



STUDENT HANDBOOK

2021-2022

Bexley Seabury Seminary
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The *Student Handbook* is an announcement of the seminary, is subject to change, and is not binding upon the seminary. The seminary reserves the right to change any policy, requirement, or fee when it is deemed necessary. While certain rules, regulations, and academic procedures of the seminary are briefly described, definitive information on these matters may be found in the constitution of the seminary and in the formal actions of the Trustees, Faculty, and others. If you have questions, please consult the Academic Dean.

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I. BEXLEY SEABURY SEMINARY

Mission

The seminary beyond walls, Bexley Seabury educates, forms, and inspires the Body of Christ to blaze new pathways for prophetic and pastoral service in response to God's call.

Bexley Seabury's Core Values

DIVERSE: We commit to increasing the diversity in our community to reflect the diversity in God's beloved community.

ACCESSIBLE: We minimize barriers to theological education and ministerial formation for all God's people.

COLLABORATIVE: We build partnerships to cultivate and strengthen communities in and beyond the church.

MISSION-ORIENTED: We equip all the baptized for theologically and ethically grounded leadership for the advancement of God's mission in the world.

CONTEXT-AWARE: We practice active and intentional engagement across cultures, gifts, and needs of all communities and train students to do the same.

FUTURE-FOCUSED: We move boldly, with faith and hope, into the unfolding future of the church and the world.

RELATIONAL: We foster deep and authentic relationships that connect members of our community across geographic and temporal boundaries.

A Welcoming Episcopal Center for Learning and Discipleship

Bexley Seabury Seminary is an educational community that is grounded in the Episcopal tradition. We embody generous Christianity as we educate lay and ordained women and men for ministry, build faith communities, and enrich people in their faith.

To this end, Bexley Seabury seeks to affirm the ministry of all persons of faith within the Bexley Seabury community—be they students, staff, or faculty—without prejudice to any person regardless of race, color, gender, age, physical disability, height or weight, national and ethnic origin, marital status, veteran status, sexual orientation/identity, or gender identification. Intentional in following the Baptismal Covenant (*Book of Common Prayer*, pp. 304-305), we strive for justice and peace among all people and respect the dignity of every human being.

The Bexley Seabury community welcomes and includes divergent theological perspectives

and social views. In our individual and common search for truth, the seminary encourages the vital discussion and debate that is integral to our academic programs, which makes tangible and visible in extraordinary ways our genuine openness to learning, faithfulness, mutuality – and above all, God.

Modeling Contextualized Competency-Based Theological Education

Bexley Seabury's non-residential model of theological education places great emphasis on students' own local communities and contexts as significant loci of learning and of competency-oriented pastoral and prophetic leadership formation. The faculty is committed to engaging students, in every course, in reflection on the connections between course content and their ministerial contexts.

As a whole, Bexley Seabury offers graduate programs designed to foster the following core competencies:

- **Theological Competency:** the ability to articulate the relations between religious tradition or heritage and contemporary experience and context in critical and constructive ways.
- **Cultural competency:** the capacity to respond effectively and respectfully to diverse cultural contexts.
- **Ministerial competency:** the capability to employ collaboratively and creatively their knowledge and practical skills as leaders in ministry among God's people within and outside the church.

II. ACADEMIC PROGRAMS

Academic Programs and Completion Times

Bexley Seabury offers the following degrees, diplomas, and certificates:

Program	Minimum Completion Time (full-time study)
Doctor of Ministry in Congregational Development • Diploma in Congregational Development • Certificate in Congregational Development	3 Years (not including thesis)* (28 credits) 2 years course work (no thesis) 1 year/4 courses (no thesis)
Doctor of Ministry in Preaching -- in cooperation with 5 other seminaries in the Association of Chicago Theological Schools consortium [ACTS]	3 years (inclusive of thesis)**
Master of Divinity	3 yrs. minimum; 6 yrs. maximum (81 credits)***
Diploma in Anglican Studies	1-2 years (28 credits)
* Most DMin in Congregational Development courses meet as week-long intensives in Summer and January terms (six consecutive terms) ** DMin in Preaching courses meet during three weeks in June term. (three consecutive June terms) *** Minimum time to complete the MDiv degree is three years with a course load of 27 credits per year (9-12 credits Fall and Spring, 3 credits in January and/or 3-6 credits in summer). A minimum of 9 credits each Fall and Spring is considered "full time."	

Specific information regarding the goals, learning outcomes, curricula, credit requirements and policies for each of these degree, diploma, and certificate programs is available in Student Resources on Canvas. Degrees, Diplomas, and Certificates will be given out upon completion of all program requirements and payment of any outstanding tuition and fees.

Lifelong Learning and Non-Credit Opportunities

Bexley Seabury welcomes all learners. Most courses are open to all, space permitting. Students seeking graduate academic credit, with rare exception, must have a bachelor's degree. Anyone seeking enrichment or wanting to satisfy intellectual curiosity may take courses for Continuing Education Units (CEU's) or as auditors. (Non-degree students are classified as "special students." Information on how to register is found below, on page 12.)

One contact hour equals .10 CEU. Most Bexley Seabury academic courses are 39 contact or instructional hours, or 3.9 CEUs. Current tuition rates for audited courses and CEU's are published on the Bexley Seabury website.

CEU/Audit students are expected to read materials assigned and to be prepared to participate in classroom and/or online discussions; they are not required to submit course assignments. The instructor is not required to read or respond to assignments submitted by CEU/Audit students but may do so. CEU/Audit students are otherwise subject to the same policies as students taking these courses for credit.

III. COURSES

Course Eligibility

Bexley Seabury Seminary believes that learning is enriched when diverse communities of learners have an opportunity to study together. While most courses at Bexley Seabury are open to anyone, the workload and assignments will differ depending on a student's program and registration status. All degree/diploma students must take courses for academic credit in order for them to count towards their degree. Other students and life-long learners may take courses for academic credit, CEUs, or as audits. Bexley Seabury Degree, Diploma, and Certificate students taking a course for credit will receive registration priority, in that order, in the event a course fills to maximum capacity.

Course Descriptions

Descriptions of Bexley Seabury courses offered during a given year are found on the "Courses" page on the website, accessible from the "Academics" tab on the Home page. More detailed descriptions are included in the listing posted under each course.

Course Credits and Workload

Most courses are offered for three credits (39 hours of direct faculty instruction or interactive engagement), unless otherwise indicated. Students should expect to spend a minimum of 78 hours of additional time on their course work.

Pre-Course Assignments

An instructor may assign work to be done in preparation for the first class session. If such work is to be assigned, the assignments normally will be available at least four weeks before the term begins.

Course Formats and Meeting Times

Courses at Bexley Seabury are offered in three formats: intensives, fully online, and a hybrid of the two.

- **Intensives** are held on campus for either three Friday/Saturday weekends in Fall and Spring; or week-long in January and Summer. Students typically have assignments and stay connected online, before, after or in-between sessions on campus.
- **Hybrids** blend online teaching and learning (synchronous real-time sessions, asynchronous sessions on your own time, or both) with sessions that meet on campus for one or two weekends in fall and spring or fewer than five weekdays

in January and Summer. *

- **Fully online** courses do not require visits to campus. Three-credit courses usually last for the duration of a semester or term. They often include both synchronous ("live" in real time) and asynchronous (on your own time) sessions.

MDiv, and often DAS students, will take courses in all three formats. The courses in Congregational Development, taken by both DMin and Masters-level students, normally take place in January and Summer in the week-long intensive formats, with occasional exceptions.

MDiv students are required to take January/Summer course credits in congregational leadership and development in fulfillment of MDiv; some DAS students who do not otherwise meet area requirements should expect to take one of these January or Summer courses.

When both masters-level and doctoral level students are in the same class, course work requirements will be adjusted in accordance with the expectations of their respective degrees.

Online courses generally last for the duration of the semester in the Fall and Spring.

Directed Studies

Directed Study courses play a significant role in extending the range of the Master's-level and DMin curricula. Directed Studies serve to harmonize students' special interests and faculty expertise in cases where a full-scale class cannot be offered, or cannot be offered with any regularity. There is a great need, however, to standardize what is regarded as an equitable learning experience for Directed Study courses of 1, 2, or 3 credits. Workload in directed studies is determined according to the standards set forth below and includes elements such as experiential learning, reading list engagement, and professor/student contacts.

A student may not accumulate more than six (6) credits from Directed Study in the MDiv program or more than one three (3)-credit course in the DMin program. *Exceptions to this rule may be approved by the Academic Dean in unusual circumstances.*

A Directed Study is not intended as an alternative means for pursuing studies normally available in regular academic courses. For this reason, Directed Studies will not be permitted when scheduled offerings on the same or similar topic are currently or soon to be available.

All Directed Study courses must be directed by a regular or affiliate faculty member, and must be approved by the study Director, academic advisor, and by the Academic Dean or Director of Doctor of Ministry Programs.

Students who are interested in a small group Directed Study having a particular focus (with fewer than five students) should submit a joint proposal in consultation with the study Director and attach the same to their individual Directed Study Approval forms.

Directed studies should be scheduled as well in advance as practicable, preferably a year in advance, and not later than six months in advance.

MDiv students only:

A Directed Study for one credit ought to involve:

- 1) An appropriately designed Reading List, suitable for a one-credit course, prepared under the guidance of the professor, and demonstrably addressed either through an end of semester oral exam, final paper or project, or a submitted set of written annotations to a bibliography.
- 2) Substantial real-time engagement with the sponsoring professor on at least two occasions in the semester, for a minimum of one hour each time.
- 3) A one-credit Directed Study course is graded on a Pass/Fail basis.

A Directed Study for two credits ought to involve:

- 1) An appropriately designed Reading List, appropriate for a two-credit course, prepared under the guidance of the professor, and demonstrably addressed either through an end of semester oral exam, final paper or project, or a submitted set of written annotations to a bibliography.
- 2) Substantial real-time engagement with the sponsoring professor on at least three (3) occasions in the semester, for a minimum of one hour each time.
- 3) A two-credit Directed Study course is graded on a Pass/Fail basis.

MDiv and DMin students:

A Directed Study for three credits ought to involve:

- 1) A substantial and appropriately designed Reading List, appropriate for a three-credit course, prepared under the guidance of the professor, and demonstrably addressed either through an end of semester oral exam, formal essay or project, or a submitted set of written annotations to a bibliography.
- 2) With the approval of the Director of Doctor of Ministry Programs, DMin students may instead participate in an established, contextually-based, multi-day program of professional study (such as *Healthy Congregations* or *Living Compass*) and must demonstrably address program content either through an end of semester oral exam, formal essay or project, or a submitted set of written annotations to a bibliography.
- 3) MDiv students must have substantial real-time engagement with the sponsoring professor on at least four occasions in the semester, and DMin students on at least three times, for a minimum of one hour each time.
- 4) A three-credit Directed Study course is graded on a Pass/Fail basis for DMin students and on a letter grade basis for MDiv students in accordance with the grading scale in the Student Handbook.

Directed Study Course Numbers

Field Ed Directed Study:

ML 3251, 3252, 3253 – the last digit reflects that the directed study is one, two, or three credits (permission of The Director of Contextual Education is required to register for a DS course)

Other Directed Studies courses:

These course numbers are correlated with the learning area within which the directed study principally falls. The third digit indicates 1, 2, or 3 credits. All directed studies courses are given titles in order to distinguish them. The letters attached to the course numbers (A through Z) designate each titled Directed Studies course within a particular learning area. Contact the Registrar to obtain the appropriate letter for your course.

Curricular Area	One credit	Two credits	Three Credits
History and Theology	HT 491A...Z	HT 492A...Z	HT 493A...Z
Context and Culture	CC 491A...Z	CC 492A...Z	CC 493A...Z
Personal and Spiritual Formation	PSF 591A...Z	PSF 592A...Z	PSF 493A...Z
Ministry and Leadership	ML 491A...Z	ML 492A...Z	ML 493A...Z
DMin Courses (area prefix plus number)	n/a	n/a	ML 693A-Z*

* *Healthy Congregations*, for DMin students, is always ML 693A.

Course Cancellations

Bexley Seabury reserves the right to cancel courses due to low enrollment or for other reasons deemed necessary by the seminary. Normally, a course requires the registration of five students taking the course for academic credit. In the event registration is fewer than five, it is within the discretion of the Academic Dean, in consultation with the Instructor, to authorize the course to be given or to authorize an individual or small group independent study.

