FORDHAM UNIVERSITY
Graduate School of Religion and Religious Education

Academic Policies & Procedures Guidebook
Masters Degree and Certificate Programs

http://www.fordham.edu/gre

2018
Dear GSRRE Student:

We are grateful that you are part of the Graduate School of Religion and Religious Education community of learning at Fordham University. Each person who comes to our school is important to us. We appreciate and affirm your gifts and thank you for sharing these with our community.

The policies contained in this booklet are meant to insure that your experience at Fordham University will be of the highest quality. Our hope is that we present with clarity the requirements and expectations for all of our students. This book is intended as a roadmap that will insure your success at our school. For all general information regarding the full range of University-wide student services, University regulations and code of conduct, student disciplinary procedures, and policies on sexual harassment, refer to the Rose Hill Campus Student Handbook.

This is a living document that is constantly being revised and revisited in response to changing circumstances. The policies and procedures contained herein are subject to change at any time, and revisions will apply to all students, both continuing and new students, unless otherwise stated. This Guidebook is intended for widespread distribution and will be reprinted periodically. Therefore, it is the responsibility of each student to obtain and review a copy of the most recent publication. Current policies and procedures may also be reviewed on the GSRRE website at http://www.fordham.edu/gre.

We hope that you feel at home at the Graduate School of Religion and Religious Education. Our administrative and office staff is here to assist you with your needs, questions and concerns. Our doors are always open to each of you. Please be assured that you have our support and prayers.
Fordham’s Religious Tradition

Fordham University was established under Catholic auspices and has benefited from the service of hundreds of members of the Society of Jesus, a religious order of men who devote much of their energy to higher education.

Fordham’s Catholic and Jesuit origins and traditions have proven valuable as a source of distinctiveness and strength. Consequently, these traditions, religious ideas, perspectives and values hold a central place in the curriculum. Theology is an important subject requiring serious intellectual study. Students of all faiths, and of no faith, are encouraged to join seminars and discussions of religious issues and to participate in religious services and activities.

A loving and respectful openness to people of all faiths is an integral part of Fordham’s stance, as it should be in any university. The very nature of religious belief requires free, uncoerced consent, just as the nature of a university requires a respect for evidence, investigation, reason and enlightened assent.

The Jesuit Tradition of Ignatian Pedagogy

As graduate students, you will experience the same Jesuit approach to education at Fordham that has challenged some of the world's greatest thinkers for more than 400 years. This approach begins with a deep respect for you as an individual and for your potential, a principle the Jesuits call cura personalis. Because of this approach, our faculty will challenge you to strive for ever greater personal excellence in all aspects of life — intellectual, emotional, moral and physical. That principle, called magis, accounts for the rigor of intellectual exchange and the varied challenges you will experience in New York City and the world beyond.

True to its time-honored Jesuit traditions, Fordham endeavors to make excellence the focus of life, and the world the "home of the heart," of every student.

The Graduate School of Religion and Religious Education

Fordham University established the Graduate Institute of Religious Education in response to the renewal of the Second Vatican Council (1962 – 1965) and raised it to the status of a graduate school in 1975 with expanded goals and programming. In cooperation with all religious denominations, this graduate school has become a center for research and pastoral studies to address the needs of the church and the world today. Thus, committed to help chart future directions, it also confronts the contemporary problems of church communities.

In the midst of a great metropolitan area, the Graduate School of Religion and Religious Education (GSRRE) introduces its students to the sharp contrasts of city life – from the cultural advantages of New York City’s museums, theaters, libraries and Lincoln Center for the Performing Arts. Living in the midst of New York’s complexities, students gain an understanding of the multidimensional problems of the American metropolis.

People of all religious backgrounds are welcome, whether as matriculated degree students or as visiting non-matriculated students. Candidates for degrees come from all over North America, as
well as from Africa, Asia, Australia, Europe, South America and the Pacific Rim.

Degree students may, as need arises, take advantage of up to six credits of relevant courses offered in Fordham University’s other graduate programs. A grade of B or better is required for transfer of these credits. Advanced credits from other institutions are not automatically accepted, but will be reviewed on an individual basis and accepted after 12 credits have been earned at Fordham.

**PROGRAMS**

**Ph.D. Religious Education**
The Ph.D. program, requiring 72 credits of course work beyond a BA degree, prepares highly specialized professionals for leadership in Religious Education. Doctoral studies in this field help prepare professionals committed to public service through the character development and the transmission of religious heritage. The program seeks to provide students with the knowledge and skills to work as religious education professionals in various settings: colleges and universities, schools, congregations, dioceses and public service organizations.

**The Doctor of Ministry (D.Min.)**
This 36 credit doctoral degree provides advanced understanding of the nature and purposes of religious ministry, increased competencies in pastoral analysis and ministry skills, sustained theological reflection, and new knowledge about the practice of ministry. The foundations of the program are theological, historical, psychological and sociological. Faculty and students use various models of theological reflection: ministerial, spiritual, feminist, cultural and practical. Concentrations include: Christian Spirituality, Pastoral Studies, and a General concentration.

**MA in Religion and Religious Education**
The Master of Arts (36 credits) degree provides a deepened understanding of core theological disciplines and opportunities to explore the various parts of educational and pastoral ministry. The degree is designed for those already serving in ministry and those preparing to seek employment in ministerial settings. Those seeking personal enrichment through the study of Christian faith are welcome to study with us at GSRRE.

Areas of study overseen by the Religious Education area include:

- **ADULT, FAMILY AND COMMUNITY**
- **GENERALIST**
- **YOUTH AND YOUNG ADULT MINISTRY**

**MA in Christian Spirituality**
The M.A. in Christian Spirituality provides preparation for work in general Christian ministry, in Spiritual Direction, or in preparation for an academic career in teaching. The program can also assist those who wish to complement their personal spiritual journey with an academic foundation in scripture, theology and spirituality. Graduates of the program will have a competent understanding of methods of studying Christian spirituality along with its biblical, scriptural and theological foundations.
MA in Pastoral Studies

This 42 credit degree prepares leaders to serve the Church in parishes, diocesan offices, schools, hospitals and other faith-based organizations. Available on-line and on-campus and designed to meet the requirements for pastoral ministers set out by the USCCB and the National Association of Lay Ministers.

MA in Pastoral Counseling and Spiritual Care

The Master of Arts (60 credits) program in Pastoral Counseling and Spiritual Care trains students to be clinical pastoral counselors and serve as pastoral ministers who can address everyday psychological and spiritual issues and concerns. It also provides training for those working with families, congregations and other professional institutions. 600 hours of field work placement are part of the students’ graduate program. Upon completion of the program, students are eligible to become licensed mental health counselors.

MA in Pastoral Care (Online & Traditional)

The Master of Arts (36 credits) program in Pastoral Care is designed to prepare students engaged in ministerial work to be competent and effective pastoral caregivers in their present and future ministries. The program nurtures in-depth study, meaningful reflection, and the interdependence of theory and practice. A major goal is to provide students with the knowledge and understanding of the nature and purpose of pastoral care, increased effectiveness with pastoral care interventions, and sustained theological reflection on the application of pastoral care in specific situations of ministry. In combining theory and practice, students learn to integrate theology and psychological knowledge to increase effectiveness in pastoral ministry. The program advances the general practice of pastoral care in its many forms as well as the expertise in specialized areas of pastoral diagnosis.

Graduate Certificate Program in Christian Spirituality

This 18 credit program is for those who wish to deepen their understanding of Christian Spirituality. Students may complete the program for faith formation, personal enrichment, or to aid their ministry work in houses of worship. Available on campus and online.

Graduate Certificate Program in Spiritual Direction

This 18 credit graduate certificate program is designed to provide essential specialized training in spiritual direction for pastoral ministers who already hold advanced degrees in theology or religious studies. It is also attractive to other professionals such as social workers, psychologists and counselors whose clients are asking them for spiritual direction or who wish to learn how spiritual directors and therapists might work in concert with one another. The program includes a year-long practicum in spiritual direction in collaboration with the Jesuit Collaborative.

Graduate Certificate Program in Latino Ministry

This certificate is an advanced credential for those who have an MDiv or MA and who want to develop their competency to effectively minister to the growing Latino community in the United States. Through a variety of practical ministry courses, such as Ministry with Latin@s and Latin@ Spirituality, as well as theological courses, such as US Latin@ Theology, students will be exposed to the faith-life and theology of US Latinos from an ecumenical perspective. Available on campus
and online.

**Graduate Certificate Program in Faith Formation**

This is an 18-credit certificate for teachers, parish religious educators, other part-time and volunteer parish ministers, and others who are interested in learning about the dynamics of the faith. For some, the program further prepares them for parish service and/or religious education; for others, it serves as enrichment. The competencies outlined by the United States Bishops in their document *Co-Workers in the Vineyard of the Lord* are included in the courses offered in the certificate program. Available on campus and online.

