

Jesuit School of Theology in Berkeley

A GRADUATE SCHOOL OF SANTA CLARA UNIVERSITY

SANTA CLARA UNIVERSITY



STUDENT HANDBOOK 2022-23

COMMUNITY STANDARDS, POLICIES, AND PROCEDURES





STATEMENT OF STUDENT RESPONSIBILITY

You and Santa Clara University share the responsibility for your education. In keeping with this commitment, the University has developed a Student Conduct Code and related standards, policies, and procedures to guarantee each student's freedom to learn and to protect the fundamental rights of others. The concept of rights and freedoms carries with it corresponding responsibilities for which students are accountable. It is the responsibility of all students, undergraduate and graduate, those living on campus and off campus, to know and abide by the standards, policies, and procedures that govern their conduct as members of the University community.





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Welcome

Dear Student,

Welcome to the Jesuit School of Theology of Santa Clara University (JST-SCU). To quote our mission statement: “the Jesuit School of Theology educates scholars and ministers to serve the Church and society by enlivening faith, promoting reconciliation, laboring for justice, and participating in God’s mercy. We bring theology into dialogue with communities, with their particular histories and cultures, serving people and learning from them in a spirit of solidarity.”

Here at the Jesuit School of Theology, you will study and grow in an international community engaged in theological inquiry, pastoral formation, and professional and spiritual renewal. We are women and men; lay and religious; Roman Catholics and persons of other religious traditions. Diverse in charism and cultural identity, we are united in our shared commitment to honor and learn from each other. As members of the Graduate Theological Union, we strive for ecumenical and interfaith understanding along with our fellow schools in the consortium. As a graduate school of Santa Clara University, we explore the intersection of theology with other disciplines and participate fully in the life of the University.

Our faculty and staff are ready to support you in your educational goals and in your ongoing formation. We encourage you to avail yourself fully of all the resources in the school community that will further your learning and growth in wholeness.

This handbook articulates the values of the Jesuit School of Theology of Santa Clara University, the policies that support them, and your responsibility in upholding these values as a member of the school and university community. Please read and give the handbook your careful attention.

Once again, welcome to the JST-SCU community and best wishes for this academic year.

Sincerely,

A handwritten signature in black ink, appearing to read 'JGM', with a large, sweeping flourish at the end.

Jenny Girard Malley, MA
Assistant Dean of Student and Community Life



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Community Standards

INTRODUCTION

Welcome to Santa Clara University. Santa Clara's distinctive tradition expects from each of its community members an uncompromising commitment to excellence and to social responsibility that seeks to fashion a more humane and just society. Competence, conscience, and compassion are the cornerstones of our community values. To achieve our common goals, we must create a community environment that is shaped by its expressed values. The Student Handbook seeks to reflect the values of the community and unite them into a usable guide.

The Santa Clara University community includes students, faculty, staff, parents, alumni, neighbors, guests, and friends of the University. As a community, enriched persons of diverse backgrounds, we respect differences, encourage open dialogue, and commit to caring for all members of the community. Every member of the community serves as a representative to other members of our community, both on and off campus. Members of this community freely affiliate with the University and should be prepared to contribute to and abide by the standards set forth in this handbook.

Santa Clara University believes that the life of the University rests in the hands of each and every community member. Sharing this responsibility should lead all community members to make the most of their talents, to be sensitive to one another and work together, and to seek justice within and beyond the Santa Clara University community.

All community members are called upon to promote actions and behaviors that are consistent with the values of Santa Clara University and to confront, challenge, and respond to actions that are inconsistent with the established standards. This Student Handbook has been designed to frame your role within the Santa Clara University community. Every attempt has been made to provide a clear explanation of the standards, policies, and procedures that reflect the type of community that you are joining. Familiarizing yourself with the contents of this handbook is an investment of time that you will not regret.

STATEMENT OF COMMUNITY VALUES

The Santa Clara University community is dedicated to the promotion of values consistent with academic and personal excellence. Choosing to join this community evidences your acceptance of these values.

As a member of this community, I will practice personal and academic integrity.

As a member of this community, I will respect and care for myself, others, and their property.

As a member of this community, I will value diversity and learn from diverse people, ideas, and situations.

As a member of this community, I will seek, share, and contribute to the common good.

As a member of this community, I will be a leader-in-service to the campus and greater community beyond campus.

STATEMENT OF RESPONSIBILITIES AND STANDARDS OF CONDUCT

A goal of Santa Clara University is to provide students with a general education so that they will acquire knowledge, skills, and wisdom to deal with and contribute to contemporary society in constructive ways. As an institution of higher education rooted in the Jesuit tradition, the University is committed to creating and sustaining an environment that facilitates not only academic development, but also the personal and spiritual development of its members.

This commitment of the University encourages the greatest possible degree of freedom for individual choice and expression with the expectation that individual members of the community will:

- Be honest
- Demonstrate respect for oneself
- Demonstrate respect for others and property
- Demonstrate respect for the law and University standards, policies, and procedures, their administration, and the process for changing them

In keeping with this commitment, this Statement of Responsibilities and Standards of Conduct and related policies and procedures have been formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. The University administration has established standards, policies, and procedures that are necessary to achieve its objectives as a Catholic, Jesuit university. These standards, policies, and procedures are inclusive of the laws of the nation, the state of California, and the local community.

All members of the Santa Clara University community are expected to conduct themselves in a manner that is consistent with the goals of the institution and demonstrate respect for self, others, and their property. Students living off campus are members of this community and, as such, are representatives of the University to the community-at-large. In this regard, students living off campus maintain an equal measure of accountability to the values and expectations of all members of this community as identified in the Student Conduct Code.

Whether living in or traversing through the neighborhood, or parking in the streets, students are expected to adhere to the same high standards of conduct and behavior that are consistent with the students' developing role as responsible and accountable citizens and reflect well upon the Santa Clara University community.

STUDENT CONDUCT CODE

All members of the University community have a strong responsibility to protect and maintain an academic climate in which the fundamental freedom to learn can be enjoyed by all and where the rights and well-being of all members of the community are protected. To this end, certain basic regulations and policies have been developed to govern the conduct of all students as members of the University community.

The University reserves the right to review student conduct that occurs on and off campus when such behavior is inconsistent with these expectations and the Student Conduct Code. In addition, students are responsible for the actions of their guests and will be held accountable for any violations of University standards, policies, and procedures by a guest. Students should accompany their guests while on campus. If necessary, the University reserves the right to limit the guest privileges of a student.

The following acts may subject students to disciplinary action:

1. Engaging in any form of academic dishonesty such as plagiarism (i.e., representing the work or ideas of others as one's own without giving proper acknowledgment), cheating (e.g., copying the work of another person, falsifying laboratory data, sabotaging the work of others), and other acts generally understood to be dishonest by faculty or students in an academic context. (Law students, refer to School of Law code.)
2. Illegal use, possession, or distribution of drugs. The use or possession of equipment, products, or materials that are used or intended for use in manufacturing, growing, using, or distributing any drug or controlled substance. Possessing, concealing, storing, carrying, or using any drug paraphernalia as defined in California Health and Safety Code §11364.5, including, but not limited to, objects intended for use, or designed for use in ingesting, inhaling, or otherwise introducing marijuana, cocaine, hashish, or hashish oil into the human body.
3. Falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents
4. Knowingly furnishing false or incomplete information to the University, a University official, or conduct hearing board in response to an authorized request
5. Disorderly, lewd, indecent, or obscene conduct; excessive or prolonged noise; behavior that interferes with the orderly functioning of the University, or interferes with an individual's pursuit of an education on University-owned or controlled property or during an authorized University class, field trip, seminar, competition or other meeting, or University-related activity
6. Detention, physical abuse, or conduct that threatens imminent bodily harm or endangers the physical well-being of any person, including harm to self
7. Nonconsensual physical contact of a sexual nature such as sexual misconduct, sexual assault, and rape
8. Destruction, damage, or misuse of University property or the property of any other person or group
9. Theft or conversion of University property or the property of any other person or group
10. Hazing, harassing, stalking, threatening, bullying, degrading language or actions, or any practice by a group or individual that degrades a student or employee, endangers health, jeopardizes personal safety, or interferes with an employee's duties or with a student's class attendance or a person's educational pursuits

11. Engaging in single or multiple acts – verbal, written, or physical—in violation of the Student Conduct Code motivated in whole or in part by a person or group’s actual or perceived race, color, national origin, ancestry, sex, sexual orientation, age, religious creed, physical, or mental disability, medical condition, as defined by California law, marital status, citizenship status, gender identity, gender expression, genetic information, military or veteran status, or other status protected by law, and which has the purpose or effect of unreasonably and substantially interfering with an individual’s or group’s safety or security, or which creates an intimidating, hostile, and objectively offensive educational, living or working environment. Bias-related conduct in violation of the Student Conduct Code on the basis of actual or perceived religious faith and political affiliation/orientation is also prohibited.
12. Making a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties¹
13. Intentional obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities; or obstruction or disruption that interferes with the freedom of movement, both pedestrian and vehicular
14. Possessing, concealing, storing, carrying, or using any real or simulated weapons (including toy guns). The definition of weapons includes, but is not limited to, firearms (including BB/pellet, Airsoft, and paintball guns—regardless of whether they are disassembled), knives (switchblade, double-edged, hunting-style [fixed-blade] of any length, throwing, folding [pocket style with a blade that locks into place], and knives with blades of 2.5 inches in length or greater), explosives (including, though not limited to, fireworks and firecrackers), ammunition, dangerous chemicals, or any other dangerous weapons or instruments, or chemicals as defined by, though not limited to, California State Law except if expressly authorized by University policy or procedure (see “Housing and Residence Life Policies” for information that pertains to Residence Life).
15. Unauthorized entry into, or use or defacement of University facilities, including residence halls and other buildings and grounds, including unauthorized entry into, or presence in or on a University building; unauthorized erection, or use on University property of any structures including specifically, but not limited to tents, huts, gazebos, shelters, platforms, and public address systems; or unauthorized use of University property for dances, concerts, assemblies, meetings, sleeping, cooking, or eating if said activity interferes with the operation of the University or surrounding community
16. Publication, posting, or distribution through the use of University resources (e.g., computer networks, telephone lines, email services, Internet connections), or at authorized University activities of material that violates the law of libel, obscenity, postal regulations, the fair use of copyrighted materials, or any law or statute or University policy
17. Failure to comply with a reasonable request or order of a University executive or other authorized official(s) inclusive of compliance on and off campus with local, county, state, and federal COVID-19 health orders; refusal or failure to leave such premises because of conduct prescribed by this code when such conduct constitutes violations of this code or a danger to personal safety, property, or educational or other appropriate University activities on such premises; or refusal or failure to identify oneself when requested by a University official provided the official is identified and indicates legitimate reason for the request
18. Possession, consumption, sale, or action under the influence of alcoholic beverages by persons under the age of 21; furnishing alcoholic beverages to persons under the age of 21; consumption of alcoholic beverages in a public place (all areas other than individual residences, private offices, and scheduled private functions); excessive and inappropriate use of alcoholic beverages. (See also “Alcohol and Marijuana Policies Within University Housing” on page 8).
19. Engaging in acts or deeds that may violate existing federal, state, county, or municipal laws or ordinances that materially or adversely affect the individual’s suitability as a member of the Santa Clara University community.

1. The recording of classroom lectures, discussions, simulations, and other course-related activity is governed by this University recording policy which balances the legitimate needs of students with disabilities that require the accommodation, the intellectual property concerns of its instructors, and the privacy of its students. In some instances, federal law may permit students with documented disabilities to record classroom activity. The Office of Accessible Education determines if classroom recording is an appropriate academic adjustment, auxiliary aid, and/or service with respect to each individual student’s documentation.

20. Tampering with, removing, damaging, or destroying fire extinguishers, fire alarm boxes, smoke or heat detectors, emergency call boxes, and other safety equipment anywhere on University property; creating a fire, safety, or health hazard; or failure to respond to fire alarms, evacuate buildings during alarm activation, or respond to the directions of emergency personnel
21. Any behavior that disrupts or causes disruption of computer services; damages, alters, or destroys data or records; adversely affects computer software, programs, systems, or networks; or uses data, computer systems, or networks to devise or execute any scheme to defraud, deceive, extort, or wrongfully obtain money, property, or data

Students who are alleged to have violated the Student Conduct Code may be subject to disciplinary action and, if applicable, may also be subject to criminal prosecution. A reported violation involving alcoholic beverages, marijuana, other drugs, and related equipment or paraphernalia, or weapons (real or simulated) will result in those items being confiscated and disposed of (when appropriate) by a responding University official.

Under the guidance of the SCU Office of Student Life, the JST Assistant Dean of Student and Community Life of the Jesuit School of Theology is the primary, though not the only, hearing officer for JST-SCU student conduct cases.



University Standards, Policies, and Procedures

The following standards, policies, and procedures are designed to foster a climate in which students can succeed during their time at the University. All students are expected to familiarize themselves with these standards, policies, and procedures and adhere to them.

ACADEMIC INTEGRITY

The JST Plagiarism Policy and the Student Handbook outline the expectations that all members of the JST-SCU community are expected to be honest in their academic endeavors. Engaging in any form of academic dishonesty or other acts generally understood to be dishonest by faculty or students in an academic context subjects a student to academic and disciplinary action. For the full text of the policy, see pp. 14-15 of the “Academic Policies and Procedures” at <https://www.scu.edu/jst/life-at-jst/jst-scu-policies/>.

ACCESS CREDENTIAL POLICY

Credential Use

The ACCESS Credential serves as Santa Clara University’s multipurpose photo identification card credential which enables library circulation, facility access. The credential, related accounts, and access privileges are nontransferable. The individual identified by the credential is responsible for all usage of his or her credential and is the only one authorized to present the card for services and access. A student using a credential that does not belong to him or her may have that credential confiscated and may be referred to the Office of Student Life for disciplinary action.

Lost/Stolen Credentials and Replacement Fees

The credential holder is responsible for suspending any lost or stolen ACCESS credential immediately. The loss may be reported to the ACCESS Office during business hours. After hours, students can suspend their credentials by contacting Campus Safety Services at 408-554-4441 or by visiting the Online ACCESS Office. Damaged or defaced ACCESS credentials are no longer valid and must be replaced. A \$20 fee is charged to replace a lost, stolen, or damaged credential.

Office of Accessible Education

Santa Clara University seeks to respect each person’s dignity and desire for personal growth and accomplishment, and is committed to ensuring that enrolled students with disabilities be given equal opportunity for full participation in all programs without discrimination based on disability. The University will make every reasonable effort to remove existing barriers, whether physical, programmatic, or attitudinal, and to ensure that new barriers are not erected. Santa Clara University is committed to providing access for qualified students with disabilities to University programs. This policy is in line with the University’s nondiscrimination policy, which applies to all qualified participants with disabilities in employment, access to facilities, student programs, activities, and services.

Resources

The Office of Accessible Education has been designated by the University to ensure access for all qualified students with disabilities to all academic programs and University resources. This goal is met through the provision of academic accommodations, support services, self-advocacy skill training, and disability-related educational programming for the University community. The Office of Accessible Education is located in Benson Center, Lower Level, Room 1. The Office of Accessible Education is open Monday through Friday from 8 a.m. to 5 p.m.

ALCOHOLIC BEVERAGE POLICY

The Alcoholic Beverage Policy of Santa Clara University is based on the central and fundamental educational focus of the University of creating an environment that fosters learning. The University believes in personal responsibility, moral growth and development, awareness of communal consequences of personal choices, obligation of citizenship, and responsible decision making. The University strives to build a community that is welcoming, hospitable, fair, inclusive, rooted in mutual understanding and appreciation, and respectful of diverse perspectives, traditions, and practices. Therefore, it is critical that the members of the University community be committed to the physical and emotional health and well-being of those who

work, study, or congregate at the University. The policy serves as a guide and applies to all members of the campus community including students, parents, staff, faculty, alumni, and guests of the University.

The Alcoholic Beverage Policy is set in the context of the legal requirements governing the sale, consumption, and distribution of alcoholic beverages and in the context of community expectations for, not only upholding the laws, but also sharing responsibility for the safety and welfare of other members of the community. The University will not tolerate disregard for the law, or behaviors and practices that counter the education of the whole person, compromise rigorous and imaginative scholarship, inhibit moral and spiritual development, and constrain the University's fundamental values. Consequently, the University does not condone underage drinking and considers intoxication, disorderliness, or offensive behavior deriving from the use of alcoholic beverages to be unacceptable, regardless of a person's age, or on-campus or off campus status.

To cultivate a campus environment consistent with the stated goals and purposes of an educational institution, the University has adopted the following policies and procedures for the use of alcoholic beverages.

1. The service and consumption of alcoholic beverages on the University campus and at University-sponsored events off campus shall be done in compliance with applicable municipal, state, and federal laws and regulations, and in accordance with University policies and procedures. All persons on the University campus or at any University-sponsored event off campus where alcoholic beverages are being served or consumed are expected to abide by and respect all such laws, regulations, policies, and procedures. (See the following section for a partial listing of laws.)
2. Alcoholic beverages at events held on campus shall be supplied and sold only by the University food service provider or another designated, licensed agent of the University, except in situations covered by No. 5 of this policy. No other individual person or private party shall supply or sell alcoholic beverages at on-campus events or hold the license for the sale of alcoholic beverages on campus.
3. Alcoholic beverages shall not be served or consumed in public areas of the University except at authorized University events. Public areas include all indoor and outdoor spaces on the campus except individual residences and private departmental work areas and offices.
4. Alcoholic beverages shall not be served or consumed at any University-sponsored club sport athletic event or recreational sports activity.

5. The sponsorship of events by alcoholic beverage companies or distributors is limited to cash donations, donated products (other than those that directly promote or advertise alcoholic beverages) in support of fundraising or other special events as approved by the appropriate vice president, vice provost, or dean; and materials for University educational programs. The use of donated products for events that are held in Benson Memorial Center must also be approved by the University liaison to the food service contractor.
6. Alcoholic beverages may be served at on-campus events sponsored by University-affiliated student organizations whose membership is predominantly 21 years of age or older and/or at on-campus events specifically for the senior class, provided that University operating funds are not used to purchase the alcohol for the event.
7. The service of alcoholic beverages at all events on campus shall be in accordance with the Event Management Plan for Events with Alcohol, which should be submitted and approved by the Vice Provost for Student Life or designee.
8. For student organization-sponsored events off campus that include the service of alcoholic beverages, and that require University approval of the contract or agreement with the off-campus facility, an Addendum to Agreement must be signed by the service provider and received by the Vice Provost for Student Life or designee. (Copies of this addendum are available in the Center for Student Involvement.)

RESPONSIBLE HOSTING OF EVENTS WHERE ALCOHOL IS SERVED

The event manager for events where alcoholic beverages are served is responsible for implementing the following practices:

1. A University-affiliated student organization must identify an event manager responsible for planning and managing the event. The event manager must be present throughout the entire event and must remain alcohol-free prior to, and during the event. The event manager, hosting student organizations advisor, and the manager of the facility or his/her designee will work together to ensure that all University event planning requirements are met.
2. The event manager must complete the Event Management Plan for Events with Alcohol and obtain all required signatures prior to the event.
3. An appropriate crowd management and security plan shall be developed for the event to monitor excessive drinking, control disorderly behavior.
4. The location used for the event should have controllable points of entry and exit.

5. Alcoholic beverages should not be the primary focus of an event (e.g., progressive drinking party, kegger, or happy hour). Alcoholic beverages shall not be used as an inducement to participate in an event.
6. Promotions for the event shall not portray symbols of alcoholic beverage consumption (e.g., foaming mugs, cans, glasses, or kegs), shall not include any form of abusive consumption (e.g., drinking contests or competitions), and shall not emphasize frequency or quantity of alcoholic beverage consumption.
7. Promotions for the event should state that “identification will be required.”

Partial Listing of Laws

California State Laws on Alcohol

1. It is a crime to sell, furnish, or give alcoholic beverages to a person under the age of 21, or to any obviously intoxicated person.
2. It is a crime for a person under the age of 21 to purchase or possess alcoholic beverages.
3. It is a crime to sell alcohol without a valid liquor license or permit.
4. It is a crime for any person to drink while driving, to have an open container of alcohol in a moving vehicle, or to drive under the influence of alcohol.
5. It is a crime to be intoxicated in a public place.
6. Intoxication is presumed at blood levels of 0.08 percent or higher, and may be found with blood alcohol levels from 0.05 percent to 0.08 percent.

Penalties for Drunk Driving Offenses

1. First offense: required attendance at an alcohol/drug program, fines of up to \$1,000, up to six months in jail, and driver’s license suspension up to six months.
2. Second offense: fines up to \$1,000, imprisonment up to one year, driver’s license suspension up to 18 months, and/or a required drug/alcohol program of up to 30 months.
3. Third offense: similar sanctions to Nos. 1 and 2 above plus revocation of driver’s license.
4. Fourth offense: revocation of driver’s license; one year in a state prison or county jail.
5. Refusal to submit to a blood alcohol content test: driving privileges are suspended for one year, for two years if there is a prior offense within seven years, and for three years if there are three or more offenses within seven years.
6. Drivers under the age of 21 found with any measurable amount of blood alcohol will have their driver’s license suspended for one year. If the driver does not have a license, there will be a one-year delay in obtaining one.

University Student Disciplinary Actions

See “Minimum Student Conduct Hearing Outcomes for Alcohol, Marijuana, and Other Drug Violations” on pages 27–30.

BEREAVEMENT RESOURCES

Santa Clara University recognizes that a time of bereavement is very difficult for a student. The University is committed to providing students with support through difficult and challenging times when someone in a student’s life has passed away. The JST Assistant Dean of Student and Community Life is available to assist students and connect them with resources. If a student needs to be absent from classes due to a bereavement situation, the student should contact the JST Assistant Dean of Student and Community Life at (510) 549-5018. If the student wants to withdraw from the University, the JST Assistant Dean of Student and Community Life can assist with this and provide information about the process for returning to the University.

If a student needs to miss class, it is the responsibility of the student to follow up with each faculty member as soon as practicable to make arrangements regarding missed class time and outstanding assignments. The sole authority for making decisions regarding missed class time and outstanding assignments resides with each professor.

Resources for students dealing with grief can be found at the following link: www.scu.edu/cowell (see “Counseling Services” section).

BIAS INCIDENT REPORTING

The University defines a bias incident as any speech, act, or harassing action that targets, threatens, or attacks an individual or group because of its actual or perceived race, color, national origin, ancestry, sex, sexual orientation, age, religious creed, physical or mental disability, medical condition, marital status, citizenship status, gender identity, gender expression, genetic information, military or veteran status, or other status protected by law.

University Response to Bias Incidents Involving Students

A report of a bias incident filed with the University is evaluated through the Student Conduct System. The University reserves the right to review all student conduct that occurs on and off-campus when such behavior is inconsistent with the Student Conduct Code.

Possible disciplinary actions for students found responsible for committing a bias incident or hate crime include educational actions, disciplinary probation, suspension, and expulsion. When applicable, student employees are also subject to termination of employment at the discretion of their supervisor.

Please note that bias incidents occurring in the context of employment at the University will be addressed by the Office of Human Resources and the Office of Equal Opportunity & Title IX. Contact Jenna Elliott at jelliott@scu.edu or 408-554-3521.

Reporting Process

IF A HATE CRIME IS IN PROGRESS OR JUST OCCURRED, CALL CAMPUS SAFETY AT (408) 554-4444. If applicable, the University process is independent of a criminal investigation and court proceedings involving incidents that may be hate crimes in violation of the law.

A bias incident can be reported in one of the following ways:

- JST-SCU Assistant Dean of Student and Community Life, 510-549-5018 or JST Office #105
- Office of Student Life, 8 a.m. to 5 p.m. at 408-554-4583 or Benson Memorial Center #205.
- Campus Safety at 408-554-4444. Any Campus Safety officer can take a report and will forward the information to the Office of Student Life.
- The Bias Incident Reporting Form (https://cm.maxient.com/reportingform.php?SantaClaraUniv&layout_id=5) is an online reporting tool that is submitted to the Office of Equal Opportunity and Title IX. When appropriate, the Office of Student Life and other campus partners may be asked to assist with addressing concerns.
- The Ethicspoint online incident reporting tool (<https://secure.ethicspoint.com/domain/media/en/gui/15780/index.html>) is an anonymous way to file incident reports of bias, discrimination, and harassment.

After a report is filed, the University will conduct an in-depth inquiry that may include interviewing individuals involved or potential witnesses, or complaints. Acts of retaliation against any person filing a report are prohibited and will be subject to appropriate disciplinary action by the University.

The University will provide assistance and support of the reporting party(ies) and complainant(s) including receiving:

- Information about the University's response in a timely manner
- Information about access to counseling from the University's Counseling and Psychological Services
- Information and assistance about safety planning including access to campus escorts from Campus Safety Services for as long as the reporting party(ies)(s) feel(s) the service is needed
- Information about community resources such as social services, counseling services, or legal support

Definitions

- **Reporting Party:** An individual who provides information about any bias incident/hate crime to a University official. The reporting party can be any person who witnessed the incident, the complainant, a friend, or advocate of the complainant.
- **Complainant:** An individual who is the object of an unwanted act, crime, or incident and who has filed a formal complaint with the University.
- **Respondent:** An individual who is allegedly responsible for committing and/or participating in the bias incident.
- **Witness:** An individual who was present while the bias incident was taking place and who can provide a first-hand account of what occurred.
- Hate crimes are motivated by bias and include a definable crime such as threats of violence, property damage, personal injury, and other illegal conduct.

BUILDING EVACUATION AND FIRE SAFETY

The following standards are for the safety of all resident and nonresident students. Violation of many of these standards is also punishable by local and state law. Evacuation for fire alarms is required of all occupants of University buildings whenever an alarm is sounded. Be familiar with emergency evacuation routes from buildings in which you spend time.

Specific procedures are:

- Exit the building immediately by the proper pathway.
- Lock your door and take your ACCESS key card or Mobile Credential if you are a resident and in your room at the time the alarm sounds.
- Use stairways; do not use elevators.
- Once outside, move to your designated emergency assembly point.
- Do not return to an evacuated building until the all-clear signal is given by the designated incident commander.

Failure to evacuate for an alarm is a violation of city and state ordinances and will be treated as a serious violation of the Student Conduct Code.

Fire alarms and fire-safety equipment are located in each building to save lives and property. Initiating a false alarm or tampering with fire-safety equipment is a violation of University policy and Santa Clara City Ordinance Number 103.4. Violators face criminal prosecution with penalties of \$1,000 and/or six months in jail, in addition to University sanctions.

COMMUNICABLE DISEASES POLICY

Communicable diseases may be a potential health problem for the University population. As with any community, students studying and functioning in close proximity to one another are susceptible to communicable diseases. Communicable diseases are transmitted from one person to another by direct contact, through inhalation of infectious droplets, or through contact with contaminated objects.

Student Health Services within the Cowell Center provides evaluation, diagnosis, and treatment of infectious disease. Educational materials are available at the Cowell Center and the Wellness Center.

One measure to prevent communicable diseases is to maintain appropriate immunizations/vaccinations. A complete list of required immunizations can be found at scu.edu/immunizations.

Students diagnosed with certain communicable diseases, such as pandemic influenza, chicken pox, etc., must be isolated during the infectious period of their illness. Students who are isolated may not continue attending classes, obtaining meals in the various University dining facilities, or living in the residence halls. There is no provision made by the University for offering accommodations to contagious students who are required to leave the residence halls. However, depending upon the nature of the communicable disease, for example pandemic flu, the University may offer a limited number of accommodations for students with communicable diseases who live in a residence hall, need to travel home, stay with local relatives or friends, or stay at a nearby hotel or motel. Off-campus housing and travel arrangements are made at the student's expense.

Student Health Services routinely communicates and coordinates with the Santa Clara County Public Health Department (in the case of the Jesuit School of Theology: City of Berkeley and Alameda County Public Health Departments.). Should a communicable disease occur that requires campus-wide notification and/or treatment, Student Health Services would coordinate this process with the Public Health Department, as needed.

COMPUTING AND ELECTRONIC RESOURCES POLICIES

The computing and other electronic resources at SCU are provided solely for the support of students and employees in the pursuit of their scholarly or required academic activities, and for conducting the business of the University. General guidelines for use of computing, communication, and electronic resources on campus are based upon principles of etiquette, fairness, security and legality. In using these resources at SCU, community members are expected to be respectful of other individuals' ability to enjoy equal access to the resources, refrain from malicious or annoying behavior, take reasonable and responsible measures to protect confidential/sensitive information, and abide by state and national laws, including those related to

intellectual property and copyright. When you join the SCU community, you are provisioned with credentials (IDs and passwords) that allow you access to a wide variety of University resources. These credentials should never be shared with others. More details are available in the University's Network and Communications Policies and Guidelines, accessible at www.scu.edu/is/technology-policies-procedures-and-standards/ or available from Information Technology.

Information Security Reporting

In order to comply with data privacy regulations, the University has an obligation to ensure the security and integrity of SCU computing and network resources. Examples of computing and network resources include user accounts and passwords, applications used to conduct university business (including but not limited to Gmail and Camino) network infrastructure, university computing equipment, and any data not designated as public.

Any student who suspects or becomes aware of a compromise to, or unauthorized use of, a Santa Clara University computing or network resource must notify the Information Security Office as soon as possible. Notification can be given to the Technology Help Desk at 554-5700 or techdesk@scu.edu, who will escalate the issue to the appropriate personnel.

CONTRACEPTION AVAILABILITY POLICY STATEMENT

Santa Clara University, a Catholic, Jesuit university, provides educational information regarding contraception and related issues. Student Health Services within the Cowell Center strives to ensure students have clear, up-to date, and candid information regarding contraception, sexual health, and related issues. Student Health Services does not provide condoms or prescribe contraceptive medications for the purpose of preventing birth.

Student Health Services' staff of a qualified campus physician, a physician assistant, nurse practitioners, registered nurses, licensed vocational nurses, and health educators provide education regarding contraception and related health issues. The goal of this educational approach is not only to provide information, but to assist students in clarifying their values, making decisions, and assuming personal and social responsibility for their choices.

CRIME REPORTING (CLERY ACT)

Santa Clara University values the safety and well-being of our students, staff, and faculty, and visitors. The University community can only remain safe and secure through the cooperation of community members. By working together, we all can continue to make SCU a safe and welcoming university.

Under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Santa Clara University annually collects information about campus crimes and other reportable incidents as defined by the law.

This information is made available to assist current and potential students and employees in making informed decisions regarding their attendance or employment at the University. It is the policy of Santa Clara University that the campus community will be informed on a timely basis of all reports of crime and other information affecting the security of our campus and the personal safety of our students, faculty, staff, and guests.

