



SEMINARY OF THE
SOUTHWEST

AN EPISCOPAL SEMINARY

Academic Code

2019-2020

THE EPISCOPAL THEOLOGICAL SEMINARY OF THE SOUTHWEST
ACADEMIC CODE, SEPTEMBER, 2019

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Mission Statement: Seminary of the Southwest forms men and women for the service of Christ in lay or ordained ministry within the church and the larger society.

1. Introduction

1.A. Purpose

The Academic Code is designed to order the academic life of the community. The academic activities of instructors and students are governed by the Code. In cases when the Code seems inappropriate, a petition requesting an adjustment may be submitted to the Academic Affairs Committee.

1.B. Student Classification

1.B.1. Regular Students

Regular students are degree and diploma candidates

1.B.2. Special Students

Special students are registered for course credits but are not degree or diploma candidates

1.B.3. Auditors

Auditors are students who do not seek academic credit or evaluation.

1.B.4.. Changes in Student Classification

Changes in student classification are subject to faculty approval, through the Academic Affairs committee, and shall normally take effect in the semester immediately following the one in which they are approved. However, changes from Regular to Special student status may take effect immediately if the request is submitted to the Registrar prior to the date designated as the deadline for adding and dropping courses.

2. Academic Requirements

2.A. Registration

2.A.1. Program of Study

All students are expected to follow the prescribed program of study for which they are registered. Prior to registration students shall consult with their faculty advisors to discuss course registrations for the following semester to assure that degree requirements are being met. Students who depart from the prescribed order for taking required courses should be warned that scheduling difficulties may develop.

2.A.2. Late Registration

Those unable to register on scheduled registration days should request postponement from the Academic Dean or the Registrar. A \$35.00 penalty will be levied on all unsanctioned late registrations.

2.A.3. Auditing

Anyone who wishes to audit a course must register as follows: obtain written permission from the instructor and the Academic Dean; present the permission form to the Registrar; and pay the fee, if any, to the Accounting Office. The professor is responsible for ensuring that all auditors contribute to rather than detract from the experience of students enrolled for credit in his or her course. So that their class participation supports the course learning objectives and adds value for the enrolled students, all auditors are expected to complete all readings and assignments that will be discussed or debriefed in class.

2.A.4. Failure to Register

When a student enrolled in a program fails to register in a given semester, the Registrar will notify her/him that she/he must indicate an intention either to take a leave of absence or to withdraw from the program. The Registrar's notification will advise the student of the requirement, in the case of a leave of absence, to notify the seminary each semester of her/his intention to remain on leave, and or the requirement to reapply, in the case of withdrawal for readmission. Failure to reply to the Registrar's notification is, in effect, a withdrawal, and the Academic Dean may then charge the Registrar to close the student's file.

2.A.5. Remaining Enrolled While on Leave of Absence

Students on leave of absence must notify the Academic Dean, copied to the Registrar, each semester of their intention to remain enrolled. Failing such notification, the Academic Dean may then charge the Registrar to close the student's file at the end of the semester in question.

2.A.6. Time Limit for Leave of Absence

A leave of absence is granted for no more than 180 days. A student may appeal to the Academic Affairs committee for an extension beyond that time, no later than 30 days prior to the beginning of the semester in which the extension is to begin. Failure to secure permission for a leave of absence will result in the student having to apply for readmission to the seminary.

2.B. Add/Drop Dates

2.B.1. Fall & Spring Term

Students may add a course until no later than the sixth day following the first class session of the course. They may drop the course or change from credit to audit status or vice versa, until no later than the sixth day following the first class session. Students who wish to make any of these changes after the deadlines may do so only with the permission of the Academic Dean in consultation with the instructor.

2.B.2. January & Summer Term

The deadline for adding or dropping a course is no later than the third day following the first class session of a course. Students who wish to make any of these changes after the deadline may do so only with the permission of the Academic Dean, in consultation with the instructor. For students in the Center programs, the deadline for making any changes mentioned is no later than the third day following the first class session of a course. Students who wish to make any of these changes after the deadlines in any semester or term may do so only with the permission of the Academic Dean, in consultation with the instructor.

2.C. Withdrawing

2.C.1. Withdrawing from a Course

A student planning on withdrawing from a course after the add/drop period must contact the Registrar's office in writing. This can be via hand-delivery, email, or U.S. mail. The *Tuition Refund Policy* and the *Return of Title IV Funds Policy* will be applied.

2.C.2. Withdrawing from the Institution

Students wishing to withdraw from the institution must contact the Registrar's office in writing. This can be via hand-delivery, email, or U.S. mail. If the student applies for readmission, the reasons for withdrawal will be taken into account. If a student who withdrew while on probation applies for readmission, the Academic Affairs Committee will consider the case.

2.D. Grades

All students will be graded under the letter grade system. Grade point averages are computed in order to track satisfactory academic progress. Some courses will be graded satisfactory/unsatisfactory. These courses are designated in the course listings of the Southwest catalog as satisfactory/unsatisfactory only.

2.D.1. Letter Grading System

- A Outstanding in all respects
- A- Outstanding in most respects
- B+ Proficient in all respects with some elements achieving a higher quality
- B Proficient in all respects
- B- Proficient in some respects but with some clear weaknesses
- C+ Showing development but lacking proficiency
- C Showing a basic level of development sufficient to pass a course but not sufficient to display proficiency in a program
- F Beginning level work that does not display sufficient knowledge to pass the course or assignment. No credit shall be given for a grade of F. A grade of F remains on a student's permanent record. If a grade of F is incurred in a required course, the course must be retaken. (See section J for special circumstances)
- AU Audit: course not taken for credit

Please note that, while grading is not calculated on the basis of a "bell curve," the faculty are committed to using the full range of letter grades, evaluating according to the quality of an individual's work. All professors provide criteria for evaluation on their course syllabi.

2.D.2. Pass/Fail System

- S (Satisfactory) shall designate work that satisfactorily meets or exceeds the expectations set for the task
- U (Unsatisfactory) shall designate failure, and no credit shall be given for the course. In no case may a grade of U be changed or deleted from a student's permanent record. If a grade of U is incurred in a required course, the course must be retaken. (See section J for special circumstances)

2.D.3. Other Symbols

- W (Withdraw) If a student withdraws after the add/drop deadline, but the professor/instructor is unable to evaluate the student's performance, a grade of W shall be given.
- WP/WF (Withdraw Pass/Withdraw Fail) If a student withdraws after the add/drop deadline, but is doing passing work, the grade WP shall be given; otherwise such late withdrawal shall result in a grade of WF being given.
- I (Incomplete) is a temporary grade, pre-arranged between the instructor, the student, the faculty in cases of excusable failure to complete the work of a course. To receive an incomplete in a course, a student must make the request in writing on or before the date of the final Academic Affairs meeting of the semester, and decisions will be rendered by the Academic Affairs committee. A student with an emergency may make a request up to the final day of the term and a decision will be made by the professor in consultation with the academic dean. Any incomplete assignment not turned in within two weeks of the end of the final exam period will be given a zero and the final course grade calculated accordingly. Summer incompletes will be considered at the discretion of the professor in consultation with the academic dean. In order to change the grade, the course requirements must be acceptably completed with the Due Date Guidelines stated below. In the event the conditions for changing the grade are not met, the course grade will automatically become an F.
- IP (In Progress) will be given when a grade and credit for this course has not yet been assigned or the course is continuing into the next semester, with neither grade nor credit being given until the latter semester is completed.

2.E. Due Date Guidelines

For an I, re-submission of conditional work and submission of incomplete work are due two weeks after the end of the final exam period..

For an I received in the spring semester for a student who is graduating, the due date for re-submission of conditional work and submission of incomplete work will be no later than the Friday before graduation.

For an I received in field education, whether in a semester or a term, a longer period than stated above may be allowed because of the unusual nature of such courses.

Work is to be evaluated by the instructor and grades are to be submitted to the Registrar within one week after the deadline for incomplete work..

For work completed during the academic term, the deadlines set in syllabi and the Academic Code are to be maintained, the consequence of noncompliance being an unsatisfactory mark (F).

This standard may be negotiated as provided for in Academic Code, thus setting a new deadline.

An F given for a course *on the basis of failure to meet a revised due date* stands on the transcript.

An F may not be removed from a student's transcript, except in the event of a successful appeal against the grade having been made according to the *Student Academic Grievance Policy*.

If, with the instructor's permission, a student offers acceptable remedial work after the deadline, a passing mark may also be recorded for the course but without credit at whatever time the late submission is accepted.

2.F. Grade Reports

Grades from instructors are normally due within two weeks of the end of the course. For work in field education, practicum courses, or January term courses, the deadline may be extended beyond two weeks, to four to six weeks.

Within one week after grades are received from instructors, the Registrar's office, or instructors will input grades into the online registration system for student's viewing.

2.G. Academic Probation

Students whose cumulative GPA falls below a 2.50 will be placed on academic probation and their status will be reviewed at the end of the following semester. Students whose cumulative GPA remains below a 2.50 in the following semester will be dismissed as a student registered for credit.

Students who have lost their status as outlined above, may appeal their case to the faculty in writing and may be restored by a two-thirds vote of the faculty.