**Section 1 Policies and Guidelines**

I. **ACADEMIC AUTHORITY**

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation and the conferring of any degree or granting of any certificate are strictly subject to the powers and authority of the University, which are vested in the President and his designee(s). The operative norms and procedures expected to be followed by all students are those described in the University Code of Conduct approved by Fordham University and published in the Student Handbook issued by the office of the Vice President for Student Affairs.

The decision-making authority of the Dean is exercised in three primary ways: (1) Admission of qualified candidates; (2) Withholding student’s records and transcripts; and (3) Disenrolling students from the program and School.

Unless otherwise stated, the Dean has delegated this authority to the faculty members of the student’s specific program to implement the policies and procedures stated in this Handbook.

II. **STUDENT RECORDS**

A copy of the University’s policy and guidelines regarding student records under the Family Educational Rights and Privacy Act of 1974 (FERPA) is available from Enrollment Services.

A. **Change of Name and/or Address**

Correspondence from the University is sent to the address from the student’s file in Enrollment Services. It is the student’s responsibility to notify the University of any change of address. Likewise, it is the student’s responsibility to notify the University of any change in the student’s name. Notification of the University in the event of either a change of name or address must be done in a timely manner by changing the appropriate information in my.fordham.edu through the Banner self service link on the student tab or contacting Enrollment Services.

B. **Transcripts of Records**
An official transcript is one bearing the University’s seal. Official transcripts of academic records are not given to students or graduates but are mailed directly to the college, professional or graduate school, government agency or business concern they designate. An unofficial transcript is one given to the person whose credits are listed thereon and marked “Unofficial”. The University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Transcripts may be requested from Enrollment Services in person, on-line or by mail. They should be requested well in advance of the date desired. No transcript or certification will be issued for students who have unpaid financial obligations owing to the University.

Fordham University will not assume responsibility for transcripts that are delayed because they have not been requested on time. All inquiries concerning the issuance of transcripts must be made within six months of the original request.

C. Confidentiality

Except when directed by court order or government tribunal of competent jurisdiction, all those involved in these grievance procedures shall treat as confidential all information disclosed during the procedures, as well as the fact of the occurrence of the procedures and the result thereof, except as other-wise provided in this process.

III. ADMISSIONS

Matriculated students are those accepted for and actively working toward either a degree or a certificate offered by the GSRRE. All students are considered to be matriculated upon acceptance into the program.

Acceptance as a matriculated student of the Graduate School of Religion and Religious Education is incompatible with matriculation in the degree programs of any other graduate or professional school or Fordham program except in those instances where a formal joint degree program has been established.

Students who are in the process of completing a degree (whether at Fordham or another institution) at the time of their acceptance into a graduate program must submit an official transcript indicating that the degree was awarded. This should be done before registering for the first time in the graduate program. If the transcript is not received by the second week of the first semester, a hold will be placed on the student’s registration and records.

A. Withdrawal

Students in good standing may voluntarily withdraw from the program by completing the University withdrawal/leave of absence form, available from the assistant academic dean. Once they have withdrawn, they must apply for readmission.
B. Readmission

If a student is disenrolled for failure to maintain an adequate grade point average, or failure to make satisfactory academic progress, he or she may not reapply.

A student who is disenrolled for any other reason or who has withdrawn voluntarily may reapply. This is done through the Director of admission. The readmission application, available on-line, should meet the current program requirements. Students who fail to enroll for two consecutive semesters, will be dis-enrolled and will need to reapply.

IV. ENROLLMENT AND REGISTRATION

A. Fees

The University and its board of trustees reserve the right to adjust, without notice, these charges to reflect economic conditions.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Tuition, per credit (Fall 2017)</td>
<td>$876</td>
</tr>
<tr>
<td>General fee per semester</td>
<td>$85</td>
</tr>
<tr>
<td><strong>Maintenance of matriculation</strong></td>
<td>$400</td>
</tr>
<tr>
<td>Technology access fee per semester</td>
<td>$100</td>
</tr>
<tr>
<td>Transcript fee, per copy</td>
<td>n/c</td>
</tr>
<tr>
<td>Dissertation Mentoring</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Maintenance of matriculation fee payable for each semester from matriculation to awarding of degree during which a student is not registered for course work (summers excepted unless terminal). This is particularly applicable when some final requirements, e.g., M.A. Major Paper or Overview Paper are completed during a semester in which no course is being taken. Registration for that semester with the payment of this fee is required to keep the student enrolled.

B. Continuous Enrollment

All GSRRE certificate and degree programs have a continuous enrollment policy. This means that graduate students matriculated in the program must register themselves every Fall and Spring semester until graduation. Students are considered registered when enrolled for coursework, relevant dissertation or major paper-related activities or maintenance of matriculation. The only exception to this policy is the case of a leave of absence approved by the Dean for serious, documented, medical or personal reasons. Students who fail to continuously enroll will be dis-enrolled from their program and must re-apply, thus meeting the current degree entrance requirements. In order to qualify for any form of GSRRE scholarship, grants or discounts, students must take at least 6 credits per semester.

C. Leave of Absence

If a student is unable to take any course during a particular semester(s), a leave of absence may be granted with the approval of the Dean at least 30 days before the beginning of the semester in
question. No maintenance of matriculation fee will be required if such a leave is requested in writing and approved. It should be noted that it is the responsibility of the student to make such a request before the fact so that the Assistant Academic Dean can inform the appropriate University offices, e.g. Academic Records and Enrollment Services. Otherwise, it is assumed that the regular fee for maintenance of matriculation is to be paid. Requests for leaves of absence are for one academic semester only and are not renewable without a new application.

Summer sessions are not included in the maintenance of the matriculation fee requirement, except in the instance of the completion of some final requirement after all course work has been completed, with the expectation of graduation that summer.

Students who encounter circumstances that prevent their continuous enrollment may request a leave of absence through the program director and Assistant Academic Dean. A leave of absence is normally granted only for extraordinary personal reasons outside the student’s control that prevent involvement in graduate studies (e.g., serious medical problems). In other situations, such as employment opportunities, students are expected to register for Maintenance of Matriculation (note that Doctoral students must maintain a full time course load to avoid disenrollment, they may not use maintenance of matriculation in this way).

The request for a leave should specify the reason for the leave and the time period involved, and include related documentation. The Dean will grant, deny, or modify the recommendation.

Students who are on academic probation may not be granted an unconditional leave of absence.

Time on a leave of absence counts towards the time limit for completion of a degree. A leave of absence will not exceed one academic semester. Leaves will not be granted to students whose time limits expire during the period of the leave.

D. Procedure for Registration

1. Log in to my.fordham.edu, click on DegreeWorks and check your status in your current program on-line. Note that any exceptions that your advisor makes to degree requirements will need to be communicated to the registrar to appear on this worksheet. Your advisor should submit those changes to the Assistant Academic Dean.

2. Meet with your advisor to discuss course selection. Your advisor is identified on your my.fordham.edu account. Visit the Dean’s office for assistance.

3. Register on-line (Banner) according to the dates listed on the academic calendar. Students who do not register during the registration week will not be reviewed for financial aid and/or graduate assistant positions. Late registration fees will apply.

E. Procedure for Change of Advisor

When a student wishes to changes his/her advisor they must submit a written request to the Assistant Academic Dean. The request should include the student’s name, ID number and detailed, specific reasons for the request. Changes are granted only in exceptional circumstances.
F. Procedure for Change of Program

When a student wishes to apply to change his/her concentration, program or degree they must seek admission to the new concentration, program or degree by contacting the director of admissions and applying online. Before beginning this process the change should be discussed with your faculty advisor and a faculty member in the program for which you are considering admission.

G. Failure to Register

Matriculated students who are neither registered nor on approved leave of absence for two continuous semesters are automatically dropped from the rolls of the GSRRE. If they desire to continue their education at Fordham, they must apply for readmission, following the current procedure, and receive the approval of the Assistant Dean for Admission. Such readmission is not automatic.

H. Registration Changes

Students may add and drop courses online in accordance with the dates specified in the GSRRE academic calendar. Students may add, drop or change the grade type of courses without incurring the grade of “W.” Students are encouraged to check with their academic advisor before adding or dropping courses.

A student may drop courses up to the date specified in the GSRRE academic calendar, thereby incurring a grade of “W.” Students must submit a memorandum including their name, contact information, degree program, student ID number (FIDN), and full information on the requested changes to the Assistant Academic Dean. If a student drops courses after that date, a grade of “WF” is incurred. Students withdrawing from courses are liable for tuition and fees according to the schedule published on the Fordham Admissions and Financial Aid website.

Adding courses or changing from audit to credit is permitted only up to the last day for late registration and only with the written approval of the program director.