Course Numbering Keys

Bexley Seabury Courses	
<p>Levels:</p> <p>Masters 300 - 399 Core courses 400 - 499 Electives 500 - 599 Advanced electives</p> <p>Doctoral 600 - 699</p> <p>NOTE: Courses that are expected to be</p>	<p>Divisions:</p> <p>History & Theology (HT) Bible 0-19 History 20-39 Theology 40-59</p> <p>Context & Culture (CC) Ethics 1-19 Culture 20-39 Mission 40-59 Social sciences and other</p>

<p>taken by both Master and Doctoral level students will be double listed. Doctoral students must always register under the 600-level number for the course. All others must register under the 300-500 level.</p>	<p>contextual courses 60-79</p> <p>Ministry & Leadership (ML) Worship 1-19 Field education 20-29 Preaching, pastoral care 30-49 Teaching 50-59 Leadership & Congregational Development 60-99</p> <p>Personal & Spiritual Formation (PSF) 1-19</p>
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<p align="center">CTS and ACTS Courses</p>	
<p>CTS Levels:</p> <p>300 - 399 Introductory 400 - 499 Intermediate 500 - 599 Advanced 600 - 699 Doctoral</p> <p>e = evening offering o = online offering h = hybrid offering f = flex offering</p>	<p>CTS Fields of Study:</p> <p>RH — Religious Heritage Hebrew Bible New Testament Religious History</p> <p>TEC — Theology, Ethics & Contemporary Culture Theology Ethics & Contemporary Culture</p> <p>LM — Leadership and Ministry</p>
<p>ACTS Disciplines:</p> <p>B – Biblical Studies; H – Historical Studies T – Theological Studies; E – Ethical Studies R – Religion and Society Studies; W – World Mission Studies HR – History of Religions; M – Ministry Studies I – Interdisciplinary/Integrative Studies</p>	

IV. REGISTRATION OPPORTUNITIES and POLICIES

Registration for Bexley Seabury Students

Schedule:

For returning students, registration for the January term and spring semester will take place for one week in mid- November, and registration for the summer term and fall semester will take place for one week in mid-April. Consult the Academic Calendar for the dates.

Advisement Period:

All returning students must confer with their advisors (or the DMin Director), by appointment, within three weeks prior to the registration weeks for course planning and to obtain permission to register. During the April advisement period, summer and fall courses will be planned and approved. During the November advisement period, January and spring courses will be planned and approved. Students may self-register in Populi only after advisement, up to and including midnight of the registration deadline.

Students are encouraged to take advantage of advisement sessions to plan their course schedules as far in advance as possible.

Late Registration:

Self-registration will not be available beyond the posted registration periods. Requests to register late for a course must be directed to the student's faculty advisor who will determine if the delay is for good and excusable cause. Further, if the request to register late for a course is made fewer than 30 days prior to the beginning of the term in which the course is scheduled, students must also obtain the permission of the instructor. Only upon receiving notification from the advisor that all necessary permissions have been obtained will the Registrar enroll the student late.

Manual Registration for Select Courses:

Self-registration is not available for the following courses. Students must direct registration requests to the professor who will provide a manual enrollment roster to the registrar.

- All Field Education Courses (KJ Oh)
- Anglican Formation (KJ Oh)
- Learning from London (J. Fout)
- Pastoral Theology (E. Ott)

STUDENTS WHO DO NOT REGISTER FOR COURSES DURING THE PRESCRIBED PERIODS RISK BEING CLOSED OUT OF A COURSE. LATE REGISTRATIONS MAY ALSO RESULT IN COURSE CANCELLATIONS DUE TO UNDER-ENROLLMENT.

CTS/ACTS Courses

Bexley Seabury Seminary Federation (BSSF) is a member of the Association of Chicago Theological Schools (ACTS) consortium of schools located in the Chicago area. Other member schools include Catholic Theological Union (CTU), Chicago Theological Seminary (CTS), Garrett Evangelical Theological Seminary (GETS); Loyola Institute of Pastoral Studies (LIPS), Lutheran School of Theology in Chicago (LSTC); McCormick Theological Seminary (MTS), Meadville Lombard Theological School (MLTS), North Park Theological Seminary (NPTS), Northern Baptist Theological Seminary (NBTS); Trinity Evangelical Divinity School (TEDS), University of St. Mary of the Lake (Mundelein).

Bexley Seabury MDiv and Anglican Studies Diploma students may cross-register for most masters-level courses in other member schools – and vice versa – subject to some restrictions or limitations related to January, May, and summer courses and online courses

(except CTS online courses, to which Bexley Seabury students have full access, by agreement.) Students should consult the ACTS web site or the Bexley Seabury Registrar for more information regarding course listings and availability.

Many ACTS course listings can be accessed at <http://www.actschicago.org/>, but students are encouraged to check individual ACTS school websites for the most up to date information, particularly with regard to online or hybrid courses that may require participation in scheduled synchronous (live) sessions. Cross registrants should take special notice of registration periods and add/drop deadlines in other ACTS schools.

Bexley Seabury MDiv students may take their required CTS courses in Bible either wholly online or face-to-face at the CTS campus. General electives may be taken at Bexley Seabury, CTS, or at any other ACTS school, though MDiv students must take at least two of their general electives at Bexley Seabury (applicable to students beginning studies in or after 2019). In the event a required CTS course closes due to over-enrollment or is cancelled, Bexley Seabury students may take those courses or their equivalents at another ACTS school with the permission of their advisor. If the required course or equivalent at another ACTS school is either unavailable or impracticable, the student may propose an alternative to the Academic Dean. Students should check first and not assume that courses taken at other schools will be approved as substitutes for required courses or for transfer credits as electives.

Bexley Seabury MDiv or Anglican Studies Diploma Students who wish to cross-register for courses at CTS or another ACTS school must complete a Cross-Registration Form (available in Student Resources on Canvas) and submit it to the Bexley Seabury Registrar. The Registrar at Bexley Seabury will communicate with the Registrar at the other school to process Cross-Registration forms and will receive grades when a course is concluded. Courses taken through cross-registration will appear on the Bexley Seabury transcript, an unofficial copy of which is also accessible through Populi.

Registration for Non-Program Students (“Special Students”)

“Special Students” are students who are not enrolled in a Bexley Seabury degree or diploma program. To register for Bexley Seabury courses, Special Students should go to the Course Registration page on the Bexley Seabury website (<https://www.bexleyseabury.edu/course-registration-2/>) and follow the instructions and prompts. Most courses can be taken for credit or CEU’s, or students may register as auditors.

Course Drops, Withdrawals, and Refunds

Drops:

A Bexley Seabury course may be dropped at any time before a class begins. Bexley Seabury students may drop courses online through Populi (the student information system through which they registered). There will be no charge for tuition or fees for dropped courses and the course will not appear on the transcript.

Withdrawals:

Once a Bexley Seabury course begins, students may not drop a course but may request

permission to withdraw, in accordance with the policy and procedures outlined below. A withdrawal is recorded on the transcript with a grade of “W,” but does not count toward the calculation of GPA.

- Up to and including the 60% mark in the duration of the course, students who wish to withdraw must submit a course withdrawal form to their advisor for approval. Approved withdrawal forms, dated and signed by the student and advisor, must be submitted by the student to the Registrar, Susan Quigley (squigley@bexleyseabury.edu).
- Students who withdraw after the 60% mark in the duration of a course must obtain the permission of the advisor *and* of the academic dean. Normally, students who are failing the course at the time of the withdrawal request will not be permitted to withdraw if there is no realistic possibility that the student could complete the course with a passing grade. The granting or denial of withdrawal requests beyond the 60% mark is in the sole discretion of the academic dean based on the dean’s determination that good cause for the withdrawal has been demonstrated. Avoidance of a failing grade does not, in itself, constitute good cause.
- Course duration is determined by the published start and end dates of a course. The start date will be based on the first day of instruction or of expected student engagement, whichever comes first. The published end date of the course will not include final exams or assignments that are due thereafter.

Refunds:

Eligibility for refunds following a course withdrawal depends on the length of time the student has been in the course.

- Students who withdraw within the first 15% of the course’s duration will receive a full (100%) refund of tuition and tech fee. For example:

Course Duration*	Withdrawal within 15% of course	Refund
14 weeks/full semester	By midnight of day 14	100% tuition and tech fee up to the 15% mark in course duration
1 week intensive	By midnight of day 1	
2 weeks	By midnight of day 2	
3 weeks	By midnight of day 3	
4 weeks	By midnight of day 4	
5 weeks	By midnight of day 5	
6 weeks	By midnight of day 6	

*Courses will normally begin on a Monday and end on a Friday or Saturday.

- Students who withdraw between 16% and 60% of the course’s duration will receive a partial refund of the tuition and tech fee, based on the number of days the student has been in the course, up to and including the date a withdrawal request is

submitted. For example, if a student withdraws on day 10 of a 4-week course, that's 50% of the course and the student will receive a 50% refund of tuition and tech fee.

- Students who withdraw at or after the 61% mark in the duration of the course will receive no refund of tuition or tech fee. For example, if a student withdraws on day 15 of a four-week course, that's 75% of the course and the student will receive no refund.
- Students who stop attending classes but do not formally withdraw from a course in a timely manner will be ineligible for a refund and may receive a failing grade for the course.

Students who wish to withdraw should consult the seminary's Return to Title IV Policy regarding the conditions under which TITLE IV loan funds must be returned to the US Department of Education in the event of a withdrawal from a course or program ([click here](#)). Students should also consult the Satisfactory Academic Progress Policy regarding the conditions under which eligibility for Title IV loans may be suspended ([click here](#)).

V. TUITION, FEES, and FINANCIAL AID

Tuition and Fees

Current tuition rates for Bexley Seabury courses are published on the Bexley Seabury website (<https://www.bexleyseabury.edu/tuition-fees/>). Tuition for cross-registrations at CTS will be billed to the student by Bexley Seabury at CTS tuition rates. Tuition for cross-registrations at any other ACTS school will be billed to the student by Bexley Seabury at Bexley Seabury rates. Students should consult the CTS web site for their current tuition rates. All billing questions should be directed to Lynn Bowers, lbowers@bexleyseabury.edu.

Financial Aid

Bexley Seabury is able to provide some financial aid for students with demonstrated need. Financial aid is always dependent on available funds and upon the student meeting need-based eligibility requirements.

Financial aid may be available for students in the following programs:

- MDiv students admitted to or matriculated at Bexley Seabury.
- DMin students in the program in Congregational Development and the program in Preaching. In the program in Congregational Development, financial aid is available for courses and other work offered by Bexley Seabury only.
- Special consideration for financial aid may be given to students who are serving communities of faith in strategic or underserved communities.
- International students may be eligible for additional aid to cover the cost of a student visa.
- Limited financial aid may be given for strategic mission-related reasons, with special consideration given to applicants who minister in underserved communities of faith.

Application for financial aid is made by submitting the financial aid application found on Bexley Seabury's website (<https://www.bexleyseabury.edu/financial-aid/>) which includes a proposed income and expense budget. Students requesting aid must also complete a FAFSA assessment as part of the application process. Financial aid will not be finalized until all requested documentation is received.

To be eligible for financial aid, any continuing student must be in good academic standing and in good financial standing at Bexley Seabury.

Questions concerning financial aid should be directed to Chief Financial Officer, Curt Short (cshort@bexleyseabury.edu).

VI. ACADEMIC POLICIES and PROCEDURES

Bexley Seabury academic and conduct policies apply to all students enrolled in Bexley Seabury courses, even when they have matriculated at another seminary. It is the student's responsibility to be familiar with the policies in this handbook.

Grades

Grades at Bexley Seabury are evaluated in one of two ways, as determined by the seminary faculty:

- Letter grade (A to F), on the scale indicated below
- Pass/Fail, indicating C work or better. (Note: P/F and CR/NC are the same)

Grading Scale

A	4.00 grade points
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
F	0.00
W	Withdrawal
CE	Continuing Education Unit
AU	Audit
I	Incomplete
P (Cr) or	Pass (Credit) or
F (NC)	Fail (No Credit)

A Superior work: exhibiting mastery at current level of study of the subject and, where applicable, indication of originality or brilliance.

B Good work: exhibiting a sound understanding at current level of study of the material, methods, and contents, as well as ability to apply and express them. At the seminary level, "B" constitutes the normal grade range.

C An acceptable level of performance: revealing adequate understanding and application for current level of study.

F Work that fails to meet the basic course objectives and falls below the minimum level of expectations. Applies to work that has not been submitted.