2.H. Equivalence for Required Courses

In the event that students desire to take a required course at another academic institution, they may petition the faculty for permission to substitute an equivalent course after consultation with the instructor of the required course. The following procedure shall be observed:

- The student, in consultation with the instructor of the required course, shall determine an equivalent course to be offered in its place. In some cases more than one course may be required to achieve a satisfactory equivalence. Such courses shall be formal classroom offerings of other accredited institutions. Independent study projects will not be considered.
- When an equivalent offering has been decided upon, the student shall submit a written application, endorsed by the instructor of the required course, to the Academic Affairs Committee for consideration. The student shall be responsible for supplying such information as the committee shall deem necessary for making its decision.
- In the case of students in the Master of Divinity (MDiv) program who are members of denominations other than the Episcopal Church, modifications to the MDiv curriculum, which are appropriate or necessary to fulfill denominational requirements of the student's sponsoring denomination, may be made in consultation with the Academic Dean. Episcopal students who are not ordination track may also consult with the Academic Dean regarding modifications to the MDiv curriculum.

When a student fails a required course, and the student and the instructor agree that it is clear that no substantial benefit is to be derived from retaking the course, the student may petition the faculty for permission to substitute an equivalent course. In such cases, the procedure outlined here in 2.H. shall be followed.

A student having failed a required course twice shall not be eligible to repeat it a third time.

2.I. Requirements for Graduation

2.I.1. Degree Requirements

Reference should be made to the catalog for graduation requirements for the degree of Master of Divinity (MDiv), the degree of Master of Arts in Religion (MAR), the degree of Master of Arts in Clinical Mental Health Counseling (MHC), the degree of Master of Arts in Chaplaincy and Pastoral Care (MCPC) the degree of Master of Arts in Spiritual Formation (MSF), and the Diploma in Anglican Studies (DAS).

2.I.2. Enrollment Prior to Graduation

Candidates for the MDiv and the MAR must be enrolled as full-time students during the two consecutive semesters immediately preceding graduation. Exceptions include four year students; and students matriculating with more than 12 hours of transfer credit. Where extenuating circumstances exist, a student may request relaxation of this requirement by application in writing to the Academic Dean. A student may be permitted by vote of the Academic Affairs Committee to complete in absentia a maximum of six credits, including no more than one required course. Such work must be completed at an accredited institution and in a course of study approved by the faculty.

2.I.3. Students Requesting Readmission

Determination of graduation requirements for students requesting readmission shall be made as follows:

- The number of credits required for graduation shall be that of the catalog in effect at the time the student withdrew from the seminary.
- Course requirements and other prerequisites for graduation which were in effect at the time the student withdrew shall remain in effect only where they continue to be required in the catalog under which the student is readmitted.
- Required courses and other prerequisites which were added in catalogs subsequent to the one in effect at the time the student withdrew from the seminary shall not be required.
- The faculty may impose additional requirements to ensure that deficiencies do not occur as a result of the deletion of required courses or of changes in their content.

2.I.4. Dates for Awarding and Conferring Degrees

The Board of Trustees awards degrees during its May meeting each year. Center degrees are also awarded by the Board of Trustees during their October and February meetings. Degrees and diplomas are conferred during formal commencement services each May.

2.J. Timetables for Degree Completion

The following are the maximum times allowable under which a **full-time** student may receive the degree or diploma for the program in which he or she is enrolled (full-time is considered 12 or more hours; part-time is less than 12 hours).

- Master of Divinity: 4 years
- Master of Arts in Religion: 3 years
- Diploma in Anglican Studies: 1 year
- Master of Arts in Clinical Mental Health Counseling: see below
- Master of Arts in Chaplaincy and Pastoral Care: see below
- Master of Arts in Spiritual Formation: see below

Leave of absences are not included in the timetable for degree completion.

In cases where circumstances beyond a student's control make completion of a program impossible within these times, an extension may be requested through petition to the Academic Affairs Committee.

The maximum times during which a **part-time** student must earn his or her degree or diploma are as follows:

- Master of Divinity: 7 years
- Master of Arts in Religion: 5 years
- Diploma in Anglican Studies: 2 years
- Master of Arts in Clinical Mental Health Counseling: *
- Master of Arts in Chaplaincy and Pastoral Care: *
- Master of Arts in Spiritual Formation *

* Because of the nature of these programs, there are no fixed limits. However, students requiring more than six years to complete their degrees will be assessed by the Academic Dean as to the currency of their studies. If remediation is necessary, such will become a required part of their degree program.

2.K. Transfer Credits

See Transfer Credit Policy in the policy section of Academic Code.

2.L. Independent Directed Study Course (MDiv, MAR, DAS)

An Independent Directed Study (IDS) is a course requested by the student for individual study and is not listed in the regular curriculum. An IDS is supervised by Full-time faculty members only and normally consists of no more than two students.

Proposals *must* be presented for approval to the Academic Affairs Committee before the registration date during the semester preceding the projected course of study. Please check with the Registrar's office regarding the date the proposal must be submitted prior to the committee meeting.

An IDS serves one of two purposes:

- to allow for study of a topic that is of special interest but provision for which is not made in another course. Topics covered in existing electives, therefore, are not eligible for an IDS.
- to allow students to meet their degree requirements in the case of irresolvable schedule conflicts. In all such instances, however, an attempt will first be made to find an equivalent course through Austin Presbyterian Theological Seminary (APTS).

IDS courses are assigned three credits.

Students may take a maximum of one IDS or one SLC during the course of their degree. This limit does not apply to Independent Directed Studies taken to resolve schedule conflicts.

An IDS course cannot be substituted for a required course except in the case of irresolvable schedule conflicts.

Forms are available on the intranet or in the Registrar's office.

2.L.1 Procedure for Course Proposals

- Your choice of faculty supervisor must be approved by both the faculty member and the Academic Dean prior to the submission of your proposal.
- Complete the application form in full (including all signatures) and submit to the Registrar for presentation to the Academic Affairs Committee.
- The Academic Affairs Committee may approve the application as submitted or return it for revision and resubmission.

- Once an application is approved, a copy will be delivered to the Registrar who will notify the student of the committee's decision, including any specific recommendations.
- The approved application will be returned to the Registrar and kept on file until the final grade is submitted.
- No applications will be considered after the end of the semester preceding the semester of the proposed course of study.

2.L.2. General Rules for Course Proposals

- The bibliography (and/or list of resources) must cover sufficiently all aspects of the stated goals of the course. The bibliography on the course proposal can be augmented or revised as the course proceeds, but enough resources to sustain the inquiry must be identified at the outset.
- There must be accountability for the progress of the course over its designated time period. There can be great variability in this factor, depending on the nature of the investigation and the length of time involved. For example, in the case of a semester-long course annotated bibliographies or short research reports might be due periodically. Or, if the outcome of the course is to be a term paper, rough drafts or sections or chapters might be due on particular dates. The objective is to avoid postponing all requirements to the end of the course.
- The number of contact hours between student and faculty supervisor must be adequate to realize the stated goals and to carry out the proposed process of evaluation. There must be a minimum of 14 contact hours with the faculty supervisor and an expectation of at least 112 hours of outside work for the student for the length of the semester, or a minimum of 14 weeks. (Credit Hour Policy, revised 11/11/15)

2.M. Student Led Colloquy Course (MDiv, MAR, DAS)

A Student Led Colloquy (SLC) is one proposed by the student and is not a course listed in the regular curriculum. When the idea of a colloquy is in the beginning phase, being discussed and developed by one or two students, she/he or they will approach a supervising faculty member to solicit his or her support prior to gathering a group of interested students as potential participants. A SLC is supervised by full-time faculty members and no more than three to eight students can be in a colloquy in any semester. Students may take a maximum of one IDS or one SLC during the course of their degree. This limit does not apply to Independent Directed Studies taken to resolve schedule conflicts.

Proposals *must* be presented for approval to the Academic Affairs Committee before the registration date during the semester preceding the projected course of study. Please check with the Registrar's office regarding the date the proposal must be submitted prior to the committee meeting.

2.M.1. Procedure for Course Proposals

- Your choice of faculty supervisor must be approved by both the faculty member and the Academic Dean prior to the submission of your proposal.
- Complete the application form in full (including all signatures) and submit to the Registrar for presentation to the Academic Affairs Committee.
- The Academic Affairs Committee may approve the application as submitted or return it for revision and resubmission.
- Once an application is approved, a copy will be delivered to the Registrar who will notify the student of the committee's decision, including any specific recommendations.
- The approved application will be returned to the Registrar and kept on file until the final grade is submitted.
- No applications will be considered after the end of the semester preceding the semester of the proposed course of study.

2.M.2. General Rules for Course Proposals

- The bibliography (and/or list of resources) must cover sufficiently all aspects of the stated goals of the course. The bibliography on the course proposal can be augmented or revised as the course proceeds, but enough resources to sustain the inquiry must be identified at the outset.
- There must be accountability for the progress of the course over its designated time period. There can be great variability in this factor, depending on the nature of the investigation and the length of time involved. For example, in the case of a semester-long course annotated bibliographies or short research reports might be due periodically. Or, if the outcome of the course is to be a term paper, rough drafts or sections or chapters might be due on particular dates. The objective is to avoid postponing all requirements to the end of the course.
- The number of contact hours between student and faculty supervisor must be adequate to realize the stated goals and to carry out the proposed process of evaluation. There must be a minimum of 14 contact

hours with the faculty supervisor and an expectation of at least 112 hours of outside work for the student for the length of the semester, or a minimum of 14 weeks. (Credit Hour Policy, revised 11/11/15)

2.N. Auxiliary Courses – MCPC

An auxiliary course (AUX) is one proposed from the regular approved curriculum but offered at an unscheduled time. It must first be screened by the Academic Dean to verify unusual need. (An example is a course not offered for several semesters but needs by the student to graduate in a timely way.) If the Academic Dean determines the course is needed, it may be arranged by the Academic Dean and the Student without committee approval for each individual situation.

