A.P.S. degree program (cross-listed as PHIL-202-a).

PPHL-505-c Natural Theology (3 crs)
This course examines the truth about God that can be known through reason. It focuses principally on the natural theology of St. Thomas Aquinas and concludes with a discussion of contemporary approaches to natural theology. Required for all candidates in the discipleship stage of formation; prerequisite for the overall configuration stage/ordination formation program and required for M.A.P.S. degree program (cross-listed as MAP-505-1).

PPHL-506-c Philosophical Anthropology (3 crs)
This course introduces students to the philosophy of the human person, tracing the development of philosophical anthropology through the writings of major philosophers, and culminating in the personalism of Pope John Paul II. Required for all candidates in the discipleship stage of formation; prerequisite for the overall configuration stage/ordination formation program and required for M.A.P.S. degree program (cross-listed as MAP-506-1).

PPHL-511-c Ancient Philosophy (3 crs)
An investigation of the development of Western philosophy from the Pre- Socratic period through Plato and Aristotle to Neo-Platonism. Required for all candidates in the discipleship stage of formation; prerequisite for the overall configuration stage/ordination formation program and required for M.A.P.S. degree program (cross-listed as MAP-511-1/PHIL-311-a).

PPHL-512-c Medieval Philosophy (3 crs)
An investigation of the development of Western philosophy from the early Middle Ages to the Renaissance. Required for all candidates in the discipleship stage of formation; prerequisite for the overall configuration stage/ordination formation program and required for M.A.P.S. degree program (cross-listed as MAP-512-1/PHIL-312-a).

PPHL-513-c Modern Philosophy (3 crs)
An investigation of the development of Western philosophy in the 17th and 18th centuries. Required for all candidates in the discipleship stage of formation; prerequisite for the overall configuration stage/ordination formation program and required for M.A.P.S. degree program (cross-listed as MAP-513-1/PHIL-313-a).

PPHL-514-c Contemporary Philosophy (3 crs)
An investigation of the development of contemporary philosophy through selected topics and readings. Required for all candidates in the discipleship stage of formation; prerequisite for the overall configuration stage/ordination formation program and required for M.A.P.S. degree program (cross-listed as MAP-514-1/PHIL-314-a).

PPHL-518-c Epistemology/Philosophy of Knowledge (3 crs)
An investigation of the nature of knowledge and its properties, namely truth, certitude and probability. Readings representative of different historical periods will be studied. Required for all candidates in the discipleship stage of formation; prerequisite for the overall configuration stage/ordination formation program and required for M.A.P.S. degree program (cross-listed as MAP-518-1/PHIL-318-a).

PPHL-521-c Metaphysics (3 crs)
An investigation of the nature of beings; topics examined include the one and the many, being and nonbeing, the nature of substance, monism versus dualism and causality. Readings representative of different historical periods will be studied. Required for all candidates in the discipleship stage of formation; prerequisite for the overall configuration stage/ordination formation program and required for M.A.P.S. degree program (cross-listed as MAP-521-1/PHIL-321-a).

ELECTIVE COURSES (may fulfill a requirement for electives in the discipleship stage/philosophy or configuration stage/ordination formation program): The following electives, plus additional philosophy/M.A.P.S. electives offered by professors in the University's philosophy department and listed in the **M.A.P.S. degree** section of the **MSMU Graduate Catalog**, are open to any seminarian with the permission of the Seminary academic dean. M.A.P.S. candidates are required to take at least one 3-credit upper-level philosophy elective.

PPHL-901-e Philosophy of Nature (Cosmology) (3 crs)
As the philosophical study of the origin, constitution, and destiny of the physical universe, the philosophy of nature serves as both bridge from the tangible world to metaphysics and as a natural prelude to the theology of creation. After some introductory lectures that explore the nature of philosophical thinking and distinguish it from theology, the philosophy of nature is situated within the larger philosophical domain. Then a historical inquiry is begun that traces cosmology's path through Western history, beginning with the Greeks, continuing through the medieval and modern periods, and concluding with contemporary thought. Here the question of the relation of cosmology to contemporary science is directly engaged. Selections from primary texts selections supplement an accessible contemporary author who serves as our pathfinder for investigating the mysteries of the universe and its suggestions of a hidden Causer standing behind the world as its origin, support, and end. Recommended for all discipleship stage/first philosophers and required for all potential S.T.B. degree candidates.

PPHL-902-e Political Philosophy and Political Theology (3 crs)
This course introduces political philosophy as the discipline that reflects on the highest expressions of human action in organized communal form. It studies in some depth the origins and development of political thought in the ancient Greek thinkers before turning to Christian approaches and the modern turns. Through systematic, textual, and historical lenses, such issues as society, power, freedom, justice, authority, obligation, ends, and forms of government are presented and critiqued in conversation with the greatest philosophers and theologians. The course then presents political theology as the inquiry into actual and ideal political expressions and principles within the perspectives of salvation history and Divine Revelation. Supernatural faith is found to introduce new inquiries and principles with respect to the Church, the Kingdom of God, and the temporal happiness and everlasting destiny of the human race. May fulfil elective requirement for M.A.P.S degree (cross-listed as MAP-523-1/PHIL-323-a).

PTHL-904-e Prayer According to the Scriptures (2 crs)
A study of the selected prayers and instructions for prayer in both the Old and New Testaments with special attention to the Psalms and to the prayers of Jesus. Examples of the Christian use of the Bible for various forms of meditative prayer will also be studied. The course provides the opportunity to consider helping others to use the Bible for prayer (open to all seminarians/ may be cross-listed as a SCRP elective/formerly PTHL-004-e).

PTHL-905-e Vocation, Discernment, and the Spiritual Exercises (2 crs)
An introduction to the concepts of personal vocation, the dynamics of discernment, and key elements of the spiritual exercises of St. Ignatius Loyola. Aimed at those in the propaedeutic of discipleship stage of formation, it can also be taken as an elective in the configuration stage/ordination formation program (formerly PTHL-005-e).

PTHL-907-e Introduction to Documents of the 2nd Vatican Council (2 cr)
A brief overview of the actual texts Second Vatican Council (1962-1965) Documents as well as the context of the topics concerned. We will examine the literal text of the sixteen conciliar documents with some emphasis on translations but mostly on content and context. We will look at the distinctions of dogmatic decrees, pastoral constitutions, declarations, etc. A brief introduction on what led up to the convocation of the Ecumenical Council by Pope John XXIII and a brief look at the implementation and impact V2 had on the Church (*pass/fail*, open to all seminarians, formerly PTHL-006-e/may be cross-listed as MORL-911-e or a PATH elective).
Note: if offered as a pass/fail 1-credit enrichment course PTHL-907-x), it does not fulfill an elective requirement for either the discipleship stage/philosophy formation or configuration stage/ordination formation program.

PTHL 908 Post-Conciliar Documents (2 crs)
An introduction to the Post-Conciliar documents. Although historically a continuation of the elective on the Introduction to the Documents pf the 2nd Vatican Council, it is not a prerequisite. (*pass/fail*, open to all seminarians). Note: if offered as a pass/fail 1-credit enrichment course PTHL-907-x), it does not fulfill an elective requirement for either the discipleship stage/philosophy formation or configuration stage/ordination formation program.

Propaedeutic Stage/Rother House Formation Program: Core Classes

PROP-001-p Catechism and Catechetics I (3 units)
This course seeks to introduce students, who may or may not have a fully-developed comprehension of Catholic doctrine and tradition, to a thorough and systematic study of the *Catechism of the Catholic Church*, beginning with the creedal foundations of doctrine in Pillar 1, "The Profession of Faith," and continuing with the sacramental system of the Church in Pillar 2, "The Celebration of the Christian Mystery." Students will also be introduced to the USCCB *Catechism for Adults* and the *YouCat* edition of the Catechism. Pass/fail, counts as 3-credits towards a fulltime academic load. Required for all candidates in the propaedeutic stage of formation; prerequisite for the ordination formation program and S.T.B. degree program (formerly PTHL-001-c).

PROP-002-p Catechism and Catechetics II (3 units)
This course treats content of the 3rd and 4th pillar of the *Catechism of the Catholic Church* and gives attention to how this content may be effectively taught to youth and adults by a study and comparison of the Universal Catechism and the USCCB *Catechism for Adults* and the *YouCat* edition of the Catechism. Building on the foundation of Christian faith (Pillar 1) and of the sacramental system of the Church (Pillar 2), pre-theologians will study the moral life worthy of the

dignity of a Christian called to live the Gospel of Christ in Pillar 3. The course concludes with Pillar 4 on the teachings on Christian Prayer as the living out of the mystery of our faith in relationship with God. Pass/fail, counts as 3-credits towards a fulltime academic load. Required for all candidates in the propaedeutic stage of formation; prerequisite for the ordination formation program and S.T.B. degree program (formerly PTHL-002-c).

PROP-003-p Practical Scripture and Spiritual Theology I (9 units)
Instruction in the spiritual tradition of the Catholic Church through historic and synthetic treatments of spiritual theology and seminars and *practica* for individual and group applications. Broad knowledge of the narrative of the Bible and its theological meaning for practical application in the spiritual life. Pass/fail, counts as 3-credits towards a fulltime academic load. Required for all candidates in the propaedeutic stage of formation; prerequisite for the ordination formation program and S.T.B. degree program (new course/fall-2023).

PROP-004-p Practical Scripture and Spiritual Theology II (9 units)
A continuation of instruction in the spiritual tradition of the Catholic Church through historic and synthetic treatments of spiritual theology and seminars and *practica* for individual and group applications. Broad knowledge of the narrative of the Bible and its theological meaning for practical application in the spiritual life. Pass/fail, counts as 3-credits towards a fulltime academic load. Required for all candidates in the propaedeutic stage of formation; prerequisite for the ordination formation program and S.T.B. degree program (new course/spring-2024).

Sacred Scripture

SCRP-501-c Introduction to Scripture: Wisdom and Psalms (3 crs)
This course provides an introduction to scripture and biblical studies by means of an attentive examination of Psalms and the wisdom literature of the Old Testament. Initial consideration is given to matters foundational to Catholic scriptural interpretation (e.g., inspiration and inerrancy, the relationship of the Old and New Testament, canon formation, biblical manuscripts and translations, ancient and contemporary methods of exegesis, etc.), which ground seminarians' subsequent focused study of Psalms and the sapiential books. Pertinent literary, historical, and theological features of each of these books are treated, as is their connectedness to the rest of the biblical canon. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for all concentrations in the M.A. (Theology) program.

SCRP-502-c Pentateuch and the Historical Books (3 crs)
This course introduces and examines the Pentateuch (Gen., Ex., Lev., Num., and Deut.) and historical books (Josh., Judg., 1–2 Sam., 1–2 Kings, 1–2 Chron., Ezra, Neh., and 1–2 Mac.) of the Old Testament. These texts are of foundational importance within the biblical canon, establishing the divine promises, legislation, and overarching salvation-historical narrative—begun in creation and developed via key divine covenants—that find their New Testament fulfillment in the person and work of Jesus Christ, the incarnate Word. Through careful study, seminarians will gain a clearer understanding of these biblical books in order to read, preach, and teach them profitably. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for Sacred Scripture concentrators in the M.A. (Theology) program.

SCRP-601-c The Prophets (3 crs)
This course is a study of the major and minor prophetic books of the Old Testament. These texts are of great significance within the biblical canon, bridging the Old and New Testament by recalling God's past covenant promises and commandments, reiterating their abiding demands,

and proclaiming and clarifying their future fulfillment in the person and saving work of Jesus Christ and in mission and ministry of the Church. Each prophet is considered in his historical and canonical context, and each book is read in its entirety, with special emphasis given to passages that are used in the New Testament and/or included in the Sunday lectionary. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for Sacred Scripture concentrators in the M.A. (Theology) program.

SCRP-602-c Matthew and Mark (3 crs)

This course is an introduction to the synoptic Gospels of Matthew and Mark. Both Gospels will be treated in their entirety via an overview survey, though the emphasis of the course will fall on Matthew, and select passages will receive a detailed exegesis. Seminarians will be given a general introduction to each book under consideration: a discussion of authorship, dating, provenance, overall purpose, distinctive themes and theological emphases, and literary structure. Within the overall discussion of the synoptic problem, source criticism, tradition criticism, and redaction criticism will be discussed. Seminarians will become familiar with a number of commentaries on the Gospels of Matthew and Mark (notably some commentaries by prominent English-speaking Catholic scholars) in the process of writing three exegesis papers. Another emphasis in the course is to give seminarians some appreciation of the importance of Old Testament traditions and background in understanding and interpreting the New. Required for the overall configuration stage/ordination formation program, the M.Div. and S.T.B. degree programs, and recommended for Sacred Scripture concentrators in the M.A. (Theology) degree program.

SCRP-701-c Gospel of Luke and Acts of the Apostles (3 crs)

This course is an introduction to the Gospel of Luke and the Acts of the Apostles, studied as a double work, Luke-Acts, written by the evangelist. Initial consideration is given to historical questions concerning the authorship, dating, genre, and purpose of these writings, as well as to distinctive thematic and theological characteristics of Luke's Gospel and its relationship to the other synoptic Gospels. The course proceeds by way of an exegesis of select passages and sections of the Gospel; items receiving particular attention include the Infancy Narrative, the Nazareth discourse, the Sermon on the Plain, Miracles, Parables, the Travel Narrative, and the Passion and Resurrection Narratives. The course continues with the study of Acts, noting its narrative and theological relationship to Luke's Gospel and tracing its exposition of the spread of Christianity among the Gentiles, especially through the ministries of Peter and Paul. Required for the overall configuration stage/ordination formation program and the S.T.B. degree program, and all concentrations of the M.A. (Theology) program.

SCRP-702-c Johannine Literature (3 crs)

This course provides an introduction to the Johannine writings in the New Testament: the Gospel and Letters of John, and the Apocalypse (Revelation). Initial consideration is given to historical questions concerning the authorship, redaction, dating, and context(s) of these writings, as well as to distinctive narrative, thematic, and theological characteristics of John's Gospel. The course proceeds by way of an exegesis of the Gospel in its entirety, with particular attention paid to its christology, soteriology, trinitarian and sacramental theology, and teaching on Christ's fulfillment of the Mosaic law and Old Testament. The course continues with an examination of John's Letters and concludes with an introduction to apocalypticism and an exegesis of the Book of Revelation. Required for the overall configuration stage/ordination formation program, the M.Div. and S.T.B. degree programs, and recommended for Sacred Scripture concentrators in the M.A. (Theology) program.

SCRP-801-c Pauline Literature (3 crs)
This course is an introduction to the Letters traditionally attributed to St. Paul as well as a brief introduction to the Letter to the Hebrews. An introduction to the life and theology of St. Paul, drawn from both the Book of Acts and Paul's letters, will begin the course. This will give seminarians some historical perspective on Paul's conversion and missionary activity as well as an overview of the main contours of his theology. A general introduction will be given for each letter: a discussion of authorship, dating, provenance, overall purpose, distinctive themes and theological emphases, and literary structure. At the heart of the course is the endeavor to equip seminarians with a methodology for interpreting and understanding the Pauline Literature, giving seminarians a facility in using Paul's writings in preaching, teaching, and personal spirituality. These interpretive skills will be honed via three exegesis papers and through detailed classroom analysis of select portions from each letter that will give seminarians further training in Catholic exegetical methodology. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for Sacred Scripture concentrators in the M.A. (Theology) program.

ELECTIVE COURSES (may fulfill an overall discipleship stage/philosophy or configuration stage/ordination formation requirement for elective courses) M.A. (Theology) candidates concentrating in Sacred Scripture, concomitant with three of the electives needed for the degree, take three additional 1-credit directed research courses for inclusion in the Research Projects Portfolio required for the degree, preferably with three different professors.

SCRP-901-e Selected Topics/Directed Readings in Sacred Scripture (2 crs)
This elective course affords the opportunity for students to study in greater depth a specialized topic, or several interrelated topics, that may be treated more generally in the core courses in Sacred Scripture. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Sacred Scripture. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **The Sermon on the Mount** (new/fall2023)
  The course will consist of a careful reading and interpretation of the Sermon on the Mount (Matt. 5-7). Portions of Luke's Sermon on the Plain (Luke 6:17-49) will be treated in conjunction with our analysis of Matthew 5-7. A close examination of these passages will greatly improve the student's familiarity with and understanding of these important sections of the Gospels as well as provide him with a deeper awareness of the exegetical and hermeneutical methodology of the Biblical Sciences. The Beatitudes will be treated at some length, keyed to the CCC (#'s 1716-29). Pope Benedict's treatment of the Sermon on the Mount and the Lord's Prayer will be integrated into our study.

SCRP-902-e Selected Topics/Directed Readings in Sacred Scripture (2 crs)
This elective course affords the opportunity for students to study in greater depth a specialized topic, or several interrelated topics, that may be treated more generally in the core courses in Sacred Scripture. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Sacred Scripture. This course can be taken for credit more than once as long as the topic studied varies.

SCRP-903-e Scripture within the Tradition (2 crs)
This elective course provides an opportunity to study how scripture is read and interpreted within the Church's tradition, often with a particular focus on a figure or figures from the patristic through the medieval periods. This elective, along with concomitant research project, may fulfill a

requirement for M.A. (Theology) concentrators in Sacred Scripture. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **Thomas Aquinas's Commentary on John** (fall 2019)
  This elective introduces seminarians to medieval scholastic biblical interpretation and to its rich and sophisticated engagement with the patristic exegetical heritage of the Greek East and Latin West, taking as its primary focus Thomas Aquinas's *Commentary on the Gospel of John*. Serving as an engine and exemplar of an integrated and immersive reading of sacred scripture from within the Church's tradition, Aquinas' commentary on the fourth gospel is examined with an eye to its methods of textual division and interpretation, its various doctrinal considerations occasioned by the gospel text (e.g., Trinitarian theology, incarnational Christology, sacramental theology, etc.), and its attentive use of previous patristic commentator, such as Origen, John Chrysostom, and Augustine. Beyond the text of Aquinas' commentary itself, additional readings are drawn from other of Aquinas's writings, including his *Catena* of patristic excerpts on John, as well as his source material from key patristic commentaries and homilies on the fourth gospel.