I Students who cannot complete the course requirements due to extraordinary or unavoidable circumstances may request a grade of I (Incomplete) instead of F (Fail) or NC (No Credit). See Incomplete grading policy below.

P/F Some masters-level courses are offered on a pass/fail (credit/no credit) basis. (e.g., Formation and Field Education courses). All students in the DMin in Congregational Development program will receive the grade of P or F for their courses. A grade of P/F (CR/NC) is not included in the calculation of a student's GPA but may be considered in connection with a determination of academic standing.

Normally, all papers, reports, projects, examinations, etc. will be graded by faculty members and returned to the student within two weeks following the due date specified in the Academic Calendar, unless otherwise specified in the syllabus or clearly communicated to students in advance. Assigned work which is submitted after the instructor's deadline may be graded on a declining scale.

All grades and evaluations are due in accord with the Academic Calendar. Grade reports are available on the student web portal (Populi) as soon as they are posted, *provided that a course evaluation has been submitted in advance.*

Grades for students who register for Bexley Seabury courses through the ACTS consortium or other cross-registration agreement will be reported to the Registrar in their home school for recording on their home school transcript.

Grades earned by a Bexley Seabury student in courses taken at ACTS institutions or other ATS accredited seminaries during a student's program at Bexley Seabury will be considered in light of that institution's grade scale and/or grading policies for credit toward the student's degree.

All grades, including pluses and minuses, are recorded on the transcript for the semester

in which the course was taken.

Plagiarism

Plagiarism is the taking of the words, ideas, and methods of others as one's own. In academia, plagiarism involves the use of others' words and ideas without adequate reference to the author or indication of quotation. It is a serious form of academic dishonesty or academic fraud, and offenders are subject to discipline, up to and including expulsion from the school. In order to avoid plagiarism, especially by inappropriate use or citation of quotations and ideas, students are expected to familiarize themselves with the requirements and practices of citation found in Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. Unfamiliarity with these requirements and practices is not an acceptable reason for unintentional plagiarism. Plagiarism cannot be evaded through the alteration of occasional words from one's source.

When plagiarism is detected, the instructor will assign the work an appropriate grade and then refer the matter, together with evidence, to the Academic Dean who, in consultation with the faculty and the President, will make an appropriate disposition of the matter, which may include failure of the course, academic probation for a designated period, suspension for a designated period, or expulsion from the program. The student's bishop will normally be notified of the situation.

Those who have questions about the nature and scope of plagiarism should consult the Academic Dean.

Attendance (Course Absence Policy)

The following policies apply to all students who are taking a course for academic credit. Auditors and CEU students who are not in attendance for a minimum of 61% of the course will receive a W (withdrawn) on their transcript.

Whether a course is offered in an on-campus intensive, hybrid, or fully online format, attendance and participation are equally important.

I. Before the Course Begins

If an actual or possible conflicting calendar obligation is known to the student before a course begins, it is the responsibility of students to either modify their personal or employment calendar or to register for a different course. If an actual or possible absence is brief and cannot be re-scheduled or avoided and the course is needed for graduation in that academic year, students may consult the instructor to find out if some accommodation is possible.

II. Once the Course Is In Progress

For an Intensive: course meets on campus for three weekends in Fall/Spring or week long (5 days) in January/Summer

Students in intensive courses (week-long or three weekends on campus) are required to be physically present *for the duration of each day* that the class is in session. Students are expected to schedule travel in order to be physically present for the duration of each day. In

the event an unexpected illness, emergency, or serious and unresolvable conflict arises (in the judgment of the instructor) once the course begins, students must notify the instructor immediately.

It is within the discretion of the instructor, up to a maximum of 8 hours (approximately 20%) of on-campus time, to determine what grade reduction is appropriate and/or if make-up work will be permitted as a condition for completing the course. If accommodations are neither possible, practicable, nor acceptable, the student will have to complete the course with the grade reduction or withdraw from the course. Requests for accommodations in the case of absences above 8 hours (or approximately 20% of instruction time) must be made in writing to the Academic Dean with an explanation as to why an accommodation is warranted. It is within the discretion of the dean, in consultation with the instructor, to issue an approval or denial of the request, in writing.

For a Hybrid: course meets on campus for fewer than three weekends in Fall/Spring or fewer than five days in January/Summer

Students in hybrid courses are required to be physically present *for the duration of each day* that the class is in session on campus. Students are expected to schedule travel in order to be physically present for the duration of each day. In the event an unexpected illness, emergency, or serious and unresolvable conflict arises (in the judgment of the instructor) once the course begins, students must notify the instructor immediately.

For the online portion of hybrid courses, attendance is defined as regular and continuous online presence and participation. The following indicators, based on Federal Student Loan policies, will guide an instructor's determination that a student has been in regular and continuous attendance in online portions of a hybrid course.

- Timely student submission of an academic assignment or online activity;
- Student submission of an exam or quiz;
- Documented student participation in and engagement with computer-assisted instruction (evidence of logging in alone will not satisfy this requirement);
- Participation in a required discussion forum, a blog posting, or online journal entry showing engagement with course content;
- Attendance and active participation in required synchronous sessions, in accord with an instructor's expectations;
- Participation in required group work;
- An email from the student or other documentation showing that the student initiated contact with the instructor for the purpose of discussion or clarification of course content;
- Any other indicators of attendance that are identified in the syllabus.

In the absence of one or more of these indicators, a student will be considered "absent," unless expressly excused or granted an extension by the instructor.

It is within the discretion of the instructor up to a maximum combined absence of

approximately 20% of a hybrid course, to determine what grade reduction is appropriate and/or if makeup work will be permitted as a condition for completing the course. If such accommodations are neither possible, practicable, nor acceptable, the student will have to complete the course with the grade reduction or withdraw from the course. Requests for accommodations beyond 20% must be made in writing to the Academic Dean with an explanation as to why further accommodation is warranted. It is within the discretion of the dean, in consultation with the instructor, to issue an approval or denial of the request, in writing.

For a Fully Online Course: whether synchronous, asynchronous, or both

Attendance in fully online courses is defined as regular and continuous online presence and participation. The following indicators, based on Federal Student Loan policies, will guide an instructor's determination that a student has been in regular and continuous attendance in a fully online course:

- Timely student submission of an academic assignment or online activity;
- Student submission of an exam or quiz;
- Documented student participation in and engagement with computer-assisted instruction (evidence of logging in alone will not satisfy this requirement);
- Participation in a required discussion forum, a blog posting, or online journal entry showing engagement with course content;
- Attendance in required synchronous sessions;
- Participation in required group work;
- An email from the student or other documentation showing that the student initiated contact with the instructor for the purpose of discussion or clarification of course content;
- Any other indicators of attendance that are identified in the syllabus.

In the absence of one or more of these indicators, a student will be considered "absent," unless expressly excused or granted an extension by the instructor.

It is within the discretion of the instructor, up to a maximum of two instances of absence in a fully online course, to determine what grade reduction is appropriate and/or if makeup work will be permitted as a condition for completing the course. If such accommodations are neither possible, practicable, nor acceptable, the student will have to complete the course with the grade reduction, or withdraw from the course. Requests for accommodations in the case of more than two instances of absence must be made in writing to the Academic Dean with an explanation as to why an accommodation is warranted. It is within the discretion of the dean, in consultation with the instructor, to issue an approval or denial of the request, in writing.

III. Other applicable policies and requests for exceptions:

The seminary's Withdrawal and Refund policies and procedures apply to the implementation of the absence policies and guidelines outlined above. Nothing in this policy precludes a student from applying for a grade of "Incomplete" in extraordinary

circumstances, in accordance with the Incomplete policy and procedures. Students seeking an exception to any of these policies on grounds of extraordinary circumstances must make a written request to the Academic Dean with an explanation as to why an exception is warranted. It is within the discretion of the dean, in consultation with the instructor, to issue an approval or denial of the request in writing.

Extensions

No grade will be recorded for a course in which work is due under any extension until the extension period expires.

Informal Instructor Extensions: Extensions for submission of required course work are not routinely granted. Extensions for the submission of course work *of up to two weeks* beyond the posted due date at the end of a semester or term may be granted at the discretion of the instructor, for good cause shown. Completed course work submitted under this paragraph should be submitted directly to the instructor.

Formal Extensions Requiring Approval of the Academic Dean: Students who believe that they will require an extension of longer than two weeks beyond the posted due date in order to complete course work, up to a maximum of sixty (60) days, must obtain the permission of the Academic Dean (MDiv or Diploma students) or of the DMin Director (DMin students in Congregational Development) by submitting a completed “Formal Extension Request Form,” signed by the instructor, *no later than the originally posted due date*. See the “Formal Extension Request Form” in Student Resources on Canvas.

All course work that is due on formal extension must be submitted to the Registrar, who will record the date the work is submitted and forward the same to the instructor for review and grading. Upon the instructor’s return of the final grade to the Registrar, the same will be recorded in the student’s record.

If course work is not submitted by the approved extended due date, the grade indicated on the Formal Extension Request Form will be recorded as the final grade on the official transcript. The final grade on the Formal Extension Request Form may not be an Incomplete (I).

Students who cannot complete course work within 60 days of the originally posted due date should consult the policy for requesting a grade of Incomplete (I) below.

Grade of Incomplete

A grade of Incomplete (I) is not the same as an extension for the late submission of course work. A grade of Incomplete (I) may be granted by the Academic Dean, only upon the written recommendation of the instructor and *only under the most extraordinary or unavoidable of circumstances*. Normally, a grade of Incomplete will not be granted unless

- (1) the student’s work was interrupted by unavoidable absence, illness, family crisis, or other unforeseeable causes beyond a student’s control; and
- (2) the student has substantially completed course requirements; and

- (3) the student has attended and participated regularly in the class and is earning a passing grade at the time the work was interrupted (an Incomplete may not be granted to avoid a failing grade);
- (4) the participation of other students in the class is not required in order for the student to complete course requirements.

To request a grade of Incomplete (I), the student must submit an “Incomplete Request Form” to the Academic Dean, signed by the instructor and advisor. Unless a student is physically or mentally incapacitated, the Incomplete Request Form must be submitted as soon as the student becomes aware that the course cannot be completed by the original or an extended due date, *no later than the last date that all course work is finally due*. See “Incomplete Request Form” on the seminary website under “Current Students”/ “Forms and Documents.”

If the student is able to complete all course requirements *within a maximum of six months from the date the work was finally due (originally or on extension)*, the student should notify the Instructor that completed course work will be forthcoming. All completed course work must be submitted to the Registrar, who will record the date the completed work is received and forward the same to the instructor for review and grading. Upon the instructor’s return of the final course grade to the Registration Administrator, the same will be substituted in place of the grade of Incomplete (I) in the student’s record.

If all course requirements are not completed within six months from the date all course work was finally due (originally or on extension), the grade of Incomplete will remain on the transcript permanently and no credit may be given for the course. A permanent Incomplete (PI) will remain on the transcript but will not be counted toward the student’s GPA.

All *required* courses for which the final grade is PI must be repeated in order to satisfy degree requirements.

Learning Community Norms (and Netiquette)

Bexley Seabury seeks to cultivate an inclusive and diverse learning community in which the dignity of all persons is honored and their perspectives are valued on campus, in the classroom, and online. Netiquette is a set of guidelines specifically designed to foster constructive and respectful interaction and communication within the online learning community and to help us avoid misunderstandings and inadvertent offense. Please review <https://bexleyseabury.instructure.com/courses/79/pages/learning-community-norms> for a more in-depth look at our learning community norms.

Educational Technology Support

If you encounter technological problems, please contact the instructor as soon as possible. The instructor will either help you to solve the problem or will enlist the help of our Director of Distributive Learning Initiative, our Canvas Coordinator, or our IT support team, as appropriate. You can expect a prompt response, in no event longer than 24 hours. Resources for support and troubleshooting are available on Canvas, here:

<https://bexleyseabury.instructure.com/courses/79/pages/technology-resources>.

Transcripts

A transcript is available by completing the transcript request form found on Bexley Seabury's website and by mailing or emailing it to the Registrar. The student's signature is required. Requests cannot be taken over the phone. There is a processing fee of \$5.00 for each copy. In an emergency, a transcript may be faxed for an additional \$3.00, in addition to the \$5.00 mailed copy. Transcripts will not be issued unless payment of all seminary accounts is up to date.

Students enrolled in a degree or diploma program may obtain grade reports at any time without charge (unofficial transcripts) by logging in to Populi.

