



GRADUATE PROGRAM IN PASTORAL MINISTRIES

2021-2022

STUDENT BULLETIN

SANCTUS
1912-1918

Graduate Program in Pastoral Ministries
Santa Clara University
500 El Camino Real
Santa Clara CA 95053

<http://www.scu.edu/pastoralministries>

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Santa Clara University
Graduate Program in Pastoral Ministries
2021-2022



Statement of Student Responsibility

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

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Academic Calendar 2021–2022

College of Arts & Sciences

Graduate Program in Pastoral Ministries

Fall Quarter 2021

Jul 12-16	M-F	Fall registration period for returning students
Jul 19	M	Open Enrollment period begins
Aug 21	F	Payment deadline for Fall 2021
Sep 6	M	Labor Day; academic and administrative holiday*
Sep 13	M	Late registration; \$100 fee if no previous enrollment for Fall
Sep 13	M	Drop/Swap/Add begins; \$50 per course
Sep 20	M	Classes begin
Sep 26	Su	Last day to withdraw from classes with a 100% tuition refund (less fees) or add classes (Clear registration holds by Friday, 9/24 by 4 pm)
Sep 29	W	Mass of the Holy Spirit, 12 pm at the Mission Church. Classes will not meet from 11:45-1:15 pm. Classes scheduled to begin at 1 pm will begin instead at 1:15 pm (some classes may meet, consult instructor)
Oct 1	F	DEADLINE: Submission of "Petition to Graduate Form" for Fall 2020
Oct 3	Su	Last day to withdraw from classes with 50% tuition refund
Oct 8	F	Last day to submit incomplete Spring 2021 and Summer Session 2021 work to faculty
Oct 10	Su	Last day to withdraw from classes with 25% tuition refund. No tuition refund after this date.
Oct 15	F	Last day for faculty to remove Spring 2021 and Summer Session 2021 incompletes (faculty)
Oct 15	F	Last day to drop classes without a W
Nov 1-5	M-F	Winter registration periods for returning students
Nov 5	F	Last day to drop classes with a W
Nov 8	M	Open enrollment period begins
Nov 22-26	M-F	Thanksgiving recess; academic holiday*
Dec 1	W	Deadline to enroll in classes for Winter 2022 for all to avoid prepayment hold
Dec 3	F	Classes end
Dec 6-10	M-F	Fall final examinations
Dec 5	W	Fall quarter grades due
Dec 21	T	Payment deadline for Winter 2022
Dec 23-24	Th-F	Christmas recess; administrative holiday*
Dec 30-Dec 31	Th-F	New Year's recess; administrative holiday*

Winter Quarter 2022

Nov 1-5 M-F Winter registration period for returning students

Nov 8	M	Open Enrollment period begins
Dec 21	T	Payment deadline for Winter 2022
Dec 27	M	Late registration: \$100 fee if no previous enrollment
	M	Drop/Swap begins; \$50 per course
Jan 3	M	Classes begin
Jan 9	Su	Last day to withdraw from classes with a 100% tuition refund (less fees) or add classes (Clear registration hold by Friday, 1/7 by 4 pm)
Jan 14	F	DEADLINE: Submission of "Petition to Graduate" form for Winter 2022
Jan 16	Su	Last day to withdraw from classes with 50% tuition refund
Jan 17	M	Martin Luther King Day; academic and administrative holiday*
Jan 21	F	Last day to submit incomplete Fall 2021 work to faculty
Jan 23	Su	Last day to withdraw from classes with 25% tuition refund
		No tuition refund after this date.
Jan 28	F	Last day to drop classes without a W
Jan 28	F	Last day for faculty to remove Fall 2021 incompletes (faculty)
Feb 7-11	M-F	Spring registration period for returning students
Feb 14	M	Open enrollment period begins
Feb 18	F	Last day to drop classes with a W
Feb 21	M	Presidents' Day; academic and administrative holiday*
Mar 1	T	Deadline to enroll in classes for Spring 2022 for every one to avoid prepayment hold
Mar 11	F	Classes end
Mar 14-18	M-F	Winter final examinations
Mar 21	Su	Payment deadline for Spring 2022
Mar 23	W	Winter quarter grades due

Spring Quarter 2022

Feb 7-11	M-F	Spring registration period for returning students
Feb 14	M	Open enrollment period begins
Feb 27	F	DEADLINE: Submission of "Petition to Graduate" form for Spring 2022
Mar 21	M	Payment deadline for Spring 2022
Mar 21	M	Late registration; \$100 fee if no previous enrollment
	M	Drop/Swap begins; \$50 per course
Mar 28	M	Classes begin
Apr 3	Su	Last day to withdraw from classes with a 100% tuition refund (less fees) or add classes (Clear registration hold by Friday, 4/1 by 4 pm)
Apr 4-8	M-F	Summer registration period for returning students
Apr 10	Su	Last day to withdraw from classes with 50% tuition refund, less fees
Apr 11	M	Open enrollment period begins
Apr 15	F	Good Friday; administrative and academic holiday
Apr 17	Su	Last day to withdraw from classes with 25% tuition refund. No tuition

Apr 22	F	refund after this date.
Apr 22	F	Last day for faculty to remove Winter 2022 incompletes (faculty)
May 1	Su	Last day to drop classes without a W
		Deadline to enroll in classes for Summer 2022 for everyone to avoid a prepayment hold
May 13	F	Last day to drop classes with a W
May 21	F	Payment deadline for Summer 2022
May 30	M	Memorial Day; academic and administrative holiday*
Jun 3	F	Classes end
Jun 6-9	M-Th	Spring final examinations
Jun 10	F	Graduate Liturgy, Dinner & Commencement
Jun 14	Tu	Spring quarter grades due

SUMMER SESSIONS 2022

Apr 4-8	M-F	Summer 2022 registration period for all three sessions;
Apr 11	M	Summer 2022 open enrollment begins
May 21	Sa	Payment deadline for Summer 2022
Jun 13	M	Late registration; \$100 fee if no previous enrollment and Drop/Swap begins; \$50 per course
Jun 20	M	Classes begin for summer sessions I and II
Jun 24	F	Last day to register for all three sessions
Jul 1	F	Last day to petition for graduate degrees to be conferred in September 2022
Jul 4	M	Independence Day; administrative holiday; classes will meet
Jul 22	F	Last day to withdraw from classes for Session II only (no tuition refund)
Jul 22	F	Classes end for Session II only
Jul 25-26	M-Tu	Summer Session II final examinations
July 31	Su	Deadline to enroll in classes for Fall 2022 for everyone to avoid a prepayment hold
Aug 1	M	Classes begin for Summer Session III
Aug 26	F	Last day to withdraw from classes for Session I only (no tuition refund)
Aug 29	F	Classes end for Session I only
Aug 29-Sep 2	M-F	Summer Session I final examinations
Sep 2	F	Last day to withdraw from classes for Session III only (no tuition refund)
Sep 2	F	Classes end for Session III only
Sep 5	M	Labor Day observed; administrative holiday; classes will meet
Sep 5-6	M-Tu	Summer Session III final examinations

IMPORTANT SUMMER DEADLINES:

Last day to add classes – End of 2nd scheduled class meeting

Last day to withdraw from classes with 100% tuition refund (less fees) – End of 2nd class meeting

Last day to withdraw from classes with 50% tuition refund (less fees) – End of 3rd class meeting

X

PREFACE

The Student Bulletin contains the academic and administrative policies and regulations that govern enrollment of graduate students in the College of Arts and Sciences of Santa Clara University in the Graduate Program in Pastoral Ministries. Students are responsible for knowing all academic and administrative policies and regulations affecting their program of study and for abiding by all such policies and regulations during their enrollment at the University. Continued enrollment is subject to compliance with the academic and administrative policies described herein and otherwise published by the University. Failure to understand these policies does not relieve a student of his or her responsibility for adhering to policies and regulations.

Students are governed by the applicable degree requirements in the first year of their enrollment in the Graduate Program in Pastoral Ministries. All students must fulfill the department and program degree requirements in effect when they complete their program of study.

Santa Clara University and the College of Arts and Sciences reserve the right to make changes to degree requirements, academic and administrative policies and regulations, and courses published in the Student Bulletin at any time without prior notice. The University strives to assure the accuracy of the information in the Graduate Bulletin at the time of publication. However, the University reserves the right to make corrections as necessary to the Bulletin.

The 2020–21 Graduate Program in Pastoral Ministries Student Bulletin covers policies and regulations in effect as of that date. The Bulletin and other information about Santa Clara University can be found on the University's website at <https://www.scu.edu/cas/academics/graduate-program-in-pastoral-ministries/academics/>.

When a University policy and a school policy do not agree, the University policy applies.

SANTA CLARA UNIVERSITY

Santa Clara University is a comprehensive Jesuit, Catholic university located in the heart of Silicon Valley with approximately 9,000 students. Founded in 1851 by the Society of Jesus, California's oldest operating higher education institution offers a rigorous undergraduate curriculum in arts and sciences, business, and engineering, plus nationally recognized graduate and professional programs in business, education, engineering, counseling psychology, law, and pastoral ministries. The University boasts a diverse community of scholars characterized by small classes and a values-oriented curriculum. The traditions of Jesuit education—educating the whole person for a life of service—run deep in all of its curricular and co-curricular programs.

UNIVERSITY VISION, MISSION, AND FUNDAMENTAL VALUES

Santa Clara University has adopted three directional statements to describe the kind of university that it aspires to become (Strategic Vision), its core purpose and the constituencies it serves (University Mission), and the beliefs that guide its actions (Fundamental Values).

Strategic Vision

Santa Clara University will educate citizens and leaders of competence, conscience, and compassion and cultivate knowledge and faith to build a more humane, just, and sustainable world.

University Mission Statement

The University pursues its vision by creating an academic community that educates the whole person within the Jesuit, Catholic tradition, making student learning our central focus, continuously improving our curriculum and co-curriculum, strengthening our scholarship and creative work, and serving the communities of which we are a part in Silicon Valley and around the world.

As an academic community, we expand the boundaries of knowledge and insight through teaching, research, artistic expression, and other forms of scholarship. It is primarily through discovering,

communicating, and applying knowledge that we exercise our institutional responsibility as a voice of reason and conscience in society.

We offer challenging academic programs and demonstrate a commitment to the development of:

- Undergraduate students who seek an education with a strong humanistic orientation in a primarily residential setting
- Graduate students, many of them working professionals in Silicon Valley, who seek advanced degree programs that prepare them to make significant contributions to their fields

In addition to these core programs, we also provide a variety of continuing education and professional development opportunities for non-matriculated students.

Fundamental Values

We hold ourselves responsible for living out these core values, which are critical for carrying out our mission in pursuit of our vision:

Academic Excellence. We seek an uncompromising standard of excellence in teaching, learning, creativity, and scholarship within and across disciplines.

Search for Truth, Goodness, and Beauty. We prize scholarship and creative work that advance human understanding, improve teaching and learning, and add to the betterment of society by illuminating the most significant problems of the day and exploring the enduring mysteries of life. In this search, our commitment to academic freedom is unwavering.

Engaged Learning. We strive to integrate academic reflection and direct experience in the classroom and the community, especially to understand and improve the lives of those with the least education, power, and wealth.

Commitment to Students. As teachers and scholars, mentors and facilitators, we endeavor to educate the whole person. We nurture and

challenge students—intellectually, spiritually, aesthetically, morally, socially, and physically—preparing them for leadership and service to the common good in their professional, civic, and personal lives.

Service to Others. We promote throughout the University a culture of service— service not only to those who study and work at Santa Clara but also to society in general and to its most disadvantaged members as we work with and for others to build a more humane, just, faith-filled, and sustainable world.

Community and Diversity. We cherish our diverse and inclusive community of students, faculty, staff, administrators, and alumni, a community that is enriched by people of different backgrounds, respectful of the dignity of all its members, enlivened by open communication, and caring and just toward others.

Jesuit Distinctiveness. We treasure our Jesuit heritage and tradition, which incorporates all of these core values. This tradition gives expression to our Jesuit educational mission and Catholic identity while also welcoming and respecting other religious and philosophical traditions, promoting the dialogue between faith and culture, and valuing opportunities to deepen religious beliefs.

ACADEMIC PROGRAMS

Undergraduate

Santa Clara University offers undergraduate degrees leading to the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Bachelor of Science in Commerce. The College of Arts and Sciences offers the B.A. degree and the B.S. degree in 37 subject areas. The Leavey School of Business offers the B.S. degree in commerce with majors in seven subject areas. The School of Engineering offers a B.S. degree with majors in seven subject areas. A variety of interdisciplinary minors and discipline-based minors are also offered in the undergraduate program.

Graduate

The College of Arts and Sciences houses the Graduate Program in Pastoral Ministries, which was founded in 1983 to prepare women and men to enter into professional ministry in the Church. The GPPM offers the Master of Arts degree in Pastoral Ministries at the home campus of Santa Clara University, as well as at six other diocesan sites in California (Los Angeles, Monterey, Oakland, Sacramento, San Bernardino, San Diego). Students may choose an emphasis in Latina/o Ministry (San Jose, San Bernardino) or Restorative Justice and Chaplaincy (Oakland, San Diego). A third emphasis in Youth and Young Adult Ministries, to be offered at the Santa Clara campus, is also in development.

The Jesuit School of Theology of Santa Clara University is one of only two Jesuit theological centers in the United States operated by the Society of Jesus, as the order of Catholic priests is known. Additionally, JST is one of only two Jesuit theological centers in the country that offer three ecclesiastical degrees qualified by the Vatican Congregation of Catholic Education (S.T.B., S.T.L., S.T.D.). JST also offers four additional advanced theological degrees (M.Div., M.A., M.T.S., Th.M.), as well as sabbatical and certificate programs for clergy, religious, and lay people. The JST is located in Berkeley, and is part of the Graduate Theological Union, supporting the Ph.D. and Th.D. awarded by the GTU.

The School of Law offers programs leading to the degrees of Juris Doctor (J.D.) and Master of Laws (LL.M.). J.D. students may earn certificates of specialization in high technology law, international law, and public interest and social justice law. A broad curriculum also includes business and commercial law, taxation, criminal law and trial advocacy, environmental law, estate planning, labor law, health law, legal writing and research, as well as opportunities for externships, clinical work, and professional skill development.

The Leavey School of Business offers graduate programs leading to the Master of Business Administration (MBA) degree with coursework in accounting, economics, finance, management,

marketing, and operations management and information systems. The Executive MBA program is an intensive 17-month program designed for seasoned professionals. The business school offers a graduate program leading to the Master of Science (M.S.) in information systems, entrepreneurship, supply chain management, or finance. In conjunction with the law school, the business school also offers joint degree programs leading to a J.D./MBA and J.D./MSIS.

The two departments in the **School of Education and Counseling Psychology** offer credential and graduate programs. The Department of Education focuses on preparing teachers and administrators for public and Catholic schools. It offers programs in teacher preparation leading to credentials (i.e., California preliminary multiple-subject and single-subject teaching credentials, and California Clear credential) and the Master of Arts in teaching (MAT) degree. Its programs in educational administration prepare public K–12 administrators (i.e., the Preliminary California Administrative Services credential and the California Clear Administrative Services credential), and Catholic school leaders through the certificate program in Catholic School Leadership. The department also offers an M.A. program in interdisciplinary education—with emphases in curriculum and instruction; Science, Technology, Environmental Education, and Mathematics (STEEM)—and Educational Administration. The departments of Education and Counseling Psychology jointly offer the certificate program in Alternative and Correctional Education. The Department of Counseling Psychology offers two degree programs: M.A. in Counseling Psychology and M.A. in Counseling. The M.A. in Counseling Psychology can lead to state licensure for marriage and family therapists and/or licensed professional clinical counselors. The department includes emphasis programs in health, correctional, Latino, and LGBT counseling.

The School of Engineering offers graduate programs leading to the Master of Science (M.S.) degree in applied mathematics, bioengineering, civil engineering, computer science and engineering, electrical engineering, engineering management, mechanical engineering, software engineering, and sustainable energy; and the

engineer's degree in computer science and engineering, electrical engineering, and mechanical engineering; and the Engineer's Degree in computer science and engineering, electrical engineering, and mechanical engineering. The engineering school also offers the Doctor of Philosophy (Ph.D.) degree in computer science and engineering, electrical engineering, and mechanical engineering.

CENTERS OF DISTINCTION

Santa Clara University has three Centers of Distinction that serve as major points of interaction between the University and society. Each center focuses on a theme that is central to Santa Clara's distinctive mission as a Jesuit university offering an educational environment that integrates rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world. Each center engages faculty and students from different disciplines, as well as experts and leaders from the community through speakers, conferences, workshops, and experiential learning opportunities.

Ignatian Center for Jesuit Education

The Ignatian Center for Jesuit Education promotes and enhances the distinctively Jesuit, Catholic tradition of education at Santa Clara University, with a view toward serving students, faculty, staff, and through them the larger community, both local and global. The Ignatian Center achieves this mission chiefly through four signature programs:

- **Bannan Institutes** provide yearlong thematic programs including academic events and scholarly activities that further the Jesuit, Catholic character of the University.
- **Community-based learning** places over 1,200 students each year with community partners, frequently in connection with an academic course.
- **Immersion programs** offer students, during academic breaks, the opportunity to experience local, domestic, and international communities with little access to wealth, power, and privilege.

- **Spiritual Exercises of St. Ignatius** provide opportunities for members of the community to encounter the spiritual sources of the Jesuit tradition.