SCRP-904-e Scripture within the Tradition (2 crs)

This elective course provides an opportunity to study how scripture is read and interpreted within the Church's tradition, often with a particular focus on a figure or figures from the patristic through the medieval periods. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Sacred Scripture. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **Thomas Aquinas on the Old and New Law** (spring 2022)
  This elective provides an in-depth study of the questions devoted to the Old and New Law in the *Prima Secundae* of Thomas Aquinas's *Summa Theologiae* (ST I-II.98-108), which constitute Aquinas's most extensive consideration of the content and interrelationship of the Old and New Testament, and of their shared witness to Christ and the mystery of salvation. In keeping with Aquinas' own emphases in these questions, special attention is paid to his teaching on the Old Law, including his threefold division of its moral, judicial, and ceremonial precepts; his efforts to connect these precepts both to natural law and to the New Law; and his complex account of the Old Law's anticipation of, and fulfillment by, Christ. In order to foster greater understanding of Aquinas' approach to the unity and distinction of Old and New, pertinent historical, textual, and theological issues in these questions will be addressed via supplemental reading selections from other of Aquinas' writings, certain of his sources (biblical, patristic, and Jewish), and the contributions of more recent scholarship (formerly SCRP902/cross-listed as SYST920).

SCRP-915-e Applied Biblical Studies (2 crs)

This elective course affords opportunities for consideration and study of practical and pastoral applications of Scripture. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Sacred Scripture. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **Scripture and Liturgy** (fall2021)
  This course examines the relationship between Scripture and the liturgy, drawing especially from three authoritative sources: Scripture, the Catechism of the Catholic Church, and the Lectionary. Using the methods of biblical theology, students will examine the relationship between the Old and New Testaments, between Scripture and the Church's worship, and between exegesis and dogma. A particular emphasis is the integration and application of these sources and methods in the work of preaching and teaching.

SCRP-916-e Applied Biblical Studies (2 crs)

This elective course affords opportunities for consideration and study of practical and pastoral applications of Scripture. This elective, along with concomitant research project, may fulfill a

requirement for M.A. (Theology) concentrators in Sacred Scripture. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **Scriptural Foundations for Sacramental Formation** (spring2022, spring2020)
  This course considers biblical and theological principles which guide sacramental formation. The aim of the course is to understand the scriptural foundations for the baptismal catechumenate and systematically discuss its application to the formation for infant baptism, confirmation, Eucharist, marriage, and reconciliation. The course offers the students the opportunity to apply scriptural and theological principles of sacramental theology in the critical evaluation of available resources, thereby fostering implementation of sacramental processes that form intentional disciples (formerly SCRP-914-e).

SCRP-917-e Exegetical Studies of Selected Texts (2 crs)

This elective course is an in-depth study of selected books of the Bible (e.g., Hebrews, Psalms) or a selected genre from the Scriptures (e.g., the Parables, Sermons on the Mount/Plain) with special emphasis on interpretation valuable for the ministry of the priest. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Sacred Scripture. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **Hebrews and the Catholic Epistles** (fall2023, fall2021)
  This elective course introduces students to the study and theological message of the Letter to the Hebrews and several of the Catholic Letters: James, 1-2 Peter, and Jude. A major focus of the course is the theology of the priesthood of Christ in Hebrews. Other theological themes to be studied include the common priesthood of the faithful (1 Peter) and justification (James, in comparison to Paul's letters).
- **Romans** (fall 2022)
  This course is an in-depth exegetical and theological study of St. Paul's Letter to the Romans. After an initial consideration of the background of Romans and Paul's reasons for writing, the course will include analysis of the argument of the various sections of the letter, detailed exegesis of selected passages, and treatment of theological themes such as justification, life in Christ and in the Spirit, and God's plan for Israel. Emphasis will also be given to the impact of Romans in the history of Christian theology and to current debates regarding the letter's interpretation. The significance of Romans for pastoral ministry will also be considered.
- **The Psalms** (fall2022, fall2020, fall2019)
  The psalter is an integral component of the prayer life of the Church, in particular in the celebration of Mass and in the Liturgy of the Hours. This course will present the historical setting, literary context and theological message of the Psalms, with particular attention to the Psalms prayed in Sunday Liturgy, Morning Prayer and Evening Prayer. In learning the structure, categories, and important theological themes of the psalms, the students will have the opportunity to enrich their prayer life and to be better prepared to preach and teach the message of the Psalms. Furthermore, the Psalms reveal the universality of God's love and ongoing invitation to humanity to be in a covenantal relationship. In the New Testament, the Book of Psalms is the most quoted book of the *Ketuvi'im,* the last section of the TaNaK (formerly SCRP-915-e).

SCRP-918-c Exegetical Studies of Selected Texts (2 crs)

This elective course is an in-depth study of selected books of the Bible (e.g., Hebrews, Psalms) or a selected genre from the Scriptures (e.g., the Parables, Sermons on the Mount/Plain) with special emphasis on interpretation valuable for the ministry of the priest. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Sacred Scripture. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **The Minor Prophets** (fall2023, spring2021) This course discusses the prophetic messages of the Minor Prophets (with a particular emphasis on readings used in the lectionary). It will begin with a brief review of the concept of biblical prophecy followed by a study of the historical background, literary context, and theological message of the Twelve Minor Prophets. The course will also present a unique emphasis on readings used in the Sunday Lectionary, as well as Festal Days.

SCRP-970-e Readings in Biblical Greek: Exegetical Readings (2 crs)

Both an intermediate Greek and an exegesis course, it builds on the knowledge acquired in first year Greek. By means of a careful reading of the Greek text of selected portions of John or other texts, the students' skills in the basic grammar, syntax, and vocabulary of New Testament Greek will be strengthened. Exegetical analysis will also strengthen the students' skills in the methodology of Catholic Biblical interpretation. (May be cross-listed as GREK 970) This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Sacred Scripture. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **Readings in the Gospel of John** (fall 2022, fall 2020, fall 2018, fall 2016, fall 2014)
  This course will consist of selected readings and exegetical analysis in the Greek New Testament from the Gospel of John. The course will strengthen the students' knowledge of Greek grammar, syntax, and vocabulary. The course will also enhance the students' exegetical and interpretive skills. Prerequisite GREK-960.

SCRP-980-e Readings in Biblical Greek: Exegetical Readings (2 crs)

Both an intermediate Greek and an exegesis course, it builds on the knowledge acquired in first year Greek. By means of a careful reading of the Greek text of selected portions of John or other texts, the students' skills in the basic grammar, syntax, and vocabulary of New Testament Greek will be strengthened. Exegetical analysis will also strengthen the students' skills in the methodology of Catholic Biblical interpretation. (May be cross-listed as GREK-980) This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Sacred Scripture. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **Luke's Passion Narrative** (spring 2023, spring 2021, spring 2019, spring 2007)
  This course is both an intermediate Greek-reading course and an exegesis course. The course builds on the knowledge acquired in first-year Greek. By means of a careful reading of the Greek text of selected portions of Luke's Passion Narrative (Luke 19-24), the students' skills in the basic grammar, syntax, and vocabulary of New Testament Greek will be strengthened. Exegetical analysis will also strengthen the students' skills in the methodology of Catholic biblical interpretation. Prerequisite GREK-960.

SCRP-985-e Readings in Biblical Hebrew: Exegetical Readings (2 crs)

Both an intermediate Hebrew and an exegesis course, it builds on the knowledge acquired in first year Hebrew. Exegetical analysis will also strengthen the students' skills in the methodology of Catholic Biblical interpretation. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Sacred Scripture. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **Readings in Hebrew: Narrative Texts** (fall 2021)
  A course in both exegesis and intermediate Hebrew, building on the knowledge acquired in first-year Hebrew. By means of a careful reading of the Hebrew text of selected portions of Genesis, Judges, and other narrative texts, seminarians' skills in the basic grammar, syntax, and vocabulary of Old Testament Hebrew will be strengthened. Exegetical analysis will also strengthen seminarians' skills in the methodology of Catholic biblical interpretation (formerly SCRP975/may be cross-listed as HEBR-985). Prerequisite: HEBR-960.

Spiritual Theology

SPIR-502-c Christian Spirituality (3 crs)

This course covers the origins and development of Christian spirituality, with attention to its sources, principles and practices through the centuries. The direct and integral relationship between sound theology and spirituality and the acceptance of genuine human nature as created and redeemed by God are kept in focus. The first half of the course focuses on the historical emergence of Christian spirituality, distinguishing causes and effects in various cultural expressions. The second half of the course takes a systematic approach, examining elements of the Catholic Christian spiritual tradition essential for priestly spirituality and ministry. The entire course encourages the integration of spiritual reading, personal prayer, private devotion, liturgical prayer and the pastoral application of spirituality for future priestly ministry. Taken as part of the discipleship stage, required for the overall configuration stage/ordination formation program and prerequisite for the M.Div. and S.T.B. degree programs.

ELECTIVE COURSES (may fulfill an overall discipleship stage/philosophy formation or configuration stage/ordination formation requirement for elective courses)

SPIR-901-e Special Topics in Spirituality (2 crs)

This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **The Spiritual Doctrine of St. Therese of Lisieux** (fall2019, fall2013, fall2011)
  A study of the life, times, spiritual doctrine, and contributions of Therese of Lisieux to the church's spiritual patrimony, as well as a concentration on the background of her 1997 Doctoral designation by St. John Paul II. The course seeks to provide an introduction to the study of Therese, described by St. Pius X as the "greatest saint of modern times," to facilitate an appreciation for the numerous in-depth studies done on her "Little Way," as well as other aspects of her spiritual doctrine, and hopefully to encourage a lifetime appreciation of, devotion to, and ongoing growth in knowledge of her. This elective course is designed to be both formational and integrating: formational in its exposure to Theresian spirituality as a unique path to personal holiness, and integrational in comparing and contrasting the Little Way with other spiritual approaches and schools of thought which have emerged through the centuries. (formerly SPIR-908-e/cross-listed as CHUR-901-e)
- **Fulton Sheen** (spring2011)
  The course focuses on the major themes one finds emerging in the sixty years Sheen wrote *The Life of All Living (the Heavenly Father)*; *The Incarnate Son of God*; *Temptation and Sin*; *Conversion, Confession, The Mystery of Suffering*; *Prayer*; *The Blessed Virgin Mary*; *Marriage*; and *Eucharist and Priesthood* (extended emphasis). Interspersed with this would be ongoing concentration on Sheen's biography and the place the themes of his books find in the course of his life.

SPIR-903-e Themes in Spirituality (2 crs)

This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **French Catholic Spirituality from the 17th – 19th Centuries** (fall 2020, fall 2017)
  The course will trace the historical growth of France's spiritual life from the time of St. Francis de Sales, Father Jean-Jacques Olier, and St. John Eudes, through St. Vincent de Paul and St. Louise de Marillac, the theological tensions of the late 17th century, to the emergence of such luminaries as St. Louis de Montfort. The challenges of the French Revolution will be examined; the private revelations of Paray-Le-Monial, as well as Rue du Bac and Lourdes of the 19th century will also be treated in depth. Special emphasis will be placed on the life and spiritual doctrine of St. Therese of Lisieux, and the relevance of her writings for today's church. The course attempts an historical and

spiritual survey of two centuries of Catholic life in "the eldest daughter of the Church." (formerly SPIR-908-e/cross-listed as a CHUR-901-e)

SPIR-907-e Spiritual Direction (2 crs)
The course is aimed at equipping the future priest to offer spiritual direction in his future parish ministry to various classes of person. The purpose of spiritual direction will be examined, along with the qualities of the director, the different areas of spiritual formation, and possible methods to employ. Offered every year, enrollment usually limited to third and fourth theologians. (May be cross-listed as PATH-907-e)

Systematic Theology

SYST-501-c Revelation, Faith, and Theology (3 crs)
This initial course in systematic theology serves as an introduction to the discipline of theology in general—including its sources, methods, and purpose—by means of a sustained consideration of the triune God's self-disclosure in revelation and the human person's divinely aided response to this revelation in faith. These central topics of revelation, faith, and theology are examined in terms of divine teaching and pedagogy—what God teaches, why God teaches, how God teaches, and how this teaching is profitably received and appropriated. Through a careful reading of texts from Scripture, Church doctors, the Magisterium, and contemporary scholars, seminarians will study and reflect upon the content and unity of this divine teaching, its gratuity and fittingness, its ecclesially mediated character, and its centeredness on the person and saving work of Christ. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for all concentrations in the M.A. (Theology) program.

SYST-502-c Theology of the Tri-personal God (3 crs)
This course familiarizes students with Magisterial teaching about the Holy Trinity, and the historical doctrinal errors this teaching seeks to correct. Using texts from Joseph Ratzinger (as was at publication of course materials), St. Augustine, St. Thomas Aquinas, and St. John Henry Newman, the course will explore various Scriptural and theological explanations of the Church's doctrine on the Trinity. Next, this course examines speculations in Trinitarian theology from Karl Rahner, Hans Urs von Balthasar, and other contemporary trends in the light of previous course material. Finally, we will briefly survey some catechetical tools and methods for teaching the doctrine of the Trinity. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs.

SYST-601-c Christology and Soteriology (3 crs)
"Who do you say that I am?" The central mystery of the Christian faith is Jesus Christ: who he is (Christology) and what he has accomplished (Soteriology). This course communicates the former, with a view toward unpacking the latter (they are, in reality, inter-penetrating realities). The method of this course is at once historical and systematic, as the Church's articulation of this mystery in theological and dogmatic fashion emerged in the course of history. This course aims to accompany the student in an engagement with the Tradition of Christological and Soteriological reflection from the New Testament to the present day; special reference will be made to the pastoral implications of this mystery. Required for the overall configuration stage/ordination formation program, the M.Div. and S.T.B. degree programs, and for Systematic Theology concentrators in the M.A. (Theology) degree program (formerly SYST-705-c).

SYST-602-c Ecclesiology and Mariology (3 crs)
This course provides a historically nuanced and systematic overview of the origin, nature and mission of the Church, with particular attention to the ecclesiology articulated at the Second

Vatican Council and by subsequent popes. This course will also serve as an introduction to Mariology, as Mary is the type and pattern of the Church both in receptivity to God's call and in eschatological perfection. Required for the overall configuration stage/ordination formation program, the M.Div. and S.T.B. degree programs, and for Systematic Theology concentrators in the M.A. (theology) degree program (formerly SYST-703-c).

SYST-604-c Sacraments: Baptism and Confirmation (3 crs)

This course will study of the nature of sacramentality, and of the sacraments in general, and their relationship to Christ and the Church. Baptism and Confirmation as initiation into the Church are explored in terms of their biblical sources, historical and liturgical development, and contemporary questions, including catechetical considerations. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and for Systematic Theology concentrators in the M.A. (Theology) program.

SYST-605-c Theology of Creation and the Human Person (3 crs)

This is the first course of a two-part study of divine gratuity in the orders of nature and grace. It employs scriptural, historical, and above all systematic approaches to investigate the overarching mysteries of creation and the human person as well as the ancillary teachings these mysteries imply: the created order, Divine Providence, the mystery of evil, science and belief, and the nature and powers of the human person. St. Thomas Aquinas, whose presentation of these issues are amenable to embracing later and corrective insights of the Catholic tradition, human reason, and common experience, serves as master guide for organizing the various dimensions of these mysteries into a coherent whole. Required for the overall configuration stage/ordination formation program, the S.T.B. degree program, and for all concentrations of the M.A. (Theology) program.

SYST-701-c Grace and the Theological Virtues (3 crs)

This course follows upon, and complements, SYST 605 Theology of Creation and the Human Person. Building first on an anthropological foundation, we shall consider grace in itself, in its cause, and in its effect(s). The second part of the course will focus on the theological virtues as the specific fruits of grace. Throughout the course, seminarians will a. become familiar with the major historical controversies about grace, from Pelagianism to the 20th c. 'impasse' over *pura natura* and divine gratuity; and b. seminarians will be asked to write in a rigorous yet pastoral-homiletic mode about the proclamation (or teaching) of grace, using primary sources from the course, and texts from spiritual masters in the Catholic tradition. Required for the overall configuration stage/ordination formation program, the M.Div. and S.T.B. degree programs, and for Systematic Theology concentrators in the M.A. (Theology) program (formerly-606-c).

SYST-704-c Holy Orders (3 crs)

A systematic study on the Sacrament of Holy Orders: the Scriptural foundations, patristic sources, and the history of the development of the ecclesial understanding of the deacon, presbyter and bishop. Attention will be given to the minister's configuration to Christ, priest, prophet and pastor. The course will include a study of documents of the Magisterium that pertain to Holy Orders, as well as a consideration of various contemporary theological, ecumenical and pastoral issues. Required for the overall configuration stage/ordination formation program, and the M.Div. and S.T.B. degree programs.

SYST-711-c Eschatology (1.5 crs)

Eschatology examines the classic "four last things" – death, judgment, Heaven, and Hell. In this study, the course investigates related topics, such as, the immortality of the soul, the resurrection of the body, Purgatory, the virtue of Hope, the 2nd Coming of Christ, and the Parousia. All of these

matters are considered in both their individual and communal contexts. Both non-Catholic Christian, and Inter-religious perspectives will also be reviewed. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and recommended for Systematic Theology concentrators in the M.A. (Theology) program. (formerly part of SYST-804-c)

SYST-802-c Holy Eucharist (3 crs)

A systematic and historical study of the Eucharist: the Scripture texts, patristic sources, theological development, and contemporary conciliar and papal teaching, as well as a presentation of the appropriate Canons on the Eucharist from the *Code of Canon Law*. Emphasis on the Eucharist under four aspects: memorial sacrifice, sacramental presence, sign of unity, and eschatological banquet. Required for the overall configuration stage/ordination formation program and S.T.B. degree program. Ordination candidates also take LTFM 801/802 Liturgical Formation: Mass Practicum I & II (1 cr/each).

