



**Santa Clara**  
Jesuit School of Theology

# BULLETIN

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**2025 / 2026**  
ACADEMIC YEAR



# Chapter 1: Mission and Vision

## Chapter 1

### Chapter 1: Mission and Vision

#### Our Identity: Who We Are

The Jesuit School of Theology of Santa Clara University is an international center of scholarly and ministerial formation. The faculty and student body are comprised of lay men and women, Jesuits, clergy, and members of other religious orders. Rooted in the Catholic and Ignatian tradition, we engage in ecumenical, interfaith, and intercultural dialogue through the Graduate Theological Union. Distinguished faculty encourage students to think critically about theology and how to justly live out their faith in service of the Church and the global community.

JST is the only school west of Chicago with an ecclesiastical faculty approved by the Congregation for Catholic Education to grant degrees in the name of the Pope. JST is accredited by the Western Association of Schools and Colleges, the American Association of Theological Schools, and by the Vatican Congregation of Catholic Education as an Ecclesiastical Faculty of Theology.

#### Our Mission: What We Do

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.

#### Our Vision: Where We Want to Go

The Jesuit School of Theology will offer an integrative, interdisciplinary theological education, blending intellectual and spiritual formation, to empower students and faculty to respond concretely to the hopes and needs of God's people.

# Chapter 2: Mission and Vision

## Chapter 2

### Chapter 2.1: Governance

The Jesuit School of Theology of Santa Clara University (JST-SCU) is both an Ecclesiastical Faculty of Theology under Statutes approved by the Holy See, and a California non-profit religious corporation. Its governance in both civil and canon law is set forth in its Bylaws and Statutes which conform to the requirements of academic institutions in the United States and ecclesiastical institutions of theological education. As a school of Santa Clara University, JST has its own faculty and administration under the supervision of the University's President and Board of Trustees. As an ecclesiastical faculty with its own Board of Directors, JST reports to the Congregation of Catholic Education through the Superior General of the Society of Jesus (Chancellor), the president of the U.S. Jesuit Conference (Vice-Chancellor), the University President, the Ecclesiastical Dean of the faculty, and the Academic Council.

### Chapter 2.2: Accreditation and Membership

The Jesuit School of Theology of Santa Clara University has civil accreditation from the Western Association of Schools and Colleges (WASC), professional accreditation from the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS) and direct ecclesiastical accreditation from the Vatican Congregation of Catholic Education. The School is a member of the National Catholic Education Association (Seminary Division), the Association of Jesuit Colleges and Universities, and the Midwest Association of Theological Schools.

The Commission contact information is:

Western Association of Schools and Colleges (WASC)  
985 Atlantic Avenue, Suite 100  
Alameda, CA 94501  
Phone: 510/748-9001  
Fax: 510/748-9797  
Website: <http://www.wascsenior.org/>

The Commission on Accrediting of the Association of Theological Schools in the  
United States  
and Canada  
10 Summit Park Drive  
Pittsburgh, PA 15275  
Telephone: 412-788-6505  
Fax: 412-788-6510

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Website: <http://www.ats.edu/>

Vatican Congregation of Catholic Education  
Piazza Pio XII, 3  
00193 Rome  
ITALY

### Chapter 2.3: Location

The Jesuit School of Theology  
1735 LeRoy Avenue  
Berkeley, CA 94709

One of the graduate schools of Santa Clara University, the Jesuit School of Theology (JST) is located in sunny Berkeley, California, with proximity to the University of California, Berkeley campus, courses and resources. One of the twenty schools and centers that comprise the interreligious and ecumenical Graduate Theological Union (GTU), JST is part of a unique "Holy Hill" experience. The school is situated in a residential neighborhood two blocks north of the University of California at Berkeley. The offices of the Graduate Theological Union and the Flora Lamson Hewlett Common Library are located two blocks west of the Jesuit School.

### Chapter 2.4: History

The Jesuit School was established in 1934 as Alma College. Located in Los Gatos, California, it was founded to serve the needs of two Jesuit provinces, California and Oregon.

In February 1969, the school relocated to Berkeley to become one of the member schools of the Graduate Theological Union, placing it in close proximity to the University of California. The Board of Trustees voted to change the name of Alma College to the Jesuit School of Theology at Berkeley (JSTB) in June of 1969. In 2009, JSTB became integrated as a graduate school of Santa Clara University. Under this arrangement, JST remains in Berkeley and is known as the Jesuit School of Theology of Santa Clara University (JST-SCU, or JST).

### Chapter 2.5: International Center for Theology and Ministry

The Jesuit School of Theology, responding to the spirit of the Thirty-Fourth and Thirty-Fifth General Congregations of the Society of Jesus, and aware of its own unique geographic and demographic location, is an international center for the culturally contextualized study of theology and ministry. It does this by admitting

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students from all over the world (more than half of our students are international), and by claiming culture as the lens through which it pursues the study of all areas of theology and ministry.

The Jesuit School of Theology's diverse student body, allows it to experience with particular clarity the diversity of cultures and religions in the global church. Through the Collaborative Theology Initiative (CTI) networks are being developed with Jesuit theology centers in Africa, India, Canada, and the Philippines to facilitate mutual learning through an exchange of perspectives, scholars, students, and programs. The Jesuit School is sensitive to the cultural context of theology and ministry in the local church as well. The rich cultural diversity of the Diocese of Oakland, in which the school is located, is a microcosm of the urban realities that challenge ministry in the U.S. church for the future. Our Latino/a Theology and Ministry Leadership Network Initiative commits us to serving Hispanic Catholics in our region and preparing our students to serve Hispanic communities after graduation. Through our Instituto Hispano, we offer courses and programs that will help students develop multicultural ministry skills, and offer pastoral programming to parishioners and their neighbors.

### Chapter 2.6: Santa Clara University

The Jesuit School of Theology is a graduate school of Santa Clara University (SCU), a Jesuit university located in Santa Clara, California, south of the Jesuit School in Silicon Valley. JST students have access to the breadth of Santa Clara's resources in religious studies and other disciplines, and SCU faculty benefit from a relationship with theologians at JST.

### Chapter 2.7: Graduate Theological Union

The GTU is the most comprehensive center for the graduate study of religion in North America. With a focus on interreligious and interdisciplinary perspectives, GTU faculty and students engage the world's great religions and wisdom traditions in contemporary contexts. The GTU educates innovative leaders for the academy, religious organizations, and the nonprofit sector, equipping scholars to embody the critical thinking, ethical frameworks, compassionate values, and spiritual foundations essential to building a more just, peaceful, and sustainable world.

More than a school of theology, the GTU is a union of schools and programs that, together, represent the world's major religions in collaboration. The GTU is an enterprise that cultivates the highest scholarly standards and provides opportunities to translate scholarship into solutions with impact. The GTU provides a unique community where scholars and practitioners from across the world's great religions gather for academic study of their own and of other traditions and disciplines. It is

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comprised of eight seminary schools, and many centers and programs that extend the GTU's inter-religious community and curriculum.

The Jesuit School of Theology has been a fully participating school of the GTU since January 1966 and shares the library and a common registrar. Each seminary admits its own students, designs its own educational programs, and grants its own professional degrees; but course offerings, use of classrooms, days and hours of classes, and registration are coordinated through the Dean's Office of the GTU. Cooperative programs among seminaries are developed and carried out through the Union. Through this cooperative arrangement, a Jesuit School student is eligible to register in all courses offered by the GTU's participating schools and institutes. The faculties of the various member schools constitute the faculty of the Union. The member schools of the GTU offer a common M.A. program in cooperation with the GTU.

### Member Schools

Berkeley School of Theology (American Baptist)

Dominican School of Philosophy and Theology (Catholic)

Institute for Buddhist Studies (Buddhist)

Jesuit School of Theology of Santa Clara University (Catholic)

Pacific Lutheran Theological Seminary of California Lutheran University (Lutheran)

Pacific School of Religion (Multi-denominational)

San Francisco Theological Seminary (part of the Graduate School of Theology at the University of Redlands) (Presbyterian)

### Chapter 2.8: Library Resources

JST students have access to the Flora Lamson Hewlett Library, which is among the largest theological libraries in the West, as well as to the libraries of Santa Clara University and the University of California at Berkeley system, the third largest academic library in the United States.

[The Flora Lamson Hewlett Library of the Graduate Theological Union \(GTU\)](#) is one of the most comprehensive theological libraries in the country, Its mission is to develop and maintain resources of superior quality for teaching, learning and research in the



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disciplines of religion and theology for both professional and academic degree programs. At the crossroads of interdisciplinary scholarship, the library is the geographic and spiritual heart of the GTU. Founded in 1969 from historical original collections brought together from member schools, the library reflects the ecumenical and interreligious collaboration that takes place at the GTU. The collection has not only the breadth to support a full range of theological education programs, but also considerable depth in many areas of religion and theological inquiry.

[The University of California, Berkeley Libraries](#): In addition to utilizing the resources that the GTU provides, faculty and students of all GTU-affiliated schools and programs are granted borrowing privileges at the University of California, Berkeley libraries. The UC Berkeley library collection includes extensive holdings in theological and philosophical literature, and four million books and countless other research materials make it the third largest academic library in the United States.