Through these four programs, the Ignatian Center aspires to be recognized throughout Silicon Valley and beyond as providing leadership for the integration of faith, justice, and the intellectual life (learn more at www.scu.edu/ic).

Markkula Center for Applied Ethics

The Markkula Center for Applied Ethics is one of the preeminent centers for research and dialogue on ethical issues in critical areas of American life. The center works with faculty, staff, students, community leaders, and the public to address ethical issues more effectively in teaching, research, and action. The center's focus areas are bioethics, business ethics, campus ethics, character education, government ethics, and Internet ethics (learn more at www.scu.edu/ethics).

Miller Center for Social Entrepreneurship

The mission of the Miller Center for Social Entrepreneurship—formerly the Center for Science, Technology, and Society before being renamed in 2015—is to accelerate global, innovation-based entrepreneurship in service to humanity. Through an array of programs including its signature Global Social Benefit Incubator (GSBI), the Miller Center unites an international network of business, investment capital, and technical resources to build the capacity of social enterprises around the world. Its programs inspire faculty and students with real-world case studies, distinctive curricula, and unique research opportunities, advancing the University's vision of creating a more just, humane, and sustainable world (learn more at www.millersocent.org).

FACULTY

Santa Clara University's emphasis on a community of scholars and integrated education attracts faculty members who are as committed to students' intellectual and moral development as they are to

pursuing their own scholarship. The University's 564 full-time faculty members include Fulbright professors, nationally recognized authors and poets, groundbreaking scientists, and distinguished economic theorists.

STUDENT BODY

Santa Clara University has a student population of more than 8,648, with about 5,694 undergraduate students and 2,954 graduate students. The undergraduate population has a male-to-female ratio of 51 percent to 49 percent (graduate ratio is 47 percent to 53 percent), and about 45 percent of undergraduate students and 40 percent of graduate students identify themselves as persons of color. About 61 percent of undergraduates are from California, with the others coming from throughout the United States and 19 foreign countries. Eighty-four percent of undergraduate students receive some kind of financial aid—scholarships, grants, or loans. Half of the undergraduate population lives in University housing, with 95 percent of first-year students living on campus. Students experience an average class size of 23. The student-to-faculty ratio is 12-1.

The University's commitment to learning is demonstrated by the fact that 94 percent of first-year students advance to the sophomore year, and the percentage of Santa Clara students who graduate is among the highest in the country. The four-year graduation rate for entering freshmen is about 80 percent, with a five-year graduation rate of 84 percent and a six-year graduation rate of 86 percent.

ALUMNI

Santa Clara University has approximately 103,706 alumni living in all 50 states and more than 111 foreign countries. About 45 percent of alumni live in the San Francisco Bay Area, where many of them are leaders in business, law, engineering, academia, and public service.

ATHLETICS AND RECREATION

Santa Clara University supports a broad intercollegiate athletic program and is a Division I member of the national Collegiate Athletic Association and a founding member of the West Coast

Conference (WCC). With 20 intercollegiate sports, the Broncos field teams in men's and women's basketball, crew, cross-country, golf, soccer, tennis, track, and water polo, along with men's baseball, women's softball, and women's volleyball and sand volleyball.

The men's and women's soccer teams are perennially among the nation's elite programs, both having won national championships. Men's tennis has also emerged in recent years as one of the nation's top programs. Santa Clara is one of the WCC's top broad-based programs, having won the WCC Commissioner's Cup in 2005 and 2007—an all-sports award presented to the league's top performing school in conference competition.

Informal recreation opportunities include drop-in use of the weight and cardiovascular equipment and gymnasium in the 9,500-square-foot weight training and cardiovascular exercise room in the Pat Malley Fitness and Recreation Center, lap swimming in the Sullivan Aquatic Center, and playing tennis at the Degheri Tennis Center, which features nine lighted championship courts. Noncredit lifetime recreation fitness classes are also provided for a nominal quarterly fee to all members. Available classes include yoga, Pilates, kick-boxing, cycling, step aerobics, and more.

The University's intercollegiate athletic teams compete in the Leavey Center, which has a roof surrounded by spectacular 23-foot glass walls, and a high-definition video board; the Stephen Schott Baseball Stadium, equipped with state-of-the-art facilities and seating for 1,500 people; the soccer complex of Stevens Stadium; and the Degheri Tennis Center. Rounding out the other athletic facilities are 12 acres of intramural athletic fields.

CAMPUS

The University is located on a 106-acre campus in the city of Santa Clara near the southern end of the San Francisco Bay in one of the world's great cultural centers and in the heart of the Silicon Valley. At the campus center is the Mission Church, restored in 1928 and surrounded by the roses and palm and olive trees of the historic Mission Gardens. The adjacent Adobe Lodge is the oldest

building on campus, having been restored in 1981 to its 1822 decor. There are more than 50 buildings on campus, housing 15 student residences, a main library and a law library, a student center, the de Saisset Museum, the Center of Performing Arts, extensive athletic facilities, and a recreation and fitness center. Computer and telecommunications technology is an integral part of the life and learning at Santa Clara University. All residence hall rooms and most classrooms are connected to high-speed Internet access and campus email, and most of the campus is covered by a wireless network.

GPPM ADMISSIONS AND ACADEMIC POLICIES

Applications for admission and related deadlines are available on the Graduate Program in Pastoral Ministries website, www.scu.edu/pm.

APPLICATION REQUIREMENTS

To apply to the Graduate Program in Pastoral Ministries, applicants need to complete the following general and program-specific requirements.

University Requirements

All applicants must:

1. Complete and submit the Online Application form available on the school's website at slate.scu.edu/apply.
2. Complete and submit a Statement of Purpose.
3. Submit a \$50 nonrefundable application fee.
4. Submit two copies of official transcripts from every post-secondary institution attended (regardless of the length of study or the number of courses taken)
5. Submit two letters of recommendation

Letters of recommendation must address academic and/or professional qualifications, not just personal character, and may not be written by family members or friends. Application documents can be sent via U.S. mail to the Graduate Program in Pastoral Ministries at Santa Clara University, 500 El Camino Real, Kenna Hall 323, Santa Clara, CA 95053-0335.

Program-specific Requirements

To apply to the Graduate Program in Pastoral Ministries you will need to complete an online application and submit required materials.

Prerequisites

- A recommended 3.0 cumulative grade point average (GPA)
- A Bachelor's degree from an accredited university

To Apply

As a *non-degree seeking student*, please complete the following checklist:

- Apply Online
- Provide one official transcript from undergraduate degree-granting institution
- Provide one letter of recommendation
- Pay a \$50 application fee

As a *degree seeking student*, please complete the following checklist:

- Apply Online
- Provide two official transcripts from undergraduate degree-granting institution, (evaluated if international study—from any non-USA school)

Non-U.S. Transcript Evaluation: Transcript evaluations are required for all transcripts from schools that are not in the United States. Please note, transcript evaluations must include the degree equivalency and U.S. GPA equivalency. We recommend the basic course-by-course evaluation report. You will want to use World Education Services, Inc. (WES) to evaluate your transcripts.

Please have the evaluation service send the evaluated transcripts to: Graduate Program in Pastoral Ministries at Santa Clara University with the address listed below.

- **English Proficiency Exam:** TOEFL (score of 90 or above) or IELTS (score of 6.5 or above) are required for international students who completed their post-secondary education in a language other than English. TOEFL or IELTS may be waived if your Bachelor's (and Master's, if applicable) were completed at institutions in which English is the primary language of instruction. However, all applicants may be asked to provide further evidence of English proficiency as needed.
- Supply two letters of recommendation
- Pay a \$50 application fee

Admission documents can be submitted online or mailed to:

The Graduate Program in Pastoral Ministries
Santa Clara University
500 El Camino Real
Kenna Hall, 323
Santa Clara, CA 95053-0337

ACCESSIBLE EDUCATION

Students needing accommodation for a disability may contact SCU's Office of Accessible Education at 408-554-4109 or refer to their webpage at www.scu.edu/oe. See additional information in the Campus Life chapter in this Bulletin.

ACADEMIC AND UNIVERSITY POLICIES AND PROCEDURES

Obligation to Read Email

All official communications from the University, school, and departments are sent to the student's Santa Clara University email address. University and school officials will assume that all email sent to the student's SCU email address will have been received and read by the student.

Email sent by students using their Santa Clara email address is considered to be formal communication. The use of this password-protected account will constitute an electronic signature by the student.

Confidentiality

Students have the right to expect confidentiality when sharing private content. State law and professional ethics codify exceptions to confidentiality.

Students to whom personal disclosure is made in courses, practica, counseling sessions, and other training activities also have an obligation of confidentiality.

Compliance with University, School and Department Policies

Students are personally responsible for knowing all academic and administrative policies and regulations affecting their program of study and for abiding by all such policies and regulations during their period of enrollment at the University. Continued enrollment is subject to compliance with the academic and administrative policies and regulations as described herein and otherwise published by the University. Failure to understand the policies and regulations does not relieve students of their responsibility for adhering to the policies and regulations.

Students should refer to the individual program handbooks, available online and in each department office, for additional requirements of each academic program. Critical information about required courses, performance expectations, and guiding principles are found in each handbook. No policy in any handbook may supersede those set forth in this Bulletin. When a University policy and a school policy do not agree, the University policy applies. When a school policy and a department policy do not agree, the school policy applies.

Academic Program and Graduation Requirements

Students are responsible for meeting, in a timely fashion, the requirements set forth in this Bulletin. Each student is responsible for matriculation and ensuring satisfactory progress toward the degree. Students should direct any questions about requirements, policies, or procedures to the Program Director.

Candidates for a master's degree must fill out a Petition to Graduate form, which can be found on the Program's website (www.scu.edu/pm/resources/academic-resources; scroll down to Commencement) and submit it to the Director of the Graduate Program in Pastoral Ministries by the following dates:

- December graduation (completion of coursework during fall term): Form due first Friday in October
- March graduation (completion of coursework during winter term): Form due third Friday in January

- June graduation (completion of coursework during spring term): Form due first Friday in March
- September graduation (completion of coursework during summer term): Form due third Friday in June

If a student wishes to participate in the Commencement ceremony in June and has eight or fewer units remaining in their academic program, the student must submit a Permission to Participate form (www.scu.edu/pm/resources/academic-resources; scroll down to Commencement). Petitioners must have completed all but two of the academic program's course requirements. Permission to Participate forms must be submitted online to the Director of the Program by the first Friday in March.

Candidates who fail to meet all requirements for graduation in the term specified in a Petition to Graduate form must file a new Petition to Graduate form, including any required documentation, by the due date in their final quarter.

Registration and Regulations

Registration constitutes a commitment by the student to abide by University, school, and Program policies, rules, requirements, and regulations. These include, but are not limited to, registration, academic performance and progress, student conduct, health and safety, housing, use of the libraries and computing resources, operation of vehicles on campus, facilities, and the payment of fees. Some of these are set forth in this Bulletin; others may be found in the respective University offices.

Students must enroll in courses for all non-summer terms of the academic year from the admit term until conferral of the degree. The only exception is for an authorized leave of absence; see the Leave of Absence section in this Bulletin for details. Students possessing an F-1 or J-1 student visa may be subject to additional course enrollment requirements in order to retain their legal immigration status in the United States; therefore, they must contact the Global Engagement Office prior to requesting a leave of absence.

Satisfactory completion of at least one course during each required

enrollment term is necessary to make satisfactory progress toward the degree. Students are responsible for complying with enrollment requirements associated with scholarships, loans, and loan deferments.

In addition, students are to be registered during the following: in each term when any official department or school requirement is fulfilled, including the Capstone project; in any term when financial support is awarded; in any term when University facilities are used; and, for international students, in any term of the academic year (summer may be excluded, except for the summer before the first academic year term) during non-immigrant visa status (i.e. an F-1 or J-1 visa status).

Students who fail to enroll by the Add deadline or to be approved for a leave of absence by the start of a term are discontinued and must be re-admitted before returning to the same (or other) degree program. See the Readmission section for details. Students failing to satisfactorily complete at least one course during each required enrollment term will be placed on academic probation. See the Academic Probation section for details.

Each quarter, a registration period occurs to allow all students to enroll in courses. Returning students are assigned appointment times in the eCampus system during the designated initial registration period. Appointment times are assigned based on the number of units a student has accumulated and their current enrollment status. Students may register for courses any time after their assigned appointment day and time during the open enrollment period. Students may add, drop, or swap courses within the designated time frames. If a student has not registered for any courses by the end of the Open Enrollment period and eventually registers for a course within the quarter, a late registration fee will be assessed by the University Bursar's Office. Students assume all fees associated with schedule changes. Please see the academic calendar in this Bulletin for important registration deadlines.

Note that the process to drop a course is a two-step process. Students are advised to complete both steps (the request and the confirmation) when dropping a course.

Prior to registering for courses, a student must resolve any registration holds placed on his/her account. To resolve a hold, the appropriate office(s) must be contacted. To navigate the eCampus registration system effectively, students are encouraged to monitor their accounts and clear any holds. Students will not be able to add or swap any classes until their records are clear. New students are encouraged to clear any holds as soon as possible related to missing transcripts identified at time of admission.

Academic Standing

Enrollment Status and Course Load

There are six enrollment status categories:

1. Active: Matriculated and making satisfactory progress in academic program, taking at least one course during each required enrollment term
2. Non-degree: Attending classes but not seeking a degree
3. On Leave: On an approved leave of absence for a specific amount of time
4. Withdrawn: Voluntary and student-initiated removal from academic program. The individual is eligible for readmission to department and school.
5. Discontinued: Failure to register for a required academic term or obtain an approved leave of absence or failure to return from an approved leave of absence will result in removal from the academic program. Individual is eligible for readmission to the program.
6. Dismissed: Permanent termination of active student status in the program in addition to the loss of all pertinent rights and privileges. The individual is prohibited from readmission to the program.

Academic Performance and Academic Probation

Students will be placed on academic probation for any of the following scenarios:

- **Failing to maintain a quarterly GPA of 3.0 (“B” grade)**
- **Failing to maintain a cumulative (overall) GPA of 3.0 (“B” grade)**
- **Receiving a grade of “D” or “F” in any course**

A grade of “C-” is considered a minimum passing grade in each course.

Students on academic probation are required to meet with the Director to discuss the situation, and develop a plan for improving their academic performance. A summary of the discussion is to be written and placed in the student’s academic file. This process must be completed by the deadline to add courses for the specific quarter.

Any student failing to make satisfactory academic progress by the end of the following quarter (except summer) will be dismissed from the program of study and the school.

Program Withdrawal

Students must discuss their plans to withdraw with the Director of the GPPM before initiating a withdrawal form from the University. International students holding visas should contact the Global Engagement Office to discuss how a withdrawal will affect their visa status.

When a student initiates a withdrawal from the University, a request must be made in writing to the Graduate Program in Pastoral Ministries office via e-mail at pastoralministries@scu.edu. This email authorizes the Office to close the student’s degree program and cancel the authorization to register. The request must be received prior to the start of the quarter in which authorization to register is to be cancelled.

Students who want to withdraw for health reasons or emergencies must contact the Program Director. The Director and Dean will work together on an appropriate response to the specific circumstance. For

details, refer to the Student Handbook of Santa Clara University at www.scu.edu/osl/student-handbook.

The student is responsible for dropping courses through eCampus separately from withdrawing from the University. Withdrawal from the University is not considered officially completed until all financial obligations are cleared with the Bursar's Office. Students on deferments or federally-funded loans must also clear financial obligations with the Financial Aid Office.

Readmission

A student who has withdrawn or was discontinued from the school and wishes to return must submit a new application for admission. For details see www.scu.edu/pm/admissions.

Readmission decisions are made at the discretion of the Director and are based on several factors including, but not limited to, the following: the applicant's academic status when last enrolled; the length of the absence; the perceived potential for successful completion of the program; and any other factors or considerations regarded as relevant by the Director.

Students dismissed from the department and school are not eligible for readmission.

Changing Status within the Academic Program

A student who was admitted as a non-degree student and who originally submitted one letter of recommendation with his/her application must submit an additional letter of recommendation from instructors in the Graduate Program in Pastoral Ministries to change to degree-seeking status. A signed Petition to Add/Change of Degree Program form must be submitted to the Office of the Graduate Program in Pastoral Ministries at pastoralministries@scu.edu.

Enrolling in a Course Outside One's Graduate Program

Graduate and professional school students at Santa Clara University who want to explore fields and disciplines outside their degree programs may apply to enroll as non-degree students in classes offered by another academic program or school of the University.

Each school's Student Services Office has an Enrolling in a Course Outside of One's Graduate Program form.

Current Santa Clara students seeking to enroll in a course in a different Santa Clara school need to obtain and submit this form to the school in which they wish to enroll. Since current students have already been admitted to the University, the application fee and requirements for external letters, transcripts, and test scores will be waived.

Non-degree student status does not constitute admission or advanced standing in the target program.

Note the following applicable policies:

- To enroll in a class in another school, a student must have completed relevant prerequisite courses or their equivalents.
- Pre-payment is required. Enrollment will be permitted only after the end of the add/drop period in order to ensure that students who are matriculated in the degree program can complete the required curricula in a timely manner. Tuition will be reimbursed if the class is full.
- Students will pay the per-unit tuition charge of the school or program offering the class.
- Financial aid is not ordinarily available for enrollment across schools.
- Santa Clara University students enrolling as non-degree students across schools may enroll in only one course per term.
- The course will be recorded on the transcript, but credit will ordinarily not be applied toward the degree program in which the student is matriculated. The grade will ordinarily not be included in the GPA.
- Exceptions to any of the above must be approved by deans (or their designees) from the original and target schools.