SYST-804-e Soteriology and Eschatology (3 crs)

Soteriology begins with introductory lectures that situate the discipline and provide a general overview of the questions to be addressed in both Christological and anthropological domains. Its development is then examined at key historical moments: emergence from the pages of Sacred Scripture, deepened reflection during the Patristic period, the sharpened articulations of the medieval period, particularly those of St. Anselm and St. Thomas Aquinas, and the Reformation teachings. The course continues by attempting an adequate Soteriology that does justice to salvation as redemption, forgiveness, ontology, liberation, reconciliation, satisfaction, and redemptive love. It ends by examining the "four last things" – death, judgment, heaven and hell – and offers an orientation to the Catholic Tradition's reflection on the end, both personal and communal. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs, and recommended for Systematic Theology concentrators in the M.A. (Theology) program (*offered for last time in Spring 2024*).

SYST-820-c Sacraments of Healing: Penance and Anointing (3 crs)

The course offers a theological investigation in six parts of the mystery of sin and sickness in light of Christ's paschal mystery, the foundation of the Sacraments of Penance and Anointing in the New Testament: (1) an historical and theological study of the development of the sacraments of Penance and the Anointing of the Sick; (2) a thorough investigation of the rites for the celebration of these sacraments; (3) a plan for the pastoral renewal of the Sacrament of Penance; (4) a study of the Sacred Canons on Penance, Indulgences, and the Anointing of the sick (5) a look at pastoral issues such as First Penance, the Pastoral Care of the Sick and the Dying, along with Spiritual Direction, and (6) the Doctrine of Indulgences. Emphasis placed on acquiring the skills of a confessor in various pastoral settings as a Catholic priest. Required for the overall configuration stage/ordination formation program and the M.Div. and S.T.B. degree programs. Ordination candidates also take the concomitant LTFM 820 Penance and Anointing Practicum (1 cr).

ELECTIVE COURSES (may fulfill an overall discipleship stage/philosophy formation or configuration stage/ordination formation requirement for elective courses). M.A. (Theology) candidates concentrating in Sacred Scripture, concomitant with three of the electives needed for the degree, take three additional 1-credit directed research courses for inclusion in the Research Projects Portfolio required for the degree, preferably with three different professors.

SYST-901-e/902-e Selected Topics in Systematic Theology (2 crs)
This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Systematic Theology. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **Theology and Canon Law** (new/fall2023)
  The course offers a theological and canonical investigation of Consecrated Life as a means of reaching Christian perfection via the public profession of the Vows of Poverty, Chastity and Obedience under the authority of the Church. This history of Consecrated Life will be surveyed, and the contemporary contributions made by Consecrated Life to the life of the Church, along with the challenges it faces, will be highlighted (cross-listed as CANL-901).

SYST-903-e/904-e Directed Readings in Systematic Theology (2 crs)
This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Systematic Theology. This course can be taken for credit more than once as long as the topic studied varies.

SYST-905-e Themes in Systematic Theology (2 crs)
This course will afford the opportunity for concentrators in Systematic Theology to study one specialized topic, or several interrelated topics, which are treated more generally in one of the core courses of Systematic Theology – Trinity, Christology, Ecclesiology, Grace, Creation and Man, Sacraments – in much greater depth, using primary resources (the writings of great theologians past and present). This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Systematic Theology. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **St. John of the Cross and the Eucharist** (fall2022, fall2019, fall2015, spring2012, spring2008)
  This course will begin with an introduction to the life and the spiritual theology of St. John of the Cross. The course will proceed with a study of the Eucharist in the life and the writings of St. John. The testimonial evidence available from the 17th century and textual and theological analyses of Eucharistic passages in St. John's poetry, treatises, and minor works will be explored in depth. In this course, we will also examine the implications of the Mystical Doctor's Eucharistic theology and practice for authentic Catholic spirituality.
- **Holy Spirit and the Christian Life** (fal2021, fall 2018)
  Utilizing the insights and work of the Fathers of the Church, St. Thomas Aquinas, John of St. Thomas, Fr. Raniero Cantalamessa, and various contemporary theologians and spiritual writers, this elective course will investigate the rich spiritual tradition regarding "the Holy Spirit and the Christian Life." This will include investigation of the identity of the Holy Spirit, the gifts that he gives to Christians, and the activities that these gifts empower us to perform. Focused attention will be given to the *Veni, Creator Spiritus* ("Come, Creator Spirit") hymn, which has been used to open every ecumenical council since its publication in the 10th century.

SYST-906-e Themes in Systematic Theology (2 crs)
This course will afford the opportunity for concentrators in Systematic Theology to study one specialized topic, or several interrelated topics, which are treated more generally in one of the core courses of Systematic Theology – Trinity, Christology, Ecclesiology, Grace, Creation and Man, Sacraments – in much greater depth, using primary resources (the writings of great theologians past and present). This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Systematic Theology. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **Evangelization and Conversion** (fall2023, fall2020, fall2016, spring2014, spring2011)
  This course will examine the realities of evangelization and conversion through the recent conciliar and papal teaching from Vatican II through the writings of St. Paul VI, St. John Paul II, Pope-

Emeritus Benedict and Pope Francis. We will mine the broader tradition of the Church through the study of two classic works: St. Augustine's *Confessions* and St. Teresa of Avila's *Interior Castle*. In addition, the course will identify contemporary tools, methods, and initiatives in evangelization (may be cross-listed as a CHUR-elective)

- **Gifts and Charisms of the Holy Spirit** (spring2023, spring2015, fall2010, fall2008, fall2006)
  Utilizing the insights of the Fathers of the Church, St. Thomas Aquinas, John of St. Thomas, and various contemporary theologians and spiritual writers, this elective course will investigate the rich spiritual tradition of the Seven Gifts of the Holy Spirit. The students will consider the nature of the Gifts as well as the relationship of each Gift to the theological and moral virtues and the Gospel beatitudes. Special attention will be given to the nature of Christian mysticism, ecclesial charisms, and the role of the Holy Spirit in the various Christian states of life.
- **Demonic Afflictions: Theology and Pastoral Response** (spring2019)
  This course will examine the most recent reform of the Roman Catholic rites of exorcism from 2004. Primarily a pastoral presentation, the readings, films and topics will be geared to assist a parish priest to respond to the many forms of witchcraft, the occult and the demonic in multi-cultural American settings. Background angelology and demonology relevant to the study of the rites and their pastoral performance will also be included. Consideration also given to the phenomenon of ghosts, hauntings, and forms of magic encountered in American settings. Mid-term and final papers.

SYST-907-e Readings in Soteriology (2 crs)

A study of Patristic texts and Medieval and Modern theologies of the redemption, of the various ways in which the Fathers, Doctors and other great theologians have understood the redemptive significance of the Mission of Jesus Christ and the salvific power of His life, death, resurrection and exaltation, in short, of what it means when the Church confesses Jesus Christ to be the Savior of the world. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Systematic Theology.

SYST-911-e Mariology (2 crs)

This course goes beyond the treatment of Mariology in SYST 703 to examine the person of Mary biblically, patristically, scholastically, dogmatically and doctrinally, and will explore the relationship of Mariology to Christology, Soteriology, Ecclesiology, and Pneumatology. We will begin with the biblical and patristic foundations of Mariology, examine the historical context, theological basis, and doctrinal content of the four major dogmas, and examine post-conciliar development of Mary's relationship to the Holy Spirit and to the Church. We will moreover consider recent magisterial statements on Mary's role at Calvary, Marian mediation, and Our Lady's intercessory prayer. The course will cover the development of Marian devotion, the category of *hyperdulia*, and the distinctive expressions of Marian devotion in the Eastern and Western traditions. Mary's status in non-Catholic systems – Orthodox, Protestant, and Muslim – will be discussed, as well as a consideration of the delicate topic of Mary and Ecumenism. Finally we will look at the Vatican's Congregation for the Doctrine of the Faith's norms of evaluating private revelation, as well as the four major approved Marian apparitions of Guadalupe, the Miraculous Medal, Lourdes and Fatima. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Systematic Theology.

SYST-915-e Great Theologians (2 crs)

An in-depth study of the thought of a single great theologian or a theological theme as it is developed in a series of theologians over time, including such figures as St. Augustine, St. Anselm, St. John Henry Newman, de Lubac, Congar, Rahner and von Balthasar. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in

Systematic Theology. This course can be taken for credit more than once as long as the topic studied varies. Recent topics offered have included:

- **Augustine: Bishop and Theologian** (fall 2018)
  An examination of the writing and preaching of St Augustine (354-430 AD). While rightly revered as a theologian and doctor of the Church, Augustine's theology was worked out in the context of a very busy pastoral life and articulated with great attention to the Church's mission. This seminar will examine some of his principal works as well as his preaching, with the aim of understanding his thought, with particular attention to its pastoral nature. (formerly SYST-916-e/cross-listed as CHUR-918-e)

SYST-916-e Great Theologians (2 crs)

An in-depth study of the thought of a single great theologian or a theological theme as it is developed in a series of theologians over time, including such figures as St. Augustine, St. Anselm, St. John Henry Newman, de Lubac, Congar, Rahner and von Balthasar. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Systematic Theology. This course can be taken for credit more than once as long as the topic studied varies. Recent topics offered have included:

- **Teachings of Benedict XVI** (spring 2017)
  The aim of this course is to become familiar with the teachings of Benedict XVI. Particular emphasis will be given to Benedict's encyclicals as they give us a profound look into the magisterial teaching of the Pope Emeritus. We will also study and read other texts such as his addresses, speeches, and apostolic exhortations so as to have a synthetic grasp of the importance and relevance of Benedict XVI's teaching for people of today.
- **Human Person in the Teachings of Saint John Paul II** (spring 2015)
  The aim of this course is to familiarize students with the thought and the teaching of Karol Wojtyla/St. John Paul II regarding the nature and destiny of the human person. In the course of the semester we will study the philosophical and theological vision of Wojtyla/St. John Paul II, and we will do a close reading of excerpts of several of the Encyclical Letters from *Redemptor Hominis* (1979) through *Ecclesia de Eucharistia* (2003).
- **Joseph Ratzinger/Pope Benedict XVI** (spring 2013)
  An introduction to the life and theology of Joseph Ratzinger/Pope-Emeritus Benedict XVI, exploring fundamental themes in his work, including ecclesiology, revelation, liturgy, and the relationships between biblical, dogmatic, and moral theology. The course will explore some primary texts written by Ratzinger/Pope-Emeritus Benedict XVI, and also some secondary literature on his work.

SYST-917-e Readings in Patristic Theology (2 crs)

This course provides an introduction to the theological thought of the Fathers of the Church, the historical context of their teaching, and the contribution of their teaching as privileged witnessed to the handing on of God's revelation through Sacred Scripture and Sacred Tradition. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Systematic Theology. This course can be taken for credit more than once as long as the topic studied varies. Recent topics offered include:

- **Augustine's City of God** (fall 2022)
  City of God is St. Augustine's final and major work: in it, he devastates the pride of pagan culture/thought/worship, lays out his mature theology of the priest as *forma Dei-forma servi*, and articulates a foundational eschatology. The whole book will be read, but we will focus especially on the topic of priesthood, the exegesis of *Genesis* in Books 11-14, and the theology of revelation, history, and Church developed throughout. (cross-listed as a CHUR-919-e Topics in Fathers of the Church elective).

- **Reading the Apostolic Fathers** (fall 2020)
  A careful and thoughtful reading of the earliest post-biblical Christian texts, collectively known (at least since 1672 when published together for the first time by J.B. Cotelier) as the "Apostolic Fathers." Attention will be given to the nature and expression of the kerygma and the theological reflection upon it discernible in these disparate texts. Additional note will be made of what can discerned about the use of Scripture, liturgical and sacramental practices, and developing ecclesiology in these early Christian writings. (cross-listed as CHUR 919-e)
- **Origen** (fall 2017)
  In the first half of the 3rd century AD, the priest Origen composed what is arguably the first "systematic" or comprehensive account of Christian faith, his *On First Principles*. This course will involve a close and careful reading of this intriguing work which ranges from discussion of God, creation, the Fall and the final consummation to an examination of the soul, human freedom and the interpretation of Scripture. Further, we will examine how Origen's theological vision is expressed pastorally by reading two briefer works, *On Prayer* and the *Exhortation to Martyrdom*.

SYST-918-e Readings in Patristic Theology (2 crs)

This course provides an introduction to the theological thought of the Fathers of the Church, the historical context of their teaching, and the contribution of their teaching as privileged witnessed to the handing on of God's revelation through Sacred Scripture and Sacred Tradition. This elective, along with concomitant research project, may fulfill a requirement for M.A. (Theology) concentrators in Systematic Theology. This course can be taken for credit more than once as long as the topic studied varies. Recent topics offered include:

- **St. John Fisher and his Marian Theology** (new/spring2023)
  This course will examine the person of St. John Fisher (+1535), Bishop and Martyr, whom the Church annually honors liturgically on June 22nd along with St. Thomas More, Martyr, as well as his theology, most particularly his Mariology. This course will also present the historical context, namely the cusp of the Protestant Reformation in England, in which Cardinal Fisher lived and served (*cross-listed as a SYST-918-e 'Great Theologians' elective).*
- **Augustine's *City of God*** (spring 2017)
  A careful and thoughtful reading of Augustine's *magnum opus*, a theological tour-de-force thirteen years in the making, an apologetic work that touches upon almost every major theological topic: God, creation, the Fall, theological anthropology, Christology and Soteriology, Ecclesiology, Sacraments and Eschatology (formerly SYST-917-e).

SYST-920-e Thomistic Seminar (3 crs)

An in-depth study of the thought of St. Thomas Aquinas as concentrated in either the First Part or Third Part of his *Summa Theologiae*. Required for S.T.B. candidates and may be taken by M.A. (Theology) concentrators in Systematic Theology, along with the concomitant research project. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **Thomas Aquinas on Christ and Eucharist:** (spring 2023)
  "*Thomas, you have written well of me.*" Bernardus Guidonis, Aquinas's fourteenth-century biographer, reports that these words were addressed by Our Lord to the Angelic Doctor toward the end of his life, just after his completion of the tracts on Christ and the Eucharist in the Tertia Pars of his Summa Theologiae (ST III.1-59, 73-83). These tracts stand as Thomas's most mature, comprehensive, and even innovative treatments of these mysteries of faith, and as an enduring fruit of a life of study, prayer, and devoted love of Jesus Christ, the incarnate Word. In order to cultivate an awareness of and appreciation for the riches of this teaching, this elective course provides an in-depth study of these texts, examining key portions of the Summa's tract on Christ and the entirety of that on the Eucharist. Beyond attending to the content and contours of Thomas's teaching, and to the connectedness and mutual reinforcement of these two tracts,

consideration will also be made of its rootedness in Scripture, Sacred Tradition, and patristic and conciliar textual authorities, as well as its abiding importance and applicability.

- **Thomas Acquinas on the Old and New Law** (spring 2022)
  This elective provides an in-depth study of the questions devoted to the Old and New Law in the *Prima Secundae* of Thomas Aquinas' *Summa Theologiae* (*ST* I-II.98-108), which constitute Aquinas' most extensive consideration of the content and interrelationship of the Old and New Testament, and of their shared witness to Christ and the mystery of salvation. In keeping with Aquinas' own emphases in these questions, special attention is paid to his teaching on the Old Law, including his threefold division of its moral, judicial, and ceremonial precepts; his efforts to connect these precepts both to natural law and to the New Law; and his complex account of the Old Law's anticipation of, and fulfillment by, Christ. In order to foster greater understanding of Aquinas' approach to the unity and distinction of Old and New, pertinent historical, textual, and theological issues in these questions will be addressed via supplemental reading selections from other of Aquinas' writings, certain of his sources (biblical, patristic, and Jewish), and the contributions of more recent scholarship. (cross-listed as SCRP-902-e)
- **The Nature of Theology** (spring 2020, spring 2012)
  St. Thomas' conception of theology, or his theological method, is inextricably intertwined with the content of his theology. This seminar examines the development of his concept from his very early *De Trinitate* through his *Summa Contra Gentiles* to his mature teaching in the *Summa Theologiae*. Once this conception is in place, the seminar applies it to St. Thomas' overarching theological vision. With a view to contemporary systematic and pastoral concerns, the seminar concludes with some suggestions for present-day application.
- **Christology and Soteriology** (spring 2018, spring 2016, spring 2014)
  A close textual reading of St. Thomas' Christology and Soteriology as found in his masterwork, the *Summa Theologiae*. The first 59 questions of the Third Part are read in their entirety with a view to grasping St. Thomas' thought as a synthesis and advancement of earlier theological work, an integrated systematic treatment with many permanent contributions, and a building block for subsequent theological development. Special attention is given to showing the integration in his thought of Christ's identity and work.
- **Knowing and Loving** (spring 2017)
  The specific focus of this semester's Thomistic seminar is St. Thomas' teachings on knowing and loving: the spiritual activities of God, angels, and human beings. As an inquiry into the highest activities of the human person in the arenas of nature simply and nature as graced, this course situates and interprets human knowing and loving within the larger perspective of their divine and angelic analogues. Both activities are considered separately and interactively, which requires an essentially multi-disciplinary approach. Thus the theoretical and practical, contemplative and active, and dogmatic and moral character of these activities includes forays into Trinitarian theology, creation, anthropology, moral theology, and spirituality. Occasional references to sources ranging from the ancient Greek philosophers to contemporary authors help situate St. Thomas' questions and answers in the history of ideas. By appropriating the Thomistic theological vision from the fresh perspective of knowing and loving, this seminar strives to present a deeper theological clarity and attractiveness of our noblest activities and how they enable our ultimate destiny.

SYST-921-e Thomistic Seminar (3 crs)

An in-depth study of the thought of St. Thomas Aquinas as concentrated in either the First Part or Third Part of his *Summa Theologiae*. Required for S.T.B. candidates and may be taken by M.A. (Theology) concentrators in Systematic Theology, along with the concomitant research project. This course can be taken for credit more than once as long as the topic studied varies. Recent offerings include:

- **The Theological *Ressourcement*** (fall2023, spring2021)
  The early and mid-twentieth century witnessed a movement of a theological renewal, a "return to the sources," by theologians who sought to revivify theology by a deeper engagement with the Scriptures, the Liturgy, and the Fathers of the Church. This course will read several of the seminal works of theologians of this *Ressourcement*, Henri de Lubac, Jean Daniélou, Yves Congar, and Louis Bouyer.