[The Santa Clara University Library](#): The Santa Clara University Library offers students a full collection of digital and print media on the main campus of Santa Clara University. This 194,000-square-foot state-of-the-art facility contains more than 800,000 volumes, 4500 serial subscriptions, 820,000 microform documents, and the [Archives & Special Collections](<http://www.scu.edu/library/collections/special/>), featuring a beautiful fine art reproduction of the Saint John's Bible.

### Chapter 2.9: University of California at Berkeley

The physical proximity of the University of California at Berkeley provides access to the UCB resources available on an open exchange basis to students and faculty of the GTU schools. In addition to the considerable variety of cultural events offered weekly through this distinguished university, library privileges are extended to students at the Jesuit School and the other member seminaries. UCB professors often serve on thesis or dissertation committees of advanced students at JST. Furthermore, all full-time degree students may cross-register into courses in the Graduate Division and in the College of Letters and Sciences of the University at the normal tuition rate of the Jesuit School. Such courses, while they appear on the JST transcript with the regular UCB denotation, do not automatically fulfill unit requirements for Jesuit School degrees. Inquire at the Associate Dean's Office for authorization and procedural details.

# Chapter 3: Academic Information and Related Policy

## Chapter 3: Academic Information and Related Policies

### **Veterans and Veterans' Dependents Assistance**

Santa Clara University has been certified by the Department of Veterans Affairs as qualified to enroll students under applicable federal legislation and regulations, including Chapter 35 (child of a deceased or 100 percent disabled veteran, widow of any person who died in the service or died of a service-connected disability, or wife of a veteran with a 100 percent service-connected disability), Chapter 31 (rehabilitation), Chapter 30/1606 (active duty Montgomery G.I. Bill®), Chapter 33 (Post 9/11 GI Bill®), and Yellow Ribbon. Individuals interested in attending under any of the veteran assistance programs should contact the Veterans Administration and the University Office of the Registrar.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official [U.S. government VA Benefits website](#).

## Academic Policies & Procedures for JST-SCU Students

Effective as of Fall 2025

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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 Communication

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 (registration and late registration). 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

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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 (2025-26 Academic Year)

#### Theology (Including Liturgy & Spirituality)

- [Chris Hadley](#)
- [Matt Ashley](#)
- [Chris Staab](#)
- [Mary McGann](#)
- [Anh Tran](#)
- [Rafael Luciani](#)

#### Religion and Culture

- [Jerome Baggett](#)
- [Kate Barush](#)
- [Eddie Fernandez](#)
- [Anh Tran](#)

#### Ethics

- [Leocadi Lushombo](#)
- [Julie Rubio](#) (spring only)
- [Monica Marcelli-Chu](#)

#### Bible

- [Gina Hens-Piazza](#)
- [James Nati](#)
- [Alberto Solano](#)
- [Jeremiah Coogan](#) (on research leave)

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 three people: the Assistant Dean of Enrollment, the Program Director, and the Associate Dean. The Director of

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the Renewal Program reviews those applications and advises all participants in the program.

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 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 Advisor Assignments:

When a thesis advisor or an academic advisor is on leave, the Program Director or another member of the department shall serve as the advisor. These appointments will be made by the Associate Dean.

## 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. 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.



## 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.

### Cross-Registration for UC Berkeley (UCB) Courses

JST students who wish to cross-register for courses at UC Berkeley will need to register in Workday 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 (MTS, 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.

- 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.

- 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.

- 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.

- 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.

## Academic Integrity

### 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.

## AI Policy

Careful writing hones a critical understanding of texts and ideas and facilitates developing one's own theological voice. Sifting, sorting, and organizing evidence and argument is a crucial analytical task. Because detailed theological thinking is central to coursework at JST, all assignments must be written by the student. AI-generated and AI-assisted submissions are not permitted, except as described in a course syllabus. Faculty design assignments that require careful attention to the specific readings and questions that their class will encounter together and to elicit original thinking by students. AI tools are unlikely to be helpful in completing these assignments and will often get in the way of student learning. The misuse of AI tools is a form of academic dishonesty.

## 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](#).

# Chapter 4: Admission to the JST

## Chapter 4: Admission to the Jesuit School of Theology

### Introduction

The Jesuit School of Theology of Santa Clara University appreciates your interest in our programs, and we warmly invite you to apply for admission to our school. Below is a description of the admissions prerequisites and application process for the various programs we offer. Please do not hesitate to contact us for additional information at [JSTAdmissions@scu.edu](mailto:JSTAdmissions@scu.edu).

### Master of Divinity (M.Div.) Admission Requirements & Checklist

#### Prerequisites

To apply for the M.Div. program, you'll need:

- Completion of a bachelor's degree. (Occasionally, an individual may be admitted with the academic equivalent of a bachelor's degree, subject to the discretion of the faculty.)
- 9 semester hours or 12 quarter hours of philosophy. Typically, this prerequisite is satisfied by courses in the areas of history of philosophy, ethics, or systematic philosophy. Students preparing for ordination are required to have completed 24 semester units or 36 quarter hours of philosophy. At the discretion of the faculty, applicants with fewer than the required number of philosophy units may still be considered for admission, particularly if they have completed other relevant courses and have significant ministerial experience. However, these applicants may be required to complete additional philosophy coursework either prior to or upon enrollment in the M.Div. program.
- The personal maturity and faith commitment commensurate with preparation for full-time ministry. To this end, preference is given to applicants with significant service or ministerial experience.

See the [Full Application Checklist](#) for more details.

### Master of Theological Studies (M.T.S.) Admission Requirements & Checklist

#### Prerequisites

To apply for the M.T.S. program, you'll need:

- Completion of a bachelor's degree. (In some circumstances, an individual may be admitted with the academic equivalent of a bachelor's degree, subject to the discretion of the faculty.)

See the [Full Application Checklist](#) for more details.

## Chapter 4

### Master of Arts (M.A.) Admissions

The Jesuit School of Theology offers the [Masters of Arts \(M.A.\) degree in cooperation with the Graduate Theological Union \(GTU\)](#)

The Master of Arts (Common M.A.) is a two-year program leading to an academic degree in theology. The program provides ecumenical and interreligious learning opportunities, and students have access to courses offered throughout the consortium, as well as many courses at UC Berkeley. The GTU M.A. student is required to affiliate with a member school. Students select a specific academic field or Area of Study as the focus of their M.A. work.

The primary academic base for the M.A. student is the school of affiliation, chosen according to the applicants study interests and/or denominational ties. The Common M.A. student affiliates with JST and chooses a JST faculty advisor appropriate for their intended program of study. The Common M.A. is an exciting opportunity to explore theology and religion in response to the challenges posed by contemporary cultures. Our students seek to understand the issues and hope to make a difference with their pursuits.

#### Degree Objective

Students who complete the MA program will be able to demonstrate focused knowledge in the field of study represented by a chosen concentration; demonstrate general knowledge of several different approaches to theological and religious studies; engage in respectful dialogue with practitioners of another religious tradition; and produce research projects, each with a clearly formulated thesis statement that is supported by appropriate evidence from primary and secondary sources and communicated in an effective scholarly presentation.

#### Admissions Requirements

Unlike with other JST programs, when applicants apply to the Common M.A. program they apply to the Graduate Theological Union for admission. Please navigate to the [Master of Arts \(M.A.\) admissions page](#) on the GTU website for more details about applying to this program.

#### Degree Requirements

1. Coursework. The Common M.A. is a two-year degree program requiring a total of fourteen 3-unit academic courses plus six units of thesis work.



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2. Language Requirement. All M.A. students are required to demonstrate proficiency in at least one modern foreign language early in the second year of residence. Non-native speakers of English may, with permission, certify English as their second language.
3. Capstone Requirement. The capstone must be in the student's chosen concentration. The three-unit capstone is a 30–40 page paper, and the six-unit capstone is a 75–90 page thesis. Students should consult their advisor when choosing which capstone option they want to pursue.

### Master of Theology (Th.M.) Admission Requirements & Checklist

#### Prerequisites

1. The Bachelor of Arts degree or its equivalent.
2. The Master of Divinity or its academic equivalent must have been completed, with an overall 3.0 (B) average, within the previous five years at the Jesuit School of Theology or at a comparable theological center. Requests for exceptions will be considered by the Admissions Committee and the Academic Dean.

See the [Full Application Checklist](#) for more details.

### Bachelor of Sacred Theology (S.T.B.) Admission Requirements & Checklist

#### Prerequisites

1. The degree of Bachelor of Arts or its equivalent with at least 24 semester hours or 32 quarter hours of philosophy.
2. A "suitable knowledge of the Latin language" is required. This is understood to be a working reading knowledge sufficient to use ecclesiastical documents in Latin. This requirement can be met either by course work, generally two semesters, or by an examination.
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, direct ministerial experience.

See the [Full Application Checklist](#) for more details.