Time Limit For Completion of Academic Program

Requirements for the Master of Arts in Pastoral Ministries degree must be completed within ten years of admission. This timetable includes leaves of absences.

Requests for an extension of the time-to-completion requirements must be made in writing and submitted one month before the conclusion of the program's time limit. The request must include a detailed plan of how and when the requirements will be met. The Office of Student Services and Assessment and department chair must approve the request. The school has no obligation to grant an extension.

Typically, the maximum extension is one calendar year. However, a student may seek additional extensions with the approval of the Director of the Program.

Failure to satisfactorily complete the academic requirements (including University, and program requirements such as successful completion of the Capstone project) within the established time limits may lead to dismissal from the Program.

Leaves of Absence

In circumstances where continuous enrollment is not possible, students may request a suspension of their enrollment by means of a leave of absence. The Online Leave of Absence form is available by calling the Program office at 408-554-4831.

Students who do not meet the requirement for continuous registration during the academic year must obtain an approved leave of absence, in advance, for the term(s) they will not be registered. The leave of absence will be reviewed by the Director and, if the student is on a foreign student visa, by International Student Services. The granting of a leave of absence is at the discretion of the Director of the GPPM.

The school may place conditions that it deems appropriate on its approval of a petition for a leave of absence. In the case of a leave for medical reasons, proof of treatment or an interview with a provider at Cowell Health Center may be required.

There is no obligation to grant the extension and doing so is at the discretion of the Director. The decision of the Program Director is final.

Failure to be enrolled by the appropriate deadline or to be approved for a leave of absence by the start of a quarter may result in discontinuation from the program of study.

Students may not take a leave of absence during their first matriculated quarter.

Length of Leave

Leaves of absence, whether continuous or discontinuous, are granted for a maximum of one calendar year. Any exception must be approved by the Program Director.

To request an extension of the leave of absence beyond one year, the student must submit a letter to the GPPM Director explaining the circumstances and outlining a plan to complete the program of study. There is no obligation to grant the extension and doing so is at the discretion of the Program director. The Program Director's decision is final.

Status while on Leave

Students on an approved leave of absence retain their student status; however, they are not registered and therefore do not have the rights and privileges of registered students. Students on leave may complete course work for which an incomplete ("I") grade was reported in a prior term and are expected to comply with the terms governing incomplete grades. The leave of absence does not extend the maximum time limit of the program expiration date.

Official department requirements (e.g., the Capstone project) cannot be fulfilled during the leave period.

Failure to return to the University as scheduled or to secure an extension of a prior leave will result in discontinuation from the academic program.

When a student is granted a leave of absence after the beginning of the term, courses in which the student was enrolled after the drop

deadline will appear as a “W” on the transcript. To avoid a “W” grade, students must drop all courses prior to filing for a leave of absence.

If a leave of absence is requested after registration has occurred, the student is responsible for dropping all courses through eCampus in addition to filing for the leave.

Policy for Withdrawal for Health Reasons/Emergencies

Students may experience an illness, injury, or psychological condition, herein referred to as a health condition, which significantly impairs their ability to function successfully or safely in their roles as students. In these instances, time away from the University for treatment and recovery can restore functioning to a level that will enable them to return to the University.

The purpose of this policy is to set forth the procedures for student withdrawals from the University for reasons of health and/or safety. The University has designated four categories relating to enrollment status. They differ according to who initiates the action, whether it is voluntary or not, and the re-enrollment procedures.

Students who withdraw under this policy are strongly encouraged to either purchase or continue purchasing the tuition insurance plan. See the Tuition Insurance Plan section in this chapter for more details about this plan.

The vice provost for student life or designee, in consultation with the appropriate mental and medical health professionals, Office of the Dean, and other staff as deemed necessary, is responsible for the implementation of this policy.

There are four categories of health withdrawal.

A. Health Withdrawal and Re-enrollment

A student who has a health condition that temporarily precludes continued enrollment, other than the conditions described in items B, C, and D, can choose to withdraw from the University. The process of withdrawing for health reasons is the same as that of withdrawing for any other personal reason with the intention

of returning to the University. The student is responsible for using standard procedures and for notifying the University in writing when withdrawing and re-enrolling in the University. A student who drops all of his/her courses is not withdrawn from the University. During an academic quarter, a student who takes a health withdrawal, as defined in this section, is subject to the University Tuition Refund Policy.

B. Conditional Health Withdrawal and Re-enrollment

If the student's health condition substantially threatens the welfare of self or others or the student's behavior significantly disrupts the integrity of the University's learning environment, the University may recommend professional evaluation and treatment, withdrawal from on-campus housing, and/or withdrawal from the University. Conditions for re-enrolling in the University are established and documented at the time of the withdrawal. If the student does not agree to the recommendation, the University reserves the right to implement such action without the consent of the student (see item C in this section).

A conditional health withdrawal may apply to:

- Students who are deemed to be a danger to themselves or others. Danger to self or others is here defined to include, but not limited to, any danger of suicide, self mutilation, accident, or assault which necessitates unusual measures to monitor, supervise, treat, protect, or restrain the student to ensure his/her safety and the safety of those around him/her.
- Students whose behavior is severely disruptive to others. Disruptive is here defined to include, but not limited to, behavior that causes emotional, psychological, or physical distress to students, faculty, or staff above that normally experienced in daily life and/or impacts the integrity of the University's learning environment. Such disruption may be in the form of a single behavioral incident or somewhat less severe but persistent disruption over an extended period.
- Students (a) who refuse or are unable to cooperate with recommended assessment and/or treatment, and/or (b) whose

behavior or physical condition suggests a disorder, such as an eating disorder, which is likely to deteriorate to the point of permanent disability, disfigurement, impairment, or dysfunction without such assessment and/or treatment. When standard assessment is impossible because of the student's resistance, indirect behavioral observations may constitute the basis for such judgment.

Advantages of a conditional health withdrawal:

- The time away from the University will allow the student to focus on his/her health condition without the additional responsibilities associated with being a student.
- The student can seek the most appropriate professional treatment and resources without the constraints imposed by remaining enrolled at the University.
- The student may be granted grades of "W" (withdrawn) in all enrolled classes, even if the normal deadline for a "W" has passed.

The student may be eligible for a tuition refund for the quarter less any applicable financial aid. A student who lives on campus may be eligible for a room and board refund based upon the date the student officially checks out of the on-campus residence in accordance with Residence Life and Housing procedures. See the Tuition Refund section in this chapter for more details.

Re-enrollment Procedure

When the student is ready to be considered for re-enrollment, the student should contact the vice provost for student life or designee according to the written conditions for re-enrollment and provide appropriate documentation of sustained behavioral change, and satisfactory resolution of the initial condition that gave rise to the withdrawal, including compliance with the conditions of re-enrollment. The student must be assessed by an appropriate professional: a licensed psychologist or psychiatrist if evaluating mental health concerns or a licensed physician if the evaluation is regarding other medical concerns. Further, all providers must be unrelated to the student and must have specialty/credentials appropriate for the condition of concern. The off-campus health

care professional will be asked to provide a written evaluation of the student's current health status, the nature of the treatment, and provide recommendations regarding:

- The student's readiness to return to the academic and co-curricular demands of University life
- The student's readiness to live in the on-campus residential community
- Ongoing treatment, academic accommodations or testing needs
- Any conditions or restrictions that the University should impose

The vice provost for student life or designee may consult with the director of Health and Counseling Services, Office of the Dean and any other appropriate University departments. The vice provost for student life or designee will either initiate the re-enrollment process or deny the student's request and specify when the next request for reenrollment will be considered, as well as the conditions that must be met for re-enrollment.

Once approved for re-enrollment by the vice provost for student life or designee, a student may re-enroll without further permission if the student was in good academic standing prior to leaving the University, does not have any outstanding financial obligations with the University, is returning to the same college or school, and is returning within five years of the date of the withdrawal. Students who do not meet these conditions must seek permission to re-enroll from the dean of Academic Support Services.

C. Involuntary Health Withdrawal and Re-enrollment

This policy is meant to be invoked only in extraordinary circumstances, when a student is unable or unwilling to request a voluntary withdrawal, and such a withdrawal may be necessary to protect the safety of that student and/or others, or the integrity of the University's learning environment. If a student does not agree to comply with the University's recommendation to withdraw voluntarily,

1. The vice provost for student life or designee will:

- Consult, as may be appropriate and feasible, with representatives from the Office of Student Life, Counseling and Psychological Services and Cowell Health Center, Residence Life, the Drahnman Advising Center, Office of the Dean, the student's professors, and other individuals or departments
 - Seek, if appropriate and feasible, the cooperation and involvement of parents or guardians of the student. The decision to notify a student's family members will be weighed carefully against the student's privacy rights. The student's parents or guardians may be contacted without the expressed consent of the student if it is perceived necessary to protect the welfare of the student or other individuals.
 - Review, if feasible, with the student the reasons why an involuntary health withdrawal is being considered, provide an opportunity for the student to respond to the reasoning, and assert his/her reasons as to why withdrawing is not necessary and/or appropriate
2. In the event that the student is incapable of responding on his/her own behalf due to his/her condition or if the student is choosing not to respond to inquiries or directives of the University, the University reserves the right to withdraw the student without the voluntary consent of the student or the parent or guardian. The terms of the withdrawal may include denying the student permission to be on property owned or controlled by the University.
 3. The student will receive written notice of the final decision, including the conditions for re-enrollment, if the student is withdrawn.
 4. The student may be granted grades of "W" (withdrawn) in all enrolled classes, even if the normal deadline for a "W" has passed.
 5. The student may be eligible for a tuition refund for the academic term less any applicable financial aid. If the student lives in University housing, the student will be eligible for a room and

board refund based upon the date s/he officially checks out of the on-campus residence in accordance with Residence Life and Housing procedures. See the Tuition Refund section this chapter for more details.

6. If the decision includes a requirement for the student to obtain off-campus health care as a condition of re-enrollment, the student must give signed consent for the off-campus health care professional and the director of Health and Counseling to communicate about the nature of the problem that led to this action by the University, a complete description of the University's concerns, and the scope of the resources that the University offers. This communication should occur prior to the beginning of the student's treatment to ensure that there is clarity regarding the medical and/or psychological problems that need to be addressed.

Appeal Process

A student who is involuntarily withdrawn from the University may appeal this decision. If an appeal is denied, the decision is final and no further appeal is permitted. The student must submit the appeal and the reason(s) why the appeal should be granted within three business days of notice of the involuntary withdrawal. The student must submit the appeal and the reasons supporting the appeal to the vice provost for student life. In the event the vice provost for student life is the person who made the decision to involuntarily withdraw the student, the provost or the provost's designee will hear the appeal. On appeal, the decision will be upheld if there is sufficient evidence that the student's health condition substantially threatens the welfare of self or others, or the student's behavior significantly disrupts the integrity of the University's learning environment. The decision on the appeal will be communicated to the student within three business days of the day the appeal was submitted.

During the duration of the appeal process, the student will be placed on interim emergency health restriction (see item D below). If the student does not submit an appeal, the involuntary health withdrawal will be implemented at the conclusion of the three business day

period to submit an appeal.

Re-enrollment Procedure

A student who is involuntarily withdrawn from the University under this policy may be considered for re-enrollment by following the same re-enrollment procedure specified in item B.

D. Interim Emergency Health Restriction

If, for reasons pertaining to a health condition, a student's behavior poses an immediate and direct threat to self or others, or an immediate disruption to the integrity of the University's learning environment, the vice provost for student life or designee may suspend the student from the University or restrict the student's access to the University campus, University housing, services, and activities, as appropriate, for an interim period before a final determination of the matter. If the student is placed on interim emergency health restriction at the discretion of the vice provost for student life or designee, the student will not be permitted to attend classes, participate in class in any way, or be on University-owned or -controlled property.

This decision will be based upon a review of the available information that may include, if possible, speaking with the student regarding the matter. The vice provost for student life or designee may seek the cooperation and involvement of the student's parents or guardians. The decision to notify a student's family members will be weighed carefully against the student's privacy rights. The student or family member, if appropriate and feasible, will be notified of the interim emergency health restriction as well as the subsequent process in making a final determination regarding the student's enrollment status.

The interim emergency health restriction will remain in effect until a final decision has been made. The vice provost for student life or designee will review relevant available information related to the student's behavior and health, and provide, if possible, an opportunity for the student to meet with him/her. The standards for making the decision are whether the student's health condition

substantially threatens the welfare of self or others or the student's behavior significantly disrupts the integrity of the University's learning environment. The vice provost for student life or designee will document the findings of the review process and the recommendations and will notify the student in writing accordingly. If the student is withdrawn, the student will be informed of the conditions that must be met for re-enrollment.

Re-enrollment Procedure

A student who is withdrawn from the University under this policy after being placed on interim emergency health restriction may be considered for re-enrollment by following the same re-enrollment procedure specified in item B.

Tuition Refund

Students who are placed on conditional health withdrawal or involuntary health withdrawal are eligible to receive only one tuition refund under the Policy for Withdrawal for Health Reasons during their academic tenure at the University. Any student who receives a tuition refund under this policy must meet re-enrollment conditions before the student will be permitted to return to the University.

Tuition Insurance Plan

The student is strongly encouraged to purchase the University's tuition refund insurance prior to the beginning of the quarter and to maintain the insurance through the remainder of his/her enrollment. Students are eligible to receive only one tuition refund under the Policy for Withdrawal for Health Reasons. This is applicable even in the event that the tuition insurance plan excludes coverage for a student's condition. The student is responsible for reviewing the terms and conditions of the insurance plan including those pertaining to coverage and exclusions. Information on the plan is available in the Financial Information section of this bulletin and on the Bursar's website.

Academic Performance Standards

Academic Integrity

All students admitted to Santa Clara University are expected to abide by the University's ethical standard and expectations for academic integrity. The University's web page on academic integrity (www.scu.edu/media/offices/provost/policy-procedure/Academic-Integrity-Policy-and-Protocol.pdf) includes the following information:

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of a dishonest act in an examination, paper, or other work required for a course, or who assists others in such an act, may, at the discretion of the instructor, receive a grade of "F" for the course. In addition, a student found guilty of a dishonest act may be subject to sanctions, up to and including dismissal from the University, as a result of the student judicial process as described in the Student Handbook. A student who violates copyright laws, including those covering the copying of software programs, or who knowingly alters official academic records from this or any other institution is subject to similar disciplinary action.

Attendance

Students are expected to attend all class sessions. The use of video-conferencing software such as Zoom to record or replace in-person attendance is not allowed, except in exceptional circumstances with the permission of the instructor and Program Director. Specific attendance requirements (including consequences for absences) are set by the faculty member in the course syllabus and are binding. Whether or not the assignments were announced during an absence, students are accountable for all course assignments.

Grading System

Grades are assigned by the instructor to reflect the quality of a student's work. Plus (+) and Minus (-) suffixes are incorporated with the letter grades to provide the following marks (and numerical equivalents that indicate grade points):

A	=	4.0
A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C+	=	2.3
C	=	2.0
C-	=	1.7
D+	=	1.3
D	=	1.0
D-	=	0.7
F*	=	0.
W	=	Withdrawn
I	=	Incomplete
NS	=	No Show
N	=	Continuing Work
AUD	=	Audit

*Any student who receives an F will be dismissed from the program.

Withdrawn (W)

The mark of “W” is assigned when a student completes the formal requirements to drop a course or withdraw from the University. A mark of “W” cannot be changed to any other grade or mark. A mark of “W” is included in the student’s academic record and appears on the student’s transcript, but is not included in the calculation of the student’s GPA.

Incomplete Grades

An “I” (Incomplete) grade may be assigned by the instructor when a student does not complete some essential portion of the assigned

work in a class because of extraordinary circumstances beyond the student's control. The unfinished work must be completed and given to the instructor within three weeks of the beginning of classes in the next scheduled term (not the student's next term of enrollment), excluding summer session, unless extraordinary circumstances require an extension. A request for an extension must be submitted in writing by the instructor, and approved by the Program Director, within the original three-week period. Extensions shall not be for longer than two academic quarters after the incomplete was assigned, excluding summer session. An incomplete that has not been completed within the specified deadline or has not received an approved extension will be converted to a grade of "F." The obligation to fulfill an incomplete resides solely with the student. There is no appeal process in the failure to comply with this policy.

No Show (NS)

A grade of "NS" is assigned when a student fails to attend and does not drop a course for which s/he has registered. The "NS" grade does not impact the student's GPA, but cannot be changed or removed from the transcript.

Continuing Work (N)

An instructor may assign the mark of "N" when course requirements span more than one term. When course requirements are completed, the instructor assigns a standard grade. A student may not graduate and receive a degree or certificate with a mark of "N" on his/her academic record.

Audit (AUD)

The mark of "AUD" is assigned when a student enrolls in a class on an audit basis. A mark of "AUD" cannot be changed to any other grade.

Students accepted into degree programs may audit one course per quarter. No more than three courses may be audited during a student's degree program. Permission to audit a course will be given only (1) at the end of the late registration period, (2) if space is available in the class, and (3) with approval of the instructor. No

credit is assigned for an audited course, but the successful completion of an audit will be indicated on a student's transcript by the grade of "AUD."