Withdrawal after the official drop/add period requires the Dean’s approval and will appear on the student’s record as a “W” for the course. With the Dean’s approval such withdrawals are permitted up until three weeks before the last class/final examination. *Students who withdraw from courses are still liable for tuition and fees.*

A student registered for a course for credit may change their status to audit with the approval of the program director up to the last day of the drop/add period. After this date, a student may only do so with the Dean’s permission up to one week before the last class/final examination.

a. Add-drop procedure

In most cases, students can add and drop themselves from courses using my.fordham.edu located on the main Fordham webpage. Once logged in, use the Registration Tools link located on the Student tab.
For D.Min., Ph.D. and 60-credit Masters’ students, changes in a student’s course of study must be approved by the students’ advisor and in some cases by the Dean. If the Dean’s approval is also required, the form should be submitted to the Dean’s office along with a written explanation of the circumstances. After the appropriate approvals are obtained, the add-drop form will be submitted to the Registrar.

b. Refunds

The refund of tuition and fees payments or the cancellation of charges incurred for tuition, fees or housing are based on schedules that are issued by Enrollment Services and published on the University website. They are based on University Policy and are not within the purview of the program director or the Dean’s office. The amount refunded or canceled is normally based on the date of withdrawal.

Note that the refund policy for online courses differs from other courses

Online course refund policy(tuition)

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Due Fordham</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first day of course</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to 3rd day of course</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Prior to 4th day of course</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Prior to 5th day of course</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Prior to 6th day of course</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The following refund policies are based on 100% payment of all institutional charges for the enrollment period. The refund period begins on the first day of the enrollment period.

For on campus courses, the refund policy is:

Institutional Refund Policy (Tuition)

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Due Fordham</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to commencement of term</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to second week of term</td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>Prior to third week of term</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Prior to fourth week of term</td>
<td>45%</td>
<td>55%</td>
</tr>
</tbody>
</table>
A request for refund or cancellation of charges for tuition other than that listed in the schedule will be considered only if the actual date of the withdrawal is different from that which is indicated on University records. Such a change will be made only for extraordinary reasons. If a student wishes to request such a change, the request must be submitted in writing to the Dean’s office and fully detailed. Supporting documentation to justify the change must be submitted with the request.

The University's refund policies and procedures ensure equitable refunds to students who prematurely terminate all or a portion of their studies.

Non-refundable fees: application, late registration, tuition deposits, Lombardi membership. Non-refundable fees after classes begin: student activities fees, laboratory or any other special course fees, maintenance of matriculation.

Tuition refunds are granted only when a student formally withdraws from the University by filing an official withdrawal form with the Bursar's Office. Withdrawal forms are available in the Office of the Dean and must be signed by the dean. The effective date of withdrawal will be the date this form is received by the bursar, or in the case of withdrawal by mail to the Office of the Dean, the post office postmark date on the correspondence. Refund checks will be mailed to the student's home address approximately four weeks after the request has been received by the Bursar's office. No refunds will be processed until the University has actually received funds from third party payers (i.e. employers, governmental agencies, payment plan services).

The above schedule is based on 100% tuition payment. A week is a seven-calendar-day period beginning with the first day of the semester. Students who withdraw owing any payments will be responsible for the balance due up to the time of withdrawal and will be liable for any costs in the collection of delinquent accounts.

For the refund schedule for abbreviated Summer courses, please see the GSRRE Dean’s Staff.

I. Special Registration

Regularly scheduled courses as listed in the GSRRE Course Schedule (found at www.fordham.edu/gre) will constitute the bulk of course-work for students. Other options for registration include courses offered at other Fordham graduate schools and audits.
Waivers

When seeking a substitution or waiver from a required course, students should meet with their faculty advisor to discuss the request. Afterwards, students can complete the waiver process here.

The waiver form must be filled out completely and then given, by the student, to your faculty advisor. Please allow 8 weeks for a decision as the process must move through committees that meet monthly. Please submit the syllabus for any non-GRE course you are seeking a waiver, substitution or transfer credit for with this document. If the request involves a course not previously submitted to GRE, please also have an official transcript for same sent to us at the time of this request. This form must be submitted at least one semester before graduation (for example, by October 1st, 2018 for a May 2019 graduate, etc.). Requests will not normally be reviewed until at least 6 credits have been successfully completed in your current program at GRE.

Intercampus Registration

Students who wish to register for courses that are offered in another Fordham Graduate School must first obtain the permission of their academic advisor and the assistant academic dean. After such permission is obtained, students must obtain permission from the course instructor and the other school’s Dean.

Tutorials

In special circumstances, a matriculated student in good academic standing who has completed at least 12 credits may register for a tutorial to supplement regularly scheduled courses. A tutorial will not be approved for a student on academic probation. Only in exceptional cases will students be allowed to register for a tutorial, e.g. a course needed for degree completion that is not being offered in the student’s final semester of courses; a course relating to a thesis topic that is not offered at GSRRE. Students must complete the request form, available from the assistant academic dean. The Assistant Academic Dean will consider the request in consultation with the Dean and faculty, and determine an appropriate instructor for the requested tutorial.

A tutorial given by a faculty member outside the student’s school requires approval by the advisor and the program director.

The tutorial request form is submitted to Enrollment Services to complete the registration process.

Tutorials are not approved where substantial overlap occurs with a GSRRE course offering. Tutorials may be submitted for required courses only in exceptional circumstances. A request for substitution must be stated on the tutorial request form and a separate, written rationale for the substitution must accompany the form.

V. ACADEMIC POLICIES

A. Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0: Excellent, Honors-level work</td>
</tr>
<tr>
<td>A-</td>
<td>3.7: Still excellent</td>
</tr>
</tbody>
</table>
B. Procedure Regarding Incompletes

If there is a serious reason for taking a grade of “Inc” - “incomplete”, students must apply to the professor no later than the last class meeting in writing (or by email). It is the Professor's decision to grant or reject the request. This form is available in the Dean's office and must be signed by the Professor and the Dean. The Professor takes the responsibility with the student for the necessary make-up work and final grading. Incomplete grades not resolved by the deadline on the calendar will automatically become an “F”.

After the make-up work and final grading has been done, the formal Change of Grade request should be completed and signed by the Professor and the Dean. This form must be in the Dean's office by the very latest the day before the closeout date on the School's calendar. As with all catalogued information, students are held responsible to adhere to those dates.

With the publication of this set of procedures, the entire responsibility regarding removal of an "incomplete" rests upon the student and faculty member. This is a serious matter, since upon failure of a student to take the proper action all credit for a course is thereby lost by a certain date, and a failing grade will thenceforward mar one's record.

C. Plagiarism

Plagiarism is a serious offense, and can be defined as “literary theft” when a student misrepresents the work of another as his or her own. One who intentionally plagiarizes the work of another in a course paper, project, or examination can expect to receive a failing grade for the assignment and potentially for the course. The decision will be made by the professor in consultation with the dean and/or assistant dean, and will be recorded in the student’s file. Students who commit a second act of plagiarism while at GSRRE may be dismissed from the school. One who unintentionally misrepresents borrowed material as one’s own original work, either resulting from carelessness and/or ignorance, will have his or her assignment returned with the opportunity to rewrite it in an acceptable form. The following guidelines apply to all written work:

1) Using the ideas, thoughts, words, and statements of another, including those quoted from the Internet, without crediting the source constitutes plagiarism.

2) If exact words of another are used, they must be put in quotation marks or indented, and acknowledged through footnotes, endnotes, and/or bibliography.

3) If the thoughts or ideas, rather than the exact words of another are used, they must be acknowledged through footnotes, endnotes, and/or bibliography.
4) If source material is paraphrased or rephrased, it must be acknowledged through a footnote or endnote. If the paraphrased material includes exact words, phrases, and sentences, they must be put in quotation marks.

5) The underlying criterion for determining plagiarism is claiming as one’s own original work the ideas, thoughts, words, and statements of another without crediting the source.

D. Academic Probation

All GSRRE students matriculated in a Certificate or Master’s Degree program must maintain a minimum cumulative grade point average of 3.0 to continue in their program of study. Academic progress must also be made each Fall and Spring semester to avoid probation. Academic progress is defined as completing a course successfully, or one element of your research project, each Fall and Spring semester. Students who fall below a 3.0 cumulative GPA will be placed on probation and will not be allowed to receive financial aid from the Graduate School of Religion and Religious Education. Students whose cumulative GPA remains below a 3.0 for a second consecutive semester will be dismissed from the GSRRE.

E. Appeal of Academic Grades

A student who believes that he/she has received an incorrect grade for a final paper, course, major paper, project, qualifying paper, or dissertation may appeal the grade in accordance with the procedures below.

The student will first discuss the grade or failure of a faculty member to sign approval of paper or dissertation, and try to resolve the issue informally. Should that not be satisfactory, the following procedures are to be followed.

1. Within one month of receiving the grade, the student must request in writing a review of the material and grade by the faculty member who assigned it. In the case of a grade assigned by a committee, the student must make this request to the chairperson of the committee, or if there is none, to program director. As a result of the student’s request, the material in question will be reviewed by the person(s) who assigned the grade, and the result of the review will accord with the academic judgment of the faculty member/chair person/program director.