VII. TRANSFER CREDIT POLICY

Academic credits earned in graduate courses completed at other ATS-accredited graduate schools may be transferred to a Bexley Seabury degree program, or may be the basis for waivers in the Diploma in Anglican Studies program, upon written request to the Academic Dean (or designee), subject to the following requirements and limitations:

All Programs

1. Transfer credit/waivers may be granted for courses that are substantially comparable to Bexley Seabury courses and compatible with the curricular requirements of the applicable Bexley Seabury degree program.
2. The comparability of courses to Bexley Seabury course content or requirements is determined by the Academic Dean who may consult with and defer to the appropriate Bexley Seabury faculty member.
3. Credit for courses with a grade of NC, F, Audit, P or a letter grade below B will not be accepted for transfer credit or waivers.
4. All waivers and final transfer credit determinations under this policy are made at the sole discretion of the Academic Dean (or the Dean's designee).

Master of Divinity Program

5. Students who seek to transfer credits into the Bexley Seabury Master of Divinity program from another ATS-accredited Masters-level degree program that has not been and will not be completed, must complete a minimum of 27 credits at Bexley Seabury in order to qualify for the degree. Students from another seminary with which Bexley Seabury has an ATS-approved teach-out agreement are exempted from this requirement.
6. Students who already hold an MA, MTS, or similar masters-level degree in a theological discipline must complete a minimum of 33 credits at Bexley Seabury in order to qualify for a Bexley Seabury Master of Divinity degree.

7. It is within the discretion of the Academic Dean (or designee) to waive certain credit distribution requirements based on a consideration of previous courses taken within a particular curricular area. However, the minimum number of credits, as specified in paragraphs 6 and 7 may not be reduced.
8. In the event a course proposed for transfer is partially but not substantially comparable to a required Bexley Seabury course or does not serve to satisfy the minimum required credits for a particular curricular area, it is within the discretion of the Academic Dean (or designee) to disallow the transfer or, alternatively, to accept the proposed transfer on condition that the student take one or more additional courses in that curricular area.
9. Masters-level courses completed more than ten years prior to admission to Bexley Seabury are not eligible for transfer credit. Likewise, courses taken at Bexley Hall or Seabury Western Seminary more than ten years prior to re-admission are not eligible for recognition toward completion of a Bexley Seabury degree, diploma or certificate, or toward a new Bexley Seabury degree, diploma, or certificate.

Doctor of Ministry Program

10. Requests for the transfer of credits into the Bexley Seabury DMin programs must be made to the Director of the Doctor of Ministry programs who will submit a recommendation to the Academic Dean (or designee).
11. Upon the recommendation of the Director of the Doctor of Ministry programs, up to two doctoral-level courses from another accredited seminary or institution of higher education may be accepted in partial fulfillment of Bexley Seabury's Doctor of Ministry degree requirements.
12. Doctoral-level courses completed more than seven (7) years prior to admission to Bexley Seabury are not eligible for transfer credit. Likewise, courses taken at Bexley Hall or Seabury Western Seminary more than seven (7) years prior to re-admission are not eligible for recognition.

Diploma in Anglican Studies

13. Transfer credits do not apply to the Bexley Seabury Diploma in Anglican Studies program. If a course requirement or area requirement is deemed by the Academic Dean to have been satisfied by a course of comparable content successfully completed elsewhere, that requirement may be waived. However, a minimum of 15 credits earned at Bexley Seabury Seminary is required for conferral of a Bexley Seabury Diploma. Waivers are within the sole discretion of the Academic Dean who may require that a Bexley Seabury course be audited rather than taken for credit.

VIII. ACADEMIC STATUS

Academic Standing

Students are considered to be in good academic standing as long as they:

- Masters level: complete and pass all courses in a timely manner, maintaining a grade point average (GPA) of 3.0 (B) or higher.
- DMin: complete and pass all courses in a timely manner and be on track for completion of the DMin thesis.

Students should consult the program pathways and the DMin handbook for specific information regarding timely progress through and completion of their degree or program.

Students who do not maintain good academic standing may not be allowed to register for further courses without the written permission of the Academic Dean or Director of the DMin program. Any student who does not maintain good academic standing will be placed on academic probation, and will be notified by the Academic Dean. Following satisfactory progress in subsequent classes, academic probation will be lifted. Should a student be placed on academic probation more than once over the course of the DMin, DAS, or MDiv programs, or continue on academic probation for multiple terms, the faculty may vote to continue probation, to suspend the student for a specific length of time, or to dismiss a student for poor academic performance.

Grades of Fail (F) or No Credit (NC) are included in the calculation of GPA. A Grade of Incomplete (I) is not counted in the calculation of GPA.

When a course has been repeated successfully, a prior grade of Incomplete (I), Fail (F), or No Credit (NC) will remain on the transcript but will not be considered in the calculation of the student's GPA.

Leave of Absence

Students who are regularly admitted to Bexley Seabury's MDiv or DMin programs are expected to be continuously enrolled, at least on a part-time basis, in each Fall and Spring semester (MDiv) or in each Summer and January term (DMin) to maintain steady progress toward the completion of their degrees. A matriculated MDiv or DMin who believes such progress must be temporarily interrupted due to medical (physical or mental health), family, other personal or professional circumstances (including an interruption in their ordination process or diocesan requirements) may request a voluntary leave of absence from all courses or from work toward completion of the DMin thesis proposal or thesis project of one academic term or longer.

A request for a voluntary leave of absence will be granted only under such circumstances that, in the judgment of the Academic Dean, would substantially interfere with a student's ability to meet course or other degree requirements or that would otherwise present a hardship to the student, to the student's family, or to others for whom the student is responsible.

A voluntary leave of absence is not ordinarily granted for more than one year. Students on an approved leave of absence will be charged a fee of \$50 towards maintenance of their student status in each Fall and Spring semester (MDiv) or in each Summer and January term (DMin) of the leave. This fee will cover the same activities generally covered by the registration fee and the technology fee and will guarantee the student access to campus resources such as the library, computer lab, advising time, etc., during the approved leave of absence. This fee is not charged for a term already in progress if registration fees have been charged.

Should it become apparent to members of the seminary faculty that a student's physical or mental health and welfare is at risk, the seminary may, after notice to and consultation with the student, act to put a student on an involuntary leave of absence. An involuntary leave may be appealed within twenty (20) days by a letter of petition to the Academic Dean stating facts and circumstances upon which the appeal is based. A letter from the student's doctor or mental health care professional indicating that the student is not at risk of harm to self or others and is fit to continue studies may be requested.

Students requesting a voluntary leave of absence must submit a Leave of Absence Request Form to the Academic Dean *before the leave is taken*, unless the student is incapacitated. The student must state the reason for the leave, an intent to return, and either the anticipated date when the student plans to resume studies or an indication that the duration of the leave presently cannot be determined. The student will be informed of the decision, and any conditions placed on their return, in writing.

Likewise, when a student on medical leave requests permission to return, a letter from their doctor or mental health care professional must be provided to the Academic Dean, indicating that the student is medically cleared to return. In the absence of special circumstances, the letter clearing the student for return should be from the same doctor or licensed mental health care professional whose opinion was that the leave was warranted.

Students on a leave of absence are not entitled to receive financial aid, grants, or student Federal student loans for the duration of the leave. For information concerning the student's obligation under Title IV to return loan proceeds to the U.S. Department of Education, [click here](#). Students should also consult the Satisfactory Academic Progress Policy regarding the conditions under which eligibility for Title IV loans may be suspended ([click here](#)).

Eligibility for financial aid upon the student's return will not be affected by a leave of absence.

Inactive Status/Separation from a Program

Students accepted into and enrolled in a Bexley Seabury degree, diploma, or credit-bearing certificate program are expected to complete their programs within a reasonable period of time.

Accordingly, the seminary will place on inactive status the following students who are not on an approved leave of absence:

- any DMin student who has not registered for at least one class in a given June or January term;
- any Masters-level student who has not registered for at least one class in a given Fall/Spring semester.

This policy does not apply to DMin candidates (working on the thesis) or pre-candidates (courses completed and working on the thesis proposal) who have paid the required continuation fee when due and who are otherwise within the time limits for the completion of the thesis proposal or thesis, as specified in the DMin Handbook.

Students in the following categories who have been on inactive status for the following periods of time will be separated from the seminary and removed from their program with written notification.

- DMin in Congregational Development: three consecutive terms in the June/Jan/June cycle
- DMin in Preaching: two consecutive June terms
- MDiv: two consecutive semesters in the Fall/Spring/Fall cycle
- Diplomas and Certificates: three consecutive terms or semesters in the Diploma or Certificate in which courses for the program are scheduled.

Separated students who wish to return to their program may re-apply, in writing addressed to the Academic Dean, after a lapse of one semester (masters-level students) or term (DMin students) following the semester in which the notice of separation was given. Re-admission is within the discretion of the Academic Dean, in consultation with the Director of Doctor of Ministry Programs were applicable.

IX. STUDENT PETITIONS

The policies in this handbook are established in order that Bexley Seabury can provide quality programs with clarity of structure. A student may find he or she needs an exception to a particular academic policy based upon circumstances that are unique to a student's experience or program; or upon unforeseeable, unusual, or emergent conditions. The granting of a petition is not to be extended to eradicate errors in judgment, failures in performance, or foreseeable negative outcomes. Petitions are to be submitted before an individual has implemented a change and not after the fact.

The form petitions take is not fixed and may be a letter or a memorandum. It should clearly state the nature of the exception sought and provide a rationale. All applicable details should be included in the petition, and corroborating evidence or opinion appended when appropriate.

Normally, a student will discuss the contents of a petition with the Academic Dean or, in the case of DMin students, with the Director of Doctor of Ministry Programs. Students are requested to notify any other faculty members who are directly concerned with the substance of the petition.

Petitions are submitted directly to the Academic Dean. Email submission is acceptable. The Academic Dean may, from time to time, refer petitions to the full faculty. In certain circumstances, a student may attend the hearing of his or her petition.

Written decisions are sent to the student with copies to the Registrar (for the student's file) and, if appropriate, to others directly involved in the substance of the petition. Students may appeal decisions of the Academic Dean to the full faculty.

X. ASSESSMENT and EVALUATIONS

Curricular Assessment

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course, along with the instructor's graded artifact and an Assessment Rubric that scores the artifact in light of desired curricular outcomes. The designated assessment artifact for each course is specified in the syllabus. Faculty are expected to use Grading Rubrics and to return them to students with their work so that the criteria by which you were graded will be transparent.

Since the Assessment Rubric is not used for grading purposes, it is not returned to the student. We use your portfolio artifacts and assessment rubrics solely to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of you or of your work for grading or any other purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties.

For further information about assessment, please contact our Assessment Coordinator Lelia Fry, lfry@bexleyseabury.edu.

Student Evaluation of Courses

Each term, students are required to complete anonymous electronic course evaluations for each academic course they undertake at Bexley Seabury. A member of the seminary staff is responsible for distribution, tabulation, dissemination, and safekeeping of all data from course evaluations. Students will receive an invitation to complete an electronic survey instrument for each course in which they are enrolled in a given semester or term. All course evaluations are anonymous unless the student chooses otherwise. Instructors will receive a summary copy of the evaluations for their classes. Student course

evaluations are not available to professors until final grades have been submitted.

The Academic Dean receives a copy of the summaries of evaluations of all courses. Copies are also distributed to those officially involved in academic assessment.

Student Services Evaluations

In addition to course evaluations, above, a Student Services Evaluation will be sent periodically to all students. This evaluation will look at aspects of communication, hospitality, classroom suitability, accommodations, meals and coffee breaks, library and computer services, worship, and overall interactions with Bexley Seabury staff and faculty. Results of the evaluations will assist Bexley Seabury in providing an excellent educational experience for all participants.

XI. ORDINATION and CANONICAL REQUIREMENTS

Ordination and Canonical Requirements

Neither admission into nor completion of a degree, diploma, or certificate program at Bexley Seabury Seminary is a guarantee of postulancy, candidacy, or ordination in any diocese of The Episcopal Church. It is the responsibility of students to determine and ensure compliance with the ordination process and requirements of their particular Diocese and of the Canons of The Episcopal Church. We strongly encourage students who are discerning a call to ordained ministry, but who are not yet postulants, to consult with their local Bishops before commencing studies.