### Licentiate in Sacred Theology (S.T.L.) Admission Requirements & Checklist

#### Prerequisites

1. The Master of Divinity, Bachelor of Sacred Theology, or their academic equivalent must have been completed with an overall 3.0 (B) average, within the previous five years at the Jesuit School of Theology or at a comparable

## Chapter 4

theological center. Requests for exceptions will be considered by the Admissions Committee and the Academic Dean.

2. A "suitable knowledge of the Latin language" is required. This is understood to be a working reading knowledge sufficient to use ecclesiastical documents in Latin. This requirement can be met either by coursework, generally two semesters, or by an examination.
3. The completion of 24 hours of philosophy.

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

1. Successful completion of two semester-long, 3-unit courses, in the Latin language while in studies at JST.
2. Four semesters of undergraduate language study with the equivalent of a B grade in the fourth semester.
3. A written examination by a Latin instructor who is approved by the JST Academic Dean.
4. Evidence of the completion of this language requirement at another school (transcript notation is acceptable).

See the [Full Application Checklist](#) for more details.

## Doctorate in Sacred Theology (S.T.D.) Admission Requirements & Checklist

### Prerequisites

1. A completed Licentiate in Sacred Theology (STL) or Licentiate in Sacred Scripture (SSL) with a minimum grade point average of 3.7.
2. Proficiency in one modern language suitable for theological research other than the applicant's native tongue. In addition, candidates who intend to specialize in Biblical Studies must show proficiency in one Biblical language.
3. A major research paper from the STL or SSL program, which demonstrates your research and writing abilities.

See the [Full Application Checklist](#) for more details.

# Chapter 5: Financial Aid

## Chapter 5

### Chapter 5: Financial Aid

#### **Overview and Contact Information**

At JST, we are committed to helping you make graduate study in theology and ministry a financial reality.

JST provides both partial-tuition and full-tuition scholarships, and participates in the federal loan program.

Questions about scholarships should be directed to:

Jesuit School of Theology Admissions Office  
jstadmissions@scu.edu  
1-800-824-0122

Mailing Address:

Jesuit School of Theology Admissions Office  
1735 LeRoy Avenue  
Berkeley, CA, 94709, USA

#### **Priority Deadlines:**

To ensure the timely processing of your application and to ensure the best possible award, please apply by the priority deadline.

Fall - Apply by February 1 to receive a decision by March 15.

Spring - Apply by September 1 to receive a decision by November 1.

Applications will be accepted after the priority deadline and we encourage all interested applicants to apply for scholarship, regardless of the date of application.

# Chapter 6: Academic and Admin Calendar

## Chapter 6

### Chapter 6: Academic Calendar 2025-2026

#### Fall Semester 2025

Apr. 7-18	M-F	Registration for Fall Semester 2025
Aug. 18-29	M-F	Late Registration for Fall Semester 2025
Aug. 21	Th	Payment deadline for Fall 2025 tuition
Aug. 25-29	M-F	Orientation Week
Sep. 1	M	Labor Day: Administrative holiday*
Sep. 2	Tu	Instruction begins for Fall Semester 2025
Sep. 2-12	Tu-F	Course Add/Drop period for fall semester
Sep. 5	F	Submission Deadline: SRC 8888, 9999 forms, & UCB 9000
Sep. 12	F	Add/Drop Period Ends/Last day for 100% tuition refund/Deadline to make changes in enrollment/Deadline to defend and file thesis or dissertation without need to be registered in the fall semester
Oct. 3	F	Last day for a 50% tuition refund/No refund of tuition after this date
Oct. 20-24	M-F	Reading Week
Nov. 3-14	M-F	Registration: Intersession 2026 & Spring Semester 2026
Nov. 27-28	Th-F	Thanksgiving: Academic and Administrative holiday*
Dec. 12	F	Fall Semester 2025 ends Deadline to request an Incomplete for fall courses, course withdrawal, and requesting a change of grading basis
Dec. 25	Tu	Christmas: Administrative holiday*/Library closed
Dec. 25-Jan. 1	Tu-Tu	GTU Administrative holiday*/Library closed
Jan. 1	Th	New Year's: Administrative holiday*
Jan. 2	F	Fall Semester 2025 grades due in Moodle (faculty)
Jan. 2	F	Deadline to make up an Incomplete for Fall Semester 2025

#### Winter Intersession 2026

Nov. 3-Jan. 3	M-F	Registration for Intersession 2026
Dec. 21	Su	Payment deadline for Intersession 2026 tuition
Jan. 5-30	M-F	Intersession 2026
Jan. 5	M	Instruction begins for Intersession 2026; Add/Drop period begins
Jan. 6	Tu	Last day of Add/Drop period/Last day for 100% tuition refund
Jan. 9	F	Last day for a 50% tuition refund/No refunds after this date
Jan. 19	M	Martin Luther King, Jr. Day: Academic and Administrative holiday*/Library closed

## Chapter 6

Jan. 30	F	Interession 2026 ends/Deadline to request an Incomplete for Interession courses, course withdrawal, and requesting a change of grading basis
Feb. 20	F	Interession 2026 grades due in Moodle (faculty)
Feb. 20	F	Deadline Incomplete Work for Interession 2026 courses

## Spring Semester 2026

Nov. 3-14	M-F	Registration for Spring Semester 2026
Jan. 19-30	M-F	Late Registration for Spring Semester 2026
Jan. 20-22	Tu-Th	New Student Orientation
Jan. 21	W	Payment deadline for Spring 2026
Feb. 2	M	Instruction begins for Spring Semester 2026
Feb. 2-13	M-F	Add/Drop period for spring semester
Feb. 6	F	Deadline to submit SRC 8888 and 9999 forms, and UCB cross-reg forms
Feb. 13	F	Add/Drop period ends/Last day for 100% tuition refund/Deadline to make changes in enrollment without fee
Feb. 16	M	Presidents' Day: Academic and Administrative holiday*
Mar. 6	F	Last day for a 50% tuition refund/No refunds after this date
Mar. 23-27	M-F	Spring recess
Apr. 3	F	Good Friday: Academic and Administrative holiday*
Apr. 5	Su	Easter*
Apr. 6-17	M-F	Registration for Summer Session 2026 and Fall Semester 2026
Apr. 23-24	Th-F	MDiv Written Comprehensives
May 4	M	Filing Deadline for STD, STL, ThM, and MTS theses/projects for those graduating this semester
May 6	W	MDiv Oral Comprehensives
May 22	F	Spring Semester 2026 ends/ Deadline to request an Incomplete for Spring courses, course withdrawal, and requesting a change of grading basis
May 23	Sa	JST-SCU Graduation/Commencement Ceremony
May 25	M	Memorial Day: Administrative holiday*
Jun. 12	F	Spring 2026 grades due in Moodle (faculty)
Jun. 12	F	Deadline to make up an Incomplete for Spring 2026 courses

## Chapter 6

### Summer Session 2026

Apr. 6-May 29	M-F	Registration for Summer Session 2026
May 21	Th	deadline for Summer Semester 2026
Jun. 8	M	Instruction begins for Summer Session 2026; Add/Drop period begins
Jun. 9	T	Last day of Add/Drop period/Last day for 100% tuition refund
Jun. 12	F	Last day for 50% tuition refund/No refunds after this date
Jun. 19	F	Juneteenth observed: Administrative holiday*
Jul. 3	F	Independence Day observed: Administrative holiday*
Jul. 17	F	Summer Session 2026 ends
Aug. 7	F	Summer 2026 grades due in Moodle (faculty)
Aug. 7	F	Deadline to make up an Incomplete for Summer Session 2026 courses

\*On administrative holidays, JST and the GTU Library are closed.



# Chapter 7: Tuition and Fees

## Chapter 7

### Chapter 7: Tuition and Fees

During the Add/Drop period each semester (two weeks) students may drop courses without penalty. Students will receive a 100% tuition refund for any dropped course during that time period. During the third to fifth weeks of the semester, students will receive only a 50% tuition refund for any dropped course. After the fifth week, a student may withdraw from a course, but no tuition refund will be given.

For the Winter Intersession and Summer sessions, the term and add/drop period are much shorter. After the second day of the term, a student will receive only a 50% tuition refund. No tuition refund will be given after the fifth day of the term. Please see the academic calendar for the specific dates each term.