For more information about campus safety policies, procedures, and statistics concerning campus crime, please see the Annual Security & Fire Safety Report (<https://university-operations.scu.edu/campus-safety/clery-act-compliance>). In addition, the Clery daily crime log is kept at the Campus Safety Office and may be viewed by any person, at any time.

DEATH OF A STUDENT OR PARENT

Students, faculty, or staff members who become aware of the death of a student should immediately notify Campus Safety Services at 408-554-4441 or the JST Assistant Dean of Student and Community Life, Jenny Girard Malley, at 510-549-5018. This applies during holiday periods as well. When an immediate family member of a student dies, the student, a friend of the student, or a faculty or staff member who is aware of the situation should notify the JST Assistant Dean of Student and Community Life. With the student's permission, the JST Assistant Dean of Student and Community Life will notify Campus Ministry and other departments in the University as deemed appropriate so that assistance can be offered to the student or the family. The JST Assistant Dean of Student and Community Life will notify faculty members of student deaths, as appropriate.

AMERICANS WITH DISABILITIES ACT/ SECTION 504 OF THE REHABILITATION ACT OF 1973

In both practice and policy, Santa Clara University adheres to the requirements of the Americans with Disabilities Act of 1990, as amended 2008 (ADAAA); Sections 504 and 508 of the Rehabilitation Act of 1973, as amended; and all other federal and state laws and regulations prohibiting discrimination on the basis of disability.

The University is committed to providing individuals with disabilities, including (but not limited to) those with learning disabilities, ADHD, chronic health conditions, traumatic brain injuries, hearing impairments, physical disabilities, psychological disorders, visual impairments, and other health impairments, equal access to the academic courses, programs, activities, services, and employment opportunities, and strives in its policies and practices to provide for the full participation of individuals with disabilities in all aspects of University life.

For information concerning policies and procedures for students with disabilities, see the Office of Accessible Education (OAE) website (<https://www.scu.edu/oae>). Students with disabilities who are registered with the OAE office may be qualified to receive accommodations, auxiliary aids, or services based on supporting documentation. To register with OAE, students should contact the Director of OAE at 408-554-4109 or by email at oae@scu.edu.

Students, faculty, and staff who have questions or concerns about (1) disagreements or denials regarding requested services, accommodations, or modifications to University practices or requirements; (2) alleged inaccessibility of a University program or activity; (3) alleged harassment or discrimination on the basis of a disability, and (4) any other alleged disability discrimination should contact the Director of Equal Opportunity and Title IX, who has been designated as the University's ADA/504 Coordinator.

For more information or questions related to these policies, please contact the Office of Equal Opportunity and Title IX (<https://www.scu.edu/title-ix>).

DRUG-FREE POLICIES

It is the goal of Santa Clara University to maintain a drug-free workplace and campus. The unlawful manufacture, distribution, dispensation, possession, and/or use of controlled substances or the unlawful possession, use, or distribution of alcohol is prohibited on the Santa Clara University campus, in the workplace, or as part of any of the University's activities. This includes the unlawful use of controlled substances or alcohol in the workplace even if it does not result in impaired job performance or in unacceptable conduct.

The unlawful presence of any controlled substance or alcohol in the workplace and campus itself is prohibited. The workplace and campus are presumed to include all Santa Clara premises where the activities of the University are conducted.

Violations will result in disciplinary action up to, and including termination of employment for faculty and staff or expulsion of students. A disciplinary action may also include the completion of an appropriate rehabilitation program. Violations may also be referred to the appropriate authorities for prosecution.

The program information is distributed on an annual basis to all faculty, staff, and students. New staff employees are given a copy at New Employee Orientation. New faculty employees are given a copy at New Faculty Orientation. The program is reviewed at least biennially by the Office of Student Life, Equal Opportunity & Title IX, and the Department of Human Resources. Contact the Office of Student Life for a complete copy of the program.

EATING DISORDERS

Santa Clara University recognizes the prevalence of eating disorders, eating-related problems, exercise obsession, and body-image concerns in students. Eating disorders affect student learning in numerous ways including depleting students' energy, distracting their attention, diminishing their intellectual resources, causing depression and social withdrawal, and adversely affecting the morale of students around them. The University is committed to educating the whole student and sees the student's mind, body, character, and spirit as interrelated.

Our approach to students with potential eating disorders is to do a thorough medical and psychological evaluation. The medical and psychological staffs work as a team. If a student is determined to have an emerging or existing eating disorder, the medical and psychological practitioners will recommend a treatment plan. In many cases these students benefit from brief psychological therapy at the SCU Cowell Center–Counseling and Psychological Services (CAPS) combined with medical monitoring at Student Health Services.

Santa Clara University and Cowell Center (CAPS and Student Health Services) do not have the expertise or the specialized comprehensive resources and extended time to treat students who present themselves or are referred for evaluation of severe eating disorders. This is particularly the case with students who resist treatment. Students with serious eating disorders may be referred to outside providers or treatment facilities when doing so is deemed necessary for appropriate medical management.

HEALTH AND WELL-BEING AND CONDITIONAL HEALTH AND WELL-BEING WITHDRAWAL POLICY

Students may experience an illness, injury, or psychological condition, herein referred to as a health condition, which significantly impairs their ability to function successfully or safely in their roles as students. In these instances, time away from the University for treatment and recovery can restore functioning to a level that will enable them to return to the University. The Vice Provost for Student Life or designee, in consultation with the appropriate mental and medical health professionals and other staff as deemed necessary, is responsible for the implementation of this policy. For more details, see the SCU Student Handbook pp. 39 at www.scu.edu/osl or contact the JST Assistant Dean of Student and Community Life at 510-549-5018.

MARIJUANA POLICY

On November 8, 2016, voters in California passed Proposition 64, thereby allowing persons who are 21 and older to possess, transport, and buy up to 28.5 grams of marijuana and use it for recreational purposes. The Bureau of Marijuana Control is the state agency responsible for regulating and licensing marijuana sales.

It continues to be illegal to smoke marijuana in public and at locations where tobacco use is outlawed, such as restaurants, and within 1000 feet of a school, daycare or youth center when children are present. It is also illegal for motorists to smoke marijuana while driving.

Despite the change in state law regarding marijuana, Santa Clara University's policy remains unchanged: use and possession of marijuana on campus or in association with any university-sponsored or affiliated activity or program is prohibited. The policy complies with the federal Drug-Free Schools and Communities Act. Under this federal law, as a condition of receiving federal funds, an institution of higher education such as Santa Clara University must certify that it has adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on campus and as part of its activities and programs. At the federal level, this law includes any amount of marijuana.

California Proposition 215, passed in 1996, allows for the use of marijuana for medical purposes. Students who qualify under Proposition 215 to use marijuana for medical purposes are not permitted to possess, store, provide, or use the marijuana on university-owned or controlled property (including, but not limited to, residence halls, academic buildings, athletic facilities, and parking lots), or during a university sanctioned activity, regardless of the location.

Propositions 215 and 64 create a conflict between state and federal laws. When state and federal laws are in conflict, federal law takes precedence. If Santa Clara University does not comply with federal law and regulations on marijuana possession and use on campus and in university programs and activities, it risks losing federal funds for student financial aid, faculty research and other important programs and services. Thus, the Santa Clara University must continue to abide by federal laws and regulations and university policy barring the use and possession of any amount of marijuana on campus or in association with any university-sponsored or affiliated activity or program.

Students who fail to follow this policy are in violation of the Student Conduct Code and are subject to disciplinary action.

MISSING PERSON NOTIFICATION POLICY

In compliance with the Higher Education Opportunity Act, this policy addresses the manner in which the University will proceed in the event that a resident student (i.e., a student who lives in University housing) is believed to be missing.

Any concern that a resident student is missing should be immediately directed to Campus Safety Services at 408-554-4441. A resident student is considered to be missing if the person's whereabouts have not been established for a period of 24 hours, or if there is information within the 24-hour period that suggests the person is missing. In such circumstances, staff, faculty, and students are required to immediately notify Campus Safety Services. Campus Safety Services will implement the

Emergency On-Call Protocol for the Office of Student Life and Office of Residence Life and coordinate with the JST-SCU Assistant Dean of Student and Community Life and will notify the appropriate law enforcement agency upon receipt of information establishing that a resident student is missing. Such notification shall be made in a timely fashion and within 24 hours of the receipt of this information.

In support of this policy, resident students are encouraged to provide the University with the name and contact information of someone to be notified in the event that the resident student is determined by Campus Safety Services or the local law enforcement agency to be missing. Resident students can provide this contact information via their eCampus account. If a resident student is determined to be missing and is under 18 years of age and not emancipated, the University is required by law to notify a custodial parent or guardian, and any other contact person designated by the student within 24 hours of when the resident student is determined to be missing.

STATEMENT OF NONDISCRIMINATION

Santa Clara University's fundamental principles of academic excellence through diversity and inclusion are central to our Jesuit, Catholic values. These principles and values require us to provide a workplace and educational environment free from discrimination, harassment, and sexual misconduct. In its admission, educational and employment practices, programs, and activities, the University does not discriminate and prohibits discrimination against any individual based on race, ethnicity, nationality, religion, age, gender, gender expression, gender identity, sexual orientation, marital status, registered domestic partner status, veteran or military status, physical or mental disability (including perceived disability), medical condition (including cancer related or genetic characteristics), pregnancy (including childbirth, breastfeeding, and related medical conditions), or any other basis prohibited under applicable federal, state, or local laws.

The Director for the Office of Equal Opportunity and Title IX serves as the University's Title IX Coordinator, ADA/504 Coordinator, and Affirmative Action Officer. The Director coordinates and oversees the prompt response, impartial and thorough investigation, and equitable and timely resolution to all instances of discrimination and harassment, sexual harassment, and other forms of sexual misconduct involving students, faculty, and staff. The Director also tracks incidents and trends involving sexual misconduct and serves as the principal contact for government and external inquiries regarding civil rights compliance and Title IX.

For more details regarding policies and procedures related to equal opportunity and nondiscrimination, please review the information included within this handbook under "Nondiscrimination, Harassment, and Sexual Misconduct Policy", as well as the Office of Equal Opportunity and Title IX website (<https://www.scu.edu/title-ix>). Inquiries regarding

the University's equal opportunity and nondiscrimination policies should contact:

Inquiries:

Jenna Elliott, Interim Director of Equal Opportunity and Title IX

Santa Clara University | Office of Equal Opportunity and Title IX

500 El Camino Real, Santa Clara, CA 95053

Office: Loyola Hall, Suite 140, 425 El Camino Real, Santa Clara, CA 95053

Main Office: 408-551-3043 Direct Line: 408-554-3521

Email: jelliott@scu.edu

Website: www.scu.edu/title-ix

Claims of discrimination or other inquiries concerning the application of Title IX of the Education Amendments of 1972 and its implementing regulations may also be directed externally to the Office of the Assistant Secretary of Education within the Office for Civil Rights (OCR) (<https://www.hhs.gov/ocr/index.html>). Inquiries regarding civil rights compliance and employment discrimination may also be made externally to the Equal Employment Opportunity Commission (EEOC) (<https://www.eeoc.gov>) and/or the California Department of Fair Employment and Housing (DFEH) (<https://www.dfeh.ca.gov>).

GTU CONSORTIUM PROTOCOLS FOR RESPONDING TO STUDENT COMPLAINTS

Cross-registration of students in courses within the consortium is a valuable feature of the Graduate Theological Union. The GTU and all the member schools are committed to ensuring that students have appropriate recourse in the event that they have a complaint about some aspect of their experience while taking courses at a school other than their own. The following protocol is to be followed in any such cases, including but not limited to complaints concerning unfair discrimination, cultural insensitivity, sexual harassment, and disputes over grades and other forms of academic evaluation.

1. Each school of the GTU is committed to giving students from all other schools access to its normal complaint process whenever they are taking courses or studying with faculty at the host school.
2. Students are encouraged to attempt to resolve the complaint directly by raising the issue with the individual at the host school whose conduct is the focus of the complaint.
3. If the matter cannot be resolved directly, the student should bring the complaint to the attention of the Dean of the student's own school.

4. The Dean of the student’s school will contact the Dean of the host school in order to help the student determine which policies and procedures at the host school are relevant in the situation.
5. The normal policies and procedures of the host school will be followed, with the added proviso that the Dean of the student’s school will be kept informed of the progress made in addressing the complaint.
6. At the conclusion of the complaint resolution process, the Dean of the host school will report the outcome in writing to both the student and the Dean of the student’s school. For “community life” rather than “academic” complaints the GTU and all the member schools will use this same protocol, substituting the Dean of Students or staff person responsible for student services for the Academic Dean at each institution.

To reference this policy, please see the GTU website. (<https://www.gtu.edu/student-life/student-complaints>).

POSTING PRINTED MATERIAL

Any printed materials for posting at the Jesuit School of Theology must be approved and posted by the JST Assistant Dean of Students and Community Life and shall only be posted on bulletin boards. Any materials that have not been reviewed by the Assistant Dean’s office will be removed.

PREGNANCY RESOURCES

JST-SCU is committed to maintaining an equitable learning environment and supporting the academic success of pregnant and parenting students. The University prohibits discrimination based on parental status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from related conditions in all of its educational programs and activities pursuant to Title IX of the Education Amendments of 1972. Students may request an accommodation for pregnancy-related conditions or parenting responsibilities by contacting the Office of Equal Opportunity and Title IX.

Jenna Elliott, Interim Director of Equal Opportunity and Title IX

Santa Clara University | Office of Equal Opportunity and Title IX

500 El Camino Real | Santa Clara, CA 95053

Office Location: Loyola Hall, Suite 140, 425 El Camino Real, Santa Clara, CA 95053

Main Office: 408-551-3043 | Direct Line: 408-554-3521

Email: jelliott@scu.edu

Website: www.scu.edu/title-ix

While attending Santa Clara University, a student may be pregnant, desire assistance for another student who is pregnant, or just need someone to talk with about pregnancy related issues and/or options. In keeping with its mission as a Jesuit and Catholic university, Santa Clara University is committed to offering students resources that support the choice of life. For these reasons, the University makes every effort to provide any student who should become pregnant with a supportive environment that assures a caring and nonjudgmental attitude of support and professional assistance.

A student who becomes pregnant while attending Santa Clara University may elect to stay at the University during her pregnancy if she wishes. The University community will do its best to accommodate the student’s needs and concerns regarding classes, housing, and personal counseling during and after the pregnancy.

The focus of the University is to provide a comprehensive team that emphasizes support and personal respect. If you are pregnant, or if you know someone who is pregnant, the following support services are resources that are available at SCU and within the local community. Please feel free to contact any of the individuals or offices listed. All consultations will be handled confidentially.

Health Services and Counseling Services (SCU Main Campus)

Cowell Center

Student Health Services (SHS)

Counseling and Psychological Services (CAPS)
408-554-4501

Wellness Center (SCU Main Campus)
408-554-4409

Office of Accessible Education (SCU Main Campus)
408-554-4109

JST-SCU Assistant Dean of Student and Community Life
Jenny Girard Malley
510-549-5018

Off-Campus Resources

Real Options
510-891-9998
<https://www.realoptions.net/>

National Nurturing Network
1-800-TNN-4MOM
www.nurturingnetwork.org

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

As a recipient of federal financial assistance for education activities, Santa Clara University is required by Title IX of the Education Amendments of 1972 to ensure that all of its admissions practices (except as permitted by law), education programs and activities do not discriminate on the basis of sex or gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. In accordance with Title IX, federal, and state law, the University will provide reasonable accommodations based on the needs of pregnancy, childbirth, or related medical conditions. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by University policy. The University also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution.

To review the University's complete policy, as well as more detailed information regarding Title IX-related procedures, please see the Office of Equal Opportunity and Title IX website (<https://www.scu.edu/title-ix>).

Nondiscrimination, Harassment, and Sexual Misconduct Policy

Santa Clara University is committed to providing an environment free of gender-based discrimination, including sexual harassment, sexual misconduct, sexual violence and assault, relationship (dating and domestic) violence, and stalking. The University provides resources and reporting options to students, faculty, and staff to address concerns related to gender-based discrimination and sexual misconduct prohibited by Title IX and University policy, and, through training and education, works to prevent its occurrence. The University seeks to provide a consistent, caring, and timely response when sexual and gender-based misconduct occurs within the University community. When the University becomes aware of allegations of sexual misconduct, it will take prompt and effective action. This action may include an initial assessment of safety and well-being, implementing interim remedies at no cost to the complainant for protection and support, discussing how the complainant wishes to proceed, initiating an investigation, and identifying appropriate avenues for resolution. The University's response will be overseen by the Director of Equal Opportunity and Title IX.

The University's Nondiscrimination, Harassment, and Sexual Misconduct Policy applies to all students, faculty, and staff, and includes any individual regularly or temporarily employed, studying, living, visiting, or serving in an official capacity at Santa Clara University (including volunteers and contractors). The policy applies to both on-campus and off-campus conduct and to online actions that have a potential or actual adverse impact on any member of the University community, or which substantially interferes with a person's ability to participate in University activities, or which could affect a substantial University interest or its educational mission. For more information about reporting, response, and adjudication, please see the University's Nondiscrimination, Harassment, and Sexual Misconduct Policy or contact the Director of Equal Opportunity and Title IX (<https://www.scu.edu/title-ix>).

Policy Statement of What Constitutes Consent

Consent is conscious, knowing, voluntary and clear permission by word or action to engage in sexual activity.

Affirmative consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. Individuals may experience the same interaction in different ways. Therefore, it is the responsibility of each party to determine that the other has consented before engaging in the activity.

- If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.
- For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses Person A, Person B can kiss them back (if they want to) without the need to explicitly obtain their consent to being kissed back.
- Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time.
- Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.
- Consent in relationships must also be considered in context. When parties consent to BDSM or other forms of kink, non-consent may be shown by the use of a safe word. Resistance, force, violence, or even saying "no" may be part of the kink and thus consensual, so the Recipient's evaluation of communication in kink situations should be guided by reasonableness, rather than strict adherence to the policy that assumes non-kink relationships as a default.

- Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on the University to determine whether its Policy has been violated. The existence of consent is based on the totality of the facts and circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar previous patterns that may be evidenced.

In determining whether consent was present, in the following scenarios, the Respondent's belief is not a valid excuse for a lack of consent where:

- Respondent's belief arose from the Respondent's own intoxication, being under the influence of drugs, alcohol, or medication, and/or recklessness; or
- Respondent did not take reasonable steps, in the circumstances known to the Respondent at the time, to ascertain whether the Complainant affirmatively consented; or
- Respondent knew, or a reasonable person should have known, that the Complainant was unable to consent because the Complainant could not understand the fact, nature, or extent of the sexual activity because they were asleep or unconscious; incapacitated due to the influence of drugs, alcohol, or medication; or unable to communicate due to a mental or physical condition. "Should have known" is an objective, reasonable person standard that assumes that a reasonable person is both sober and exercising sound judgment.

Incapacitation

- A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including by alcohol or other drugs.
- As stated above, a Respondent violates this Policy if they engage in sexual activity with someone who is incapable of giving consent.
- Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the "who, what, when, where, why, or how" of their sexual interaction).
- Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.
- This Policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

As stated above, the question of whether the Respondent "knew or should have known" is determined using an objective, reasonable person standard, which assumes that a reasonable person is both sober and exercising sound judgment.

Force

- Force is defined as the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent (e.g., "Have sex with me or I'll hit you," "Okay, don't hit me, I'll do what you want.").
- Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

Coercion

- Coercion is defined as unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

In evaluating whether coercion was used, the University will consider, based on the totality of the circumstances, frequency, intensity, isolation, and/or duration of the pressure or coercive action.

Reporting Options

Deciding how to proceed after making the report can be a process that unfolds over time, and it is ordinarily up to the party to decide whether to file a formal complaint. In very rare circumstances, where a community safety concern has arisen, the Director may need to take steps to initiate a formal complaint. The University recognizes that choosing to make a report for the sole purpose of seeking guidance and information and to ask for supportive measures is different from notifying the University with the intent to initiate a University investigation and resolution process. Additionally, no formal complaint or investigation, either campus or criminal, needs to occur for supportive measures to be offered and provided.

There are confidential and non-confidential reporting options available. Confidential means that what a reporting party shares will not be communicated with anyone else unless except in extreme cases of immediacy of threat or abuse of a minor

Confidential Reporting Options.

Confidential Resources include on and off campus mental counselors, health service providers, local rape crisis counselors, domestic violence resources, and members of the clergy and chaplains. Confidential on-campus resources include:

- Counseling and Psychological Services (CAPS), Cowell Center, 408-554-4501;
- Wellness Center, 862 Market Street, 408-554-4409;
 - The confidential advocate is located in the SCU Wellness Center and offers free, confidential support to students who have been impacted by sexual assault, relationship violence, and stalking. The advocate aims to provide a safer, compassionate, and non-judgmental space for students to explore their options, rights, and resources. To speak with an advocate, please contact Bree Van Ness at bvanness@scu.edu.
- Members of the clergy or chaplains (who are acting in such a capacity as conducting a confession etc.).

For more information regarding confidential resources, please see www.scu.edu/title-ix/resources/student/.

Non-Confidential Reporting Options

Reporting to Law Enforcement

In an emergency or if someone is in immediate danger, call 911. The University encourages an individual who has been the victim of a sexual assault, relationship violence, stalking, hate crime, or other potential criminal conduct to report the incident to the police. The report should be made to the police department in the jurisdiction where the crime occurred. Campus Safety Services and/or the Office of Equal Opportunity and Title IX will assist reporting parties, at the person's request, in contacting local law enforcement and will cooperate with law enforcement if a party decides to pursue the criminal process. For more information, see www.scu.edu/title-ix/reporting/law-enforcement/.

Reporting to the University

Individuals may contact the Office of Equal Opportunity and Title IX to discuss issues relating to discrimination, harassment, sexual harassment, sexual misconduct, and retaliation without filing a formal complaint or grievance. A report may be accompanied by a request for resources, no further action, a request for supportive measures, and a request to initiate a formal complaint process. A report may be made at any time, including during non-business hours, by using any of the reporting options listed below.

Report directly to the Office of Equal Opportunity and Title IX

- **Online Form:** Request for Support and Assistance
- **By email:** jelliott@scu.edu
- **By Telephone:** 408-554-3521
- **In-Person:** Loyola Hall, Suite 140, 425 El Camino Real, Santa Clara, CA 95050
- **By Mail:** Office of Equal Opportunity and Title IX, 500 El Camino Real, Santa Clara, CA 95050

Report Anonymously

Reporting “anonymously” means that the reporting party reports to the University without identifying themselves, and want someone in the University to be aware of the experience, but do not want to be involved in an administrative investigation. The University selected EthicsPoint to provide a direct and straightforward way to anonymously and confidentially report activities that may involve criminal, unethical or otherwise inappropriate behavior in violation of the University's policies.

Anonymous Reporting Form:

EthicsPoint Anonymous Reporting form

EthicsPoint reports are initially shared with the Assistant General Counsel. An anonymous report of alleged discrimination, harassment, sexual misconduct, and retaliation is forwarded to the Director of Equal Opportunity and Title IX, ordinarily within 24 hours. The University may be limited in its ability to investigate or respond to anonymous reports if it does not have sufficient information from which to follow up on such a report.

Other campus reporting options:

Students may report incidents and seek support from other University officials, including:

- JST Assistant Dean of Student and Community Life
- The SCU Office of Student Life
- The Office of Housing
- Office of Accessible Education (formerly Disability Resources)
- Campus Ministry

These University resources are required to report incidents to the Director of Equal Opportunity and Title IX, who will oversee the investigation and resolution process. At the time a report is made, a complainant does not have to decide whether or not to request or participate in an investigation or University resolution process.

Preservation of Evidence in an Assault

The preservation of evidence is critical to potential criminal prosecution and to obtaining restraining orders, and particularly time-sensitive. The University will inform the Complainant of the importance of:

- Seeking medical care and forensic medical assistance at the hospital, ideally within 24–72 hours of the incident (sooner is better).
- Preserving evidence in a paper bag.
- Individuals considering a forensic exam should go directly to a medical facility in their county.
- Avoiding showering, bathing, washing hands or face, or douching, if possible, but evidence may still be collected even if you do.
- Trying not to urinate.
- If oral sexual contact took place, refraining from smoking, eating, drinking, or brushing teeth.
- If clothes are changed, placing soiled clothes in a paper bag (plastic destroys evidence).

Support and Assistance

Supportive measures are offered and provided promptly and equitably to either or both the reporting party (or “Complainant” and the responding party (or “Respondent”) upon receipt of any report or Formal Complaint. Supportive measures are intended to address any immediate concerns for health and safety and facilitate an individual’s continued access to their educational program and employment, as appropriate. Reporting parties who come forward will not be forced to participate in an investigation or participate in an informal or formal process that they do not wish to pursue. Supportive measures are non-disciplinary, non-punitive and individualized, as appropriate, as reasonably available, and without fee or charge to the reporting party/Complainant or Respondent. Supportive measures may be requested, modified, or discontinued at any time. These actions may include, but are not limited to:

- Referral to confidential counseling, mediation, and other health services and assistance in setting up the initial appointment (on- and off-campus).
- Referral to advocacy and support services (on- and off-campus).
- Referral to the Employee Assistance Program.
- Visa and immigration assistance.

- Student financial aid counseling.
- Education to the University community or community subgroup(s).
- Making changes to campus housing.
- Altering work arrangements for employees or student-employees.
- Safety planning, such as increased security and monitoring of certain areas of the campus.
- Providing campus escorts.
- Implementing contact limitations (No Contact Directives) or “Be-On-the-Lookout” (BOLO) orders for non-affiliates/banned individuals of the University.
- Providing transportation accommodations.
- Implementing contact limitations (no contact orders) between the parties.
- Academic support (e.g., requesting extensions of time, make-up work, or other course-related adjustments; allowing a student to withdraw or take grades of incomplete without financial penalty, in consultation with the instructor and/department chair and dean’s office).
- Timely Warnings (Clery) to address concerns about broader campus safety.

For more information on supportive and protective measures available to students, please see www.scu.edu/titleix/resources/supportive-measures/.

Both Complainants and Respondents may select any person to be an Advisor of their choice. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and consult with them throughout the resolution process. The parties may choose Advisors from inside or outside of the University community. Parties also have the right to choose not to have an Advisor in the initial stages of the resolution process, before the hearing.

In addition, Parties may also seek guidance from other individuals (support person/advocate) who are not designated as their Advisor for emotional support. A support person or advocate, however, who is not identified as the party’s “Advisor” may not attend or participate in the University’s investigation and resolution process.

For more information about Advisors and Support People, please see www.scu.edu/media/offices/eo/Advisor-Role-Responsibilities.pdf

SEXUALLY TRANSMITTED INFECTIONS

Santa Clara University, a Catholic, Jesuit university, is aware that sexually transmitted infections are a potential health problem for the entire population. Santa Clara University and the Cowell Center–Student Health Services provide educational opportunities about the transmission and prevention of sexually transmitted infections. These educational opportunities are provided with consideration of confidentiality, sensitivity, and compassion. Educational programs address medical information, issues of prevention, and the social, psychological, spiritual, and legal ramifications related to sexually transmitted infections.

Student Health Services provides confidential appointments with a campus physician, a physician assistant, nurse practitioner, licensed vocational nurse, and registered nurses regarding sexual health issues. These appointments may include evaluation, testing, and treatment of sexually transmitted infections.

SMOKE-FREE AND TOBACCO-FREE POLICY

Santa Clara University has adopted a smoke-free and tobacco-free policy on the University campuses in Santa Clara and Berkeley. All University faculty, staff, students, and visitors are covered by this policy.

The term “smoking” means inhaling, exhaling, burning, or carrying of any lighted or heated tobacco product, as well as smoking substances other than tobacco, or operating electronic smoking devices and other smoking instruments. “Tobacco product” means all forms of tobacco, including but not limited to cigarettes, cigars, pipes, hookahs, electronic smoking devices, and all forms of smokeless tobacco. “Tobacco-related” means the use of a tobacco brand or corporate name, trademark, logo, symbol, motto, or advertising message that is identifiable with the ones used for any tobacco product brand or company which manufactures tobacco products.

We encourage all students to take responsibility and inform all visitors of this policy. Any community member may request a smoker to move off campus and those that do not comply can be reported to Campus Safety. Any questions regarding this policy (including exceptions) can be answered by Campus Safety Services or the Office of Student Life, or the JST Assistant Dean of Student and Community Life.

SOLICITATION POLICY

In order to protect students’ right to privacy, and to maintain and promote efficient operations, the University has established rules applicable to all students, faculty, and staff that govern solicitation, distribution of written material, and entry into premises and work areas. (Staff members are also directed to Staff Policy 308: Solicitation and Distribution.)

Solicitation that is prohibited includes, but is not limited to, selling products or services, door-to-door collections or campaigning, flier delivery or posting of materials in facilities owned, operated, or controlled by SCU, including kiosks, light poles, and in parking lots. Solicitors or tradespeople, including those who may be Santa Clara University students, faculty, or staff, are prohibited from entering University housing facilities for the purpose of transacting business and should be reported immediately to the Event Planning Office, Campus Safety, and/or the building staff.

Jesuit School of Theology students should direct their inquiries to the JST-SCU Assistant Dean of Student and Community Life at 510-549-5018.

STUDENT RECORDS AND RELEASE OF INFORMATION

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the confidentiality of the University records of Santa Clara University students. A student is any person who attends or has attended class, which includes courses taken through video conference, satellite, Internet, or other electronic and telecommunication technologies, and for whom the institution maintains education records. The University is authorized under provisions of the Act to release directory information to any person on request, unless a student explicitly requests in writing that the University not do so and keep directory information confidential.

A student’s directory information is designated as follows:

1. Student’s name
2. Address: Campus post office box, local, and permanent addresses (residence hall and room numbers are not disclosed)
3. Telephone number
4. Email address
5. Photograph
6. Date and place of birth
7. Major field of study
8. Classification level/academic level
9. Dates of attendance (defined as academic year or quarter)
10. Participation in officially recognized activities and sports
11. Weight and height of members of athletic teams
12. Degrees (including expected or actual degree date), honors, and awards received and dates
13. Most recent educational agency or institution attended

During the registration period and throughout the academic year, students may request in writing through the Office of the Registrar that directory information be kept confidential. Once filed, the request remains in effect until the beginning of the next academic year or a shorter period if designated by the student. Graduating students must notify the Office of the Registrar in writing to remove the nondisclosure notation from their record.

The University is authorized under FERPA to release educational and directory information to appropriate parties without consent if the University finds an articulable and significant threat to the health or safety of a student or other individuals in light of the information available at the time.