Participants in the Master of Divinity or Diploma programs or courses may request an overall evaluation of their studies and formation to be sent to their Bishop or appropriate diocesan officer (e.g., Chair of the Commission on Ministry). Requests should be made in writing to the Dean a minimum of three weeks before the evaluation is needed.

The faculty are also required by the canons of The Episcopal Church to provide an assessment of persons being considered for candidacy for ordained ministry, along with a recommendation. Please see the attached Appendix 1, Candidacy Reflection Template, for an outline of this process. This assessment is undertaken only at the request of a student's diocese or Commission on Ministry. A diocesan representative should contact the Academic Dean to initiate the process.

These reflections and evaluations are based on the student's academic record and take into account additional observations or evaluations of faculty and of the student's advisor. The student's Clinical Pastoral Education (CPE) and/or Field (Contextual) Education evaluations may also be considered.

Students are given the opportunity to review evaluations before they are sent to the Bishop or Diocese, and they may correct errors of fact by written request to the

Academic Dean. The evaluation is sent with a copy of the student's transcript, unless the Bishop or Diocese has requested that a transcript not be included.

General Ordination Exams

The General Ordination Exams (GOEs) may be administered on the Bexley Seabury campus yearly in January. Students are responsible for notifying their own dioceses of intentions to take the examination, since it is the student's diocesan bishop, not the seminary, who notifies the General Board of Examining Chaplains of the student's eligibility. In special circumstances, the President of the seminary may nominate an individual to take the exam. The cost of the exam is often paid by the diocesan bishop. Otherwise, the cost of the exam must be borne by the student.

XII. ACADEMIC RESOURCES

Educational Technology

The Bexley Seabury connection to the internet is principally for instructional, research, administrative, and other work or mission-related purposes. Courses at Bexley Seabury utilize the Canvas learning management system and many courses also utilize web conference technologies for synchronous learning. (particularly Zoom, although others as needed). Individual login credentials will be provided and should not be shared. Electronic resources and databases are also available through the Styberg Library, CTS's Lapp Learning Commons, and other libraries of the Association of Chicago Theological Schools. (see Library section below). Students should utilize these educational technology resources to the fullest extent to gain the most out of the learning experience at Bexley Seabury.

Classroom technology

The seminary maintains VCRs, DVD players, computer/video projectors, and other technical equipment for academic programs. This equipment can be checked out for classroom use by talking with Ron Fox, faculty secretary, no later than three days prior to the intended use. All of the classrooms at Chicago Theological Seminary are equipped with DVD players and computer projection.

Writing

Bexley Seabury believes that good writing skills are important not only for the work that students do while in seminary, but also for the various vocations that they will pursue. We consider the ongoing development of excellence in writing to be an integral part of theological education. Students should expect to receive regular comments on their writing, and they are expected to address any concerns identified. Students who require writing assistance are encouraged to ask their advisors or the Academic Dean for information on writing resources.

All written assignments should conform to the most recent edition of *A Manual for Writers of Research Papers, Theses, and Dissertations*, Chicago Style for Students and

Researchers (Chicago Guides to Writing, Editing, and Publishing), by Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, commonly referred to as “Turabian.”

The writing center at Styberg Library provides writing support for Bexley Seabury students. Students who would like to take advantage of these resources should contact the Academic Dean or Associate Academic Dean, who will put them in touch with a representative from the writing center.

Libraries

- **The Styberg Library**
Formerly the United Library, Styberg is the official library of Bexley Seabury Seminary and Garrett Evangelical Theological Seminary. All students enrolled in a Bexley Seabury course for credit may check out books, use the study spaces, obtain research help from reference librarians, and engage in other research endeavors to the same extent as Garrett Evangelical Theological Seminary students. Bexley Seabury students also have access to electronic catalogues, electronic books and databases, through the Styberg library web site. Bexley Seabury students should contact Ron Fox, rfox@bexleyseabury.edu for information on how to Associate obtain the appropriate login credentials (NetID and password).
- **Northwestern University**
Since the Styberg Library is connected with the Northwestern University Library system, Garrett-Evangelical and Bexley Seabury students and faculty have full on-site privileges at Northwestern’s libraries: Main, Science and Engineering, Galter Health Sciences, Law, and Schaffner. Some restrictions on remote access to electronic databases may apply.
- **The Lapp Learning Commons at Chicago Theological Seminary (CTS)**
All Bexley Seabury students enrolled in CTS courses or who are on campus for Bexley Seabury classes have convenient access to the Lapp Learning Commons library at Chicago Theological Seminary, including their electronic databases.
- **Other ACTS Libraries**
Students and faculty have similar access to the ACTS consortium of theological libraries and also the main library at Loyola University. To obtain an ACTS library card, contact Ron Fox at rfox@bexleyseabury.edu .

For additional library information, consult the following websites, or contact Ron Fox. Styberg Library (<http://library.garrett.edu/>); Lapp Learning Commons (CTS) <https://commons.ctschicago.edu/>.

Academic Advisement

Academic Advisors are Bexley Seabury faculty members who assist individual students in

navigating their programs by helping with pathway and course selection, registration issues, and special academic matters (such as requests to take directed studies or courses at other institutions). For MDiv and DAS students, Academic Advisors will be assigned upon the student's acceptance to a Bexley Seabury program. The advisor for DMin students in the coursework phase of the program will be the Director of Doctor of Ministry Programs.

All returning students must confer with their advisors (or the Director of Doctor of Ministry Programs), by appointment during the advisement period. (See the section on advisement and registration earlier in the Handbook.) Advisement periods provide students with a required opportunity to touch base with their advisors, to select classes for the upcoming semesters, and to make sure they are on track for graduation.

Advisors maintain close contact with students throughout the program about their academic and formational progress and provide advocacy to help students succeed. Students who are having academic difficulties or problematic personal issues that could interfere with coursework or progress through the program should contact their academic advisor.

XIII. SPIRITUAL FORMATION and WORSHIP

Spiritual formation is integral to the Bexley Seabury curriculum. This formation occurs in particular courses and in our corporate worship life.

The principal purpose of the worship conducted at Bexley Seabury is to praise and serve the triune God. In this way, we participate in the vocation common to all Christian communities. The round of worship conducted in our chapel is our liturgy: the corporate work of the people of God. Within the all-encompassing vocation of praise and service, the community at Bexley Seabury has a more specific focus: the academic preparation and spiritual formation of persons involved in ordained and lay ministry within The Episcopal Church. Thus, we worship together as an academic community of faculty, staff, and students. In doing so, we affirm that the work of praising and serving God is the foundation for our studies and for our corporate life in its entirety.

The particular focus of our community on preparation for ministry brings certain secondary functions of our worship into prominence. These include the following:

- In worship, our busy and fragmented lives can stop for a moment so we may recollect what we are about and find our lives, individually and corporately, re-centered in God.
- In our worship, our vocational commitments can deepen as we cultivate the habits and spiritual dispositions necessary for faithful service.
- In our worship, we may be enabled by God to bear one another's burdens and to uphold one another even in our differences as we pray for each other and for the

world.

- In our worship, opportunities can be provided for students to plan, participate in, and grow to appreciate services representing the diverse liturgical traditions that contribute to contemporary Anglicanism.

Courses that meet fully or partially online will include worship as part of the course schedule, if the course includes synchronous sessions. Courses that are offered entirely asynchronously will not include gathered worship, though students are welcome to organize worship with their peers.

Classes that include on-campus meeting times generally follow the schedule below. See your course syllabus for specific scheduling details.

Weekend Classes Friday:
 Evening Prayer at 4:15 pm
 Compline at the end of the day
 Saturday:
 Morning prayer at 8:15 am
 Eucharist at 11:30 am

Weekday Classes Monday to Friday:
 Eucharist daily at 11:30 am
 Evening prayer Monday at 4:10 pm
 Morning prayer Tuesday to Thursday at 8:15 am

Milner Seifert is Director of Liturgy and Music. He is responsible for planning worship in accordance with the Bexley Seabury Customary.

The basic patterns of worship are those of The Episcopal Church's Book of Common Prayer and supplementary liturgical materials. Other patterns and materials may be used pending agreement from the Director of Liturgy and Music or from a faculty member under whose direction the worship may be taking place.

Faculty, students, staff, and other participants are invited to plan, lead, and support worship, under the Director's guidance. Anyone wishing to lead worship as an officiant, presider, preacher, or musician should contact the Director as early as possible at mseifert@bexleyseabury.edu. All participants will be given the opportunity to read lessons, lead prayers, preach, and otherwise assist at worship. Students are always encouraged to take initiative in organizing and leading daily prayer with their peers.

While no one is required to attend any or all worship services, our worship life complements our studies and community life, and all are encouraged and welcome to participate. Students preparing for ministry should be aware that their participation in worship may be part of any evaluation Bexley Seabury is asked to provide to those overseeing their ministry studies.

XIV. CONFIDENTIALITY and STUDENT RECORDS

Family Educational Rights and Privacy Act (FERPA)

The federal Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, gives students certain rights concerning their educational records. The primary rights afforded are the right to inspect and review their educational records, the right to seek to have the records amended, the right to have some control over the disclosure of information from the records, and the right to file a complaint concerning alleged failures by Bexley Seabury Seminary to comply with the requirements of FERPA.

The right to inspect and review education records

A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Academic Dean shall advise the student of the correct official to whom the request should be addressed. Records covered by FERPA will be made available to the student in a reasonable time, not to exceed 45 days from receipt of the written request.

The right to request the amendment of education records

A student who believes his/her education records are inaccurate, misleading, or otherwise in violation of student privacy rights under FERPA should submit a written request to the seminary official responsible for that record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the seminary decides not to amend the record as requested, the seminary will notify the student in writing of the decision and of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Note: the right to challenge a grade does not apply under FERPA unless the grade was inaccurately recorded, in which case the record will be corrected.

The right to file a complaint.

A student who believes that the seminary is in violation of FERPA may file a complaint with the Family Policy Compliance Office, United States Department of Education, 400 Maryland Avenue SW, Washington, DC 20202.

The right to provide written consent to disclosure of certain education records.

A student has the right to provide written consent before the seminary releases personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Written consent will specify the records to be released, state the purpose of the disclosure, and identify the party or class of parties to whom disclosure may be released. It must be signed and dated by the student.

The seminary discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. Within the Bexley Seabury Seminary community, only those members acting in the student's educational interest are allowed access to student education records. A school official is a person employed by the seminary in an administrative, supervisory, academic, or support staff position; a student serving on an official committee or assisting another school official to perform his or her tasks; or a person or company with whom the seminary has contracted as its agent(s) to provide a service instead of using seminary employees (such as enrollment verification, auditors, or a collection agency.) A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, Bexley Seabury discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Directory information is information that may be given out to any requestor at the discretion of the seminary. Directory information at Bexley Seabury includes the student's name, date of birth, home and school address, home and school telephone numbers, email address, photographs, degree program, dates of attendance, enrollment status, degrees and dates. Students may withhold directory information from being released outside of the seminary community by notifying the Registrar in writing no later than two weeks prior to any term. Forms are available in the Registrar's office.

Information Security Policy

Secure Handling of Social Security Numbers

It is Bexley Seabury's intent to protect the personal information of its students, staff, faculty, and other individuals associated with the seminary from unauthorized access or disclosure, and possible misuse or abuse.

Effective September 1, 2006, the seminary does not permit the use of a Social Security Number (SSN) as the primary identifier for any person or entity in any system, except where the SSN is required or permitted by law, and permitted by seminary policy. Where permitted by law and seminary policy, the SSN may be stored as a confidential attribute associated with an individual.

Those wishing to enroll in academic offerings at Bexley Seabury—both credit and non-credit—are required to provide a SSN for secondary identification purposes. IRS regulations require the seminary to request a SSN as a Taxpayer ID number for use in tax reporting. In addition, any student applying for Financial Aid or Student Loans must provide a SSN to the Seminary. Historic hardcopy academic records may contain a student's SSN, as the SSN was previously used as the student ID.

Once enrolled, individuals shall not be required to provide their Social Security number, verbally or in writing, at any point of service, nor shall they be denied access to those

services should they refuse to provide a SSN, except where the collection of SSN is required by law or otherwise permitted by seminary policy. Individuals may volunteer their Social Security number if they wish, as an alternate means for locating a record.

XV. VETERANS BENEFITS

VETERANS ADMINISTRATION: APPROVED STANDARDS OF PROGRESS

Attendance Standards

Class Attendance. Lynn Bowers is the Certifying Official for the VA. The Certifying Official will notify the VA Regional Office within 30 days of the veteran's withdrawal. Every effort is made to accurately account for each veteran's last date of attendance in each subject area in which a veteran is enrolled.