#### Chapter 7.1: 2024-2025 Tuition and Fees

Santa Clara University Tuition And Student Fees  
Jesuit School Of Theology  
2023-24 Academic Year and 2023 Summer Sessions

##### Tuition

2023-24 Academic Year	Tuition per Term	Tuition per Unit
Master of Divinity Program		\$967
Master of Theological Studies Program		\$967
Master of Theology		\$1,187
Bachelor of Sacred Theology		\$967
Licentiate in Sacred Theology		\$1,187
Doctor of Sacred Theology		\$1,187
Master of Arts Program		TBD
Non-Degree Students (for credit or audit) <sup>1</sup>		\$967
JST Renewal Program	\$7,000	
<b>2023 Summer Session</b>		
Master of Divinity		\$930
Bachelor of Sacred Theology		\$930
Licentiate in Sacred Theology		\$1,060
Doctor of Sacred Theology		\$1,060

## Chapter 7

### Student Fees

#### General Fees

Application Processing Fee: \$50

Late Registration Fee: \$100

Graduation and Diploma Fee: \$100

Second Diploma Fee: \$75

M.A./MABL JST Graduation Participation Fee: \$45

Thesis Binding Fee: \$60

#### Course And Laboratory Fees

Immersion Trip Fees: TBD

#### Student Health Center Fees

Student Health Insurance (annual)<sup>2</sup>: TBD

#### Other Fees

International Student Fee (annual; \$35 per term): \$105

Cowell Center Immunization Non-Compliance Fee: \$100

### Continuing Education Fees

2026 Certificate Programs	Full Program (CEUs)
Instituto Hispano - Registration	\$8257

### Housing Rates

2025-26 Academic Year	Daily Rate	Monthly Rate <sup>3</sup>	Semester Rate <sup>4</sup>
Studio Apartment		\$1,347	\$6,064
1 Bedroom Apartment		\$1,566	\$7,049
2 Bedroom Apartment (per room)		\$1,204	\$5,418
2 Bedroom Apartment as a Single		\$1,734	\$7,803
Room in Community Suite - 2600 Virginia		\$868	\$3,910
Visitor Studio - 2600 Virginia (per night)	\$140		

<sup>1</sup>Audit up to two courses.

<sup>2</sup>Health insurance rates must be approved by the California Department of Insurance. This rate is currently pending approval and is subject to change.

<sup>3</sup>Monthly rate is only used during summer session (June 1 - August 15)

<sup>4</sup>Semester rate is based on two terms of 4.5 months each

The University reserves the right to change tuition and fees at any time and without prior notice.

## Chapter 7

### **Tuition Refund Policy**

During the Add/Drop period each semester (two weeks) students may drop courses without penalty. Students will receive a 100% tuition refund for any dropped course during that time period. During the third to fifth weeks of the semester, students will receive only a 50% tuition refund for any dropped course. After the fifth week, a student may withdraw from a course, but no tuition refund will be given. For the Winter Intersession and Summer sessions, the term and add/drop period are much shorter. After the second day of the term, a student will receive only a 50% tuition refund. No tuition refund will be given after the fifth day of the term. Please see the academic calendar for the specific dates each term.

# Chapter 8: Co-Curricular Life

# Chapter 8: Co-Curricular Life

## Co-Curricular Life

At Jesuit School of Theology of Santa Clara University, 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.

Your academic pursuits at JST-SCU will be accompanied by a diversely rich offering of co-curricular formation in which you are invited to engage. As well, the JST provides student services that enhance your lived experience and support your well-being.

## The Office of Student and Community Life Office

The JST-SCU Office of Student and Community Life is the hub for co-curricular activity in support of student learning and school-wide community building. Our efforts focus on supporting the full student experience, fostering a vital, stimulating environment of care and respect in which all our students may deepen their formation through encounter and relationship with others.

The Student and Community Life Office attends to student welfare, providing “cura personalis” to students and ensuring delivery of student support services that enhance physical/mental health and well-being. Through active coordination and engagement with SCU Mission Campus offices and departments, you will be provided with access to resources and support throughout your academic career. For information and resources, please email [jststudentlife@scu.edu](mailto:jststudentlife@scu.edu).

## Student Support Services

The JST-SCU Student and Community Life office is the liaison with numerous SCU offices and departments that provide supports to students, including: Bursar/Financial Services, International Students and Scholars (supports international students), Office of Accessible Education, Student Medical Services, Counseling and Psychological Services (CAPS), the Title IX Office, Campus Ministry, Career Services and the ACCESS office (issues SCU Student ID cards). Student Housing is managed by the JST-SCU Housing Office (see below).

## Chapter 8

### Community Life at JST-SCU

JST-SCU cultivates a diverse, welcoming and inclusive community with the purpose of offering formational moments that bring our diverse members together outside the classroom setting. The staff of Student and Community Life plan and organize special celebrations throughout the year, such as our Mass of the Holy Spirit Welcome BBQ, Feast of Guadalupe Fiesta, Lunar New Year Dinner, and our Annual Talent Show. Community Nights are hosted by this office and are times when our entire community comes together to pray, share a meal and engage with programming that enlivens theological reflection.. All of these shared moments provide a backdrop upon which our students, staff, and faculty develop collegial friendships that connect our widely diverse and cross-cultural JST-SCU family.

The Office of Student and Community Life publishes the *MAGIS*, a weekly e-newsletter whose purpose is to provide details on the happenings at JST-SCU and the wider community. Other items of interest are posted on school bulletin boards. Students are encouraged to participate fully in the imagining and implementation of opportunities that can bring our theological life to fullness within our campus community and the world.

### Student Leadership and Student Groups

Opportunities for student leadership at JST-SCU are avenues for student voices and perspectives.

- Academic Council - serving as the student representative for one's degree program on this council that focuses particularly on academic and curricular issues as well as the overall life of the school;
- JST-SCU Board of Directors - serving as a student representative on one of the sub-committees of the Board;
- New Horizons: JST Student Theological Journal -serving as the editorial board or as an author of this well regarded journal of thought;
- Liturgy Committee - serving on the committee to plan and assess the liturgical life of the school
- Student Affinity Groups - Students often form and organize according to interest and affiliation. Such as the Women's Faith Sharing Group, Faith and Film, Contemplative Walks, and many others depending on the interest and passion of our student community.

### JST-SCU Housing

The JST Housing Office oversees three university owned and operated apartment style residence halls including the Jean Donovan Lay Intentional Community. Our residence halls are located at 2600 Virginia Street, 2564 Virginia Street, and 2466 Virginia Street. Each individual apartment comes fully furnished and our rental prices

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include utilities. Onsite parking is not available to our residents, but a residential parking permit can be purchased for on street parking from the City of Berkeley or a monthly parking permit can be purchased for the Pacific School of Religion's parking lot which is open to all GTU member schools.

Each residence hall has a live-in student staff member, Building Resident Manager (BRM), who contributes to the hospitality, safety and security of each building. The BRMs serve on an on-call duty rotation during evenings, weekends and breaks throughout the academic year. The BRMs report to the Manager of Academic Building and Housing Operations.

To apply for housing with the Jesuit School of Theology, you can submit a JST-SCU Housing application through the Santa Clara University's Housing Portal. Applications are accepted on a rolling basis and housing assignments are made if space is available at the time of the application. A \$500 prepayment deposit is required when submitting the application.. More information can be found on the [JST Housing's website](<https://www.scu.edu/jst/life-at-jst/housing/>) or you can contact JST-SCU Housing Office though email: [jsthousingfacilities@scu.edu](mailto:jsthousingfacilities@scu.edu) or call (510) 549-5050.

### Chapter 8.1: Housing

Housing Rates for the 2025-2026 Academic Year

#### JST Housing Rates

Apartment	Summer Rate	Semester Rate
Studio	\$1347	\$6064
One Bedroom	\$1566	\$7049
Two Bedroom (shared)	\$1204	\$5418
Two Bedroom (single)	\$1734	\$7803
Lay Community (JDC)	\$868	\$3910

#### GTU Housing Rates

GTU	Summer Rate	Semester Rate
Studio	\$1405	\$6325
One Bedroom	\$1634	\$7353
Two Bedroom (shared)	\$1256	\$5661
Two Bedroom (single)	\$1809	\$8139
Lay Community (JDC)	\$906	\$4078



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### Chapter 8.2: Spiritual Formation

Overview: Through the richness of Jesuit and Catholic tradition, formation reflects our mission of educating “scholars and ministers to serve the Church and society by enlivening faith, promoting reconciliation, laboring for justice, and participating in God’s mercy.” (see [JST Mission Statement](#)). We envision formation as a process of growing in relationship with one’s true self, one’s companions on the way, our local communities, our global context, and with God, so as to serve in the Church and the world.

We regard God as the primary agent of formation and we trust that God encourages and empowers students to initiate and engage actively in their formation. In collaboration with God’s promptings, JST offers an array of formation resources and opportunities, with some optional elements and others required by the degree program. We view the school community as a primary locus for formation, where relationships and participation in a diverse academic community provide fertile terrain for learning and for encountering God in and alongside others.

Resources: JST provides the following resources to support all students in their formation:

- Spiritual Direction - A pool of spiritual directors serves the JST community, so as to ensure that students can benefit from this important spiritual practice. The Director of Spiritual Formation hosts an introduction to this ministry in partnership with Student Life and several of the directors.;
- Liturgy - The school community celebrates liturgy on Tuesday through Friday evening. As possible, Monday morning liturgies are scheduled. The Liturgy Committee, on which students are encouraged to serve, sustains the liturgical life of the school by reflecting on our current practice and ways we can support participation, preparation, and ministry. We prioritize and seek to grow in our ability to promote lay and ordained collaboration, ministerial formation, interculturality, and care of creation, to allow for what is most fundamentally a moment of communal prayer in response to the gift of God’s action in the world. Students are encouraged to join a local parish for Sunday liturgies.;
- Prayer - In addition to the liturgical calendar, there are a variety of occasions organized for prayer and spaces dedicated to supporting the prayer life of JST students. Graduate Assistants for Spiritual Formation, faculty, staff, and students help to identify and plan spiritual formation opportunities. Depending on the year and desires of community members, a given year might include contemplative walks and hikes, Advent and Lenten days of prayer, a Faith and Film screening series, and periods of meditation and adoration. Students may also form ongoing prayer and faith-sharing groups or join an existing online group coordinated by alumnae.