2.O. MAR Students

Master of Arts in Religion students are governed by Academic Code and the MAR Manual, which is given to each student at the beginning of their matriculation.

3. Classroom Requirements

3.A. Assignments

3.A.1. Syllabus

During the first week of the term the instructor of each course will provide a syllabus for the course that sets forth its scope, aims, and major assignments.

3.A.2. Extensions

Instructors may grant extensions beyond the due date for any assignment, provided that there is good reason for postponement and that the request is made 24 hours before the original deadline.

In accord with the same procedure, instructors may also for weighty cause grant extensions beyond the “All Papers Due” date in the official calendar, setting a new date in accordance with the Due Date Guidelines stated in section II.D. Students may appeal an instructor’s denial of their requests for such extensions to the faculty as a whole through the Academic Affairs Committee.

3.A.3. Grading Expectations

All tests and papers are to be promptly evaluated and returned to students, normally within two weeks for work done during the semester and within one month for final exams or papers. (If this norm has to be modified, students should be advised in advance by the instructor.) The evaluation of work done for academic credit shall include both a grade and explanatory comments, and the instructor shall either provide these comments in written form or make appointments with students to deliver them orally.

Students may request and obtain an interview with their instructors to discuss evaluation of their performance on any assignment.

3.B. Recording and Sharing of Course Material

Video and audio recording of lectures are allowed only with permission from the professor. When allowed, all recordings of class lectures are the professor's intellectual property. You may share the recordings with fellow students enrolled in the course, but the recordings may not be publicly disseminated in any way, including postings in any electronic media or communications. You may not make or share recordings of other students without their permission. Foreign students and those with diagnosed learning handicaps will be granted permission to record lectures subject to conditions placed on the use of the recording by the instructor. Extramural use of recordings, verbatim reports, Podcasts, seminary lectures and written material submitted by students depends on permission being granted by the author or speaker.

3.C. Visitors

Visitors to classes are welcome but should be approved by the professor after previous consultation by the student wishing to bring a guest to a class session.

3.D. Examinations and Other Written Work

Instructors shall be responsible for the conduct of examinations in their respective classes. The following points must be kept in mind with regard to examinations:

- During an examination, there is to be no consultation with anyone and no reference to any books or notes, unless explicitly authorized.
- Limited Resources allow reference to books, articles, online sources, and/or one's own notes at the instructor's discretion but do not permit consultation with others or their notes.

- When mutual assistance is authorized, it is for research, study, and assigned joint projects. Examinations and assignments submitted over one's own name should represent one's own knowledge and thoughts.
- Students whose first language is other than English or who have diagnosed reading or writing disabilities may be examined in alternate ways.
- In most of the seminary's courses English is the language of instruction and of students' written work. Students who are not native speakers of English, or who have not been educated in English, are therefore required to show competence in English before being admitted, and are expected to do work in English from the time they enroll. The following provisions are made to assist such students in their transition to English.
 - During their first semester, students have the option of completing all written work in their native language or previous language of instruction. Those who wish to exercise this option must confer with their instructor(s) at least one week in advance to make any arrangements that may be necessary.
 - The procedure is as follows: When this option is invoked, students will complete in-class examinations in their own language during the regularly allotted time, or they will turn in written assignments in their own language by the regular due date. The instructor may then read the paper in the original language (if he or she is able); or the paper may be given to a competent translator to produce an English version for the instructor to read; or the instructor may allow the student additional time to read; or the instructor may allow the student additional time to produce an English translation of his or her own work, to be submitted along with the original paper, on the condition that the translation must faithfully represent the original composition rather than any second thoughts on the student's part.
 - After the first semester, students may choose, in prior consultation with the instructors, to exercise this option with regard to examinations which require essays to be written within a time limit. After the first semester, students may also occasionally prepare other written work in their own language for instructors who are capable of reading it, with the prior consent of the instructor.
- The provisions of this policy may be applied in reverse in the case of courses taken in Spanish by students whose native language is English. Here the term "first semester" in paragraph 2.a.1 will refer to the first semester in which student in Spanish is attempted.

- Students who establish that they have reading and writing disabilities may petition their instructors for permission to demonstrate grasp of the course material by alternative ways of examination or evaluation. The instructors will devise in consultation with the student an alternative method of evaluation that will take into account the student's disability.
- Students who are visually or hearing impaired may be given an alternative, equivalent examination or written assignment after consultation with the instructor.

4. Changes in Program

4.A. Special or Diploma Students

If a Special or Diploma student wishes to enter any degree program, he or she shall apply to the Director of Admissions. The Director of Admissions will insure that all admission requirements for the requested degree program are met. Documents submitted or steps taken in connection with admission as a Special student may be used to meet admission requirements for a degree program.

4.B. Degree Students

If a student in any degree or diploma program wishes to transfer to another degree or diploma program, he or she will need to reach out to the Registrar's office for a *Degree Program Transfer* form. The form must be filled out and signed by all parties and returned to the Registrar's office. The Registrar will ensure that the form is then given to the Academic Affairs Committee. The Registrar will notify the student of the Committee's decision. The student may appeal an unfavorable decision to the Faculty, to be considered at its next regularly scheduled business meeting.

4.C. Conditions

Requests for a change in program will be considered only if the student is in good standing academically, and if the student has met all financial obligations.

Any change of program must be completed soon enough to satisfy any time requirements that may apply in the program to which the student is transferring.

For students who wish to transfer from any degree program to the Master of Divinity program who are not postulants, the Academic Dean will ensure that all admissions requirements for the *Non-Postulant Policy* are met. Once the requirements are met, the Academic Dean will communicate this to the student and Registrar.

4.D. Application of the MAR degree toward the MDiv degree

Persons who have been awarded the seminary's MAR degree and who wish to apply those credits toward the MDiv degree may do so under the following conditions:

- Application must be made within five years of receipt of the MAR degree.
- A minimum of an additional year of full time work must be completed in residence.
- All requirements for the MDiv in effect at the time of MDiv matriculation shall apply.
- The MAR degree shall be surrendered prior to the award of the MDiv degree.

All transfers to any program will only take place prior to the beginning of the fall or spring semester.

5. Evaluations

5.A. The Evaluation Process for MDiv Students

Approved by the Faculty, May 2009

5.A.1. Overview

Students working toward a Master of Divinity degree at Seminary of the Southwest are engaged in a simultaneous process of education and formation. As they are learning their academic subjects, they are developing their identity and gifts as ministers and leaders in the Church. The MDiv evaluation process is designed to help students participate most fully in both processes and through reflection and conversation with the faculty grow in clarity and competence in their vocations.

Through this process, we hope that:

- Students have a way to engage in critical self reflection that allows them to build on their gifts and strengths and develop their ministerial identity and competency within a supportive community over the three-year curriculum;

- Students receive specific helpful information about themselves, the practice of ministry, and the work of the Church;
- Bishops and diocesan committees (or other appropriate judicatories) receive information about students that is honest, relevant, and aimed at building on gifts and strengths while recognizing that formation is a process that happens over time;
- Learning from struggle, mistakes, gaps, and dissonance is affirmed as an essential part of the process of formation and education;
- Students develop habits that will encourage patterns of self-reflection and growth as well as collaboration and accountability within communities of faith;
- Our faculty-student advising system is enhanced;
- The academic and formational aspects of our curriculum are integrated;
- The culture of the seminary as a community benefits from the practice of good communication, transparency, accountability, mutual regard, and trust.

5.A.2. Characteristics of the Process

We seek a process that is characterized by:

- **Transparency:** The process is clear, communicated well to students and consistently followed and supported by faculty. Communication should be honest, respectful and timely.
- **Participation:** Students and faculty, with the help of staff, site supervisors and others involved in the formation process, have particular roles and responsibilities. Each participant is expected to be responsible for his/her actions and to take appropriate initiative.
- **Collegiality:** Although faculty and students are not peers, we are engaged in a common endeavor of serving the Church. Students appreciate the role and responsibilities, perspectives and concerns of the faculty. Likewise, the members of the faculty attend to the different learning needs, styles and situations of students.
- **Respect:** Respect for one another takes into account our differences while recognizing the asymmetrical relationship of faculty to student in terms of power and authority.

- **Accountability:** We are mutually answerable to one another; roles and responsibilities differ but we recognize that our behavior affects each other and the community.
- **Coherence:** The process is built upon an understanding of the interrelationship of academics, the practice of ministry, and vocational development as well as the exigencies of education, learning and formation.