Full-time Attendance by Academic Semester. If a veteran's course load changes from full-time to part-time or *vice versa*, the VA Regional Office will be informed by the Certifying Official within thirty days of the change. Adds/drops which alter a veteran's certified status will be reported to the VA Regional Office within thirty days.

Academic Progress Standards

- A. Veterans Failing or withdrawing from all Courses when registered for six or More Credits. A veteran student failing or withdrawing from all courses when registered for six or more units will be determined to have made unsatisfactory progress and will be reported as terminated to the VA, except in extenuating circumstances to be determined by the VA. In such cases, the veteran student will not be subject to the Academic Probation Policy (see B), and the last date of class attendance will be reported to the VA by the Registrar as Certifying Official within thirty days of the occurrence.
- B. Veterans Failing a Portion of Courses: Probationary Period. The academic probation policy of Bexley Seabury Seminary provides that acceptable academic progress for full-time students is indicated by sustaining a minimum of 9 semester hours in a Fall or Spring academic semester. Part-time students sustain the number of units for which they are registered after the drop deadline. Veteran students who do not fail all of their courses but who fail to sustain the required number of units as described above will be placed on academic probation for the subsequent term. If during this semester, the veteran student sustains the required number of units, he or she will be removed from academic probation. However, if the student again fails to sustain the required units, registration will not be permitted for the following term. If a veteran is refused permission to register under the provisions of the academic probation policy, the VA will be notified by

the Registrar as the Certifying Official as soon as the grade reports are received but in no case later than thirty days after the close of the probationary term.

- C. Grading Options at Bexley Seabury. Bexley Seabury students who are attending seminary as veterans may opt for the Credit/No Credit grade in a few cases. The No Credit grade is recorded. Grade point averages are not computed. Academic progress is controlled by the use of the academic probation policy outlined above.

Attendance and Progress Records

The Certifying Official is responsible for maintaining proper attendance and academic data for all veterans. Such records reflect:

- Final grades and credit granted for courses undertaken;
- Records of withdrawal from any subject to include last dates of attendance and record of any re-enrollment;
- A written record of previous education and credit granted when applicable.
- Evidence of degrees granted by other institutions;
- Cumulative data covering progress of students and Course Evaluation Forms;
- Attendance records for veterans enrolled in resident courses not leading to a standard college degree;
- Evidence of the progress of all veterans at the rate for which they are certified to the VA.

XVI. STUDENTS LIVING WITH DISABILITIES

Bexley Seabury aims to assist students living with a disability to engage in academic and campus life as fully as possible. The partnership between the individual and the school in addressing the challenge presented by a disability involves the following responsibilities:

The student's responsibility

It is the responsibility of students with disabilities to identify themselves and request accommodations* through the appropriate office:

- For physical disabilities that may require conversation about building concerns, contact Lynn Bowers, Manager of Accounting and Human Resources.
- For physical disabilities that may require classroom accommodations, contact the Associate Academic Dean.
- For health, drug and alcohol disabilities, contact the President.
- For pregnancy, childbirth, or parenting, as set out in Title IX of the Education Amendments of 1972, contact the Associate Academic Dean.
- For disabilities that affect cognition (learning disabilities and attention deficit/hyperactivity disorder [ADHD] or other psychiatric diagnoses that

affect cognition), contact the Associate Academic Dean.

*Accommodations refers to “modifications that need to be made to minimize the discriminatory effect of a person’s physical, emotional, or learning disability, insofar as the provision of the adjustment does not cause undue burden on the setting or the institution. In academia, reasonable accommodations are called academic adjustments, and they might include classroom adjustments, exam modifications, or administrative accommodations.”

When seeking academic adjustments, the student must provide the Academic Dean with documentation of a disability and a rationale for the requested accommodations from a professional with expertise in the condition. The documentation must include a specific diagnosis and a thorough report.

- Required documentation for learning disabilities and ADHD must include the results of a comprehensive psycho-educational assessment (including all subtest scores) that evaluates the intellectual functioning, achievement, and information-processing domains of cognitive functioning.
- The diagnosis must be based on DSM-V diagnostic criteria.
- In addition, documentation for ADHD should include evidence of both early and current impairment, a diagnostic interview, and an interpretive summary that explains how the disability is a substantial limitation to learning.
- Testing should be recent (administered within five years prior to enrollment) for learning disabilities and ADHD.

When seeking academic adjustments, the student must provide the Associate Academic Dean with the documentation noted above well in advance of any need in order to give the school a reasonable amount of time to evaluate the documentation and implement the accommodation.

The school’s responsibility

- With regard to physical disabilities, under the guidance of Manager of Accounting and Human Resources (for building accommodations) and the Associate Academic Dean (for classroom accommodations), the school will make reasonable efforts to minimize the discriminatory effect of a person’s physical disability, insofar as the provision of the adjustment does not cause undue burden on the school. The President and the Academic Affairs office will work together to raise the awareness of the seminary community regarding the needs and rights of people with disabilities.
- In providing support to students and prospective students living with disabilities, the school will endeavor to respect their rights to privacy and confidentiality. In the case of students preparing for ordination in The Episcopal Church, this responsibility is exercised in partnership with sponsoring dioceses under the practices already in place regarding the release of information.
- When the Associate Academic Dean is notified of a diagnosis that affects cognition and recommendations for academic adjustments, the following procedures take

place:

- a. The Associate Academic Dean receives the documentation of the disability, taking special note of particular academic adjustments that are recommended to enhance learning and performance.
- b. The Associate Academic Dean drafts a letter addressed to classroom instructors noting that documentation of a disability has been filed in the Academic Affairs office and listing the recommended accommodations. The draft is sent for review to the student requesting the accommodations before it is prepared for release.
- c. After review, copies of the letter, on school letterhead and bearing the Associate Academic Dean's signature, are given to the student, who retains the choice to seek accommodations in any given class. The letter is also filed in the Academic Affairs office.
- d. In order to claim the right to accommodations, a student must provide the letter to his/her professor no later than the end of the second day of the course. Or as soon as practicable following a diagnosis.

When a student is not sure whether there is a disability that affects cognition, he or she should seek professional evaluation. A student may consult the Associate Academic Dean for assistance with this.

From time to time, students who have not attained the desired academic success may be advised by a teacher, academic advisor, or other mentor to seek educational testing or another professional assessment. In other cases, the student may initiate the request for assistance. For assistance in arranging for educational testing, contact the Associate Academic Dean. A limited amount of funds may be available from the President's discretionary fund to help cover the costs of special testing requested by students, including educational testing. Students in the ordination process are encouraged to seek financial assistance from their bishop in support of such testing.

XVII. ALCOHOL AND CHEMICAL DEPENDENCY

The Basic Policy

The seminary understands alcoholism and other chemical dependence to be recognizable and treatable illnesses. We are also aware that chemical dependence affects the family and significant persons who are close to the dependent person, and the symptoms and impact of the illness on these persons are also identifiable and require treatment.

Accordingly, the seminary is committed to assisting in the identification of the illness and assessment of treatment needs for both those who become chemically dependent and those whose lives are affected by the illness. The seminary treats chemical dependence as

any other illness in terms of the protection of jobs, rights, and related employee, faculty, or student benefits.

The seminary encourages self-referral and is prepared to assist those seeking help in the assessment and evaluation of each person's situation for the purposes of determining treatment options.

In acknowledging chemical dependence as a progressive and fatal illness, the seminary believes that the proper Christian response to the recognition of the illness in another is a pastoral confrontation which seeks constructively to approach the individual, to express concern, and to consult as to whether or not assistance is needed. This constructive confrontation would cross all levels of the community and could be initiated by family members, peers, supervisors, or anyone in the community who cares for the individual.

In cases where all constructive confrontation has been unable to break through the denial that is a component of chemical dependence, pastoral intervention, coordinated by the President, with a recommended program for treatment, will be considered. Pastoral intervention is normally to be considered as a "last resort" effort designed to present reality in a receivable way to the dependent person.

The seminary's policy concerning the protection of benefits and rights will not be applied to those who refuse treatment or who deny their need for help. At the same time, refusal of treatment is not a cause for severance from the seminary. In all cases, severance decisions will be based on performance and other existing criteria not related to acceptance of treatment recommendations resulting from intervention.

Concerning Self-Referral

If a person recognizes a need for help or is concerned about his/her drinking behavior or drug use, self-referral options may be obtained from the President's Office. These include (a) consultation with the Office of Pastoral Care in the student's diocese or another therapeutic resource, for assessment, treatment planning and referral; and (b) well-known support groups such as Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, Adult Children of Alcoholics, SMART recovery, and so forth. The Office of the President welcomes informal consultation concerning self-referral concerns. Confidentiality will be carefully respected.

Concern for Another Person

If you are concerned about the possible alcoholism/chemical dependence of another person, some options are:

- Contact the Bexley Seabury Seminary President or Academic Dean for the purpose of obtaining a referral;
- Consultation with the appropriate Diocesan Director of Ministry;
- Consultation with a member of the Recovering Alcoholic Clergy Association;

- Referral to AA members or an Open AA meeting;
- Pastoral information or pastoral intervention, if indicated, coordinated by the President, who will authorize a qualified counselor from outside the seminary community to assist in planning and implementing an intervention effort. The President and seminary staff will carefully respect confidentiality. [See also third paragraph under “Student Evaluations” following.]

Treatment of Students

If treatment is accepted, where necessary, the student will be permitted to withdraw from classes without financial penalty for a length of time reasonably indicated by competent medical authority. The student will be permitted to continue her or his academic program following necessary time off for treatment.

Any student who accepts treatment for alcoholism/chemical dependence is encouraged to discuss this with her or his bishop. However, it is the student’s responsibility and choice to inform the bishop. The seminary expects faculty, staff and other students to respect the student’s confidentiality in communicating with his or her bishop and diocese. [See next section, 3rd paragraph.]

Student Evaluations

If a student seeks and/or accepts treatment for alcoholism/chemical dependence, this is viewed as a positive factor in the evaluation of the student.

Suspected alcoholism/chemical dependence may not be raised during a student’s evaluation. Poor performance or inappropriate behavior in seminary, of which chemical dependence is the suspected cause, is best addressed as outlined above. Poor performance or inappropriate behavior may be a factor in a student’s evaluation, but confrontation about suspected alcoholism/chemical dependence should take place outside the evaluation.

Nothing in this policy statement is meant to inhibit the seminary from fulfilling its canonical responsibility, nor is it intended to prohibit the President of the seminary from talking frankly with the bishop of any student in the ordination process.

Treatment of Administrators, Faculty, and Staff

Appropriate policies for chemical dependency/alcoholism of non-student members of the seminary community have been adopted, following the same principles as those for students. A copy of the complete November 27, 1985 policy statement is available in the Office of the President.

Guidelines for the use of alcohol at seminary functions

The decision to offer alcohol at an official seminary event should depend on the following considerations:

1. The use is appropriate, given the social nature of the event.

2. There will be clear and distinct labeling of all beverages and foods containing alcohol.
3. There will be non-alcoholic beverages for those who choose to abstain presented as attractively as alcoholic beverages.
4. Food and beverages containing alcohol should be presented in such a way that they do not seem to promote or require their use for inclusion in, or for full participation in the event.

XVIII. DISCIPLINARY ACTION

Participants in Bexley Seabury-sponsored programs may be subject to disciplinary action for any of the following:

Alcohol/Drug Abuse, Sexual Assault, or Sexual Harassment

The procedures for allegations of misbehavior are outlined separately and those procedures may lead to a negotiated or adjudicated disciplinary action.

Disruption/Obstruction

Disruption (interference) or obstruction (prevention) of teaching, research, administration or other seminary activities or authorized student activities, is prohibited.

Drug Possession

All members of the Bexley Seabury community are prohibited from using or having in their possession illegal drugs, including marijuana in locales and under circumstances where it is illegal, privately or in public, on or off the seminary campus. A community member violating this rule may be subject to dismissal.

Cooperation in Investigations

Failure to cooperate or appear upon request in the investigation or hearing of cases of alleged offenses (provided that no person shall be required to furnish information that would be self-incriminating) constitutes an additional basis for disciplinary action.

Fire safety

State and local ordinances provide penalties for any intentional damage of or destruction to property by fire.