2. If the student is not satisfied with the results of the initial review, he/she may request a second review. This request must be made in writing to the Assistant Academic Dean within one week of receiving the results of the initial review. The Assistant Academic Dean will institute the second review and should report the results to the student within two months of the request. The method for conducting the review will be at the discretion of the Assistant Academic Dean. If the Assistant Academic Dean concurs with the student’s appeal, he/she will consult the Dean and any appropriate department faculty in determining the grade to be awarded.

3. If the student is not satisfied with the results of the second review, he/she may request a final review. This request must be made in writing to the Dean of GSRRE within one week of the receipt of the result of the second review. The Dean will institute the final review and should report the results to the student within one month. The method for conducting the review will be at the Dean’s discretion. If the Dean concurs with the student’s appeal, he/she will consult
appropriate department faculty in determining the grade to be awarded. No further reviews may be requested by the student. At the Dean’s discretion, the appeal may be submitted to the Academic Vice President for review.

Note: Time requirements in the procedure refer to time when classes are in session during the academic year and may be adjusted accordingly for summer, holiday, or vacation periods.

A. TIME LIMIT ON COMPLETION OF THE DEGREE

Students should be aware that they are expected to complete the requirements for their degree, including thesis or dissertation work, in a timely and expeditious fashion. The timing of the degree indicates the currency of the student’s knowledge and training. The number of years to degree is monitored by the New York State Department of Education and other institutions concerned with graduate programs and is often one indicator of the quality of a graduate program. Thus, the policies regarding time limit for completion of degrees have a serious and important academic purpose and are rigorously enforced.

All requirements for the master’s degree must be completed within five years of the first semester of study in the Graduate School. This time limit applies to both full-time and part-time students.

All students are expected to follow these handbook policies and their academic progress regularly. Students are required to review their status on my.fordham.edu and DegreeWorks each semester to assure that:

1. All courses taken appear properly and were graded properly.
2. All degree requirements have been met.
3. To assure they have submitted any external transcripts or grades in a timely way for inclusion on their Fordham transcript.

Before the conclusion of their final academic year, the student may apply for an extension to the time limit. Students should be aware that an initial or a further extension to the time limit for degree will be granted only if, in the Dean’s judgment, there is sufficient evidence that the degree will be completed expeditiously and that the thesis will be one of high merit. Extensions beyond the time limit will not be granted, except for compelling reasons, to students who have not secured topic approval prior to expiration of the time limit or have otherwise not made substantial academic progress toward the degree.

A written request for an extension must be approved by the Dean as well as approved in writing by the mentor and the readers. As part of the request a student must present the following items:

1. A sufficient portion of the project to permit an objective evaluation of the quality of the work.
2. A timetable for completion of the remaining portions of the project.

If the extension is approved, students must meet any other conditions imposed by the Dean and must maintain continuous enrollment until all requirements are completed. Failure to adhere to the approved timetable or to meet other conditions may result in disenrollment.

*Nonenrolled students.* Students who are currently not enrolled, but who will exceed or have exceeded the time limit must apply for readmission. As part of this application, they must present a timetable for completion of all *current* degree requirements, as well as re-taking of expired courses, and resubmission of the proposal. If permission to resume studies is granted, failure to adhere to this timetable could result in disenrollment.

**B. Academic Performance and Progress**

Students who do not meet the minimal standards for academic performance are on academic probation. Minimal satisfactory academic performance is defined as having a grade point average (GPA) of at least 3.00 for master’s and certificate students. Any student receiving any University financial aid must maintain a 3.0 GPA (Masters/Certificate) as minimal requirement for continuation of the aid. Administrative “Fs” are computed as “Fs” (0.00) for the purpose of determining the grade point average.

Satisfactory academic progress is defined as completing at least one of the project/thesis/dissertation requirements each year after the semester in which course work is completed. Notwithstanding their academic performance or the time remaining for completion of degree requirements, students who do not make satisfactory progress toward the degree may be dropped from the rolls. Unsatisfactory progress may include an excessive number of withdrawals, incompletes, leaves of absence or other delays in meeting the requirements for the degree.

Students who do not complete one requirement each semester are on academic probation. Such students have the next semester to complete the requirement and to file a mandatory timetable for completing all remaining requirements. The timetable must include at least one deadline per semester. If the requirement is unmet by the end of the semester, or if the timetable deadlines are missed, the Dean, in consultation with the mentor/advisor, will make a decision about dismissal.

**C. Academic Advisement Procedure & Sequence**

Upon acceptance and registration each student is assigned a faculty advisor. The advisor is to be consulted at each registration period. Your advisor is listed on the student tab in my.fordham.edu. Advisors are assigned by the Dean’s office and may change year to year.

Each student is required to take a minimum of 6 credits per semester to be considered full time and receive any form of grant, discount or other financial assistance.

Once a student receives approval to work with a mentor on a thesis or dissertation that mentor will take on the duties of the academic advisor.
VI. GRADUATION CLEARANCE/ COMMENCEMENT

Clearance for graduation is accomplished in several stages. Students are responsible to review their DegreeWorks transcript with their advisor each semester to make sure all grades and registrations are accurate, the correct degree and concentration are listed, and any transfer credits have been awarded. In order to graduate, a student must apply online by the second week of classes in the term in which they intend to graduate. This process is completed on my.fordham.edu by clicking on the student tab, then Self Service Banner, then Student, Student Records and finally Apply for Graduation. If the graduation application is not submitted by that date, or if the student does not complete pending requirements, the degree will be awarded in a subsequent semester. If this occurs, the student must register for Maintenance of Matriculation for the semester directly preceding the conferral of the degree, according to the continuous enrollment policy. The student must also re-apply for graduation in the new term.

Students who apply for graduation are cleared by their faculty advisor and the Assistant Academic Dean, who verifies that all required course work has been successfully completed and that the major paper and overview, or dissertation, has been approved by their mentor and the Dean. After the Dean’s Office gives academic clearance, the Office of Enrollment Services verifies financial clearance. It is the student’s responsibility to check DegreeWorks and your Transcript each semester to assure registrations and grades are accurate, and that any requests for change of name, address, program of study or addition of outside credits has been properly entered by the Enrollment Services Office.

Students who receive September degrees must be registered for the summer session or maintenance of matriculation immediately preceding the conferral of their degrees.

Commencement ceremonies are held each May. Students who receive their degrees anytime during the preceding academic year are invited to participate. Students who have submitted the graduation application on time will receive information about commencement and about obtaining the proper commencement apparel. Commencement ceremonies include the university commencement followed by diploma ceremonies for each school. During the GSRRE ceremony, diplomas are distributed to masters and doctoral candidates, and in addition, hoods are bestowed upon doctoral degree candidates.

It is the students’ responsibility to check the Academic Calendar for specific dates for each deadline.

VII. OFF-CAMPUS CONDUCT POLICY

Whether on-campus or off-campus, students are expected to adhere to the code of conduct established by Fordham University. This applies to students in Fordham off-campus housing as well as students dwelling in non-University sponsored off-campus housing. The University reserves the right to investigate and subsequently apply University discipline in certain off-campus situations which impact the University community. Refer to the Rose Hill Campus Student Handbook for the code of conduct.
VIII. GRIEVANCE POLICY

Fordham University protects the right of each student to be free from discrimination on the basis of sex, age, race, religion, handicap or national origin. The Graduate School of Religion and Religious Education employs the following Grievance Procedure covering all matriculated and non-matriculated students. Students who believe they have been discriminated against with respect to participation in access to, or benefits of any program or activity within the school are requested to use the following Grievance Procedure.

A. Informal Procedure

Since a formal grievance procedure is a last resort, it is assumed that every effort to resolve the grievance through informal approaches has been conducted by the concerned parties. Nevertheless, the use of informal procedures is not a prerequisite for the submission of the grievance through the formal procedure.

B. Formal Procedure

Step I: School-Wide

A. An alleged grievance must be brought in writing to the attention of the Dean within twenty-five (25) school calendar days from the time of the incident.

B. The Dean will convene the standing committee which will conduct the review and which must receive a full written statement of the grievance and pertinent substantiating information from both the aggrieved and the person charged at least five days prior to the review date. All review procedures will be restricted to the parties involved. It is expected that this process will take place within fifteen (15) school calendar days after the student submits a written statement to the Dean.

This standing committee is to be composed of two faculty members selected by the faculty for staggered terms of 2 years and one student selected by the Dean for a 1 year term. Should one of the standing committee members be the person charged, the Dean shall appoint an alternate.

C. The parties will be given an opportunity to attend the meetings and to present information to the committee.

D. The standing committee will render a written statement of the findings together with recommendations for appropriate remedies to the dean within five (5) school calendar days after the review.

E. The Dean will meet with the concerned parties within ten (10) school calendar days to present recommendations for resolution of the grievance to the concerned parties.