5.A.3. Overview of the three-year program

Every MDiv student participates in an annual review process – juniors and middlers in the spring, seniors in the fall – all following a common format. However, the Canons of the Episcopal Church require the seminary to give annual reports for postulants and candidates for Holy Orders (Canon III.8.5.j) although the format for these reports is only broadly specified. The Seminary’s format for making these reports include: a junior report specifying that the student is making academic and personal progress toward ordination; a middler report that elaborates on the student’s progress and a senior report that (1) specifies the faculty’s affirmation that the student is academically and personally qualified and recommended for ordination; and (2) provides a summary of the student’s progress and particular strengths and gifts for ministry. The Seminary, through the Academic Dean in consultation with the student’s advisor or the faculty as a whole, may give interim reports regarding individual students to accommodate ordination timelines or when a particular problem or concern arises.

Episcopal students who do not have ecclesiastical standing in the Episcopal Church (i.e. are neither postulants nor candidates) participate in the evaluation process and receive annual reports for the same purpose of vocational development and consultation as do students in the ordination process. However, these reports do not constitute nor should students construe them as an endorsement of a desire for or pursuit of ordination.

5.A.4. Material for Evaluation

What informs the evaluation process? Whatever contributes to the formation process for a student is also part of the evaluation process. As students write self-evaluations and faculty develop evaluation documents, the following are considered: classroom activities and formal academic endeavors; conversations with texts, peers and teachers; participation in chapel and worship planning; field education; clinical pastoral education; class and community membership and participation; work study; management of fiscal responsibilities; and involvement in communities other than the seminary. How a student conducts him or herself in informal and professional settings and in relationships with peers, faculty, administrators, staff, off-campus supervisors (lay or ordained), and visitors to our school gives evidence of one’s vocational development.

5.A.5. MDiv Evaluation Format

Each year’s MDiv evaluation will attend to these areas of education and formation:

- **The student as a person of faith:** For example, does the student demonstrate maturity of faith? How does the student understand him-/herself as a Christian? Does this person regularly participate in worship and engage in spiritual practices of prayer, service or the reading of Scripture?
- **The student as person:** What qualities of character will this person bring to ministry? This can include things like emotional maturity and stability, integrity, self-awareness as to strengths and weaknesses, patterns of handling stress or conflict, the ability to ask for help, appropriate boundaries, the ability to establish and maintain relationships within different contexts, or a sense of humor.
- **The student as learner:** Can this person learn with and from others, from experience and from various kinds of texts? Does the student exhibit critical thinking skills, be imaginative or creative, and understand and be able to communicate the Christian tradition? How does the student engage the academic and experiential aspects of the MDiv program?
- **The student as minister:** Does the student possess the gifts, strengths and abilities necessary to function in ministry (lay or ordained) for the whole Church and within particular faith communities? Does this student exhibit clarity of role and identity? For example, does this student understand what it means to be a priest in the Episcopal Church or to be a lay ministry professional such as a teacher or chaplain? How does this person function as a pastor, exercise leadership and act within the professional demands of ministry?

5.A.6. General Comments

Each year's MDiv evaluation will also include general comments about strengths, i.e., particular abilities (academic excellence, pastoral insight, demonstrated leadership abilities, etc.) and areas of growth that would benefit from attention. For seniors this will include suggestions for the transition period from seminary to active ministry.

- **Strengths:** What are the *gifts and strengths* that this person brings to ministry as evidenced in his/her participation in the life of the community, academics, contextual education and personal life?
- **Areas of Growth:** What *challenges* (e.g., academic, personal, relational, spiritual, ministerial) has the student faced in seminary and how is the student meeting the challenge?

5.A.7. Junior Year

The junior evaluation process should establish patterns in terms of student/advisor relationship, communication and timeliness and present students with a framework for understanding the "evaluation process."

Fall: Over the course of the fall semester, the student and advisor meet to (a) monitor academic progress and the student's transition to seminary; and (b) go over the evaluation format and process for the spring.

Spring: The student writes a self-evaluation following the above format and discusses it with the advisor. At the April FAC meeting, the faculty reviews the self-evaluations. Each is addressed individually in the faculty meeting. The student then receives feedback from the faculty through the advisor. The faculty response may affirm the student's sense of progress and self-perceptions but may also bring up perceptions, questions, suggestions or concerns that the faculty believes the student would benefit from addressing.

The emphasis here is on how the student can be intentional about using the rest of seminary to build on gifts and strengths by developing habits of reflection and practice as well as to work on meeting the challenges of the program. The aim of this process is to be supportive of students' growth and formation. However, on occasion, a student's behavior is problematic for that student's participation in the educational process or community life. It is the responsibility of the faculty to identify problematic areas that require attention for the student's course of study and preparation for ministry to be successful.

Master of Divinity Self-Evaluation Format for Juniors

Each section should address what has been most significant for you. The questions are offered as starting points for your reflection. Each section should be no longer than 250 words or half a page, single spaced. This document is shared only with the advisor and faculty as a working document.

- **The student as a person of faith:** How do you understand yourself as a Christian and a person in ministry? What are your personal and corporate practices of faith? How has being in seminary affected your faith and growth in the life of the Spirit? What has been helpful or what has been difficult or seemed like an obstacle?
- **The student as person:** What has adjusting to seminary been like for you? What have you discovered about yourself that is new or how have you seen what you know about yourself at work? What have been the personal challenges or difficulties and how have you been meeting them?
- **The student as learner:** What has been your experience as a student? How have you participated in academics? Has it been easy or hard? In particular, what has been exciting and enjoyable? What has been a challenge and how are you meeting that challenge?
- **The student as minister:** What gifts and strengths that you bring to ministry have you either discovered or found affirmed through your participation in the life of the community or academics? How do you

plan to work on developing these qualities through the rest of your MDiv program? Likewise, what are your identified areas for growth?

Once you have finished your narrative:

- Provide your advisor with a copy
- Have a discussion with your advisor about it: What do you think it is important for the faculty to know about your life as a student and member of the community? What kind of feedback from the faculty's discussion of your progress are you particularly interested in receiving?

5.A.8. Middler Year

The middler year is often a tense and stressful time for students, as they engage in academic pursuits as well as meet the demands of field education and community life. The scheduling of the middler evaluation in the spring semester can add to the stress. Advisors are available to help students navigate this year, understanding that growth and development is rarely achieved evenly or without some difficulty.

Fall: Students discuss with their advisor their plans for the year, how they are going to build on what they have learned about themselves and the nature of ministry through the first year of seminary and clinical pastoral education:

Spring: Early in the spring semester, the student and advisor meet to review the process and form to be used for the formal middler evaluation. (For ordination track students, this is sent to the Bishop/diocese.) Students and advisors may approach this in a number of ways, but it is advisable that the student and advisor share their reflections on the components of the evaluation; then the advisor drafts the narrative evaluation that will be shared with the faculty. This is the time for the student and advisor to share their respective views of what the evaluation should include. Advisors are responsible for the narrative evaluation that is considered and approved by the faculty. It may incorporate student perceptions as appropriate; however, the advisor, on behalf of the faculty, is responsible for the final official version.

After the FAC meeting and approval of the evaluation, the advisor meets with the student to review the final document.

5.A.9. Senior Year

For the advisor, the task of the senior year is less around producing a document for the student or a judicatory and more about journeying with the students as they bring their seminary process to a close and transition into ministry.

Fall: Students focus on how they want to use their senior year experiences to further their formation process and vocational development, building on the middler evaluation. (Normally, the formal faculty evaluation of ordination track students is done in November or as needed for early ordinations, etc. This evaluation states: “The faculty find this person to be academically and personally qualified for ordination.”)

Spring: The focus this semester is to support students as they bring their seminary education to a close and begin the transition into the next phase of their lives and ministry. Just prior to graduation, the faculty reviews the academic work of seniors in order to certify them for graduation.

5.B. The Evaluation Process for DAS Students

In the fall semester, DAS students will receive an evaluation at the same FAC meeting wherein MDiv seniors are evaluated. This evaluation will follow the same evaluative criteria as described above for junior MDiv’s.

In the spring semester, DAS students will receive an evaluation at the same FAC meeting wherein MDiv juniors are evaluated. This evaluation will follow up on the fall evaluation using the same evaluative criteria as described above for senior MDiv’s.

While using the MDiv evaluative criteria, the advisor and the FAC will modify its application to the student taking into account the differences between the MDiv and DAS programs.

At the request of bishops and standing committees, we will provide the canonical middler narrative evaluation for DAS students.

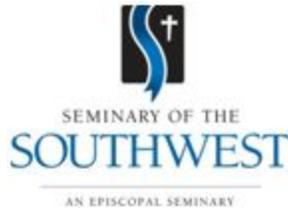
5.C. Course Evaluation Procedure

Students are expected to complete an evaluation of each course that they take. An evaluation form will become available on Populi on the last day of the semester. Students will have two weeks to complete the evaluation online. If the evaluation is not completed within two weeks, the student’s grade in that course will be locked for a period of time. Once grades are complete, the evaluation forms are provided to the course instructor, copies also filed in the Academic Dean’s office.

6. Academic Code Policies

“The Episcopal Theological Seminary of the Southwest” is doing business as “Seminary of the Southwest,” the business name, “Southwest” or “the seminary” is used in the following policies.

All Seminary policies can be found on the intranet in the “Policy Manual.” The policies below are the academic policies governed by Academic Affairs.