Firearms

The physical possession or use of firearms, ammunition, BB guns, air rifles, firecrackers, explosives, or other weapons of any description, for any purpose, is prohibited.

Forgery

Alteration or misuse of seminary documents, records or identification, or knowingly furnishing false information to the seminary is prohibited.

Gambling

Illinois law prohibits gambling in any form except at state-licensed casinos or in lotteries and raffles conducted in accordance with state and local law. Participants involved in gambling-related incidents may face legal and disciplinary actions.

Hate crime

There are laws against actions which degrade or threaten a person as an expression of hatred toward an individual or group, including such things as the display of hate symbols or actions which express disrespect toward individuals or groups. The seminary forbids such actions and will take disciplinary action in addition to any legal process.

Hazing

The seminary forbids hazing and all other activities that interfere with the personal liberty of an individual. The seminary defines hazing as any action taken or situation created intentionally, on or off seminary premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities and situations include creation of excessive fatigue; physical and psychological shocks; requiring sleepovers or morally degrading or humiliating games and activities; or activities that interfere with scholastic activities and/or normal sleeping hours.

Physical abuse or threat

Any action that threatens or endangers the health or safety of any person on seminary premises or at seminary functions or of any person properly fulfilling his or her duties as a seminary employee, whether or not the action occurs on seminary premises, is prohibited.

Theft and Trespass

Theft or damage to property of anyone on seminary premises or at seminary functions, including the property of the seminary is prohibited, including unauthorized entry to or use of seminary facilities.

Smoking

Smoking is prohibited in the seminary building and within 25 feet of building entrances.

Email Use

The principal purpose of electronic communication is to facilitate instructional, research, administrative, and other work or mission related communications by seminary faculty, staff and students. Email should not be used for non-institutional fund solicitation, for

personal monetary gain or outside commercial purposes or for any political purpose. Bexley Seabury reserves the right to monitor the email system, including a user's mailbox and log files, at their discretion in the ordinary course of business. The existence of passwords and "message delete" functions do not restrict or eliminate the ability or right to access electronic communications. Please note that in certain situations, Bexley Seabury may be compelled to access and disclose messages that were sent over its electronic communications system.

Users may not share passwords, provide email access to an unauthorized person, or access another user's account without authorization.

Electronic communications should conform to the same standards of propriety and respect as any other verbal or written communication at the seminary. Offensive, demeaning, harassing, defamatory or disruptive messages are prohibited. Users who become aware of or receive prohibited messages should notify the Academic Dean.

The bexleyseabury.edu email address is the official and customary form of electronic communication to or from faculty, staff, and students.

Internet Use

The Bexley Seabury connection to the internet is principally for instructional, research, administrative, and other work or mission-related purposes. Any unauthorized use of the Bexley Seabury internet connection is prohibited. Unauthorized uses include, but are not limited to, posting, viewing, downloading, or otherwise transmitting or soliciting offensive, defamatory, pornographic, or sexually explicit material; engaging in computer "hacking" or other related activities; or attempting to disable or compromise the security of information on any computer. Bexley Seabury reserves the right to monitor usage of its internet access at its discretion. Questions or concerns regarding improper use of the internet should be brought to the attention of the Academic Dean.

Limits on Disciplinary Action

The faculty may choose to suspend a student for violation of any of the above regulations. Suspension will normally be for a specified period of time. The faculty may also dismiss a student from the seminary. Dismissal for disciplinary reasons normally precludes readmission. Students may also be asked to withdraw voluntarily from the seminary.

XIX. STUDENT DISCIPLINARY PROCEDURES

Filing of Complaint/Hearing Notification and Scheduling

The student shall be informed of a violation of the standards in this Handbook in writing and through certified mail within five (5) calendar days of the seminary being made aware of the violation. The letter shall contain the nature of the violation and the

hearing/disciplinary process as set forth in the student catalog. Attempts will be made to schedule the student hearing to avoid scheduled classes.

Hearing Preparation

The student shall provide a written answer to the pending charges within three (3) calendar days. The written answer shall include information pertaining to the student's observations and perspective. It is the accused student's responsibility to prepare a written answer in preparation for the hearing. Every effort shall be made to hold the conduct hearing within ten (10) calendar days from receipt of the student's written answer.

Hearing Process

The formal hearing will involve the Academic Dean and one other faculty or staff member of Bexley Seabury. The student is required to attend. If the student fails to attend the hearing, by virtue of the absence, the violation will be upheld and appropriate action taken.

No one is to accompany the student during the hearing (including family members, friends, attorneys, etc.). Electronic recordings will not be permitted. Notes will be taken by one of the faculty/staff members in the hearing. During the hearing, details of the violation will be provided. The student will also be informed of the identity of the complainant and any witnesses. However, a request for anonymity will be determined by the Academic Dean based on fear of retribution, harassment, or other risks of safety or well-being to the complainant and/or witnesses.

The student will submit a written answer and have the opportunity to answer questions posed by the panel. Students are also invited to ask questions of the panel based on relevancy to the complaint. If, at any time, the hearing becomes disorderly, the Academic Dean reserves the right to end the hearing. The Academic Dean shall then prepare a summary of the circumstances leading to the termination of the hearing. The summary shall be included in the notes of the hearing and part of the complaint file.

The Academic Dean shall complete a thorough investigation and shall make a determination of the responsibility of the student regarding the violation. The measure of guilt shall be the standard of "preponderance of the evidence." If at the conclusion of the investigation, it is determined that the student did or likely did violate the standards outlined in this Handbook, the student shall be informed in writing and certified mail of the findings. The letters shall contain the policy violation, sanctions, and appeals process within ten (10) days of the hearing. Previous violations of standards in this Handbook may be considered in issuing sanctions.

Possible Sanctions

- Disciplinary Warning – The student is warned, in writing, that any additional violations of Bexley Seabury policies may result in more serious disciplinary action. A disciplinary warning is the minimum sanction assigned to a student found responsible for violating policy.

- Disciplinary Probation – The student’s behavior is deemed inappropriate for the community and the student is warned that further violation of policies during the probation will likely result in more serious disciplinary action.
- Disciplinary Suspension – The student is removed temporarily from Bexley Seabury Seminary, usually for a period of a semester or a year, with any conditions for return made clear at the time of the suspension. Academic privileges are also suspended during this time.
- Expulsion – The student is removed permanently from Bexley Seabury and student status is terminated.

Appeals

An appeal of the disciplinary decision may be made on three grounds.

1. There is new information that is directly relevant to the complaint that was not available at the time of the hearing.
2. There are concerns with the process that could change or affect the outcome of the decision.
3. The student believes that the sanction was too severe.

After carefully considering the appeal, the Academic Dean will determine if a change in the outcome of the original decision is warranted. The Academic Dean may also change the sanction making it either less or more severe. Regardless of the outcome of the appeal, the Academic Dean will notify the student of the final decision in writing within ten (10) calendar days. There are no other appeals available beyond the Academic Dean.

Privacy

In accordance with seminary policy and federal law, a student’s record, including information about proceedings, is confidential; however, an important exception, provided for in the *Family Educational Rights and Privacy Act of 1974*, allows the seminary to disclose the outcome of disciplinary proceedings for which the charge was a crime of violence.

Further Steps

After following the above procedure in the case of harassment, or after discussing any other institutional complaint with the Academic Dean, and not receiving satisfactory process, a student may take the complaint to the Illinois Board of Higher Education (IBHE) via the following contact information:

Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333
Springfield, Illinois 62701-1377

Approved 9-8-21; updated 9-21-21

Phone: (217) 782-2551

Fax: (217) 782-8548

TTY: (888) 261-2881

Institutional Complaint Hotline: (217) 557-7359

Online Complaint System: <http://complaints.ibhe.org/>

XX. FACILITIES

Security and Safety

Students with any questions, or the need to report a safety or security issue, should contact Lynn Bowers in Accounting/HR 773-380-6786 or Ron Fox in the President's Office 773-380-6781.

In case of emergency, call 911.

In the event of a fire, or if the fire alarm sounds, evacuation of the premises begins **immediately**.

Everyone must leave the building by way of the nearest exit and gather outside on the parking lot side of the building. Stand away from the building and wait for further instructions.

XXI. ANTI-SEXUAL VIOLENCE and SEXUAL MISCONDUCT POLICY

The following policy and procedures are in compliance with the requirements of *Title IX of the Education Amendments of 1972* (20 U.S.C. §§ 1681–1688), a federal law that prohibits sexual discrimination in education programs and activities for which Federal financial assistance is received. Sexual discrimination includes sexual violence, sexual assault, or sexual harassment.

This policy and the procedures also comply with the Illinois *Sexual Violence in Higher Education Act* (110 ILCS 155) which prohibits sexual violence, domestic violence, dating violence, and stalking in higher education institutions within the state.

Bexley Seabury Seminary does not tolerate any degree of sexual or relationship violence or sexual misconduct on or off campus. The following procedures are intended to assist members of our community in preventing and responding to prohibited acts of sexual violence and sexual misconduct, including those more fully described below.

Disciplinary issues arising from issues of sexual violence or misconduct are described in the student disciplinary process listed in this handbook. Disciplinary issues arising from sexual harassment will be adjudicated using the procedures described in the sexual harassment policy.

1. Definition of Terms

Bexley Seabury Seminary prohibits all forms of sexual violence and sexual misconduct, as defined below.

Sexual misconduct refers to any of the behaviors defined below, or to any other sexual conduct that takes advantage of another person for the benefit of oneself or of a third party when the consent of the person is not present. This includes but is not limited to sexual voyeurism; indecent or lewd exposure; recording any person engaged in sexual or intimate activity in a private space; distributing sexual or intimate information, images or recordings about another person; or inducing incapacitation in another person with the intent to engage in sexual conduct, regardless of whether or not sexual contact or activity actually occurs.

Sexual harassment is a form of discrimination that may take many forms, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when

- submission to such conduct is explicitly or implicitly made a term or condition of an individual's employment or academic status,
- submission to or rejection of such conduct is the basis for an employment or academic decision affecting an individual or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.

Examples of sexual harassment include, but are not limited to, verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; derogatory or demeaning comments of a sexual nature about a person; sexual innuendo; suggestive comments; jokes about gender; suggestive or insulting noises, leering, whistling or obscene gestures; touching, pinching, brushing the body; or coercing sexual contact. Persons of any sex, sexual orientation, or gender identity can be perpetrators or the targets of sexual harassment. Sexual harassment may include sexual violence or assault.

Sex Offenses include but are not limited to rape; forcible sodomy; sexual assault; sexual assault with an object; fondling or kissing without consent; threat of sexual assault; sexual abuse; or any other unwanted physical contact of a sexual nature that occurs without the consent of all individuals involved.

Sexual Assault refers to any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly where the person is incapable of giving consent.

Domestic Violence can be a single event or a pattern of behavior. It includes felony or misdemeanor crimes of violence committed by:

- A current or former spouse or intimate partner of the survivor;
- A person with whom the survivor shares a child in common;
- A person who is or was residing in the same household as the survivor; or

- Any person who commits violence against someone who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Dating Violence can be a single event or a pattern of behavior. It refers to violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the survivor.

Stalking occurs when an individual engages in a course of conduct (two or more acts) directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

Consent as used in this policy is defined as follows:

- *Consent is informed.* Consent is an affirmative, knowing, unambiguous, and conscious decision by each participant to engage in mutually agreed-upon sexual activity.
- *Consent is voluntary.* It must be given without coercion, force, threats, or intimidation. Consent means positive cooperation in the act or expression of intent to engage in the act pursuant to an exercise of free will. Even though consent does not necessarily need to be verbal, relying purely on non-verbal communication can lead to misunderstandings. A spoken agreement is the most clearly indicated form of consent. It may not, in any way, be inferred from silence, passivity, lack of resistance or lack of an active response alone. Consent may not be assumed by the absence of a verbal "no".
- *Consent is revocable.* Consent to some form of sexual activity does not imply consent to other forms of sexual activity. Consent to sexual activity on one occasion is not consent to engage in sexual activity on another occasion. A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Even in the context of a relationship, there must be mutual consent to engage in sexual activity. Consent must be ongoing throughout a sexual encounter and can be revoked at any time. Once consent is withdrawn, the sexual activity must stop immediately.
- *Consent cannot be given when a person is incapacitated.* A person cannot consent if unconscious or coming in and out of consciousness. A person cannot consent if under the threat of violence, bodily injury or other forms of coercion. Consent is not possible if one's understanding of the act is affected by a physical or mental impairment. Consent must be given with rational and reasonable judgment, so if the survivor was physically incapacitated from the consumption of alcohol or drugs, unconsciousness, or any other kind of inability, consent cannot be obtained.