F. Should the Dean be the person charged, an alleged grievance must be brought in writing to the Assistant Chairperson within twenty-five (25) calendar days. The Associate Dean will convene the standing committee, receive its report, and communicate recommendations for resolution of the grievance to the concerned parties within the same time limits as specified
Step II: University-Wide

A. If either the aggrieved or the individual(s) school against whom charges have been brought feel that the matter has not been resolved, either party may appeal in writing to the appropriate Area Vice President within ten (10) school calendar days after the meeting between the Dean and the concerned parties in Step I. The appeal should include 1) a concise summary of the charge(s), and 2) an explanation of why the school-wide process was considered unsatisfactory.

B. The Vice-President will review the grievance process to determine whether proper procedures were followed, or if new evidence not available in Step I is being presented. If the Vice President is not satisfied with the handling of the grievance investigation, he/she will return the grievance to the Dean for further investigation. The concerned parties will be notified of the Vice President's actions and decisions within twenty (20) school calendar days of the receipt of the appeal.

C. The Vice President for Academic Affairs is the last court of appeal, and his/her decision will be final.

IX. INTERNATIONAL STUDENTS

In addition to the rules and regulations of the University, international students are expected to follow the rules and regulations established by the Immigration and Naturalization Service. For further information and guidance, international students should contact the Office of International Students. The Office of International Students (OIS) is a resource center for students from outside the United States and for American students planning overseas study. Information regarding immigration regulations and the benefits for which foreign students are eligible under immigration law can be obtained in this office. All international students in F or J status are required to register with the OIS.

SECTION II: Program Specific Major Paper Outline & Overview Paper

I. General Requirements

In addition to course work, all M.A. degree candidates (36 credit program and 60 credit program) are required to write a Major Paper or Final Project. The deadlines for submitting the Major Paper/Final Project is listed on the Academic Calendar (posted on the website, www.fordham.edu/gre).

I. Overview Survey

Along with your other degree requirements, each graduating student in the Graduate School of Religion and Religious Education is required to complete this overview survey. The survey provides you with an opportunity to tell us about your experience in the school. Your answers will assist us as we continue to work toward a better school for students and faculty.
The survey is available on our website at www.fordham.edu/gre. It should take 30-40 minutes to complete and must be completed in one sitting. The survey should be completed by July 15th for September Graduates, November 15th for February Graduates and April 15th for May Graduates. Students who do not complete this survey on time will not be approved to graduate.

II. Major Paper deadline for Summer Graduates

Candidates who plan to graduate at the end of a summer session should note that full-time faculty are under contract for the Fall and Spring semesters only. Their obligations to the university cease as of the end of June and resume at the start of the Fall semester. Consequently, advisement for the Research Paper must be substantially completed by the end of April. Failure to meet this deadline necessitates matriculation in the following Fall semester in order to fulfill degree requirement. The finished paper is to be submitted to the faculty mentor by the first day of Summer Session.

III. Standards for Written Assignments

Ordinarily all written assignments for course requirements will be typed, doubled spaced, with at least 1" margins, top, right, and bottoms, and a wider 1½ margin on the left. Students are responsible to proofread their papers insuring correct spelling and correct grammatical structure. If the assignment includes research documentation, one of the recommended manuals of style referred to previously are to be followed.

Faculty may require the use of the writing center, and/or an outside editor (paid by the student) to resolve regular or substantial problems with student writing.

IV. Nondiscriminatory Use of Language

In addition, all written assignments should adopt non-discriminatory language. As the Modern Language Association Handbook for Writers of Research Papers states: "The careful writer avoids statements that reflect or imply unsubstantiated generalizations about a person's age, economic class, national origin, sexual orientation, political or religious beliefs, race or sex."

According to Francine Frank, "most guidelines (for non-sexist language) make the following recommendations:" Use true generics or sex-neutral terms when reference includes both sexes- for example, poet and nurse for both sexes, chair or chairperson instead of chairman, worker instead of workman, humanity or human beings instead of mankind, the average person for the man on the street, (person for man.)

Use parallel or symmetrical expressions for both genders--for example, men and women or husbands and wives instead of the men and their wives; Lytton Strachey and Virginia Woolf instead of Lytton Strachey and Mrs. Woolf; King and McEnroe instead of Ms. King and McEnroe. Some guidelines also recommended attention to order in expressions such as these to ensure that men do not always precede women.

Treat women and men as individuals instead of defining them solely by their relationship to others--for example, Jane Russo, not Mrs. Louis Russo; Mr. and Mrs. Rosen or Louis and Jane.
Rosen, not Mr. Rosen and his wife; Mary and Joseph Smith, not Mary Smith and her husband, Joseph.

Use neutral references rather than biased or stereotyped terms—for example, woman instead of gal or chick: drive, not masculine drive, house or office cleaner or domestic worker, not cleaning lady; feminist not libber.

Use an alternative to the "pseudogeneric" he, his or him when referring to a person of unspecified sex. For example, omit the possessive his or replace it with an article where appropriate: The good teacher respects students instead of The good teacher respects his students; The writer tells the reader instead of the writer tells his reader. Other alternatives include recasting the sentence in the plural, using the second person you, or using both feminine and masculine forms such as he or she. (p. 123-4 in Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for NonSexist Usage. NY: MLA. 1989).

Other guides to nonsexist language include:

   A helpful study guide for introducing inclusive language in church settings is:

V. The Writing Center

Providing more than a proofreading service, tutors work with students on a variety of logical, rhetorical, and grammatical concerns. The Center can assist you with any type of writing from your curriculum, from conception, to composition, to completion. The service is free.

To reserve a session: Walsh Library, Reference Area, Room 121
   Phone: 718-817-0077
   Hours (please confirm by contacting them): Mon-Thu 9am-8pm; Fri 9am-3pm during the Fall and Spring semesters.

   Walk-ins: Walk-ins are welcome based on tutor availability.
II. M.A. Religious Education

a. The MA Final Project

Doctor of Ministry and Ph.D. students should refer to the separate handbook of guidelines for written submission and development of papers, forms, projects and dissertations for each degree.

To complete a final MA Project, all students in the MA program are given the following options:

1. complete a 25-30 page pastoral project with either an in-ministry or a for-ministry focus, or
2. complete a 15-45 page integration paper, or
3. complete a 60 page major paper. Students are to choose the option in consultation with a final project advisor of their choosing.

Task: Choose a significant theological/ministerial issue affecting the pastoral life of the church today. Drawing upon your own ministry and experience, and informed by theological and, when appropriate, interdisciplinary scholarship, write a final project that addresses this issue.

I. Pastoral Project Option

A. In-Ministry Focus

The Pastoral Project provides an opportunity to demonstrate a practical sense of how to create and implement pastoral program for the student’s current ministry. Your Pastoral Project may take the following form:

- A written discussion of the purpose of the project, including a description of the pastoral need that will be addressed by your project and what you hope to accomplish
- A description of the pastoral project (This should be the longest section of your project.)
- A brief reflection on the educational or ministerial dynamics of your project
- Implementation of the project in your ministry
- An evaluation of how your project has been applied in your current ministry

B. For-Ministry Focus

The for-ministry focus is different from the in-ministry focus because it does not require you to implement the project in your current ministry. It may, however, take the following form:

- A 25 to 45 page for-ministry pastoral project with the following parts:
  - A written discussion of the purpose of the project, including a description of the pastoral need that will be addressed by your project and what you hope to accomplish
  - A description of the pastoral project (This should be the longest section of your project.)
II. Integration Paper Option

The integration paper option provides an opportunity for the student to explore related theological and ministerial issues and to reflect on these issues in the light of your own life and ministry. The integration paper is not exclusively focused on ministry. Rather, the first part of the integration paper is a scholarly-theological reflection. The integration option is well-suited for students 1) who are not going on for PhD studies and who are not and will not be involved in ecclesial ministry, and 2) who want to do address a significant theological issue but to do so from a ministerial perspective.

- A 25 to 45 page personal/ministerial-integration project with three parts:
  - A 10-15 page theological reflection paper addressing a significant theological issue (For example, a student might address the issue of why full participation is the ultimate norm of the Church’s liturgy or how Karl Rahner’s understanding of personhood informs his theology of childhood.)
  - A 10-15 page ministerial reflection paper addressing some aspect of the religious educational or ministerial concerns raised by the theological issue explored in the theological reflection paper (For example, a person might write about the continuing relevance of liturgical catechesis or how Karl’s Rahner’s theology of childhood can inform and enliven the religious education of children today.)
  - A 5-10 page personal/ministerial integration paper in which you reflect on your own life and ministry or possible future ministry in light of what you have written in the first two papers

III. Major Paper Option

The Major Paper provides an opportunity for those with demonstrated research and writing abilities to explore a theological issue and the religious educational and/or ministerial implications of this issue in depth.