Former or current borrowers of funds from any Title IV student loan program should note carefully that requests for nondisclosure of information will not prevent the University from releasing information pertinent to employment, enrollment status, current address, and loan account status to a school lender, subsequent holder, guarantee agency, the United States Department of Education, or an authorized agent.

Students have the right to inspect and review their educational records at the following offices:

1. Official academic records, including application forms, admission transcripts, letters of acceptance, and a student's permanent academic record are on file and maintained in the Office of the Registrar
2. Working academic files are also maintained by the Drahmman Center
3. Records related to a student's nonacademic activities are maintained in the office of the JST Assistant Dean of Student and Community Life
4. Records relating to a student's financial status with the University are maintained in the various student financial services offices

Certain records are excluded from inspection, by law, specifically those created or maintained by a physician, psychiatrist, or psychologist in connection with the treatment or counseling of a student. Parents' financial information, including statements submitted with scholarship applications, is also excluded from inspection, by law. Third parties may not have access to educational records or other information pertaining to students without the written consent of the student about whom the information is sought.

Students have the right to request the amendment of their educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. Students may direct complaints regarding academic records to the dean of the college or school in which they are enrolled or to the University registrar. In addition, students have the right to file a complaint with the United States Department of Education concerning alleged failures by the University to

comply with the requirements of the Act. Written complaints should be directed to the Family Policy Compliance Office, Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202-5920.

For further information regarding Santa Clara University's FERPA policy, see www.scu.edu/ferpa.

TRANSPORTATION

Vehicles

Parking on campus requires a valid parking permit or visitor pass at all times. Term parking permits are purchased through eCampus. Daily passes may be purchased at the main entrance kiosk, Transportation Services, or Campus Safety Services. SCU parking regulations are posted at <https://university-operations.scu.edu/campus-safety/parking-and-transportation-services>.

Parking Permits

Permit parking is enforced in lots B, E, and F Monday through Friday from 6 a.m. to 8 p.m. and in residential lots 24 hours a day, 7 days a week (SCU holidays excepted, or unless otherwise posted). Visitor parking spaces are reserved for University guests. Temporary visitor permits may be obtained at the main entrance kiosk, Transportation Services, or Campus Safety Services. Spaces marked "Reserved" or "Enforced 24 Hours" may result in a vehicle being towed at the owner's expense.

Enforcement of parking regulations is carried out by Campus Safety/Transportation Services. All citations are turned over to a contract citation-processing administrator. Unpaid parking fines will result in the placement of a hold on the student's University account. The accumulation of five or more unpaid parking citations may result in the towing and storage of the vehicle by any law enforcement agency until the citations are cleared. Three or more unpaid citations may result in the vehicle being immobilized.

Parking is authorized only in designated lots and spaces according to the class of the permit displayed on the vehicle. Anyone parking a car on campus should check for signs posted at the entrances plus interior signs and surface stencils to ensure that he/she is parking in an authorized space. The parking regulation brochure also includes a map showing the type of parking authorized in the various spaces.

Red zones are emergency access lanes and must be kept clear at all times. Vehicles parked in red zones will be towed at the owners' expense.

Jesuit School of Theology Campus in Berkeley

Only street parking is available at the JST campus in Berkeley. Two-hour limits are enforced Monday through Friday from 8 a.m. to 7 p.m., unless a residential parking permit from the City of Berkeley is properly displayed on the vehicle.



Student Conduct System

The President of Santa Clara University delegates general supervision for matters of student conduct to the Vice Provost for Student Life. Specific responsibility and authority for the University Student Conduct System is assigned to the Associate Dean for Student Life. A conduct officer or the appropriate conduct board can review student disciplinary cases. The Associate Dean for Student Life or designee determines which course of action is taken based on the nature of the case.

Conduct officers and members of conduct boards are appointed by the Vice Provost for Student Life or designee and have varying degrees of sanctioning authority. A conduct officer/board can recommend a higher level sanction to the Office of Student Life, if that conduct officer/board does not have the authority to assign it. All requests for appeal are made to the Office of Student Life, which acts on behalf of the University President.

In exceptional circumstances, the Vice Provost for Student Life may suspend the normal structure of the Student Conduct System and establish an appropriate procedure for the particular needs of the pending case.

UNIVERSITY CONDUCT OFFICERS AND BOARDS

The Student Conduct System includes the following conduct officers/boards:

Conduct Officers

Conduct officers are staff members or faculty members whose job descriptions include responsibility for reviewing student conduct cases, or are appointed to be conduct officers by the Office of Student Life. The sanctioning authority of an individual conduct officer ranges from a warning, up to and including, housing contract cancellation. The sanctioning authority of the Assistant Deans, Associate Dean, and the Vice Provost for Student Life is expanded and ranges from a warning, up to and including, expulsion.

Peer Conduct Board

The Peer Conduct Board is composed of students who are appointed as hearing officers on an annual basis by the Office of Student Life. When a Peer Conduct Board convenes to review student conduct, the board includes three to five students selected from the pool of members. The sanctioning authority of the Peer Conduct Board ranges from a warning, up to and including housing contract cancellation.

UNIVERSITY DISCIPLINE COUNCIL

The University Discipline Council is a board composed of students, faculty, and staff who are appointed as hearing officers on an annual basis by the Office of Student Life. When a University Discipline Council convenes to review student conduct, the board includes three students, one faculty member, and one staff member selected from the pool of members. The sanctioning authority of the University Discipline Council ranges from a warning, up to and including expulsion.

The Office of Equal Opportunity and Title IX is responsible for the Equity Hearing Panel. Information about the Equity Hearing Panel is available in the Discrimination, Harassment, and Sexual Misconduct Policy (scu.edu/title-IX).

UNIVERSITY BOARD OF APPEALS

The University Board of Appeals conducts appellate hearings for cases when directed to do so by the Vice Provost for Student Life. The board is composed of student(s), staff, and faculty members who are conduct officers or serve as members of the University Discipline Council. The sanctioning authority of the University Board of Appeals ranges from a warning up to and including expulsion.

STUDENT RESPONSIBILITIES AND RIGHTS

In any case of alleged misconduct, a student has the following responsibilities and rights:

1. To be notified of student responsibilities and rights.
2. To cooperate throughout the entire conduct process by meeting any deadlines, providing requested information, and abiding by any requests or instructions of the conduct officer/board.
3. To be notified at least three (3) business days prior to the hearing of the alleged violation of the Student Conduct Code and/or University standards, policies, and procedures and to be notified of the date, time, and location of the hearing.¹
4. To object to the conduct officer or member(s) of the conduct board if the student believes the officer/board member cannot act in a fair and impartial manner. The student must explain the reason(s) for his/her objection. The University reserves the right to either honor or deny the request to assign a new conduct officer or conduct board member.
5. To discuss the incident and his/her alleged involvement in it, and to review the policies that were allegedly violated with the conduct officer/board.
6. To respond to information used in determining the outcome of the hearing.
7. To present pertinent information and witnesses on his/her behalf.
8. To identify witnesses on his/her own behalf and submit anticipated testimony to the conduct officer/board in advance of the hearing. It is the student's responsibility to assure witness participation in the hearing process.
9. To submit questions for the conduct officer/board to ask of the complainant or witnesses. The conduct officer/board can refuse to ask a submitted question if the conduct officer/board determines the question is irrelevant to the proceedings.
10. To be accompanied by one support person. (See "Support Person" for further explanation.)
11. To be notified in writing within five (5) business days of the outcome of the hearing. Notification could include the finding, disciplinary sanctions, or information concerning the date, time, and location of a secondary hearing in the event the case is forwarded to a different conduct officer/board.

1. For the purpose of reducing the impact of misconduct that increases the likelihood of the spread of COVID-19, a University Hearing Officer may choose to provide a one (1) business day notice to a student alleged to have violated the Student Conduct Code and/or Residence Life & Housing policies, procedures, and standards. Additionally, the time period to file a Request for Appeal by a student who committed a violation is reduced to one (1) business day.

12. To be informed of the appeal process and given the opportunity to file a request for appeal within five (5) business days of the date of the hearing outcome document. (See "Appeal Process" for further explanation.)

COMMUNICATIONS WITH THE STUDENT REGARDING THE CONDUCT CODE MATTER

The Student Conduct System is an educational process. University officials communicate and engage with the student throughout the conduct process to promote student learning and so the student assumes responsibility for managing his/her own affairs. University staff interact with the student and his/her parent or guardian to the degree that it is appropriate and permissible by the Family Educational Rights and Privacy Act of 1974 (FERPA). When doing so, the intent of the interaction with the parent or guardian is to inform the parent or guardian and appropriately engage them in promoting the educational experience of the student. University staff does not interact with legal counsel who is representing a student.

STUDENT CONDUCT HEARING PROCEDURES

Initial Review or Hearing

1. Incident report: Members of the University community and nonaffiliate persons may file a report regarding the behavior of a student. If the reported information constitutes a potential violation of the Student Conduct Code and/or University standards, policies, and procedures, the University will pursue the matter through the Student Conduct System, beginning with either an initial review, or a hearing.
2. Initial review: The assigned University conduct officer/board reviews the report, notifies the involved student(s) of the report, gathers relevant information, and interviews any witnesses. The conduct officer/board may elect not to interview a witness who does not have first-hand knowledge of the incident, presents information that is deemed to be unnecessary for the deliberation process, or presents information about the involved student's character. After the conduct officer/board has gathered all relevant information, the conduct officer/board conducts a hearing or refers the case to another conduct officer/board.
3. Hearing: The assigned University conduct officer/board reviews the incident report(s) and statements presented by the complainant(s), respondent(s), and witness(es). The conduct officer/board may elect not to interview a witness who does not have first-hand knowledge of the incident, presents information that is deemed unnecessary for the deliberation process, or presents information about the involved student's character. A student is not entitled to be present for every interview related to the case that the conduct officer/board conducts. The conduct officer/board may conduct the hearing in a student's absence if

the student does not report for a scheduled hearing, or if the student does not set an appointment for a hearing as directed. In some circumstances, the hearing process may take place over multiple meetings on multiple days.

4. Burden and standard of proof: The student responding to the reported allegation is presumed not to have violated the Student Conduct Code. The standard for determining a violation of the Student Conduct Code is preponderance of evidence. There must be persuasive information to establish that the involved student(s) “more likely than not” violated the Student Conduct Code.
5. Deliberation: The conduct officer/board may deliberate in private. Sanctioning for a Student Conduct Code violation is based upon the nature of the determined violation and any previous violations of the Student Conduct Code.
6. Notice of outcome: The conduct officer/board notifies the student of the hearing outcome in writing no later than five (5) business days after the conclusion of the hearing. The conduct officer/board must notify the student of the option to file a request for appeal. (See “Appeal Process” for further explanation.)

Victims of Crimes of Violence and Non-forcible Sex Offenses

Upon written request, the alleged victim of any crime of violence or non-forcible sex offense will be informed of the results of the University disciplinary proceedings against the student who is alleged to have committed the crime. A crime of violence includes arson, assault offenses, burglary, robbery, kidnapping/abduction, forcible sex offense, criminal homicide (manslaughter by negligence, murder, and non-negligent manslaughter), and destruction, damage, and vandalism of property.

No Contact Directive

In instances such as, though not limited to, a serious dispute involving a student, concern for the safety of a person due to the alleged actions of a student, or a conduct code allegation by a person against a student, the Office of Student Life reserves the right to institute a No Contact Directive to a student. This action is taken for the purpose of protecting individuals and to minimize the chance that a dispute between persons will escalate in the process of the matter being addressed by the Office of Student Life.

A No Contact Directive is an official notice to a student that he/she is not permitted to have any type of contact with an identified person(s). This includes, but is not limited to, person-to-person contact, contact through a third party, and contact by way of mail, email, telephone, voice mail, text messaging, etc. A student who violates a No Contact Directive is subject to disciplinary action by the Office of Student Life.

A No Contact Directive can be issued at the discretion of the Office of Student Life outside of the context of the Student Conduct System procedures, or as a sanction at the conclusion of a hearing for a defined period of time.

Support Person

The support person must be a member of the Santa Clara University community who is a current faculty or staff member, or a currently enrolled student. Parents or guardians who are members of the University community are not permitted to act as a support person for cases involving their own son or daughter. A student who is represented by legal counsel is not permitted to have the legal counsel be his/her support person. A witness is not permitted to serve as a support person.

The role of the support person is to provide emotional support during the hearing. A support person may not review any documents related to a conduct case or present information during the hearing on behalf of the student. If a support person is disruptive to the hearing process, the conduct officer/board may dismiss the support person. In such cases, and only if it is determined reasonable to do so, the student may be given an opportunity to identify a new support person.

Appeal Process

1. The outcome of a hearing is subject to one request for appeal. An appeal will be granted only if one or more of the following criteria is met:
 - A. The disciplinary action appears to be grossly disproportionate to the conduct infraction.
 - B. The procedures provided for in the Student Handbook were not followed in the hearing.
 - C. New relevant information is available that was not available at the time of the hearing.
 - D. The decision is not supported by substantial information.
2. The online request for appeal form, https://cm.maxient.com/reportingform.php?SantaClaraUniv&layout_id=4, must be completed by the student and returned to the Office of Student Life within five (5) business days of the date on the hearing summary. The request for appeal must include answers to the questions on the form, in accordance with the criteria described in No. 1 above.²

2. For the purpose of reducing the impact of misconduct that increases the likelihood of the spread of COVID-19, a University Hearing Officer may choose to provide a one (1) business day notice to a student alleged to have violated the Student Conduct Code and/or Residence Life & Housing policies, procedures, and standards. Additionally, the time period to file a Request for Appeal by a student who committed a violation is reduced to one (1) business day.

3. The request for appeal, along with other pertinent information, is reviewed by the designated appeal officer to determine the validity of the request for appeal in accordance with the criteria described in No. 1 above. In general, a request for appeal is granted only when there is a preponderance of evidence that a procedural or substantive error occurred at the original hearing that effectively denied the student a fair and reasonable hearing.
 4. The student must be informed of the decision pertaining to the request for appeal within five (5) business days of submitting the request. In exceptional circumstances, the five (5) business days notification requirement may be extended to allow adequate consideration of the request for appeal. If this is the case, the student is notified.
 5. If the request for appeal is granted, the case may be referred back to the original conduct officer or board, a new conduct officer (who could be the appeal officer), or a new conduct board. The appeal officer may also modify the sanction(s) without granting a second hearing.
 6. All appellate hearings are conducted in accordance with the general student rights and other Student Conduct System procedures outlined in the Student Handbook.
 7. A request for appeal may only be filed one time. If a request for appeal is denied, a second appeal cannot be filed. If a request for appeal is granted, the outcome of any subsequent proceeding may not be appealed.
3. **Contributed service:** Contribution of service to the University or a designated community agency consistent with the offense committed.
 4. **Restitution:** Reimbursement by transfer of property or services to the University or a member of the University community in an amount not in excess of the damages or loss incurred.
 5. **Fines:** Financial assessment not to exceed \$500.
 6. **Loss of privileges:**
 - A. Limitation on University-related services and activities for a specified period of time, which is consistent with the offense committed; including, but not limited to, ineligibility to serve as an officer or member of any University organization, to participate in intercollegiate competition, to receive any award from the University, or to participate in graduation-related ceremonies.
 - B. Residence hall relocation, housing contract probation, or housing contract cancellation. Housing contract cancellation will result in being placed on disciplinary probation by the Office of Student Life.
 - C. Restriction from using specific University facilities and services (including parking facilities).
 - D. Denial of the on-campus use of a vehicle.
 7. **No Contact Directive:** An official notice to a student that he/she is not permitted to have any type of contact with an identified person(s). This includes, but is not limited to, person-to-person contact, contact through a third party, and contact by way of mail, email, telephone, voice mail, text messaging, etc.
 8. **Disciplinary probation:** A specified period of observation and review of behavior, including terms appropriate to the offense committed, during which the student must demonstrate compliance with University regulations and the terms of the probationary period and is ineligible to serve in leadership positions in University co-curricular activities. (Refer to “Eligibility Policy.”)
 9. **Deferred suspension:** A specified period of observation and review of behavior, including terms appropriate to the offense committed, during which time the student is ineligible to participate in University co-curricular activities. (Refer to “Eligibility Policy.”) If an additional violation of University regulations occurs while on deferred suspension, the student is subject to an extension of this status, suspension, or expulsion, depending upon the nature and severity of the violation.
 10. **Interim suspension:** In exceptional circumstances, the Vice Provost for Student Life may suspend a student or take other disciplinary action pending the hearing, especially in matters of safety or for the good of the community.

PROCEDURES FOR REVIEWING ALLEGATIONS OF DISCRIMINATION, HARASSMENT, AND SEXUAL MISCONDUCT

The procedures for reporting, investigating, and reviewing allegations of discrimination, harassment, and sexual misconduct are addressed in the University’s Nondiscrimination, Harassment, and Sexual Misconduct Policy. This information is available at the Office of Equal Opportunity & Title IX and at <https://www.scu.edu/title-ix/policies-reports/>.

DISCIPLINARY ACTIONS

The following sanctions are official University disciplinary actions that may be taken as a result of any conduct hearing. Sanctions include, but are not limited to those listed below. Violations of national, state, or local laws subject a student not only to University disciplinary action but also to action by the appropriate court of law.

1. **Warning:** Official notification that certain conduct or actions are in violation of University regulations and that continuation of such conduct or actions may result in further disciplinary action.
2. **Educational sanctions:** Preparation and presentation of a program, preparation of a bulletin board, assigned reading and response paper, attending an alcohol education program, counseling, and/or other educational activities.

11. **Suspension:** Exclusion from the University for a specific period of time after which application may be made for readmission.
12. **Expulsion:** Permanent exclusion from the University.

Minimum Student Conduct Hearing Outcomes for Alcohol, Marijuana, and Other Drug Violations

This policy identifies the minimum standard for student conduct hearing outcomes for alcohol, marijuana, and other drug violations in accordance with the Student Conduct Code, University Alcohol Policy, and Alcohol and Other Drug Policy Within University Housing. The University reserves the right to apply these hearing outcomes for student misconduct that takes place on-campus, in campus operated facilities, in public or at non-affiliated properties.

Alcohol, Marijuana, and Other Drugs

The phrase “alcohol, marijuana, and other drugs” broadly includes, without limitation, any stimulant, intoxicant, nervous system depressant, hallucinogen, or other chemical substance, compound or combination when used to induce an altered state, including any otherwise lawfully available product used for any purpose other than its intended use (e.g., the misuse of prescription drugs, over the counter drugs, or household products).

The operational definitions of the words alcohol, marijuana, and other drugs are:

Alcohol: Intoxicating beverages such as beer, wine, and liquor.

Marijuana (aka Cannabis): Comes from the dried flowering tops, leaves, stems, and seeds of the Cannabis sativa (hemp) plant.

Other Drugs:

Illicit Drugs: Cocaine, heroin, ecstasy (MDMA), amphetamines, methamphetamines, hallucinogens (i.e. LSD, psilocybin mushrooms), and similar substances that are considered to be illicit drugs.

Misuse of Prescription Drugs: Misuse of prescription drugs, including opiates/pain-killers (i.e. morphine, oxycodone), stimulants (i.e. Ritalin), sedative-hypnotics (i.e. barbiturates, anxiolytics) and other psychoactive drugs is prohibited. This includes taking medication that is not prescribed to you, taking more than the prescribed dose of medication, or taking prescription medication for a reason other than the intended use (i.e. to produce a “high”)

Adherence to Local, State, and Federal Laws

Santa Clara University adheres to local, state, and federal laws pertaining to alcohol, marijuana (including its various forms), and other drugs, and requires all University community members to follow local, state, and federal guidelines, laws, and regulations. In instances that may be in violation of local, state, or federal law, the University reserves the right to report such cases to law enforcement.

Alcohol, Marijuana, and Other Drug Programs and Services

The Wellness Center and Cowell Center — Health and Counseling Services provide programs and support for students who are struggling with their use of alcohol, marijuana, and other drugs. These offices can also refer students to non-affiliated counseling and treatment facilities.

Cumulative Nature of Alcohol, Marijuana, and Other Drug Violations

Through the University conduct process, hearing officers and hearing boards determine outcomes for student conduct hearings. When doing so, they take into account the nature of the violation and any previous violations of the Student Conduct Code.

When determining the hearing outcome for an alcohol, marijuana, and other drug violation, the University uses an 18 month timeline to identify if a violation is a first, second, third, etc. violation. That is, if 18 months pass from the date of the previous alcohol, marijuana, or other drug violation without the student being found responsible for an additional alcohol, marijuana, or other drug violation then the outcome for an additional violation will be considered the same category as the previous violation. For example, if a student is found responsible for a first alcohol violation in October of their first year on campus and is found responsible for a second alcohol violation during May of their third year on campus, the violation will be considered a first violation because 21 months passed between each violation. It will not be considered a second violation unless the details of the violation are deemed egregious or serious enough to warrant an elevated response from the University.

Through the conduct process, Santa Clara University takes into account the student’s whole behavior related to the Student Conduct Code. As such, repeated violations of the Student Conduct Code, even if those violations may appear disparate in specific details, will result in an elevated response from the University. Santa Clara University responds to violations of the Student Conduct Code related to alcohol, marijuana, or other drugs using a matrix of impact and occurrence.

Stages of Alcohol, Marijuana and/or Other Drug Violations at Santa Clara University

Santa Clara University recognizes that students are emerging adults and are thus equipped to make their own decisions. At times, these decisions may be incongruent with University expectations and providing for the health, safety, and welfare of individuals. Santa Clara University distinguishes behavior surrounding alcohol, marijuana, and other drugs across the following categories in relation to potential impact to self, others, and property: A, B, and C. Santa Clara University reserves the right to refer violations surrounding controlled substances to local, state, or federal authorities.

It is up to the discretion of the University hearing officer or board to determine the category and outcomes for multiple violations in different categories.

Category	Description
A	Any behavior that is deemed as having low impact to self, others, and property. Low impact refers to situations in which a student is in the presence of prohibited activities (such as activities involving alcohol, marijuana, or other drug use) but is not participating in the behavior.
B	Any behavior that is deemed as having moderate impact to self, others, and property. Moderate impact refers to a student's participation in prohibited activities and/or behavior involving alcohol, marijuana, and other drug use and the impact of the behavior is primarily limited to the misuse of the substance.
C	Any behavior that is deemed as having high impact on the individual, others, and property. High impact refers to excessive consumption, and/or distribution (including hosting or facilitating a gathering of others) of alcohol, marijuana, or other drugs or accompanying misconduct that is illegal and/or prohibited by the University, and is deemed by the hearing officer or hearing board to be severe in nature due to the scope and magnitude of the impact to self, others, and property (such as, though not limited to: the number of students involved, disruptive behavior, vandalism, threat of harm, incurred physical harm).

Gatherings Resulting in Alcohol, Marijuana, and Other Drug Violations

Students found responsible for hosting a gathering involving the illegal and/or University prohibited use of alcohol or marijuana, or for participating in such behavior in public areas will likely be considered a Category C violation. Violations involving controlled substances other than marijuana will be a Category C violation.

Falsification of Identification for the Procurement of Alcohol or Marijuana

The possession, procurement, or distribution of falsified United States federal or state government identification documents ("fake ID"), or altering, falsifying, forging, duplicating, or reproducing United States federal or state government identification documents is a serious legal offense and constitutes a crime in the state of California. Students found with falsified identification documents are in violation of the Student Conduct Code and will be subject to outcomes as determined by the hearing officer or hearing board.

Alcohol

Excessive and Inappropriate Possession and Use of Alcohol

Regardless of a person's age, Santa Clara University, prohibits the excessive and inappropriate use of alcoholic beverages (See Student Conduct Code, item 18). Excessive and inappropriate use is inclusive of, though not limited to, the amount of alcohol in a student's possession, the amount consumed, and how a student consumes the alcohol.

Amount in Possession

Examples of excessive and inappropriate possession of alcohol include, but are not limited to: establishment of a private bar, storage of excessive quantities of alcohol, or possession and/or use of a tap or keg, kegerators, beer bongs, or other equipment for the sole use of consuming alcohol. Excessive possession of alcohol is prohibited on campus premises and in campus-owned facilities, including but not limited to residential facilities.

Amount Consumed

The Centers for Disease Control and Prevention (CDC) and the Dietary Guidelines for Americans define standard drink sizes and moderate and excessive drinking as it pertains to alcohol consumption.

Standard drinks are defined as: one 12-ounce beer, one 8-ounce serving of malt liquor, one 5-ounce glass of wine, or one 1.5-ounce shot of distilled spirits.

Moderate drinking is defined as no more than 1 drink per day for women (not to exceed 7 drinks in a week) and no more than 2 drinks per day for men (1 drink per hour and not to exceed 14 drinks in a week).

Excessive drinking includes binge drinking, heavy drinking, any drinking by people younger than age 21, and drinking by anyone who is currently taking prescription or over-the-counter medications.

	Binge drinking	Heavy drinking
Women	4 or more drinks in a single occasion	8 or more drinks per week
Men	5 or more drinks during a single occasion	15 or more drinks per week

Nature of Consumption (Drinking Games)

Santa Clara University prohibits drinking practices, including drinking games, that encourage participants to consume alcohol or promote intoxication, and any paraphernalia that supports such activity. Whether or not alcohol is present, drinking games are prohibited. Playing drinking games or participating in activities that promote excessive consumption are prohibited in any campus facility and on campus property, including but not limited to residential housing facilities. Drinking games are incongruent with the University’s mission to promote a healthy learning environment for students. Examples of drinking games include, but are not limited to: beer pong, flip cup, king’s cup, and beer die.

Schedule of Minimum Hearing Outcomes Related to Alcohol Violations

Category	1st violation	2nd violation	3rd violation
A	Monetary fine \$50	Monetary fine \$75 Parental notification	Becomes Category B violation
B	Monetary fine \$50 Parental notification Educational outcome	Monetary fine \$75 Parental notification Alcohol educational program Housing contract probation	Monetary fine \$100 Parental notification Alcohol education program Housing contract cancellation Disciplinary probation
C	Monetary fine \$100 Parental notification Alcohol educational program Housing contract probation	Monetary fine \$200 Parental notification Alcohol educational program Housing contract cancellation Disciplinary probation	The full range of hearing outcomes (through expulsion from the University) may be implemented.

It is up to the discretion of the University hearing officer or hearing board to determine the category and outcomes for multiple violations in different categories.

*Any subsequent violation outcomes will be at the discretion of the hearing officer or hearing board.

Marijuana and Other Drugs

Marijuana and Other Drugs: Possession and/or Consumption

Santa Clara University adheres to local, state, and federal laws surrounding marijuana (including its various forms) and requires community members to follow local, state, and federal guidelines, laws, and regulations related to marijuana. In order to remain in compliance with federal law, Santa Clara University prohibits the possession, consumption, and/or distribution of marijuana (including its various forms) by Santa Clara University community members. For more information, refer to the Marijuana Policy, and the Smoke-Free and Tobacco-Free Policy in the Student Handbook.

Schedule of Minimum Hearing Outcomes Related to Marijuana and Other Drug Violations

Categories A, B, or C apply to marijuana hearing outcomes.

The prohibited use of controlled drugs other than marijuana will minimally result in the administration of a Category C hearing outcome.

Category	1st violation	2nd violation	3rd violation
A	Monetary fine \$50	Monetary fine \$75 Parental notification	Becomes Category B violation
B	Monetary fine \$50 Parental notification Educational outcome	Monetary fine \$75 Parental notification Marijuana or other drug educational program Housing contract probation	Monetary fine \$100 Parental notification Marijuana or other drug educational program Housing contract cancellation Disciplinary probation
C	Monetary fine \$100 Parental notification Marijuana or other drug educational program Housing contract probation	Monetary fine \$200 Parental notification Marijuana or other drug educational program Housing contract cancellation Disciplinary probation	The full range of hearing outcomes (through expulsion from the University) may be implemented.

It is up to the discretion of the University hearing officer or hearing board to determine the category and outcomes for multiple violations in different categories.

*Any subsequent violation outcomes will be at the discretion of the hearing officer or hearing board.

Compliance with Hearing Outcome

Students must comply with all assigned outcomes by the deadline set forth in the hearing outcome letter. Failure to complete or comply with any assigned outcome or failure to meet an assigned deadline (if applicable) may result in further disciplinary action including, but not limited to, a \$150 late fee and/or placing a Registration Hold on a student's University account preventing the student from registering or adding a course until the assigned outcome(s) is completed.

Administrative Sanctions

The administrative sanction gives official notice that a procedural violation has occurred and will advise the student on how the situation is to be corrected.

Disciplinary Disqualification of University Financial Aid

Financial aid may be contingent upon a student remaining in good conduct standing within the University. If a student faces significant disciplinary matters, is placed on disciplinary probation, deferred suspension, or is suspended, the financial aid arrangement is subject to review. The review may be initiated by either the Office of Student Life or the Office of Financial Aid.

A student who is placed on disciplinary probation for the first time will continue to remain eligible for federal financial aid unless otherwise prohibited by federal, state, or University regulations. If within two years of being placed on disciplinary probation, a student is placed on suspension, deferred suspension, or probation (a second time), the student will automatically lose all eligibility for institutional aid effective the date the suspension, deferred suspension, or second probation is imposed.

STUDENT CONDUCT RECORDS POLICY

The Office of Student Life maintains a hard copy file and a digital record of a student's conduct history. Conduct records are educational records, and are thereby subject to the Family Educational Rights and Privacy Act (FERPA) and the University's Student Records Policy.

The conduct record is confidential and is only shared internally with University officials, in instances when the student grants permission to release the record, or there is what FERPA defines "an educational need to know" basis for the request. The conduct record is maintained throughout the student's enrollment and thereafter, as indicated below. A student's conduct record will only be released from the hard copy file to a person or party external to the University, if the student has granted permission, where the disclosure of the record is permissible under the provisions of FERPA, or where the University is required to do so by law. The digital copy of the conduct record will only be released to an external person or party where the University is required to do so by law.

Retention of Hard Copy of Conduct Records

1. The hard copy file of a student's entire conduct history is kept for a minimum of one (1) academic year beyond the academic year in which the date of the last violation of the Student Conduct Code occurred. When a student commits a violation of academic integrity, the hard copy file is retained for the remainder of a student's academic career.
2. The files of any student who has received one or more of the following sanctions will be maintained for three (3) academic years beyond the academic year in which the student's tenure in his/her current degree program at the University has ended:
 - A. Removal from University housing
 - B. Disciplinary probation
 - C. Deferred suspension
 - D. Suspension
3. The conduct record of a student who has been expelled will be maintained for seven (7) years beyond the academic year in which the student's tenure at the University has ended.