2. Title IX Coordinator

Bexley Seabury Seminary Federation has established the following position as its Title IX Coordinator: Academic Dean. If any student, staff, or faculty member has any concerns

about matters they believe are covered by these Title IX policies, they should immediately contact the Title IX Coordinator, Therese DeLisio, tdelisio@bexleyseabury.edu, 773-380-6787.

3. How to Report

The seminary encourages any member of the seminary community who has experienced sexual assault, domestic violence, dating violence or stalking, or knows of another member of the community who has experienced sexual assault, domestic violence, dating violence or stalking, to report the incident.

In case of an emergency or ongoing threat, a survivor should get to a safe location and call 911. Calling 911 will put you in touch with local police.

Students and employees who have experienced sexual assault, domestic violence, dating violence or stalking should report incidents to the seminary's Title IX Coordinator.

The Title IX Coordinator will provide survivors of sexual assault, domestic violence, dating violence, and stalking with information about available support services and resources, and also assist any survivor in notifying law enforcement, including the local police, if the survivor elects to do so.

The Title IX Coordinator assesses the incident, advises the survivor on how he or she can seek legal protection, and makes the survivor aware of medical, counseling and other support services. If a reported incident did not occur on campus, the Title IX Coordinator can assist the survivor in notifying the local police department with jurisdiction.

In no case should a survivor be dissuaded from reporting sexual assault, domestic violence, dating violence or stalking to law enforcement. Survivors are not required to report to area law enforcement in order to receive assistance from or pursue options within the Bexley Seabury Seminary community.

Reporting sexual assault, domestic violence, dating violence and stalking to the police does not commit the survivor to further legal action. However, the earlier an incident is reported, the easier it will be for the police to investigate if the survivor decides to proceed with criminal charges.

Reports and personal information will be kept as confidential as possible, to the extent the law allows and according to the seminary's misconduct policies. Bexley Seabury will need to investigate the incident, and may need to share some information as relevant with administration in order to further protect and prevent incidents. Reports to law enforcement may be shared with the Title IX Coordinator. Bexley Seabury may be required by law to publish non-identifying information in campus crime statistics.

4. Procedures for Survivors of Sexual Assault

If an incident of sexual assault, domestic assault, dating violence or stalking occurs, it is important to preserve evidence so that successful criminal prosecution remains an option.

The survivor of a sexual assault should not wash, shower or bathe, douche, brush teeth, comb hair, or change clothes prior to a medical exam or treatment. If a survivor has removed the clothing he or she was wearing during the assault prior to seeking medical treatment, that clothing should be placed in a brown paper, not plastic, bag and brought to the hospital when treatment is sought. If the survivor is still wearing the clothes that he or she was wearing during an assault, he or she should bring a change of clothes with him or her to the hospital so that the clothes containing possible evidence can be preserved and examined for evidence of the crime.

Evidence of violence, such as bruising or other visible injuries, following an incident of sexual assault, or domestic or dating violence, should be documented by taking photographs. Evidence of stalking, including any communications such as written notes, email, voice mail, or other electronic communications sent by the stalker, should be saved and not altered in any way.

5. Bystander Intervention

Be aware of what is going on around you. Trust your instincts. Assume personal responsibility and say or do something. Do not assume that someone else will help.

Assess the situation. When deciding to intervene, your personal safety should be the #1 priority. When in doubt, call for help.

Decide whether to use direct or indirect action to resolve the problem. For example:

- Direct Actions: Point out someone's behavior in a manner that will help de-escalate the situation, talk to a friend to ensure he/she is okay, call the police.
- Indirect Action: Make up an excuse to help someone get away from a potential offender, and call the local authorities.

Intervene – with others. If it is safe to intervene, you are likely to have a greater influence on the parties involved when you work together with someone else or several people. Your safety is increased when you stay with a group of friends that you know well.

- Remember to intervene in a compassionate, non-threatening manner.
- Be aware of available resources for assisting individuals on campus and in the community.
- Encourage them to seek assistance and offer them resources for assistance.

Remember, 911 is often the best way to intervene if there is a question of safety for anyone.

6. Online Resources for Survivors

National Domestic Violence Hotline <http://www.thehotline.org/>

Stalking Resource Center <http://www.victimsofcrime.org/our-programs/stalking-resource-center>

National Sexual Assault Hotline <http://www.rainn.org/get-help/national-sexual-assault-online-hotline>

Girls Health Website

<http://www.girlshealth.gov/safety/saferrelationships/daterape.html>

Clery Center for Security on Campus <http://clerycenter.org/help-victims>

XXII. ANTI-HARASSMENT POLICY

Definition and General Guidelines

The seminary strictly enforces its policy against all forms of prohibited harassment involving members of the Bexley Seabury community. The rules and procedures set forth below apply to the entire seminary community. This policy prohibits harassment against members of the seminary community, applicants for employment, and admission into the seminary. The seminary cannot stress enough that it will not tolerate any form of prohibited harassment, nor will it tolerate retaliation against individuals who, in good faith, complain of or oppose prohibited harassment or participate in a harassment investigation.

1. The seminary will provide members of the seminary community with an environment free of prohibited harassment which has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment, unreasonably interfering with an individual's work or academic performance or otherwise adversely affecting an individual's employment or academic opportunities. Such harassment is unacceptable and contrary to our policy and the basic commitment to treat one another fairly with dignity and mutual respect.
2. Prohibited harassment is verbal or physical conduct that denigrates or shows hostility toward an individual because of his/her race, color, religion, national origin, age, physical or mental disability, sexual orientation, sex, or that of his/her relatives, friends, or associates, and that has the purpose or effect of creating an intimidating, hostile or offensive working or learning environment, unreasonably interfering with an individual's work or academic performance or otherwise adversely affecting an individual's employment or academic opportunities. Harassing conduct includes, but is not limited to, epithets, slurs, jokes, negative stereotyping, threatening, intimidating or hostile acts and written or graphic material placed on walls, bulletin boards or elsewhere on the seminary's premises or circulated within the Bexley Seabury community that denigrates or shows hostility toward an individual or group because of race, color, religion, national origin, age, physical or mental disability, sexual orientation, or gender, with or without sexual conduct and including same sex harassment. Prohibited harassment can come from anyone who is classified as a member of the Bexley Seabury Seminary community.
3. Sexual harassment, one form of prohibited harassment, is defined in the Anti-Sexual Assault and Sexual Harassment Policy in this handbook.
4. Any member of the seminary community who believes that he or she has been the subject of prohibited harassment or retaliation other than sexual harassment should report the conduct immediately to one of the seminary officials listed under Procedures below.

5. The seminary will promptly and thoroughly investigate all complaints and take any appropriate remedial action to stop prohibited harassment. There will be no retaliation against anyone who in good faith complains of or opposes harassment or participates in any investigation. Confidentiality will be protected to the extent consistent with a full investigation.

6. If it is determined after an investigation that a member of the seminary community has engaged in prohibited harassment or retaliation in violation of this policy, that community member will be subject to the appropriate disciplinary action up to and including dismissal.

7. All members of the seminary community are expected to act in a responsible and professional manner and to establish a positive working and learning environment, free of discrimination, harassment and retaliation.

8. The seminary is committed to the principles of freedom of inquiry and expression, as set out in the Faculty Handbook. This policy is not meant to compromise this commitment in any way. Sexual harassment is not only an inappropriate expression of freedom of inquiry and expression; it is inconsistent with these values.

Procedures

These procedures are to be used for complaints falling under both sexual harassment and Title IX Sexual Violence and Sexual Assault.

Bringing a complaint

1. A member of the seminary community who believes they have been the subject of sexual or other harassment or retaliation should report the matter as soon as possible to the Academic Dean (unless the complaint is against the Academic Dean, then to the President). The report may be made orally or in writing. The complaint should be made as promptly as possible after the alleged harassment takes place.

2. The seminary is committed to maintaining confidentiality in any case that involves allegations of sexual harassment and will protect the privacy of all parties involved to the extent that is possible.

Resolution Procedures

The President will hear the particulars of the situation, provide any immediate care that is needed, and explain the options available. The President will report the matter to a member of the Harassment Panel (See below.). Complaints of harassment may be resolved through any of the procedures described below. Initial attempts at resolution through discussion or mediation are encouraged, but the decision about which approach to take is normally made by the complainant. In certain cases, due to the nature of the alleged offense, the Harassment Panel may recommend initiating a formal investigation.

Initial procedures

The person bringing the complaint may wish to confront the alleged offender directly, seek resolution, and then report back to a designated member of the Harassment Panel. The

designated Harassment Panel member may inform the alleged offender of the complaint and initiate a course of action that will bring about informal resolution acceptable to both parties. The complainant and the alleged offender may participate in mediation overseen by a member of the Harassment Panel.

Formal investigation

If the complainant wishes to proceed with a formal investigation after the initial conversation and any attempts at reaching an informal resolution, a written complaint must be submitted to a member of the Harassment Panel. A member of the Panel will inform the alleged offender of the complaint and of the identity of the complainant. Retaliation in any form against the complainant will not be tolerated. Members of the Harassment Panel will conduct whatever investigation they deem appropriate, including interviews with the complainant, the alleged offender, and any other appropriate persons. The Panel will attempt to determine the facts of the case. At any point, the Panel may decide that the complaint is unfounded and so should be rejected. The proceedings will be kept confidential to the extent possible. A record will be kept, and a copy of that record, along with written findings and recommendations, will be given to the President.

The President will review the case and make a final decision, taking into account the recommendations of the Panel. The President will inform the complainant and the alleged offender of the outcome of the investigation. Both parties will treat the information as confidential.

If the complaint of harassment is found to be accurate, prompt remedial action and appropriate disciplinary action will be taken. Appropriate disciplinary action may include expulsion in the case of a student harasser or dismissal in the case of a faculty or employee harasser. If the complaint is not found to be accurate, the case will be dismissed. If the complaint is found to be accurate, the report of the President with the recommended disciplinary action will be placed in the permanent file of the accused. All other records of the case will be retained in the President's office.

Harassment Panel

The Harassment Panel normally consists of The President, the Academic Dean, and one faculty or staff member appointed by the President. If the President is the alleged offender, the Chair of the Board of Trustees replaces the President in every aspect of these procedures. If another member of the Panel is the alleged offender, the President will appoint another person to replace the member in question.

Appendix 1: Candidacy Reflection Template

Bexley Seabury Seminary

Candidacy Reflection

Date:

Student's Name:

Student's Diocese:

The Canons of the Episcopal Church indicate that an evaluation should be done as part of an ordinand's move from postulancy to candidacy. Bexley Seabury Seminary Federation uses this as an opportunity for mutual reflection and evaluation. The student and faculty advisor each reflect on the same topics, then meet to discuss areas of growth as well as future goals. The advisor then prepares a summary that is submitted to the faculty as a whole. After receiving input from the faculty, the advisor then prepares a draft, which is shared with the student. The advisor meets with the student for review and discussion, incorporating feedback and input, and then compiling a final draft which is submitted to the Academic Dean. The Academic Dean then submits a final version to the student's bishop with a formal recommendation from the faculty regarding candidacy, with a copy to the President and student.

The evaluation has four dimensions, intended to reflect the intent of the canons.

- Assessment of the student's knowledge and understanding of the Christian tradition. This includes review of the student's transcript, as well as the student's self-understanding of what has been learned, particular areas of interest, and areas perhaps needing additional study and attention.
- Faith in God as revealed in Jesus Christ, nourished and expressed by participation in the seminary's liturgical life and in an intentional pattern of personal spiritual discipline and a commitment to promote peace and justice among all people.
- Potential to develop skills for the ordained ministry including capabilities, such as the capacity to integrate intellectual reflection with experience; the ability to communicate the faith of the Church both orally and in writing with insight and imagination; and the capacity to lead a congregation in worship, mission, and

community service. This involves review of field education and Clinical Pastoral Education evaluations, and a discussion about the student's own self-understanding of personal affirmations and challenges in the practice of ministry in different settings.

- Personal readiness for ordained ministry, including such characteristics as evidence of personal maturity and emotional stability required to work and minister effectively, and the ability to manage time and to meet deadlines. Students are asked to reflect on their readiness for ordained ministry.

The Rev. Jason A. Fout, PhD
Academic Dean
Bexley Seabury Seminary