In order to audit a course, an add/drop form must be approved by the instructor and submitted to the Program Office.

Grade Point Average (GPA)

A student's GPA is determined by multiplying each grade point value by the number of quarter units assigned to the course, adding these grade point units from all courses taken, and dividing this sum by the total number of quarter units for which letter grades were reported.

Grade reports are posted at the end of each quarter and indicate both the GPA earned by the student during the quarter and the cumulative GPA earned by the student for all courses completed to that point.

Evaluation of Progress

Grades are available at the end of the term via eCampus. Faculty members are expected to apprise students of their course progress at reasonable intervals. Some measurements of progress should take place in time to enable students to make reasonable decisions with respect to withdrawal deadlines.

Repetition of Courses

Certain courses are repeatable, and students will receive a grade and units for each successful completion. Students should consult the Program Director to confirm that a given course may be repeated for credit. In such cases, the grades of both the original and the repeated course are included in the calculation of the student's GPA, but units toward completion of the academic program are awarded only once for each course passed.

Change of Grade

Only the instructor of record assigns grades. All grades, except for incomplete ("I") and continuing work ("N") grades, become final when assigned and reported to the Office of the Registrar. An instructor may approve and report a correction of a final grade to the Office of the Registrar only if a clerical or procedural error was made

in assigning, transmitting, or recording the original grade. Grades can only be changed up to one year after the class was originally taken.

Appeal of Grade

The assignment of course grades is one of the chief means by which instructors communicate to students and the University about student achievement in their courses. Therefore, grades must be assigned after careful evaluation of students' work and meticulous consideration of the weighted value of all students' work. This evaluation is based on the criteria and procedures communicated to the students by the instructors in the syllabus.

Assessment of student learning is at the sole discretion of the instructor of record. Such assessments are not negotiable. When registering for a class, a student implicitly agrees to allow the instructor to make a qualitative judgment of his/her command of the subject matter to be expressed as a letter grade.

The classroom context that is assumed in a learning community is one in which (1) grading policies are fair and clearly communicated to students, (2) grading practices are characterized by relatively good reliability and validity, and (3) grading error or bias is neutralized by enlightened sensitivity and attention to the possibility of such error or bias. Even within this context, it is possible for students to perceive that they have been graded unfairly and to seek redress. To address and resolve such cases, a procedure for such redress has been established within the College of Arts and Sciences.

The following appeal process should be used to resolve an allegation:

1. A student with a complaint must first discuss the matter with the faculty member. 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. The student is responsible for making clear to the faculty member that he/she is in the process of appealing a grade.
2. If the matter is not resolved at this level, the student may then take the matter to the Faculty Advisor to the GPPM. The student is responsible for making clear that he/she is in the process of

appealing a grade. The Faculty Advisor will discuss the case with the faculty member and may recommend that the faculty member review the grade.

3. If the matter is still not resolved, upon request of the student, the matter may be taken to the dean who will designate an associate dean to proceed in similar fashion. Specifically, the student should submit a written complaint to the associate dean that includes the complaint, any evidence that supports the allegation of unfair grading and information on the steps have been previously taken to resolve the matter. The associate dean will review the complaint and may recommend that the faculty member review the grade.
4. If the matter is not resolved by the associate dean, upon request of the student, the dean may review the complaint. The dean may convene a panel of faculty to assist in the review. After consulting with the panel of faculty, the dean may recommend that the faculty member review the grade. The request by the student for the dean to reconsider the recommendation made by the associate dean should meet the following conditions:
 - The student has 30 calendar days to file with the dean a petition for reconsideration of a decision made by the associate dean. The petition shall be submitted in writing and list the reasons for the request for reconsideration.
 - The dean shall respond within 30 days of receipt of the petition.
 - Requests for reconsideration of a decision about an appeal that was filed are restricted to the following grounds: The existence of significant and relevant new material that has become available since the student's original appeal was considered.
 - Upon receiving a valid request to reconsider the decision of the associate dean, the dean shall ask for recommendations on whether to reverse or to reaffirm the decision from the appropriate chair, faculty, school committee, or associate dean.

- The dean shall then form and communicate her or his decision, which shall be final, in writing to the appellant.
5. If the matter is not resolved by the dean, upon request of the student, the provost may review the complaint. The provost may convene a panel of faculty to assist in the review. After consulting with the panel of faculty, the provost will respond in writing to the student.
 6. This process of review gives the chair, 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.

Procedures for Student Grievances

Santa Clara is dedicated to being a community enriched by men and women of diverse backgrounds and perspectives, respectful of difference and enlivened by open dialogue, caring and just toward others, and committed to broad participation in achieving the common good. In the same way that we require faculty to be collegial in their practice of scholarship, teaching, and service, we expect faculty of the school to be professional and fair in all their interactions with students, both in and outside of the classroom.

A student who feels that he/she has been disadvantaged by capricious or biased decision-making by faculty/staff may initiate a formal grievance. The allegation can be resolved as described below:

- A. A student with a grievance must first discuss the matter with the faculty/staff member. Any complaint must be initiated within four weeks of the beginning of the next scheduled term, not including the summer session. The student is responsible for making clear to the faculty member that he/she is in the process of filing a grievance.
- B. If the matter is not resolved at this level, the student may then take the matter to the chair of the department involved. The student is responsible for making clear to the chair that he/she

is in the process of filing a grievance. The chair will discuss the case with the faculty/staff member and may counsel the faculty member.

- C. If the matter is not resolved at this level, upon request of the student, the complaint may be taken to the dean who will proceed in a similar fashion. Specifically, the student should provide a written complaint to the dean, who may delegate the investigation to an associate dean. The associate dean will review the complaint and respond in writing to the student.
- D. If the matter is not resolved by the associate dean, upon request of the student, the dean may review the complaint. The dean may convene a panel of faculty to assist in the review. After consulting with the panel of faculty, the dean will respond in writing to the student. The request by the student for the dean to reconsider the recommendation made by the associate dean should meet the following conditions:
- The student has 30 calendar days to file with the dean a petition for reconsideration of a decision made by the associate dean. The petition shall be submitted in writing and list the reasons for the request for reconsideration.
 - The dean shall respond within 30 days of receipt of the petition.
 - Requests for reconsideration of a decision about a grievance that was filed are restricted to the following grounds: The existence of significant and relevant new material that has become available since the student's original grievance was considered.
 - Upon receiving a valid request to reconsider the decision of the associate dean, the dean shall ask for recommendations on whether to reverse or to reaffirm the decision from the appropriate chair, faculty, school committee, or associate dean.
 - The dean shall then form and communicate her or his decision, which shall be final, in writing to the appellant.

- E. If the matter is not resolved at this level, upon request of the student, the provost may review the complaint. The provost may convene a panel of faculty to assist in the review. After consulting with the panel of faculty, the provost will respond in writing to the student.
- F. This process of review gives the chair, associate dean, dean, and provost permission to discuss the grievance with faculty or staff members, students, or others as appropriate.

Academic Credit Evaluation

Transferring Classes from Other Institutions

Students may transfer up to 12 quarter units of graduate-level (post-baccalaureate) coursework from other accredited institutions. Courses to be considered for transfer must have been completed within five years of the initial enrollment date in the Graduate Program in Pastoral Ministries. Transferred credits only apply to the specific course for which the exemption is sought. Successfully transferred classes appear as transfer units on the student's Santa Clara University transcript.

For consideration, the student must submit the Application for Transfer Credit form to the Director of the Program, the syllabus from the original course, a certified official transcript from the accredited institution, and all other applicable documents. A minimum grade of "B" in the course(s) is required.

The instructor of the equivalent course and the Faculty Advisor shall review the request and submit their recommendations to the Program Director.

Waiving Courses

Students wishing to waive courses must submit the Application for Waiver Credit form to the Program office, official transcript(s) from the accredited institution(s), a course description, and a syllabus detailing the coursework completed. A minimum grade of "B" is required. The instructor of the equivalent course and the department chair shall review requests for course waivers. Recommendations

are then submitted to the Graduate Program in Pastoral Ministries. Courses need to have been completed within five years of the initial enrollment date.

Such waivers are rare and may be granted only in cases where a student has had recent and parallel graduate coursework or experience. The content of the substituted course must be consistent with the academic goals and objectives of the respective program.

Students who waive classes with the permission of the Program Director and Faculty Advisor receive no indication on their transcript that the classes have been waived, but a notation is made in the student's file that the specific class requirements have been met and waived. Another class must be taken in lieu of the waived class.

Challenging Courses

Students may challenge certain courses that satisfy specific degree requirements. A successful challenge may allow a student to substitute an elective for an otherwise required course.

Challenged courses, however, do not satisfy the unit requirement for graduation. Students may be required to take another class in lieu of the challenged class in order to meet this requirement.

Students are not allowed to challenge more than three courses. A successfully challenged course is appropriately acknowledged on the student's transcript.

To challenge a course, students must (1) have completed at least 15 units at Santa Clara (unless an exception is granted by the Faculty Advisor in writing); (2) have a cumulative GPA of at least 3.2; and (3) have permission from the instructor, Faculty Advisor, and the Program Director to proceed with the challenge. The instructor must complete a written description of the proposed challenge process and have it reviewed by the Faculty Advisor. The request is then submitted for approval to the Program Director.

The course equivalency examination for challenged courses may be either oral or written, as determined by the instructor. There is a \$100 fee to take a course equivalency examination.

STUDENT RECORDS AND RELEASE OF INFORMATION

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

A student's directory information is designated as follows:

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

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

students must notify the Office of the Registrar in writing to remove the nondisclosure notation from their record.

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

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

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

- Official academic records, including application forms, admission transcripts, letters of acceptance, and a student's permanent academic record are on file and maintained in the Office of the Registrar.
- Deans in their respective offices also maintain working academic files.
- Records related to a student's nonacademic activities are maintained in the Office of Student Life.
- Records relating to a student's financial status with the University are maintained in the Bursar's Office.

Students have the right to request the amendment of their educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of a student's privacy or other rights.

Students may direct complaints regarding academic records to the dean of the school in which they are enrolled or to the University registrar. In addition, students have the right to file a complaint with the United States Department of Education concerning alleged failures by the University to comply with the requirements of the

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

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

ADDITIONAL INFORMATION

Additional details on selected University policies can be found in the University Policies chapter of this Bulletin. University policies are subject to change and the most current policy statements are found on the University website at www.scu.edu.

FINANCIAL INFORMATION

BILLING AND PAYMENT PROCEDURES

Student Accounts and Billing

Students assume responsibility for all costs incurred as a result of enrolling at Santa Clara University and agree to abide by applicable University policies and procedures. Students may designate a third party (e.g., spouse) to be an Authorized Payer for the purpose of reviewing student account activity, billing statements, enrolling in the monthly payment plan, and remitting payment on the student's behalf. However, it is the student's responsibility to be aware of their student account balance, financial deadlines, refund policies, financial aid information, and maintain valid contact information at all times to ensure receipt of all University's correspondence in a timely manner. All correspondence is sent to the student's SCU gmail account which is the official email system used by the University.

Students are required to accept the financial terms and conditions outlined by the University in order to continue their enrollment at SCU. Students will be prompted to accept the terms and conditions, on an annual basis, upon their login to eCampus. Students will not have access to their Student Center until they have read and agreed to the information contained on the page(s) prompted. By accepting SCU's financial terms and conditions, students are agreeing to pay and to abide by all policies and procedures at published.

Students receive monthly billing statements electronically via a third-party vendor that are accessible through eCampus. Billing notification will be sent to the student's SCU gmail account and to the e-mail address of any Authorized Payer. Students also may forward their billing statement electronically to any third party they authorize for remitting payment. Information on a student's account cannot be provided to any third party until a completed Family Educational Rights and Privacy Act (FERPA) form, authorizing its release by the student, is on file with the University. This form is available online via the students eCampus.

Students are obligated to pay their applicable tuition and fees by the published payment deadline. Students enrolling after the initial billing of any quarter may be required to pre-pay for tuition before enrollment is granted. **Registered students who do not formally withdraw from the University are responsible for all tuition and fees assessed to their accounts, as well as any penalty charges incurred for nonpayment. Nonattendance does not relieve the student of his or her obligation to pay tuition and fees.**

For more helpful information, including detailed instructions on Santa Clara University's billing and payment procedures, see www.scu.edu/bursar.

Billing Dates and Deadlines

- Fall 2021: Billing available August 1; payment due August 21
- Winter 2022: Billing available December 1; payment due December 21
- Spring 2022: Billing available March 1; payment due March 21
- Summer 2022: Billing available May 1; payment due May 21

Payment Methods

Santa Clara University offers a variety of payment methods to assist students to assist with their financial obligations. Please visit our Bursar's office website for additional payment information: <https://www.scu.edu/bursar/paymentoptions/>

Payment by Electronic Check

A student or Authorized Payer can make online payments by processing a fund transfer directly from his/her *personal* checking or savings account through our third-party vendor's website accessible via the University eCampus or SCU. Please note that a bank may reject a fund transfer if it exceeds a specific amount. Check with your bank about daily limits to prevent returned payment transactions.

Payment by Mail

Payment for student account charges are accepted by mail using the University's cash management system lock box. Please enclose a copy of the billing statement with your paper check or cashier's check made payable to Santa Clara University and mail it to: SCU Payment

Processing, P.O. Box 550, Santa Clara, CA 95052-0550.

Payment in Person

Payments for student account charges may be made in person by personal check, cashier's check, money order, or cash at the OneStop office, located in the Admissions and Enrollment Services Building. The OneStop office is not able to accept any electronic forms of payment. However, there are computer kiosks located in the OneStop office for the convenience of students and payers to make electronic payments. Santa Clara does not accept credit card payments for student account charges.

Term Payment Plan

Students currently enrolled at SCU may be eligible to enroll in a monthly payment plan to assist with budgeting needs. There is a \$40 non-refundable enrollment fee per term and students must have a US bank account to enroll in the term plan. The first payment along with the enrollment fee are due upon enrollment and all subsequent payments will be processed automatically each month thereafter. Plans are subject to rebalancing based upon changes in enrollment and/or financial aid. Participants must enroll each term: there is not automatic re-enrollment.

International Payment by Wire Transfer

International students may submit payment quickly and securely through eCampus. Authorized Payers and other third-party payers can make payments by accessing the following link: <https://scu.flywire.com>. Students and their families are able to benefit from excellent exchange rates and payment can often be made in the student's home currency.

Delinquent Payments

If all charges on a student's account have not been cleared by payment, financial aid, or loan disbursement, a late payment fee will be assessed to the student's account and a hold will be placed on the student's record. A hold on a student's record prevents the release of diplomas and certificates, and prevents access to any registration services, and may limit access to other University services. Students

who have unpaid accounts at the University or who defer payment without approval are subject to dismissal from the University. All unpaid balances will accrue 10 percent interest per annum on the balance remaining from the date of default; in accordance with California state law.

Delinquent student accounts may be reported to one or more of the major credit bureaus and may be forwarded to an outside collection agency or an attorney for assistance in recovering the debt owed to the University. The student is responsible for all costs incurred to collect outstanding debt including, but not limited to, accrued interest, late fees, court costs, collection fees, and attorney fees. All outstanding bills and costs of collection incurred by the University must be paid in full *prior to* a student re-enrolling at the University.

Billing Disputes

If a student wishes to dispute any charges on his or her billing statement, a written explanation should be forwarded to: Santa Clara University, Bursar's Office, 500 El Camino Real, Santa Clara, CA 95053-0615. The Bursar's Office must receive written correspondence within 60 days from the billing statement date on which the item in question appeared. Communication can be made by telephone, but doing so will not preserve the student's rights.

Communication should include the student's name, SCU identification number, the amount in question, and a brief explanation. Payment for the amount in question is not required while the investigation is in progress; all other items not in question must be paid by the due date. If the amount in question is found to be correct, payment must be submitted to the Bursar's Office immediately upon notification.

TUITION REFUND POLICY AND PROCESSES

Process

Students may be eligible to receive a refund if there is a credit reflecting on their student account. Refunds are not provided for an overpayment on an account. The refund process begins after the late registration period of each term. Students should enroll in

direct deposit, prior to requesting a refund, to obtain their funds quickly and securely. Refunds requested by paper check are delayed significantly. Payments received by paper check will have a 14 calendar day hold before a refund can be issued; a 7 calendar day hold will be imposed for online payments. For more information on the refund criteria and process, see www.scu.edu/bursar/refund.

Policy

Students who formally withdraw from the University or drop courses are eligible for a tuition refund in accordance with the policies outlined below. No refunds are made for any fees.

The effective date used for the determination of any tuition refund is the date on which notification is received by the student's respective Record's Office, not the last date of attendance. Students who fail to drop a course, even if they do not attend, or fail to notify the University of their intent to withdraw, regardless of the reason, will be responsible for payment of all tuition and fee charges.

Neither informing an individual faculty member, an academic department, nor the Dean's Office constitutes an official withdrawal from the University. The official date of withdrawal from the University cannot be backdated prior to the date on which the student notifies the Program office of the intent to withdraw.

Fall, Winter, and Spring Quarters

Students who drop courses or withdraw from the University during the fall, winter, or spring term will receive a tuition refund in accordance with the following:

- By the end of the first week of classes: A 100% tuition refund, less any applicable fees
- By the end of the second week of classes: A 50% tuition refund, less any applicable fees
- By the end of the third week of classes: A 25% tuition refund, less any applicable fees
- After the third week of classes: Zero tuition refund

FINANCIAL HARDSHIP

Students who withdraw from the University or drop courses due to an illness, injury, or psychological/emotional condition are eligible for a tuition refund in accordance with the schedule above. Tuition insurance may be purchased to cover tuition charges for medically related withdrawals that occur after the first week of the term.