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- Retreats: Students have opportunities to make retreats during their time at JST. The Spiritual Exercises are offered in different formats within daily life. Contact Stephen Szolosi for more information. The lay student community has the opportunity to make a retreat together at the conclusion of the January intercession. Other opportunities exist and can be formulated in conversation with the Director of Spiritual Formation.

Complementary Elements of Formation: Formation for Jesuit students, for religious men and women of other congregations, for diocesan clergy and clergy of various denominations, and for lay persons will vary according to the individual's charism. Formation elements will also vary according to the program of study.;

Finally, all students experience spiritual formation through:

- a curriculum oriented toward faith in action with a preferential option for the poor;
- a focus on contextual theology, bringing "theology into dialogue with communities, within their particular histories and cultures;" (See [JST Mission Statement](#));
- a vibrant liturgical and community life;
- Ignatian spirituality;
- the dynamic interreligious, ecumenical, and intercultural contexts of the San Francisco Bay Area;
- resources of Santa Clara University (SCU), including lectures, presentations, and other activities.

Conclusion: We invite students to engage fully in their own formation process, each according to their charism and vocation, and in collaboration with God's prompting. We welcome and encourage students to collaborate with one another, with the faculty and staff, and with other potential partners during their time at the Jesuit School of Theology.

### Chapter 8.3: Student Handbook

For more information on community standards, policies, and procedures please consult the [Student Handbook](#).

# Chapter 9: Degree Programs

## Chapter 9

### Chapter 9: Degree Program

The Jesuit School of Theology of Santa Clara University offers the following degree programs. To see specific information and requirements for each degree program, please review the degree program handbooks found at on the [Academic Degrees webpage](#).

#### Degree Programs

- Master of Divinity (M.Div.)
  - A three-year academic and professional degree for those preparing for pastoral ministry in the Roman Catholic Church.
- Hyflex Master of Theological Studies (M.T.S.)
  - Flexible program offering students a broad understanding of the Catholic theological tradition. Available concentrations include: religion and culture, biblical studies, systematic theology, and ethics.
- Master of Theology (Th.M.)
  - One-year program in advanced theological study beyond the Master of Divinity degree, available in almost any area of specialized interest.
- Bachelor of Sacred Theology (S.T.B.)
  - A Roman Catholic ecclesiastical degree that ensures a solid knowledge of theology and a strong foundation in Catholic doctrine.
- Licentiate in Sacred Theology (S.T.L.)
  - A two-year Roman Catholic ecclesiastical degree in advanced theological study beyond the Bachelor of Sacred Theology or Master of Divinity degree.
- Doctorate in Sacred Theology (S.T.D.)
  - The third cycle in the program of ecclesiastical degrees intended to complete the scientific theological formation, especially through the writing of a doctoral dissertation.

#### Chapter 9.1: Renewal Sabbatical Program

The Jesuit School of Theology of Santa Clara's (JST-SCU) Renewal Program invites you on a journey of renewal. Immerse yourself in a diverse and supportive community as you explore innovative theological approaches, deepen your spiritual practice, and rediscover your passion for ministry. Through a blend of theology courses, enriching cohort experiences, and opportunities for personal reflection, the Renewal Program provides a unique space for rejuvenation and growth in the heart of the vibrant San Francisco Bay Area.

Ray John Marek, a Missionary Oblate of Mary Immaculate, serves as the Director of the Renewal Program. Ray John holds a M.Div. from Oblate School of Theology, a D.

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Min. from Aquinas Institute of Theology, and has a wealth of experience in administrative, pastoral, and academic roles.

For more information, please visit [the Renewal Sabbatical Program Webpage](#).

### Chapter 9.2: Instituto Hispano

Instituto Hispano/Hispanic Institute

Programa de Formación continua

El Instituto Hispano ofrece formación teológica y pastoral a líderes de comunidades eclesiales hispanas. Nuestra misión es promover la formación de líderes pastorales, para que profundicen su vocación y ministerio. El Programa de Formación Continua ofrece talleres, cursos y certificados; presenciales, híbridos y en línea, sobre Sagrada Escritura, Espiritualidad, Ministerio Pastoral, Inculturación e Interculturalidad, Teología moral y Sistemática; los cuales están abiertos para todos los que quieran seguir actualizándose en su formación Teológica-Pastoral.

**Duración del Programa:** Ofrecemos talleres, cursos y certificados durante todo el año.

Continuing Formation Program

The Instituto Hispano offers theological and pastoral formation to leaders from Hispanic ecclesial communities. Our mission is to promote their formation so that they can deepen their vocation and ministry. The Continuing Formation Program offers in-person, hybrid, and online workshops, courses, and certificates about Sacred Scripture, Spirituality, Pastoral Ministry, Inculturation and Interculturality, and Moral and Systematic Theology. Our program is open to all those who want to continue updating their Theological-Pastoral training.

Program duration: We offer workshops, courses, and certificates throughout the year.

To learn more, please visit the [Instituto Hispano Webpage](#)

# Chapter 10: Personnel

## Chapter 10

### Chapter 10: Personnel

#### Chapter 10.1: SCU Board of Trustees

The list of the [Santa Clara University Board of Trustees](#) is on the JST SCU Webpage.

#### Chapter 10.2: JST Board of Directors

Thomas J. Blumenthal

Yolanda Brown

Luis Calero, S.J.

Sean Carroll, S.J. (ex officio)

Peter Gibbon

Fr. Nicholas Glisson

Francis Harvey

James Hulburd

Matthew Kemner

Ron Mercier, S.J.

Rita O'Malley

Agbonkhianmeghe E. Orobator, S.J (ex officio)

Brian Paulson, S.J. (ex officio)

Nancy Pineda-Madrid

Pedro Reyes, S.J.

Denis Ring

Byron Scordelis

Matthew Semansky

Eddie Siebert, S.J.

Tom Smolich, SJ (ex officio)

Bishop John Stowe, O.F.M.Conv.

Julie Sullivan (ex officio)

Margaret Tempero

Sr. Jane Wakahiu, LSOSF

Agnieszka Winkler

#### Chapter 10.3: Administration Officers

Administration Officers Of The Ecclesiastical Faculty

Chancellor

Very Reverend Arturo Marcelino Sosa Abascal, S.J.

Superior General of the Society of Jesus

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Vice Chancellor

Very Reverend Brian Paulson, S.J.  
President, United States Conference, Society of Jesus

Dean of the Ecclesiastical Faculty

Agbonkhianmeghe E. Orobator, S.J.  
Dean, JST-SCU

### **Chapter 10.4: JST Administration and Staff**

JST Administration And Staff 2023-24

Julie Sullivan, President

Agbonkhianmeghe E. Orobator, S.J., Dean

Jerome Baggett, Associate Dean

Drew Roberts, Senior Assistant Dean and Chief Operating Officer

Jasmine Allen, Administrative Associate for Finance and Administration

Teresa Bowes, Senior Assistant to the Dean

Aldo Canegalli, Maintenance Assistant

Preston Carmack, Director of Marketing and Communication, Interim Director of Enrollment Management

Milady "Mily" Casco, Collaborative Theology Initiative Program Manager

Jenny Girard Malley, Assistant Dean of Student and Community Life

Mack Griffith, Sr. Assistant Registrar

Karen Leitsch, Assistant Dean of Finance and Administration

Félix Palazzi, Synodality Program Manager

Carlos Rodriguez, Recruiting and Admission Operation Specialist

Mey Saechao, Academic Operations Associate

Stephen Szolosi, Director of Spiritual Formation

Daniel Tejada, Maintenance Assistant

Cecilia Titizano La Fuente, Director of Latina/o Theology and Ministry Leadership Network

William Troche, Manager of Academic Building and Housing Operations



## Chapter 10

### Chapter 10.5: Faculty

#### JST Faculty

Jerome P. Baggett, Ph.D.

Professor of Religion and Society and Ignacio Ellacuria Professor for Jesuit Studies  
Endowed Chair

Professor Baggett is a sociologist who teaches a variety of courses at the Jesuit School, all of which – regardless of specific content – introduce students to both sociological theory and method as well as to the complicated dynamics of religion and culture within contemporary society. In addition to various scholarly articles, he has written *Habitat for Humanity: Building Private Homes, Building Public Religion* (Temple, 2001), *Sense of the Faithful: How American Catholics Live Their Faith* (Oxford, 2009), and *The Varieties of Nonreligious Experience: Atheism in American Culture* (NYU, 2019).

Kathryn Barush, D.Phil.