M.A. (Theology) Thesis Option

THES-030 M.A. (theology) Thesis: preliminary work

Offered as an independent study by the candidate's thesis director. Preliminary coursework in preparation, pass/fail, given zero academic credits, but carries 3 tuition credits to divide the cost between two semesters.

THES-060 M.A. (theology) Thesis

Offered as an independent study by the candidate's thesis director. Taken during the semester completing longer thesis for the M.A. (theology) degree program. The approved thesis must earn a grade of "B" or better, pass/fail, receives 6 academic credits, but usually carries only 3 tuition credits.

SEMINARY ADMISSIONS

Configuration Stage: Priesthood/Ordination Formation Program and M.Div. Degree Applicants

Applicants for the configuration stage of the ordination formation program must have sponsorship from a bishop or religious community, a bachelor's degree in Arts or Sciences from an accredited college, and at least 30 semester credit hours of undergraduate philosophy, or its equivalent. Those without prior discipleship stage formation or sufficient philosophy background must apply for the discipleship formation program (see below). The philosophy titles, recommended by the PPF5, are outlined in the discipleship and configuration stage formation program descriptions. All applicants accepted as configuration stage/theologians are automatically matriculated into the Master of Divinity (M.Div.) degree program.

1. Applicants must complete the Seminary's online application for the priesthood ordination formation/M.Div. degree program and submit *official* transcripts from all previous undergraduate- and graduate-level study, two essays (recently written "autobiography" and "why I want to be a priest") following the very specific instructions, and all other documents outlined in the application checklist on the SLATE application portal.
2. Mount St. Mary's Seminary reserves the right to investigate and verify all information provided by the configuration stage/ordination formation/M.Div. degree program applicant.
3. In order to process the application it is important to receive *all* of the required materials in a timely fashion (preferably no later than July 1). For questions about the Seminary application process, contact seminaryadmissions@msmary.edu.

Propaedeutic Stage and Discipleship Stage: Philosophy Formation Program Applicants

Applicants for either the propaedeutic or discipleship stage/philosophy formation programs, as eventual candidates for the ordination formation program, must have sponsorship from a bishop or religious community, a bachelor's degree in arts or sciences (B.A. or B.S.) from an accredited college or evidence of enough credits to earn a bachelor's degree within the two-year discipleship stage/philosophy formation program. All applicants go through the same online process and must submit the same materials as required for configuration stage/theology applicants.

1. Applicants must complete the Seminary's online application for the priesthood ordination formation/discipleship stage program and submit *official* transcripts from all previous undergraduate- and graduate-level study, two essays (recently written "autobiography" and "why I want to be a priest") following the very specific instructions, and all other documents outlined in the application checklist on the SLATE application portal.
2. Mount St. Mary's Seminary reserves the right to investigate and verify all information provided by the propaedeutic or discipleship stage/philosophy formation program applicant.
3. In order to process the application it is important to receive *all* of the required materials in a timely fashion (preferably no later than July 1). For questions about the Seminary application process, contact seminaryadmissions@msmary.edu.
4. Those applicants needing to complete a B.A. degree through Mount St. Mary's University must apply through the same Seminary admissions process, but should submit official copies of high school transcripts, in addition to the other requested materials. The Seminary will coordinate with the University Registrar's office to determine the feasibility of the completion of an undergraduate degree with a Philosophy major within the two-year discipleship stage.

Other Graduate Degree Candidates (non-priesthood program students)

The Seminary welcomes applications from individuals interested in taking our graduate level classes for enrichment or enrolling in the Master of Arts (theology) degree program but are not pursuing the priesthood/ordination formation.

1. Such applicants must complete the Seminary's online application as a "non-priesthood candidate" for the seminary graduate program and must submit credentials showing eligibility for the Master of Arts (Theology) degree as outlined in the application checklist on the SLATE application portal and the permission of the Seminary academic dean (who reviews the degree program applications).
2. Mount St. Mary's Seminary reserves the right to investigate and verify all information provided by non-priesthood program applicants.
3. In order to process the application it is important to receive *all* of the required materials in a timely fashion (preferably no later two-weeks prior to the beginning of the semester). For questions about the Seminary application process, contact seminaryadmissions@msmary.edu.
4. Non-seminarian applicants for the Master of Arts in Philosophical Studies degree should contact the M.A.P.S. program director at the undergraduate Philosophy department and submit the online application available as part of the **Graduate Applications** on the Mount St. Mary's University website.

Non-Degree Program Applicants

Applicants who wish to take courses at the Seminary for enrichment (not as part of a degree program) whether for credit or as a audit must have the permission of the Seminary academic dean and should also complete the online application form as a "non-priesthood candidate".

Current Seminarian Degree Program Applications (M.Div, dual-degrees, or M.A.P.S)

- **M.Div. degree:** All seminarians in the configuration stage of the ordination formation program are automatically matriculated into the Master of Divinity (M.Div.) degree program.
- **Dual-degree Options: M.Div./M.A.(theology) or M.Div./S.T.B. applicants:** Current theologians in the configuration stage (normally at the end of first theology), with the permission of their diocese/religious order and approval of their formation advisor, may apply for one of the dual-program options: either the M.A. (Theology) degree with one of 4 concentrations *or* the S.T.B. degree in addition to the M.Div. degree.
    - Dual-degree must complete the online application (in addition to the original application for admission to the Seminary), indicating the dual-enrollment program option being selected. The deadline for submitting dual-degree applications each semester is the end of the drop/add period.
    - Mount transcripts and external transcripts received during the initial application to the Seminary will be used to assess eligibility. Additional copies do not need to be submitted.
    - The contact information for the applicant's formation advisor is needed in order that the advisor can submit a recommendation. The Seminary academic dean will review the applications for approval.
    - The online application using the SLATE software is available through the Seminary website or the MyMount student portal. Current seminarians should use their original credentials for accessing the application site and then change the contact

information in SLATE to their Mount email account to ensure synchronization with their J1/MyMount student account. Contact the Seminary registrar for further information.

- **M.A.P.S. degree applications:** Those in the first year of the discipleship stage, with the permission of their diocese/religious order and approval of their formation advisor, may apply for the university's graduate M.A.P.S. degree in addition to the discipleship stage/philosophy formation program.
    - M.A.P.S. program applications must be submitted by those in the first year of the discipleship stage before the end of the January drop/add period in their second semester at the Mount.
    - Mount transcripts and external transcripts received during the initial application to the Seminary will be used to assess eligibility. Additional copies do not need to be submitted. In addition to the M.A.P.S. program director, the Seminary academic dean will review the applications for approval.

Non-Discrimination Statement

It is the policy of Mount St. Mary's not to discriminate on the basis of race, color, national or ethnic origin, sex or handicapping condition in recruitment or admission of students, or in the administration of the Mount's educational policies, admissions policies, scholarship, and other Mount administered activities and programs. It is the policy of Mount St. Mary's to comply with the provisions of the Americans with Disabilities Act in making its programs and facilities accessible.

Acceptance with Advanced Theology Class Ranking

All applicants must submit official transcripts showing all degrees earned and course work completed at each prior post-secondary academic institution attended. For transcripts from institutions in other countries, it is recommended that applicants submit certified copies in English translation of all college/university level courses, grades, and conferred degrees. The university highly recommends the use of World Education Services WES so that we can best assess your candidacy (contact Seminary Admissions to see if this equivalency translation will be required). Please request a course-by-course evaluation be submitted. The Seminary academic dean and Seminary registrar review the transcripts of all applicants to determine if they fulfill admission requirements. In consultation with the appropriate faculty members, if it is determined that the applicant passed an equivalent graduate-level required course, transfer credit will be noted on the Mount St. Mary's Seminary transcript and in such cases the seminarian may be admitted with advanced theology class ranking in the Seminary program of formation.

Mount St. Mary's Seminary will accept transfer credits from graduate-level courses which earned a grade of at least "C" (2.0) at an appropriately accredited institution recognized by the U.S. Department of Education (or by the Congregation for Catholic Education in Rome) to be applied toward degree programs at the Seminary. The limits on the number of transfer credits which can be applied towards specific degrees are outlined in the degree description. Transfer credits will not be given for thesis work.

Mature candidates with evidence of significant professional, military, academic, or continuing education may be admitted to the Seminary at the discretion of the Seminary academic dean. Prerequisite coursework may be waived based on the judgment that this evidence provides the

well-founded hope of the ability to actively pursue and complete the degree. No credit or advanced standing is given for life experience.

Student Health Requirements

All Mount students are required to have health insurance coverage, but this is not provided by the Mount. Prior to starting classes at the Mount, all accepted students are required to submit the following documentation:

- Proof of health insurance (photocopy of insurance card)
- Physical Examination Form (1-page form to be completed, signed, and dated by applicant's health care provider). The physical must have been completed within the last year
- Meningococcal Meningitis Form (to be completed by applicant)
    - Maryland state law requires all students who reside in campus housing to have a meningococcal immunization. Students may waive the immunization after receiving and reading information about the meningitis illness, the effectiveness of the immunization and side effects. This information must be provided prior to moving into any campus residence.
- Immunization Form (to be completed by applicant)
- Health History Form (to be completed by applicant)
- Emergency Contact/Health Insurance Form (to be completed by applicant)

These forms will be made available to accepted students on their Slate/Admissions portal page (as well as on the student MyMount portal). The Office of Health and Wellness requires all students to use the Mount's forms, even if the student has completed other similar medical forms for their sponsoring diocese or religious community.

Readmission Policy

A student who has voluntarily withdrawn or taken a leave of absence from the Seminary may apply for readmission; seminarians need the approval of the sponsoring diocese/religious order. A seminarian on an official pastoral year, as required by their diocese, is considered to be enrolled in a full-time equivalent internship for the year and therefore does not need to apply for readmission, but should contact the Seminary registrar prior to returning to register for classes.

When a student is dismissed for academic deficiency, application for readmission may be made upon proof that the deficiency has been rectified. When a student is dismissed for other reasons, he may or may not be eligible for readmission depending upon the circumstances of the dismissal.

Veterans

Mount St. Mary's Seminary is authorized by the Maryland State Board for Higher Education to accept veterans who have met the admissions standards of the Seminary. Veterans are required to abide by the regulations of the Department of Veterans Affairs as well as those of the Mount. VAR #14236 requires institutions to determine academic need prior to veteran certification in tutorial programs. At the outset of their studies, all newly-enrolled students who are eligible to receive veteran benefits should contact the Office of the University Registrar in Bradley Hall. The University registrar serves as the VA certifying official for the entire Mount St. Mary's University.

Veterans Receiving Chapter 33 Post 9/11 GI Bill® or Chapter 31 VocRehab Benefits:
In compliance with the Veterans Benefits and Transition Act of 2018, any student using Chapter 33 Post 9/11 GI Bill® or Chapter 31 VocRehab benefits who has been certified for benefits by the School Certifying Official, is exempt from the deadlines and penalties listed above for the semester(s) certified.

International Students - Rights and Responsibilities

- **English as a Second Language** (ESL): Those applicants for whom English is not their first language, and have not attended an English-based educational institution, are required to be tested by the Seminary ESL faculty during Orientation. The Seminary offers an ESL program for language acquisition and accent reduction; as a full-time program or just for academic support.

- **International Student Visas.** Mount St. Mary's Seminary is authorized by U.S. Immigration and Customs Enforcement (I.C.E.) to sponsor qualified international seminary applicants (non-US-citizens) to enroll as full-time students in the ordination formation/M.Div. degree program or as full-time students in the Seminary ESL program through the Student and Exchange Visitor Information System (SEVIS). It is recommended that application materials (official transcripts, etc.) from institutions in other countries be accompanied by an English translation and evaluation from a service such as WES. Questions regarding the issuance or renewal of student visas (F-1/I-20's) should be directed to the **Office of the Seminary Registrar**. For further information see the **International Students - Visas and Responsibilities** page on the Mount's website.

- **Reporting Requirements:** All international seminarians studying at the Mount on an F-1 non-immigrant student visa must report to the Seminary registrar who is the "designated SEVIS official" (DSO) at the beginning of each semester to verify their continued attendance and enrollment in a full-time load of classes. Seminarians must keep all versions of I-20's they have received from Mount St. Mary's Seminary or any other school they attended previously) with their passport at all times. Any changes to the information on the I-20 form, especially changes in address (or financial sponsorship), must be reported to the Seminary registrar/DSO within 10 days.

  New international students with an R-1 or Permanent Resident visa status (or other visa status aside from the F-1 International Student) must report to the Seminary registrar at the beginning of their first semester to verify their immigration status.

- **Federal Compliance:** All international seminarians studying here on an F-1 Student Visa must comply with all federal regulations (DHS, ICE, SEVIS, SEVP) concerning their non-immigration status; Failure to do so could result in the termination of their I-20 authorization to study at Mount St. Mary's Seminary.

- **Travel:** International F-1 seminarians who plan to travel outside the USA must have an "authorization to travel" signature their I-20 which is dated less than 12 months prior to their expected reentry into the USA. International seminarians are responsible for submitting their I-20 to the Seminary registrar/DSO for this signature before leaving campus.

- **Employment/Accepting Stipends**
  - There are very specific limited circumstances in which an International F-1 student can accept employment, and in ALL cases the DSO must be informed and give approval. Violations of this SEVP policy can cause loss of status and require immediate removal from the USA.

- International F-1 seminarians must apply to the Seminary registrar/DSO for a period of part-time "curricular practical training" (CPT) for any PFE, Summer placement, Deacon assignment, or required Pastoral Year during which they expect to receive any kind of payment, reimbursement, or stipend. Accepting any such financial payment (aside from the tuition, living expenses and other incidental support being offered by the diocese as noted on the I-20) without CPT authorization could be considered a failure to "maintain status" and could have a negative impact when the seminarian applies to change to an R-1 Religious Worker visa upon completion of seminary studies.
- Fourth theologians with an F-1 student visa may apply during their final semester to have a period of full-time "optional practical training" (OPT) which extends the "student status" for one year after the completion of seminary studies. This will allow the seminarian to apply for an Employment Authorization Document (EAD), for which there is a processing fee. The one year of OPT, plus the "grace periods," will allow the partnering diocese time to submit documentation for the change to an R-1 Religious Worker visa. It is the seminarian's responsibility to contact the Seminary registrar/DSO for assistance in this process.

Seminary Scholarships

A full listing of endowed scholarships established at Mount St. Mary's Seminary by friends of the Seminary is available from the Office of Seminary Development and Alumni Relations. Additional support for our Seminary programs is always welcome.

FINANCIAL INFORMATION

Tuition and other fees do not meet the total cost of supporting the students at the University. The Mount makes every effort to keep costs at the lowest possible level and reserves the right to change these costs annually.

Billing

Bills of approximately one-half of the annual charges will be sent prior to the start of each semester and will be due and payable on the date indicated thereon. Starting in fall 2020 the billing process moved online and bills will no longer be mailed. Seminarians can designate access for their MyMount account financial information to the partnering diocese or religious order personnel who will be responsible for online payment of their account. Seminarians use the same site, in accordance to FERPA regulations, to grant access to academic and formation program information available through the portal to designated people (such as their formation advisor, ordinary or a family member) and at the same time give permission for the Seminary to discuss information with those designated officials. Payment for seminarians' bills is to be made by check, money order or credit card payable to Mount St. Mary's Seminary, and sent to Accounting and Finance Office, Mount St. Mary's University, 16300 Old Emmitsburg Road, Emmitsburg, Maryland 21727. ACH (echeck) payments can be made through CashNet, a secure payment gateway for no additional fees, however credit card payments will be assessed a 2.75% convenience fee.

All bills are due and payable upon receipt. Normally, no student may begin a semester with an unpaid balance on his/her account. Such indebtedness also precludes the possibility of receiving a degree or honorable dismissal. Students who fail to honor their obligations may not be allowed to take final examinations and, in cases of extreme negligence, will be dismissed from the Mount.

Seminarians may check their financial and academic information by logging onto their MyMount portal (portal.msmary.edu) – a secure site from which students may access their financial and academic records, such as an unofficial copy of their academic transcript.

Upon nonpayment, Mount St. Mary's University may declare any remaining balance due and payable. In the event a student account is referred to an attorney for collection through legal proceedings or otherwise, the student will be responsible to pay reasonable collection costs and fees, attorney fees, court costs and other related costs to Mount St. Mary's. Default interest shall accrue at the rate of one-half percent (0.5%) per month (6% APR) from the date of default until the date of payment, and shall be the rate of interest applicable to any judgment. A "Transcript Hold" will be applied to the student record prohibiting transcripts from being released until the debt is paid in full.

Full-Time Tuition and Fees

The standard annual expenses and fees for full-time resident seminarians is updated annually on the Seminary website.

Additional Financial Information

- **Part-time Tuition:** Students enrolled for 11 or fewer semester hours during a regular fall or spring semester will be considered part-time and billed at the per-credit-hour rate, plus any other applicable charges.
- **Supplemental Tuition Charge:** The fall and spring semester full-time charge entitles seminarians to enroll for not less than 12, nor more than 18, semester hours. Semester hours beyond this limit require the permission of the Seminary academic dean and billed at a per-credit-hour rate
- **Course Audit Fee:** With the approval of the Seminary academic dean and with the approval of the professor, a student may choose to audit a course, i.e., attend and participate without receiving credit or grade. After the first week of class, the student's status may not be changed from audit to credit or vice versa. Part-time students are billed the "Audit Fee" at a per semester credit hour, plus any special fees that would ordinarily be associated with the course.
- **S.T.B. Fee:** Students in the Bachelor of Sacred Theology degree program (in addition to the standard full-time tuition) are assessed a fee of $100.00 per semester (payable with each semester's tuition). This fee is sent to the Pontifical Faculty of the Immaculate Conception at the Dominican House of Studies with whom we are affiliated in offering this degree.
- **Insurance:** All Mount students are required to have health insurance coverage. Due to changes mandated by the Affordable Care Act, the Mount is no longer able to provide health insurance coverage for students.
- **Books and Supplies:** Books and supplies are available in the University Bookstore at standard prices. Information regarding required textbooks ordered by Seminary faculty is available by course through the bookstore which is run by Barnes and Noble.