The University reserves the right to change this policy at any time at its sole discretion.

JST-SCU Assistant Dean of Student and Community Life

Jenny Girard Malley

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Academic Policies & Procedures

2022-2023



Academic Policies & Procedures for JST Students

Effective as of June 1, 2022.

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Purpose of this Manual

The purpose of this manual is to detail academic policies and procedures applicable to students in all degree programs administered by JST. Students must also be familiar with the requirements of their individual program of study, as described in the Program Handbook for each degree offered (M.Div., MTS, ThM, STL, or STD). These policies also pertain to GTU students who enroll in classes offered by JST.

Notice Regarding E-Mail Communications

All JST students are expected to use their SCU e-mail address (____@scu.edu) for communications with JST faculty and staff. Furthermore, all communications to students regarding academic matters and related activities will be sent to the student's SCU e-mail address **only**. All students are therefore expected to check their student e-mail account regularly for important messages.

Advising

The information below explains the purpose of faculty advising, how advisors are initially assigned at JST, how they can be changed, and where to seek assistance. It applies to all students, but is most important for students who rely upon thesis or dissertation advisors for their final papers.

Faculty Roles in Student Advising

Faculty members play a number of roles for students in addition to teaching:

- *Academic advisor*

All students have an academic advisor. Faculty advisors must be permanent faculty (tenured, tenure track, senior lecturer or lecturer). Academic advisors guide students as they pick courses to meet degree requirements. Generally, the academic advisor is in the student's area of concentration. Students should meet with their academic advisor during each registration period (early registration and regular). The advisor will help the students pick classes, set up SRCs, and consult with the student in case of academic questions and difficulties (incompletes, accommodations, pass/no pass, or leaves of absence). **The academic advisor is the first faculty member the student should consult on any academic matter.**

- *Dissertation or thesis advisor*

This faculty member guides MTS, MA, ThM, STL, or STD students during the completion of their major paper. The faculty member also guides students as they prepare for doctoral comprehensive exams. The thesis advisor must be qualified with academic expertise in the student's concentration area. This expertise will be complemented by readers' expertise when the thesis readers are selected. Very often the thesis advisor is also the academic advisor, but not always. The thesis advisor is responsible for keeping the student moving toward completion of the project and, in consultation with the readers, determining if the student's thesis meets the requirements for earning the degree. The thesis advisor will consult with the Program Director and then the Associate Dean when necessary about a student's work and progress toward degree.

Faculty Available for Thesis Advising (2022-23 Academic Year)

<p><u>Systematics:</u></p> <ul style="list-style-type: none"> • Anh Tran • Chris Hadley 	<p><u>Ethics, Religion and Society:</u></p> <ul style="list-style-type: none"> • Jerome Baggett • Kate Barush • Leocadie Lushombo • Julie Rubio 	<p><u>Bible:</u></p> <ul style="list-style-type: none"> • Gina Hens-Piazza • Jeremiah Coogan • James Nati 	<p><u>Pastoral and Spirituality:</u></p> <ul style="list-style-type: none"> • Paul Janowiak, • Mary McGann • Rossano Zas-Friz
<p><i>Emeritus faculty:</i> In special circumstances, Professors Emeriti Bruce Lescher, or George Griener, may be asked to direct theses.</p>			

NOTE: Ultimately, availability is contingent upon each individual faculty member's current teaching and research commitments and existing advising load. If a permanent faculty member is not available to advise on a thesis topic, a student may consult with the Program Director and Associate Dean to identify faculty outside JST who may have the particular expertise required.

Assignment of Initial Academic Advisor

Students are assigned an initial academic advisor during the application process. All applications for degree programs are reviewed by at least four people: the Assistant Dean of Enrollment, the Program Director, the Associate Dean, and the Dean. The Director of Ministerial Formation reviews MDiv. applications. The Director of the Renewal Program reviews those sabbatical applications and advises all participants in the program. The Director of Academic Advising and Writing generally advises all MTS online students.

For degrees that include a thesis, the Program Director may invite one or more faculty members in the applicant's area of interest to review the file and to indicate whether or not they are willing to serve as the initial academic advisor. Particularly for students in the STL and STD programs, the academic advisor is likely to serve also as the thesis advisor. The Associate Dean assigns the academic advisor and the Dean makes the final determination of admission based on input from all reviewers.

Changing Advisors

- *Changing Academic Advisors* – For reasons of personality, expertise or availability, students sometimes need to change advisors. This begins as an informal process where the student consults the current academic advisor, other faculty members who might serve as academic advisor and the Program Director. If everyone agrees, the student will email the Associate Dean making a request to change advisors, copying the current advisor, the new advisor, and the Program Director. If there is some uncertainty or difficulty consulting with the current advisor, students should request assistance from the Program Director who can help them identify a new advisor. Changes will be shared with the Registrar who tracks academic advisors for all students.
- *Changing Thesis or Comps Advisors* – If students need to change their thesis advisors, they should first consult with the advisor directly to discuss difficulties. The Program Director is

available to help negotiate difficult conversations and suggest paths forward. If it is not possible for the student and the thesis advisor to continue working together (because of content developments, availability or interpersonal matters), the student should work first with the Program Director to identify a suitable director. Then the Program Director should make a formal recommendation to the Associate Dean to change thesis advisors.

- *Temporary Changes in Advisors Assignments* – When a thesis advisor or an academic advisor is on leave, it is the advisor’s responsibility to:
 - Help the student make preliminary selections for classes for one or two semesters in advance.
 - Help the student to identify a substitute advisor and notify the Program Director about the arrangement.

NOTE: If no other arrangement has been made, the Program Director shall serve as the advisor for the students in their programs when faculty members are on leave.

Registration for Special Courses

Special Reading Courses - SRC 9999

A special reading course (SRC 9999), commonly called an ‘independent study’, is an academic course that is not offered regularly in the academic curriculum. Students, individually or in groups, may approach faculty members to supervise their learning in particular academic areas when this will advance the students’ progress toward completing their degree. SRC 9999 courses are available only for regular JST degree students and GTU Common MA students affiliated with JST as their home school. The following policies apply to SRC 9999 courses:

1. The decision to supervise a special reading course (SRC 9999) is solely within a faculty member's discretion. In deciding whether or not to supervise, a faculty member should consider:
 - a. whether the topic is within his/her expertise
 - b. other teaching, service and scholarship obligations in the semester
 - c. whether the content is otherwise available to the student(s)
2. As a general rule, because classroom exchanges are important for the student’s academic development, an SRC 9999 should not cover material that is part of the regular academic curriculum.
3. Students must submit the SRC 9999 form to the Associate Dean by the end of the first week of classes. The form must be completely filled in or contain an attachment that describes:
 - a. The title of the course and course level.
 - b. Specific learning outcomes appropriate for the course level.
 - c. A list of course readings or other content for the semester, with the quality and quantity appropriate for the level of the course.
 - d. A specific statement of the assignments that will be evaluated for the student's grade, appropriate for the level of the course (e.g., a 20 page research paper).
 - e. An indication of meeting times and structure.
 - f. Signatures of the faculty member of record and the student’s advisor
4. Students will receive a scanned copy of the SRC 9999 form; the original with attachments will be retained in their academic file.

5. Faculty supervising and students desiring an SRC 9999 are encouraged to share this information widely and invite other students who might have a similar interest to join the course.

Course Upgrades – Special Reading Course (SRC) 8888

A course upgrade (SRC 8888) is an enhanced learning experience for students in introductory courses (1000-3000 levels) who are seeking more developed content and assignments equivalent to an advanced class (4000 level). An upgrade is not simply adding more of the same level and type of readings and assignments. Students seeking an upgrade are responsible for suggesting the enhanced learning outcomes, readings and assignments, which faculty members can approve or augment, as needed. In requesting a course upgrade, students should keep the following in mind:

1. The decision to upgrade a course to SRC 8888 is solely within a faculty member's discretion. In deciding whether or not to allow an upgrade, a faculty member should consider how the content and assignments of the course can be deepened. Faculty are encouraged to consider the following as additional requirements for students seeking to upgrade a course:
 - a. An extended research paper, with additional learning outcomes beyond those expected of students taking the course in its existing format. These should give attention to methodology, theological content, and scope.
 - b. An extended bibliography with additional readings beyond those required on the existing course syllabus.
 - c. Additional one-on-one meetings between the student and the instructor, for in-depth discussion of a book relevant to the course topic.
 - d. Requiring the student to lead a class session, focused on a topic relevant to the student's paper or broader research interests.
 - e. Additional practical research, such as interviews or fieldwork related to the course topic. that will expand and extend a student's competence and knowledge in the discipline.
2. Students must submit the SRC Course Upgrade form to the Associate Dean by the end of the first week of classes. The form must be completely filled in, including:
 - a. Specific advanced learning outcomes beyond the learning outcomes of the 2000 or 3000 level course.
 - b. A list of additional course readings and materials for the semester. An upgrade is not simply adding more of the same level and type of readings and assignments.
 - c. A specific statement of the assignments that will be evaluated for the student's grade, as agreed to in consultation with the instructor, taking into account the guidelines provided in Item 1 above.
 - d. A copy of the syllabus for the course being upgraded.
 - e. Signatures of the faculty member of record and the student's advisor.
3. Students will receive a scanned copy of the SRC 8888 form; the original with attachments will be retained in their academic file.

Cross-Registration for UC Berkeley (UCB) Courses

JST students who wish to cross-register for courses at UC Berkeley will need to register in eCampus for “UCB 9000”. Then request the registrar to send the electronic copy of the special UCB cross-registration form, fill it out, and get it signed by all parties. You must submit a copy of the completed form to the JST registrar, and turn in the original form to the GTU registrar (who will facilitate the actual enrollment with UCB) **no later than Friday afternoon of the FIRST WEEK of classes.**

Grades

Grading is either according to the traditional letter-grade scheme or on a pass/no pass basis, at the student's option in each course, with approval by the instructor. Once recorded on the transcript, a grade cannot be altered regardless of subsequent work.

Students in all degree programs must maintain a 3.0 Cumulative Grade Point Average (CGPA) to graduate. When a course is required in a program to earn a degree but a student does not earn at least a B- for the course, the course and/or the credit will need to be repeated. The original and repeat grades will both appear on the transcript, and will both figure into the CGPA.

Letter Grades

Grades that may be awarded are: A (excellent), B (good), C (fair), D (poor), F (failure). The grades B, C, and D may be modified by a plus (+), and grades A, B, C, and D may be modified by a minus (-).

Grade Point Averages

Grade points per unit are assigned as follows: A=4, B=3, C=2, D=1, and F=0. When attached to the grades B, C, or D, plus (+) grades carry three-tenths (0.3) of a grade point more per unit than the un-suffixed grade (e.g., B+ = 3.3). When attached to the grades A, B, C, or D, minus (-) grades carry three-tenths (0.3) of a grade point less per unit than the un-suffixed grade (e.g., A- = 3.7). The maximum number of points for any course is a 4.0.

A student's GPA is calculated upon the earned grade points in all courses where a letter grade is assigned. A grade of Pass carries no grade points and is excluded from all grade point computations. The GPA calculation will not include grades from courses that are transferred from another institution.

Pass/No Pass Grading Option

A Pass in any course is equivalent to "B" or better work. The petition to take a course pass/no pass is subject to the approval of the instructor and must be submitted to the Registrar before the last class meeting date.

Students in the MDiv. program may elect Pass/No Pass for up to six three-credit courses or 18 credits while in residence at JST; credits for the Integration seminars (FE 1152, FE 2152 and MDiv 4401) are not counted in the 18 credits.

Students in the MTS program may elect Pass/No Pass for up to five three-credit courses or 15 credits while in residence at JST; credits for the MTS 3000 Proseminar are not counted in the 15

credits.

Master of Theology (ThM), Licentiate in Sacred Theology (STL), and Doctor of Sacred Theology (STD) students are expected to take all courses for a letter grade. However, students may petition the Associate Dean for permission to take a course pass/no pass on an individual basis.

NOTE: GTU MA students may not apply courses taken on a pass/no pass basis toward the MA degree.

Auditing a Course

Students may choose to audit a course or courses. Auditors are required to register and pay the regular tuition charge. While students receive no academic credit for audited courses, class attendance is required, and such courses are recorded on the student's transcript record with "Audit" written in the grade column.

Students auditing Jesuit School of Theology classes must formally register ("Audit") for those classes, and students' names should appear on class lists. Students must attend class in order to successfully receive an "Audit" on their transcript. The instructor decides whether or not auditors will be allowed in a course and what class requirements must be met.

Grade of Incomplete

An 'I' (Incomplete) grade is a temporary grade awarded when for academic or personal reasons the student will not be able to complete all coursework within the semester schedule. Students who have maintained adequate progress in a course may petition the course instructor for an incomplete grade by the last day of the term. The petition must indicate the unfinished coursework and a schedule for completing each outstanding item. Incomplete coursework must be completed no later than the end of the third week after the term ends.

The petition for an Incomplete must be submitted to the Associate Dean for approval, with all information and signatures completed. The decision to grant an incomplete is within the discretion of the instructor and the Associate Dean. Students who do not complete their course requirements and do not petition for an incomplete will be graded based on the work as submitted to the instructor as of the date on which grades are due.

The instructor will submit the earned grade to replace the grade of 'I' by the end of the sixth week after the term ends. If no grade is submitted to the Registrar by that time, the Incomplete grade becomes an 'F'.

Petition forms to request an Incomplete are available online and in paper outside the Registrar's Office. It is the student's responsibility to complete the Incomplete request form and submit it to the Registrar no later than the last day of the term.

The GTU-wide policy on Incomplete grades is as follows: "Students are responsible for finishing a term's work within the term. In order to take an Incomplete the student must fill out a petition for an Incomplete before the last day of the term. Incomplete work is due to the teacher three weeks after the end of the term in which the course is taught. Instructors are required to remove the Incomplete by the sixth Friday after the end of the term."

NOTE: In courses taken by cross-registration from UCB, the student will, without exception, be

required to follow the policy of UCB with respect to: 1) the possibility of removal of an Incomplete and 2) the time intervals within which the removal must be effected.

Student Appeals of Grades

The following policies and procedures regarding student appeal of grades are designed to protect the rights of faculty members as well as the rights of students:

I. Policy Guidelines

Grades are not negotiable. There should be no questioning of a faculty member's academic judgment on a grade. In registering for a class, students implicitly agree to allow the faculty member to make a qualitative judgment about the students' command of the subject matter, which will be expressed as a letter grade. Any questioning or appeal of a grade should therefore be limited to procedural concerns, e.g., to grade calculations or failures to follow grading policies set forth in the syllabi. Any procedural complaint regarding a change of grade must be initiated within four weeks of the beginning of the next scheduled term, not including the summer session and winter intersession.

Any decision to initiate a change of grade should remain with the faculty member. Thus, the results of any system of grade appeals should not be binding upon the faculty member.

II. Procedure Guidelines

A student with a complaint must first discuss the matter with the faculty member. If the matter is not resolved at this level, the student may then take the matter to the Associate Dean. The Associate Dean will discuss the case with the faculty member and may recommend that the faculty member review the grade. If the student is not satisfied with the response at this level, he/she may raise the issue with the Dean and the Dean will proceed in similar fashion. Should the student request it, the Dean will pass the matter on to the University Provost.

This process of review gives the Associate Dean, Dean, and Provost the right to discuss the matter with the faculty member and, if they think it appropriate, request that the faculty member review the grade. Any recommendations made will not be binding upon the faculty member against whom the complaint is lodged. The decision to change a grade remains with the faculty member.

Leave of Absence

A leave of absence is one or more semesters during which a student is matriculated in a JST degree program but does not register for classes. Students may request a leave of absence, in writing, from the Associate Dean, stating fully the reasons for the request. A leave of absence indicates a break in a student's program. While on leave a student may *not* use the resources of the GTU Library, JST Dean's Offices, student services, or the faculty. A leave is granted for either one term or one year. Note that a student may not graduate during a leave period, and must return to active status in the semester he or she wishes to graduate.

GTU MA students should refer to the MA handbook for policies and fees.

Late Completion of Thesis Work for Graduation

While students cannot graduate while on a leave of absence, they are permitted to graduate in a semester when they are not registered, provided they meet the following requirements:

- They were registered and paid tuition in the semester immediately prior to the one during which they seek to graduate.
- They have successfully defended AND filed the thesis or dissertation by the end of the add/drop period for the semester when they seek to graduate.

For example, if a student plans to graduate in May of a given year but does not meet the filing deadline of the first Monday in May, she may apply for Fall graduation if she intends to defend and file her thesis/dissertation by the last day of the add/drop period—which is the second week of the semester.

Extension of Program

Each degree program has a time limit within which the program must be completed. The chart below indicates the time limits for expected graduation. If the student exceeds that time limit, she or he must petition in writing for a program extension. The student should petition the JST Associate Dean for an extension, stating the reason for requesting the extension and including a realistic and detailed schedule of completion of the program. The student's advisor must approve the petition, by separate letter or email. An extension is granted for one year only. Under special circumstances, a student may request a second extension.

Program	Time Limit
M.T.S.	5 calendar years from the date of initial registration in the program
M.Div.	6 calendar years from the date of initial registration in the program
M.A.	4 calendar years from the date of initial registration in the program
Th.M.	2 calendar years from the date of initial registration in the program
S.T.L.	4 calendar years from the date of initial registration in the program
S.T.D.	5 calendar years from the date of initial registration in the program

Withdrawal from Program

A student may voluntarily withdraw from a degree program or be withdrawn/terminated involuntarily. Students who are withdrawn will not be able to enroll in courses or complete the degree program. Thus, withdrawal/termination severs the relationship between the student and the Jesuit School of Theology. It is generally a permanent decision.

Reinstatement Requests

If a student has withdrawn from a degree program at JST, within two years of withdrawal he or she may petition the Associate Dean for reinstatement. Such petitions are extraordinary; there is no presumption of a right to re-enter. If reinstatement is granted, students will be required to re-apply through the normal admissions process. They would normally be required to redo or recertify all work, and pay all outstanding fees, although exceptions may be made at the discretion of the Associate Dean.

Failure to Register

JST reserves the right to terminate/withdraw a student from a degree program when the student neither registers for classes nor petitions for a leave of absence in any given semester. At the discretion of the Associate Dean, students who do not respond to the School's letter or email requesting registration and/or do not petition for leave of absence will be removed from active rolls, and their matriculation in JST programs will be terminated. A student who has been terminated may petition for reinstatement within two years. See the above paragraph, "Reinstatement Requests" for further details.

Continuing Registration

All JST students in programs that culminate in a final thesis or project (ThM, STL, and STD) are considered to be in continuing registration once they have completed their course work as well as the required registration for the thesis, project, or synthesis paper, but have not yet finished the final paper. STD students enter continuing registration status after four semesters of full-time registration in the STD program. All students in continuing registration status will register for 9.5 units (paying for only 6.5 units of tuition), and will be considered full-time students.

Students in the M.A. programs should follow the policies and procedures regarding continuing registration status as spelled out in the GTU M.A. Handbook.

Revisions to Course Requirements, Prerequisites, and Other Program Policies

The following information is intended to guide faculty members who wish to propose changes to course restrictions, prerequisites, or degree program requirements.

1. For changes or enrollment restrictions to courses that are not required for a degree:

Individual faculty members should revise course descriptions to reflect their determination (e.g. “Instructor's consent required,” “Suitable for upper level MDiv and MTS students,” “Auditors with permission,” etc.). Limitations on the numbers of students who may enroll conform to the Provost's policy. For JST, enrollment should not be capped below 10, but may be set higher depending on the course level (introductory, advanced, doctoral), format of instruction (seminar or lecture), and other factors particular to the course.

2. For individual course prerequisites:

If the course is not required, the faculty member may simply state what prior knowledge is required, and/or which courses a student must have taken previously, in the course description (e.g., “Prior introductory course in Christian ethics required”).

If the course is required for a particular degree program, then the instructor should consult with the relevant Program Director to provide supporting documents and explain the rationale for the changes. The Program Director should then submit a proposal identifying the suggested course requirements and/or prerequisites to the Statutes & Curricula Committee for its review and recommendation. Then the normal process is followed to obtain subsequent approval by the Academic Council.

3. For changes to degree requirements, to the sequencing of required courses, or to the courses that are required for the degree:

The Program Director should submit the recommended changes to the Statutes & Curricula Committee, with supporting documents and rationale. Then the normal process is followed through to Academic Council approval.

For recommendations (as opposed to requirements) for how best to sequence required courses, the Program Director can simply add language to the program handbook when it is updated for the next academic year.

4. For policy changes that affect more than one program:

Any Program Director or faculty member may take a recommendation to the Statutes & Curricula Committee with supporting documents and rationale. However, all affected program directors should be consulted before finalizing the proposed changes. Then the normal process is followed through to Academic Council approval.

The Statutes & Curricula Committee will determine the best course of action for soliciting feedback from the faculty as it undertakes its work of recommending academic policies. Some examples are:

- holding open conversations with the faculty;
- inviting input from faculty and students;
- internal discussion and submittal of recommendations to Academic Council directly, with wider discussion at Academic Council.

After the changes are approved by Academic Council, they are published and made known to students and faculty in any or all of these ways:

- Statements in course descriptions;
- Statements in degree program handbooks;
- Statements in JST's Academic Policies & Procedures manual.

Generally speaking, the Program Director is responsible for ensuring changes are incorporated into the program handbook, while the Dean's office is responsible for revising the Academic Policies & Procedures manual.

Academic Probation Policy

JST reserves the right to dismiss students whose academic progress is unsatisfactory. Students in degree programs must maintain a 3.0 Cumulative Grade Point Average (CGPA) to graduate. Students whose Grade Point Average (GPA) falls below 3.0 in two successive semesters, or who fail to address outstanding incomplete grades, are subject to academic probation. Students failing to show improvement after being placed on probation are subject to dismissal at the discretion of the Associate Dean in consultation with the Dean.

Students who are dismissed for academic reasons normally cannot be readmitted to a degree program. The Associate Dean will send a letter of dismissal by regular mail to students on Academic Warning or Academic Probation and, as a courtesy, send a scan of the letter to their SCU email address.

Students dismissed for academic reasons may appeal this decision within 30 days of the date on the letter of notice. Students wishing to appeal the decision may then take the matter to the Dean who, after investigation, will communicate a final decision to the student within 30 days. If the student is not satisfied with the response at this level, he/she may raise the issue with the University Provost.

Inclusive Language Policy

The academic community of JST recognizes that the language and images used in daily communication both form and reflect the way persons perceive, regard, and treat one another. The school affirms the usage of unbiased and inclusive language in written, oral, and visual communication.

Sexual Harassment Policy

JST strives to be a place of work and study that embodies the journey of faith and the promotion of justice that is the mission of the Society of Jesus and the School. The Jesuit School is therefore committed to creating and maintaining a community in which all persons who participate in School programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual. Every member of the School community should be aware that the Jesuit School is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by University policy. It is the intention of the School to take whatever action may be needed to prevent, correct, and, if necessary, discipline behavior that violates this policy. The full text of the School's Sexual Harassment Policy is contained in both the Student Handbook and the Faculty Handbook, which are distributed annually to the members of the JST community. Copies of the Handbooks are available online and by request of the Assistant Dean of Students.

Family Educational Rights and Privacy Act (FERPA)

Annually, the Jesuit School informs students of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act. A link to the policy can be found online [here](#). A copy may also be requested from the JST Assistant Dean of Students.

Plagiarism Policy

Definition of Plagiarism

The presentation in one's own work of another's ideas, methods, research or words without proper acknowledgement constitutes plagiarism. This includes close paraphrasing as well as quoting entire lines of another's work, either verbatim or nearly verbatim of another's work.

The *Manual for the Writers of Term Papers*, 9th edition (Chicago: University of Chicago Press, 2018) by Kate Turabian sets forth guidelines for proper acknowledgement in written work.

JST's General Procedure and Policy on the Handling of Incidents of Plagiarism

JST recognizes that plagiarism is a serious matter in the academic community and thus must be addressed when such incidents come to light. Yet, at the same time the faculty recognizes that there are various types and degrees of plagiarism, as well as other factors which come into play, such as the student's own academic background and/or lack of familiarity with American academic research and writing procedures, confusion or lack of precision in note-taking during research, etc. All of these aspects need to be taken into account in the handling of each instance of presumed plagiarism. Therefore, in addressing an instance of presumed or suspected plagiarism the faculty and administration of JST will use the following procedural guidelines:

1. In an instance of suspected or presumed plagiarism the faculty member of the course involved will contact the student and indicate the nature of the suspected instance of

plagiarism, as well as to inform the student of the intended action(s) the faculty member is considering taking.

2. The student has the right to appeal the handling of the presumed case of plagiarism to the Dean of JST.
3. If the appeal to the Dean is not satisfactory to the parties involved, the case may be ultimately appealed to a special grievance committee which is constituted and delegated for that purpose. The grievance committee will consist of the members of the Faculty Status Committee plus one faculty member suggested by the student involved and one faculty member suggested by the faculty professor involved.

Practical Guidelines and/or Sanctions

Recognizing the inherent complexity and possible mitigating factors involved in an individual case of plagiarism it is difficult to detail precise guidelines and sanctions for each possible instance. However, because of the seriousness of certain types of plagiarism, the following examples of plagiarism would carry these sanctions:

1. In the case of a research paper in which significant sections of another's work (e.g., book, article, conference paper, etc.) are incorporated without attribution the faculty member may decide to give a failing grade for the paper and/or the course.
2. In cases in which a paper is clearly and substantially copied from another source (such as from another student), the normal sanction would be failure in the course.
3. In cases of a thesis in which significant sections of another's work (e.g., book, article, conference paper, etc.) are incorporated without attribution the normal sanction would be dismissal from the program without recourse to re-application or re-admission.

Other instances of plagiarism may be less serious and/or due to lack of familiarity with the mechanics of proper attribution, a misunderstanding of the nature of a research paper, and the like. In such cases, the faculty member will have to exercise prudential judgment, but may be guided by the following informal general guidelines:

1. If the suspected instance of plagiarism is both minor and judged to be largely unintentional on the part of the student, the faculty member's action may be giving pedagogical input on the accepted academic protocols for attribution of sources (e.g., footnotes), and requiring a minor revision of the work submitted.
2. In the case of a larger research paper or thesis chapter in which significant verbatim quotes are incorporated without proper attribution the paper or chapter: would be returned with the insistence that proper footnotes and references be added. In this more serious case the faculty member may want to add a sanction, such as a lower grade.

Additional Resources

Additional information on how to avoid plagiarism and use proper citations in your written work can be found on the Santa Clara University website [here](#) and [here](#).



Master of Divinity

PROGRAM HANDBOOK

2022-23



**Santa Clara
University**

Jesuit School
of Theology

Our school, located in Berkeley, California, is an international center for the study of theology. Students join us from across the nation and around the world to prepare for a broad range of ministries and service to the Church and the world. Our students represent a wide age range of lay women and men, Jesuits in formation, and members of other religious orders.

Our work here is inspired by Pope Francis' words in a 2015 letter to the Catholic University of Argentina:



Teaching and studying theology means living on a frontier, one in which the Gospel meets the needs of the people to whom it should be proclaimed in an understandable and meaningful way....You learn so as to live: theology and holiness are inseparable....Theology is an expression of a Church which is a “field hospital”, which lives her mission of salvation and healing in the world.

As a Jesuit theology center, we take to heart the call of the Society of Jesus to labor for justice as an extension of God's mercy. As the Jesuits' 36th General Congregation put it, “reconciliation is always a work of justice, a justice discerned and enacted in local communities and contexts” (Decree 1, n. 31). Our watchwords – “living theology, transforming our world” – express our commitment to a shared future where the good news of the Gospel lives in the communities we serve.

Our distinguished faculty members are committed to achieving academic excellence, exploring the riches of the Catholic theological tradition, and helping our students appreciate the complex and fascinating ways in which faith finds a home in the many cultures around the globe. As a Jesuit school, we emphasize the social justice dimension of our faith and the Jesuit tradition of holistic education that engages all facets of the lives of our students as well as those we serve. Our students graduate prepared for leadership in the Church and society through the intellectual, spiritual, and pastoral formation they acquire here.

The Jesuit School of Theology is both a graduate school of Santa Clara University and a member of the Graduate Theological Union (GTU), a vibrant consortium encompassing eight graduate schools of theology in the Bay Area, most of them within a few minutes' walk of our own campus in Berkeley. In addition, our education is enhanced by the GTU shared doctoral research library, our close relationship with the nearby University of California, and our proximity to the artistic and cultural diversity of the San Francisco Bay Area. In this context, our school has received the Vatican's approval to grant licentiate and doctoral degrees that bring with them the Holy See's recognition wherever our graduates of these two programs minister throughout the world.

We invite you to make your distinctive contribution to our academic and faith community, as together we enliven faith, promote reconciliation, labor for justice, and participate in God's mercy.

In Christ,

Joseph G. Mueller, S.J.
Dean, Jesuit School of Theology

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Program Guidelines

Introduction

The Master of Divinity is a three-year academic and professional degree that meets the needs for both academic training and pastoral experience of those preparing for pastoral ministry in the Roman Catholic Church in the U.S. To accomplish this purpose, the Jesuit School of Theology provides courses of instruction in theology and related disciplines, introduces students to the use of source materials and the practice of scholarly work and investigation, and provides opportunities for supervised experience in pastoral ministry. The M.Div. degree is the ordinary course of theological education and training for those preparing for ordination to presbyteral ministry.

Rationale for the Program Curriculum

As a school we are committed to two major ideals: First, the reverent and critical service of faith that does justice. “Critical” here denotes informed, thoughtful respect of the tradition. Secondly, as a means to carrying out that first ideal, we are also committed to the contextualized study of theology and ministry. This curriculum incorporates a contextual learning approach to theological study. As a professional degree, the M.Div. emphasizes this praxis component.

The curriculum employs four categories of coursework: Foundational, Distribution, Praxis and Elective. Foundational courses are taken in the first year and provide a foundation for subsequent coursework in each area. In the second and third years students satisfy the Distribution requirements by selecting courses in the areas of 1) Bible 2) Theology and History and 3) Ministry, Ethics, and Society. Praxis courses, which may be taken throughout the program, develop the ability to integrate maturing theological reflection with insight into the context of the pastoral situation. Elective courses may be taken at any time from any of the course offerings, as indicated on the worksheet. The nature and content of all these kinds of courses, together with the electives, are guided by the Program for Priestly Formation of the United States Conference of Catholic Bishops, as well as by the governing documents of the Society of Jesus, and by the United States Conference of Catholic Bishops document “Co-Workers in the Vineyard of the Lord, A Resource for Guiding the Development of Lay Ecclesial Ministry.”