Policy Name:	Academic Freedom Policy	
Original Effective Date:	12/15/04	
Review Date:	Reviewed: 11/4/15	Approved: 11/11/15
Responsible Office or Committee:	Academic Affairs Committee	
Applies to:	Entire Community	
Where Policy Resides:	SSW Policy Manual; Academic Code	
Review Cycle:	Three Year Cycle - 2019	

Policy

As a community of teaching, learning, and enquiry, the seminary values academic freedom as necessary to educational and intellectual integrity. Southwest is also a seminary of the Episcopal Church and employs faculty in the expectation that their teaching and research will be compatible with this identity. Conflict is possible, therefore, between academic freedom in teaching, preaching, and research, and interpretations of the seminary’s Christian mission and Episcopal character. The procedure described below addresses situations in which a faculty member believes his/her academic freedom threatened by the actions of students, faculty, administrators, the Academic Dean, or the Dean and President. Such actions include, but are not limited to, penalizing or intimidating faculty in response to the content or methods of their teaching or research.

The following procedure is to be followed by a faculty member with a complaint against a student or students, faculty, staff, or administration concerning actions alleged to infringe upon or threaten academic freedom.

Resolution by Informal Consultation. It is hoped that, as a Christian educational community, disputes over academic freedom at the seminary will be resolved informally by conversation and consultation. In the first place, therefore, the faculty member shall seek a meeting with the other party or parties and, together they shall

attempt to secure understanding and resolution. If the faculty member wishes, he or she may ask a colleague for assistance in arranging such a meeting and facilitating discussion. If the matter is satisfactorily resolved by informal consultation, a memorandum of record may be prepared as follows. The dispute shall be described in detail, the parties involved in the resolution identified, and the nature of the resolution described. If such memorandum is prepared, it shall be so by the faculty member originating the complaint and signed by all the parties involved. This memorandum of record will be forwarded for information to the Academic Dean, who shall also be responsible for maintaining the memorandum in an appropriate file.

Formal Complaint and Resolution. If the dispute cannot be resolved by such informal consultation, the faculty member may take the second step of filing a formal written complaint. The complaint shall describe both the character and history of the dispute and the unsuccessful attempt to resolve it informally. The complaint shall be filed with the appropriate person within thirty days of the attempted informal resolution.

If the person who is the subject of the complaint is the Dean and President, the complaint shall be filed with the Chair of the Faculty and Education committee of the Board. The Chair will meet with both parties within fourteen days of receiving the complaint and seek to resolve the dispute. Should that prove unsuccessful, the Faculty and Education committee will consider written representations from both parties and convene at least one hearing at which both are present. Within twenty-eight days of its appointment, the committee shall communicate its decision both to the faculty member and the Dean and President. This decision is final.

If the subject of the complaint is the Academic Dean, a Vice President, or a department head or primary administrative officer, the complaint shall be filed with the Dean and President. If the person in question is a faculty member, student, or other member of the community, the complaint shall be filed with the Academic Dean.

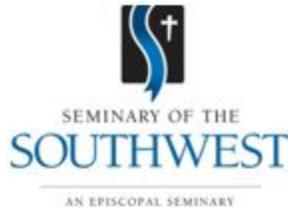
The Academic Dean, or the Dean and President (both henceforth “Arbitrator”), shall within seven days send written notification, both to the complainant and to the other party or parties, that a formal grievance has been received. The arbitrator shall meet with both parties within two weeks, on which occasion he or she will hear representations from those involved. Within ten days after this first meeting, the Arbitrator shall attempt to reconcile the dispute in a mutually satisfactory way, or may decide the case as to whether the actions cited by the complainant constitute a violation of legitimate academic freedom within the context of the seminary’s Christian mission. The Arbitrator shall notify the parties concerned in writing of the details of the decision. During this process, the Arbitrator may solicit the assistance of advisors or mediators.

If no mutually satisfactory resolution is reached, or if the Arbitrator has made a decision to which either party objects, the matter may be appealed to the Dean and President. This appeal shall be in writing and shall be made within two weeks of the written notification of the decision to the complainant by the Arbitrator.

Upon receipt of this appeal, the Dean and President shall convene an ad hoc committee of three to review the matter, conduct appropriate inquiries, and make a recommendation for resolution to the Dean and President. The committee shall be named within seven days. The committee shall consist of two faculty members and a member of the Faculty and Education committee of the Board. The work of the committee shall involve at least one hearing at which both parties to the dispute are present, and all parties involved in the case and in the failed attempts to resolve it shall have ample opportunity to present relevant information. Within twenty-one days of its appointment, the committee shall communicate its findings and recommendations for resolution in writing to the Dean and President.

The Dean and President shall review the communication of the ad hoc committee, consider its findings and recommendations for resolution, and make his or her decision, either upholding the findings and recommendations or revising them. That decision shall be communicated in writing to the parties involved within fourteen days. The Dean's decision is final.

Copies of all documents and correspondence connected with a formal complaint and resolution shall be maintained in an appropriate file in the office of the Dean and President.



Policy Name:	Academic Honesty Policy	
Original Effective Date:	10/10/04	
Review Date:	Reviewed: 9/5/18	Approved: 9/12/18
Responsible Office or Committee:	Academic Affairs Committee	
Applies to:	All Students	
Where Policy Resides:	SSW Policy Manual; Academic Code	
Review Cycle:	Three Year Cycle - 2021	

Policy

Academic honesty is essential to the spirit of Christian community in a seminary environment. All members of this community, including any student from any program who attends courses at the seminary are expected to practice academic honesty and to hold one another faithful to this mark of scholarly inquiry. Acts of academic dishonesty are serious offenses against the seminary’s common life.

Academic Dishonesty^{III}

Academic dishonesty is an act of deliberate deceit in the fulfillment of a student’s obligations to the academic community. It includes, but is not limited to, the failure to observe rules of fairness in taking exams or writing papers, plagiarism, fabrication, and cheating. Christian commitment to truth, justice, and the fostering of trust in community are contrary to academic dishonesty.

What Constitutes Academic Dishonesty?

1. Plagiarism is the act of presenting the work of another as if it were one's own. It includes quoting, paraphrasing, summarizing or utilizing the published work of others without proper acknowledgment. Most frequently, it involves the unacknowledged use of published books or articles in periodicals, magazines, and newspapers. However, any unacknowledged use of another's ideas constitutes plagiarism, including the use of papers written by other students, or interviews, radio or TV broadcasts, any published or unpublished materials (e.g., letters, pamphlets, leaflets, notes or documents), or materials obtained on the Internet.
2. The improper use of one's own work is the act of submitting work for a course which includes research done for previous projects and courses in a way intended to give the impression that the research in question was newly done for the present course.
3. Fabrication is the act of artificially contriving or making up material, data or other information and submitting this as fact.
4. Cheating is the act of deceiving, which includes such acts as looking at another's exam (during the exam), using notes when prohibited during exams, using electronic equipment to communicate or retrieve information during exams, or whatever else is deemed contrary to the rules of fairness, including failing to abide by any special rules designated by the instructor in the course.
5. Facilitation of academic dishonesty is the act of attempting to help someone engage in plagiarism, fabrication, cheating, or any other type of academic dishonesty.

Acts of academic dishonesty should be referred to the Dean or Academic Dean, as serious offenses against the seminary's common life and mission.

¹ This section is adopted from Virginia Seminary's Academic Code and is modified from the Catholic University of America's CUA Student Handbook [Internet site] (Washington, DC: Catholic University of American, 2003, accessed 26 June 2003); available from <http://studentlife.cua.edu/handbook/content/dishonesty.cfm>.

Consequences:

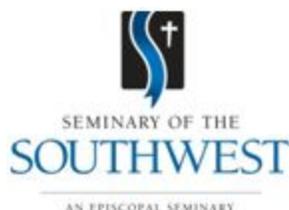
A charge of academic dishonesty may come from a student's advisor, a fellow classmate, the instructor of a course, or from any member of the faculty or administration if the infraction takes place outside of class (e.g., plagiarism in a sermon).

If the infraction is perceived as unintentional, an instructor may work directly with a student to resolve a case of academic dishonesty informally. The student must redo the assignment in question and may still receive a grade of “F” for the assignment. A brief acknowledgement of the episode and its resolution should be sent to the Academic Dean for placement in the student’s academic file. Any such acknowledgement will be removed and destroyed after the student graduates. If, however, during the student’s time here other such notations of “misunderstandings concerning academic policy” accumulate, these may warrant attention from the Academic Dean, who will deal with them as he or she feels is appropriate, including initiating a formal charge.

If the infraction is perceived as intentional, a formal charge is brought to the Academic Dean in writing. The Academic Dean in consultation with the instructor of the course will make a determination of the appropriate penalty, which may be a grade of “F” for the assignment in question or a grade of “F” for the course, and/or other appropriate penalty(ies). A student formally accused of academic dishonesty in a course will be informed by the instructor of that course, and in all cases the Academic Dean will send a formal written charge to the student and to the student’s academic file. The student can accept the charge and the penalty, which will be noted in the student’s file, or challenge the charge.