Withdrawal/Refund Policy

- **Voluntary Withdrawals:** A student is accepted on the assumption that he will remain for the entire academic year. If a student voluntarily withdraws before the beginning of classes, all fees are refundable provided that written notice is received by the Seminary registrar before the beginning of classes. When a student voluntarily withdraws or leaves the Seminary for any reason and has no indebtedness to the Mount, a portion of the

tuition and room fee may be refunded, depending upon the date of formal withdrawal (that date on which written notice of the intention to withdraw is made and approved by the rector). Unspent board fees will be returned.

Up to the fifth day of classes	=	100% refund *(if dropping all classes before end of drop/add period)*
Withdraw in 2nd week of classes	=	80%
Withdraw in 3rd week of classes	=	60%
Withdraw in 4th week of classes	=	40%
Withdraw in 5th week of classes	=	20%
After five weeks of classes there will be no refund of tuition or room charges		

- **Involuntary Withdrawals** Involuntary withdrawal resulting from either suspension, expulsion, or as the result of other disciplinary action, regardless of whether the action took place before or after the semester began, will result in total forfeiture of tuition and room fees for the semester in which the action took place. Unspent board fees will be returned.

Satisfactory Academic Progress (SAP) for Financial Aid

- **Direct Student Loans:** Students receiving federal financial aid must make satisfactory academic progress towards completion of a certificate or degree program if their aid is to be processed or continued. The general rule is that students must complete with passing grades at least 75% of the credits they attempt. All courses ever attempted at the university are considered when calculating satisfactory progress, even though the student may not have received aid for the prior courses. The rate is calculated by dividing total credits earned by total credits attempted.

  If, after completion of the second or subsequent semester of enrollment, a student receiving financial aid falls below the minimum rate of 75% satisfactory completion of courses, aid may be discontinued. Aid will be reinstated only after the student's completion rate is 75% or above and the student requests reinstatement in writing.

  Students who believe that unusual circumstances had caused their failure to make satisfactory progress may petition in writing to the university's Financial Aid Committee, which will make a decision concerning eligibility for additional aid. The maximum period for which a student may receive any federal aid is 150% of the published length of an academic program. Questions regarding eligibility and applications for federal financial aid should be addressed the Mount's Office of Financial Aid in Bradley Hall.

- **Withdrawal and Refund of Financial Aid:** Financial aid recipients who withdraw from all of their classes during a term will be subject to federal refund policies, which are different from the University's refund policy. The amount of aid earned is determined by a pro-rata calculation, multiplying the percentage of the academic term the student has completed by the total amount of federal aid disbursed to the student. If the academic term is more than 60% complete, the student has earned 100% of the aid.

Prior Financial Aid/Loan Deferments

Students with loans from prior academic programs may be eligible for loan payment deferment while a student at the Seminary. It is the students' responsibility to contact their lending agency/ies, obtain the appropriate paperwork for loan deferment/enrollment verification, and

give such forms to the Seminary registrar for processing in a timely manner. As required by the U.S. Department of Education, Mount St. Mary's University electronically reports the enrollment status of all students on a monthly basis to the National Student Loan Data System (NSLDS). Even though the debt may be deferred while at the Seminary, seminarians are encouraged to formulate a plan for reducing their debt. Some seminarians have worked with the Labouré Society (https://rescuevocations.org/) for assistance with the repayment of their student loans. There is also a Public Service Loan Forgiveness Program (PSLF) which will forgive the loans of those working for a non-profit organization after a number of payments have been made (https://www.councilofnonprofits.org/trends-and-policy-issues/public-service-loan-forgiveness).

ACADEMIC POLICIES

ENROLLMENT

Academic Plan

As a part of the admission process, an individualized academic plan is created by the Seminary registrar in consultation with the Seminary academic dean. This plan is accessible on the student MyMount portal (and J1-web for formation advisors) as the "Advising Worksheet". It is used to track and assess completion of degree requirements and to assist Seminary students to register online.

Course Registration

All seminarians planning to enroll for the upcoming semester must register for classes following the procedures designated by the Office of the Seminary Registrar. Current seminarians, by class year seniority, receive first consideration in enrollment. The Seminary academic dean and Seminary registrar routinely conduct group informational meetings by class year in the second week after the semester break to answer any registration concerns (or make themselves available for questions during the planning phase prior to registration). Students select their courses on MyMount according to their specific academic plan, are able to set up the courses during the planning phase, and at the designated day for their class year priority finalize the registration process. Enrollment caps in electives are controlled for even distribution and other considerations; waitlisted students will be notified when space is available for finalizing the selection.

Registration information is distributed via campus email and posted on the seminarians' MyMount portal. Course schedules (course grid and elective descriptions) will be posted by the Seminary registrar or the academic dean and be available online. It is the seminarian's responsibility to obtain these materials. No one will receive credit for a course, nor should attend a class as an auditor, unless duly registered.

After the initial registration period, students wishing to audit a class may submit the "Audit Request" form through the MyMount student portal. Such requests will be granted, with the approval of the Seminary academic dean in consultation with the professor, providing there is sufficient space in the classroom.

Drop/Add Course Policy

Courses may be added or dropped until the end of the first week of the semester. The drop/add deadlines (noon of the fifth day of classes each semester) are published in the Seminary calendar. Any schedule changes (drop/adds, section changes, credit/audit

status) must be submitted through the online registration portlet on the MyMount student portal (effective fall 2020) and approved by the Seminary academic dean.

After the drop/add period, to drop/withdraw from a course, a student must submit a written explanation to the professor with a copy to the formation advisor and the Seminary academic dean explaining the reasons for a proposed withdrawal from a course. In addition, submission of the Withdrawal from a Seminary Course form, available on MyMount, is required for notifying the Seminary registrar of the intent to withdraw from a class.

Coursework Deadlines

The deadline for all graded course assignments to be submitted to the professor is the last scheduled day of the term or the last day of class (often the final exam date), whichever comes first. Time must be allowed for the professor to adequately assess the assignment (exam or paper) prior to the grading deadline. Professors are not permitted to extend assignment deadlines beyond the last day of the term, without the express permission of the Seminary academic dean (through the submission of an Incomplete Request form, available on the MyMount portal faculty tab). Failure to complete coursework in a timely manner is taken very seriously.

Course Load

Full-time status at the Seminary, even though it is a graduate program, is defined as earning a minimum of 12 credit hours per semester. Those wishing to enroll in more than the standard courses by class year (normally 15.5-17.5 credits) must receive the express permission of the Seminary academic dean.

A student may audit a course, i.e., attend and participate without receiving credit, provided that space is available in the course, with the permission of the instructor and the Seminary academic dean. Such requests are made through the submission of the Audit Request form available on the MyMount portal. After the first week of classes the student's status cannot be changed from audit to regular grade or vice versa. To receive the audit grade (AU) on the transcript the student must satisfy the attendance and other course requirements set by the instructor for an official audit.

Unit of Instruction

Mount St. Mary's Seminary operates on the semester system, uses the semester hour as the unit for counting credit, and follows the U.S. Department of Education definition of a semester credit hour as found in 34 CFR 600.2.

> Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Independent Studies and Tutorials

In exceptional cases, independent study or tutorial courses may be permitted in order to accommodate a student for whom there is no other practical manner in which to fulfill a program

degree requirement. An independent study is an advanced-level study elective undertaken with a faculty mentor, generally on a topic not usually offered. A tutorial is a specially offered version of a regular core course.

- Permission for any independent study or tutorial must be sought from the professor, the department chair, and the Seminary academic dean.
- For either an independent study or tutorial, the professor, in conjunction with the student(s) involved, must complete and submit the Seminary Special Course Request Form (available on the faculty tab of the MyMount portal) for approval by the Seminary academic dean (and notification of the Seminary registrar) before the end of the drop/add period. The THES-030/THES-060 course sections needed for the completion of an M.A. (Theology) thesis option are considered to be a special form of independent study and the Thesis director must complete and submit the form on behalf of the M.A. candidate working on the thesis option.
- In the case of an independent study elective to be counted towards the M.A.P.S. degree program, permission must be sought from the director of the M.A.P.S. program, in addition to the Seminary academic dean, prior to making arrangements with a professor for such a course.

Classroom Policies

- **Attendance:** Students are expected to attend all scheduled classes for which they are registered. Unexcused absences ("cuts") are not permitted and are subject to penalty.
    - Punctual class attendance is the norm. Courtesy demands that an explanation for tardiness be given to the professor. Professors are free to penalize tardiness.
    - Attendance policies and potential penalties for unexcused absences or tardiness should be included in the syllabus and explained by the instructor in each class at the beginning of each semester.
    - Permission to miss class must be obtained, in advance whenever possible, from the professor and from the Seminary academic dean. This permission is to be obtained in writing when an overnight absence from the Seminary is anticipated. Absence from the Seminary is also treated in the ***Rule of Life***.
    - The Seminary academic dean's office and Learning Services may provide assistance to students who are absent due to emergency events, medical issues, and other personal circumstances.
    - Any seminarian studying with an international student visa who misses two or more consecutive days of classes, and the absences were not pre-approved by the rector or the academic dean, will be reported to the Seminary DSO. If he does not begin attending regularly again, the international seminarian could be considered "out of status" with his SEVIS record for failure to maintain proper attendance. This could jeopardize the seminarian's ability to stay in the US for further study.
- **Classroom Conduct**
    - Seminarians are expected to behave as mature adults and as men preparing for Holy Orders. Consequently, private conversations during a class and audible

demonstrations of approval or disapproval are disruptive, distracting, and completely inappropriate.

- Courtesy demands that permission be sought to leave class.
- Students are permitted to record a class *only* with the explicit permission of the professor, *and* according to any restrictions that the professor specifies.
- No guest shall be brought into class without the explicit permission of the professor.
- The use of laptop computers is encouraged. These must be used in a manner which does not disrupt the learning environment. Any use of a laptop, or other electronic device, during class for purposes unrelated to the lecture shows a serious lack of respect for the professor and will be dealt with as such.
- No student may post class notes electronically or on the internet as this infringes on the intellectual property rights of the professor.

Academic Freedom

Faculty members at Mount St. Mary's Seminary are hired to teach in a specific area of competence and exercise complete freedom to teach in that area in accord with the principles of their respective disciplines (Mount St. Mary's University Governing Documents, *Faculty Handbook* 6.1. and *Seminary Employee Handbook 4.1/10th paragraph*). They enjoy lawful freedom of inquiry and of prudent expression of their opinions on matters pertaining to their expertise, while exercising due respect for the Magisterium of the Church (Canon 218). Faculty members shall exercise this freedom within the context of the purpose and mission of the Seminary and taking account of the rights of students, the institution, and the Church (*PPF5* 345). Faculty members are required to have a mandate to teach from the appropriate ecclesial authority (Canon 812). New faculty members make the profession of faith and take the oath of fidelity.

Course Requirements

- **Syllabi:** At the beginning of each semester, for all courses taught at Mount St. Mary's Seminary (cores, electives, practica, and seminars), the professor will provide a syllabus to all enrolled in the class. Seminary faculty are encouraged to post the syllabus on the current course management software (Canvas). Final electronic copies of the syllabi are to be posted in the appropriate folder on the campus network Seminary shared drive no later than the end of the second week of classes for Seminary archival purposes. The syllabi should follow the standard seminary template, available to Seminary faculty on the shared drive, and contain at least:
  - department code, course number, and title as listed in the catalog; the number of hours per week the courses meets for the number of weeks in the semester (e.g., 3 hours per week/15 weeks or 2 hours per week/10 weeks)
  - professor's name, academic rank, and credentials
  - course description (8-10 lines, usually from the catalog but may be amplified)
  - bibliography (titles of required and recommended texts)
  - place of the course in the overall curriculum, in the Seminary formation program goals, as well as in specific degree programs and goals (as applicable)
  - expected outcomes, goals, objectives for the course (using SMART language)

- course requirements (specifics about readings, papers, exams – with due dates, detailed instructions, and the percentage weight of different course requirements for the final grade calculation)
- the availability of the professor outside of class times (including the preferred method for contacting the professor)
- grading (how it is based, what determines the final grade, any penalties for the late submission of required work or unauthorized absences) – the Seminary grade scale should be included, unless the course is designated as pass/fail.

- **Required Reading:** Although there is no absolute norm regarding the quantity of reading normally required for a graduate level course, students should generally expect to devote *more time* to reading outside of the classroom than they devote to attending classes.
  - The University bookstore carries all required textbooks
  - Phillips Library provides a reserve shelf for texts specified by the professor
  - The use of Canvas or other campus-standard course management software is encouraged for electronically posting materials for the students' use. All copyright laws shall be respected by the students and faculty.

- **Semester Examinations**
  - **Midterm Examinations:** Professors are encouraged to conduct a midterm exam or other project to assess student progress at the midterm. These should be graded promptly. Any seminarians making insufficient progress should be notified and reported in an email to the Seminary registrar. Midterm deficiency reports are forwarded to the seminarian's formation advisor, the Seminary academic dean, and the rector.
  - **Final Examinations:** A final examination or an appropriately equivalent assignment are required for all courses at the end of each term.
    - Absence from final examinations is permitted in the case of serious illness or some other emergency; in those cases, the final examination will be rescheduled as soon as possible after semester's end.
    - Two and a half hour final exam periods are scheduled for Seminary core classes and count towards the contact hours for the course. The general final exam schedule is posted by the Seminary registrar. Final exams in Seminary elective courses are to take place during the last week of classes. Two and a half hour final exam periods for courses taught by undergraduate professors are scheduled by the University registrar and should be confirmed with the professor.
    - Seminarians are encouraged to consult both the Seminary calendar and the specific final exam schedule prior to making travel arrangements. Seminarians who are scheduled to take two exams on a single day have the right to move one of these exams to another day, with permission from the requisite instructor and the Seminary academic dean. Students should discuss moving an exam with their instructors well before final exam week.
- **Papers/Written Assignments:** Departments should take care that all students are required to submit research papers in the core classes. Written requirements for MA (Theology) degree candidates are detailed under the description of that degree program.

- **General Norms:** The Seminary follows the Turabian/Chicago style sheet, and accepts its preference for footnotes, rather than endnotes. Students are encouraged to own a copy of the most recent edition of Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (fondly known simply as "Turabian"), University of Chicago Press, 2018 (ninth edition).

- **Student Course Evaluations:** All students are expected to complete an online evaluation for each of their classes before leaving campus at the end of the semester. This input is important both to the professor teaching the classes and to the Seminary administration for the overall assessment of the Seminary curriculum.
  - The evaluation forms will be available online through the MyMount student portal on the date set by the professor (typically the last day of class) and shall consist of rating standard statements regarding the course, the professor, and a free form section for constructive comments which can be particularly helpful for the ongoing review and revision of the curriculum. Evaluations for practica courses and formation seminars consist of just the comments section.
  - Seminarians in undergraduate/graduate philosophy courses may be asked to complete course evaluations administered by the philosophy department.
  - Seminary faculty receive a compilation of the evaluation results for their courses after the final grades have been received for the semester. The rector and Seminary academic dean receive copies of all course evaluation results for their use in ongoing curriculum review and revision.

GRADING SYSTEM

Each faculty member at Mount St. Mary's is free to devise any system of student evaluation that is based on reason and results in professional judgments of student academic performance and achievement. Ordinarily, this means faculty members base grades on the following criteria:

- Understanding of material
- Articulation and communication of course material
- Application and integration of material
- Fulfillment of basic course requirements

All syllabi should detail how the grading is based, what determines the final grade for the course, plus any penalties for late submission of required work or unauthorized absences. The Seminary Grade Scale (below), as agreed to by the faculty, should also be included unless the course is designated as pass/fail.

Grade Point Average

The grade point average (GPA) is computed by dividing the total number of quality points earned (cumulative or by semester) by the total number of course credit hours attempted (for the same time period). The transcript records both the cumulative GPA and the average for each semester at Mount St. Mary's. Neither transfer credits for courses taken at other institutions nor Mount St. Mary's pass/fail courses are computed into the GPA. Courses carrying a grade of I (incomplete), F (failure), or FA (failure due to absence) are entered as zero points, but may be counted towards the credits attempted in the GPA calculations.

The ***Seminary Grade Scale*** (approved fall 2006) is:

Grade	Grade Point	Grade Range	Understood by faculty/students to mean
A	4.00	96-100	Exceptional performance

A-	3.67	93-95	Excellent work
B+	3.33	89-92	Very good work
B	3.00	83-88	Good work
B-	2.67	80-82	Acceptable work
C+	2.33	77-79	Below average work for graduate work
C	2.00	74-76	Poor work for a graduate degree
C-	*1.67*	*70-73*	Deficient work for a graduate degree
F	*0.00*	*less than 70*	Failure

Pre-theology courses taken in the undergraduate division use the following grade scale**:**

A (4.00) excellent, A- (3.66), B+ (3.33), B (3.00) good, B- (2.66), C+ (2.33), C (2.00) satisfactory, C- (1.66), D (1.00) poor, F (0.00) failure.

Prior to the fall of 2006, the Seminary Grade Scale was as follows:

A (4.00) superior, B+ (3.50) very good, B (3.00) good, C+ (2.50) more than adequate, C (2.00) adequate, D (1.00) inadequate, F (0.00) failure.

Other Grade Classifications

P/F (pass/fail) For those courses designated as pass/fail, one earns either a grade of either **P** (pass, credit earned, zero quality points earned, and does *not* add to credits attempted for GPA) or **F** (failure, no credit earned, zero quality points earned, *adds* to the credits attempted for GPA, and Seminary procedures for failures must be followed) for the transcript. Professors may choose to further qualify a pass as either **P+** or **P-**. Pastoral field education placements (PFED), formation seminars (ORDN), and practicum courses (Homiletics, Mass, Penance, Pastoral Music) are graded pass/fail. All other courses taken for credit are awarded a letter grade. There is no option for seminarians to choose to take other courses for pass/fail at Mount St. Mary's Seminary.