Goals / Objectives

Goal I: Students will gain a broad theological foundation, and hone it in light of assuming leadership roles within the Church.

Objectives:

- A. Students will demonstrate an understanding of Biblical Studies, Historical-Systematic Theology, and Pastoral-Moral Theology, according to the competencies articulated by each of these areas.
- B. Students will apply a theological foundation to preaching, teaching, presiding, celebrating, listening, and counseling.

Goal II: Students will develop a critical fidelity to the Roman Catholic tradition, in service of the faith that does justice.

Objectives:

- A. Students will employ historically and philosophically informed knowledge of the tradition in assessing pastoral situations.
- B. Students will integrate the perspective of the poor and the marginalized in their reflection on theological and pastoral issues.

Goal III: Students will recognize the interplay between faith and culture in addressing theological and/or pastoral issues that emerge in diverse cultural contexts.

Objectives:

- A. Students will incorporate skillful socio-cultural analysis into their reflection on theological and pastoral issues.
- B. Students will locate theological and pastoral issues in the cultural contexts in which they emerge.

Goal IV: Students will develop a professional ministerial identity which values collaborative leadership and shows commitment to ministerial ethics.

Objectives:

- A. Students will show an ecclesiological understanding of their role in the Church.
- B. Students will demonstrate capacity for collaborative leadership and management.
- C. Students will value strong professional / ministerial ethics, including self-care and clear ministerial boundaries.

Goal V: Students will grow and deepen in their relationship with God and in community with their cohort, cultivating a spirituality that will sustain them in professional ministry.

Objectives:

- A. Students will develop a practice of personal and communal prayer and discernment appropriate to their circumstances, with a particular grounding in Ignatian principles and spirituality.
- B. Students will understand, support, and affirm each other's emerging vocation.
- C. Students will articulate a deepening sense of their ministerial identity that emerges in their prayer and theological reflection on pastoral experience.

Prerequisites

1. The Bachelor of Arts degree or its academic equivalent.
2. Nine semester hours or 12 quarter hours of philosophy. Typically, this prerequisite is satisfied by courses in the areas of history of philosophy, ethics, and systematic philosophy. Students preparing for ordination are required to have completed 24 semester units or 36 quarter hours of philosophy.
3. The applicant should possess the personal maturity and faith commitment commensurate with preparation for full-time ministry. To this end, preference is given to applicants who have at least one year of post-college work experience, and at least part-time ministerial experience.

Advanced Standing

A student who has taken graduate courses in theology no longer than six years prior to registration at the Jesuit School may petition the Associate Dean for advanced standing in the Master of Divinity program. This petition may be included with the Application for Admission or it may be submitted at the beginning of the first semester of study. Ordinarily, the maximum amount of advanced standing that is granted is twenty-four semester hours (two semesters of full-time study). Petition forms are available online at <http://www.scu.edu/jst/academics/registrar>.

A student may not transfer units which have already been counted toward another degree, with the exception of units earned toward completion of the combined Master of Arts/Master of Divinity (M.A./M.Div.) program. Only units from regionally accredited institutions of higher learning and those taken at a graduate level can be transferred.



Degree Requirements

The Master of Divinity degree requires the completion of 81 semester units of course work, including nine units of Field Education. Students may take up to six (6) three-credit courses, or 18 credits, on a pass/no pass basis while in residence at JST. Credits for the Integration Seminars (FE 1152, FE 2152 and MDiv 4401) are not counted in the 18 pass/no pass credits allowed. A student may expect to complete the Master of Divinity degree in three academic years, and must complete the program within six calendar years from the date of initial registration in the program. The normal full-time course load is 9-12 units per semester.

The Master of Divinity program presupposes that students have completed 12 units of philosophy prior to matriculation at JST. In some instances, applicants are admitted to begin their Master of Divinity coursework prior to completion of their philosophy units. In such instances, students must complete these units prior to their final year of study (i.e., normally upon completion of 57 units); students will not be permitted to register for the third-year integration seminar (MDV 4401) unless this requirement has been met. (Please see page 6 for Prerequisites.)

The Jesuit School provides a spectrum of course offerings that enable the student to develop a solid theological foundation for future ministry. The academic advisor assists the student in the selection of courses. Together, they develop an academic plan that addresses the student's specific needs and provides the diverse knowledge and awareness necessary for ministry in today's Church.

The Master of Divinity curriculum is constructed around three theological syntheses. The first is comprised of foundations in Scripture, the history of Christianity, systematic theology and Christian ethics. The second emphasizes the application of theories and methods of theology for ministry. The third involves the integration of this material so that students are able to articulate theologically informed and pastorally appropriate responses to varied ministerial situations.

Modern Language Study

Academic credit for basic modern language study is not applicable to the Jesuit School degree programs. However, students are encouraged to take advanced, ministerial language courses while they are in the Master of Divinity program. Proficiency in Spanish is recommended for all Master of Divinity students.



Credit Distribution for Course Work and Grade Point Average

Eighty-one hours of credit must be completed according to the course distribution outlined below. M.Div. students also participate in a three-year cycle of integration seminars, which incorporates their ministerial formation into their academic program of study. This three-year cycle is outlined below in the Ministerial Formation section. Students must maintain a 3.0 Cumulative Grade Point Average (CGPA) to graduate. A grade of B- or better is necessary in all courses used to satisfy a requirement for the M.Div. program.

Foundational Courses: (27 credits total)

- | | | |
|--------------------------------|-----------------------------------|-------------|
| - Christian Ethics (6) | - Systematic Theology, ST2003 (3) | - Bible (6) |
| - Systematics Core Courses (6) | - History (6) | |

Systematics core courses include (a) Trinity or Christology, (b) Ecclesiology or Vatican II; (c) Anthropology and (d) Liturgical/ Sacramental Theology.

Students are encouraged to take these Foundational Courses in their first year. Please see the M.Div. 1 Advising Addendum on page 20. **Note that some Foundational Courses, particularly those in Scripture, are prerequisites for more advanced courses. Details will be provided in the Program Orientation and advising sessions.**

Field Education Orientation Seminar (1 credit): JST has transitioned to a Field Education Modular Learning Model. During their first semester, incoming M.Div. 1 students will participate in an Orientation Seminar. Students will then proceed to engage in supervised field education placements connected to courses across the curriculum. Students will accrue nine credits of field education.

Distribution Courses (30 credits total)

Students will be required to directly observe and/or draw upon various social contexts as part of their coursework. Goal III.A. (see page 5) specifies that students will incorporate skillful socio-cultural analysis into their reflection on theological and pastoral issues. Accordingly, students will take RS 2092: Culture, Context, and Lived Religion, or some other course that teaches the same content as approved by the Program Director, as part of the Distribution Courses below.

- | | |
|--|-----------------|
| - RS 2092: Culture, Context, and Lived Religion or equivalent (3) | - Bible (9) |
| - Inter-Religious Dialogue or Ecumenism (3) | - Electives (9) |
| - Systematics and/or History and/or Christian Ethics and/or Religion & Society (6) | |

Pastoral Courses (12 credits total)

Students will take 12 credits of courses in preparation for pastoral and liturgical work.

Requirements for candidates seeking ordination:

- Canon Law (3)
- Preaching (3)
- Celebrational Rites (3)
- Confessional Counseling (3)

Requirements for candidates not seeking ordination:

- Canon Law (3)
- Preaching or Lay Presiding (3)
- Pastoral Counseling or Spiritual Direction (3)
- A pastoral elective (3)

Please note: Candidates seeking ordination are required to take a course in Liturgical or Sacramental Theology prior to taking Celebrational Rites.

Incoming M.Div. 1 Field Education Requirements

Incoming M.Div. 1 students will participate in the Field Education Modular Learning Model. In the fall semester, students will take a Field Education Orientation Seminar (FE-1152). Starting with the Spring 2023 semester, M.Div. 1 students will engage in supervised field education placements connected to courses across the curriculum, earning one credit of field education for every module undertaken. Students will register for a one-credit Field Education Practicum (FE-2151) in connection with each modular learning course. Students will develop leadership and ministry skills through practical experiences in professional settings. In the fall semester of their third year, the cohort will participate in the M.Div. Capstone Seminar (FE-2155). Please see the JST Field Education Handbook for further details.

Second and Third Year Seminar Requirements

Second-Year Field Education

Second-year M.Div. students will continue with Field Education Modular Learning, undertaking a field education placement for the fall and spring semesters. Second-year M.Div. degree students may, with the permission of the Associate Academic Dean and the DMF, continue to engage in JST's traditional field education model. This will require that students enroll in the FE-2152 M.Div. Integration Seminar.

Third Year Integration Seminar (3 credits)

The M.Div. Program Director coordinates the Third Year Integration Seminar in the spring of the cohort's third year. Its focus is to help students integrate their theological, pastoral and spiritual learning and to prepare for comprehensive exams.



Categories of Course Work

Foundational and Distribution Courses

BIBLE:

The two foundational courses are survey courses intended to build socio-historical, literary, and theological-spiritual competence in reading and interpreting biblical texts. The distribution courses are text-based studies with either a field component or a contextual project that focuses particular and sustained attention upon the appropriation and/or relation of biblical texts to ministerial settings.

SYSTEMATIC THEOLOGY AND HISTORY:

The systematics requirement addresses basic theological themes and includes both Foundations of Theology and additional coursework focused on particular doctrinal areas (Trinity/Christology, Ecclesiology/Vatican II, Theological Anthropology, and Liturgical/Sacramental Theology). This requirement is intended to expose students to the methodology and resources available for the study of theology. In addition, all students are required to take two semesters of church history.

ETHICS, RELIGION AND SOCIETY:

The two foundational courses in Christian ethics introduce students to the principles of Moral Theology and Catholic Social Teaching and provide a foundation for any further elective ethics courses they may choose to take.

The Culture, Context, and Lived Religion course, or its approved equivalent, introduces the concept of culture and its implications for theological study and pastoral ministry today. Students will be expected to focus on some aspect of cultural analysis and draw upon specific cultural contexts as part of their coursework.

Pastoral Courses

The pastoral course requirements differ with respect to whether the student is seeking ordination, with ordination candidates being required to take courses on confessional counseling and celebration of liturgical rites. In conjunction with the formation program (see page 12), students will hone their pastoral skills and reflect on their experiences as they prepare for ministry in a multicultural Church.

Third Year Capstone: Comprehensive Examination

One of the capstone experiences for the M.Div. program, the Comprehensive Exam, is held at the end of the third year and tests for both theological and pastoral competence. At the conclusion of their program, students will be required to successfully complete a comprehensive examination comprised of both written and oral components. It will employ the same case method as developed in the Integration Seminar (see below) where students will be expected to bring their academic and pastoral knowledge to bear in thinking through hypothetical ministerial situations. The examination questions prepared by the examination board will integrate all aspects of the theological program.

Students' performance on the comprehensive exam, consisting of written and oral components evaluated by their Examination Boards must demonstrate a competency in historical and contemporary knowledge in biblical studies, systematic theology in its various subdisciplines, theological ethics, and pastoral applications. A passing grade, awarded after the oral exam, indicates that the student was able to answer questions in both the written and oral exams satisfactorily.

Integration Seminar

Third Year preparation for the comprehensive examination by means of the M.Div 3 Integration Seminar intends to provide the student with an opportunity to synthesize the various theological disciplines and to delineate their pastoral applications.

Seminar and Examination Registration

Students must register for the 3-unit Integration Seminar course during the semester in which they take the comprehensive examination. The school administers M.Div. comprehensive examinations only at the end of the spring semester. If a student cannot take comps during the semester of final registration, s/he must request a leave of absence from the Associate Dean.

Worksheet for the M.Div. Program

Each student should, in conjunction with his/her advisor, keep track of progress toward the degree. The worksheet is available online [here](#).

Formation

The formation component of the Master of Divinity program is comprised of various components. Incoming first-year M.Div. students will participate in the Field Education Orientation Seminar. The seminar will orient students to the Field Education Modular Learning Model. First-year M.Div. students will commence field education in the spring 2023 semester. Second-year M.Div. students will continue with Field Education Modular Learning, undertaking a field education placement for the fall and spring semesters. Students also participate in spiritual and community formation opportunities at the Jesuit School of Theology and/or the student's religious community, which include spiritual direction, regular faith-sharing in a small group, days of prayer, participation in liturgy and an annual retreat. Students are also invited to attend skills-based ministry workshops on various topics, for example, suicide prevention, conflict resolution, and youth ministry. See [here](#) for more general information about formation at JST.

Please see [here](#) for the JST field education handbook.

Formation Goals

The MDiv degree is guided by three interrelated formation goals, as follows:

- Ministerial Identity: Focus on students' respective ministerial identities as lay ecclesial ministers, Jesuits, and other religious.
- Ministerial Praxis: Focus on pastoral praxis, supervision, and mentoring.
- Ministerial Integration: Focus on the integration of theology with ministerial and pastoral experiences.

Ministerial Assessment

In addition to assessment of students' supervised field education experiences, students will be assessed on ministerial competency. This assessment will be done for students in religious communities by the appropriate formation authority in the community (i.e. Superior, Rector, or Formation Director). During the second year of the M.Div. degree lay students will be assessed through the "Interim Review" process. This will include an interview with the Director of Ministerial Formation (DMF) and assessment based upon other relevant input brought to the attention of the DMF by faculty and administration. Students are assessed on their ministerial formation particularly, but not exclusively, in the following areas:

- Capacity for collaborative leadership
- Integration of service and learning, and of faith and justice
- Knowledge of and commitment to professional ministerial ethics.

Ministry Opportunities

The San Francisco Bay Area is home to many diverse cultures and pastoral needs. Students are invited to find ministry opportunities where they can hone their skills as well as grow. Students are introduced to some ministry sites in their first year, and are encouraged to seek out others for their second year field education placement. Examples of these Field placements include parishes, health

care settings, retreat centers, non-profit agencies, and prisons at the local, state, and federal levels. Students develop skills in ministerial leadership and presence, spiritual direction, education, parish management, pastoral counseling and outreach to the sick, dying, and homeless, and working with migrants. The Jesuit School of Theology also collaborates with San Quentin State prison, with students regularly undertaking field education at the prison. For further information regarding the M.Div. Field Education requirements please see the JST Field Education Handbook.

Spiritual Preparation

In pursuit of its mission to help candidates prepare for ordained and non-ordained ministry in the Church, it is a goal of the school to facilitate students' development for building up the Church as a community of faith, worship, justice, and love. In light of that goal, the school considers the individual student's spiritual formation integral to preparation for ministry. The student should expect to grow and deepen his/her relationship with God throughout the course of studies leading to the Master of Divinity degree. The Ministerial Formation element of the M.Div. program supports students in their growth in faith.

The attainment of this goal means that students are:

- Men and women of faith, familiar with the Word of God in Scripture and with the Catholic tradition in interpreting and understanding that Word; contemplative in their personal assimilation of this faith in a life of prayer.
- Prepared to exercise leadership in Christian worship, through planning liturgies, preaching, administering sacraments, and presiding at Eucharist and other community liturgical celebrations, according to the gifts each has received.
- Prepared to counsel, guide, encourage and instruct in the Christian way of life, with special attention to issues of justice and human dignity, to lead in the formation of the just society and to exercise ministries of reconciliation, according to their gifts.

An important dimension of preparation for pastoral ministry consists of theological reflection upon contemporary human concerns, a contemplative reflection requiring time, disciplined training, communal experience, study, dialogue, and prayer. The Ministerial Formation component of the Master of Divinity program provides opportunities for growth in this process.

Each M.Div. student is expected to be in spiritual direction and to make a retreat each year; and students are also encouraged to participate in a small faith sharing group that meets regularly. Jesuits and other students who are members of a religious community fulfill these requirements of the program through their own religious community. These aspects of the program are available to lay students through the school's Office of the Assistant Dean of Students. Participation in the liturgical life of the school is another way that students' spiritual life is nourished.

In addition, all students in the M.Div. Program must attend an annual day of reflection with their cohort. The purpose of the day is for the students to focus on their common call to ministry and their efforts to respond faithfully to that call.

Priestly Formation

The Program for Priestly Formation of the National Conference of Catholic bishops requires that all candidates for ordained ministry complete four full years of theological study. This normally entails one year of study beyond completion of the Master of Divinity degree. For Jesuits of the United States, the Jesuit Conference stipulates that this fourth year will generally include the completion of eight semester-long courses in theological study at the graduate level, the completion of an Advanced Master's degree, or the Licentiate in Sacred Theology (S.T.L.).

Special Requirements for those to be Ordained

Since canonical faculties for preaching and celebration of the Sacraments are granted by the ordained's religious and ecclesiastical superiors, ultimate responsibility for the certification of the individual's readiness in these areas lies with the relevant superiors. As an aid in this aspect of ministerial preparation, however, regular courses designed to prepare students for the priesthood and for the pastoral administration of the Sacraments, are offered both at the Jesuit School and other schools in the Graduate Theological Union. The normal means by which competency is certified in the pastoral administration of the sacraments will be through successful completion of courses which focus on preaching, the celebration of the rites of the Church, and confessional counseling.

Ordination track students fulfill their ordination requirements by taking the following pastoral courses offered at JST or at the Dominican School of Theology and Philosophy:

- Canon Law – FTST 2336 – Canon Law: Introduction & Marriage
- Preaching – HM 1073 – Foundations of Preaching
- Celebration of the Sacraments – FTLS 4725 Celebrational Rites
- Sacrament of Reconciliation – CEFT 2107 Confessional Rites & Practices

Some of these courses have prerequisites (e.g. Celebrational Rites requires the course in either liturgical theology or sacramental theology, and Confessional Rites and Practices requires Canon Law). Students together with their advisors should plan their schedules in such a way that they have met the prerequisites prior to taking the course.

In addition to the courses listed above, 2nd- and 3rd-year ordination track students must take Theology and Spirituality of Priesthood (STSP 2600) when it is offered every other year. This course is also open to non-ordination track students.

Special Examinations for those to be Ordained

The normal means by which competency is certified in the pastoral administration of the sacraments will be through successful completion of courses which focus on preaching, celebrational style, and confessional counseling. For exceptional circumstances, in which the student for some good reason has not taken the relevant course(s) outlined above, and is asked by the student's competent religious superior to certify a student's pastoral readiness in the given area(s), faculty in the area of Ministry, Ethics, and Society are delegated by JST to administer the special ordination examinations which certify the individual's competence in preaching and the administration of the Sacraments.

Combined Master of Arts/Master of Divinity (M.A./M.Div.)

Students may elect to do a combined Master of Arts/Master of Divinity program. Students must formally apply to each program separately, indicating the intent to pursue a Combined M.A./M.Div. Program. A student should apply to the JST Master of Divinity program through the JST Office of Admissions. The student must also apply to the Graduate Theological Union Master of Arts program through the Admissions Office of the GTU. The Master of Arts applicant should request affiliation with JST during the period of studies.

The demands of the two degree programs combined will determine the total time required to complete the concurrent M.A./M.Div. program. In accordance with the Association of Theological Schools standards, the time will in no case be less than a total of four academic years. The student may transfer no more than half of the credits required for one degree into the other; and no more than half of the credits required may be granted based on transfer credit. This means that the JST/GTU Combined Master of Arts/Master of Divinity program allows a student to count up to 24 units total toward both degree programs.



First-Year Coursework

All M.Div. students are strongly encouraged to complete as many of the Foundational Courses (24 credits total) as possible during their first year of residence. (See pages 8, 10, and the M.Div. Worksheet for details on Foundational Course requirements.) This will avoid difficulties with course sequencing in later semesters, and ensure that students are adequately prepared for more advanced coursework in their second and third years. The foundational courses in Old Testament and New Testament are particularly important to take in the first year, as they provide instruction in biblical exegesis that is a prerequisite for all upper-level Scripture courses at JST.

Course Sequencing

Below is one possible (very rudimentary) outline of the sequence in which M.Div. students might take the required Foundational Courses in order to ensure timely completion of their degree. All students should consult with their faculty advisor on course selection, particularly if they are proposing to transfer coursework from other institutions to meet Foundational Course requirements.

	Fall	Spring
Year 1	ST 2003: Systematic Theology (3)	Systematics Core Course (3) (e.g. Christology, Ecclesiology, Theological Anthropology, Sacramental Theology, etc.)
	OT 2095: Pentateuch, Histories: Methods (3)	NT 2530: Methods: Study of the Synoptics (3)
	CE 2056: Fundamental Moral Theology (3)	RSCE 3230: Christian Social Ethics (3)
	HS 1105: History of Christianity I (3)	HS 2195: Church: Modern to Contemporary (3)
	M.Div. 1 Integration Seminar (1.5)	M.Div. 1 Integration Seminar (1.5)
Year 2	RS 2092: Culture, Context, & Lived Religion or equivalent (3)	



Master of Theological Studies

PROGRAM HANDBOOK

2022-2023



Our school, located in Berkeley, California, is an international center for the study of theology. Students join us from across the nation and around the world to prepare for a broad range of ministries and service to the Church and the world. Our students represent a wide age range of lay women and men, Jesuits in formation, and members of other religious orders.

Our work here is inspired by Pope Francis' words in a 2015 letter to the Catholic University of Argentina:



Teaching and studying theology means living on a frontier, one in which the Gospel meets the needs of the people to whom it should be proclaimed in an understandable and meaningful way....You learn so as to live: theology and holiness are inseparable....Theology is an expression of a Church which is a “field hospital”, which lives her mission of salvation and healing in the world.

As a Jesuit theology center, we take to heart the call of the Society of Jesus to labor for justice as an extension of God’s mercy. As the Jesuits’ 36th General Congregation put it, “reconciliation is always a work of justice, a justice discerned and enacted in local communities and contexts” (Decree 1, n. 31). Our watchwords – “living theology, transforming our world” – express our commitment to a shared future where the good news of the Gospel lives in the communities we serve.

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The Jesuit School of Theology is both a graduate school of Santa Clara University and a member of the Graduate Theological Union (GTU), a vibrant consortium encompassing eight graduate schools of theology in the Bay Area, most of them within a few minutes' walk of our own campus in Berkeley. In addition, our education is enhanced by the GTU shared doctoral research library, our close relationship with the nearby University of California, and our proximity to the artistic and cultural diversity of the San Francisco Bay Area. In this context, our school has received the Vatican’s approval to grant licentiate and doctoral degrees that bring with them the Holy See’s recognition wherever our graduates of these two programs minister throughout the world.

We invite you to make your distinctive contribution to our academic and faith community, as together we enliven faith, promote reconciliation, labor for justice, and participate in God’s mercy.

In Christ,

Joseph G. Mueller, S.J.
Dean, Jesuit School of Theology

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Program Guidelines

Overview:

The Master of Theological Studies is an academic degree program that offers students a broad understanding of the Catholic theological vision through foundational courses in four core areas of study: Biblical Studies; History / Systematic Theology; Religion and Society / Ethics; and Pastoral Theology / Spirituality. The degree culminates with a synthesis project or paper in the student's selected concentration. The degree prepares graduates to be teachers and/or administrators in primary and secondary schools, directors of religious education or of faith formation programs, parish-based leaders, or administrators of various nonprofit organizations and voluntary service programs. Students also learn a theology of ministry for service in a changing Church and world. The MTS is an ideal program for persons engaged in ministry or seeking theological enrichment and a rewarding exploration of their faith.

Goals / Objectives

Goal I: Students will gain a broad theological foundation that will undergird inquiry into a select area of concentration.

Objectives:

- a. Students will demonstrate an understanding of Biblical Studies, Historical-Systematic Theology, and Pastoral-Moral Theology, according to the competencies articulated by each of these areas.
- b. Students will integrate their understanding of the above areas in exploring a chosen area of concentration.

Students will demonstrate a depth of knowledge in their area of concentration.

Goal II: Students will develop a critical fidelity to the Roman Catholic tradition, in service of the faith that does justice.

Objectives:

- a. Students will employ historically and philosophically informed knowledge of the tradition in assessing theological positions.
- b. Students will integrate the perspective of the poor and the marginalized in their reflection on theological and pastoral issues.

Goal III: Students will recognize the interplay between faith and culture in addressing theological and / or pastoral issues that emerge in diverse cultural contexts.

Objectives:

- a. Students will incorporate skillful socio-cultural analysis into their reflection on theological and pastoral issues.
- b. Students will locate theological and pastoral issues in the cultural contexts in which they emerge.

Advanced Standing

A student who has taken graduate courses in theology not longer than six years prior to registration may petition for advanced placement in the Master of Theological Studies program. This petition may be included with the Application for Admission or it may be submitted during the first semester of study at JST. No more than 12 semester units of advanced standing can be applied to the JST Master of Theological Studies program. Petition forms are available from the Registrar, the Office of Admissions or online on the Registrar's page: <https://www.scu.edu/jst/academics/office-of-the-registrar/>

No units will be transferred which have already been counted toward another degree. No units will be considered for transfer that are not from regionally accredited institutions of higher learning or were not attained at a graduate level.

Students in the MTS program may elect to take a class for Pass/No Pass for no more than 15 credits while in residence at JST, not counting the credits from the MTS 3000 seminar.

Degree Requirements

The Master of Theological Studies degree requires the completion of 48 semester hours (16 three-unit courses). A full-time student may expect to complete the Master of Theological Studies degree in two academic years, but must complete the program within five calendar years from the date of first registration in the program. Twelve semester units is the normal full-time course load. The degree program also requires students to submit a paper (roughly 40 pages) or equivalent project synthesizing the theological concentration and the general theological components of the program. During the admission process, students select either the *on campus* or the *online* track for their coursework. See page 6 and following. During their studies, students may change from one track to another, with approval from the Associate Dean.

Students in all degree programs must maintain a 3.0 Cumulative Grade Point Average (CGPA) to graduate. A grade of B- or better is necessary in all courses used to satisfy a requirement for all Jesuit School of Theology degree programs.

Students are required to take a course that teaches them the following four competencies: conceptual, analytical, theological and pastoral. To fulfill this requirement, students must take RS 2092 Culture, Context and Lived Religion or some other course that teaches the same content, as approved by the Program Director.

Continuing Registration

MTS students who have completed coursework and are working on final projects must sign up for a one-credit course continuing registration (MTS 3001) each semester to maintain their student status until their submitted project is approved and they are graduated.

MTS– On Campus Track

I. *Foundational Theology (27 credits)*

- a. 24 of these credits should be taken in basic theology:
 - Biblical Studies (6 credits)
 - Historical and Systematic Theology (6 credits)
 - Ethics, Religion and Society (6 credits). RS 2092 Culture, Context and Lived Religion, or an approved equivalent, is required as 3 of these six units.
 - Spirituality and Pastoral Theology (6 credits)
- b. 3 credits for the MTS Proseminar. The Proseminar includes a synthesis paper or project in the area of the student's specialization. This is further explained below.

II. *Concentrations (21 credits)**

A. Theology Concentrations: Students concentrating in theology must take 9 additional credits in their area of concentration in addition to the foundational theology requirement. They must also take 12 credits of electives.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Biblical Studies • Christian Spirituality • Cultural and Historical Studies of Catholicism • Church History | <p><u>Concentration Areas</u></p> <ul style="list-style-type: none"> • History of Art and Religion • Liturgical Studies • Systematic and Philosophical Theology • Ethics • Religion and Society |
|--|---|

B. Ministry Concentrations: Ministry concentrations will support students to develop expertise and skills in a particular area of service or ministry. Like the Theological Concentrations, they require 21 credits of study. Ordinarily students in Ministry Concentrations will complete a synthesis project. In consultation with their advisor, students may focus on a particular area of ministry by taking:

- 15 credits in a related field of study, which normally includes one methods course (3 credits), two practicums/internships/field experience/immersions (6 credits), and two other topical courses (6 credits)
- 6 elective credits

Specifically designed concentrations in Ministry include:

Concentration in Intercultural Ministry – 21 credits

This concentration is designed to prepare graduates to minister within today's diverse Catholic Church, especially in the increasing ways cultural groups interact and share both religious spaces and practices. Students will learn how to engage different faith communities and assist in a collaborative dialogue with one another by highlighting and articulating best practices, devotional styles, liturgies, etc. In addition, students will gain skills to do theological reflection within an intercultural context to imagine and create ministerial opportunities emerging out of intercultural interactions. The required courses are:

- a ministerial pedagogy – 3 credits
- immersion courses – 6 credits
- topical courses – 6 credits
- Students must also take 6 credits of electives on any topic of their choice

Concentration in Pastoral Care – 21 credits

This concentration allows students in the MTS to develop the basic scholarly and applied skills necessary to care pastorally for individuals, couples, and groups in a range of settings and circumstances (e.g., sacramental preparation, crisis intervention, grieving, etc.). It incorporates a foundational course with theoretical components, student selected topical courses in various areas of pastoral care, and six hours of supervised ministry in a pastoral setting.

NOTE: This concentration does not fulfill any academic or practicum requirements for licensure as a clinical counselor.

***The total number of Concentration and Elective credits for all MTS students is 21.**

Credit Distribution for Coursework

Forty-eight semester hours of credit must be completed according to either the *on campus* or the *online* track outlined below. Students are strongly urged to do 12 units of their degree program in courses at other Graduate Theological Union schools.

IV. *Synthesis Paper or Project*

MTS students are to write a paper (roughly 40 pages) or complete an equivalent project synthesizing the theological concentration and the general theological components of the program. This paper or project is to be done under the direction of a full-time JST faculty member and with a second reader, both approved by the Associate Dean. The student must submit a proposal for the paper or project, including the names of the director and reader, to the Associate Dean for approval.

MTS – Online Track

I. *General Theology (39 credits)*

- a. 36 of these credits should be taken in basic theology:
 - Biblical Studies (9 credits)
 - Historical and Systematic Theology (9 credits)
 - Ethics, Religion and Society (9 credits)
 - RS 2092 Culture, Context and Lived Religion, or an approved equivalent, is required as 3 of these nine units.
 - Spirituality and Pastoral Theology (9 credits)
- b. 3 credits for the MTS Proseminar.
the Proseminar includes a synthesis paper or project in the area of the student's specialization. This is further explained below.



II. *Electives (9 credits)*

All other courses are electives.

III. *Synthesis Paper or Project*

MTS students are to write a paper (roughly 40 pages) or complete an equivalent project synthesizing the theological concentration and the general theological components of the program. This paper or project is to be done under the direction of a full-time JST faculty member and with a second reader, both approved by the Associate Dean. The student must submit a proposal for the paper or project, including the names of the director and reader, to the Associate Dean for approval.

NOTE: Although online degree students are not required to select a concentration area, through their regular academic advising appointments they will be guided to develop expertise in particular areas in preparation for their synthesis paper or project.