Santa Clara University degree students who withdraw from the University or who are administratively withdrawn from the University after the third week of the term due to a qualifying financial hardship may be eligible for an allocation from the student hardship fund for 25 percent of the tuition charges for that term. Qualifying financial hardships include (1) death, disabling injury, or medical emergency; (2) loss of job by an independent student; (3) medical or other emergency involving a dependent of an independent student; and (4) student deployment for active military duty. The vice provost for student life or designee, in consultation with the Financial Aid Office, will determine qualifying financial hardships and any allocation from the student hardship fund. Students must submit a request for an allocation from the student hardship fund by the end of the applicable term.

Santa Clara University reserves the right to change tuition, room and board, fees, or other costs, to modify its services, or change its programs at any time. In addition, no refunds of tuition, room and board, fees or other costs will be made because of curtailed services resulting from strikes, acts of God, civil insurrection, riots or threats thereof, changed economic conditions, natural emergency, or other causes beyond the control of Santa Clara University.

TUITION INSURANCE PROTECTION

Students and families may protect themselves against financial loss from an unexpected withdrawal from the University by purchasing tuition insurance coverage. The University has partnered with A.W.G. Dewar, Inc., to provide an optional tuition insurance plan. This plan is designed to protect from loss of funds paid for tuition should it be necessary to completely withdraw from the University during the

term for diagnosed medical or mental health reasons. Enrollment must be completed prior to the first day of the term. Information on the tuition insurance plan can be found at www.collegerefund.com and available on the Bursar's office website at www.scu.edu/bursar/tuitionprotection.

TUITION AND STUDENT FEES

The Board of Trustees, upon the recommendation of the president and the provost, sets the annual academic year tuition rate for all programs. Students are charged tuition based on the rates approved by the Board of Trustees. The official site to review and verify the approved tuition and fee rate schedule is www.scu.edu/bursar/tuition. Tuition and fee rate differences found in other publications will not be honored.

Tuition per Unit

2021 Summer Session	\$604
2021–2022 Academic Year (Fall, Winter, Spring)	\$619

Admission Application Fee

\$50 (nonrefundable)

International Graduate Student Orientation Fee

\$125

Registration Fees

Drop/Swap Fee	\$50
Late Registration Fee	\$100

Student Association Fee

\$25 (per quarter)

Mandatory Health Insurance

Santa Clara University requires all degree-seeking students enrolled at least half -time in their school or college to have health insurance (excluding students enrolled in certificate and online programs). ALL F-1 visa students, regardless of number of units, are required to have

insurance. This requirement helps to protect students from incurring unexpected high medical costs and provide students with access to quality health care.

Students may purchase the University-sponsored Aetna Student Health Insurance plan, but are not required to if they can provide proof of other insurance coverage comparable to the Aetna Student Health Insurance plan as outlined in the benefit and waiver requirements below. Students with comparable health insurance must complete the Online Waiver Form with their own insurance information prior to the waiver deadline to avoid being automatically enrolled into the school-sponsored plan and having their student account inappropriately charged. *The waiver is required every academic year.* The deadline to apply for the waiver is mid-September. The waiver is available online at www.scu.edu/cowell/insurance/waiver-information/.

Student Health Insurance	\$3054
<i>(annual, unless waived by student)</i>	

Parking Permits

Parking permits are required for all users of University parking facilities. Permits are purchased online through eCampus.

1098-T INFORMATION

Educational Tax Credits

For information, please see the Bursar website at <https://www.scu.edu/bursar/1098/>

SOURCES OF FINANCIAL AID FOR GPPM STUDENTS

The types of aid available to our graduate students include the Ministry Scholarship, Graduate Program in Pastoral Ministries (GPPM) Scholarship, Rev. Francis L. Markey Women in Ministry Fellowship, or Federal Financial Aid in the form of loans.

*International students are not eligible to receive financial aid.

Financial Aid applicants must:

Complete and submit your online 2021-2022 Financial Aid

Application to be considered for a Graduate Program in Pastoral Ministries scholarship. For those applicants in active ministry please also complete the 2021-2022 Ministry Scholarship Application to be considered for the Ministry Scholarship. Please submit all required supporting documentation to:

Graduate Program in Pastoral Ministries

Santa Clara University

500 El Camino Real

Kenna Hall, 323

Santa Clara, CA 95053-0337

tel 408-554-4831

fax 408-554-7830

email pastoralministries@scu.edu

Financial aid scholarships are annual awards. Students must reapply each academic year.

- Ministry Scholarships, GPPM Scholarships, and the Rev. Francis L. Markey Women in Ministry Fellowship do not require students to file a FAFSA for eligibility. The Scholarships are detailed below.

Ministry Scholarship

This scholarship is for those individuals active in some type of ministry (i.e., Eucharistic Ministry, Youth Ministry, Catechetical Ministry, Detention Ministry, etc.) and awards a 25% tuition scholarship. To apply, complete the online 2021-2022 Ministry Scholarship Application (pdf) and Certification of Ministry Form (pdf). This is an annual scholarship and students must apply each academic year.

GPPM Scholarship

GPPM scholarships are awarded by the GPPM office to currently enrolled and newly accepted students according to need. Scholarship amounts are typically 25% of annual tuition costs, and are based on need. The FAFSA is not required to be considered for a GPPM scholarship. To apply, complete the online GPPM Financial Aid

Application. This is an annual scholarship and students must apply each academic year.

Rev. Francis L. Markey Women in Ministry Fellowship

Rev. Francis L. Markey Women in Ministry Fellowships provide financial assistance for women in parish or diocesan ministry who are enrolled in the Graduate Program in Pastoral Ministries (GPPM) to obtain a graduate degree.

Application Requirements:

- Currently be working or have demonstrated intent to work in parish or diocesan ministry in any of the dioceses where the GPPM is offered.
- Enrolled or recently accepted in the GPPM
- Have demonstrated financial need

Application including all supporting documentation must be submitted by August 15, 2021.

Requirements of those selected as Markey Fellows:

- Provide annual letter of appreciation to the Fellowship donor(s)
- Attend events arranged by the GPPM with the donor(s) and other Fellowship recipients (e.g. lunch or dinner)
- Maintain academic progress toward the degree as a student in good standing.

To Apply please submit the following to the GPPM office by August 15, 2021:

1. A Personal Statement addressing the following points:
 - The importance of women in ministry
 - The specific contributions you have and/or are prepared to make to your diocese
 - The difference this Fellowship will make for you in pursuing the Master's degree
 - Anything else you would like the committee to know about yourself

2. Completed GPPM Financial Aid Application
3. A letter from the Bishop of the diocese in which you live or work supporting your application for a Markey Fellowship
4. Three letters of recommendation from individuals who are familiar with your ministry
5. A résumé of your ministry including your volunteer work

Supporting documentation may be mailed to:

Graduate Program in Pastoral Ministries
Santa Clara University
500 El Camino Real
Kenna Hall, 323
Santa Clara, CA 95053-0337

Supporting documentation may be faxed to 408-554-7830

Free Application for Federal Student Aid (FAFSA)

The Free Application for Federal Student Aid (FAFSA) is a financial assessment tool that aids in assessing financial need. Any student interested in obtaining federal loans is required to file a FAFSA. For specific questions regarding Federal Loans or FAFSA information, please contact 408-551-1000 or email onestop@scu.edu.

Graduate Student Loans

To help cover the cost of education, students may be able to take advantage of a variety of student loan programs. Typically, these programs offer low-interest rates and repayment plans that are designed for students. In many cases, loan payments do not start until after the student has graduated or becomes enrolled less than half-time.

Federal Student Loans

Most students who apply for financial aid are offered some loans that are sponsored by the federal government. These loans are typically included in financial aid awards.

- William D. Ford Federal Direct Loan: The Federal Direct Loan program, generally known as Federal Stafford Loans, provides students with a simple and convenient way to borrow money to

pay for their education.

- Federal Direct Graduate PLUS Loan: Federal Graduate Direct PLUS Loans from the U.S. Department of Education are available for students seeking master's, doctoral, or specialist degrees. The Federal Graduate Direct PLUS Loan enables graduate students to borrow up to the cost of education minus any other financial aid.

Return of Title IV Funds

When a student recipient of federal Title IV financial aid officially withdraws or unofficially withdraws by ceasing to attend, federal regulations require a Return of Title IV funds calculation to determine if any federal Title IV aid must be repaid. Federal Title IV aid includes the Federal Pell Grant, Federal Supplement Educational Opportunity Grant, the Teacher Education Assistance for College and Higher Education Grant, William D. Ford Federal Direct Loan, and the William D. Ford Federal Direct PLUS Loans (parents and graduate students).

Repayment Calculation

The amount of federal Title IV aid to be repaid is calculated based on the percentage of time completed with a quarter. This involves calculating the amount of Title IV aid earned by the student, and the amount of institutional charges for that quarter. Prior to withdrawing for the term, students are encouraged to contact a financial aid advisor. When unearned federal Title IV funds are repaid, they are returned by program and up to the disbursed amount for each program. Unearned federal Title IV funds are repaid in the following order:

- Unsubsidized Federal Direct Stafford loans
- Subsidized Federal Direct Stafford loans
- Federal Direct PLUS loan received on the behalf of the student

Notification

Students will be notified via e-mail and eCampus (www.scu.edu/ecampus) of financial aid changes no later than 45 days after the

determination that a student withdraws. The return of funds process typically results in a balance due on the student's account, which is the student's responsibility to pay. Current information on a student's financial aid award status and Bursar's account is available via eCampus.

Matriculated students must be enrolled in a minimum of 4 units to be eligible for federal financial aid.

If a student withdraws or drops below the 4-unit minimum, s/he may no longer be eligible to receive student loans. The account will be adjusted accordingly and aid returned to the appropriate program. If a refund has been issued, these funds must be reimbursed to Santa Clara University immediately. For more information on financial aid forfeiture, visit the Financial Aid Office website (www.scu.edu/financialaid) or make an appointment with a financial aid counselor.

STUDENT VERIFICATION OF INFORMATION

The United States Department of Education requires all institutions disbursing federal financial aid funds to verify the accuracy of the information students submit as a basis for aid awards. Santa Clara University complies with this requirement by participating in the Federal Quality Assurance Program. Each year, a percentage of students receiving federal financial aid funds are randomly selected for verification of the information on which their awards were based. Students selected for verification may be required to submit additional documents and verify information, such as household size and number of family members enrolled in college. The University reserves the right to request similar information for verification purposes for any student awarded aid. Information collected may result in changes to a financial aid award and, in some cases, the repayment of funds already received. Failure to comply with the request for this information will result in the cancellation of financial aid funds.

DEADLINES

The University Financial Aid Office has established deadlines for the

programs it administers. All students requesting financial aid from the University should contact the Enrollment Services Center at the earliest possible date, and request specific deadline information and appropriate application materials. All financial aid deadlines are posted on the financial aid website at www.scu.edu/financialaid.

The Graduate Program in Pastoral Ministries awards merit- and need-based scholarships to enrolled students on an annual basis. A new application is required at the beginning of *every* academic year to be considered for these scholarships.

GPPM PROGRAM DETAILS

MISSION STATEMENT

The Graduate Program in Pastoral Ministries prepares women and men to enter professional ministries in Church and society. The Program at Santa Clara University, situated in the Department of Religious Studies, offers a Master of Arts degree in Pastoral Ministries and if the student wishes, an emphasis in Hispanic Ministry is also offered. Students gain breadth of knowledge in pastoral theology by taking seven required courses and gaining depth of knowledge in pastoral ministries by selecting eight elective courses.

Students and alumnae of the Graduate Program in Pastoral Ministries serve in parishes and dioceses (e.g., as directors of religious education, catechists, liturgy and music directors, youth ministry coordinators, pastoral associates, and deacons), in Catholic and other denominational schools as administrators, teachers and campus ministers, and in non-profits in a variety of roles (such as program directors, hospital/hospice chaplains, retreat leaders, and restorative justice ministers in correctional facilities and accompanying those touched by violent crimes.) Some students also go on to doctoral studies. The program faculty, as members of the Religious Studies Department, conduct research and publish in fields related to the Graduate Program's focus.

CURRICULUM OVERVIEW

The Graduate Program in Pastoral Ministries offers a Master of Arts degree in Pastoral Ministries. The degree consists of sixty quarter units, which are made up of fifteen four-unit classes. Seven of the fifteen courses are required foundational courses; the distribution of the remaining eight classes will depend upon whether the student is enrolled in one of our emphasis programs:

Emphasis	Emphasis Courses	Elective Courses	Capstone
[No emphasis]	—	8	Portfolio
Latina/o Ministry	4	4	Portfolio or practicum
Restorative Justice & Chaplaincy	5	3	Portfolio or practicum
Youth & Young Adult Ministries	5	3	Portfolio or practicum

In addition, each student is required to complete a Capstone project, which may be either an integrative essay and portfolio of course papers (an option for all students) or a ministry practicum and integrative essay (an option for students enrolled in an emphasis). The Capstone Project allows the student to demonstrate the depth of learning and practical application of the program's five student learning goals.

STUDENT LEARNING GOALS & OBJECTIVES

Goal 1:

Students will gain a broad theological foundation that will undergird inquiry into a select area of concentration. (*theological knowledge*)

Objectives:

- A. Students will demonstrate an understanding of Fundamental Theology, Christology, Ecclesiology, Hebrew Bible, New Testament, and Theological Ethics according to the competencies articulated by each of these areas.
- B. Students will integrate their core theological competencies in their pastoral studies.

Goal 2:

Students will develop pastoral skills, ministry knowledge, and liturgical fluencies in at least one key field of study relevant to Christian ministry. (*pastoral proficiency*)

Objectives:

- A. Students will demonstrate a depth of practical and theoretical knowledge in their area of concentration.
- B. Students will understand the significance of the liturgy for their ministry and in the life of faith.

Goal 3:

Students will become competent leaders dedicated to serving the Church and to creating community in parish and other pastoral settings. (*leadership skill*)

Objectives:

- A. Students will employ historically informed knowledge of the tradition to assess theological positions and pastoral issues.
- B. Students will apply skills from their area of concentration for use in their faith community.

Goal 4:

Students will demonstrate a critically informed approach to faith that promotes social justice for the common good, especially for the benefit of those in greatest need. (*justice commitment*)

Objectives:

- A. Students will address issues of inequity and injustice in light of the Christian witness.
- B. Students will integrate the perspective of the poor and the marginalized in their reflection on theological and pastoral issues.

Goal 5:

Students will become prepared ministry professionals able to function effectively in a diverse global ecclesial environment. (*diversity fluency*)

Objective:

- A. Students will describe and address cultural differences in Christian practice.
- B. Students will demonstrate a critical appreciation of religious diversity.

COURSE DELIVERY SITES AND FORMATS

The Graduate Program in Pastoral Ministries began on the Santa Clara University campus, serving students in the Diocese of San José and surrounding dioceses. In 2012, the program began to expand to offer courses in the Diocese of Monterey, and our diocesan partners now include Los Angeles, Oakland, Sacramento, San Bernardino, and San Diego.

Students may take courses in any diocese, which gives them greater flexibility to complete their curriculum in a timely way.

We offer courses in three formats:

- On the Santa Clara University campus, we offer the traditional in-person format: 3-hour classes one night a week for ten weeks, plus a possible session during finals week.
- On all our campuses, including Santa Clara, we offer a hybrid format: three all-day Saturday meetings face-to-face at the site (9:00 a.m.–3:00 p.m.) at the beginning, middle and end of the quarter, and seven two-hour video-conference classes offered in the intervening weeks.
- Occasionally, for all our campuses we might also offer an entirely online format: 2-hour video conference sessions one night per week, with a robust asynchronous online component.

The seven sites are:

Santa Clara University
500 El Camino Real
Santa Clara, CA 95053

Los Angeles
TBD

Monterey
Diocesan Center
485 Church St.
Monterey, CA 93940

Oakland
Cathedral Parish of Christ the Light
2121 Harrison St.
Oakland, CA 94612

Sacramento
The Pastoral Center
2110 Broadway
Sacramento, CA 95818

San Bernardino
Diocesan Center
1201 East Highland Ave.
San Bernardino, CA 92404

San Diego
Diocesan Center
3888 Paducah Dr.
San Diego, CA 92117

The Latina/o Ministry emphasis is offered at the San Bernardino and Santa Clara University sites. The Restorative Justice and Chaplaincy emphasis is offered at the Oakland and San Diego sites. The Youth and Young Adult Ministries emphasis will be offered at the Santa Clara site once approved.

REQUIRED FOUNDATIONAL COURSE LIST AND DESCRIPTIONS

Fundamental Theology	PMIN 201
Christology	PMIN 203
Ecclesiology	PMIN 205 or 206
Hebrew Bible	PMIN 207 or 208
New Testament	PMIN 209 or 210
Theological Ethics	PMIN 211 or 212
Sacraments & Liturgy	PMIN 213 or 214

PMIN 201 Theological Foundations for Ministry

This course critically examines fundamental concepts of Christian theology in dialogue with cultural practices for the sake of more faithful practice. This inquiry in turn allows us to interrogate how the Christian tradition understands itself. In other words, it brings theology to bear on cultural practices of significance to Christian life in the present, and in that encounter sees theology itself as a culturally and historically contingent and contested practice. A foundational Fundamental Theology course; formerly PMIN 210 and PMIN 288; 4 units.