AU (audit) Seminarians may choose to audit courses (i.e. attend and participate without receiving credit) only with the approval of the Seminary academic dean, and provided that space is available in the course. While auditors are not required to write papers or take exams, they are expected to attend class and be prepared to participate fully. Students must satisfy attendance and any other course requirements set by the professor before the grade of AU is given and the official audit noted on the transcript (no credit or quality points earned and does not add to the credits attempted for GPA). Students should follow the procedures to officially drop/withdraw from an audited class. After the last day of drop/add (end of the first week of classes) a student may not change the enrollment status from audit to regular grade or vice versa.

WIP (work in progress) this grade notation on a transcript shows that the course is in progress and the final grade has not yet been submitted.

Grades Options for Courses Not Completed

W or WF (withdrawing from a course) This grade is posted for students who withdraw from a class after the end of the official add/drop period. A grade of **W** (or **WF**) remains on the student's transcript, but the withdrawn course earns no credit or quality points and does not add to credits attempted for GPA calculations.

Withdrawal from a class, whether offered by the Seminary, the M.A.P.S. program, or the undergraduate division, only by way of exception and with the permission of the Seminary

academic dean. The seminarian will give written notice to the professor, the formation advisor, and the Seminary academic dean explaining the reason for the withdrawal (form available from the Seminary registrar). The form should be signed by the seminarian, the professor, the formation advisor, and Seminary academic dean prior to being submitted to the Seminary registrar's office for processing. No one may withdraw from a course after the fourth week of the semester, unless totally withdrawing from the Seminary.

No adjustment in tuition (full- or part-time) is made as a result of withdrawal from classes. Note that international students must maintain at least a minimum full-time load (12 credits) in order to maintain status in SEVIS.

I (incomplete coursework) The Seminary expects students to complete all academic requirements on-time. Incompletes should not be regarded as an extension of a deadline, but as a statement that the student was unable to complete the expected work in the expected time-frame. Any student who wishes to petition for a grade of **Incomplete** must speak with their professor before the end of the semester and ask for the submission of an *Incomplete Request*. The electronic form is available on the faculty tab of the MyMount portal.

- The grade of **I** (no credit or quality points earned, **adds to the credits attempted** for GPA calculations – effectively the same as a temporary grade of **F**) is normally only given in exceptional cases to a student who, because of illness or other reasons beyond his or her control, is unable to complete the requirements of a course for which the student has completed at least 75% of the work, and is able to complete the remaining coursework with minimal assistance from the professor.
- The ***Incomplete Request form*** must include both the reason for the incomplete *and* a detailed plan for the completion of remaining requirements. The electronic form includes a process for it to be completed and signed by the professor and student, and to be sent to the formation advisor and Seminary academic dean for approval. It should be submitted for approval by the last day of class for the course in which the incomplete is being requested. Failure to submit the *Incomplete Request* form may result in a letter grade of "F" in the semester grade report. Incomplete request forms are kept as part of the student's electronic academic file and are available for review by any Seminary personnel with the appropriate permissions; the content of the form may be made available to the seminarian's diocese.
- The student, in consultation with the professor, must complete all outstanding work by such a date that the professor can grade it and submit a course grade to the Seminary registrar by the last day of the fourth week of class of the immediately following semester. The grade change deadline date is included on the Seminary academic calendar.
- Seminarians who are dual degree candidates enrolled in the M.Div. and M.A. (Theology) program with two or more unresolved incompletes in the research components are automatically dropped from the M.A. (Theology) degree program, and so notified by the Seminary registrar. Appeals may be directed to the academic dean in particular cases where it is believed that the incompletes are the result of circumstances beyond the control of the student (such as significant health issues or family considerations). The academic dean, with the agreement of the professors of the research projects involved, may grant permission for an extension of up to one semester in particular cases.

- Students with more than two incompletes in one semester, regardless of their program (dual or single degree), are placed on academic probation.
- If professors submit course grades by the deadline to resolve incompletes, an adjustment will be made right away on the student's record. The GPA will be recalculated. However, any and all "I" (incomplete) grades become grades of "F" (failure) if professors do not submit course grades by the date specified in the Seminary calendar for the resolution of incompletes (i.e., end of the fourth week of classes). These failing grades remain on the transcript for the remainder of the semester, even if work is submitted after the deadline to resolve incompletes, and the professor accepts this work and files a grade change.
- Professors are not required by these academic norms to accept submissions after the deadline to resolve incompletes. Formation advisor reports will show that the student failed the course by failing to submit late work even with the extra time given (the posted deadline to resolve incompletes). Grade changes filed by professors after the deadline will be processed and any recalculation of the GPA will be done only at the end of the semester.
- The policy of the University's graduate M.A.P.S. program and the undergraduate division are to be followed for incompletes in courses on those levels. In addition, permission of the Seminary academic dean must be obtained (using the Seminary's electronic "Incomplete Request Form" or other appropriate form used by the University). All incomplete request forms are kept as part of the student's electronic academic file and are available for review by any Seminary personnel with the appropriate permissions; the content of the form may be made available to the seminarian's diocese.

F (Failure) The grade of **F** (failure, no credit or quality points earned, adds to the credits attempted for GPA calculations) is given for failure to successfully complete the course requirements established by the professor. Seminarians must repeat any core class which they have failed, and any student may repeat one time any elective course or concomitant research project component which they have failed. The official transcript record will indicate retake courses. The GPA will be recalculated with the previous attempt forgiven.

- Successful completion of all core courses in the discipleship/philosophy formation or configuration stage/ordination formation program curriculum is necessary.
- A professor who has given a grade of "F" in a core class, whether the student is on probation or not, is to meet with that student as soon as possible to review the student's work (papers, tests, notes, etc). The professor should submit in writing to the Seminary academic dean their assessment regarding the precise difficulty encountered (poor study habits, poor writing skills, poor note-taking, absence from class, etc) and whether any remediation aside from repeating the full class would be possible for the completion of the course (re-taking the final examination, submitting an additional paper, etc).

FA (Failure because of absence / non-participation) This grade is posted for students who miss an excessive number of class periods, assignments or exams as determined by the instructor or who do not take a final exam. The FA has the same effect on the GPA as a grade of F.

International Seminarians in the ESL Program

In accordance with Seminary policy, international seminarians may repeat a failed ESL course one time. In the event of a second failure of the same course, he will be reported to the academic dean and Seminary DSO and placed on "Academic Probation" (see section below). Any seminarian with a cumulative GPA of 1.50 or less is subject to dismissal, which would result in a loss of "status" (by not complying with his responsibilities as an international student) and could jeopardize his ability to stay in the US for further study.

Academic Deficiency Reports

At Midterm Seminary faculty report academic deficiencies at mid-term via an email to the Seminary registrar. Whenever possible, the deficiency report should suggest reasons for the deficiency encountered (study skills, note taking, writing skills, absence from class, etc.). Copies of relevant materials (failed exams, very poor written work, etc.) should be appended or submitted separately and will be kept in the student's academic file.

- The mid-term deficiency report emails are forwarded to the Seminary academic dean, rector, director of human formation, and the seminarian's formation advisor.

At End of Semester The Seminary registrar provides to the rector, director of human formation, and the Seminary academic dean with a listing of all students showing a deficiency in their final course grades at the end of each semester.

Deficiency Definition

- a single grade of "C-", "F", or "I"; or
- a semester total with two or more "C / 2.0" grades or lower.

Grade Appeals

A student may appeal the final grade in a course only on the grounds that a grading policy is unclear or has been unfairly applied. Recourse should be made first to the professor concerned, but also keeping their formation advisor informed of the situation. A student wishing to pursue the matter further must register a written appeal with the Seminary academic dean no later than the fourth week of the semester following the posting of the grade (deadline for submitting grade changes). Upon receiving the appeal, the Seminary academic dean will determine whether or not to convene an academic appeals board comprised of members of the Seminary Academic Committee.

Grade Reports

Seminarians may access their grades (as well as financial records) at any time through the MyMount student portal (portal.msmary.edu), using their usual network user-id and password, provided that a student has met all financial obligations. The Seminary does not issue midterm progress reports, however the faculty does report to the administration the name of any seminarian receiving deficient grades at the midterm. Starting in fall 2020, a "loco-parentis" access is been granted to the designated personnel of each partnering diocese or religious order to view the semester grades (and financial information) for their particular seminarians through the MyMount student portal, as permissible through the diocese/seminarian relationship and FERPA regulations. No report of grades made at the end of the school year for a student whose financial account with the University has not been settled.

If an error has been made in the final semester grade, it is the responsibility of the student to contact the professor to appeal the grade. Any corrections should be made within one month

after the beginning of the following semester (at the same time as the deadline to resolve incompletes).

Transcripts from the Mount

Mount St. Mary's Seminary uses the National Student Clearinghouse, an electronic transcript ordering service to process all transcript requests. Requestors should be Mount students or alumni, not a third party or a family member. Note: transcripts are FERPA protected information and are handled according to confidentiality and privacy rules and guideline. The link to NSC is also available online at https://seminary.msmary.edu/registrar/transcript-requests.html.

This system allows the student to electronically give their express permission for the release of their academic records as required by federal law. All financial obligations to the Mount must be paid before transcripts are released. Although the pricing is subject to change, the current transcript fees (as of April 2022) are:

- $6.00 for each securely delivered electronic transcript
- $8.40 for each printed transcript which is either mailed or held for pick-up = $8.40
- additional fees for shipping to Canada/Mexico, other international orders, express delivery, and certified mail are viewable on the order checkout screens.

Requests will be processed as expeditiously as possible; however a minimum of two to three business days should be allowed for processing. During examination periods, registration and the two-week period immediately before and after the end of semesters, there may be an additional delay. It is advisable to alert the Seminary Registrar via email that you have submitted a request needing processing or if you need your academic ID number. Delivery time depends on the process chosen, but please note that, in general, electronic delivery is faster than FedEx or USPS express.

Students who started at the Mount earlier than 1990 must allow an *additional* three to five business days for manual processing. Your transcript will likely have to be manually entered into our current electronic database or possibly need to be sent as a paper copy.

Academic Probation

Any student who falls below the minimum 2.00 term grade point average in any given semester will be placed on academic probation. Academic probation is an official alert for students that their academic performance must improve if they are to progress toward graduation. It is noted on the transcript and is subject to a formal review. If the resolution of an Incomplete raises the term GPA above 2.00, the transcript notation is removed.

The formal review process for a seminarian on probation includes the following:

- Any professor who has given a grade of "C-" or "F" in any seminary class is to meet with that student as soon as possible to review the student's work (papers, tests, notes, etc). The professor should submit in writing to the Seminary academic dean their assessment regarding the precise difficulty encountered (poor study habits, poor writing skills, poor note-taking, absence from class, etc) and whether any remediation aside from repeating the full class would be possible for the completion of the course (re-taking the final examination, submitting an additional paper, etc).
- A student who fails one or more courses required for the successful completion of the degree (e.g., a core course or other required component) must work with the professor(s) in attempt to resolve the issue and/or plan to retake the course at the next available opportunity; or else face non-completion of the degree.

- Any student on probation will be asked to take standardized tests (Millers' Analogies, TOEFL) and/or have interviews with Learning Services (or ESL office) regarding the study skills, note taking skills, and learning disabilities. These findings will help the Seminary understand the precise difficulty encountered.
- A meeting with the Seminary academic dean, the formation advisor, and a representative from Learning Services (or ESL) will take place at the earliest opportunity after the student is placed on probation for the purpose of identifying specific steps for recovery. In some cases the academic load may be reduced, the extracurricular program adjusted, the pastoral field assignment modified, or specific remedial courses proposed. In more extreme situations it may be necessary to recommend summer school.

A seminarian's continuance as a candidate for ordination will depend on suitable progress according to his ability and the approval of the faculty. All students on academic probation must make satisfactory progress in their academic program during the following semester at the Seminary or risk being dismissed for academic reasons. A minimum 2.00 cumulative GPA is necessary for successful completion of the ordination formation program and the awarding of the M.Div. degree. A student with a cumulative GPA of 1.50 or less at the end of the academic year is subject to dismissal by the rector; or at the very least be required to repeat the year.

Academic Dismissal

Students with a single semester GPA below 1.0 or have a cumulative GPA of 1.50 or less are subject to dismissal by the rector.

The Seminary reserves the right to dismiss at any time any students who fail to meet minimal standards of academic responsibility or who are deemed to be a detriment to themselves or to others, as determined by the rector. Such grounds for dismissal could include but are not limited to ceasing to attend classes and disrupting the life and work of the University community. Any student who is on academic and disciplinary probation at the end of a given semester is subject to dismissal from the Seminary. In such instances, the Seminary academic dean will evaluate the academic status and disciplinary status to determine whether in combination they are serious enough to warrant a recommendation of dismissal to the rector.

Pastoral Year

Some partnering dioceses require their seminarians to take a pastoral year as part of their ordination formation program. Such seminarians are not considered to have withdrawn, even though not on campus for the academic year, but should enroll each semester they are off-campus in a full-time equivalent pastoral internship course (ORDN 010) with the expectation of returning to the Seminary the following academic year to complete their degree program. Those on pastoral year should contact the Seminary registrar for information on registering for classes prior to their return, but will not need to apply for readmission. No tuition or fees are charged for ORDN 010.

Leave of Absence and Medical Leave

Students may apply for a leave of absence, typically for a period of one or two semesters. In addition, students with a serious medical problem that prevents their continuing study during a given semester or prior to a new semester may apply for a medical leave. In either case, application for a leave (together with appropriate documentation from a healthcare professional, if necessary) should be made to the rector. Return to study after a leave is contingent on the student's meeting the conditions established by the rector at the time the leave is granted. The

student must apply to the rector for readmission, following procedures provided by Seminary admissions. No extensions are granted for a leave. If a student does not return at the end of the prescribed period for the leave, the leave automatically becomes an administrative withdrawal from the Seminary.

- The same refund policy that applies to students who withdraw during the semester will apply to students granted a leave.
- Students granted a medical leave prior to the 5th week of the semester are subject to the refund policy identified **here**. Students granted a medical leave after the fifth week of the semester for an unforeseen medical emergency may apply to the rector requesting special consideration of the institutional refund policy. Any refund granted after the fifth week may only be credited to a subsequent semester's tuition balance.
- Students who fail to register for classes during the fall or spring term and have not requested a leave of absence will be administratively withdrawn from the Seminary.

Withdrawal from the M.Div. degree/Ordination Formation Program

- In addition to the procedures outlined in the Seminary's **Rule of Life**, Section II "*Practices within the Seminary Community*" (available on the Seminary website under Human Formation), any student withdrawing from the Seminary must formally ask the Seminary registrar to withdraw enrollment from all current courses and degree programs, using the form available on the Seminary tab of the MyMount portal.
- An international student, who plans to withdraw early and transfer to another school, in addition to following the Rule of Life procedures and also formally withdrawing from classes as outlined above, must inform the Seminary registrar/DSO of that intent as soon as possible. An international student who withdraws early from their degree program (and is not transferring) has a 15-day grace period in which to leave the USA. However, if dismissed or withdraws without informing the DSO, in accordance with U.S. law the student must depart the country immediately (there is no grace period). Failure to maintain status with SEVIS can have serious consequences for the international student's future ability to visit, study, or work in the USA.

Academic Standing / Determination of Rank

Class rank (p0/pp, p1, p2, 1T, 2T, 3T, 4T) is initially determined at the time of matriculation into the Seminary. Seminarians advance in rank upon completion of each academic year at the Mount.

ACADEMIC INTEGRITY

It is Mount St. Mary's University policy that an academic community must operate with complete openness, honesty and integrity. Responsibility for maintaining this atmosphere lies with the students, faculty and administration. Therefore, the achievement of personal and academic goals through dishonest means will not be tolerated.

Seminarians, in their attitudes and activities, are expected to exhibit due respect for matters of faith and morals, for civil and Church authority, and for the rights and dignity of others. A student's life must manifest personal integrity and discipline.

The Seminary reserves the right to take appropriate action regarding students whose conduct is not in accord with expected levels of integrity or is detrimental to the students' or the Seminary's best interest. Students are expected to work under an honor system in taking examinations and in preparing papers, reports, or other class assignments. Violation of this honor system is considered a serious offense. Source materials and citations used in the preparation of papers are

to be clearly indicated by proper notations and credits. Academic misconduct, and in particular plagiarism, is a serious offense that may result in loss of academic credit and dismissal.

Academic misconduct includes but is not limited to:

- **Cheating** in any form is both a violation of the honesty expected of every student and in particular of the integrity expected of those preparing for priestly ministry. Forms of cheating include:
    - unauthorized use or exchange of information before or during a quiz, test, or semester examination
    - unauthorized collaboration on a class assignment: providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects and examinations
    - submitting the same work in two courses without the professor's permission, and buying or selling work for a course are also forms of cheating.
    - doing unauthorized academic work for which another person will receive credit or be evaluated.
    - attempting to influence one's academic evaluation by means other than academic achievement or merit.
- **Plagiarism**, the representation of someone else's words or ideas as one's own, is a serious offense that may result in loss of academic credit and dismissal.
    - The various forms of plagiarism include, but are not limited to:
        - failing to document correctly in one's written assignment the words, arguments, or ideas secured from other sources
        - submitting papers containing material written by another person
        - copying homework assignments or exam answers
    - Plagiarism may involve printed as well as electronically retrieved materials. The campus-wide MSMU Acceptable Use Policy (.pdf) is to be followed.
- **Misconduct Assistance**, the cooperation with another in an act of academic misconduct, is also a serious matter.
    - A student who writes a paper or does an assignment for another student is an accomplice and will be held accountable just as severely as the other.
    - Any student who permits another to copy from his or her own paper, examination, or project shall be held as accountable as the student who submits the copied material.
    - Students are expected to safeguard their work and should not share papers, projects, homework, or exam answers with other students unless specifically directed to by their professors.