Any exception to the above needs the written approval of the Associate Dean. No professor or academic advisor can make exceptions in degree requirements.

MTS Synthesis Paper/Project Guidelines

MTS students must write a paper (roughly 40 pages) or present an equivalent project synthesizing the theological concentration and the general theological components of the program. This paper/project is to be done under the direction of a full-time JST faculty member and with a second reader, both approved by the Associate Dean.

Proposal: A proposal for the project or paper is subject to the approval of the Associate Dean, who will also approve the principal advisor and a second reader. A form for this proposal is included in this handbook.

Grade for Synthesis Paper: A sample grade report form is included in this handbook. A copy of the grade sheet should be given to each reader along with the final version of the synthesis paper or project.

Preparing and Filing of Synthesis Paper: The MTS synthesis paper should be formatted in accordance with Library specifications, using the *Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition, by Kate Turabian (see the guidelines on Physical Format, following).

One bound copy of the final, corrected and signed version of the synthesis paper or project should be filed with the JST Registrar's Office. Either "velo" or comb binding, with a clear plastic cover, is recommended. The MTS synthesis paper will be kept on file at JST.

Synthesis Paper Deadline: The MTS synthesis paper must be graded, corrected, signed and submitted to the JST Registrar by the **first Monday in May** for May graduation.

All forms mentioned above can be found in the back of this handbook, and are also available online at <https://www.scu.edu/jst/academics/office-of-the-registrar/>



Style Guidelines For Paper

Turabian is the writing style for Graduate Theological Union theses and dissertations (i.e., *Manual for Writers of Term Papers, Theses and Dissertations*, 9th edition, by Kate Turabian). Approval of style is the responsibility of the candidate's committee.

SPACING

Double spacing is required for the main body of the work except in those places where conventional usage calls for single spacing, e.g., footnotes, indented quotations, tables, etc. Do not print on both sides of a page; every page of the thesis must be printed single-sided.

FONT

The type size should be 12 point. Type used for charts, drawings, graphs, tables, footnotes, etc., may differ according to format and space requirements, but should be at least 10 point. Keep in mind whether or not the text will be legible in this smaller version of the document when choosing the font size.

MARGINS

Margin requirements apply to all pages, whether text, illustration, charts, graphs, or other content. Be sure to check the margins not only on pages with text, but also pages with charts, graphs, or images.

Left: 1 1/2 inches (Once the paper is bound, the left-hand margin will fall into a gutter; for this reason the left margin is larger than the others.)

Top, right, and bottom: 1 inch

Page numbers may be no closer than 1/2 inch from edge.

TITLE PAGE:

A sample of the required title page can be found at the back of this handbook.



Guidelines for the MTS Synthesis Project

An MTS project differs from an MTS synthesis paper in that it is immediately ready for pastoral, educational, counseling, or other practical situations. It is an application of theological expertise to a particular need or for a particular group.

Examples of MTS projects include syllabi for courses, materials for retreats, educational films, blogs, etc. Criteria for grading M.T.S. projects include:

1. Does the project seem to be informed by good theological understanding in the student's area of concentration, including appropriate bibliographical material?
2. Does the project reflect good general theological knowledge, including relevant bibliographical material?
3. Is the material presented appropriate in topics, language and level of difficulty for its intended audience?
4. Does the Analytical Introduction (see below) clearly state the purpose, methodology and goals of the project?
5. Does the project seem likely to achieve the goals stated, assuming appropriate audience and presentation?

MTS projects should be prefaced by an Analytical Introduction of about 5-8 typed, double-spaced pages explaining the project. Material to be covered in the Analytical Introduction includes:

1. Title

1. Rationale and purpose Briefly state why you are doing this project. (E.g., "While teaching 10th grade, I came to realize that my students had little or no knowledge of the gospel of John. At the same time, our school has a strong institutional commitment to social justice. In this project, I seek to bring those two dynamics into dialogue.") Next, describe the purpose of the project and its intended audience (e.g., "This class is intended to provide High School students with a solid introduction to the gospel of John, especially as that text speaks to questions of social justice.")

1. Goals (e.g. "Retreatants will be introduced to *Lectio divina* as a prayer practice.") What, specifically, will the recipients of your work gain from it? Most projects will have 3-4 distinct goals.

1. Structure and Methodology: How is the project organized, and why in this way? How will your project meet its goals? What scholarly resources and concepts are you drawing on, and why? Make sure to connect the aspects of your project clearly to your bibliography. (NOT: "I am using historical-critical methodology to read the text." RATHER: "The historical-critical scholarship of _____ shapes this project. As _____ states, 'Scripture without a sense of historical context is deracinated.'¹ Therefore, I will....") This should be the main part of your paper.

5. Materials—A schedule, budget, advertising flier, or other appropriate materials may be included here.

5. Conclusion

NOTE: In general, remember that the MTS project is to be equivalent to a 40 page paper. Therefore, if your project includes a structural task (like designing a parish education program or a semester-long course), while you need not provide all the specific texts you will need to create, you should include enough specific materials for your graders to have a sense that you are integrating your theological knowledge well in the project. For a project that is a school class, this would mean including some lectures in full text (i.e., if speaking from an outline, include the outline), while the syllabus will also be significant in evaluating the project overall. For a guidebook for hospital chaplains, this would mean including all or most of the final text, but some chapters may be left in outline form. For a blog, submit the website address, but in your introduction highlight several entries, perhaps with feedback from or interaction with readers. If the project involves research with people, SCU protocols on human subjects must be observed.

Filing deadlines, registration and graduation for MTS Students:

Filing Deadlines for Graduation:

- Spring graduates: The filing deadline is the first Monday in May.
- September/October graduates: The filing deadline is the date of the late registration deadline for Fall Semester registration.
- Fall registrants completing before the spring semester: The filing deadline is the date of the late registration deadline for Spring Semester registration. These students will receive their degree in May.

Registration Requirements:

Students must file their synthesis papers by the late registration deadline for the upcoming semester in order to avoid having to pay tuition for an additional semester.

Graduations: JST has two graduation dates each academic year:

- May (for students who finish during the fall semester or by the spring May deadline)
- September/October (for students who finish in late May through the summer)
- NOTE regarding Commencement Ceremony: The only students permitted to ‘walk’ in the commencement ceremony in May are those who have finished or will finish all requirements for their degree before or during the spring term.

Technology Requirements for Online Coursework

Technical Requirements

The JST uses Moodle for our online classes. Moodle is a web-based learning management tool that allows professors to post readings, assignments, videos, and engage the class in dialogue. In order to use Moodle, you will need a login (provided by the school upon registration) and the following tools to ensure your success:

1. A working email address that you monitor frequently. We recommend that you use your student email address ([____@scu.edu](#)) for this purpose.
2. A working, reliable internet connection and a reliable electric power supply.
3. A computer, laptop, or tablet with an updated operating system (Windows, Mac, Linux) and an updated internet browser (Chrome, Firefox).
4. A webcam.
5. A microphone.

Recommended Browsers

[Google Chrome](#) and [Mozilla Firefox](#) are recommended for use with Moodle with a computer. Safari is not recommended. On smartphones and tablets, use a web browser to access Moodle (do not use the Moodle app).

Recommended Settings

- Make sure that the browser is set to accept cookies (from both 1st party and 3rd party).
- Javascript must be enabled.

Recommended Software

The latest versions of these Adobe products are required for most classes:

[Adobe Reader](#)

[Adobe Flash Player](#)

The latest versions of these other media players are also suggested:

[Windows Media Player](#) (for PC's)

[Apple Quicktime](#) (for Macs)



Master of Theological Studies

This worksheet is intended to assist you in determining your progress in the M.T.S. program.

Student's Name: Date:

M.T.S. On Campus

Theological Foundation (27 units)			
Biblical Studies (BS, OT, NT)	Historical and Systematic Theology (HS, ST, PT)	Ethics, Religion and Society (CE, RS, PS)	Spirituality and Pastoral Theology (SP, HR, HM, LS, ED, RA)
1. 2.	1. 2.	1. RS 2092: Culture, Context & Lived Religion or equivalent 2.	1. 2.
M.T.S. Proseminar			

A. Theology Concentration (9 units)	Electives (12 units)
1. 2. 3.	1. 2. 3. 4.

B. Ministry Concentration (15 units)	Electives (6 units)
1. Methods 2. Practicum/Internship/Field Experience/Immersion 3. Practicum/Internship/Field Experience/Immersion 4. Topical 5. Topical	1. 2.

M.T.S. Online

Theological Foundation (39 units)			
Biblical Studies (BS, OT, NT)	Historical and Systematic Theology (HS, ST, PT)	Ethics, Religion and Society (CE, RS, PS)	Spirituality and Pastoral Theology (SP, HR, HM, LS, ED, RA)
1. 2. 3.	1. 2. 3.	1. RS 2092 or equivalent 2. 3.	1. 2. 3.
M.T.S. Proseminar			

Electives (9 units)
1. 2. 3.



Student's Name: _____

Title of Paper/Project: _____

Area of Concentration: _____

READERS' SIGNATURES:

Director/Academic Advisor: _____ Date: _____

Reader: _____ Date: _____

DESCRIPTION (This description should include a brief statement of the questions you are attempting to answer, how you intend to go about it, the methodology, and an indication of the availability of sources. Use the reverse side if necessary.)

Approval of JST Associate Dean _____ Date _____

SUBMIT THIS COMPLETED FORM TO THE JST ASSOCIATE DEAN'S OFFICE.

A copy will be returned to you.


GRADE REPORT FORM
**Master of Theological Studies
Online Master of Theological Studies**
Student's Name: _____

Instructions to the Student:

1. Fill in your name and thesis title.
2. Give one copy to each thesis reader or project committee member including the director.

 Title of Thesis/Extended Research Paper/Project: _____

Instructions to Director and Readers:

1. Please check one of the following grade options.
2. Return the signed form to the JST Registrar, 1735 Le Roy, Berkeley, 94709.

- Pass** with No Revisions
 Pass with **Minor** Revisions
 Returned for **Major** Revisions*
 Does **Not** Pass

Print Name: _____

Signature: _____ Date: _____

*If the reader feels major revisions are necessary, s/he should contact the student and thesis director, and retain this grade sheet until satisfied that the thesis requires only minor revisions.

Comments (if any): **PLEASE INDICATE IF THESE ARE CONFIDENTIAL TO THE ASSOCIATE DEAN.** *[Use the reverse side of this page or separate sheet if necessary.]*



Master of Theology

PROGRAM HANDBOOK

2022-2023



Our school, located in Berkeley, California, is an international center for the study of theology. Students join us from across the nation and around the world to prepare for a broad range of ministries and service to the Church and the world. Our students represent a wide age range of lay women and men, Jesuits in formation, and members of other religious orders.

Our work here is inspired by Pope Francis' words in a 2015 letter to the Catholic University of Argentina:



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The Jesuit School of Theology is both a graduate school of Santa Clara University and a member of the Graduate Theological Union (GTU), a vibrant consortium encompassing eight graduate schools of theology in the Bay Area, most of them within a few minutes' walk of our own campus in Berkeley. In addition, our education is enhanced by the GTU shared doctoral research library, our close relationship with the nearby University of California, and our proximity to the artistic and cultural diversity of the San Francisco Bay Area. In this context, our school has received the Vatican’s approval to grant licentiate and doctoral degrees that bring with them the Holy See’s recognition wherever our graduates of these two programs minister throughout the world.

We invite you to make your distinctive contribution to our academic and faith community, as together we enliven faith, promote reconciliation, labor for justice, and participate in God’s mercy.

In Christ,

Joseph G. Mueller, S.J.
Dean, Jesuit School of Theology

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Program Guidelines

Introduction

The Master of Theology program is a one-year program in advanced theological studies. Students requesting admission to the ThM program must have an earned Master of Divinity (MDiv), a Master of Theological Studies (MTS), or a Master of Arts in Theology (MA). The ThM is intended to focus students toward an area of specialized interest. In keeping with the intellectual tradition and apostolic priority of the Society of Jesus, the program cultivates a critical fidelity to the Roman Catholic tradition, in service of the faith that does justice. It enables students to understand the interplay between faith and culture, preparing them to address theological and pastoral issues that emerge in diverse cultural contexts.

Goals/Objectives

Goal I: Students will acquire a depth of knowledge and practical skills within a particular area of concentration.

Objectives:

- A. Students will be able to employ the hermeneutical principles and research methods germane to their selected area of concentration.
- B. Students will be able to marshal what they learn about their area of concentration in addressing a particular issue or problem.

Goal II: Students will develop a critical fidelity to the Roman Catholic tradition, in service of the faith that does justice.

Objectives:

- A. Students will employ historically and philosophically informed knowledge of the tradition in assessing theological positions.
- B. Students will integrate the perspective of the poor and the marginalized in their reflection on theological and pastoral issues.

Goal III: Students will recognize the interplay between faith and culture in addressing theological and / or pastoral issues that emerge in diverse cultural contexts.

Objectives:

- A. Students will incorporate skillful socio-cultural analysis into their reflection on theological and pastoral issues.
- B. Students will locate theological and pastoral issues in the cultural contexts in which they emerge.

Advanced Standing

A student who has taken advanced graduate courses in theology not longer than six years prior to registration may petition for advanced standing in JST's ThM program. This petition may be included with the Application for Admission, or it may be submitted during the first semester of study at JST. No more than six units of advanced standing can be applied for the Master of Theology program. These units must be from courses which cohere with the courses taken at JST as a specialization.

No units will be transferred which have already been counted toward another degree. No units will be considered for transfer that are not from accredited institutions of higher learning or were not attained at a graduate level, or received a grade of less than a B.

Students formerly in the JST Master of Divinity program may petition to transfer courses completed during the program provided that the courses were completed in the final year of the program, were taken at an advanced level with a grade of B- or better, and were not counted toward the M.Div. degree. See FORMS – [Petition to Transfer Coursework](#).

Degree Requirements

A student may expect to complete the Master of Theology degree in one academic year, but must complete the program within two calendar years from the date of initial registration in the program.

Program Focus

Students in the Master of Theology program will be expected to select a focus for their studies. For example:

- A. Students opting for a research ThM will focus their studies toward a deeper personal knowledge and scholarly advancement in some particular area of the theological disciplines. Such students will be expected to write a thesis.
- B. Students opting for a pastoral ThM will focus their work toward the communication of the Christian Gospel. Pastoral ThM students may opt to do a project rather than a thesis.



ThM Program Requirements

- Students must complete 18 semester units of coursework at the 4000 level or above.
- All courses must contribute directly to the student's area of specialization. ThM degree candidates who choose a more pastoral emphasis may apply a maximum of 6 units of field education or special reading course project work toward the 18 units of course work.
- Of these 18 units, students must take RS 2092: Culture, Context, and Lived Religion, upgraded to the 4000 level (3 units), or some other course that teaches the same content as approved by the Program Director, to meet Goal III, Objective A.
- Students may upgrade the course content and assignments of a 2000 or 3000 level course to meet the ThM advanced course requirements. (Generally, a research paper of 15 pages or more is required.) See [FORMS – SRC 8888 \(Upgrade Form\)](#).
- Language requirements may be assigned at the beginning of the program as appropriate to the area of specialization. Coursework to attain mastery of a language will not be credited to degree requirements.
- A grade point average of at least 3.0 must be maintained. Students are not allowed to take courses as pass/no pass.
- In addition to coursework, students must complete a thesis of 75 pages, or a project of comparable scope.
- The student must register for 6 units of either research or project work in MA 5000 for their final semester of academic work. The grade for MA 5000 will include the student's achievement for the thesis project and the oral presentation, if any. See below for Thesis Process.
- During their last semester of residence in the ThM program, students must register for 1 credit of FE 4402 and take an online integration seminar.
- The ThM thesis/project proposal is due no later than the last day of class in the semester prior to expected graduation. See [FORMS – ThM Thesis Proposal](#).
- ThM thesis/projects must be completed by April 15 and the Grade Form filed with the Registrar's Office no later than April 30 in the spring semester, or comparable dates in the fall semester.
- Ordinarily students will make an oral presentation of their work, which is not public. They should be ready to defend their conclusions. A successful presentation is a necessary part of the thesis process.

Continuing Registration

ThM students are considered to be in continuing registration once they have completed their course work plus the required registration for the final thesis, project or synthesis paper. Continuing registration students will be required to register and are expected to pay the continuing registration fee equivalent to 6.5 units of current tuition each semester. Such students will be considered fully registered students, and will have library privileges commensurate with that status. [See the Student Handbook for more information on continuing registration status.]

Students who complete an STL degree can also receive a ThM degree concurrently by submitting a request to the Associate Dean. Students seeking the concurrent degrees must also take STL 3999, a one credit course, in the spring of their final year.

Satisfactory Academic Progress While In Continuing Registration Status

Generally, Satisfactory Academic Progress for STD students is governed by the Academic Policies and Procedures, posted on [JST's website](#). This policy pertains only to students who are in continuing registration status.

- While a student is in continuing registration for the ThM program, the thesis director must certify by the last week of classes in each semester that the student is making satisfactory academic progress. This determination will be based on: (a) the depth of contact between the student and his/her director; (b) the student's adherence to a research plan, if applicable; and/or (c) the student's progress in drafting, editing and polishing the thesis or dissertation.
- If the student is not making satisfactory academic progress, the Associate Dean will place the student on academic probation, informing the registrar, the director and the student of this change in status. Students on academic probation will not be eligible for institutional aid from the school.
- Students who are on academic probation will be permitted to enroll in one additional semester of continuing registration in order to make progress toward their degree. If any student does not make satisfactory progress during the semester on academic probation, the Associate Dean will consult with the student's director to determine whether to dismiss the student for academic reasons or to continue the student and on what terms. The student, the director, and the Registrar will be informed of the outcome of the determination.



Thesis or Project

Thesis or Project Process

Committee: The thesis will ordinarily be directed by a committee of two people. The thesis/project director must be a member of the JST full-time permanent faculty. S/he should also serve as the academic advisor for most of the degree program, including the course work.

The second reader will ordinarily also be a member of the JST faculty. Requests for exception should be addressed to the ThM Program Director.

A third person may be added if appropriate, especially from a pastoral situation relevant to a project. In the event that there is a serious disagreement between the director and reader over the quality of the thesis or project, the Program Director will appoint a third reader to arbitrate the matter.

Proposal: The ThM proposal should include the ThM Thesis Proposal Form as a cover sheet. Attached to it should be a proposal of no more than six pages in length that presents the student's thesis statement and intended work. For a detailed description of the requirements for the thesis proposal, please see pages 11-12. For a copy of the ThM Thesis Proposal Form, please see page 14.

Thesis/Project Grade: The student should see that each member of the thesis/project committee receives a copy along with the thesis or project. A thesis/project sample grade report sheet is attached.

The grade report sheet allows the reader the option of grading the thesis or project as is or with minor corrections. If the thesis/project has been approved with minor corrections, the student must have the corrected thesis/project approved by her/his director before turning it in to the JST Associate Dean's Office.

Once the written component of the PROJECT is received, the committee will determine whether an oral examination (not to exceed an hour) is advisable. In some cases, the proposal for the project may indicate the advisability of such an examination in advance.

If, in the opinion of a reader, major revisions must be made, that reader should deal directly with the director and student until the thesis or project is acceptable. Grade sheets should be submitted to the Registrar's Office only after the thesis/project is deemed acceptable.

Readers should feel free to contact the student's thesis/project director for clarification or questions, but the major responsibility for seeing that everything is taken care of belongs to the **STUDENT**.



ThM Thesis Guidelines

- The minimum length of the thesis is 75 pages.
- The final typed original and copy of the thesis must be submitted to the JST Registrar's Office. All JST-SCU degree candidates who must submit a thesis for their program must submit two (2) archival quality copies of their thesis (after the approval of GTU library), and one additional copy (for SCU) in electronic format (see instructions below) to the JST Registrar's Office. For those students writing theses focusing on matters pertaining to African nations, the electronic format copy will also be sent to the two Jesuit African theologates by the Registrar.
- After all of the readers have approved the thesis as is, and the GTU Reference Librarian has approved the thesis format and paper, then the ORIGINAL and ONE COPY (both with original signatures) of the thesis must be submitted to the JST Registrar's Office. These will become the bound copies to be kept in the GTU Library. (Do not bind the thesis yourself.)
- A Thesis Binding Fee of \$60 will be charged to the student's account in the semester of graduation.



ThM Project Guidelines

Nature of the Project:

- The project should integrate academic study done in course work with pastoral practice. Due to the diversity of pastoral situations, it is difficult to spell out in advance what form this will take in every case.
- The knowledge displayed and the methods employed in the execution of any project should be equivalent to what is expected for any Advanced Masters thesis.
- Once the written component of the project is received, the committee will determine whether an oral examination (not to exceed an hour) is advisable. Faculty will not be expected to be available in the summer for consultation on the project.
- The completed project will be accompanied by written materials, the nature and length to be determined by the committee.

Instructions for Filing the ThM Project:

- Students doing the ThM project are expected to file one copy of the final, corrected, approved and signed project with the JST Registrar's Office. That copy should be bound. "Velo" or comb binding with a clear plastic cover is recommended.



Description of a Thesis Proposal

This guide offers a schematic outline of a thesis proposal; it provides a brief description of what each section of the proposal is to include. *The thesis proposal should be no more than six pages in length, including the title page and bibliography.*

I. Title Page

The title page of the proposal should provide the following:

TITLE OF THE THESIS

Subtitle [if applicable]

A Proposal for a Thesis

Submitted in Partial Fulfillment

of the Requirements for the THM Degree

from the Jesuit School of Theology at Santa Clara University

By: (your name)

Directed by: (your director's name)

Second Reader: (second reader's name)

Date (of the submission of the proposal)

II. Thesis Statement

The thesis statement should appear as a single sentence, accompanied by a brief explanatory paragraph. This allows you to establish the subject matter of the thesis in a precise manner.

The thesis statement may be presented in terms of a problem that you wish to address, a question you wish to answer, or a contribution that you wish to make to an ongoing discussion.



Description of a Thesis Proposal (cont'd)

III. Reasons for Writing the Thesis

The reasons for writing the thesis can be stated in terms of the goals you wish to accomplish, the theological resources that you wish to employ, or the ground you wish to break. This section of the proposal allows you to show where your work fits into a larger, ongoing theological conversation. While the thesis statement identifies the subject of your thesis in a focused manner, this statement of reasons for writing the thesis demonstrates the relevance of your project for a wider audience.

IV. Synopsis of Intended Work

A typical ThM thesis consists of three chapters and introduction; the synopsis of your proposed thesis involves a chapter-by-chapter overview of the argument you wish to develop. Each chapter should be described in no more than one paragraph. This section illuminates the logic that will give your project its structure; it also allows you to substantiate your thesis statement.

V. Table of Contents

This one-page table of contents lists the chapters and chapter subdivisions of your proposed thesis. It should enable your director and reader to see even more clearly the logic of the whole work. At the same time it should help you to see the various parts of your project in relation to the whole, thus establishing a sense of proper proportions and limits.

VI. Bibliography

The thesis proposal should conclude with a working bibliography that contains the works you intend to consult to begin your research. The bibliography is likely to expand as you continue your work.

Student's Name: _____

Date: _____

This worksheet is intended to assist you in determining your progress in the Th.M. program.

Coursework and thesis requirements:

- 15 semester units of coursework at 4000 level or above
- 6 semester units of MA 5000 (thesis/project research and writing)
- 3 semester units of RS 2092: Culture, Context & Lived Religion (upgraded to 4000-level) or an approved equivalent
- 1 credit FE-4402 Th.M. Practicum in the final semester of enrollment & take an online integration seminar

Course Number & Title

(If course is below 4000 level, please indicate with a Y or N whether it has been upgraded.)

Course # & Title	If below 4000, has course been upgraded? Y or N	# of units	Grade
RS 2092 - Culture, Context & Lived Religion (upgraded) or approved equivalent		3	
FE 4402	-----	1	
MA 5000	-----	6	

Paperwork etc. required	Date submitted	Notes
Proposal form		Including courses, committee signature, description
Grade Report Sheets		Give one to each reader along with copy of the thesis/project
Thesis/project submitted		2 library-ready copies and one electronic copy of thesis Or 1 copy of project fully signed to JST registrar
Graduation fees		
Thesis fee (not for projects)		



Student's Name: _____

Title of Thesis/Project: _____

Area of Concentration: _____

COURSE TAKEN FOR DEGREE:

Course #	Course Title

READERS' SIGNATURES:

Thesis/Project Director: _____ Date: _____

Reader: _____ Date: _____

Second Reader (if applicable): _____ Date: _____

DESCRIPTION (This description should include a brief statement of the questions you are attempting to answer, how you intend to go about it, the methodology, and an indication of the availability of sources. Use the reverse side or attachments if necessary. For information about Th.M. project requirements, see the project guidelines.)

Associate Dean

Date

SUBMIT THIS COMPLETED FORM TO THE ASSOCIATE DEAN'S OFFICE.

A copy will be returned to you.



THESIS/EXTENDED RESEARCH PAPER

Th.M.

GRADE REPORT FORM

Master of Theology

Student's Name: _____

Instructions to the Student:

1. Fill in your name and thesis title.
2. Give one copy to each thesis reader or project committee member including the director.

Title of Thesis/Extended Research Paper/Project: _____

Instructions to Director and Readers:

1. Please check one of the following grade options.
2. Return the signed form to the JST Registrar, 1735 Le Roy, Berkeley, 94709.

- Pass** with No Revisions
- Pass with **Minor** Revisions
- Returned** for **Major** Revisions*
- Does **Not** Pass

Print Name: _____

Signature: _____ Date: _____

*If the reader feels major revisions are necessary, s/he should contact the student and thesis director, and retain this grade sheet until satisfied that the thesis requires only minor revisions.

Comments (if any): **PLEASE INDICATE IF THESE ARE CONFIDENTIAL TO THE ASSOCIATE DEAN.** *[Use the reverse side of this page or separate sheet if necessary.]*



Doctorate in Sacred Theology

PROGRAM HANDBOOK

2022-23



Our school, located in Berkeley, California, is an international center for the study of theology. Students join us from across the nation and around the world to prepare for a broad range of ministries and service to the Church and the world. Our students represent a wide age range of lay women and men, Jesuits in formation, and members of other religious orders.

Our work here is inspired by Pope Francis' words in a 2015 letter to the Catholic University of Argentina:



Teaching and studying theology means living on a frontier, one in which the Gospel meets the needs of the people to whom it should be proclaimed in an understandable and meaningful way....You learn so as to live: theology and holiness are inseparable....Theology is an expression of a Church which is a “field hospital”, which lives her mission of salvation and healing in the world.

As a Jesuit theology center, we take to heart the call of the Society of Jesus to labor for justice as an extension of God's mercy. As the Jesuits' 36th General Congregation put it, “reconciliation is always a work of justice, a justice discerned and enacted in local communities and contexts” (Decree 1, n. 31). Our watchwords – “living theology, transforming our world” – express our commitment to a shared future where the good news of the Gospel lives in the communities we serve.

Our distinguished faculty members are committed to achieving academic excellence, exploring the riches of the Catholic theological tradition, and helping our students appreciate the complex and fascinating ways in which faith finds a home in the many cultures around the globe. As a Jesuit school, we emphasize the social justice dimension of our faith and the Jesuit tradition of holistic education that engages all facets of the lives of our students as well as those we serve. Our students graduate prepared for leadership in the Church and society through the intellectual, spiritual, and pastoral formation they acquire here.

The Jesuit School of Theology is both a graduate school of Santa Clara University and a member of the Graduate Theological Union (GTU), a vibrant consortium encompassing eight graduate schools of theology in the Bay Area, most of them within a few minutes' walk of our own campus in Berkeley. In addition, our education is enhanced by the GTU shared doctoral research library, our close relationship with the nearby University of California, and our proximity to the artistic and cultural diversity of the San Francisco Bay Area. In this context, our school has received the Vatican's approval to grant licentiate and doctoral degrees that bring with them the Holy See's recognition wherever our graduates of these two programs minister throughout the world.

We invite you to make your distinctive contribution to our academic and faith community, as together we enliven faith, promote reconciliation, labor for justice, and participate in God's mercy.

In Christ,

Joseph G. Mueller, S.J.
Dean, Jesuit School of Theology

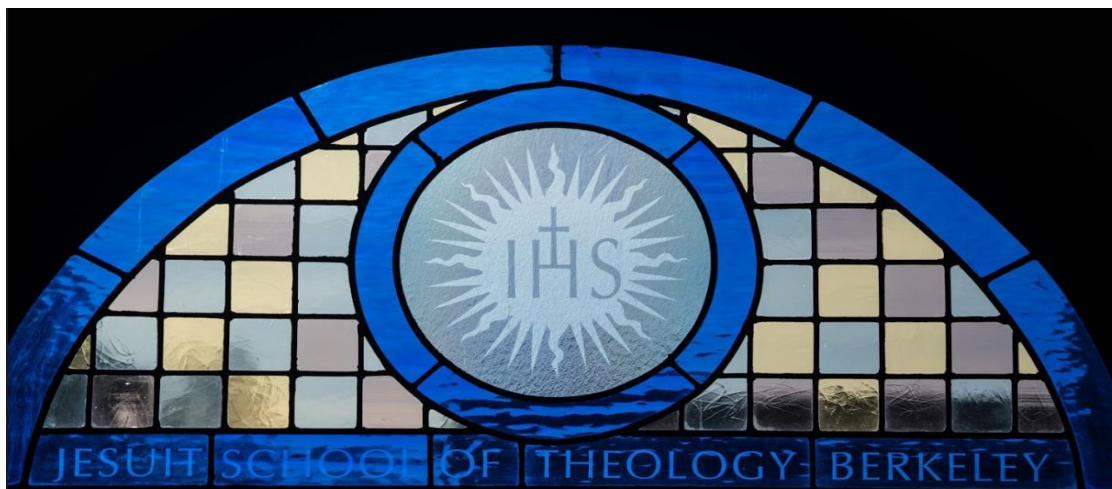
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Additional Program Information

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For Master's Thesis and Doctoral Dissertation Submission Guidelines for the Graduate Theological Union and Santa Clara University, please see [office of the registrar's page](#).



Doctorate in Sacred Theology

The Doctorate in Sacred Theology (STD) is the highest Roman Catholic ecclesiastical degree in advanced theological study, and is intended to further students' theological expertise in preparation for scholarly careers in service to the Church. In keeping with the intellectual tradition and apostolic priority of the Society of Jesus, the program cultivates a critical fidelity to the Roman Catholic tradition, in service of the faith that does justice. It enables students to understand the interplay between faith and culture, preparing them to address theological and pastoral issues that emerge in diverse cultural contexts. The STD is the third cycle in the program of ecclesiastical degrees (*Veritatis Gaudium*, part VII, articles 47-50), intended to complete the scientific theological formation, especially through the writing of a doctoral dissertation.