PMIN 203 Christology

An introduction to contemporary Catholic Christology. This course will examine Jesus Christ as an historical figure and object of faith and, as such, the Christian answer to the human situation. Course work will center on Jesus' proclamation of the Kingdom of God and will treat of his history through the Resurrection. A foundational Christology course; 4 units.

PMIN 205 Ecclesiology

This course examines the Christian Church, the "meeting place of all mysteries," from scriptural, historical, doctrinal, and practical perspectives. A foundational Ecclesiology course; formerly PMIN 204; 4 units.

PMIN 206 Church History

A survey of the major theological developments in Christian history against the backdrop of the social and political currents of the periods in question. A foundational Ecclesiology course; formerly PMIN 225; 4 units.

PMIN 207 Studying the Hebrew Bible

A study of Hebrew historical, prophetic, wisdom and apocalyptic literature as the medium of God's teaching word in Israel and in the Church. A foundational Hebrew Bible course; formerly PMIN 205; 4 units.

PMIN 208 The Hebrew Bible & Social Justice

This course offers an examination of the Hebrew Bible in light of comparative literature from the ancient Near East. The course considers how the biblical writers framed their theology as a response to the ideologies, mythologies, and ritual practices of their age. It will also consider how the encultured character of the Bible can stand in dialogue with contemporary issues of diversity, multiculturalism, and justice. A foundational Hebrew Bible course; formerly PMIN 283; 4 units.

PMIN 209 The Gospels

A study of the four canonical gospels with special attention given to methods of biblical exegesis and the pastoral contexts of the original authors. This will include study of literary genres, source analysis, problems of oral and written transmission, as well as the unique theological contributions of the evangelists as authors. A foundational New Testament course; formerly PMIN 206; 4 units.

PMIN 210 The New Testament

An introduction to the socio-historical contexts, literary characteristics, and theological messages of the New Testament texts, with special attention to the methodology of biblical exegesis. Exploration of the pastoral issues facing the original authors will serve as a resource for theological reflection on how the minister might translate the good news in Christian communities today, in service

of justice and peace. A foundational New Testament course; formerly PMIN 214; 4 units.

PMIN 211 Issues in Moral Theology

This course offers an introduction to problems, theories, and pastoral insights of Christian ethics. Its purpose is to explore the meaning of an authentic Christian existence and its ethical and spiritual dimensions. Particular attention is paid to ethical problems for those in pastoral ministries. A foundational Theological Ethics course; formerly PMIN 287; 4 units.

PMIN 212 Catholic Social Teaching

This course examines the vibrant and living tradition of Catholic social thought. It explores key features of Christian social responsibility through analysis of the official encyclicals and pastorals that comprise Catholic social teaching. In addition to surveying the encyclical tradition as it has developed over the past 125 years, its theological foundations, and its function, it explores pastoral implications of its key themes and core commitments. A foundational Theological Ethics course; formerly PMIN 251; 4 units.

PMIN 213 Sacraments & Liturgy

This course will look first at how all people use symbol and ritual to define and create their world and themselves. It will then investigate and experience specific Christian rituals and symbols to learn how they create and recreate a specifically Christian world. A foundational Sacraments & Liturgy course; formerly PLIT 202 and PMIN 297; 4 units.

PMIN 214 Sacramental Theology

An exploration of the history and development of sacramental theology with emphasis on contemporary pastoral issues. A foundational Sacraments & Liturgy course; formerly PMIN 293; 4 units.

EMPHASIS COURSE DESCRIPTIONS

In addition to the seven foundational courses required of all students, the program offers two curricular emphases, with a third in development:

- Latina/o Ministry (a four-course emphasis)
- Restorative Justice & Chaplaincy (a five-course emphasis)
- Youth & Young Adult Ministry (a five-course emphasis)

Students do not need to enroll in an emphasis to complete the degree; those students simply take 8 elective courses and complete the capstone requirement. Electives may be one of the foundational course alternates, an emphasis course, or any of the area electives.

Students in the emphases take the required emphasis courses and elective courses from any area to round out the required 15-course, 60-unit total. Thus LATM students take 4 electives, while RJUS and YMIN students take 3 electives. These students may select their electives from the alternate foundational courses, emphasis courses outside their emphasis, or any of the area electives.

Latina/o Ministry Emphasis

The Master of Arts degree in Pastoral Ministries with an emphasis in Latina/o Ministry prepares ministers to deepen their theological education as they prepare for ministry in intercultural and Latino contexts. The fifteen-course (60-unit) program consists of:

- seven foundational courses: Fundamental Theology; Christology; Ecclesiology; Hebrew Bible; New Testament; Theological Ethics; and Sacraments and Liturgy
- four emphasis courses: U.S. Latina/o Theology; *Enfrentamiento y Encuentro: History and Mission in Latina/o Perspective*; Latino Popular Religiosity and Its Ethics of Solidarity; and Latin@x Youth and Young Adult Ministry
- four electives
- a Capstone Portfolio or Practicum

The emphasis is available in San Bernardino and Santa Clara University. Enrollment is open to students in any diocese.

LATM 220 U.S. Latina/o Theology

This course acquaints students with the historical development of Latina/o theology in the United States. Attention will be given to the works of representative U.S. Latina/o theologians and to the themes and concerns that these works address. A required course in the Latina/o Ministry emphasis (an elective for other students). Formerly PMIN 296; 4 units.

LATM 221 *Enfrentamiento y Encuentro*: History & Mission in Latina/o Perspective

This course explores the colonial and postcolonial history of the Americas, and the role of the Catholic Church in this history. It examines the dynamics of the colonial encounter and the ambivalence of identity in the borderlands (the *nepantla*) that the colonial encounter creates. The course probes pastoral issues related to the creation of cultural borders, from immigration to detention to family separation, and considers the Christian imperatives of reconciliation and justice in light of these cultural realities. A required course in the Latina/o Ministry emphasis (an elective for other students); 4 units.

LATM 222 Latina/o Popular Religiosity & Its Ethics of Solidarity

This course explores popular religious devotions, liturgies and practices in the Latina/o community in terms of both their origins and their dynamic roles in the imagination and activism of Latina/o communities. Explores the church, but also the home, the field, and the workplace, as sacred space. A required course in the Latina/o Ministry emphasis (an elective for other students); 4 units.

LATM 223 Latin@x Youth & Young Adult Ministry

This course explores the particular issues and challenges of youth and young adult ministry in the Latin@x church, including the tensions between the individualism of U.S. culture and the importance of *la familia*, the challenges of migration and citizenship status for youth and their families, the difficulties of forming a cultural identity from a place between cultures, and questions over sexual issues and identities. A required course in the Latina/o Ministry emphasis (an elective for

other students); 4 units.

Restorative Justice and Chaplaincy Emphasis

The Master of Arts degree in Pastoral Ministries with an emphasis in Restorative Justice and Chaplaincy prepares ministers to deepen their theological education as they prepare for ministry as chaplains in hospitals, prisons, schools and communities. The fifteen-course (60-unit) program consists of:

- seven foundational courses: Fundamental Theology; Christology; Ecclesiology; Hebrew Bible; New Testament; Theological Ethics; and Sacraments and Liturgy
- five emphasis courses: Introduction to Restorative Justice; Chaplaincy; Trauma and Healing in a Broken World; Introduction to the Criminal Justice System; and Intercultural and Interreligious Competencies
- three electives
- a Capstone Portfolio or Practicum

The emphasis presumes a paradigm shift from retributive systems to restorative justice, which envisions the social fabric that is damaged in circumstances of illness, violence and crime and seeks to restore individuals, families and communities to health and wholeness.

The emphasis is available in two Dioceses, San Diego and Oakland, with one course scheduled per quarter. Enrollment is open to students in any diocese.

RJUS 220 Introduction to Restorative Justice

While retributive justice models focus on the criminal and the government, restorative justice widens the circle of stakeholders to victims, offenders and community members, whose needs may be met through the justice system and through pastoral ministry. This course introduces three pillars of restorative justice: harms and needs (to/of victims, communities and offenders), obligations resulting from and contributing to the harm (the offender's obligations, but also the communities'), and engagement of those who have a legitimate interest or stake in the offense and its resolution. A required course in

the Restorative Justice & Chaplaincy emphasis (an elective for other students). 4 units.

RJUS 221 Chaplaincy

A foundational study of the chaplain ministry in hospital, hospice and homebound settings as well as settings of incarceration. This course includes pastoral education that develops spiritual care providers and educators skilled in delivering theologically informed, clinically competent, and culturally sensitive spiritual care within hospitals, correctional settings, congregations and the community. This course also introduces various models of chaplaincy: pastoral, spiritual, missional, educational, liturgical and prophetic. A required course in the Restorative Justice & Chaplaincy emphasis (an elective for other students). 4 units.

RJUS 222 Trauma & Healing in a Broken World

This course focuses on the needs of victims of violence and the responsibility of society to help them heal. It examines the experience of trauma, particularly that experienced in early childhood, and its impact on criminal and violent behavior, in order to imagine meaningful and effective opportunities for change. It suggests cultural changes that recognize the rights and needs of all those impacted by crime and violence from within a restorative justice framework. A required course in the Restorative Justice & Chaplaincy emphasis (an elective for other students). 4 units.

RJUS 223 Introduction to the Criminal Justice System

This course introduces the history, philosophy and practice of the discipline of corrections within the criminal justice system of the United States, with an emphasis on the institutions and practices found in contemporary California. It includes an overview of the genesis and dynamic evolution of the institutions and methods society uses to respond to crime, including the origins and nature of the prison-industrial complex and the disproportionate incarceration of people of color, particularly after the passage of the Civil Rights Act of 1964. It offers a description of the organizations, structures and stakeholders that will be encountered by pastoral ministers.

Additionally, students will become acquainted with the practice and limitations of advocacy on behalf of the populations they serve. A required course in the Restorative Justice & Chaplaincy emphasis (an elective for other students). 4 units.

RJUS 224 Intercultural & Interreligious Competencies

This course introduces the basic beliefs of the world's major religions, informed by the conciliar document *Nostra Aetate* and its invitation to recognize God's presence and action in all faiths. There is particular focus on those religions outside Christianity that are recognized and practiced in California Detention Centers, such as Islam, Native American spirituality, Hinduism, Buddhism, Wicca, Odinism, and Santa Muerte. Attention is given to history, spiritual leaders and historical figures, beliefs, practices, important texts, ethical values, places of worship, rituals and rites. Students learn how to exercise pastoral sensitivity to faiths other than their own (rather than proselytize), and develop skills for ministering to practitioners, including conducting ecumenical and interfaith services. A required course in the Restorative Justice & Chaplaincy emphasis (an elective for other students). 4 units.

Youth and Young Adult Ministries Emphasis

The Master of Arts degree in Pastoral Ministries with an emphasis in Youth and Young Adult Ministries is a comprehensive theological and practical training program to prepare leaders to engage, evangelize and empower youth and young adults in discipleship and service, and accompany them through the various stages of their faith journey. It prepares people to begin or enhance careers as parish or diocesan youth or young adult ministers, religious educators or campus ministers in the parish or school setting, directors of religious education, parish leaders, or social service workers. The fifteen-course (60-unit) program consists of:

- seven foundational courses: Fundamental Theology; Christology; Ecclesiology; Hebrew Bible; New Testament; Theological Ethics; and Sacraments and Liturgy

- five emphasis courses: Evangelization & Discipleship; Reimagining Youth Ministry; Reimagining Young Adult Ministry; Community, Ritual, and Mission: Nourishing the Christian Life; and Family, Relationships and Ministry
- three electives
- a Capstone Portfolio or Practicum*

The emphasis will be available on the campus of Santa Clara University in the Diocese of San José. Emphasis courses will be scheduled on an alternating basis over a three-year period. Enrollment is open to students in any diocese.

YMIN 220 Evangelization & Discipleship

In *Evangelii Gaudium*, Pope Francis locates the call addressed to all Christians to become “missionary disciples” in the encounter with God’s love in Christ Jesus and the mission to “Go and make disciples of all nations” (Mt. 28:19). This course examines how that shared call is embodied by missionary disciples in ministry to youth and young adults. The first part of this course examines the scriptural and historical roots of evangelization and discipleship. It then explores the challenges of missionary discipleship in parishes, schools, and the world today as ministers discern the needs of those they serve and identify how those needs should shape ministry. Finally, it explores how disciples might be formed to be agents of interfaith cooperation in our religiously diverse world. A required course in the Youth & Young Adult Ministry emphasis (an elective for other students). Formerly CATE 213; 4 units.

YMIN 221 Reimagining Youth Ministry

This course explores the historical and contemporary dimensions and challenges of ministry to people in middle school and high school (6th-12th grade). The first part of the course examines the principles, foundations and history of youth ministry and *Pastoral Juvenil Hispana* with adolescents. The second part of the course addresses the developmental needs of young people and studies their diverse cultural realities in contemporary society. The last section of the

course offers practical applications for developing effective ministry and outreach strategies and investigates models of accompaniment of young people—whether active, unchurched or disaffiliated—as they explore their faith and beliefs. A required course in the Youth & Young Adult Ministry emphasis (an elective for other students).
4 units.

YMIN 223 Reimagining Young Adult Ministry

This course explores the principles and foundations of Young Adult Ministry, examines the needs of young adults at different life stages, and reimagines practical ways for developing effective models of ministry to young adults that enliven their faith and accompany them into missionary discipleship and leadership. A required course in the Youth & Young Adult Ministry emphasis (an elective for other students). 4 units.

YMIN 224 Community, Ritual & Mission: Nourishing the Christian Life

This course equips students to provide leadership skills and strategies that empower the family and relationships. The minister will be trained to recognize and respond to the needs of persons at various stages of life in light of diverse expressions of family, gender, sexuality, relationships, and culture. Emphasis is placed on the minister's role in accompanying families and sustaining life-giving relationships that animate the mission discipleship of the parish and community. A required course in the Youth & Young Adult Ministry emphasis (an elective for other students). Formerly PMIN 286; 4 units.

ELECTIVE COURSE DESCRIPTIONS

The Graduate Program in Pastoral Ministries offers elective courses in the following nine areas:

Catechetics (CATE)	Latina/o Ministry (LATM)
Liturgical Music (LITM)	Pastoral Liturgy (PLIT)
Pastoral Ministry (PMIN)	Restorative Justice & Chaplaincy (RJUS)
Spirituality (SPIR)	Theology (THEO)
	Youth & Young Adult Ministries (YMIN)

CATE 220 Foundations & Process of Catechesis

An exploration and reflection on the nature, goal, and process of catechesis. This course examines twentieth century catechetical renewal and the catechetical model that emerged from this renewal. An elective course; formerly CATE 211; 4 units.

CATE 221 RCIA: The Catechumenate Process

This course will study the Rite of Christian Initiation of Adults and appropriate catechesis for this Rite. The course will include study of the lectionary, the symbolic actions and the prayer texts which are fundamental to the Rite and catechesis for the Rite. An elective course; formerly PLIT 262; 4 units.

CATE 222 Catechesis & Culture

An examination of specific issues involving culture, ethnicity, gender, geographic location, socio-economic status, age, and language in catechesis. Students will define an “inculturated catechesis” and the principles that should inform such ministry. Fieldwork will be included. An elective course; formerly PMIN 212; 4 units.

CATE 223 Liturgical Catechesis

A study of the revised rituals of the sacraments and the catechesis that accompanies these rites. Special emphasis will be given to the Lectionary, the Prayer texts, and the symbolic action of each rite in order to consider ways of developing a catechesis which will open up the meaning of the rites. An elective course; formerly CATE 216; 4 units.

CATE 224 Transformative Catechesis

This course explores the prophetic dimension of catechesis and its ability to transform individuals, the parish community and the larger society. By examining current catechetical methods within the context of transformative catechesis, students (catechists) will be helped to realign their approach to catechesis and thus revitalize their teaching and their communities. An elective course; formerly CATE 217; 4 units.

CATE 240 Adult Faith Formation

A study of the nature, goal, and process of adult faith formation. This course will consider adult experiences, motivation, and catechetical approaches. An elective course; formerly CATE 212; 4 units.

LATM 224 Pastoral Care in Latina/o Contexts

This course explores the psychological and cultural elements that contribute to Latina/o identity, as well as the social and psychological pressures faced by members of this community and the pastoral interventions they call forth. An elective course; 4 units.

LATM 225 Catechesis in the Parish & the Home

This course introduces the foundations and practice of catechesis and the particular shape these take in response to the religious practices and social dynamics of the Latina/o Catholic community. Emphasis is placed on the importance of involving the entire family in faith formation. An elective course; 4 units.

LATM 226 Developing Competency for Cooperative Leadership

This course explores the challenges and opportunities of an intercultural parish. It trains the lay minister in cultural differences, such as in spiritual practice, stewardship, and leadership styles. It offers strategies developing *pastoral de conjunto* (communion in mission). An elective course; 4 units.

LATM 227 Guadalupe & Marian Spirituality

This course traces the place of Mary in the Christian tradition, beginning in the Gospels, with an emphasis on the development of Marian devotion in Medieval Spain and the evolution of Marian spirituality in the figure of Our Lady of Guadalupe. The continuing transformation and role of Guadalupe in evangelization, popular devotion, and social justice movements will be explored. An elective course; 4 units.