If the student challenges a formal charge of academic dishonesty, or if an instructor requests a formal review, the matter is referred back to the Academic Dean who convenes a faculty subcommittee of the Academic Affairs Committee. This subcommittee considers the formal charge, a written explanation of the incident from the course instructor and/or the person who made the charge, and a written response from the student challenging the charge. If the subcommittee determines that the student has violated the standards of academic honesty, the normal consequence would be for the student to receive an “F” grade for the course and to have annotations placed in his/her academic file (such records would be retained according to the seminary’s records management policies). If the subcommittee determines that there was no violation of the policy, that information will also be summarized and placed in the student’s file. If a charge is dismissed, upon the student’s graduation from the seminary all notations in his or her file regarding these matters will be removed and destroyed.

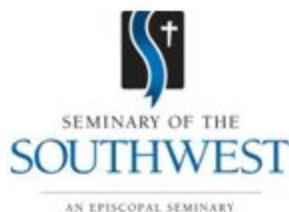
In the case of a second formally documented instance of academic dishonesty, the Academic Dean will convene a meeting of the regular faculty to discuss the matter. The regular faculty decides the appropriate penalty for the second incident in light of any previous episodes and makes a broader determination regarding that student’s standing or dismissal from the seminary. The final decision of the regular faculty is fully documented and retained in the student’s academic file permanently, or according to the seminary’s records management policies.



Policy Name:	Attendance Policy	
Original Effective Date:	2009	
Review Date:	Reviewed: 1/25/18	Approved: 1/25/18
Responsible Office or Committee:	Academic Affairs Committee	
Applies to:	All Students	
Where Policy Resides:	SSW Policy Manual; Academic Code; Student Handbook	
Review Cycle:	Three Year Cycle - 2021	

Policy

Regular, timely, attendance is required in order to receive a passing grade. No more than [two (*if meeting weekly*) or four (*if meeting twice a week*)] absences for any reason will be allowed during the term, if a student is to pass the class. In addition, a student will be considered tardy if arriving after the posted start time of class. Two tardies will be considered equivalent to one absence. Professors may factor attendance into their calculation of a student's grade in a course. In the case of extreme hardship or emergency the instructor may make exceptions, subject to the approval of the Academic Dean. Please inform the instructor if you must be absent. If you miss a class, the instructor may assign you additional work to substitute for the activities and discussions you missed.



Policy Name:	Copyright Policy	
Original Effective Date:	3-9-16	
Review Date:	Reviewed: 5-1-19	Approved: 5-9-19
Responsible Office or Committee:	Academic Affairs Committee	
Applies to:	Entire Community	
Where Policy Resides:	SSW Policy Manual; Academic Code	
Review Cycle:	Three Year Cycle - 2021	

Policy

Seminary of the Southwest is committed to upholding the letter and the spirit of the U.S. Copyright Law. The purpose of this policy is to provide guidelines to aid seminary students, faculty, and staff with copyright compliance.

Fair Use

In our non-profit, educational environment, the key to compliance with copyright law is understanding the concept of fair use. Many resources exist to aid faculty with working through a determination of fair use.

[American University Library. What Faculty Need to Know About Copyright for Teaching.](#)
American University Library. 2010.

[Columbia University Libraries. Copyright Advisory Services.](#)

[Harvard University Office of the General Counsel. Copyright and Fair Use: The Guide for the Harvard Community.](#)
2016.

Assigning Readings from Articles Protected by Copyright Law

If an article is held electronically in the Booher Library's collection, faculty may link to this article directly from their electronic classroom page unless a licensing agreement is in place that forbids this practice. Such a clause would typically be found in the library catalog record for the article or in the article itself. If an article is held in the Booher Library's print collection, the article may be scanned and added to the electronic classroom page. Alternately, print copies of the article may be distributed in the classroom.

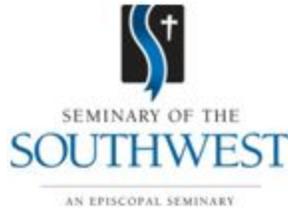
Please note that electronic copies of articles should not be emailed directly to students.

Assigning Readings from Books Protected by Copyright Law

If a section constituting less than 20% of a book's contents is assigned as required reading, then those portions of the book should be scanned and placed on the course's electronic classroom page. It is assumed that this electronic classroom page will be password protected and made available only to students enrolled in the course. Furthermore, access to the electronic classroom will be revoked after the completion of the course. At no time can electronic copies of reading assignments be emailed to students, as this practice would undermine the protections described above. A scan of the cover, title page, and the book's copyright statement should be included in every scanned reading. If more than 20% of the book will be assigned as reading, the book should be considered required reading and no part of the book should be scanned and posted on the electronic classroom page. Students and faculty may access the reading by purchasing a personal copy of the book or reading the copy on the library's course reserve shelf.

Further Questions

All questions regarding copy right and the copyright policy should be directed to the Academic Dean.



Policy Name:	Credit Hour Policy	
Original Effective Date:	12-18-12	
Review Date:	Reviewed: 5/2/18	Approved: 5/9/18
Responsible Office or Committee:	Academic Affairs	
Applies to:	All Students	
Where Policy Resides:	SSW Policy Manual; Academic Code	
Review Cycle	Three Year Cycle - 2021	

Policy

The credit hour is the basic unit of measurement for college credit. At the seminary, the standard unit of measure is based on the “Carnegie Unit.” It is the normal standard of measurement used in transferring credits from institution to institution.

The definition of the “credit hour” at the seminary applies equally to all degree programs, and equally to courses of varying credits, duration, and modes of instruction. The norm for consideration of a credit hour consists of a minimum of one fifty-minute hour per week of in-class instruction and a minimum of two hours of outside work for the student over 14 weeks, plus either a 15th week of instruction or a week of out-of-class independent learning in which exams are taken or papers are produced. Most courses at the seminary are offered for three credit hours.

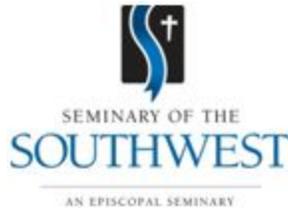
Course syllabi are expected to list the amount of work required to earn the credits.

For courses in the Master of Divinity Degree (MDIV) program that are related to field education, there will be an expectation of the amount of time invested. The Theological Field Education Manual lists the amount of contact hours for the different courses related to field education. (See clock hour to credit hour conversion below)

For a 3 credit-hour independent study, there will be a minimum of fifteen contact hours with a professor in the field of study for the IDS, and an expectation of at least 120 hours of outside work for the student for the length of the semester, or a minimum of 15 weeks.

The clock hour to credit hour conversion applied for field education purposes:

Working from the standard of 3 hours per week per credit hour in a 15 week semester, in field education a one-credit course requires a minimum of 45 contact hours and a three-credit course requires 135contact hours. These include the practice of ministry, supervision done in individual or group sessions, colloquies, and the production of written work including learning agreements, ministry reports and reflections and a self-evaluation.



Policy Name:	Intellectual Property Rights Policy	
Original Effective Date:	11-2-05	
Review Date:	Reviewed: 9-5-18	Approved: 9-12-18
Responsible Office or Committee:	Academic Affairs Committee	
Applies to:	Faculty, Staff, Administrators, Students	
Where Policy Reside:	SSW Policy Manual; Academic Code	
Review Cycle	Three Year Cycle - 2022	

Policy

This policy of the seminary establishes criteria for guidance of the administrators, faculty, staff and students of the seminary concerning the development, use, ownership, management and marketing of intellectual property.

The policy applies to all persons employed by the seminary, to anyone using seminary facilities under the supervision of seminary personnel, and to registered students. The policy applies to works of the intellect, which may be embodied or expressed in various media (tangible or otherwise)—including but not limited to books, syllabi, articles, lectures, lecture notes, study guides, video and audio instruction, and presentational slides— that arise from the activities of such persons, whether or not the subject matter is protected under copyright laws.

Basic Objectives

To safeguard the seminary's interest in intellectual property without significantly impeding the free exchange of information or the right to publish. To encourage faculty members to make available the results of their research through teaching, scholarly publications, and informed contributions to the intellectual life of church and society. To maintain the basic right of any individual within the seminary community to write and publish. To recognize each individual's right to

all income resulting from her or his writings except as stated herein. To disavow any claim of equity on the part of the seminary in the writings of any individual simply because of the individual's membership in the seminary community.

Employees and Supervised Workers

Under this policy, the ownership of intellectual property rights initially resides in the author or creator. In the case of work done wholly on his or her own time and without any seminary support, the inventor, author or creator retains all rights of ownership. In the case of faculty-authored scholarship and course preparations such as books, syllabi, articles, lectures, lecture notes, study guides, video and audio instruction, and presentational slides the seminary cedes copyright ownership to the author or creator. However, in order to facilitate joint work on teaching materials and support collaborative teaching, and notwithstanding the ownership rights otherwise granted by this policy, individuals who contribute teaching materials used in jointly developed and taught seminary courses thereby grant a nonexclusive, nontransferable license to the seminary to permit other contributors to the course to continue using those jointly produced teaching materials in seminary courses.