The Jesuit School of Theology of Santa Clara University offers the Doctorate in Sacred Theology (STD) in the following broad disciplinary areas:

- Biblical Studies (Old and New Testament)
- Moral Theology and Ethics
- Missiology
- Sacramental and Liturgical Studies
- Christian Spirituality
- Systematic Theology

Students' progress through the STD degree is guided by the academic advisor, who generally serves as the dissertation director; and the STD Program Director. Students are encouraged to meet regularly with their director to assure that they are making satisfactory progress toward completing the degree. This handbook presents program requirements to earn the STD degree as well as protocols and forms. All forms for the STD program can be found at the end of this handbook or on the JST website at: [Office of the Registrar](#).



Goals and Objectives

Goal I: Students will acquire a depth of knowledge, practical skills, and strong preparation for research and teaching within a particular area of concentration, and hone these in preparation for scholarly careers in service to the Church.

Objectives:

- A. Students will be able to employ the hermeneutical principles and research methods germane to their selected area of concentration.
- B. Students will gain an advanced level of mastery with respect to their selected area of concentration.
- C. Students will possess the linguistic skills appropriate to their field of study.
- D. Students will develop the capacity for doing original and careful research within their area of concentration.
- E. Students will develop teaching skills.
- F. Students will be able to relate their academic studies to the advancement of the Church's mission in the world.

Goal II: Students will develop a critical fidelity to the Roman Catholic tradition, in service of the faith that does justice.

Objectives:

- A. Students will employ historically and philosophically informed knowledge of the tradition in assessing theological positions.
- B. Students will integrate the perspective of the poor and the marginalized in their reflection on theological and pastoral issues.

Goal III: Students will recognize the interplay between faith and culture in addressing theological and/or pastoral issues that emerge in diverse cultural contexts.

Objectives:

- A. Students will incorporate skillful socio-cultural analysis into their reflection on theological and pastoral issues.
- B. Students will locate theological and pastoral issues in the cultural contexts in which they emerge.

Admission to the STD Program

To complete the application to the STD program, applicants must:

- Submit a completed application, which is generally submitted online through the JST admission site, at <https://slate.scu.edu/apply/>.
- Submit a statement of purpose designating the intended field of concentration and stating reasons for choosing the program as well as how the STD will support subsequent career plans.
- An official transcript documenting an earned Licentiate in Sacred Scripture (SSL) or Licentiate in Sacred Theology (STL). Note: the SSL or STL with a Grade Point Average not less than 3.7 is a prerequisite for admission.
- Arrange for two letters of recommendation, preferably from a recent professor or instructor, which address the applicant's academic qualifications for the STD.
- Evidence of proficiency in (1) Latin; (2) one modern language (other than the students' first language) which is suitable for theological research in the intended area of study; and (3) for Biblical Studies applicants, one Biblical language. A transcript documenting coursework or a language translation exam is generally sufficient.
- Submit one major research paper from the SSL or STL Program, which demonstrates the applicant's research and writing abilities.
- Students whose first language is not English must submit TOEFL (Test of English as a Foreign Language) scores, including scores for the reading, writing, and speaking portions of the examination. Applicants who have successfully completed a degree program where English is the medium of instruction may petition for a waiver of the TOEFL exam.

NOTES:

- Preference for admission will be given to applicants from Africa, Asia and Latin America. Applications from persons from other regions of the world are welcome and will be given serious consideration. Students accepted into the STD program may defer matriculation for one-year without being required to re-apply.
- Successful applicants to the STD program will generally *not* be awarded advance standing for credits earned at other institutions.

To earn the STD degree, students must complete all of the requirements listed below:

1. Complete the term of residency which is generally 4 semesters of full-time enrollment at JST.
2. Complete all requirements for the STD degree within five calendar years of first enrollment.
3. Specialize in one of the following concentration areas: Biblical Studies (Old and New Testament); Moral Theology and Ethics; Missiology; Sacramental and Liturgical Studies; Christian Spirituality; or Systematic Theology.
4. Complete a diagnostic interview during the first semester of study. The interview, which the student should arrange, will be conducted by her or his academic advisor/dissertation director and the STD program director and should cover such topics as future professional aspirations, academic and disciplinary strengths and weaknesses coming into the program, course work, needed languages, possible dissertation topic and potential committee members, and projected timeline. The advisor should write a summary report letter and send it to the director, registrar, and student for their files.
5. Complete four courses, at the 4000 level or above, during the first year of STD studies. Students in the Spirituality concentration must complete five courses. Note: Students may upgrade the course content and assignments of a 2000 or 3000 level course to meet the STD advanced course requirements. (Generally, a research paper of 15 pages or more is required, as well as other expectations spelled out in the upgrade form.) [See Forms - Special Reading Course - SRC \(8888\)](#).
6. Achieve at least a B- or better in each course taken for a grade and at least a 3.0 Cumulative GPA. Except for the Research Practicum, students may not opt for a pass/no pass grade.
7. Engage in ministerial work for the duration of their program and enroll in the Research Practicum, FE 4401, every semester. FE 4401 includes theological reflection on ministry (principally the ministry of teaching) and discussion of students' research progress.



8. Demonstrate proficiency in one additional foreign language (other than English and other than the language proficiency achieved for the STL). See [FORMS – Language Proficiency Forms](#).
- Required languages must be approved by the student’s advisor and dissertation director. They are normally drawn from primary/secondary sources that are used for scholarly research in theology and religious studies. Other languages may be considered if relevant to the dissertation research.
 - Language proficiency is demonstrated by:
 - passing a written language proficiency exam offered by the GTU, by the University of California (Berkeley), or by JST;
 - four semesters of undergraduate language study with a B in the final semester;
 - one semester of full-time graduate study in a foreign university in which the language of certification was used for instruction and written work, and for which the student earned the equivalent of a B grade;
 - or, in certain cases, orally.

NOTE: Students must complete all language requirements prior to submitting their dissertation proposal.

9. If not completed as part of a prior degree program, pass written comprehensive exams (see the Comprehensive Exam Requirements on page 9) with a one-hour oral defense in the following three areas: a general examination (closed book exam), a topical examination (closed book exam), and a specialization examination or extended research paper. In the semester in which they take comprehensive exams, students must register for STD 6600 Comprehensives (6 credits). Students will not be allowed to submit a dissertation proposal unless they have completed their comprehensive exams.

10. Register for at least six (6) credits of registration in STD 6601 Dissertation Preparation. Please see the Dissertation Requirements on pages 11 and following.



Faculty Roles to Advise Students

Faculty members play a number of roles for students in addition to teaching.

Academic advisor

All students have an academic advisor. Faculty advisors must be permanent faculty (tenured, tenure track, senior lecturer or lecturer). Academic advisors guide students as they pick courses to meet degree requirements. Generally, the academic advisor is in the student's area of concentration. Students should meet with their academic advisor during each registration period (early registration and regular). The advisor will help the students pick classes, set up SRCs, and consult with the student in case of academic questions and difficulties (incompletes, accommodations, pass/no pass, or leaves of absence). The academic advisor is the first faculty member the student should consult on any academic matter.

Dissertation or thesis advisor

This faculty member guides STL, STD, THM, MA and/or MTS students during the completion of their major paper. This professor also guides students as they prepared for doctoral comprehensive exams. The thesis advisor must be qualified with academic expertise in the student's concentration area. This expertise will be complemented by readers' expertise when the thesis readers are selected. Very often the thesis advisor is also the academic advisor, but not always. The thesis advisor is responsible for keeping the student moving toward completion of the project and, in consultation with the readers, determining if the student's thesis meets the requirements for earning the degree. The thesis advisor will consult with the Program Director and then the Associate Dean when necessary about a student's work and progress toward degree.

Initial Academic Advisor

Students are assigned an initial academic advisor during the application process. All applications for degree programs are reviewed by at least four people: the Assistant Dean of Enrollment, the Program Director, the Associate Dean and the Dean. The Director of Ministerial Formation reviews M.Div. applications. The Director of the Renewal Program reviews those sabbatical applications and advises all participants in the program. The Director of Academic Advising and Writing generally advises all MTS online students.

For degrees that include a thesis, the Program Director may invite one or more faculty members in the applicant's area of interest to review the file and to indicate whether or not they are willing to serve as the initial academic advisor. Particularly for the STL and STD, the academic advisor is likely to serve also as the thesis advisor. The Associate Dean assigns the academic advisor and the Dean makes the final determination of admission based on input from all reviewers.

Faculty Roles to Advise Students (continued)

Changing Advisors

Changing Academic Advisors

For reasons of personality, expertise or availability, students sometimes need to change advisors. This begins as an informal process where the student consults the current academic advisor, other faculty members who might serve as academic advisor and the Program Director. If everyone agrees, the student will email the Associate Dean a request to change advisors, copying the current advisor, the new advisor and the Program Director. If there is some uncertainty or difficulty consulting with the current advisor, students should consult with the Program Director who can help them identify a new advisor. Changes will be shared with the Registrar who tracks academic advisors.

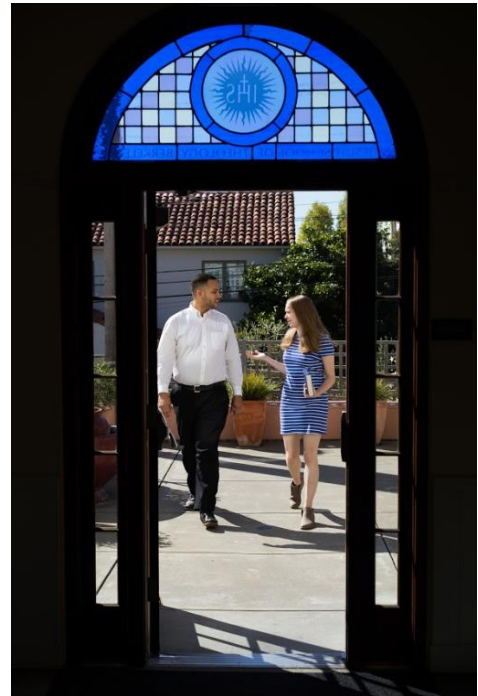
Changing Thesis or Comps Advisors

If a student is finding difficulty working with a current thesis advisor, s/he should first consult with the advisor directly to discuss difficulties. The Program Director is available to help negotiate difficult conversations and suggest paths forward. If it is not possible for the student and the thesis advisor to continue working together (because of content developments, availability or interpersonal matters), the student should work first with the Program Director to identify a suitable director. Then the Program Director should make a formal recommendation to the Associate Dean to change thesis advisors, which are usually honored.

Temporary Advisor Changes

When a thesis advisor or an academic advisor is on leave, it is the advisor's responsibility to:

- Help the student make preliminary selections for classes for one or two semesters in advance.
- Help the student to identify a substitute advisor and notify the Program Director about the arrangement.



NOTE – If no other arrangement has been made, the Program Directors shall serve as the advisor for the students in their programs when faculty members are on leave.

Comprehensive Examination Requirements

STD students should consult with their academic advisor to determine when they are ready to take the comprehensive exams. The exams must be completed before the student can submit a dissertation proposal. The general procedures for comprehensive exams are as follows:

1. Students must register for six (6) credits of STD 6600 Comprehensives for the semester in which they take comprehensive exams.
2. Academic advisors or dissertation directors are responsible to coordinate comprehensive examinations and administer them to their respective students.
3. The faculty in the area of concentration will design the procedures and bibliographies for the examinations in their areas. However, academic advisors should consult with students about their particular areas of interest and the theologians who are of most importance to them.
4. Examinations will be administered by the academic advisor, with assistance from the Associate Dean's Office. The faculty in the area of concentration will designate two readers for the examinations; the academic advisor is eligible to, but need not, serve as a reader.
5. The written comprehensive exam covers two days, students generally having three hours per day to write; students whose native language is not English may petition for an extension of time to 4.5 hours per day.
6. An oral comprehensive will be required in all circumstances; this will be a one-hour oral with the readers incorporating the content of all written exams and time permitting, include some relevant aspects in terms of focusing the dissertation topic.
7. The two possible grades for the comprehensive examinations are pass and no pass, as determined by a majority of the board. The academic advisor is responsible for communicating the results of the exams to the Registrar and the student.
8. If a student does not pass the comprehensive examination, one further attempt may be undertaken, but no sooner than 90 days after the first written examination.



Satisfactory Academic Progress While In Continuing Registration Status

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Generally, Satisfactory Academic Progress for STD students is governed by the Academic Policies and Procedures, posted on [JST's website](#). This policy pertains only to students who are in continuing registration status.

- While a student is in continuing registration for the STD program, the thesis or dissertation director must certify by the last week of classes in each semester that the student is making satisfactory academic progress. This determination will be based on: (a) the depth of contact between the student and his/her director; (b) the student's adherence to a research plan, if applicable; and/or (c) the student's progress in drafting, editing and polishing the thesis or dissertation.
- If the student is not making satisfactory academic progress, the Associate Dean will place the student on academic probation, informing the Registrar, the director and the student of this change in status. Students on academic probation will not be eligible for institutional aid from the school.
- Students who are on academic probation will be permitted to enroll in one additional semester of continuing registration in order to make progress toward their degree. If any student does not make satisfactory progress during the semester on academic probation, the Associate Dean will consult with the student's director to determine whether to dismiss the student for academic reasons or to continue the student and on what terms. The student, the director, and the Registrar will be informed of the outcome of the determination.



Dissertation Requirements

This section describes in greater detail the process and requirements for completing the dissertation for the STD degree. The major steps are demonstrating research readiness, the formation of the dissertation committee, the submission of the proposal, the completion of the dissertation and defense, and the final submission of the dissertation to JST, SCU and the GTU.

1. *Research Readiness:*

To ensure that students are given concrete, constructive feedback early in their STD Program, there will be a Research Readiness Review of each student generally at the beginning of the third semester of enrollment.

- The STD Program Director will send a letter of notification to every student who must meet the Research Readiness Review. The Director will direct such students to arrange an appointment with their academic advisor at the beginning of the semester. A copy of the letter will be sent to the academic advisor and the Registrar.
- Students should request that professors in TWO courses submit an evaluation of a paper of at least 20 pages completed in the professors' respective courses. Note: Students who earned the STL at JST need only submit ONE form to be completed by a faculty member other than the person who directed the student's STL thesis/paper. Students who completed the STL at another institution may, with the advisor's approval, submit their STL thesis for Research Readiness Review by a JST faculty member, and submit one other paper for review.
- Using the Research Readiness Form, faculty members will evaluate the student's paper and forward the completed form to the student's academic advisor.
- The academic advisor, in conjunction with one other faculty member, evaluates the review materials with particular attention to identifying strengths and weaknesses, and to offering suggestions for addressing the weaknesses and promoting the strengths. The academic advisor will communicate the substance of this evaluation to the student in writing and to STD Program Director.
- The Research Readiness forms, the graded papers provided by the student and the academic advisor's evaluation will become part of the student's research readiness file, which is maintained in the JST Registrar's Office. The academic advisor is responsible for gathering and submitting the materials.
- Successful completion of this research readiness review is required before the students submit their dissertation proposal.

2. *Forming the Committee:*

- All STD dissertations will be directed by a committee of three scholars, the chair of which must ordinarily be a member of the JST full-time permanent faculty and will serve as the dissertation director.
- Working with the dissertation director, the student will choose two other committee members, who have expertise in the proposal subject matter, at least one of whom is also a fulltime JST faculty member. The third reader may be from JST, or from an accredited university or graduate theological school other than JST.
- With approval from their dissertation directors, students may request approval for other qualified readers from the Associate Dean, submitting a *curriculum vitae* with this petition.

3. *Dissertation Proposal:*

All students must submit a dissertation proposal before commencing work on the dissertation. See [FORMS – Dissertation Proposal](#).

A dissertation proposal should adhere to the following guidelines:

- The proposal should be 5-7 double-spaced pages (excluding the bibliography) with one-inch margins and 12 point readable type. Footnotes should appear at the bottom of the appropriate page(s). The proposal should include the following sections and accompanying headings in the following order:
 - **Title page:** (Should include not only student name and proposed title of the dissertation but also the name of the director, readers, and the date the proposal is being submitted). Names of director and that of readers may only appear if they have read and given their approval to the proposal in its present form.
 - **Introduction:** Introduce your topic and why/how you became interested in it.
 - **Scope and Nature:** Situate the topic in the field of discourse in which it is located/give its context/background (internal boundaries); indicate the history of this topic in prior literature; that is, to what conversation are you trying to make a contribution? Indicate the limits of your work, things that won't be covered that might be expected (external boundaries).
 - **Thesis Statement:** In one or two sentences, state what the work will attempt to demonstrate or accomplish (that is, if not accomplished, the dissertation changes drastically). Put another way, indicate the question (a gap, a problem, a puzzle to be solved) your thesis will attempt to answer: Then state the claim you will defend: your argument/thesis as answer to the question.

- **Methodology:** Explain the theoretical frameworks and specific methodological tools that will be used for research and/or analysis. This is not a question about how the text/research will be organized.
- **Significance:** Discuss the significance of the work within the discipline and possibly other communities (religious, local, political, national, etc.) and possibly for the scholar. That is, why is this work important? What difference will it make and to whom?
- **Chapter Outline:** Give a clear indication of what each chapter of the dissertation will include. (NOTE: the chapter outline must comply with the spacing requirements of the proposal, i.e. that it is double- and not single-spaced text.)
- **Short Bibliography:** In addition to the 5-7 page proposal, the student must include a short bibliography (no more than 4-6 pages) consisting of the most significant works/materials that will be used in the research/work, preferably arranged by topical heading. Students should include references in languages other than English when appropriate.
- The dissertation proposal must be written in English, although the dissertation may be written in other languages familiar to the director and committee.
- A yearly appointed committee of three faculty members, one being the program director, will be assigned to review and approve each dissertation proposal after it has been approved by the Dissertation Director and the readers on the committee. The Dean will appoint faculty members to serve on this committee. The Committee will review proposals and determine whether to approve, reject or recommend a revised proposal, providing brief feedback to the student via the dissertation director. For the present, the faculty approval committee should use the GTU's "Dissertation Proposal Evaluation Form" which appears in this handbook's form section.
- The dissertation director will inform the JST Registrar when a proposal receives approval, making sure that the necessary "Dissertation Proposal Approval" form is signed and submitted (see forms sections of this handbook).

4. Writing and Defending the Dissertation:

- The STD dissertation should ordinarily not exceed 100,000 words or 250 pages in length, including notes, bibliography and appendices. It should be typed double-space with letter quality printing following The Chicago Manual of Style/Turabian Manual for Writers.

- Students must submit all completed chapters for review to their dissertation director before circulating them to members of the dissertation committee. Some readers will prefer to see the entire first draft when it is ready, others, with the approval of the director, will opt to read the dissertation chapter by chapter.
- When the director deems the dissertation ready for oral defense, s/he will seek agreement from all committee members that the dissertation is defensible in their professional academic judgment before directing the student to schedule the defense.
- Students must register for at least six (6) semester units of STD 6601. They will continue to register in STD 6601 thereafter, with enough units to remain full time, until they move into Continuing Registration status.
- Upon receiving approval to defend the dissertation, it is the student's responsibility, under the supervision of the advisor, to schedule the defense on the JST campus. The student will defend her/his dissertation in a session with the committee, open to the academic community of JST and GTU faculty and students. The grade (and honors, if any) will be communicated to the student after the defense. After passing the defense, the student will have an opportunity to give a public lecture on their dissertation in an event organized by JST to share the fruit of their scholarship to the public.
- The defense is generally scheduled for two hours at a date agreed upon by all the members and at least two of the three readers must be present in person. (The third reader may be present by means of a conference call, Zoom, or Skype, the expense of which is to be borne by the student.)
- The defense must be scheduled at least three weeks prior to the proposed defense date.
 - Students must work with the Administrative Assistant in Academics to schedule a room at JST, submit an abstract, and make provisions for publicizing the event in a public manner.

The defense will be conducted as follows:

- At the beginning of the defense, the student will have between 15 to 20 minutes to explain the content of the dissertation to the assembled group.
- The committee will have appropriate time to question the student both individually and as a group.
- Once the committee has finished its own questioning, the chair of the committee may invite questions from the audience. This public question period should not last more than about 10 minutes.

- Once public questioning is completed, the committee meets privately for post-defense deliberations. During this deliberation, the committee determines the following matters:
 - The committee determines whether the student's dissertation with oral defense is passing, meaning that the student's work demonstrates that he or she has met the Goals and Objectives of the STD degree. Each member of the committee completes a separate ballot; the director collects the ballots and returns them to the Registrar by the end of the day of the defense. Students must inform the Director of Marketing and the Assistant Dean of Student Life to request that the defense be publicized in the appropriate manner.
 - The committee determines if revisions must be made to the written dissertation. When submitted, major revisions to the dissertation must be approved by the whole committee. It is the dissertation director's responsibility to assure that major revisions receive appropriate approval. Minor revisions need to be approved by the director only.
 - The committee determines whether to award honors. See part 5, following, regarding the award of honors.
 - During the post-defense meeting, the director will assure that all appropriate forms are completed and signed, i.e., the STD ballots and the form for award of honors.
- After their deliberations, the dissertation committee reconvenes the oral defense. The director will publicly announce whether the student has passed the STD or not. *The director will not announce whether or not honors have been awarded.*



5. *Honors and Revisions:*

The granting of honors (if any) will be considered *after* dissertation is satisfactorily defended as determined by the dissertation committee. The decision to confer honors must be agreed unanimously by the whole committee, based on the quality and creativity of the written work and the quality of performance at the oral defense and not taking into account the student's GPA. The committee will NOT announce publically at the dissertation defense whether or not the candidate has been awarded honors. The chair of the committee must inform the student of the committee's deliberation about honors within 24 hours after completion of the defense, copying the Registrar and the STD Program Director on the notification.

STD Dissertation may be awarded honors as follows:

- *Pass:* Dissertation is accepted with major or minor revision and *satisfactory* performance at the oral defense.
- *Pass cum laude:* Dissertation is accepted with no or little revision and *outstanding* performance at the oral defense (equivalent to A- grade).
- *Pass magna cum laude:* Dissertation has the *potential* for publication and *excellent* performance at the oral defense (equivalent to A grade).
- *Pass summa cum laude:* Dissertation constitutes a substantial contribution to the field and *exceptional* performance at the oral defense (equivalent to A+ grade).

6. *Filing of the Dissertation:*

- For style, formatting, copies and other requirements for submission of STD dissertation, please see the [Master's Thesis and Doctoral Dissertation submission guidelines](#) and [associated forms](#) here and available online on the Registrar's page at <http://www.scu.edu/jst/academics/registrar>.
- **Filing Deadline:** STD dissertations must be defended, graded, corrected, signed, approved by the GTU Library and submitted to the Registrar for May graduation with all fees paid by the **first Monday in May** and for Fall graduates by **the late registration deadline** for Fall Semester registration.

Approved by the JST Academic Council on May 14, 1997; edited and re-approved on February 13, 2002; Research Readiness Evaluation modified and approved on September 10, 2008. Additional modifications, as approved by Academic Council, were made in Spring/Fall 2009, Fall 2017, and Fall 2018.

GRADE REPORT

Doctorate of Sacred Theology

Student's Name:

Instructions to the Student:

1. Fill in your name and thesis title.
2. Give one copy to each thesis reader or project committee member including the director.

Dissertation Title:

Instructions to Director and Readers:

1. Please check one of the following grade options.
2. Return the signed form to the JST Registrar

Pass with No Revisions **Returned** for **Major** Revisions Pass with **Minor** Revisions
 Does Not Pass

*If the student must make major revisions in the dissertation before it is finally approved, each examiner will be required to submit a new Grade Report form once the dissertation is in acceptable form.

Honors and Revisions:

The granting of honors (if any) will be considered *after* dissertation is satisfactorily defended as determined by the dissertation committee. The decision to confer honors must be agreed unanimously by the whole committee, based on the quality and creativity of the written work and the quality of performance at the oral defense and not taking into account the student's GPA. The committee will NOT announce publicly at the dissertation defense whether or not the candidate has been awarded honors. The chair of the committee must inform the student of the committee's deliberation about honors within 24 hours after completion of the defense, copying the Registrar and the STD Program Director on the notification.

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- **Pass cum laude:** Dissertation is accepted with no or little revision and *outstanding* performance at the oral defense (equivalent to A- grade).
- **Pass magna cum laude:** Dissertation has the *potential* for publication and *excellent* performance at the oral defense (equivalent to A grade).
- **Pass summa cum laude:** Dissertation constitutes a substantial contribution to the field and *exceptional* performance at the oral defense (equivalent to A+ grade).

Distinction: The dissertation **committee** unanimously recommends that, in addition to having completed the dissertation and passed the oral defense, this student be granted the following level of distinction:

The **Dissertation Director** should check one, as appropriate:

No recommendation Cum Laude Magna Cum Laude Summa Cum Laude

Name of Examiner (Please print):

Signature of Examiner:

Date

JESUIT SCHOOL OF THEOLOGY

Special Reading Course (8888) - Upgrade Form

Student's Name

Degree Program

Register for the lower-level class on eCampus. (MA students register for SRC 8888 in SONIS). Submit a copy of this form for each SRC to your registrar, **BY FRIDAY THE FIRST WEEK OF CLASS.** If the form is not submitted by this deadline, a Change of Enrollment form will also be required and the regular Change of Enrollment fee will be charged.

Academic Year

Term

- Fall
- Spring
- Intersession

Number of Units

- 3.0
- 1.5
- Other

Grade Option

- Pass/Fail
- Letter Grade

Method of Evaluation

(Check all that apply)

- Written/Oral Reports
- Paper/Exam
- Other

Original Course Number

Original Course Title

Faculty Name

Faculty School

Objectives (include attachment if needed)

Please indicate what extra work you and the instructor have agreed upon to make this course a 4000 level course. *Please see the reverse side for additional information about upgrading a course.

Outline or Bibliography (include attachment if needed)

Faculty Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Associate Dean Signature: _____

Date: _____



Student's Name _____

I.D. #: _____

(To be submitted to your Professor with your research paper)

Course Number & Name: _____

Semester & Year: _____

Paper Title: _____

Paper Length: _____

Date Submitted: _____

Grade: _____

Student's JST Academic Advisor: _____

Dear Professor: The above named student is writing a scholarly research paper in your course. Please enter the grade for the paper above, complete the back of the form, and send it to the student's Academic Advisor at the Jesuit School of Theology.

The purpose of the form is to aid the Academic Advisor in evaluating the student's current level of competence in research writing and to identify strategies for promoting further growth in preparation for writing a dissertation for a Doctorate in Sacred Theology. Your candid evaluations will be most helpful. Feel free to add further commentary. If you have questions, contact the STD Program Director, Jesuit School of Theology, (510) 549-5000.

How do you assess the student's potential for doing scholarly research and writing? Please consider some or all of the following elements: the student's ability to make adequate use of the English language; to perform basic research; to present differing positions and arguments clearly and fairly; to employ primary and secondary sources. Moreover, if possible, assess the student's familiarity with current theological and religious journals, and with the breadth of library resources. How well does the student conceptualize and define a topic; organize writing with a focus. Is the student conversant with established documentation procedures for foot/endnotes and bibliographies? What skills require further development?

Please return this form to the student's Academic Advisor. Thank you for your cooperation!

For each item, please check the box of the most appropriate response category.

1. Fulfills scholarly standards
2. Satisfactorily meets scholarly standards
3. Does not meet scholarly standards
4. Unable to discern

	1	2	3	4
1. Adequate use of English language: grammar, diction, style, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrated ability to perform basic research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrated ability to state differing positions and arguments clearly, fairly and evenhandedly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ability to employ primary resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ability to employ secondary or critical sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Familiarity with current theological & religious journals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Familiarity with the breadth of library resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ability to conceptualize and define a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Skill at organizing writing with a focus & according to a visible structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Knowledge of proper footnote/endnote or other documentation procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Neat, clean, professional looking work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Potential for future achievement in scholarly research and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professor Name (Please print): _____

Professor Signature: _____ Date: _____



Student's Name _____

Requirement: Students will need to establish proficiency in an additional modern language suitable for theological research other than English and other than the modern language for the STL. Students in Biblical Studies must also establish proficiency in Greek or Hebrew, the biblical language not presented for admission to the program.

To fulfill the modern language requirements (and biblical language requirements for those specializing in biblical studies) for the S.T.D. program, language proficiency may be demonstrated by successfully completing:

- 1. Oral examination.
2. GTU Language Examination.
3. Evidence of the completion of this language requirement at another school. This evidence may be in the form of a transcript notation (make sure the JST Academic Dean's Office has a copy), or in some other form acceptable to the JST Academic Dean.
4. By transcript: Completion of the second year of college course work in the language, with a grade not less than B (3.0); such course work must be completed not more than seven years prior to matriculation at JST.
5. One semester of full-time graduate study at a university in which the language being requested for certification was used for instruction and written work, and for which the student earned the equivalent of a B grade. In the case of English, the certification must be obtained prior to matriculation at JST.

Please indicate below in which language you plan to demonstrate proficiency, and by which of the above means:

LANGUAGE(S): _____

HOW WILL YOU DEMONSTRATE PROFICIENCY? _____

WHEN & WHERE THIS REQUIREMENT WAS OR WILL BECOMPLETED: _____

Signature

Date

OFFICE USE ONLY

Certification signature: _____ Date: _____



COMPREHENSIVE EXAMS

S.T.D.

GRADE REPORT FORM

Doctorate of Sacred Theology

Student's Name: _____

Examiners Names (Please Print): _____

: _____

Instructions to Comprehensives Committee:

Please check one of the following grade options and return form to the JST Registrar's office.

Note: The grade must be agreed on by both members of the committee.