Procedural Guidelines for Lack of Academic Integrity in the Seminary

Both *cheating* and *plagiarism* are treated in the Seminary as both serious violations of academic integrity and as a formation issue. The response of the Seminary is dictated by its overall concern for priestly formation. In the event that questions are raised concerning seminarians:

- If a professor has reason to suspect that academic misconduct has occurred, the professor will speak to the Seminary academic dean in order to determine the appropriate actions. The Seminary academic dean informs the rector, the director of human formation, and the formation advisor of the seminarian(s) involved.
    - If a formal charge is warranted:

- The professor will notify the student of the infraction in writing. Ordinarily, notification of the student should come no more than three weeks after the due date of the assignment in question. The professor is responsible for keeping the evidence of academic misconduct in its original form and need not return the original version of the materials to the student. Copies of the student's work and information about other evidence will be provided to the student upon request.
- The professor will notify the Seminary academic dean in writing (with a copy of the notification to the rector) and forward copies of all information and materials. The Seminary academic dean will consult with the rector about prior offenses and then will officially notify the student in writing of the charge and the student's right to appeal. The Seminary academic dean will maintain all records of the charge including electronic records to ensure the penalties for the second and third offenses are administered by the Seminary. The Rector, after reviewing the particulars of each case with the academic dean, has the authority to make the ultimate and final decision on the appropriate penalty to impose.
- Penalties for any infraction are cumulative in that they are imposed in light of the student's record at Mount St. Mary's Seminary.
    - The minimum penalty for the first offense will be the grade of zero for the assignment or examination. The instructor, at his/her discretion, may impose a more severe penalty, including a final grade of "F"/failure for the course.
    - A second offense during his seminary career will automatically result in a final grade of "F"/failure for the course in which this second incident occurred and a recommendation to the rector for the expulsion or suspension of the seminarian.
- If, in the judgment of the rector, there is deliberate plagiarism, the sponsoring diocese shall be consulted.
- In the event of a clear lack of academic integrity, cheating or plagiarism, involving Seminary students enrolled in any degree program, the Seminary academic dean has the authority, in consultation with the Seminary Academic Committee, to dismiss such a student from any or all degree programs. Seminarians may appeal a degree program dismissal directly to the rector.
- In the event of a clear lack of academic integrity involving *non-ordination program* students enrolled in the Seminary courses or degree programs, the Seminary academic dean has the authority, in consultation with the Seminary Academic Committee, to dismiss such a student. Non-seminarian students may appeal this decision directly to the rector.
- The rector alone has the authority to dismiss seminarians (ordination formation program students) from Mount St. Mary's Seminary, and his decision is final.

Penalties for Academic Misconduct (university courses)

In the event that questions of plagiarism or cheating are raised regarding any student enrolled in the undergraduate division or graduate M.A.P.S. program courses, such students are bound by the prescriptions and policies of those University programs. These academic policies and regulations, as well as the procedures for appeals, are published in the appropriate catalog (available on the **University website**).

Student Grievance Procedures

The grievance procedure outlined below is intended to insure a fair hearing and a just response to student grievances at Mount St. Mary's Seminary. It does not apply to matters for which other procedures have been established by Seminary policy (e.g. see the *Formation Advising Program*).

- **Definition**
  Grievances arise when students perceive that they have been subject to arbitrariness, bias, unjust discrimination, harassment, unfairness or unreasonable deviation from the established written

Seminary policies (see above and in the *Seminarian Handbook's section on Academic Norms*). Disagreement with a policy (such as a grading policy) does not constitute a grievance. A grievance is an allegation that the policies have not been followed or have been unjustly applied. The person alleging an offense is called the grievant; the person (or persons) against whom the grievance is alleged is called the respondent.

- **Process**
  - **Informal Resolution** In most cases, a student should attempt to resolve his grievance through direct communication with the respondent(s) before proceeding further. In cases of alleged sexual harassment, however, the student may choose to proceed to Step 2 (Administrative Intervention) without first seeking informal resolution.
  - **Administrative Intervention** In the event that a mutually acceptable resolution is not attained by informal process, the grievant approaches the Seminary administration within 30 days of the incident (the rector may extend this deadline to ensure due process). For matters related to the academic program, a grievant shall approach the academic dean. For matters related to the pastoral formation program, a grievant shall approach the director of pastoral field education. For matters related to student life, a grievant shall approach the dean of men. If the grievance is with the administrator, see "Grievance Hearing" below. The administrator shall discuss the matter with the grievant and respondent(s), either together or separately. This is not a formal hearing; no minutes are kept. The judgment of the intervening administrator shall be acted upon promptly.
  - **Grievance Hearing** In the event that the student believes that a grievance, as defined above, remains despite administrative intervention or, if the grievance was with the administrator, the student shall request a grievance hearing. The grievant shall submit a written request for a hearing to the vice rector within four days from the time when the administrative intervention allegedly failed to resolve the matter. In the written request, the grievant shall state concisely the basis for the grievance, the process followed thus far, and the relief or remedy that the grievant is seeking. The grievant should attach any relevant documentation (e.g., correspondence, emails, or witness statements) to the request.
    - The respondent shall be informed that a grievance hearing has been requested and is given four days to submit a written statement and any relevant documentation to the vice rector.
    - After he has received both sets of documents, the vice rector will provide copies to both the grievant and the respondent so that they may prepare for the hearing.
    - The Grievance Committee consists of the formation team which corresponds to the class rank of the grievant. If the grievance is with the vice rector or any other member of the team, those individuals are excused, and, if necessary, the senior faculty member (in years of service) chairs the meeting. The Grievance Committee shall meet no later than two weeks from the date of the grievant's request.
    - Both grievant and respondent(s) meet together with the team. Each are given the opportunity to speak to the committee. The vice rector (or chair) shall ensure that both grievant and respondent(s) are given adequate opportunity to present their positions, one at a time starting with the grievant. They are not to question each other, but to direct their comments to the committee. The committee may ask questions of either the grievant or respondent after both presentations have been made. Both parties shall remain at all times during the hearing, and then both are excused so that the team may deliberate.
    - The committee deliberates and reaches a conclusion (by majority vote) in the form of a recommendation to the vice rector regarding the relief or remedy that the grievant sought. The vice rector makes the final decision and informs the grievant and respondent of the committee recommendation and his decision. A brief summary (not to exceed one page) of the grievance and the judgment is provided to the rector. A copy is also kept on file with the Seminary registrar.

- **Appeal**
  - Either party may appeal the vice rector's decision to the rector. Appeals must be made in writing within 48 hours of the vice rector's decision (this time limit may be extended by the rector to protect due process). The judgment of the rector is final.
  - Policies regarding grievances related to the undergraduate program are to follow its published procedures.
  - The rector alone has the authority to dismiss students from the Seminary, and his decision is final.

GENERAL INFORMATION

Identification/MountCard

The MOUNTcard is the official multi-functional campus photo ID for the Mount. It is issued to all new Mount St. Mary's University students during their program's orientation. The MOUNTcard serves the following functions:

- Library card
- Badge access to enter the Seminary complex buildings
- Use with dining service meal plans
- Option of opening a prepaid debit account for spending on campus (no cash advances are available)
- Printer use
- Use of the Knott Athletic Recreation and Convocation Complex (ARCC) facilities
- Entrance to athletic events

The **MOUNTcard** office is located in the Accounting and Finance Office on 3rd floor Bradley Hall. Call 301-447-5819 or email mountcard@msmary.edu for information or to schedule an appointment to receive a card.

Mount Alert System

The Office of Public Safety makes use of a system of various forms of messaging to notify the Mount community of various situations. All members of the Mount community are encouraged to keep their contact information up-to-date on the Mount Alert system to receive messages about any weather delays, University class cancelations, or other emergency situations (**www.msmary.edu/mymountalert**). In the event of severe weather, students can also contact the weather line at 301-447-5777, check the Mount website www.msmary.edu, or listen to area radio stations for announcements. In general Seminary classes are not changed due to weather delays or cancellations, but pre-theology classes taught by undergraduate professors may be impacted. Seminary faculty will notify their students and the Seminary academic dean if unable to get to campus for class and may arrange to meet remotely.

CONFIDENTIALITY OF STUDENT RECORDS

Mount St. Mary's Seminary accords all rights under the Family Educational Rights and Privacy Act (FERPA). The Seminary does not release personally identifiable information or education record information by any means without written consent of the student, except in those cases exempted by FERPA. Mount St. Mary's may release directory information unless a student requests in writing that this information be withheld.

Students who wish to withhold directory information may do so by filling out the Request to Prevent Disclosure of Directory Information form, available from the Seminary registrar. Directory information includes: name, address, telephone number, dates of attendance, previous

institutions attended, major fields of study, enrollment status, awards, honors, degree(s) conferred (including dates), and date and place of birth.

Family Educational Rights and Privacy Act (FERPA)

Mount St. Mary's University complies with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, and any regulation promulgated thereunder. A copy of the Mount St. Mary's University institutional compliance statement is located in the Office of the University Registrar and will be made available upon request to the University registrar.

Notification of Student Rights under FERPA

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA) affords students certain rights with respect to their educational records. In general, students have the following rights:

- The right to inspect and review their own education records in a timely manner (within 45 days of the request for access)
- The right to seek amendment of records the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights
- The right to consent to disclosures of personally-identifiable information from the student's records to third parties
    - Starting in fall 2020 all Mount students were given the capability to electronically designate (or rescind) this FERPA permission through the MyMount.
    - Due to the nature of the relationship between a seminarian's sponsoring diocese/religious order, upon matriculation into either the discipleship or configuration stage of formation, each seminarian is linked to the designated personnel from the sponsoring diocese/religious order with the need to access their seminarians' online MyMount academic and financial information (similar to the access an under-age parent needs of their child's records). This electronic access through the MyMount portal is updated whenever the Seminary is informed by the vocations office of a change of the designated personnel at the sponsoring diocese/religious order and given the contact information for the new "need to know" designated person.
    - The rights under FERPA are subject to certain exceptions; for example, the student's written consent is not required for the following disclosures:
        - to faculty and administrators of Mount St. Mary's who have legitimate educational interests
        - to certain government agencies and officials or as required by law
        - to other schools in which the student intends to enroll, upon written request by the student.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA. Anyone who believes his or her rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4605.
- Seminarians and others who wish to have specific information regarding their rights of access to institutional education records maintained in their name should contact the Office of the Seminary Registrar.

Nature and Content of Files

- **Directory Information**
  Mount St. Mary's maintains the following student "directory information": name, room number, telephone, home address, date and place of birth, ethnic and racial background, sex, diocesan affiliation, clerical status (where applicable), dates of attendance at Mount St. Mary's, degree program, degrees granted, previous educational institutions attended, email address, photograph, and awards received. This information may be released by Mount St. Mary's without specific prior authorization by the student. The student, however, has the right to require that all or certain portions of this information not be designated as directory information by so notifying the administrative assistant to the rector.

- **The Personal File**
  - The personal file of each student is kept in the office of the administrative assistant to the rector. After a student's departure, it is kept in secure file cabinets in Seminary storage. Starting in fall 2020 many of these materials may be kept electronically on the secure cloud-based campus information system.
  - The personal file contains all the admissions materials received upon a student's application to the Seminary. In addition, it includes the student's annual evaluations while a seminarian at Mount St. Mary's as well as his composite peer evaluations, field education evaluations, summer evaluations, self-presentation, correspondence between the seminarian's diocese and the Seminary in his regard, and canonical documents associated with the reception of ministries, admission to candidacy, and the reception of orders.
  - The rector, director of human formation, and the administrative assistant to the rector have access to all information in the seminarian's personal file. This information may also be shared with the seminarian's bishop and vocation director.
  - Admissions materials received upon a student's application to Mount St. Mary's Seminary that become part of his personal file are reviewed by members of the Admissions Committee. The Seminary formation advisors are given access to their advisees' autobiography, priesthood essay, and a summary of Admissions Committee notes on information from the admissions materials relevant to a seminarian's formation.
  - The formation advisor receives copies of their advisee's summer evaluations, field education evaluations, composite peer evaluations, and diaconate self-presentation. Starting fall 2020 these materials may be stored electronically on the secure cloud-based campus information system and accessible via permission rules.
  - The medical and psychological records maintained by Mount St. Mary's and kept in the seminarian's personal file are governed by FERPA, HIPAA, and any applicable state laws pertaining to medical records. Copies of medical records are shared with the Health Center of Mount St. Mary's University. Seminarians may have access to their psychological evaluation and test results only through the medium of a qualified interpreter of such instruments.

- **Academic Transcripts and other Academic Files**
  Each current student has an academic file, maintained by the Seminary registrar on behalf of the Seminary academic dean. Hard-copy documents are kept locked in the Office of the Seminary Registrar (although the Seminary is moving towards keeping more documents electronically on a secure server). The formation advisor and designated officials from the partnering diocese/ religious order are granted electronic access to their seminarians' academic records. Starting in fall 2020 grades will be made available through their

seminarians' MyMount portal. Academic files, when possible, will be stored electronically on the secure cloud-based campus information system. The academic file contains:

- Academic degree plan(s), course registration by semester, and a current unofficial copy of the student's Mount St. Mary's Seminary transcript
- Official copies of transcripts from all previously attended colleges, universities, or seminaries (received as a part of the admissions process)
- Any midterm deficiency reports or other correspondence regarding the student's academic progress
- In the case of international students, a copy of the student's passport, student visa, SEVIS form 1-20, and any other pertinent information

Retention Policy

The Seminary policy regarding records retention is available from the Office of the Rector. Some materials in a student's academic or personal file such as course schedules, drop/add requests, or other forms are destroyed after the student has graduated or otherwise left the Seminary.

Graduation Procedure

Fourth theologians and second pre-theologians are required to fill out an online **Intent to Graduate** form (available on the MyMount portal) when registering for their final spring semester classes. Seminarians completing a B.A. or M.A.P.S. degree must contact the Office of the University Registrar for their policies and deadlines. These forms provide the registrar's office with accurate student information and allows for a timely review of student academic records to determine eligibility to graduate. Such review will also provide students with an opportunity to complete during the spring semester any degree requirements that may have been overlooked during their time at Mount St. Mary's. Students who have unmet requirements will be notified by the appropriate registrar. In the spring semester the Seminary registrar presents a list of potential degree candidates to the Seminary faculty for discussion and review prior ordering the diplomas.

Participation in Graduation

Seminarians are expected to attend and participate in a special vespers ceremony for the conferral of degree at the beginning of May. Those receiving a baccalaureate or M.A.P.S. degree, may opt to also participate in the University's baccalaureate and commencement ceremonies, but are not required to do so.

Honors and Awards

A notation is made on the transcripts of the recipients of any of the honors, awards, or prizes listed below.

Semester Honors are calculated and published at the end of the fall and spring semester. Those on the **Rector's List** must earn a 3.85-3.99 term GPA with no incompletes, and those designated as **Dubois Scholars** must earn a 4.00 term GPA. Seminarians and their dioceses will be notified by letter, and transcripts will indicate each semester in which the honor has been achieved.

Degrees with Academic Honors Seminary degrees conferred by the University are awarded honors for exceptional quality, attaining an above average cumulative grade point average upon graduation, as follows:

Summa cum laude	(minimum 3.850 cum GPA)
Magna cum laude	(minimum 3.650 cum GPA)
Cum laude	(minimum 3.500 cum GPA)

Grade point averages are not rounded. Grades earned prior to matriculation at Mount St. Mary's will not be included in the grade point average. A minimum of one-half of required courses must have been taken at Mount St. Mary's for honors eligibility. The honors calculations for the S.T.B. program, noted above in the section on the S.T.B. program, are slightly different as that degree is not awarded by the Mount.

Memorial Awards and Prizes for the highest academic achievement in the following areas:

- The **Belle Holtz Memorial Award** for the highest scholastic average maintained throughout the course in Church History, as certified by the Seminary faculty. Founded by Anna Margaret (Belle) Holtz, late of Emmitsburg and Thurmont.
- The **Most Rev. Harry J. Flynn Memorial Award** for the highest scholastic average maintained throughout the course in Moral Theology, as certified by the Seminary faculty. Founded by Mrs. Felicia Mendelis Plusik.
- The **Mary Katharine Beers Memorial Award** given by Rev. John Michael Beers to honor a fourth year Seminary student who excels in the study of and use of patristic and liturgical Latin.
- The **Rev. John F. Cogan Memorial Prize** for the seminarian with the highest scholastic average throughout the philosophy course. Founded by Rev. Msgr. Louis J. Mendelis, S.T.D., LL.D., Seminary class of 1924, in memory of the late Rev. John F. Cogan, Ph.D., class of 1914, professor of philosophy in the college (1918-1955).
- The **Martin and Margaret Frank Holtz Family Memorial Award** for the highest average maintained throughout the course in Sacred Scripture, as certified by the Seminary faculty. Founded by Anna Margaret (Belle) Holtz, late of Emmitsburg and Thurmont.
- The **Most Rev. Harry J. Flynn Memorial Award** for the highest scholastic average maintained throughout the course in Systematic Theology, as certified by the Seminary faculty. Founded by Mrs. Felicia Mendelis Plusik.
- The **Rev. Elwood Sylvester Berry Memorial Prize** for the student of the theology course who has maintained the highest scholastic average and has earned the certification of the Seminary faculty. Founded by Rt. Rev. Louis J. Mendelis, S.T.D., LL.D., Seminary class of 1924, in memory of the late Rev. E. S. Berry, S.T.D., class of 1903, professor of theology (1923-1954).

ACADEMIC SUPPORT AND OTHER SERVICES

Formation Advisors

Advising is a form of teaching. Faculty advising of seminarians, unlike undergraduate academic advisors, does not involve formal matters such as approving course schedules prior to registration, but does include helping seminarians to monitor their own academic progress in the degree programs, as well as establishing goals across all aspects of the formation program. Faculty advising also includes conversation about seminarians' developing pastoral and spiritual life and aspirations for future priesthood.

Formation advisors are assigned by the vice rector and meet as two teams to discuss seminarians' annual progress throughout the full Formation Program. Formation advisors, as allowed through FERPA on a "need to know" basis, have access to their current advisees' academic information through the secure J1-web portal and as needed may speak with an advisee's sponsoring diocese representative about the advisee's progress in the formation program. More details are available in the Formation Program portion of the **Seminarian Handbook**, and available on the Seminary's *Inside the Mount* section of the website.