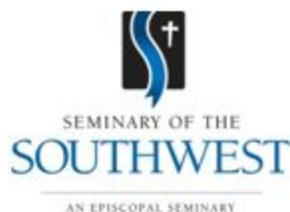
The seminary benefits from and wishes to encourage creative scholarly research and writing by faculty, and staff. Therefore, the seminary normally supplies assistance in various forms such as library resources and secretarial help. Sometimes the creator of an intellectual work may desire extraordinary additional assistance from the seminary. The use of seminary equipment, services, or resources is "extraordinary" when it entails a kind or level of use not ordinarily available to all, or virtually all, faculty and/or staff. Extraordinary use might include, but is not limited to, labor and services provided by seminary-paid employees or specialized equipment or software. In such cases, the creator of the work shall negotiate an agreement with the seminary through the Executive Vice President for Administration and Finance concerning division of any potential income from the work, observing limits specified below.

Income derived from commercial exploitation of a work for which an agreement has been reached between the seminary and the creator of the work will be allocated between the seminary and the creator according to the terms of the agreement. Once any costs of production have been recaptured, the seminary share will be no more than fifteen percent. The creator's share will be eighty-five percent or more in any agreement between the seminary and the creator.

Students

Students by enrolling in the seminary give the institution a non-exclusive royalty-free license to mark on, modify, and retain the work as may be required by the process of instruction, or otherwise handle the work as set out in this Intellectual Property Policy or in course syllabi. The institution shall not have the right to use the work in any other manner without the written consent of the creator(s).

In the case of a thesis prepared as partial fulfillment of academic requirements in the seminary, the creator retains all intellectual property rights in regard to the thesis except that the seminary reserves a nonexclusive, royalty-free license to use the work for research and teaching purposes.



Policy Name:	Satisfactory Academic Progress Policy	
Original Effective Date:	3/19/14	
Review Date:	Reviewed: 8/31/2015	Approved: 9/16/15
Responsible Office or Committee:	Faculty and Administrative Council	
Applies to:	All Students	
Where Policy Resides:	SSW Policy Manual; Student Handbook	
Review Cycle:	Three Year Cycle – 2018	

Policy

Criteria for Satisfactory Academic Progress in accordance with Program Integrity Rules effective July 1, 2011

These Graduate Satisfactory Academic Progress requirements (“SAP”) are mandated by federal regulation and established by school policy. They must be uniformly applied to any recipient of Federal Student Aid. Effective with the enactment of the Program Integrity Rules of July 1, 2011, new regulations to measure satisfactory academic progress have been put into effect. These new regulations, in tandem with Seminary of the Southwest’s school policies, will be applied and used as the criteria to measure students’ satisfactory academic progress for purposes of establishing eligibility for Federal Student Aid.

The seminary grading system, as described in Section II. D. of the Academic Code, is approved by our principal accrediting agencies, the Southern Association of Colleges and Schools Commission on College and the Association of Theological Schools. The seminary will use the standards below in order to calculate SAP in accordance with the Program Integrity Rules. Grade point averages will be calculated within the seminary’s PowerFaid’s financial aid software program, but not published on student’s transcripts.

The following chart will be used to assign grade points to each letter grade earned:

<u>Letter</u>	<u>Grade Points</u>
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0.0

Grades earned under the “S” or “U” option do not carry grade point values and are not computed in Seminary of the Southwest’s grade point average to calculate SAP.

Each recipient of Federal Student Aid at the Seminary (“SSW”) will be reviewed for SAP at the conclusion of each payment period, including Fall, Spring and Summer semesters. Financial Aid SAP is based on **qualitative** as well as **quantitative** standards:

- **Grade Point Average:** This **qualitative** measure requires graduate students to maintain a minimum Cumulative Grade Point Average (GPA) of **2.500** for all attempted courses, including grades earned for preparatory and/or transfer credits accepted by SSW.
- **Completion Rate:** This **quantitative** measure requires graduate students to maintain a cumulative completion rate of **67%** of the attempted coursework in any semester (including preparatory and/or transfer hours accepted by SSW.) This percentage is determined by dividing the number of hours completed by the total number of hours attempted. Attempted hours are the total number of hours successfully completed (earning a grade of A, B, or C) **plus** the credits attempted but earning grades of “W”, “I”, or “F”.
- **Timeframe to Complete Academic Program:** This **quantitative** measure limits the number of credit hours attempted overall during the pursuit of a graduate degree. The maximum attempted hours are **150%** of the credits required to complete the student’s program of study. For purposes of obtaining a graduate degree at SSW, the maximum is dependent upon the degree sought, including preparatory and/or transfer credits. Students contemplating degree plan changes should consider the ability to complete a new plan within the maximum allowable limits.
- **Transfer Students:** Transfer students are evaluated based on the number of hours accepted by Seminary of the Southwest. Once transfer credit has been evaluated by the Registrar and the Academic Dean, and the student has been awarded credit hours, then that student will fall under the same quantitative and qualitative requirements as previously mentioned based on that designated classification. Transfer grades are not factored into the student’s cumulative GPA for SAP purposes. The maximum time limits for eligibility for federal financial aid also apply to transfer students based on the number of credits accepted by Seminary of the Southwest.

**APPEAL PROCESS FOR SUSPENSION BASED ON
FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (SAP) STANDARDS**

- Students who fail to meet the grade point average requirement or the completion rate requirement, or who will exceed the timeframe to complete 150% of the minimum number of credits in their program of study, will be placed in **Financial Aid Warning Status** for the following semester. Students will be notified via email of their warning status. Students who re in Financial Aid Warning Status may continue to receive Federal Student Aid.
- Students in Financial Aid Warning status who fail to meet the SAP requirements for the following semester will not be eligible to receive financial aid and will be placed in **Financial Aid Suspension Status**. These students may complete and submit a Financial Aid Appeal, Academic Plan, and a Personal Statement to the Financial Aid Appeals Committee for review. Should the Financial Aid Appeals Committee approve the Financial Aid SAP Appeal, the student will be placed in **Financial Aid Probation Status**.
- Students in Financial Aid Probation Status may continue to receive Federal Student Aid for one additional payment period. Students on Financial Aid Probation Status who fail to meet the SAP requirements for the additional payment period will be placed on Financial Aid Suspension Status and recommended for academic dismissal.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS APPEAL

The Financial Aid Appeals Committee will consider Appeals based on the following reasons:

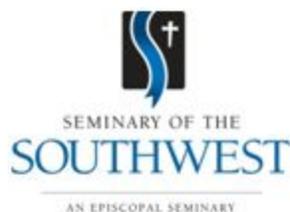
- Personal illness or serious injury supported by hospital records, insurance explanation of benefits, or statement of a licensed medical practitioner;
- Serious illness or injury of an immediate family member supported by hospital record, insurance explanation of benefits, or statement of a licensed medical practitioner;
- Any other extenuating circumstances that are supported by appropriate documentation and deemed reasonable by the Financial Aid Appeals Committee
- Financial Aid Appeal forms, Academic Plan forms, and Personal Statement forms are available from the Financial Aid Office.
- The completed Financial Aid Satisfactory Academic Progress Appeal, Academic Plan, and Personal Statement forms must be completed, signed, dated, and submitted to the Financial Aid Office. When the appeal package is determined to be complete by the Financial Aid Officer, the appeal will be submitted to the Financial Aid Appeals Committee for review. Incomplete appeals and incomplete forms will not be considered.

The Financial Aid Appeals Committee will establish and publish deadline dates each semester for the submission of Appeals. The latest an Appeal will be accepted for consideration for the current semester is the last date for withdrawal without penalty or the census date, whichever is later. Appeals received after the last date for withdrawal without penalty or the census date will be reviewed only at the discretion of the Financial Aid Appeals Committee.

Students will be notified via email regarding their outcome of their appeal. Decisions of the Financial Aid Appeals Committee are final.

Students on **Financial Aid Suspension**, who are otherwise in good standing and abiding by other school policies, may continue their coursework at Seminary of the Southwest; however, payment for those courses must be made by the student and Federal Student Aid will not be paid. Students may reestablish federal student aid eligibility by regaining GOOD standing based on the Graduate Financial Aid Satisfactory Academic Progress standards:

- A minimum Cumulative Grade Point Average (GPA) of 2.500
- A minimum Completion Rate of 67%
- On schedule to complete current program of study within the 150% of the maximum number of hours required for graduation.



Policy Name:	Student Academic Grievance Policy	
Original Effective Date:	10/3/01	
Review Date:	Reviewed: 11-7-18	Approved: 11-14-18
Responsible Office or Committee:	Academic Affairs Committee	
Applies to:	All Students	
Where Policy Resides:	SSW Policy Manual; Academic Code; Student Handbook	
Review Cycle	Three Year Cycle – 2021	

Policy _____

The Seminary is committed to providing reasonable accommodations for a student with a qualified and medically documented disability. In the administration of this policy, the Seminary shall adhere to Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act Amendments Act (Title II), or other applicable law, which prohibit discrimination on the basis of disability.

If a student has, or thinks they may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact either one of the following Disability Coordinators designated by the Seminary to discuss options regarding reasonable accommodations:

- For academic accommodations: Academic Dean Scott Bader-Saye at scott.bader-saye@ssw.edu
- For physical and environmental accommodations: Executive Vice President Frederick L. Clement at fred.clement@ssw.edu

A written request for accommodations will be timely evaluated. The Disability Coordinator may require additional written

information from a student's health care provider in order to evaluate the need and appropriateness of an academic accommodation or physical and environmental accommodation.

A student is expected to avail themselves of services and equipment (where applicable) provided by the various governmental and social service agencies designated for providing such aids to persons with disabilities.