LATM 229 The Bible & Migration

This course examines the phenomenon of migration in the historical contexts of the biblical books and the ethical mandates in the

covenant to care for the vulnerable. The course then analyzes the contemporary phenomenon of migration within the United States, focusing on the circumstances behind and policies toward migrants from Latin America. It examines the ways the Bible and biblical ethics inform the imagination and practices of migrants and the activism for justice on this issue. An elective course; 4 units.

LATM 230 *La Biblia en el Barrio: La Interpretación Bíblica Hispana*

This course explores the Bible from a Hispanic context. Using the challenges of the Hispanic community as a hermeneutical lens, we will read the Bible through the community's struggles against poverty, racial discrimination, unemployment, domestic violence, immigration, and deportation. An elective course; formerly PMIN 217; 4 units.

LATM 240 *Feminist/Mujerista Theology*

This course examines the lived experience and faith of Hispanic/Latina women as well as the critical perspectives of *feminista/mujerista* theologians. An elective course; 4 units.

LATM 250 *La Visión Esperanzadora del Papa Francisco*

This course will explore Pope Francis' vision for humanity as he has expressed this in writing and in interviews. We will examine the roots of his vision, especially Latin American influences, and consider his views in relation to current debates about such issues as poverty, immigration, and the environment. An elective course; formerly PMIN 213; 4 units.

LITM 220 *Introduction to Liturgical Music*

Exploration of the nature of liturgy and the relationship of music to liturgy. The course also explores music for the Eucharist, the Sacraments and the Liturgy of the Hours. An elective course; formerly LITM 250; 4 units.

LITM 221 Music for Liturgical Year

Focuses on the music for Eucharist and the liturgical year as well as musical forms in the liturgy and in particular rites: funeral, wedding, baptism, and the RCIA. Includes a consideration of various church traditions. An elective course; formerly LITM 200 and LITM 251; 4 units.

LITM 222 Musicianship for Liturgical Musicians

This course provides a review of harmony and theory for the liturgical musician. Designed to meet the individual needs of each student. An elective course; formerly LITM 252; 4 units.

LITM 223 Choral Conducting Techniques

Examines the techniques of choral conducting as well as the choral training necessary for developing a well-balanced choir. Focuses on solving vocal problems encountered in both small ensembles and large choirs. An elective course; formerly LITM 253; 4 units.

LITM 224 Sacred Music Literature

A comprehensive survey of sacred and liturgical choral/organ literature from 600 A.D. to the present. Includes Gregorian chant, music from various historical periods, and contemporary music. An elective course; formerly LITM 254; 4 units.

PLIT 220 Foundations of Pastoral Liturgy

In this course, students explore the theological foundations for the reform of the liturgy after the Second Vatican Council—history, biblical roots, liturgical development—with particular attention to the impact on contemporary parish life in the multicultural Church. Focus includes principles for preparation and evaluation of parish liturgies; music, architecture, the meaning of full, conscious, unresolved issues and the challenges ahead will be discussed, especially the need for genuine inculturation and a more performative sacramental theology. An elective course; formerly PLIT 222; 4 units.

PLIT 221 The Eucharist

An introduction to the theology and celebration of the Eucharist. The course includes New Testament beginnings, a brief historical overview, and pastoral and catechetical questions concerning

contemporary celebration of the Eucharist. An elective course; formerly PLIT 232; 4 units.

PLIT 222 Liturgy & Inculturation

This course explores the inter-relationship between liturgy, inculturation, and the many sociocultural identities and worship practices that mark our everyday lives. The first part sets the context by exploring foundational aspects of liturgy and culture. The second part examines liturgical inculturation and places it in conversation with official and non-official worship practices. The third part offers suggestions for pastoral settings, including the planning and preparing of liturgies in culturally diverse contexts and the development of intercultural competence skills. Finally, particular ethnic cultural worship practices (African, African American, Chinese, Filipino, Hispanic, and Vietnamese) will be highlighted at different times throughout the quarter. An elective course; formerly PLIT 265; 4 units.

PLIT 235 Sacraments of Healing

A consideration of liturgical prayer in relation of the contemporary experience of sickness and dying. The course will examine the theological, historical, and pastoral aspects of ministry to the sick and dying based on Pastoral Care of the Sick. An elective course; formerly CATE 233; 4 units.

PLIT 276 Preaching & Presiding at Prayer

A praxis-oriented course in which student will learn the theology and the history of lay liturgical ministry by creating various liturgical events. The course also explores the process and practice of preaching, workshopping the preparatory study, writing, revising and delivering of the homily so that the student receives a practical experience of preaching. An elective course; formerly PLIT 217; 4 units.

PMIN 220 The Wounded Healer

With his classic image of the “wounded healer,” Henri Nouwen reminds us that imperfect people do effective ministry. Drawing on the insights of developmental psychology, The Spiritual Exercises, and contemporary theologies of ministry, this course examines

the psychological and spiritual formation of the pastoral person. Students discover within their own human imperfection the deepest wellsprings of pastoral identity and ministerial effectiveness. They will also experience a model of theological reflection on ministry. An elective course; formerly PMIN 280; 4 units.

PMIN 221 Pastoral Leadership

This course explores best practices in ministerial and organizational leadership in parish communities. Informed by the USCCB document, *Co-Workers in the Vineyard of the Lord*, the class examines techniques and obstacles to fruitful collaboration between ordained and lay ministers, the importance of transparency, and the gospel values that inform and shape pastoral leadership. An elective course; formerly PMIN 219; 4 units.

PMIN 222 Skills for Ministers

Ministry is a relational process which requires effective interpersonal communication. This course provides ministering persons an opportunity to explore, deepen, and expand their personal communication skills through experiential exercises, class feedback, and reflective self-examination. Topics explored include listening and attending skills, learning to ask questions, paraphrasing and encouraging, confronting and empathic listening. Basic principles and techniques of conflict resolution and use of small groups in ministry are also explored. An elective course; formerly PMIN 250; 4 units.

PMIN 223 Ethics in Pastoral Ministry

This course addresses ethical conduct in ministry with emphasis on moral decision-making and servant leadership. The course focuses on the formation of conscience as it relates to the self, the profession, and the church. It examines toxic leadership and theoretical foundations of ethical behavior in an organization. It is also practical, providing the skills and resources needed to deal with various issues in ministry. The course introduces methods of discernment and application designed to help the student identify their personal mission and align professional conduct with that mission. An elective course; formerly PMIN 215; 4 units.

PMIN 224 Ministry for Peace & Justice

An introduction to the Catholic Church's social teachings and a consideration of the relationship of those teachings to U.S. and global moral issues. An elective course; formerly PMIN 220; 4 units.

PMIN 230 Introduction to Canon Law

This course introduces the nature, history, and function of Church law. It surveys the norms of the 1983 Code of Canon Law in the areas of general norms, the rights and obligations of the Christian faithful, Church structures, the teaching and sanctifying offices of the Church, temporal goods, sanctions and procedural law. An elective course; formerly CATE 275; 4 units.

PMIN 231 Canon Law for Pastoral Ministers

Pastoral ministers will be introduced to the nature, history, and function of Church law. The course surveys the norms of the 1983 Code of Canon Law in the areas of general norms, the rights and obligations of the Christian faithful, Church structures, the teaching and sanctifying offices the Church, temporal goods, sanctions and procedural law. An elective course; formerly CATE 220; 4 units.

PMIN 240 Women in Ministry

It has been said that women perform 80% of the ministry work in the Catholic Church, even while they are excluded from ordained ministries. This course explores women's ministry roles from Jesus' movement to the present, examining the place that women have and might occupy in service of the people of God. An elective course; formerly CATE 226; 4 units.

PMIN 250 Intergenerational Ministry

Taking the family as its inspiration and primary locus, this course explores the value of conducting pastoral ministry in ways that allow multiple generations to interact together. An elective course; formerly SPIR 249; 4 units.

PMIN 254 Ministry to the Religious Other

This course invites participants to understand more deeply and increase their skill in working with people who are “other” than themselves—whether in terms of religious tradition, spiritual experience, different styles of holding faith, or different generational cultures (with their attendant spiritualities). This class presents assumptions and perspectives necessary to engage in interfaith/intergenerational spiritual accompaniment and ministry, and asks participants to explore and expand their ability to practice analogous empathic connection in order to connect their own religious and spiritual experiences to the spiritual experiences of the “other.” Students will clarify populations with which they are able to work effectively and with integrity. An elective course; formerly PMIN 249; 4 units.

PMIN 260 Ministry & Social Media

Social media is any kind of communication that is electronic and interactive. For example, this includes websites, blogs, discussion forums, Facebook, YouTube, Second Life, Twitter, as well as simple announcement-type media such as a parish websites. This course provides a brief overview of how media has historically been used for Christian ministry purposes. It explores the ways that social media is now being used for ministry, along with the theology and spirituality of social media and ministry. It trains the student to create a sample ministry using social media. An elective course; formerly SPIR 253; 4 units.

PMIN 261 Pastoral Aesthetics

Aesthetics—the study of the beautiful—is a productive lens through which to examine many pastoral issues. It is revelatory of Divine Mystery when words fail; it can transform us, as it can penetrate and open a heart, it can inspire new horizons in the minister and those receiving ministry. This course explores, examines, and applies the beautiful in three main movements: (1) the minister’s own encounter with the beautiful, (2) a theoretical but concrete understanding of the meanings and functions of the beautiful, and (3) pastoral applications of the beautiful in a given ministry. An elective course; formerly PMIN 211; 4 units.

PMIN 270 Interreligious Dialogue

This course explores the major theological issues involved in inter-religious dialogue, and the implications of these issues for world events in the 21st century. An elective course; formerly SPIR 276; 4 units.

RJUS 235 Ministry to the Sick & Dying

The course will consider liturgical prayer in relation of the contemporary experience of sickness and dying, with a particular focus on the ministry of chaplains. It will examine the theological, historical, and pastoral aspects of ministry to the sick and dying based on Pastoral Care of the Sick. An elective course; formerly PLIT 233; 4 units.

SPIR 220 Spirituality & Ministry

This course examines the nature and development of ministry in the Church with special attention given to forms of adult ministry. An elective course; formerly SPIR 244; 4 units.

SPIR 221 History of Christian Spirituality

This course is a study of major traditions and issues in Christian spirituality. It analyzes various spiritualities in terms of their historical context, suppositions, strengths, and weaknesses. An elective course; formerly SPIR 240; 4 units.

SPIR 222 Ignatian Spirituality & Discernment

This course offers an in-depth study of the elements and dynamics of Ignatian spirituality through the writings of St. Ignatius of Loyola, including his spiritual exercises, autobiography, spiritual journal, and letters. Special emphasis is placed on his rules on discernment as a resource for communal and individual Christian decision-making. An elective course; formerly SPIR 242; 4 units.

SPIR 223 Psychological Issues in Spirituality

This course explores the relationship of psychology to spirituality, emphasizing how the insights of psychology may be used in spirituality. An elective course; formerly SPIR 243; 4 units.

SPIR 224 Prayer & Prayer Methods

This course offers an experiential and theological exploration of prayer and meditation methods within the Christian tradition, with an emphasis upon noticing and articulating one's religious experience as a foundation for personal and communal theological reflection. An elective course; formerly SPIR 248; 4 units.

SPIR 230 Liturgical Spirituality

An introduction to the historical, theological, and cultural issues underlying the liturgical and spiritual traditions of the Christian churches. An elective course; 4 units.

SPIR 235 The Art of Spiritual Direction

A practical course for those who want to explore what spiritual direction is and how it is done. Students should be willing to learn more about themselves both spiritually and psychologically and to explore the leading of God in their lives. Topics addressed will include prayer, discernment, listening, God's healing, transference and countertransference, and the differences between spiritual direction and psychotherapy. An elective course; formerly SPIR 260; 4 units.

SPIR 241 Karl Rahner: Spiritual Writings

Drawing upon some of Rahner's popular works, retreat conferences, homilies, and more accessible theological essays, this course explores the relationship between Rahner's approach to Ignatian spirituality and ask how this approach can inform daily Christian life and ministry. An elective course; formerly SPIR 232; 4 units.

SPIR 260 Spirituality in the Digital Age

This course focuses on expressions of Christian spirituality that utilize technologies or take place entirely within digital spaces. It probes the challenges to traditional structures and authorities that these technologies pose, while also exploring the new forms of spiritual expression, activism and commitment that are possible online. An elective course; formerly SPIR 252; 4 units.

SPIR 264 Mystics, Prophets & Social Justice

Holy people throughout history have lived their lives in both deep relationship with the Divine and radical commitment in the world. In this course we will explore understandings of mysticism and prophecy and then consider the witness of women and men whose work for social justice grew out of their faith commitment. One or two different witnesses will be highlighted each week; figures include, among others: Francis of Assisi, Ignatius of Loyola, John Woolman, Sojourner Truth, Walter Rauschenbush, Abraham Heschel, Dorothy Day, Cesar Chavez, Thomas Merton, Howard Thurman, Fannie Lou Hamer, and Archbishop Oscar Romero. Students will locally or nationally and will interview someone who works with that organization. An elective course; formerly PMIN 209 and PMIN 274; 4 units.

SPIR 280 Spirituality & Health

The medical professions are paying more attention to the latest findings linking spiritual factors with health-related processes and outcomes. Through scripture, mystical texts, and ancient Christian practices, this course explores resources in Christianity that promote the cultivation of peace and well-being. A focus is placed on stories of healing in prophetic and wisdom literature and the New Testament, contemporary implications of Julian of Norwich's image of God, Teresa of Avila's four degrees of prayer, as well as devotions such as rosary beads, the hours, and chant. An elective course; formerly SPIR 285; 4 units.

SPIR 290 Contemporary Issues in Spirituality

This course explores the ways traditional spiritual concepts and language need to be translated if they are to speak to our contemporary human experience. An elective course; formerly SPIR 246; 4 units.

THEO 232 The Psalms

The Psalter is a central resource for the liturgical prayer of the Church. This course studies the literary forms, historical contexts, and affective power of these poems and explores the settings within which they are are and might be used in the Church. An elective course;

formerly PMIN 289; 4 units.

THEO 234 The Quest for the Historical Jesus

This course examines the life of Jesus of Nazareth. Working with the available literary and archaeological evidence and criteria of historicity, we will explore the aspects of the gospel tradition that are most likely to be historically accurate. We will examine the factors that led the evangelists to reshape the received tradition for their own pastoral contexts. The archaeological record tells us little about Jesus directly, but reveals a great deal about the world in which he lived. This will allow us to build a picture of his society that will help us to place him in it and to understand what people believed about him, and why. An elective course; formerly PMIN 209; 4 units.

THEO 236 Johannine Writings

This course focuses on the Gospel and Letters of John, emphasizing their unique view of Christ and Christian spirituality in comparison with the Synoptic Gospels. Special attention is given to the figure of the Beloved Disciple as the ideal believer. An elective course; formerly PMIN 217; 4 units.

THEO 237 Pauline Writings

A study of the writings in the Pauline and deutero-Pauline collection, with special attention to the social context and pastoral issues that Paul and his followers faced in the early Christian church. An elective course; formerly PMIN 215; 4 units.

THEO 240 Feminist Theologies

An exploration of the contributions of feminist theology on three levels: pastoral, academic, and popular. North American and Third World theologians will be examined in order to see both the global impact of feminist theologies and their liberating visions in the contexts of race, culture, and ethnicity. Special emphasis will be placed on the utilization of feminist theology in contemporary pastoral settings. An elective course; formerly PMIN 285; 4 units.

THEO 244 Vatican II

No one doubts the significance of the Second Vatican Council for Catholic Christianity; knowledge of the history, theology, and consequences is essential for ministry. This course examines the central documents in detail in order to understand the theological positions adopted at the Council with special reference to current issues facing the Church. An elective course; formerly PMIN 208; 4 units.

THEO 245 Future Church

Vatican II marked the opening of the third phase in the Catholic Church's self-understanding where the relationship between the Local Church and the Universal Church was re-configured. This course focuses on teachings that developed and changed as well as teachings that were retrieved from the first millennium in the life of the Church. There will be particular emphasis upon the four Constitutions since they provide the scaffold for Church life, especially at the parish and diocesan level. An elective course; formerly CATE 215; 4 units.

THEO 250 Theology of Suffering

In pastoral practice suffering in its manifold forms presents challenges to Christian faith and practice. This course explores theological dimensions of the problem (e.g., how deeply God can be said to be involved in suffering in light of revelation), how suffering can help inform an integral spirituality, and how ministers of the Gospel can best encounter people who are in the midst of physical, psychological or spiritual suffering. An elective course; formerly PMIN 268; 4 units.

THEO 252 Liberation Theology

Liberation and freedom are words that fill the contemporary theological, political, and social space. How do liberation theologies impact the quest for justice both as foundational Christian aspiration as well as a worldwide political quest? What does the search for justice have to do with pastoral ministries? An elective course; formerly PMIN 218; 4 units.

