

187. The apostolic program should be entrusted to a director with faculty status who has the responsibility for developing the program and evaluating the performance of the students.

188. Regular reports should be given to the faculty on the students' progress in their apostolic experiences.

189. The participation of other faculty members in the apostolic activities of the students is encouraged.

190. Seminarians should be encouraged to see the relationship of apostolic service to prayer, community life, spiritual formation, and the academic program of the seminary.

#### **D. COMMUNITY LIFE**

191. The seminary is first a community of prayer whose communion with the Lord calls forth from its members those qualities of openness, self-sacrifice, and charity that are necessary for successful priestly formation on the college level. The source and sign of its unity is the liturgy, especially daily Eucharist. Enlivened by the Eucharist, the seminary community, composed of faculty and students, should reflect those values that characterize a community of faith.

192. Consequently the experience of a seminary community will play a significant role in the personal and spiritual growth of college seminarians. The give-and-take between those who share the priesthood as a common vocation sets the right context for formation. Such interaction provides mutual support, promotes tolerance and fraternal correction, and provides an opportunity for the development of leadership and talent among seminarians.

193. College seminarians are men of varying ages who are seeking to develop a positive sense of personal and vocational identity and, at the same time, to form mature relationships, appropriate to those preparing for a commitment to celibacy, with a variety of other persons both in and outside the seminary community. Bringing together individuals of varied talents, temperaments, and backgrounds, including those whose faith experience has been formed through various renewal movements, the community should not stifle healthy differences but create a climate for mutual respect, communication, and collaboration.

194. The presence of seminarians and faculty members of different ethnic and racial backgrounds provides opportunities for the mutual enrichment of all members of the seminary community, which must be taken into consideration in every dimension of the common life.

195. The priest members of the faculty form an important subgroup within the seminary community. Seminarians need the example of outstanding priests who model a wholesome way of life in the challenging circumstances of contemporary society. Regular meetings, opportunities for prayer, and recreation of priest faculty encourage the growth of fraternity and enable priests to act more effectively as authentic role models.

196. The entire seminary staff, composed of priests, religious, and laity, comprises another significant group. Ways to foster the unity of this larger circle should also be developed.

197. The college seminary community touches and is touched by other larger communities. This is especially true of the academic institutions to which collaborative seminaries are connected. Seminarians should be encouraged to participate in all appropriate ways in their activities.

198. The community is the context in which seminarians develop basic skills in interpersonal relations, especially, in ways to make and keep good friends. Seminary faculty provide the guidance and direction necessary to help seminarians meet the challenge of emotional and psychosexual growth. In the area of emotional and personal development, the best guidance the seminary faculty can give is the wholesome witness of their own lives.

199. A rule of life is necessary to regulate day-to-day living and to articulate the common values that give a community integrity and purpose. A rule of life should address the essentials of community living while avoiding that excess of detail which stifles individual initiative or talent. The rule of life should provide a clear statement of the behavioral expectations of college seminarians pursuing a priestly vocation. It should also seek to strike a balance between freedom, responsibility, and accountability.

200. As seminarians advance in their training they should be given more opportunity to exercise responsibility and freedom. At the same time, they should understand that accountability is always part of the exercise of

freedom. Seminarians should be encouraged to appreciate the necessary role that authority and organization play in achieving and maintaining a community's goals and purposes, and to recognize the spiritual dimension of authority and obedience in the Christian community.

201. In implementing the goals of the seminary, students should be involved according to their maturity and competency. Effective understanding and collaboration in carrying out decisions can best be achieved by appropriate student participation in decision making. Shared responsibility and teamwork are values which the life of the seminary community should model and foster.

### **NORMS**

202. A rule of life based on the *Program of Priestly Formation* and approved by the appropriate ecclesiastical authority should establish the basic patterns and expectations of community living.

203. The rule of life should foster an atmosphere which balances freedom, responsibility, and accountability.

204. Each seminary should publish its rule of life in a student handbook which sets forth all important points of discipline that affect student conduct and behavior.

205. Although the administration and faculty possess ultimate responsibility, students should be consulted in decision-making processes appropriate to their level of maturity and experience.

206. The expectations and procedures of the evaluation process should be set forth in detail in the student handbook and explained clearly to the student body by the rector or his delegate each year.

207. Clear and prudent guidelines are necessary for fostering the personal, emotional, and psychosexual development of seminarians in the context of a wholesome community.

### **ADMINISTRATION, ADMISSION, AND EVALUATION**

208. For administration, admission, and evaluation, see Chapters Four and Five of this document.