Thomas E. Bertelsen Jr. Associate Professor of Art History and Religion

Dr. Kathryn Barush brings her training in art history and material culture to bear on studies of theology and religion. She holds a D.Phil. in modern history and an M.St. in the history of art and visual culture, both from the University of Oxford, and a BA from Sarah Lawrence College. She has experience planning and leading art-infused student pilgrimages, including the Camino Ignaciano. In addition, she has published extensively on the theory of pilgrimage including two books, *Imaging Pilgrimage: Art as Embodied Experience* (Bloomsbury, 2021) and *Art and the Sacred Journey in Britain* (Routledge, 2016). Dr. Barush is the founding director of the GTU's [Berkeley Art & Interreligious Pilgrimage Project](<https://pilgrimage.gtu.edu/>).

Jeremiah Coogan, Ph.D.

Assistant Professor of New Testament

Dr. Coogan received his PhD in Christianity and Judaism in Antiquity from the University of Notre Dame (2020). From 2020 to 2022, he was a Marie Skłodowska-Curie Fellow in the Faculty of Theology and Religion at the University of Oxford. As a scholar of the New Testament and early Christianity, Coogan focuses on Gospel reading, manuscripts, and early Christian philology. He has published the award-winning first book [Eusebius the Evangelist (Oxford University Press, 2023)](<https://global.oup.com/academic/product/eusebius-the-evangelist-9780197580042>) His current book project is tentatively titled *The Invention of Gospel Literature*.

Eduardo C. Fernández, S.J., S.T.D.

Professor of Pastoral Theology and Ministry

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Fr. Fernandez teaches such courses as Sacraments in Latino Context; Latino/a Theology; Latinx Religious Expressions; and Intercultural Ministry. He specializes in Latino theology, Mexican and Southwestern history, enculturation and the celebration of the sacraments in multicultural contexts. Fr. Fernandez has served as president of the Academy of Catholic Hispanic Theologians of the United States (ACHTUS) and has authored several books, including *La Vida Sacra: Contemporary Hispanic Sacramental Theology* (Rowman and Littlefield, 2006) with James Empereur, S.J.; *Mexican-American Catholics* (Paulist Press, 2007); and *Católicos Mexicoamericanos* (Paulist, 2023).

Christopher M. Hadley, S.J., Ph.D.  
Associate Professor of Systemic Theology

Fr. Hadley came to JST in the Fall Semester of 2016 from a post-doctoral research fellowship at the Lonergan Research Institute at Regis College of the University of Toronto. He recently published, *A Symphony of Distances: Patristic, Modern, and Gendered Dimensions of Balthasar's Trinitarian Theology* (Catholic University of America Press, 2022).. His theological interests are ancient and modern trinitarian theology, Christology, pneumatology, and philosophical theology in Roman Catholic and Eastern Orthodox traditions. He has priestly faculties in both the Latin and Byzantine rites and serves in the Roman Catholic Dioceses of Oakland and San Francisco and the Melkite Greek Catholic Eparchy of the US.

Gina Hens-Piazza, Ph.D.  
Professor of Old Testament Studies and Joseph S. Alemany Endowed Chair for Santa Clara University

Dr. Hens-Piazza is a scholar of the Hebrew Bible. At the Jesuit School, she teaches courses like Pentateuch: Histories and Methods; The Book of Ruth, Claiming the Psalms for Today, and Hebrew Language. She is a co-editor of *The Jerome Biblical Commentary for the 21st Century* and author of *The Supporting Cast of the Bible: Reading on Behalf of the Multitude* (Fortress, 2020). She is past president of the Catholic Biblical Association.

Léocadie Lushombo, i.t, Ph.D.  
Assistant Professor of Theological Ethics

Léocadie Lushombo, is a consecrated woman, member of the Teresian Association (Institución Teresiana), and, in addition to being on the faculty at JST is a visiting professor at the Catholic University of the Congo. Lushombo's research focuses on Catholic social teaching, just peace virtue-based approach, gender-based violence,

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and women's political participation, especially in Sub-Saharan Africa. In addition to numerous articles, she recently published, *A Christian and African Ethic of Women's Political Participation: Living As Risen Beings* (Rawman & Littlefield, 2023).

Monica Marcelli-Chu, Ph.D.  
Assistant Professor of Theological Ethics

Monica Marcelli-Chu joined the Jesuit School of Theology in 2023. She received her Ph.D. in Theological Studies at Regis College, the Jesuit school at the University of Toronto, in 2022. She also holds an S.T.L. and M.Div. from Regis College. Her research areas are in the foundations of moral theology and Catholic social teaching. She focuses on the thought of Thomas Aquinas, with particular interest in the role of the gifts of the Holy Spirit for moral action, both individual and social, and how this broadens conceptions of human agency. She has recently published on the gifts of the Spirit in *The Thomist*, and is currently pursuing further questions on the relationship between human and non-human agency.

James Nati, Ph.D.  
Assistant Professor of Hebrew Bible & Old Testament Studies

Dr. Nati joined the JST community as Assistant Professor of Hebrew Bible & Old Testament Studies in 2019. He holds a PhD from Yale University (2019) and an MAR from Yale Divinity School (2013). His research focuses on the textual traditions of the Hebrew Bible/Old Testament, and more specifically on the development of these traditions in the Second Temple period (500 BCE –100 CE). He has published in *Revue de Qumran*, *Dead Sea Discoveries*, the *Journal for the Study of the Old Testament*, and in a number of edited volumes. In addition to preparing his dissertation for publication, he is currently at work on two book projects: a commentary on the Community Rule (with John J. Collins; Oxford University Press) and a handbook on the Ethiopic texts of 1 Enoch and Jubilees (SBL Press).

Agbonkhianmeghe E. Orobator, S.J., Ph.D  
Professor of Systematic Theology

Dean Agbonkhianmeghe E. Orobator grew up in Benin City, Nigeria, practicing traditional African religion. He joined the Jesuits in 1986 and was ordained in 1998. Fluent in four languages, Dean Orobator received his Ph.D in theology and religious studies from the University of Leeds in England, his MBA from Georgetown University, and his licentiate in sacred theology from JST-SCU, from which he also received an honorary doctorate in 2012. He was previously provincial superior of the Jesuits of the Eastern Africa Province. He has taught theology and religious studies at Hekima University College, St. Augustine College of South Africa in Johannesburg,

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and Marquette University in Milwaukee. He is author of the books “Theology Brewed in an African Pot;” “Religion and Faith in Africa: Confessions of an Animist,” based on Duffy Lectures he delivered at Boston College; and “The Pope and the Pandemic: Lessons in Leadership in a Time of Crisis,” a Catholic Media Association award winner.

Deborah Ross, Ph.D.  
Lecturer and Director of Ministerial Formation

Dr. Deborah Ross has served on the JST faculty since 2013. She teaches field education courses and directs the M.Div. field education program. Deborah received her M.Th. in Pastoral Theology and Ph.D. in Theology from Heythrop College, University of London. Deborah’s Ph.D. focused on the Rite of Christian Initiation of Adults (RCIA) faith-formation process. Her S.T.L. degree in Pastoral and Liturgical Theology is from the Jesuit School of Theology of Santa Clara University. Deborah’s academic interests include catechesis, Christian initiation, contextual theology, ecclesiology, practical theology, sacramental and liturgical theology, and theological anthropology. She is pursuing research and writing on practical theology and the RCIA process, with books planned on both topics. Deborah currently serves as president of the Association of Graduate Programs in Ministry (AGPIM).

Julie Hanlon Rubio, Ph.D.  
Shea-Heusaman Professor of Christian Social Ethics

Before coming to JST, Julie taught in the department of theological studies at St. Louis University for nearly two decades. Her research focuses on family, feminism, sex, and politics. She is the author of four books, including the award winning *Hope for Common Ground: Mediating the Personal and the Political in a Divided Church* (Georgetown, 2016) and *Family Ethics: Practices for Christians* (Georgetown, 2010), and she has co-edited two volumes of essays. She serves on the United States Catholic Conference of Bishops' National Review Board and on the board of the *Journal of Catholic Social Thought*. Along with Paul Schutz, she was a principal investigator for the grant funded study, [Beyond Bad Apples: Understanding Clergy Perpetrated Sexual Abuse as a Structural Problem and Cultivating Strategies for Change.](<https://www.scu.edu/ic/programs/bannan-forum/media--publications/beyond-bad-apples/>) Her new book, *Can You Be a Catholic and a Feminist?* will be published by Oxford University Press in 2024.

Fr. Christopher Staab, S.J.,  
Professor of the Practice in Ignatian Spirituality

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A member of the Midwest Province, joined JST-SCU as Professor of the Practice in Ignatian Spirituality in 2024. He previously taught at the Pontifical Gregorian University in Rome.

Anh Q. Tran, S.J., Ph.D.