Your major paper may take the following form:
  - Identify a significant theological issue
  - Provide an account of why this is an important issue in the church today
  - Discuss the issue drawing from biblical, theological and, when appropriate, interdisciplinary resources
  - Explore some of the religious educational and/or ministerial dimensions or implications of the issue
  - Make a contribution to the scholarship about this issue

An Adobe PDF copy of the final M.A. project must be submitted to the Assistant Dean by email – labeled with your name, FIDN, and submission date. Due to confidentiality issues, Pastoral Counseling students will not submit the file.

b. Mentorship
Ordinarily, mentors of the M.A. Research Paper are any of the full-time faculty in the Graduate School of Religion and Religious Education that the student chooses. Ordinarily there is one mentor for the Research Paper, although either the student or the mentor may ask for a second mentor as the situation warrants. It is the role of the mentor, who need not be the director of one's concentration, to help the student develop a formal proposal for the paper, to approve that formal proposal, to offer suggestions, to give feedback on the writing as needed, and to approve the final copy. It is not the role of the mentor to correct for grammar, spelling, and the manual of style; these particulars are the responsibility of the student, with assistance provided by the Writing Center at the Rose Hill Campus.

c. Proposal

The formal proposal, which must be approved by the mentor and the dean, contains the following elements: title page, brief explanation of what the Research Paper is about and why it is being undertaken, outline of the specific chapters or sections, and a representative sample of bibliography or references.

The formal proposal, 4 or 5 typed double-spaced pages in length including title page, is ideally submitted upon completion of 18 credits of course work, to allow time for students to refine research plans while they are in class on a regular basis.

d. Manual of Style

The Major Research Paper as well as all course papers needs to be written according to one of the following manuals of style:

1. *A Manual of writers of Term Papers, Themes and Dissertations* (Kate L. Turabian);


3. *MLA Handbook for Writers of Research Papers* (Modern Language Association);


If a student wishes to use a manual of style other than one of these, this manual of style must be approved by the primary mentor. It is important that one manual of style be used consistently throughout the text, i.e. in the format for titles, underlining, footnotes or endnotes, bibliography, and appendixes.
SAMPLE TITLE PAGE: A title page should precede the first page of the proposal and the final research paper. The following may serve as a model:

(title of research paper)
(name of candidate)

Proposal (or Research paper) submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Religion and Religious Education.

GRADUATE SCHOOL OF RELIGION AND RELIGIOUS EDUCATION
FORDHAM UNIVERSITY
(date)

Approved by Mentor: ________________________________ date____________
Approved by Dean: ________________________________ date____________
III. M.A. Pastoral Counseling & Spiritual Care

Please see below for the Major Paper outlines for each degree.

Fordham University Graduate School of Religion and Religious Education

Master of Arts in Pastoral Counseling & Spiritual Care

A student plans a program of study in consultation with her or his academic advisor using this as a guide. A student, in conversation with an advisor, must balance program requirements with his or her needs and interests.

As you progress through your program, please review your progress on DegreeWorks in my.fordham.edu. If you find any irregularities in the DegreeWorks listing of your progress, please bring this to the attention of your faculty advisor.

THE CLINICAL PLACEMENT

Prerequisite Courses
All students must complete the following courses prior to entering into a clinical field placement.

PCGR 6386 Pastoral Counseling Theories
PCGR 6382 Social and Cultural Foundations of Counseling
PCGR 6310 Human Growth and Development
PCGR 6390 Psychopathology and Diagnosis
PCGR 6440 Pastoral Counseling Skills

Pre-Placement Meeting
Before beginning the search for a field placement, all students must meet with the Clinical Director of Field Placement to discuss readiness for field placement and possible placement options.

Field Placement Search Process
Students are responsible for arranging their own field placement, in consultation with the help of the Clinical Director of Field Placement. The Clinical Director of Field Placement maintains a list of possible field placement sites, although students are free to research additional sites on their own. All placement sites and site supervisors must meet the requirements outlined in pp. XX of the handbook.

Forms and Procedures
A. The following forms must be completed and on file with the Clinical Director of Field Placement before you begin your placement:
   1. Agency Opening Form
   2. Contract (if required by field site)
B. At the end of the first semester of placement, students must complete the Field Placement Site Information Form. (This form will become part of a file available to other 60-credit students who are looking for placements.)
C. The Monthly Hours Worksheet should be filled out, signed by the supervisor, and submitted to
the Clinical Director of Field Placement at the end of each month.

D. Clinical Integration Course and Field Placement Seminar

1. All students in Field Placement are required to attend the monthly Field Placement Seminar for the duration of placement.
2. All students must register for PCGR 7471 Clinical Integration in the first semester of placement.
3. Hours Requirement
   600 total hours, of which 240 must be client contact
   1 hour of weekly individual on-site supervision
   Student must submit a Monthly Hours Worksheet at the end of each month of the internship

Evaluations
Each semester supervisors must submit an evaluation of student’s work during field placement.

Site Visits
The Clinical Director of Field Placement may make site visits to students’ placement sites near the beginning of placement and at other times as appropriate.

Communication between Clinical Director of Field Placement and Site Supervisor
The Clinical Director of Field Placement will maintain regular contact with field supervisor throughout a student’s placement.

Fordham University Graduate School of Religion and Religious Education
Pastoral Counseling Program*
Field Instruction Department
441 E. Fordham Road
Keating Hall, Room 303
Bronx, New York 10458

FORMS
For the forms necessary for field placement, please refer to your Counseling faculty advisor.
Expectations of Agency Supervisors and Students in the 60-Credit Program in Pastoral Counseling

The STUDENT will be expected:

1. To be involved clinically about 8-10 hours each week (seeing approximately 4-5 clients).
2. To be punctual, responsible, and professional at all times.
3. To meet with: Agency supervisor for an hour each week for at least 10 weeks each semester. Each of these supervisions is to be at a set time and on a set day.
4. To write reports in a timely manner.
5. To commit himself/herself to the agency for the fall and spring semesters. (September 1 – Early May)
6. To evaluate the agency and supervision at the end of the Spring semester.
7. To inform the Clinical Director of Field Placement whenever there is a change of supervisors at the agency (or the agency name changes).
8. To see clients only on the premises of the agency (as designated by the agency) and only during regularly established client hours.
9. To handle the resolution of any difficulties or conflicts which arise at the agency in a professional manner. The Clinical Director of Field Placement is available to assist in these matters, and should be notified as soon as possible.
Requirements of Agency Supervisors and Students in the 60-Credit Program in Pastoral Counseling

*The AGENCY SUPERVISOR will be asked to do the following:*

1. To provide a complete orientation of the staff, facility, rule, regulations and procedures of the agency.
2. To see that the student has a client load of **four or five** clients as soon as possible (each client issue appropriate to intern’s clinical level). It is hoped that some clients will provide a long-term counseling experience. If either of these situations does not appear likely, please notify the student and the Clinical Director of Field Placement as soon as possible.
3. To provide an hour of individual clinical supervision weekly at a set time and on a set day. Ten hours of individual supervision are expected each semester, and only at the agency setting.
4. To write a one-page evaluation at the end of each semester according to the specified form. The evaluation is to summarize the feedback from the semester-both positive and negative. Note any major difficulties the student may be having (with clients, agency personnel, other interns, etc.) and bring to the student’s immediate attention and, if necessary, also to the attention of the Director.
5. To share his/her evaluation with the student prior to sending the evaluation to the Director.
6. To return the evaluation by the specified date. A grade cannot be given to a student until the supervisor’s evaluation is received.
7. To attend the Fall Supervisor/Faculty luncheon, **this will provide an opportunity to meet with the student’s small group supervisor.**
8. To negotiate school vacation periods with the student so that a responsible counselor-client relationship is maintained. (Two weeks at Christmas and an additional week at Spring Break **OR** Holy Week.)
SUPERVISOR DOSSIER
60-Credit Program in Pastoral Counseling

Date ________________________________

Name of Supervisor ________________________________

Title __________________________________________

Mailing Address _______________________________________

_____________________________________________________________________

Phone No. _____________________________ Fax No. _________________________

Name of Agency ____________________________________________

**Education** (list schools, degrees & major, and years degrees received):

List All Current State/National Certification or Licensure:

**Experience as a Counselor** (list places and dates):

**Experience as a Supervisor** (list places, dates, and the number of hours of supervised supervision):
Description of the 60-credit Pastoral Counseling program for Supervisors

The Pastoral Counseling Program at the Fordham University Graduate School of Religion and Religious Education (GRE) is a 60 credit masters program which provides the professional education requirement needed for licensure as a mental health counselor in New York State. In addition to academic coursework emphasizing counseling theory, psychosocial assessment, diagnosis, and clinical intervention, students also take courses that prepare them to work with the spiritual concerns of their clients. A professionally supervised internship is an especially integral part of the professional education requirement.

Our students are required to complete 600 hours of clinical internship, under the supervision of a licensed mental health professional. A licensed social worker, psychiatrist, psychologist, guidance counselor, marriage and family counselor, physician assistant, or nurse practitioner, are among those who may provide clinical supervision consistent with the requirements for licensure preparation. Additionally, supervisors should have had at least three years of full time (or the part time equivalent) professional experience in mental health care.