The Seminary will assist a student in coordinating services with faculty and other offices as necessary.

As used throughout this Disability Policy, the word *Seminary* refers to Seminary of the Southwest. For the purpose of this policy, the term "postsecondary" school applies to the Seminary.

INFORMATION FOR STUDENTS

Know Your Rights and Responsibilities

As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities that postsecondary schools have toward you. Being well informed will help ensure that you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The Office for Civil Rights (OCR) in the U.S. Department of Education is providing this information to explain the rights and responsibilities of a student with disabilities who is preparing to attend a postsecondary school; and explain the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure that the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act Amendments Act (Title II), which prohibit discrimination on the basis of disability. Practically every postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.

Because both school districts and postsecondary schools must comply with these same laws, you might believe that school districts and postsecondary schools have the same responsibilities under the law. This is a misconception; the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a Seminary student that you did not have as a high school student. OCR strongly encourages you to know your responsibilities and those of the Seminary under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter or continue postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability entering or continuing at the Seminary, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary, and postsecondary students from discrimination. Nevertheless,

several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike a high school, the Seminary is not required to provide FAPE. Rather, we are required to provide appropriate academic adjustments as necessary to ensure that we do not discriminate on the basis of disability. In addition, if a postsecondary school provides housing to nondisabled students who are eligible, it must provide comparable, convenient and accessible housing to eligible students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at the Seminary, are addressed in the remaining questions.

May the Seminary deny my admission because I have a disability?

No. If you meet the essential requirements for admission, Seminary may not deny your admission simply because you have a disability.

Do I have to inform Seminary that I have a disability?

No. However, if you want Seminary to provide an academic adjustment, you must identify yourself as having a disability shortly after admission or early in the term. Likewise, you should let Seminary know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments include modifications to academic requirements and auxiliary aids and services, for example, arranging for priority registration (which is not the same as guaranteed enrollment); reducing a course load; substituting one course for another (as faculty permit); providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, Seminary is not required to lower or effect substantial modifications to essential requirements. For example, although Seminary may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, we do not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, Seminary does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must present a written request to the Seminary's designated Disability Coordinator that you have a disability and need an

academic accommodation, a physical or environmental accommodation, or both. The Seminary is not required to identify you as having a disability or assess your needs. Address your written request to the Disability Coordinator designated for academic accommodations or to the Disability Coordinator designated for physical and environmental accommodations (see page 1, bulleted paragraph 3, of this policy).

The Seminary requires you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Refer to this policy for further information. The Seminary also provides information on the procedures and contacts for requesting an academic adjustment in publications including recruitment materials, catalogs and handbook for students. The Seminary's Disability Coordinators are to assist students with disabilities with questions related to any disability-related policy and service. If you are unable to locate the procedures, please ask a school official, such as an admissions officer or registrar.

When should I request an academic adjustment?

Although you may request an academic adjustment from the Seminary at any time, you should request it shortly after admission or as early as possible in the term. Some academic adjustments may take more time to provide than others. You

should follow the Seminary's procedures to ensure that we have enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. We require you to provide written documentation that shows you have a current disability and need an academic adjustment.

What documentation should I provide?

A postsecondary school may set reasonable standards for documentation. The documentation should provide enough information so that together we can decide what is an appropriate academic adjustment.

Although an Individualized Education Program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also, in some cases, the nature of a disability may change.

If the documentation that you have does not meet the Seminary's requirements, we must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation by a qualified health care provider in order to provide the required documentation.

Who has to pay for a new evaluation?

The Seminary is not required to conduct or pay for any evaluation to document your disability and need for an academic adjustment or accommodation. This may mean that you have to pay or find funding to pay an appropriate professional to do it.

If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through this Department of Education web page: http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_ID=SVR.

Once the Seminary has received the necessary documentation from me, what should I expect?

The Seminary will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the Seminary is not required to lower or waive essential academic requirements and standards. If you or your health care provider have requested a specific academic adjustment, the Seminary may offer that academic adjustment or an alternative one if the alternative also would be effective. The Seminary may also conduct its own evaluation of your disability and needs at its own expense.

You should expect the Seminary to work with you in an interactive process to identify an appropriate academic adjustment.

What if the academic adjustment we identified is not working?

Let the appropriate Disability Coordinator know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. We should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Coordinator—who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this designated person for information about how to address your concerns. Please contact our designated Disability Coordinators if you believe there is a basis for a discrimination complaint; they will work with you to address your complaint.

We have grievance procedures. Please refer to our grievance policy and the Student Handbook; these describe the steps you must take to start the grievance process. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

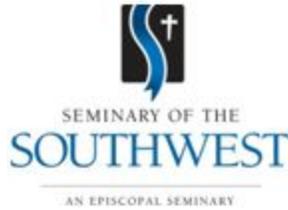
If you are dissatisfied with the outcome from using the Seminary's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may file a complaint against the Seminary with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting OCR at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, please read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in school. We encourage you to work with your designated Disability Coordinators because we, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them and believe in yourself as you embrace new challenges in your education.

You may be familiar with a federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) provisions do not apply to postsecondary schools. This policy does not discuss the IDEA or state and local laws that may apply.

Unresolved Complaints: U.S. Department of
Education Office for Civil Rights
Washington, D.C. 20202 July 2002



Policy Name:	Student Rights and Responsibilities Policy	
Original Effective Date:	Not Known	
Review Date:	Reviewed: 5-31-16	Approved: 6-1-16
Responsible Office or Committee:	Academic Affairs Committee	
Applies to:	All Students	
Where Policy Resides	SSW Policy Manual; Academic Code; Student Handbook; SSW Catalog	
Review Cycle:	Three Year Cycle - 2019	

Policy _____

At the seminary, students are full members of this community of formation for ministry. Specific rights and responsibilities of students are set forth below. These rights are ensured by the faculty, administration, and board of trustees.

Students may participate in institutional decision-making through their elected student council, by serving on the Community Life committee, faculty search committees, and task forces, and by participation in meetings called by the Dean at the request of the student officers. The Academic Dean, or a representative appointed by the Academic Dean, may be invited to attend meetings of the student body called by the student council.

Students are represented in the Board of Trustees by one Senior student officer who sits as a member of the Board with voice and no vote.

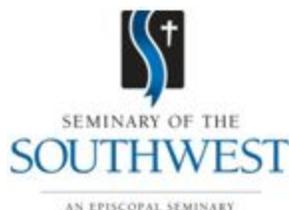
The Seminary admits students without regard to race, sex, color, nationality, ethnic origin, sexual orientation, gender identity, and gender expression to all the rights, privileges, programs, and activities generally accorded or made available to students at this school. The Seminary does not discriminate on the basis of these factors in the administration of its admissions policies, federal student aid programs, educational policies, housing policies, student activities, student employment, and all other school administered programs.

Academic grounds for dismissal are detailed in the Academic Code which is distributed to all students.

Personal grounds for dismissal include all forms of dishonesty, immorality (including sexual harassment) and disruptive behavior that might be harmful to the learning process or to the seminary's community life.

The decision to dismiss a student will be discussed by the Faculty and Administrative Council (FAC). After discussion the Dean and President and regular faculty will meet to vote on dismissal. In the case of a Center student, the director of the Center will be included in the latter meeting with voice and vote.

The student concerned may request a formal hearing from the faculty, after which, if the decision is reaffirmed, it will become final.



Policy Name:	Transfer Credit Policy	
Original Effective Date:	1-2005	
Review Date:	Reviewed: 4/4/18	Approved: 5/9/18
Responsible Office or Committee:	Academic Affairs Committee	
Applies to:	All Students	
Where Policy Resides:	SSW Policy Manual; SSW Catalog; Academic Code	
Review Cycle:	Three Year Cycle - 2021	

Policy

Academic work earned at other regionally accredited graduate level colleges or universities, or accrediting agencies recognized by the Department of Education may be transferred for credit to seminary programs. Such transfer credit is awarded at the discretion of the seminary, and only with consent of the Academic Dean.

Applicants must have official transcripts sent directly from the previous institution to the Registrar's office. A grade of "B" or higher must have been earned to be considered for transfer credit.

The number of credits normally allowed for transfer for each degree program are:

Master of Divinity may be transferred into the program	33 credits, of which no more than 15 elective credits
Master of Arts in Religion	15 credits

Master of Arts in Clinical Mental Health Counseling	15 credits
Master of Arts in Chaplaincy and Pastoral Care	24 credits
Master of Arts in Spiritual Formation	12 credits

Transfer credit is not allowed for any of the diploma programs.

The core course requirement (12 hours) is waived for any student pursuing the MCPC or MSF who has a master's level degree or above from an accredited theological institution.

Course work older than ten years will not be considered for transfer credit. This applies to all of the master's programs.

To request transfer credit, applicants should complete the appropriate form and submit it with their application for admission. At the same time, applicants shall also submit course descriptions, syllabi, and official transcripts for all courses for which transfer credit is requested. Transfer credit is granted when the courses being transferred are determined to be comparable in both content and method.

Current students requesting a review of transfer credits should see the Registrar's office for a form. Transcripts, course descriptions and syllabi for all courses will normally be required. The Academic Dean will make the final determination about courses. Once the decision has been made, the Academic Dean will forward a report to the Registrar.