Associate Professor of Historical and Systematic Theology

At JST, Professor Tran teaches core courses in systematic theology and interreligious studies. His teaching interests include Christology, theological anthropology, ecclesiology, missiology, theology of religions, interreligious dialogue with Confucianism and Buddhism, comparative theology, Asian theologies and World Christianities, and history of Christianity in Asia. Professor Tran's research interests involve ecumenism, intercultural dialogue, comparative religion/theology, Asian theology and Christian missions in Asia and he has published numerous articles and essays on these topics, as well as a monograph, *Gods, Heroes, and Ancestors: An Interreligious Encounter in Eighteenth-Century* (Oxford, 2018). His current book projects are: *Debates or Dialogues: Interreligious Conversation in Vietnam* and *A History of Jesuit Presence in Vietnam*.

Adjunct Faculty

Stephanie Dixon

Jane Ferdon, O.P., D.Min.

Julia D.E. Prinz, V.D.M.F., Ph.D.

Dr.Prinz completed a Ph.D in Christian Spirituality from the Graduate Theological Union, Berkeley in 2006, and has been a lecturer at JST-SCU ever since. As a member of the Verbum Dei, she has been involved in base-community work with Hispanic and Asian immigrant populations in San Francisco since 1995. Her book, *Endangering Hunger for God: Johann Baptist Metz and Dorothee Sölle at the Interface of Biblical Hermeneutic and Christian Spirituality*, was published in 2007. Her current research includes: biblical hermeneutics, the dialogue between theology/spirituality and photography, the dialogue between theology/spirituality and medicine regarding the process of healing, marginal and hybrid-identities in their significance for theological thought and a specific interest in spiritual and theological formation in Asia.

Robert McCann, J.C.L.

Mary E. McGann, R.S.C.J., Ph.D.

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Mary McGann, R.S.C.J., joined the JST faculty as Adjunct Associate Professor of Liturgical Studies in the Spring of 2015, after teaching at the Franciscan School of Theology (formerly of the GTU) from 1996-2014. She has taught courses in liturgy and spirituality; women, spirituality, and worship; enculturation and liturgy; liturgical leadership; ecology and liturgy; the art of liturgical prayer; ritual studies; and ethnographic research methods. Dr. McGann holds degrees in liturgical studies and music/ethnomusicology, and has done ethnographic research into music performance in African American Catholic worship. She is the author of four books, several book chapters and articles. Her most recent book, *The Meal That Reconnects: Eucharistic Eating and the Global Food Crisis*, was awarded first place in the category of Catholic Social Teaching from the Catholic Media Association in June, 2021.

### Faculty Emeriti

Alison Benders, J.D., Ph.D.

### Senior Lecturer in Systematic Theology

Dr. Benders joined the Jesuit School of Theology in the summer of 2014 as Associate Dean. Prior to joining JST, Dr. Benders served as a senior level academic administrator at several Catholic institutions in Ohio and has taught graduate and undergraduate courses for over ten years. Her research interests include race as a social justice issue, moral transformation, and the contributions of Jesuit theologian Bernard Lonergan. She has published *America's Original Sin: a Pilgrimage of Race and Grace* (Liturgical Press, 2021) and *Just Prayer: A Book of Hours for Peacemakers and Justice Seekers* (Liturgical Press 2015).

George E. Griener, S.J., Th.D.

As Associate Professor of Historical and Systematic Theology, Fr. Griener teaches courses in History of Theology (18th and 19th centuries), Karl Rahner's Philosophy of Religion, Theology of Suffering, God of Jesus Christ and Theological Anthropology.

Fr. Griener is a member of the American Academy of Religion, the Catholic Historical Society, and the Catholic Theological Society of America. He has recently published an article titled "The Theology of Suffering in a Narcissistic Culture." His social-political concerns find expression through Amnesty International, the Guatemalan Human Rights Commission, and the Catholic peace organization, Pax Christi.

Bruce H. Lescher, Ph.D.

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A native of northern Ohio, Dr. Lescher began his career as a high school English teacher before pursuing graduate study and doctoral work in American Catholic spirituality. He taught in Cleveland, Seattle, Austin (Texas), and Chicago.

Dr. Lescher came to JST in 1998 as a teacher and administrator, arriving from the Catholic Theological Union in Chicago. At JST, Dr. Lescher teaches courses in Christian Spirituality, such as Transition and Transformation, a seminar on Thomas Merton, and an introduction to spirituality as an academic discipline for doctoral students.

He is married to Clare Ronzani, M.A. Bruce and Clare sometimes present workshops together and both are also involved in the ministry of spiritual direction.

He is a member of the Society for the Study of Christian Spirituality and the Catholic Theological Society of America. Dr. Lescher has published several articles both in his field of specialization, American Catholic spirituality, and more broadly on issues of spiritual formation.

Paul Janowiak, S.J., Th.D.

Associate Professor of Liturgical and Sacramental Theology

Fr. Janowiak came to JST in 2011 from the School of Theology and Ministry at Seattle University in Seattle, Washington, where he was Associate Professor of Sacramental and Liturgical Theology. His research interests are in Roman Catholic and Ecumenical liturgical and sacramental theology, the sacramentality of liturgical preaching, Trinitarian dimension of worship, devotion as a communal practice, Vatican II, and the Roman Catholic theologians who shaped the Council. His most recent book is *Singular Vessel of Devotion: The Sacramental Body at Prayer* (Paulist, 2021).

William O'Neill, S.J., Ph.D.

William O'Neill, S.J., Ph.D. is Professor Emeritus of Social Ethics at the Jesuit School of Theology. His writings address questions of human rights, ethics and hermeneutical theory, social reconciliation and conflict resolution, and refugee policy. He has worked with refugees in Tanzania and Malawi and has done research on human rights in South Africa and Rwanda.

He received a Newcombe Fellowship, a Lilly Theological Research Grant, and held the Jesuit Chair at Georgetown University from 2003-2004. Dr. O'Neill has served on the Editorial Board of *The Journal of the Society of Christian Ethics* and currently serves

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on the Board of the Society of Christian Ethics. He currently serves on the Board of the journal Theological Studies. He is a member of the Anglican/Roman Catholic (ARC) Ecumenical Dialogue in USA and the Jesuit Seminar.

Sandra M. Schneiders, I.H.M., S.T.D.

As Professor Emerita of New Testament Studies and Christian Spirituality, Sr. Sandra Schneiders specializes in New Testament literature, particularly Johannine literature and biblical hermeneutics, and Christian spirituality, specifically biblical spirituality, feminism, religious life and the theory of the field of spirituality.

In 2014, Sr. Sandra was the recipient of the Barry University Yves Congar Award for Theological Excellence. In 2013, she received the Association of Catholic Colleges and Universities Monika K. Hellwig Award for Outstanding Contribution to Catholic Intellectual Life, and in 2012 she was honored by the Leadership Conference of Women Religious as recipient of their Annual Outstanding Leadership Award.



# Chapter 11: Course Offerings

## Chapter 11

### Chapter 11: 2025-2026 JST-SCU Faculty Course Offerings

Below is a sample of courses offered by Jesuit School of Theology faculty this year.

#### CE-2056: Fundamental Moral Theology

This Course explores the relevant sources, traditions, categories, dynamics, and methods of Catholic theological ethics. Subjects include love, fundamental option, and goodness; freedom, conscience, and sin; moral agency, reason, and experience; moral acts, moral truth, and moral rightness; law, natural law, and virtue; Scripture, moral discernment, and decision-making; and the magisterial teaching authority in moral matters; and principles. The Course a) presents the sources and traditions of theo-ethical reflection, b) reviews developments in the Catholic tradition and the contexts out of which grew the need for revision and nuance; and c) examines contemporary cases to identify, apply, and assess the methods of moral reasoning.

#### CE-4017: Christian Ethics: Major Figures

This course explores Christian ethics from the perspective of major figures that have shaped the field: historically, contextually, and in the contemporary period. It considers the thought, context, and reception of historical and contemporary figures; and engages in critical analysis and evaluation of their influence, for both foundational approaches and applied topics or issues.

#### CE-4800: African Theological Ethics

The Course will critically examine the contribution of African theologies and ethics to global Christianity. Using the cultural hermeneutical method, it will start by assessing the work of evangelization in the colonial period and its implications on Christianity in Africa. Then it will investigate a veritable African theological discourse and the ethical values that are critically recognized and assumed by this discourse. The Course will cover the fundamental sources of African Christian theologies; inculturation, its meaning, definitions, challenges and applications; the question of Liberation theology in Africa; various approaches and challenges to doing theology in Africa.

#### CEFT-2107: Confessional Celebrational Rites And Practice

This course will examine the Roman Catholic Sacrament of Reconciliation from its historical, theological, moral, pastoral, liturgical and canonical perspectives. It is designed for those who will preside at the Sacrament of Reconciliation as presbyters.

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The emphasis will be an ongoing practicum on reconciliation rites and practices, utilizing role-playing of a variety of confessional cases and issues. The course will also involve an in-depth discussion of moral, liturgical and pastoral theology as it is related to the Sacrament. Attention will be paid to pastoral care in a variety of different contexts of sacramental confession, as well as related pastoral, moral and canonical issues which often surface in the celebration of the Rite of Reconciliation.