It is expected that supervision will be around assessment, planning, and treatment of assigned clients. Supervisors are to provide at least one hour per week, or two hours every other week, of individual or group supervision. The 600 hours of required field experience may be scheduled to accommodate the needs of student and agency, and are most commonly completed within four academic semesters. At least 240 hours of the required 600 hours should be in direct service, with opportunities for both individual and group experience. An evaluation of student progress is required toward the end of each semester the student is in placement, as is regular contact between the site supervisor and the Clinical Director of Field Placement.

While many of our students may wish to eventually provide mental health counseling within a religious or pastoral agency, a fully secular mental health agency is a perfectly appropriate placement setting. It should be emphasized that our students, who come from diverse religious backgrounds, understand that it is not appropriate for them to advocate on behalf of any religious or spiritual tradition in their role as a mental health intern. As students in the Pastoral Counseling Program, however, we expect that our students will help their clients to explore and articulate their spiritual concerns and values, where such focus might contribute to the client’s overall growth and development.

Please do not hesitate to contact Fordham University’s Pastoral Counseling Program for additional information. Questions or comments can be directed to Dr. Lisa Cataldo (catat@aol.com).
Pastoral Counseling 60 Credit Program
Clinical Case Paper Requirements

Students in the 60-credit clinical program in Pastoral Counseling will submit a final Clinical Paper of approximately 50 pages (papers may not exceed 60 pages). The purpose of this final Clinical Paper is to demonstrate your clinical work in the context of your practical and theoretical learning over the course of the program. The Clinical Paper will focus on your work with a single client/patient during the field internship, and will include

Clinical Paper Format: Your paper should be organized so that all of the following information is covered:

1) Client/Patient information: Name (pseudonym or first name only), age, ethnicity/cultural background, marital status, occupation, etc.
2) Date treatment started, and in what setting
3) Presenting problem
4) Bio-psycho-social history including the following:
   a. Organic deficits/medical issues, medication history, substance use
   b. Family history (include a genogram if available)
   c. Work history
   d. Significant relationships/relationship history
5) 5-Axis Diagnosis (DSM plus GAF) – including your reasoning
6) Initial treatment plan
IV. M.A. in Pastoral Care

M.A. in Pastoral Care 36 credit online degree program

FINAL PAPER

All 36-credit MA Pastoral Care students are required to complete a final paper as part of the degree requirement. The final paper allows students the opportunity to integrate, reflect, expand and apply their course work. It should be noted that there is no registration fee for this component of the program. Additionally, no credits are awarded for the paper. However, students are required to register for maintenance and matriculation if not currently registered for classes.

All students in the 36-credit program have two options for the final paper. Students are to choose the option in consultation with a final project mentor of their choosing. A mentor can be chosen at any point during the program.

Option 1:
Complete a 30-40 page pastoral care project with a for-ministry focus.

Students choosing this option are asked to draw upon their current or future pastoral care ministry and, informed by psychological and spiritual scholarship, write a final project that addresses an identifiable issue/concern.

The paper is to include three parts:

1. A written discussion of the purpose of the project, including a description of the pastoral care need that will be addressed by your project and your goals for the project

2. A detailed description of the pastoral care project

3. A reflection on the psychological and spiritual dynamics of your project

Option 2
Complete a 30-40 page major paper.

Students choosing this option will have the opportunity to explore a pastoral care issue and the implications of this issue in depth. The major paper may take the following form:

Identify a significant pastoral care issue
Provide an account of why this is an important issue today.
Discuss the issue drawing from psychological and spiritual resources
Explore some of the pastoral, clinical, and ethical dimensions or implications of the issue
Final Project
An Adobe PDF copy of the final M.A. project must be submitted to the Assistant Dean by email – labeled with your name, FIDN, and submission date.

Mentorship
Ordinarily, mentors of the final project are any of the full-time faculty in the Graduate School of Religion and Religious Education in Pastoral Care and Counseling that the student chooses. With permission students may work with adjunct faculty. It is the role of the mentor, who need not be one’s academic advisor, to help the student develop a proposal for the paper, to approve that proposal, to offer suggestions, to give feedback on the writing as needed, and to approve the final copy. It is not the role of the mentor to correct for grammar, spelling, and the manual of style.

Manual of Style
The final paper needs to be written according to the *Publications Manual of the American Psychological Association* (APA form).

V. MA in Christian Spirituality

Master of Arts in Christian Spirituality

Students in the Master of Arts in Christian Spirituality may choose to pursue either the Capstone or Examination options to complete their degree.

I. MACS Thesis Capstone Explained

Students contemplating post-MA studies in Christian Spirituality or theology are encouraged to consider the MACS Thesis Capstone option. This capstone requirement requires completing a major research paper in the academic discipline of Christian spirituality, under the guidance of a Christian Spirituality faculty mentor. The research paper is typically 60 pages (including bibliography) and must conform to Turabian Stylebook (8th edition).

MACS students must apply for acceptance into the thesis capstone option. The student application includes a (1) completed cover form, (2) a completed Research Readiness Review [RRR] form, along with the original 20-pages research paper under review, and (3) proof of competency in a research language other than English, typically one of the following: French, German, Spanish, Italian, Latin, Greek, or Hebrew. Students may petition for faculty permission to substitute an alternate research language. Translation knowledge of a research language may be indicated by exam (see the Assistant Academic Dean for possible dates and locations) or coursework (2-semesters, university level courses within the past six years with a grade of B+ or higher).

Students graduating in May must submit their MACS thesis option application on or before January 20th. Students are advised to first consult with a Christian Spirituality faculty member well in advance of the application deadline.
II. MACS Comprehensive Exam

The MACS comprehensive examination takes place over two days in April of each year. There are written, and for some, oral, sections to the examination. The materials below provide a sample of the kind of materials covered on this exam, they are not a definitive list of what your examination will encompass.

A. General Comprehensive Examination Bibliography –this is an outline, the actual bibliography will be determined by the faculty and allow for some student selections.

   The comprehensive examination bibliography for each April exam is generally available in January.

Historical Approaches (East and West)

Primary Texts

   Students must select three authors/texts from each of the following four historical periods: Ancient, Medieval, Modern, and Post-Vatican II. Part I and Part III of each student’s MACS comprehensive exam will cover ONLY the 12 authors/texts each student selects. Of course, in your exam answer, you are welcome to include additional authors/texts, as appropriate.

Secondary Texts

   Students are not asked to commit to any of the following texts; however, these titles are taken from various MACS courses and offer students helpful background information on the 12 texts/authors they select. Students are not expected to have read all this material; however, MACS comprehensive exam answers should contain historical-cultural, contextual, and other forms of interpretive material of the sort found in these and similar resources.

Spiritual Direction Approaches

   This bibliography is provided for MACS students who have completed or are currently enrolled in the Practicum in Spiritual Direction. These students will respond to a spiritual direction case study in Part II of the Comprehensive exam. Books listed are texts from course syllabi.

Ignatian Spirituality & Discernment

   This bibliography is provided for MACS students who have not taken the Practicum in Spiritual Direction. In Part II of the comprehensive exams, these students will respond to an Ignatian discernment case study. The texts here listed include readings from Discernment in the Christian Tradition.

Topics in Christian Spirituality
Books and articles here have been used in one or more MACS courses and are provided as a general bibliography in the academic study of Christian spirituality. MACS Comprehensive exam students are not required to reference these works in their answers; however, these texts contain material appropriate to the twelve authors/texts each student chooses, as well as general material pertinent to the academic study of Christian spirituality.

Sample MACS Comprehensive Exam I Questions

Below are sample questions asking students to address an overarching topic or theme within the history of Christian spirituality. Please keep in mind that these questions presume a background in the required and elective requirements of the MACS degree.

1. Show how Christian spiritualities have influenced Christian anthropology in the ancient, medieval, modern, and contemporary periods. What role has the historical and cultural context played in shaping the dynamic interplay between Christian anthropology and Christian spirituality. Choose two or three different spiritual writers from each period to support your argument.

2. Using two or three spiritual writers from each period (ancient, medieval, modern, and contemporary), explain the relationship between Christian sacramentality and Christian spirituality as it has developed over the ancient, medieval, modern, and contemporary periods. Be sure to indicate historical, cultural, and other contextual elements that led to the developments you describe. By way of conclusion, draw out the implications for current praxis.

3. Looking at the ways that the Psalms and the Song of Songs have been interpreted, describe how different exegetical approaches to scripture have affected Christian spirituality in the ancient, medieval, modern, and contemporary periods. As you describe these shifts in exegesis, place them in the context of specific historical and cultural developments that were taking place during each period. In your conclusion, identify which elements from these approaches to scripture should be preserved, modified, or abandoned.

4. Explain how ecclesiology and spirituality are related to each other in the ancient, medieval, modern, and contemporary periods. Give examples of how shifts in spirituality have affected ecclesiology and vice versa. Be sure to indicate historical, cultural, and other contextual elements that led to the developments you describe. Does the development of spirituality and ecclesiology offer a response or a strategy to those who claim to be spiritual but not religious?