_____ **Pass**

_____ **Does Not Pass**

(1) Signature of Faculty Examiner

Date

(2) Signature of Faculty Examiner

Date



Student's Name: _____

Proposal Title: _____

Date of Submission: _____

Dissertation Director: _____

Dissertation Committee/Readers: _____

Faculty Approval Date: _____

Student's Signature

Date

Dissertation Director's Signature

Date

S.T.D. Faculty Committee Chair

Date

Received by JST Associate Dean

Date

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Dissertation Proposal Evaluation Form

Graduate Theological Union

Revised: 11/28/2017

Student: _____ **Reviewer:** _____

Date: _____

This student's dissertation proposal:

	Unacceptable	Below expectations	Meets expectations	Exceeds expectations
Clearly states its thesis in one or two sentences that indicate what the dissertation will demonstrate or accomplish.				
Delineates a coherent scope and appropriate boundaries for a well-defined project in a specified field.				
Locates its project in appropriate scholarly literature.				
Demonstrates intellectually and methodologically rigorous scholarship within appropriate theoretical frameworks.				
Supports the stated purposes of the project with a sound research method.				
Analyzes its material critically.				
Uses language that demonstrates command of the discipline, but is sufficiently jargon-free to be accessible to a broad range of scholars in theology and religious studies.				
Engages bibliography and issues which open the project to perspectives beyond the author's religious and scholarly tradition.				
Employs successfully the linguistic skills appropriate to the project, with at least three bibliography entries in languages other than English.				
Clearly states its significance by clarifying the dissertation's distinctive contribution within the discipline and possibly other communities (religious, local, political, national, etc.), and the student's role as author.				
Critically engages a university research discipline to provide an additional theoretical or critical dimension to its work.				

GRADE REPORT

Doctorate of Sacred Theology

Student's Name:

Instructions to the Student:

1. Fill in your name and thesis title.
2. Give one copy to each thesis reader or project committee member including the director.

Dissertation Title:

Instructions to Director and Readers:

1. Please check one of the following grade options.
2. Return the signed form to the JST Registrar

Pass with No Revisions **Returned** for **Major** Revisions Pass with **Minor** Revisions
 Does Not Pass

*If the student must make major revisions in the dissertation before it is finally approved, each examiner will be required to submit a new Grade Report form once the dissertation is in acceptable form.

Honors and Revisions:

The granting of honors (if any) will be considered *after* dissertation is satisfactorily defended as determined by the dissertation committee. The decision to confer honors must be agreed unanimously by the whole committee, based on the quality and creativity of the written work and the quality of performance at the oral defense and not taking into account the student's GPA. The committee will NOT announce publicly at the dissertation defense whether or not the candidate has been awarded honors. The chair of the committee must inform the student of the committee's deliberation about honors within 24 hours after completion of the defense, copying the Registrar and the STD Program Director on the notification.

STD Dissertation may be awarded honors as follows:

- **Pass:** Dissertation is accepted with major or minor revision and *satisfactory* performance at the oral defense.
- **Pass cum laude:** Dissertation is accepted with no or little revision and *outstanding* performance at the oral defense (equivalent to A- grade).
- **Pass magna cum laude:** Dissertation has the *potential* for publication and *excellent* performance at the oral defense (equivalent to A grade).
- **Pass summa cum laude:** Dissertation constitutes a substantial contribution to the field and *exceptional* performance at the oral defense (equivalent to A+ grade).

Distinction: The dissertation **committee** unanimously recommends that, in addition to having completed the dissertation and passed the oral defense, this student be granted the following level of distinction:

The **Dissertation Director** should check one, as appropriate:

No recommendation Cum Laude Magna Cum Laude Summa Cum Laude

Name of Examiner (Please print):

Signature of Examiner:

Date

**FORM FOR TITLE PAGE OF THESIS, DISSERTATION, PROJECT, SYNTHESIS
PAPER, or EXTENDED RESEARCH PAPER**

----- (Title in CAPS) -----

A (*dissertation, thesis, project, synthesis paper, or extended research paper*) by

----- (*Your Name*) -----

presented to

The Faculty of the

Jesuit School of Theology

of Santa Clara University

in partial fulfillment of the

requirements for the degree of

-----(*Degree*)-----

Berkeley, California

---(*month & year of filing*)---

Committee Signatures

(Type first and last name below line), Director Date

(Type first and last name below line), Reader Date

(Type first and last name below line), Reader Date



Licentiate in Sacred Theology

PROGRAM HANDBOOK

2022-2023



Our school, located in Berkeley, California, is an international center for the study of theology. Students join us from across the nation and around the world to prepare for a broad range of ministries and service to the Church and the world. Our students represent a wide age range of lay women and men, Jesuits in formation, and members of other religious orders.

Our work here is inspired by Pope Francis' words in a 2015 letter to the Catholic University of Argentina:



Teaching and studying theology means living on a frontier, one in which the Gospel meets the needs of the people to whom it should be proclaimed in an understandable and meaningful way....You learn so as to live: theology and holiness are inseparable....Theology is an expression of a Church which is a “field hospital”, which lives her mission of salvation and healing in the world.

As a Jesuit theology center, we take to heart the call of the Society of Jesus to labor for justice as an extension of God's mercy. As the Jesuits' 36th General Congregation put it, “reconciliation is always a work of justice, a justice discerned and enacted in local communities and contexts” (Decree 1, n. 31). Our watchwords – “living theology, transforming our world” – express our commitment to a shared future where the good news of the Gospel lives in the communities we serve.

Our distinguished faculty members are committed to achieving academic excellence, exploring the riches of the Catholic theological tradition, and helping our students appreciate the complex and fascinating ways in which faith finds a home in the many cultures around the globe. As a Jesuit school, we emphasize the social justice dimension of our faith and the Jesuit tradition of holistic education that engages all facets of the lives of our students as well as those we serve. Our students graduate prepared for leadership in the Church and society through the intellectual, spiritual, and pastoral formation they acquire here.

The Jesuit School of Theology is both a graduate school of Santa Clara University and a member of the Graduate Theological Union (GTU), a vibrant consortium encompassing eight graduate schools of theology in the Bay Area, most of them within a few minutes' walk of our own campus in Berkeley. In addition, our education is enhanced by the GTU shared doctoral research library, our close relationship with the nearby University of California, and our proximity to the artistic and cultural diversity of the San Francisco Bay Area. In this context, our school has received the Vatican's approval to grant licentiate and doctoral degrees that bring with them the Holy See's recognition wherever our graduates of these two programs minister throughout the world.

We invite you to make your distinctive contribution to our academic and faith community, as together we enliven faith, promote reconciliation, labor for justice, and participate in God's mercy.

In Christ,

Joseph G. Mueller, S.J.
Dean, Jesuit School of Theology

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For Master’s Thesis and Doctoral Dissertation Submission Guidelines for the Graduate Theological Union and Santa Clara University, please see <http://www.scu.edu/jst/academics/registrar>.



Licentiate in Sacred Theology

The Licentiate in Sacred Theology is a two-year Roman Catholic ecclesiastical degree in advanced theological study granted by the Jesuit School of Theology by virtue of its status as a pontifical faculty. The Licentiate is meant to further theological expertise for service in official capacities in religious communities and dioceses, and for teaching in higher education, diocesan schools and seminaries. In keeping with the intellectual tradition and apostolic priority of the Society of Jesus, the program cultivates a critical fidelity to the Roman Catholic tradition, in service of the faith that does justice. It enables students to understand the interplay between faith and culture, preparing them to address theological and pastoral issues that emerge in diverse cultural contexts. The STL has been designed according to the guidelines of *Veritatis Gaudium* (part VII, articles 47-50) and the Sacred Congregation for Catholic Education.

Students' progress through the STL degree is guided by the student's academic advisor, who is usually also the thesis director, and the STL Program Director. Students are encouraged to meet regularly with their academic advisor to assure that they are making satisfactory progress toward completing the degree. This handbook presents program requirements to earn the STL degree as well as protocols and forms. All forms for the STL program can be found at the end of this handbook or on the JST website at <https://www.scu.edu/jst/academics/registrar/>.



Goals and Objectives

Goal I: Students will acquire a depth of knowledge and practical skills within a particular area of concentration, and hone these in light of assuming leadership roles within the Church.

- **Objectives:**

- A. Students will be able to employ the hermeneutical principles and research methods germane to their selected area of concentration.
- B. Students will gain an advanced level of mastery with respect to their selected area of concentration.
- C. Students will possess the linguistic skills appropriate to their field of study.
- D. Students will be able to relate their academic studies to the advancement of the Church's mission in the world.

Goal II: Students will develop a critical fidelity to the Roman Catholic tradition, in service of the faith that does justice.

- **Objectives:**

- A. Students will employ historically and philosophically informed knowledge of the tradition in assessing theological positions.
- B. Students will integrate the perspective of the poor and the marginalized in their reflection on theological and pastoral issues.

Goal III: Students will recognize the interplay between faith and culture in addressing theological and/or pastoral issues that emerge in diverse cultural contexts.

- **Objectives:**

- A. Students will incorporate skillful socio-cultural analysis into their reflection on theological and pastoral issues.
- B. Students will locate theological and pastoral issues in the cultural contexts in which they emerge.



Prerequisites, Advanced Standing, and Concurrent Th.M. Degree

Page 130

Prerequisites for STL Degree

The prerequisites for enrollment in the STL program are the following:

- 24 credit hours of philosophy at the Bachelors level (strongly recommended prior to study).
- An earned Master of Divinity or Bachelor of Sacred Theology degree.
- Proficiency in ecclesiastical Latin (strongly recommended prior to study).

Advanced Standing

A student who has taken graduate courses in theology not longer than six years prior to starting the STL may petition for advanced standing in the STL program. This petition may be included with the Application for Admission or submitted during the first semester of study at JST.

- Advanced standing is limited to nine (9) semester units.
- Transferred units must fit within the student's area of concentration.
- Units must have been at the advanced graduate level (at least level 4000 or above) and not have been used to earn another academic degree.
- Units must have been awarded by an accredited institution of higher learning.

See [FORMS – Petition for Advanced Standing](#).

Concurrent Master of Theology (ThM) Degree:

Students who complete an STL degree can also receive a Master of Theology degree concurrently. Requests to receive the Master of Theology concurrently can be made at the time of application or at least by the third semester of enrollment.

- Application is made through a written request to the Associate Dean.
- STL students admitted to the ThM degree will be required to take ST 3999, a one credit course, in the final year of their program to explore theological 'publics' for the ThM (civil) and STL (ecclesiastical) degrees, respectively.



To earn the STL degree, students must complete all of the requirements listed below :

1. Enroll at JST for four semesters as a full time student.
2. Complete all degree requirements within four calendar years from the date of initial registration in the program.
3. Earn at least thirty-five (35) semester units, including 24 units of academic coursework; 9 units of STL 5500 or of STL 5501 and STL 5600 (see below); and 2 units of STL research practicum, FE 4400 (0.5 units for at least four semesters).
4. Specialize in one of the following concentration areas:
 - Biblical Studies
 - Systematic Theology and Church History
 - Moral Theology and Ethics
 - Pastoral and Liturgical Theology
 - Christian Spirituality
5. Complete twenty-four (24) semester units of academic coursework at the 4000 level or above in the concentration area identified.
 - At least three credits must be a methodology course appropriate for the student's concentration.
 - To meet program Goal III, Objective A (see page 5), three credits must be RS 2092: Culture, Context, and Lived Religion, upgraded to the 4000 level, or some other course that teaches the same content as approved by the Program Director.
 - Students may upgrade the course content and assignments of a 2000 or 3000 level course to meet the STL advanced course requirements. (Generally, a research paper of 15 pages or more is required.) See [FORMS - SRC 8888 - Special Reading Course/Upgrade Form](#).
6. Engage in pastoral work for the duration of their program and enroll in the Research Practicum, FE 4400, every semester. As part of their Curricular Practical Training (CPT), students will participate in a ministry placement over the course of the semester. (International students in F-1 status are allowed to be employed in the U.S. for CPT, as long as the employment is an integral part of the degree curriculum.) FE-4400 provides a forum for theological reflection on this practical experience, as students deepen their understanding of how faith is inculturated in real-world contexts and how culture shapes one's approach to ministry. The course also supports and guides students through the research and writing process as they move towards completion of their capstone project (see Degree Requirement number 9).



7. Demonstrate foreign language proficiency through transcribed coursework, or by taking the language exams provided for the M.A. and GTU doctoral students, provided by the University of California (Berkeley) or individually created by JST faculty, where necessary. Oral language exams are not permitted to demonstrate proficiency. Students must be proficient in the following languages:
- Latin, with a working reading knowledge of the language sufficient to use ecclesiastical documents, if this was not completed prior to enrollment in the STL. See [FORMS – Latin Petition](#).
 - One modern language other than the student’s native language, as approved by the academic advisor and the STL Program Director. See [FORMS – STL Petition for Language Certification](#). The modern language must be:
 - One that has sufficient primary/secondary sources related to theological/religious studies.
 - Relevant to the student’s research area.
 - For specialization in Biblical studies, students must also demonstrate a suitable knowledge of one of the Biblical languages.
 - All language requirements must be completed before students submit their thesis proposals.



8. Achieve at least a B- or better in each course taken for a grade and at least a 3.0 Cumulative GPA. Students may not opt for a pass/no pass grade.
9. Earn nine (9) credits for the capstone project by completing either a thesis **or** comprehensive exams plus an extended research paper. Please see the *Thesis and Comprehensive Exam/Extended Paper Requirements* in the next section.

FOR THE THESIS: To complete the thesis, students must:

- Register for 9 semester units of research work in STL 5500.
- Complete a thesis of at least 75 pages in length under the direction of a thesis committee.
- Defend the thesis in a one-hour oral examination.

FOR THE EXAM AND EXTENDED RESEARCH PAPER: To complete the comprehensive exam and extended research paper, students must:

- Register for 6 units of comps preparation in STL 5600 and 3 units of preparation for the extended research paper in STL 5501.
- Pass a written comprehensive examination with a one-hour oral defense in the following three areas: a general examination (closed book exam), a topical examination (closed book exam), and a specialization examination (extended research paper).
- Complete an extended research paper of 25 to 30 pages, representing the development of a paper written in an advanced-level course. It must present and defend a clear thesis as well as demonstrate the student's familiarity with the relevant methods and scholarly literature in the discipline.



Satisfactory Academic Progress While In Continuing Registration Status

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Generally, Satisfactory Academic Progress for STL and STD students is governed by the Academic Policies and Procedures, posted on [JST's website](#). This policy pertains only to students who are in continuing registration status.

- While a student is in continuing registration for the STL and STD program, the thesis or dissertation director must certify by the last week of classes in each semester that the student is making satisfactory academic progress. This determination will be based on: (a) the depth of contact between the student and his/her director; (b) the student's adherence to a research plan, if applicable; and/or (c) the student's progress in drafting, editing and finalizing the thesis or dissertation.
- If the student is not making satisfactory academic progress, the Associate Dean will place the student on academic probation, informing the registrar, the director and the student of this change in status. Students on academic probation will not be eligible for institutional aid from the school.
- Students who are on academic probation will be permitted to enroll in one additional semester of continuing registration in order to make progress toward their degree. If any student does not make satisfactory progress during the semester on academic probation, the Associate Dean will consult with the student's director to determine whether to dismiss the student for academic reasons or to allow the student to continue, and on what terms. The student, the director, and the registrar will be informed of the outcome of the determination.



Thesis and Comprehensive Exam/ Extended Paper Requirements

This section describes in greater detail the process and requirements for completing the Thesis or the Comprehensive Exam/Extended Paper for the STL degree. Together the final requirements will be referred to as the capstone assignment in this handbook. The major steps are the formation of the committee, the submission of the proposal for the capstone assignment, the completion and defense of the capstone assignment, and submission of the graded work.

1. *Forming the Committee:* The STL capstone assignment will be directed by a committee of at least two scholars.
 - The Director must be a member of the JST full-time permanent faculty. S/he also serves as the academic advisor for most of the student's degree program, including the coursework.
 - With the advice of the Director, the student will choose one other committee member, who has expertise in the proposal subject matter. Ordinarily this is a faculty member of JST or the GTU.
 - Where the content of the thesis requires deeper expertise, the Director may appoint a third member to the committee, after consulting the STL Program Director.
2. *Capstone Assignment Proposal:* All students must submit a proposal for their capstone assignment for approval from the Associate Dean before beginning this thesis work. See [FORMS - Proposal for STL Thesis/Extended Research Paper](#).

The proposal should be 5-7 double-spaced pages (excluding the bibliography) with one-inch margins and 12 point readable type. Footnotes should appear at the bottom of the appropriate page(s). The proposal should include the following sections and accompanying headings in the following order:

- **Title page:** (Should include not only student name and proposed title of the capstone assignment but also the name of the director, readers, and the date the proposal is being submitted). Names of director and that of readers may only appear if they have read and given their approval to the proposal in its present form.
- **Introduction:** Introduce topic and why/how you became interested in it.
- **Scope and Nature:** Situate the topic in the field of discourse in which it is located, give its context/background (internal boundaries); indicate the history of this topic in prior literature, i.e., to what conversation are you trying to make a contribution? Indicate the limits of your work, things that will not be covered that might be expected (external boundaries).

Capstone Requirements (continued)

- **Thesis Statement:** In one or two sentences, state what the work will attempt to demonstrate or accomplish (that is, if not accomplished, the project changes drastically). Put another way, indicate the question (a gap, a problem, a puzzle to be solved) that your thesis will attempt to answer. Then state the claim you will defend, using your argument/thesis as an answer to the question.
- **Methodology:** Explain the theoretical frameworks and specific methodological tools that will be used for research and/or analysis. This is not a question about how the text/research will be organized.
- **Significance:** Discuss the significance of the work within the discipline and possibly other communities (religious, local, political, national, etc.) and possibly for the scholar. That is, why is this work important? What difference will it make and to whom?
- **Chapter Outline:** Give a clear indication of what each chapter of the thesis will include. (NOTE: the chapter outline must comply with the spacing requirements of the proposal, i.e. that it is double- and not single-spaced text.)
- **Short Bibliography:** In addition to the 5-7 page proposal, the student must include a short bibliography (no more than 4-6 pages) consisting of the most significant works/materials that will be used in the research/work, preferably arranged by topical heading. Students should include references in languages other than English when appropriate.
- The proposal must be written in English, although the thesis may be redacted in other languages familiar to the director and committee.
- A proposal for the comprehensive exam and extended research paper must identify the area of concentration specifically, as well as the general examination focus, the topical examination focus, and the research paper topic.

Proposals must be approved by the Director and submitted to the Associate Dean no later than the final day of classes in the penultimate semester (one semester before the students anticipate completing their work). If a student does not file a thesis/extended research paper proposal by the stated deadline, s/he may petition the Associate Dean for an exception to this filing date.

NOTE: STL students who are writing a thesis should refer to the Master's Thesis and Doctoral Dissertation Submission [guidelines](#).

Capstone Requirements (continued)

3. *Registration during the Capstone Assignment work:*

- During thesis work, students must register for a total of 9 semester units in STL 5500.
- During comprehensive exam and extended research paper work, students must register for 6 units of comps preparation in STL 5600 and for 3 units of preparation for the extended research paper in STL 5501.
- If students have completed 9 units in STL 5500 or 9 total units in STL 5501 and STL 5600, but have not yet completed the capstone work, they must register for continuing registration. The continuing registration fee is equivalent to 6.5 units of the current tuition each semester. Such students will be considered fully registered students, and will have library privileges commensurate with that status.

4. *Oral Defense and Grading of the Capstone Assignment:*

All capstone assignments require a one-hour oral defense or examination to be administered by the committee. See [FORMS – STL Oral Defense Certification](#) and [STL Grade Report Form](#). The student must complete the forms and provide them to each member of the committee prior to the oral defense.

Passing the Oral Defense: Upon the completion of the oral defense of the capstone assignment, all members of will have input into evaluation and grading. Grade options are:

- Pass with No Revisions.
- Pass with Minor Revisions. If the capstone assignment has been approved with minor corrections, the thesis Director must approve corrections before students hand the capstone assignment into the Registrar's Office.
- Returned for Major Revisions. When the revised thesis is submitted, the major revisions must be approved by all readers. The thesis advisor is responsible to assure that all readers approve. Grade sheets should be submitted to the Registrar's Office only after the capstone assignment is deemed acceptable.
- Does not pass.

Each committee member must select the appropriate grade, sign the form, and return it directly to the Registrar's Office.

NOTE: Major revisions of the thesis must be approved by the whole committee. Minor revisions need to be approved by the Director only.

Capstone Requirements (continued)

Honors for the Capstone Assignment: The granting of honors (if any) will be considered *after* the thesis is satisfactorily defended as determined by the thesis committee. The decision to confer honors must be agreed unanimously by the whole committee, based on the quality and creativity of the written work and the quality of performance at the oral defense, and does not take into account the student's GPA.

There are four levels of distinction for the STL thesis:

1. Pass: Thesis is accepted with major or minor revisions, along with a satisfactory performance at the oral defense.
2. Pass *cum laude*: Thesis is accepted with no or little revision and outstanding performance at the oral defense (equivalent to an A- grade).
3. Pass *magna cum laude*: Thesis has the potential for publication, along with an excellent performance at the oral defense (equivalent to an A grade).
4. Pass *summa cum laude*: Thesis constitutes a substantial contribution to the field and exceptional performance at the oral defense (equivalent to A+ grade).

Each committee member must select the appropriate level of distinction, sign the form and return it directly to the Associate Dean's Office. In cases where there is disagreement over the level of distinction, the Director will be expected to bring the committee members to a consensus.



Capstone Requirements (continued)

5. *Filing of the Capstone Assignment:*

- For style, formatting, copies and other requirements for submission of STL capstone assignment, please see the [MASTER'S THESIS AND DOCTORAL DISSERTATION GUIDELINES](#). These guidelines and associated forms are available online on the Registrar's page: <http://www.scu.edu/jst/academics/registrar>.
- STL Extended Research Papers: The student is responsible for submitting one bound copy of the final, signed STL extended research paper to the JST Registrar's Office. The copy should be prepared in accordance with the GTU Library guidelines regarding paper, pagination, and style requirements, found in the Submission Guidelines.
- STL Thesis: Students are responsible for submitting two (2) archival quality copies of their thesis (for the GTU library), and one additional copy (for SCU) in electronic format to the JST Registrar's Office. Note: For those students writing theses focusing on matters pertaining to African nations, an electronic format copy will be sent to the two Jesuit African theologates by the Registrar. The copies should be prepared in accordance to the GTU Library guidelines regarding paper, pagination, and other guidelines, found in the Submission Guidelines.
- Filing Deadline: STL theses must be defended, graded, corrected, signed, approved by the GTU Library, and submitted to the Registrar for May graduation by the first Monday in May and for Fall graduates by the late registration deadline for Fall Semester registration.



Granting the STL to Candidates Possessing an Earned PhD

Candidates/Applicants with an earned PhD or equivalent degree in theology or a related discipline may petition to be awarded the STL by meeting the degree requirements as follows:

- Submission of the completed [FORM – Petition for Award of STL](#) that includes the below attachments:
 - I. Official PhD Transcript
 - II. Statement of applicable coursework, including courses taught and thesis committee service
 - III. Candidate’s article or paper
- The STL Program Director and the Associate Dean will sign the Petition signaling their recommendation to the Dean to approve the conferral of the STL degree upon the candidate; the final decision to confer the degree rests with the Dean.
- The STL will be conferred in either October or May, according to the timing of the process.

Note: See ALL FORMS – Petition for [Award of the Licentiate in Sacred Theology](#); and [Confirmation of Thesis Equivalence Form](#).



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Licentiate in Sacred Theology

Santa Clara University
Jesuit School of Theology

Student's Name: _____

This worksheet is intended to assist you in determining your progress in the S.T.L. program.

Coursework:

- 18 semester units of coursework
- 3 semester units of RS 2092: Culture, Context & Lived Religion (upgraded to 4000-level) or an approved alternative
- 3 units of Methods in Concentration Area

Course Number & Title

Course # & Title	If below 4000, has course been upgraded? Y or N	# of units	Grade
Methods course in Concentration Area		3	
RS 2092: Culture, Context & Lived Religion or equivalent		3	

Total units - 24

PLUS

- FE 4400: STL Research Practicum: ___ for 2 units total (0.5 units per semester), *and*

EITHER

- Thesis registration: ___ STL 5500 for 9 units

OR

- Comps registration: ___ STL 5600 for 6 units **and**
Extended research paper: ___ STL 5501 for 3 units

- Languages (STL): **Official certification required**
 _____ Latin (pre-requisite)
 _____ Modern Language
 _____ Biblical Languages (*if appropriate*)

- Submit Thesis Proposal form (including courses, committee signatures, and description of project).
- Complete an oral examination (one-hour) on the STL Thesis/Extended Research Paper, administered by the committee (and an oral examination on the comprehensive, if required by committee).
- Prepare STL Oral Defense Certification form and give to Director prior to oral defense.
- Obtain Thesis/Extended Research Paper Grade Report sheets and give one to each reader, along with a copy of the thesis/extended research paper.
- Submit corrected, fully-signed thesis/extended research paper (2 library-ready copies) to JST Associate Dean's Office.
- Fees: Graduation fee **and** Thesis fee.

Please see the S.T.L. Handbook for additional information.

JESUIT SCHOOL OF THEOLOGY

Special Reading Course (8888) - Upgrade Form

Student's Name

Degree Program

Register for the lower-level class on eCampus. (MA students register for SRC 8888 in SONIS). Submit a copy of this form for each SRC to your registrar, **BY FRIDAY THE FIRST WEEK OF CLASS**. If the form is not submitted by this deadline, a Change of Enrollment form will also be required and the regular Change of Enrollment fee will be charged.

Academic Year

Term

- Fall
 Spring
 Intersession

Number of Units

- 3.0
 1.5
 Other

Grade Option

- Pass/Fail
 Letter Grade

Method of Evaluation

(Check all that apply)

- Written/Oral Reports
 Paper/Exam
 Other

Original
Course
Number
Original
Course
Title
Faculty
Name
Faculty
School

Objectives (include attachment if needed)

Please indicate what extra work you and the instructor have agreed upon to make this course a 4000 level course. *Please see the reverse side for additional information about upgrading a course.

Outline or Bibliography (include attachment if needed)

Faculty Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Associate Dean Signature: _____

Date: _____



Student's Name _____

I.D. #: _____

Requirement: The S.T.L degree requires demonstration of skill in one modern language other than the student's native language. This may be done by evaluation in course work, or by taking the language exams provided for the M.A. and GTU doctoral students. For specialization in Biblical studies, the student must also demonstrate a suitable knowledge of one of the Biblical languages.

To fulfill the modern language requirements (and biblical language requirements for those specializing in biblical studies) for the S.T.L. program, language proficiency may be demonstrated by any one of the following means:

1. Oral examination.
2. GTU Language Examination.
3. Evidence of the completion of this language requirement at another school: This may be in the form of a transcript notation (making sure the JST Registrar has a copy), or in some other form acceptable to the Registrar.
4. By transcript: Completion of the second year of college course work in the language, with a grade not less than B (3.0); such course work must be completed not more than seven years prior to matriculation at JST.
5. Certification in a language other than the student's native language, taught where the language is native.
6. One semester of full-time graduate study at a university in which the language being requested for certification was used for instruction and written work, and for which the student earned the equivalent of a B grade. In the case of English, the certification must be obtained prior to matriculation at JST.
7. Completion of the TOEFL English examination with a score of 550 (written) or 213 (computer).

Please indicate below in which language you plan to demonstrate proficiency, and by which of the above means:

LANGUAGE: _____

HOW WILL YOU DEMONSTRATE PROFICIENCY? _____

WHEN & WHERE THIS REQUIREMENT WAS OR WILL BE COMPLETED: _____

Signature

Date

OFFICE USE ONLY

Certification signature: _____ Date: _____



LATIN LANGUAGE PRE-REQUISITE

Licentiate in Sacred Theology

Student's Name _____

I.D. #: _____

To fulfill the Latin language prerequisite for the S.T.L. program, language proficiency may be demonstrated by the following means:

1. Successful completion of one semester-long, 3-unit courses, in the Latin language while in studies at JST. This course should be designed to prepare the student to read and understand ecclesiastical texts in Latin.
2. Two semesters of undergraduate language study provided the student has obtained the equivalent of a B grade in the second semester.
3. A written examination by a Latin instructor who is approved by the JST Associate Academic Dean.
4. Evidence of the completion of this language requirement at another school. This evidence may be in the form of a transcript notation (make sure the JST Registrar has a copy), or in some other form acceptable to the Registrar.

HOW WILL YOU DEMONSTRATE PROFICIENCY? _____

WHEN & WHERE THIS REQUIREMENT WAS OR WILL BE COMPLETED: _____

Signature

Date

OFFICE USE ONLY

Certification signature: _____ Date: _____


GRADE REPORT FORM
Licentiate in Sacred Theology

Student's Name: _____

Instructions to the Student:

1. Fill in your name and thesis title.
2. Give one copy to each thesis reader or project committee member, including the director.

 Title of Thesis/Extended Research Paper/Project: _____

Instructions to Director and Readers:

1. Please check one of the following grade options.
2. Return the signed form to the JST Registrar, 1735 Le Roy, Berkeley, 94709.

- Pass** with No Revisions
 Pass with **Minor** Revisions
 Returned for **Major** Revisions*
 Does **Not** Pass

 Committee Member (Please print): _____

Signature

Date

*If the reader feels major revisions are necessary, s/he should contact the student and thesis director, and retain this grade sheet until satisfied that the thesis requires only minor revisions.

Comments (if any): **PLEASE INDICATE IF THESE ARE CONFIDENTIAL TO THE ASSOCIATE DEAN.** *[Use the reverse side of this page or separate sheet if necessary.]*



Student's Name _____

A one-hour oral examination on the STL thesis/extended research paper, administered by the thesis committee, is required.

The student should complete the top portion of this form and give it to the Thesis Director prior to the oral defense of the thesis.

Title of Thesis/Paper: _____

Date of Oral Defense: _____

Name of Director: _____

Names of Other Readers: _____

I certify that the student successfully defended her/his STL thesis/extended research paper.

Thesis Distinction: The thesis committee recommends that, in addition to having completed the thesis and passed the oral defense, this student be granted the following level of distinction:

Please check one, as appropriate:

- No recommendation
- Cum Laude
- Magna Cum Laude
- Summa Cum Laude

Signature of Thesis Director

Date

IMPORTANT: The thesis director and readers are required to submit separate grades for the thesis on individual "Thesis/Extended Research Paper/Project Grade Report Forms" to the JST Academic Dean's Office. 22



PROPOSAL FORM

Licentiate in Sacred Theology

Student's Name _____

Please check one: Thesis Extended Research Paper

Title of Paper/Project: _____

Area of Specialization: _____

Courses Taken for Degree:

Course Number	Title

READERS' SIGNATURES:

Director: _____ Date: _____

Reader: _____ Date: _____

Second Reader: _____ Date: _____

DESCRIPTION: The proposal should include a brief statement of the questions you are attempting to answer, how you intend to go about it, the methodology, and an indication of the availability of sources. See the STL Program Handbook for the specific requirements for the proposal.

Associate Dean

Date

SUBMIT THIS COMPLETED FORM TO THE JST ASSOCIATE DEAN'S OFFICE.

A copy will be returned to you.