### CEPR-4125: Suffering, Human Flourishing, And Ethics

This course is an introduction to the meaning and role of suffering in relation to the question of human flourishing and the work of ethics. It is especially designed for STL and STD students seeking intersectional reflection in pastoral theology and theological ethics. It will consider (a) various theological approaches to the question of human suffering in dialogue with questions of human agency, flourishing or happiness, sin and redemption, and pursuit of the good; (b) social suffering, oppression, and liberation; (c) suffering in relation to health, animal ethics, and ecological ethics.

### HMLS-4160: Preaching/Presiding In Spanish

Students, teachers, and preachers working with and among Latino communities often find themselves with the challenge of having to translate theological concepts learned in English into Spanish. The fact remains, however, that working in another language requires not only mastery of a certain vocabulary but also an invitation to enter into other social and theological worlds. This seminar provides the opportunity for participants to write and preach homilies in Spanish, with the option of presiding at liturgies in the same. In order to learn to do this, the students will explore the culture and language in relation to the ethnicity of the assembly they serve; increase their awareness of the resources available for this distinctive preaching; acquire a basic knowledge of at least one helpful model for preaching in this unique situation; and practice preaching (and possibly presiding) that is linguistically and culturally congruent with Hispanic or mixed assemblies.

### LSST-4181: Inculturation And Liturgy

Inculturation is a work of justice and liberation by which Christian communities grow into the richness of their mature identity. Vatican Council II and subsequent church documents underscore the importance of etho-cultural and racial diversity to the life of the church. Inculturation, and specifically liturgical inculturation, releases that potential, creating a wholeness and integrity – a true “catholicity” – within the people of God. Course readings and visual resources draw on emergent theologies from around the globe, key church documents, and narratives of communities engaged in

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inculturated worship. Focus given to issues of globalization, justice, popular religion, women, as well as community resilience and sustainability, Discussion/reading will explore Asian, African, Latin American, Asian American, Latino, and African American perspectives and practices.

### NT-3513: Paul In Context

This foundation course (a combination of lecture and seminar discussion) provides a historical and theological introduction to Pauline literature. The course locates Paul and Pauline literature in their ancient historical, cultural, and political contexts—within Second Temple Judaism, within the emerging Christian movement, and within the broader Roman Mediterranean—and attends to the development of Pauline texts and thought over time. Beyond ancient contexts, we engage long histories of Pauline reception and explore varied critical and theological approaches to reading Paul today. Students will study primary texts and practice a wide range of interpretive methods. They will also read selected Pauline scholarship.

### NT-5003: New Testament Research Methods: Hebrews

This seminar explores the Epistle to the Hebrews as a rich site for investigating the complex relationships between emerging Jesus-believing communities and the diverse expressions of Second Temple and Hellenistic Judaism. Through close engagement with the Greek text, we will examine key theological and sociocultural themes—law, priesthood, cosmology, and community—as they resonate within both early Christian and Jewish contexts, including early rabbinic developments. Students will employ a range of advanced NT research methods—including historical-critical, literary, intertextual, and socio-rhetorical approaches—to analyze the text of Hebrews within its broader historical and religious landscape.

### OT-2095: Methods: Pentateuch & Histories

A socio-historical and literary survey of the Pentateuch and Histories with attention to the effects of culture upon both the composition and reception of these writings in faith communities. The course provides a foundation in critical methodologies and in the theory and practice of exegesis. In addition, we will wrestle with pastoral dimensions of our study - i.e. what is the relationship of these biblical criticisms to the kinds of interpretations made of the Bible in pastoral places outside the academy; what kinds of ethical, social, and ideological impact does the Bible and its interpretation have in our world?

### OT-4901: Book Of Daniel: Apocalypse Amidst Empire

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The Book of Daniel is considered part of the prophetic corpus in Christian tradition and part of the Writings in Jewish tradition. It has been considered in scholarship, moreover, as a sapiential and apocalyptic text. This course considers the Book of Daniel from this variety of perspectives, paying attention to its literary and theological themes, and in particular themes around empire and colonialism. The course is conducted as a seminar, with each meeting centered around a close reading of one chapter of Daniel. Primary and secondary readings are in English, but there will be an optional Hebrew/Aramaic reading group for students with facility in these languages.

### OT-5141: Literary Criticism And The Old Testament

A survey of the history of literary criticism and an overview of modern literary theory itself, with special attention to its various systems and approaches. An examination of methods for biblical study that have been developed with reference to these literary approaches. An examination of how these methods are applied in the criticism of actual biblical texts.

### RAHS-2604: Christian Iconography

This course is co-taught by Kate Barush and Christopher Renz. The purpose of this course is to introduce students to the "language" of Christian symbols and metaphors, especially those that are most essential to the liturgical life of the Church. Students will learn how the early Church understood and used principles from Greek, Roman, and Byzantine culture to create symbols that convey the multifaceted dimension of salvation. The use of sacred geometry in art and architecture helped to create a Christian "imagination" that permeated both liturgical and domestic life. These principles will be engaged with contemporary ideas on Catholic worship and culture.

### RAHS-3821: Art And Pilgrimage

Geoffrey Chaucer famously wrote that 'folks long to go on pilgrimage.' Indeed, traveling over long distances to a sacred destination is an important ritual practice that has crossed cultures and time. Such journeys have inspired legends, folk-stories, and artistic representations from the early Christian centuries to today. Using a cross-disciplinary approach, this course surveys the relationship of art, material culture, and Christian pilgrimage practice through a close examination of major shrines and their dedications and decorations, paintings, pilgrimage badges and other souvenirs, films, and surrogate sites of pilgrimage such as maps, labyrinths, and manuscripts. We will address the literal and metaphorical meanings of pilgrimage and the conjunction of artistic practice and contemplative prayer.

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### RS-2092: Culture, Context And Lived Religion

The purpose of this course is to introduce students to the much-discussed (but less often understood) concept of culture and its implications for theological study and pastoral ministry today. After attending to more theoretical concerns, we will investigate the manner in which a nuanced construal of culture is essential for better understanding such things as secularization, religious change, and the salience of religiosity in shaping people's perceptions, identities and strategies of action. By attending to these (and other) topics, students should acquire the theoretical and methodological tools necessary for becoming more sophisticated observers of religion as it is actually lived out as well as for deepening their studies in theology and ministry.

### RS-3161: Religion And Capitalism

The purpose of this course is to assist students in thinking through the complicated relationship between religion and capitalism today. Inasmuch as these seemingly monolithic terms – religion and capitalism – actually refer to tremendously variegated phenomena, this course will be exploratory in nature and privilege the scholarly as well as the theological and pastoral implications of our study. Key areas of discussion will include: capitalism within religion, capitalism as religion, religion contra capitalism, and capitalism and religion.

### SPHS-2100: Ignatius Of Loyola: From Pilgrim To Companion

This course will trace the life of Ignatius from a solitary pilgrim to companion with others in mission in an apostolic body. After reading a selection of early biographies about him, we will study the ongoing expression of his spirituality in his letters and the Constitutions of the Society of Jesus. The course aims to be mystagogical in nature, introducing the students into the spiritual dynamics present in the texts, challenging us to make a similar journey from pilgrim to companion and collaborator with others in a synodal Church.

### SPPR-2500: Contemplative Ecology

There is a rich tradition in the United States of writing on nature that functions by inviting one into a deeper, contemplative stance of experiencing and relating to the natural world of which we are a part. While some of these authors (Thomas Merton, Denise Levertov) are explicitly and self-professedly Christian, others are not (Henry David Thoreau, John Muir, Aldo Leopold, Rachel Carson). Yet even in some of the latter cases, there often is evidence that, minimally, a "biblical imagination" inspires their writing—just as great Christian mystics through the ages had a profoundly

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biblical imagination, which shaped how they prayed and how they taught. There is, thus, a rich opportunity in the United States for a “contemplative ecology” that is ecumenical, even reaching out to agnostics or the “spiritual but not religious,” while also carrying themes and rhetorical tropes with roots going back to the desert monasticism of late antiquity, and beyond that to the Bible itself. This course is intended as an initial exploration of this terrain. It aims to be integrative in nature, covering works in theology and Christian spirituality, but also from the genres of nature-writing, poetry and film. Besides the authors mentioned above, we will also consider indigenous wisdom, using Robin Wall Kimmerer’s *Braiding Sweetgrass*. The course concludes with a close reading of sections of *Laudato si’* and *Querida Amazonia*, enriched by the consideration of resources unearthed earlier in the course, in order to explore a distinctively American, but also Christian, way of receiving and implementing Pope Francis’s vision.

### SPST-2550: Spirituality Of The Earth

This course explores a spirituality that asks: What can we learn from the Earth? How can we pray with the Earth? And how can we take co-responsibility with the earth for all her inhabitants? The course assumes that the Earth is a source of spiritual and theological reflection; that the natural world, her biodiversity and ecosystemic interdependence, are sources of learning how to live a holistic spirituality in light of the world and the Gospel. The course will explore issues of water, food, and climate, and will integrate eco-feminist and eco-womanist perspectives. Through critical readings, class discussion, film and first-hand exploration and experimentation, students will be able to articulate and practice an Earth-honoring faith that is ecologically truthful, sacramentally expansive, and ethically responsible.