5. What are the various ways that spirituality is defined as a field? What is the relationship between spirituality and mysticism? Which definition of spirituality is the most adequate for the sources you have studied from the ancient, medieval, modern, and contemporary periods?

6. Taking either contemporary feminist or liberation spirituality as a starting point, show how these newer forms of spirituality are connected to earlier forms of spirituality in the modern, medieval, and ancient periods. Be sure to indicate both the continuities and discontinuities between the earlier sources and either feminist or liberation theology and spirituality.
Sample MACS Case Study (partial)  Spiritual Direction

Below is a verbatim report of a discussion between a spiritual director and directee. This transcript includes:

(a) instances where the spiritual director implements suggestions made by one or more authors listed in Bibliography 3 (b) of the Comprehensive exam bibliography, as well as

(b) instances where the spiritual director fails to implement suggestions made by these authors, or says or does things that contradict the suggestions made by one or more of these authors.

You are asked to write an essay identifying instances of type (a) as well as type (b).

In instances where the spiritual director has (a) exemplified the advice given in these readings, please explain

- what the director did correctly, and
- why the director’s approach was helpful—according to the theories presented in these readings.

In instances where the spiritual director has (b) departed from advice given in these readings, you are asked to

- suggest alternative things that the director could have said or done, to bring his/her words and actions into conformity with the suggestions offered in the readings; and
- explain how your suggestions exemplify the theories presented in these readings.

In the course of your essay, for clarity please refer to the numbers accompanying each section of the verbatim.

Example:
Sample Case Study:  Spiritual Direction Verbatim

Director: Susan  Directee: Joe  [fictional names]

<table>
<thead>
<tr>
<th>Section #</th>
<th>Verbatim Report</th>
</tr>
</thead>
</table>
| 1         | [After initial greetings]:
            | Susan: It’s such a nice day—I’d like to change things up, a little. Let’s go out to the park and sit on one of the benches for our time together today.
            | Joe: OK. [Starts to head for the door, then turns around.] Actually, I’m feeling a little cold today, and it started to get a little windy out there before I came inside. Could we just stay in here?
            | Susan: OK, if you prefer.
            | Joe: Sorry, I don’t mean to be a pain.
            | Susan: Don’t worry about it. [Both sit down in their usual seats.] |
Susan: Let’s take a moment to recollect ourselves and silently call upon God’s presence.  
[Silent prayer]

Susan: What kinds of thoughts and feelings come up for you as you think about God’s presence right now?  
Joe: I have a good feeling, and I have a bad feeling.  
Susan: Can you tell me about the good feeling and the bad feeling?  
Joe: The good feeling—it feels like peace; the bad feeling—it feels like a power is trying to control me.  
S: What do you think is giving you a sense of peace?  
J: God.  
S: And why do you think remembering God’s presence makes you feel peaceful?  
J: There’s a sense of trust; I trust God.  
S: OK, and can you tell me about the bad feeling, where you feel like there’s a power that’s trying to control you?  
J: Yeah. It has to do with the rules. The rules that have been put there by God. You know what I mean?  
S: No, I’m not sure I do. Can you tell me more about these rules?  
J: Like, I follow the rules that God put there; but I think the bad feeling is: I have to trust God, and God is trying to see how I react—like God doesn’t trust me. God is trying to see how I react to His rules. So if God doesn’t trust me, how can I trust God? That makes me feel like there’s a power trying to control me.  
S: OK, so it sounds like part of you trusts God and gets a sense of peace from the idea that God is present, and another part of you feels like God is trying to test you and doesn’t trust you; and so you feel bad, like God is trying to control you. Is that right?  
J: Yeah.  
S: When you feel that you trust God, what does God look like in your mind?  
J: Light.  
S: And this makes you feel comfortable?  
J: Yeah. It’s a bright light, and it has no beginning and no end. You know? And it looks like a powerful light. And this light has all types of feelings. It can give you all types of feelings, and all types of power.  
S: And that idea of God makes you feel like you trust God?  
J: Yeah.  
S: Now, when you feel like God is trying to test you and doesn’t trust you, and is trying to control you, what does God look like in your mind then?  
J: God looks like someone trying to punish me. God looks the same way—like a powerful light; but the power is trying to punish me, and the feelings that this light puts inside of me make me feel like I’m getting punished, because I have to follow God’s rules.  
S: OK, I’m curious. Who told you that God wants to punish you if you don’t follow God’s rules?  
J: The nuns who taught at my school, when I was a kid.  
S: And what rules were the nuns trying to get you to follow?  
J: “Keep praying. Don’t do bad things, and be nice to everybody.” These rules are things I could do on my own; but when someone is forcing you to do something, you’re not going to want to do it, even if you want to do it on your own.  
S: It sounds like you agree with the idea that it’s helpful to pray, and to be nice to people, and to avoid things that are hurtful; but you don’t like the idea that you’re forced by someone else to do all
of that.
J: Yeah.
S: Like, forced by God, or forced by the nuns.
J: Yeah [strongly].
S: When you were a kid, did you believe what the nuns said about God?
J: Yeah.
S: And now, looking back at what the nuns said, is there anything that you disagree with—about what they said, or how they said it?
J: I still agree, because they told me these things; and I’m never going to forget them—because I trusted the nuns.
S: OK, and do you think it’s possible that now that you’re an adult, there might be another way for you to get answers about God? Is there any other way for you to figure out what’s true and what’s not, about God?
J: Yeah.
S: And what’s that way?
J: I have to go and ask the nuns again if the things they told me before are true or not true. Because I keep thinking about them all the time. Why do I keep having the feeling of punishment, when I didn’t do anything bad? Why did the nuns come up with the punishment idea, when I didn’t do anything bad?
S: Do you think it’s possible that your own feelings and thoughts are trying to teach you something?
J: Yeah, sometimes.
S: What’s an example of that for you?
J: Like, when I have a clear mind, and a peaceful mood, I can figure out things. I have to have a clear mind and a peaceful mood.
S: And when you’re in that kind of peaceful state, with a clear mind, do you imagine that God is punishing you?
J: No.
S: Do you think that might tell you something about the answer to your question?
J: Yeah [strongly]. Definitely, yes. It provides me with information, regarding my questions about God’s power.
S: And what type of information is that? What do you think about God’s power, when you remember your peaceful, clear-headed states?
Thesis Capstone Submission Form

Graduate School of Religion and Religious Education – Fordham University

Master of Arts in Christian Spirituality Graduate submission

Please submit this signed form and the following documents to your faculty advisor.

___ Please attach your completed research readiness review

___ Attach a copy of your research paper, reviewed by a Christian Spirituality professor.

___ Certification from the Assistant Academic Dean(letter) that you have shown competence in an approved foreign language by examination or review.

Please submit by the date specified on the GRE calendar, normally in November for May graduates and April for February graduates.

Submitted:

(student signature) student FIDN:

Date of submission

Please allow 3 weeks for a response to this submission.
MASTERS IN CHRISTIAN SPIRITUALITY: CAPSTONE EXAM ENTRY FORM

This form should be completed and submitted to the MACS faculty on or before January 20\textsuperscript{th} in the year in which you intend to take the April Examination. Students must also apply for graduation on my.fordham.edu, and complete the graduation requirements by the deadline in the GRE calendar. This deadline is normally the first week of January.

First Name: \hspace{1cm} Last Name:

Fordham ID(FIDN): \hspace{1cm} Email:

I intend to take the MACS Capstone Exam in April _____: Yes \hspace{1cm} No

I qualify for the Spiritual Direction Case Study: Yes \hspace{1cm} No

I qualify for the Spiritual Discernment Case Study: Yes \hspace{1cm} No

AUTHORS & TEXTS Please list author's last name, author's first name, and full title.

Ancient Author/Text 1:

Ancient Author/Text 2:

Ancient Author/Text 3:

Medieval Author/Text 1:

Medieval Author/Text 2:

Medieval Author/Text 3:

Modern Author/Text 1:

Modern Author/Text 2:

Modern Author/Text 3:

Contemporary Author/Text 1:

Contemporary Author/Text 2:

Contemporary Author/Text 3:
Purpose of the Research Readiness Review

The purpose of the Research Readiness Review process (RRR) is to aid the student, academic advisor and the faculty in evaluating the student’s current level of competence in research-writing and helping identify particular directions to follow for further growth. Research Readiness Review is both a diagnostic and evaluative assessment of student work, and can be a component of a developmental process. [Students complete this side of the form when submitting research papers and professors completes the flipside when returning research papers to students.]

Please submit this completed form to the Spirituality Faculty.

Print or type:
Student’s Name: 

Email Address: 

Semester & Year: 

Course Number & Name (example: SPGR 7777 Christian Meditation): 

Paper or Project Title: 

Length in pages: 

Date turned in: 

Student’s Advisor: 