Learning Services

The Department of Learning Services, located in the Archbishop Borders Learning Center, provides academic support to all Mount students, focusing on study skills development to build academic success. It offers programs on topics such as time management, organization, note-taking, test-taking, and learning and memory strategies as they meet individually with staff members who assess individual strengths and needs.

Disability Services

The Seminary recognizes that seminarians with documented disabilities are entitled to reasonable accommodations and appropriate academic adjustments as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Current and valid documentation of disability, including functional limitations and the impact of disability on academic performance, is required. Seminarians with disabilities should contact the director of learning services at 301-447-5006.

Mount St. Mary's University, as a whole, is committed to providing equal educational opportunities and full participation to all qualified students. No qualified student with a disability shall be excluded from participation in any University program or activity, denied the benefits of any University program or activity, or otherwise subjected to discrimination with regard to any University program or activity.

English as a Second Language

Mount St. Mary's Seminary offers a unique ESL support program, providing individualized English language instruction focusing on each student's particular language needs, accredited by the Commission on English Language Program Accreditation (CEA). Class sizes are very small, with most instruction delivered in one-on-one student/instructor classes. All instructors are native English-speakers with professional training and experience in teaching ESL/ESOL/EFL. See further information about ESL at the Seminary under the section on Academic Programs.

The Writing Center

The University's award-winning Writing Center, located in the Phillips Library, assists students in developing their skills in writing analytically and critically. Available to students from all degree programs at all levels of skill, the Center offers instruction in a variety of forms: tutorials, short courses, and workshops, to name a few. Through its flexibility, the Center can help meet both the immediate and long-term needs of students involved in various writing projects. Appointments are available from 2-5 p.m. weekdays. Call ext. 5367 for an appointment. Tutoring is also offered on a walk-in basis at the Phillips Library several nights each week.

Phillips Library

The Msgr. Hugh J. Phillips Library's collection of learning resources includes about 150,000 bound volumes and a carefully developed collection of scholarly information sources that provide access to e-books, journal articles and a variety of data sources. Included in our e-resources collection are approximately 27,000 professional and scholarly journal publications and 300,000 eBooks.

The collection includes all the major databases in each academic discipline including the complete JSTOR back files. Content from Sage, EBSCO, ProQuest, ATLA and many others is available from the library's website.

Phillips Library is a member of OCLC, the world's largest library non-profit cooperative. OCLC's WorldCat Discovery service provides access to our books and article databases. Through this

service, we can borrow materials from around the world through our inter-library loan (ILL) system. Our librarians also create subject guides that help students develop effective research strategies.

Our library staff includes two librarians who provide research assistance and information literacy instruction to individuals and groups. Our main desk services, acquisitions, cataloging and inter-library loans are provided by three highly competent, student-focused employees, with the help of several dedicated student assistants.

Phillips Library is a member of the Catholic Research Resources Alliance, whose purpose is "to provide enduring global access to Catholic research resources in the Americas." Phillips Library's Catholic Studies Collection brings together about 4,000 of our most prized theological volumes in a scholarly yet very visible study area. The library also includes the University archives that contain many historic documents and rare books relating to Catholic history in the United States. Many of these resources are available through our digital archives collection.

The Phillips Library is a member of the Maryland Independent College and University Association (MICUA). Our students and faculty have direct access to the collections of each MICUA member library.

Phillips Library offers students a variety of comfortable spaces in which to study in isolation or together with peers. Each floor of the building offers many seating options that accommodate students' needs.

Information Technology

Today's campus communications rely on technology that is continually changing. Mount St. Mary's University is very proud to offer some of the finest systems, allowing students and faculty to interact and be part of a sophisticated on-line community. The Mount community enjoys the advantages of wireless access, high-speed connections to the Internet and innovative classroom technology.

IT Services include free access to electronic mail and the Internet is provided campus-wide via high-speed wired and wireless access. The Mount's website (**www.msmary.edu**) provides access to the University's campus-wide information system. The Mount's portals provide an interactive environment for teaching and learning for students and faculty. Information Technology facilitates integration of the information on the SLATE application, CANVAS course management, and J1-student services software. Many common services, such as registration, billing account review and payment, official and unofficial transcripts, are available online through the MyMount student portal.

Standard software used on campus includes Windows and the Microsoft Office Suite (Word, Excel and PowerPoint). The Information Technology Support Center (ITSC) offers assistance with software and hardware-related issues and is located on the ground floor of the Knott Academic Center. If you have questions or need audio visual support, please contact them by email at **itsc@msmary.edu** or by phone at 301-447-5805. The Mount highly recommends Windows-based laptops for all on-campus students.

Outside the Classroom

The Mount is dedicated to providing an environment outside of the classroom that fosters learning and personal growth in preparing women and men for a role of leadership and

responsible citizenship in society. The Mount offers comprehensive services and programs designed to provide an exceptional and diverse student experience at the University.

- **Athletics** plays an important part of the University's culture of healthy lifestyles and competitive excellence. A member of the Northeast Conference (NEC) and a Division I member of the NCAA, the Mount fields seventeen teams with approximately 350 participating athletes. Seminarians serve as team chaplains.
- The **Bookstore**'s mission is to serve the University community by supplying required textbooks and related educational materials, while providing a premier retail environment to ensure quality and contribute to the good health of auxiliary enterprises of the University. Web address **http://msmu.bncollege.com**
- The **Office of Campus Ministry** contributes to the mission of the University to enable students to cultivate a mature spiritual life through liturgical, faith formation and community service ministry.
- The **Conference and Special Programs Office** is designed to utilize the campus facilities and resources to contribute to the financial good health of the University's auxiliary services.
- **Dining Services** provides satisfying meals to a diverse University community. The department supplies essential services of dining, vending, catering and concessions to the entire community.
- **Frederick Health** provides health education, prevention and treatment services to students as they learn to manage the health care needs and challenges associated with the demands of college life and the transition from adolescence to adulthood. The Catholic mission and values of the University serve as a guiding principle for educational and treatment services available to students of the University and Seminary.
- The **Post Office** is a full-service mail room, currently located at the physical plant building, and serves as the central distribution center for handling all interoffice and U.S. Postal Service mail as well as other package mailing services. The office is also responsible for the management of all student mailboxes and other student mail services.
- The **Department of Public Safety** at the entrance to the Mount St. Mary's University campus is a service-oriented, law enforcement, problem-solving and crisis response organization. Its primary purpose is to provide a safe, secure and orderly environment in which teaching, learning and administration operations of the University have an opportunity to excel.
- **Campus Recreation** fosters individual and community growth by enhancing and encouraging the participant's physical, intellectual and social development through diverse programming in aquatics, club sports, fitness and health, and intramural sports. Seminarians participate on many of the intramural teams. The department provides operational support and coordination for the Knott Athletic Recreation and Convocation Complex and its programs.

Student Life

Information regarding student life at Mount St. Mary's Seminary, the Seminary's ***Rule for Life*** and the ***Seminarian Handbook***, the **Student Government Association** (and **its *Constitution***), various student activities, upcoming events, the seminarian blog and vocation stories, and other pertinent information can be found online at the website **seminary.msmary.edu**. Statistics on the current enrollment, partner dioceses, etc., are available upon request.

ADMINISTRATION AND FACULTY

OFFICERS OF THE SEMINARY

- *Chancellor/Archbishop of Baltimore* - Most Rev. William E. Lori, S.T.D., s'77
- *President of Mount St. Mary's University* - Timothy Trainor, Ph.D.
- *Rector/Vice President of the Seminary* - Rev. Msgr. Andrew R. Baker, S.T.D.

Information regarding the BOARD OF TRUSTEES is available on the website at https://msmary.edu/about/university-leadership/board-of-trustees.html

Information about the SEMINARY BOARD is available on the website at https://seminary.msmary.edu/about/strategic-plan.html.

ADMINISTRATIVE TEAM

Vice Rector / Coordinator of Human Formation – Rev. Msgr. Michael A. Osborn, J.C.D.
Academic Dean / Coordinator of Intellectual Formation – Rev. Msgr. Michael Heintz, Ph.D.
Coordinator of Pastoral Formation – Rev. Goran Jovicic, J.C.D.
Coordinator of Spiritual Formation - Rev. Msgr. A. McLean Cummings, S.T.D., s'98
Coordinator of the Discipleship Stage of Formation - John-Mark L. Miravalle, S.T.D.
Coordinator of Propaedeutic Stage/Rother House of Formation – Rev. Daniel F. Hanley, S.T.L.
Dean of Men - Rev. Diego Ruiz, I.V.E.
Director of Liturgical Music / University Organist - Mr. Nicholas J. Will, M.Mus.
Seminary Registrar / D.S.O. for SEVIS – Susan L. Nield, M.B.A.
Coordinator of Assessment - Rev. J. Daniel Mindling, OFM, Cap., S.T.D.

Seminary Development and Alumni Engagement

Director of Seminary Development and Alumni Engagement - Mrs. Diane Favret

Seminary Development & Alumni Coordinator – t.b.a.

Administrative Assistant to the Director of Seminary Development - Mrs. Mary Anne Shields

Seminary Support Staff

Executive Assistant to the Rector- Mrs. Paula Q. Smaldone

Admin. Assistant to the Rector for Admissions, Archives and Canonicals/DSO - t.b.a.

Administrative Assistant to the Administration and Faculty – Ms. Linda Stallcup

TEACHING FACULTY MEMBERS

(including those with administrative contracts who also teach)

Rev. Msgr. Andrew R. Baker, Rector/Vice President of the Seminary (2015-)
B.A., M.Div., M.A., St. Charles Borromeo Seminary; S.T.L., University of Navarre; **S.T.D.**, Pontifical University of the Holy Cross. Diocese of Allentown.

Dr. William A. Bales, Associate Professor of Sacred Scripture (2002-)
B.S., Colorado State University; M.A, Gordon-Conwell Theological Seminary; **Ph.D.**, The Catholic University of America.

Mr. Ian Buterbaugh, Adjunct Instructor of Pastoral Counseling (2021 -)
B.A./Thl., St. Mary's Seminary and University**; M.S.W.**, Marywood University. LCSW-C (MD) and LCSW (PA)

Dr. Christa Bucklin, Adjunct Instructor of Pastoral Spanish (2016 -)
B.A., The Franciscan University of Steubenville; M.A., **Ph.D.**, University of Connecticut.

Mr. Charles Carman, Adjunct Instructor of Church History (2023 -)
B.A., The King's College; **M.A.,** New St. Andrew's College (Moscow); Ph.D.(cand.), The Catholic University of America.

Ms. Lisa Cerbone-Jensen, Assistant Director of E.S.L.; Assistant Professor of English as a Second Language (2017-)
B.A., University of Maryland; **MA TESOL**, McDaniel College.

Rev. Msgr. A. McLean Cummings, Coordinator of Spiritual Formation (2018-), Adjunct Professor of Moral Theology (2009-2011)
B.A., Harvard College; Ph.L., Pontifical Gregorian University; S.T.B., Pontifical University Regina Apostolorum; M.Div., M.A. (Theology), Mount St. Mary's Seminary (s'98); M.A.(inc.), Institute for Psychological Services; **S.T.D.**, Pontifical University Regina Apostolorum. Archdiocese of Baltimore.

Dr. Ximena DeBroeck, Adjunct Professor of Sacred Scripture (2019-), former Director of Pastoral Formation (2021-2023)
B.S., University of Texas at Austin; M.A., St. Vincent Seminary; **Ph.D.**, Duquesne University; **S.T.L.**, St. Mary's Seminary and University.

Rev. Pablo Gadenz, Associate Professor of Homiletics and Sacred Scripture (2021 -)
B.S., Princeton University; M.S./Engineering, Columbia University; M.Div., St. Charles Borromeo Seminary; S.S.L., The Pontifical Biblical Institute (Rome); **S.T.D.**, The Pontifical Gregorian University (Rome). Diocese of Trenton.

Dr. Michael S. Hahn, Associate Professor of Sacred Scripture and Systematic Theology (2019 -), Chair of the Sacred Scripture department
B.A., Franciscan University of Steubenville; M.Th., **Ph.D.**, University of Notre Dame.

Rev. Daniel F. Hanley, Coordinator of the Propaedeutic Stage/Blessed Stanley Rother House of Formation (2023 -)
B.A.(history), University of Virginia; S.T.B., S.T.D. (cand.), The Pontifical University of St. Thomas Aquinas /Angelicum (Rome); **S.T.L.**, The Pontifical Faculty of the Immaculate Conception at The Dominican House of Studies. Diocese of Arlington.

Rev. Andrew J. Heaslip, Assistant Professor of Systematic Theology (2022-)

B.A., St. Gregory the Great Seminary; M.Div., M.A. (Theology), Mount St. Mary's Seminary (s'2009); **S.T.L.**, Sacred Heart Major Seminary. Diocese of Lincoln.

Rev. Msgr. Michael Heintz, Academic Dean / Coordinator of Intellectual Formation (2018 -); Associate Professor of Systematic Theology (2016-); Coordinator of Assessments/Liaison to ATS (2016-2018)

B.A., M.Div., M.A., St. John's Seminary; **Ph.D.**, University of Notre Dame. Diocese of Fort Wayne-South Bend.

Dr. Paige E. Hochschild, Associate Professor of Theology/M.A.P.S. (2007-)

B.A., University of King's College; M.A., Dalhousie University; **Ph.D.**, Durham University.

Dr. Carol L. Houghton, Associate Professor of Canon Law (1985-2015, 2022-)

B.A., Catawba College; M.Div., Lancaster Theological Seminary; S.T.L., J.C.B., **S.T.D.**, J.C.L., **J.C.D.**, The Pontifical University of St. Thomas Aquinas/Angelicum (Rome).

Rev. Goran Jovicic, Coordinator of Pastoral Formation (2023-); Assistant Professor of Systematic Theology & Canon Law (2023-)

B.Th., Jesuit School of Philosophy & Theology (Zagreb, Croatia); D.Th., University of Vienna (Austria); J.C.L., Peter Pazmany Catholic University (Budapest, Hungary); **J.C.D.**, Peter Pazmany Catholic University, (Budapest, Hungary). Diocese of Subotica, Republic of Serbia.

Mr. Brendan A. Johnson, Assistant Coordinator of the Propaedeutic Stage/Blessed Stanley Rother House of Formation (2023 -)

B.A. (phil), Pontifical College Josephinum; M.A.(Theology), Mount St. Mary's Seminary.

Rev. Kevin J. Larsen, Adjunct Instructor, Assistant Spiritual Director (2016 -)

B.A., **M.Div**., St. Charles Borromeo Seminary. Diocese of Arlington.

Dr. John D. Love, Bishop Kevin C . Rhoades Associate Professor of Moral and Systematic Theology (2008-); Chair of the Systematic Theology department; Coordinator of S.T.B. Program (2020-)

B.A., M.A., The Franciscan University of Steubenville; S.T.L., The Pontifical Faculty of the Immaculate Conception at The Dominican House of Studies; **S.T.D.**, The Pontifical University of St. Thomas Aquinas.

Rev. Msgr. Charles M. Mangan, Associate Professor of Systematic Theology (2021 -)

B.A., Northern State College; M.Div., Mount St. Mary's Seminary (s'89); **J.C.L.**, The Pontifical Gregorian University (Rome); J.C.D. (cand.), Pontifical Theological Faculty "Marianum" (Rome). Diocese of Sioux Falls.

Rev. J. Daniel Mindling, O.F.M. Cap., Professor of Moral Theology (1988-); Coordinator of Assessment (2018-); Academic Dean (1993-2018)

B.A., St. Fidelis College and Seminary; M.A., The Washington Theological Union; S.T.L., **S.T.D.**, The Alphonsian Academy of the Faculty of Theology of the Pontifical Lateran University. Capuchin Province of St. Augustine.

Dr. John-Mark L. Miravalle, Associate Professor of Moral Theology (2014-); Director of the Discipleship Stage of Formation

B.A., The Franciscan University of Steubenville; S.T.L., The Pontifical Faculty of the Immaculate Conception at The Dominican House of Studies; **S.T.D.**, The Pontifical Athenaeum Regina Apostolorum.

Rev. Conrad Murphy, Adjunct Professor of Systematic Theology (2021 -)

B.A., The George Washington University; M.A.P.S., Mount St. Mary's University (prethe'2011); S.T.B., **S.T.L.**, Pontifical University of St. Thomas Aquinas/Angelicum (Rome). Archdiocese of Washington.

Rev. Msgr. Michael A. Osborn, Vice Rector/Coordinator of Human Formation (2023 -);

B.A. in History, University of Michigan; S.T.B., J.C.L., **J.C.D.**, Pontifical Lateran University (Rome). Diocese of Kalamazoo.

Dr. Owen M. Phelan, Professor of Church History (2006-); Chair of the Church History department; Theological Bibliographer

B.A., College of William and Mary; M.A., **Ph.D.**, University of Notre Dame.

Mrs. Caroline S. Purcell, Director of E.S.L. program (2016-); Assistant Professor of English as a Second Language (2007-)

B.S., Towson University; **MA TESOL**, College of Notre Dame.

Rev. Michael J. Roach, Adjunct Professor of Church History/Spiritual Director (1978-)

A.B., Loyola College; **M.A.**, The Catholic University of America. Archdiocese of Baltimore.

Rev. Diego Ruiz, IVE, Dean of Men (2020 -), Assistant Spiritual Director/Formation Advisor (2019-)

Ph.L., Pontifical University Regina Apostolorum. Institute of the Incarnate Word.

Rev. John P. Trigilio, Formation Advisor/Spiritual Director (2014-)

B.A., Gannon University; M.Div., Mary Immaculate Seminary; **Ph.D.**, LaSalle University. Diocese of Harrisburg.

Mr. Nicholas J. Will, Director of Liturgical Music and Seminary Organist (2020 -)

B.Mus., Duquesne University; **M.Mus.,** Johns Hopkins/Peabody Conservatory; *in progress*/post-grad. Organ Improv., The Pontifical Institute of Sacred Music (Rome).