THEO 255 Creation, Science & Ecological Theology

The field of ecological theology, or ecotheology, reflects critically on the Christian faith in light of the reality of ecological degradation and contemporary scientific insights into the “nature of nature” and the universe we inhabit. Following Pope Francis’s observation that “an ecological approach always becomes a social approach,” the discipline also attends to the intersection of ecological and social concerns, including racism, sexism, poverty, and other “obstructions of justice.” Applied to the life of the church, ecotheology asks what Catholic Christians can do for the good of the world we share with what Charles Darwin described as “endless forms most beautiful”: palms and squirrels, rivers and mountains, which Psalm 148 describes as praising God by simply being what they are. In this way, ecological theology offers a unique perspective on the intersection of theoretical, theological, pastoral, and ministerial concerns, seeking new ways of understanding God’s will to life, flourishing, and the “splendid universal communion” of all God’s creatures (*Laudato Si*). An elective course; formerly PMIN 236; 4 units.

THEO 270 Healthcare Ethics

Decisions about healthcare—either personal or professional—are shaped by ethics. This course explores the new genetics, cell, tissue and organ transplantation, death and dying, justice and access to healthcare. An elective course; formerly PMIN 226; 4 units.

YMIN 230 Theology, Sex & Relationships

This course is a study of the official method and anthropology employed in Catholic sexual ethics with review of magisterial documents regarding certain question in sexual ethics, fostering a theological and pastoral approach to sexual ethics for the contemporary church. The course will facilitate self-insight about the place of sexuality in one’s own life. An elective course; formerly PMIN 286; 4 units.

CAPSTONE PROJECT

At the conclusion of coursework, you will complete a Capstone Project in the form of a portfolio or a ministry practicum (the practicum is only an option for students in a ministry emphasis who matriculated in Fall 2019 or later). Both projects involve theological reflection on the five student learning goals of the program, as demonstrated either by projects from six courses (portfolio) or by a self-designed ministry activity (practicum).

Directions and video tutorials are available on the GPPM website (Student & Alumni Resources > Academic Resources; scroll down to the bottom). Students work with their faculty mentor to complete the project, and upload it to the student folder the Program staff have shared with them, containing their advising checklist and a folder for the Capstone materials, including the evaluation rubric used for the assignment.

Central to the portfolio is an 8-10-page, double-spaced integrative essay in which the student reflects on what s/he has learned in coursework and how this prepares her/him for ministry. The specific questions to focus the reflection are:

- How did I come to understand each of the five learning goals through the chosen projects and the program in general?
- How did mastering these learning goals and objectives strengthen my ability to minister?

The Capstone practicum will be designed by program faculty in the 2020–21 academic year. International students interested in exploring the Practicum option should plan to meet with an international student advisor in the Global Engagement Office to discuss whether the project parameters require them to receive Curricular Practical Training (CPT) advising.

FACULTY MENTORS AND ADVISING

Each student in the program is assigned a faculty mentor who is available to answer questions you have about course progress, to help navigate issues you face in the program, to direct you to resources for your success, and to guide you through your capstone project. It is the student's responsibility to reach out to the mentor as needed.

When a student matriculates, they will be notified of their mentor and will receive access to a folder on Google Drive restricted to program staff, the mentor and the student. The student's GPPM folder contains an advising checklist that program staff maintain to track progress toward the degree, as well as a folder for the Capstone Portfolio or Capstone Practicum that the student uses to upload capstone materials, and that the mentor uses to provide his/her evaluation.

CAMPUS LIFE

Santa Clara students are encouraged to participate in extracurricular activities as part of their total development. The primary educational objective in supporting student activities and organizations is to foster a community that is enriched by men and women of diverse backgrounds, wherein freedom of inquiry and expression enjoys high priority.

The following sections describe various aspects of student services and campus life.

UNIVERSITY LIBRARY

Library resources, which can be accessed within the library and remotely, include an online catalog (OSCAR), more than 200 general and subject-specific databases, research guides for many subjects and some specific classes, “Ask a Librarian” 24/7 reference services, and LINK+ interlibrary loan program.

The library’s collections have grown to more than 927,763 volumes, including approximately 15,877 e-books, and subscriptions to more than 133,237 magazines, journals, and newspapers; over 1,500 are in electronic format. Because the library is a depository for United States and California government documents, more than 600,000 government documents are available online, in print, or in other physical formats. Additionally, the library houses more than 900,000 microforms, hundreds of historical photographs, more than 5,000 maps, and over 20,000 audio/visual items.

INFORMATION RESOURCES

Information Technology

Undergraduate students are supported with a variety of computing services at Santa Clara University. Students will receive an SCU Network ID that provides access to multiple accounts. Students also have access to a ubiquitous high speed campus, wired and wireless network, as well as connection to the Internet via the University’s 10 GB connection.

Students may use the network to access their Gmail and Google Apps account, which includes Google Calendar and YouTube, as well as Google Drive (where your GPPM Advising Checklist and Capstone Project are located). Information Technology also manages the Camino learning management system, SmartPrint, Zoom webconferencing, endpoint protection/anti-virus software, and wireless access.

Students have access to administrative information and services at all times through the eCampus portal (ecampus.scu.edu). eCampus services include the ability to view class schedules and course history; identify their faculty mentor/advisor; run degree progress reports; request enrollment verification; enroll for classes (add, drop, swap); view exam schedules, grades, and unofficial transcripts; request official transcripts; review financial accounts; and maintain personal information such as addresses, phone numbers, alternate email addresses, and emergency contacts; and enroll in Campus Alert, the University's emergency notification system. Students who register for Campus Alert should keep their emergency contact information current in eCampus to ensure notifications are appropriately received.

The University provides over 150 PC and Mac workstations in the Learning Commons with a variety of software packages to support both general computing needs and multimedia production. Technology help and assistance is available at the Information Technology help desks in the Learning Commons approximately 18 hours per day, most days. Free guest wireless access is also available for students' visiting friends and family.

Academic Technology

Academic Technology closely aligns support functions by combining Media Services, the Technology Help Desk, Technology Support Services, and Technology Training to provide a broad range of technology resources, equipment and services to the campus community, including support for computing, technology integration in the curriculum, classroom technology, graphics, the campus website, and the campus cable TV system. In particular, they assist with Camino and with Technology Training programs.

Media Services

Media Services offers a broad range of audio, digital video, Web, graphics, and multimedia resources and services. All students have access to equipment and services for class use, class-related projects, and co-curricular use. Media Services supports technology in classrooms, conference rooms, and campus events space, as well as the Camino Learning Management System and Zoom.

STUDENT RESOURCES AND SERVICES

Listed below are some of the many service centers established to meet the needs of students. Each center provides a variety of programs to encourage academic success and personal growth.

Office of Accessible Education

The Office of Accessible Education (OAE), formerly the Disabilities Resources Office, has been designated by the University to ensure access for all undergraduate and graduate students with disabilities to all academic programs and University resources. The goal is to support students with medical, physical, psychological, attention deficit, and learning disabilities to participate fully in campus life, its programs, and activities. Emphasis is on growth and individual achievement through the provision of academic accommodations, support services, and auxiliary aids. The Office provides appointment-based individualized support for currently registered students and prospective OAE students currently enrolled at the University. Reasonable accommodations are provided to minimize the effects of a student's disability and to maximize the potential for success.

A student may voluntarily register with the OAE by completing an online application form and providing documentation of the disability, scheduling an intake appointment, and meeting at that appointment with an OAE counselor. Proper accommodations will be determined and implemented by the University.

The OAE is located in Benson Center, Lower Level, Room 1 (408-554-4109, oea@scu.edu). Please refer to their website (<https://www.scu.edu/oea/>) for further information.

Support for Students Who Are Non-Native English Speakers

All non-native English speakers who are admitted to the GPPM are required to take the Test of English as a Foreign Language (TOEFL) to assess their ability to be successful in the program. It is possible, however, that course participation, coursework, or other situations could reveal weaknesses in English comprehension and expression that were not identified by the TOEFL. If any faculty member has concerns about a student's English proficiency (reading comprehension, listening comprehension, verbal production, accent, or writing skills) the student may be referred to the Program Director. The program director and student will discuss an appropriate course of action that best meets the student's abilities. The outcome of the director and student meeting may include a recommendation that the student enroll in English as Second Language (ESL) courses before continuing with the degree.

Writing Center

The HUB Writing Center (www.scu.edu/hub/) offers drop-in writing support to graduate students as well as workshops in public speaking, revising and editing, developing personal statements and cover letters, and grammar basics. The Writing Center also offers students the opportunity to become HUB writing partners and to participate in independent studies or research projects.

The Writing Center is located on the Lower Level of the Library and Learning Commons, and also provides online support.

The Career Center

The Career Center provides students with a variety of services and resources to encourage self-discovery, provide a meaningful vocational journey, and educate for the continuous process of career and life development. Students explore their majors and career choices with counselors to reflect on attributes such as personality, skills, interests, and values, and learn to represent those attributes effectively on resumes, in cover letters, during interviews, and throughout the life of their careers. The Career Center offers a variety of programs and services each year, including career fairs, employer information

sessions, classes and workshops on career strategies, resume writing and interview webinars, internship workshops, mock interviews, and appointments with career counselors. A critical piece of educating for life is on- and off-campus student employment positions, internships, cooperative education placements, and volunteer opportunities. Positions are posted through the Career Center's BroncoLink online job listing and are accessible to students via eCampus. The Career Center also disseminates information through its Web presence including Facebook, BroncoLink, and LinkedIn. For undergraduate students interested in pursuing graduate study, the Career Center offers a Resource Guide to Graduate School on its website.

Cowell Health Center

The Cowell Center promotes a holistic approach to students' physical, emotional, psychological, and/or interpersonal well-being. The Center's counseling and medical staffers available when students believe that their well-being is being compromised in any way. Through Counseling and Psychological Services (CAPS), Student Health Services (SHS), Santa Clara University Emergency Medical Services (SCU EMS), and Student Health Insurance, the Cowell Center has a wealth of health and wellness resources to support students as they navigate the academic rigors at Santa Clara University.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) is staffed with psychologists who strive to promote, enhance, and support students' emotional and interpersonal well-being through a range of mental health services offered within a safe and confidential environment. Individual counseling, couples counseling, group counseling, and psychoeducational programs are available. In counseling, students work on a wide range of psychosocial and developmental issues such as depression, anxiety, interpersonal problems, disturbed sleep, eating behaviors, acculturation, academic motivation, homesickness, family concerns, intimacy, and sexuality. All students are eligible for up to 10 counseling sessions per academic year; the first six (6) sessions are free, with a nominal fee assessed for sessions seven (7) through ten (10).

Student Health Services

Student Health Services (SHS) is staffed with a physician, physician assistant, nurse practitioners, registered nurses, and medical assistants. A psychiatrist, registered dietician, and physical therapy assistant are available on a part-time basis. SHS provides high-quality services such as primary medical care, physicals, diagnosis and treatment of illness and injuries, immunizations, gynecological examinations, a limited in-house pharmacy, and medical referrals to specialists when needed. Medical visits to the Cowell Health Center, Student Health Services, range from \$10 to \$50 per visit for all students. Visit fees are in addition to all other nominal associated fees such as the cost of medications, lab/blood tests, and/or supplies. Visits to the Cowell Health Center, Counseling and Psychological Services, range in cost from no charge to \$100 per visit for all students. For further information, see the Cowell Health Center website at www.scu.edu/cowell. When SHS is closed, an advice nurse is available by phone for students both on campus (extension 4880) and off campus (408-554-4880). A volunteer student emergency medical group, SCU Emergency Medical Services (EMS), is also available to take care of medical emergencies on campus. The health center is closed from mid-June to mid-August.

Faculty Responsibility

While all faculty want a student to feel comfortable coming to them with issues s/he may be struggling with or concerns he/she may be having, please be aware that there are some reporting requirements that are part of a faculty member's job at Santa Clara University. If a student informs a faculty member that s/he is struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, the faculty will likely inform the campus Student Care Team (SCU CARE).

- Students may reach out directly to the Student Care Team for assistance. For contact information, see www.scu.edu/osl/scu-care.
- Reports may be submitted online through www.scu.edu/osl/scu-care or anonymously through Ethicspoint at www.scu.edu/hr/quick-links/ethicspoint/.

- Additionally, students may report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement.
- For confidential support, students may contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, a student's interaction with a faculty member involves a disruptive behavior, a concern about their safety or the safety of others, or a potential violation of University policy, the faculty member will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

CAMPUS MINISTRY

Campus Ministry is comprised of people who are committed to spiritual and personal growth. Its mission is to foster the spiritual life of our students.

- In support of the University's mission to the "development of the whole person," Campus Ministry offers a variety of programs and pastoral presence to support that development, particularly the spiritual and personal aspects.
- Campus Ministry provides a welcoming environment where faith may be explored, discovered, and developed; a place where there is always someone to talk to about anything; and a place where people meet for small groups, prayer, reflection, and learning.
- More than 400 students attend weekly worship, and even more students are involved in Campus Ministry programs. In addition to eight full-time campus ministers, there are also spirituality facilitators living in residence halls on campus.

What does Campus Ministry have to offer?

- **Worship:** Three Sunday liturgies in the Mission Church, daily noon Mass in the Mission, University celebrations, prayer services, and ecumenical (Christian) and interfaith services

throughout the year.

- Leadership opportunities: Campus Ministry offers paid internships in the areas of Christian diversity, communications, faith formation, graduate students, interfaith ministry, liturgy, prayer, and retreats. The internships encourage students to develop their interest and skills in ministry.
- Retreats: Santa Clara students are offered a number of retreat experiences over the course of the academic year. Offerings include a silent retreat, Search retreats, an Ignatian retreat, and retreats for first-year students and seniors. Retreats are offered to persons of all faiths.
- Reflection groups: Campus Ministry runs the Christian Life Community program, which places students in small groups for weekly prayer and reflection. It also oversees interfaith dinner discussions, weekly Bible study, and Residential Learning Community (RLC) small groups.
- Faith formation: Campus Ministry offers several opportunities for students to learn, reflect, and grow in regard to their faith through Scripture reflection, forums and presentations, and Sacraments of Initiation.
- Social justice awareness and action: Campus Ministry provides students with a variety of opportunities to respond to the Gospel call to actively live out a faith that does justice. Some key focus areas include participation in the annual Ignatian Family Teach-in for Justice; simple meals, action, education, and reflection about current events.

Is Campus Ministry for everyone? Yes! We welcome the participation of anyone interested in spiritual and personal growth, regardless of faith tradition. This is a time for learning about yourself and our world, and we hope we can accompany you in that exploration.

STUDENT ORGANIZATIONS

Below we list only the graduate student associations. For a complete list of undergraduate RSOs, see <https://www.scu.edu/csi/organizations/rso/directory/>.

GPPM Student and Alumni Network

This organization, founded in October 2019, hosts quarterly talks, retreats, and travel opportunities to help students and alumni stay connected and refresh their knowledge, skills and spirits. Students can sign up for the program either by using Flocknote (<https://gppmstudentalumninetwork.flocknote.com>) or by texting “GPPM” to the number 84576.

Student Association Graduate Education (SAGE)

SAGE exists as a student-run and student-funded branch of the University governance structure, therefore all graduate students are automatically members. The purpose of SAGE is to enrich the student educational experience and facilitate a community conducive to personal and professional growth, supportive of scholarly pursuits, and committed to social justice and inclusive excellence.

The elected SAGE board members represent, advocate for, and act on behalf of the collective graduate education student body. SAGE actively promotes improved communication between students, alumni, administration, faculty, and staff; provides educational and professional development opportunities; and coordinates social and networking opportunities. For the current board names and contacts, see <https://www.scu.edu/ecp/current-students/graduate-student-associations/>.

CPSY Graduate Student Association (CPSY - GSA)

The Graduate Student Association (GSA) is a representative body of students elected by students within the Counseling Psychology Department. The GSA is responsible for programming, advocating, and conducting dialogues that represent student interests and needs. Events strive to foster personal development, professional development, and community resource expansion. The GSA strives to introduce opportunities for unique learning that support otherwise underrepresented issues in the general CPSY Curriculum. In all activities, issues of cultural relevance, race, gender, class and other multicultural issues are considered. The GSA is the rigorous development of the learning and professional community. It is the

responsibility of the GSA to consider all student needs in their programming while respectfully challenging issues of oppression.

INTERNATIONAL STUDENTS AND SCHOLARS

The International Students and Scholars Program (www.scu.edu/globalengagement/international-students/) is a program in the Global Engagement Office. The program provides assistance to graduate international students with support related to visas, intercultural and academic adjustment, and general support for their transition to, and continued success in, their studies on campus and in post-graduation employment.

U.S. immigration regulations are complex and change frequently. The University strives to maintain a website that is both current and helpful, however, Santa Clara University is not responsible for students maintaining lawful immigration status; this is the responsibility of the student. Further, resources and links do not constitute endorsement by Santa Clara University.

MULTICULTURAL CENTER (MCC)

The Multicultural Center (MCC) is the multicultural programming body and racial/ethnic advocacy voice for the campus community. The MCC also supports ten cultural registered student organizations including: the Asian Pacific-Islander Student Union (APSU), Barkada (Filipino), Chinese Student Association (CSA), Igwebuiké (Black/Pan-African), Intandesh (South Asian), Japanese Student Association (JSA), Ka Mana’o O Hawai’i, Korean Student Association (KSA), MEChA-El Frente (Latina/o), and the Vietnamese Student Association (VSA). Membership in any of these student organizations is open to the entire Santa Clara community.

OFFICE FOR MULTICULTURAL LEARNING

The mission of the Office for Multicultural Learning is to coordinate, collaborate, and promote cross-campus programming and related initiatives for purposes of enhancing Santa Clara University’s goals for diversity and inclusive excellence and providing a welcoming campus climate.

The Office for Multicultural Learning serves as a campus-wide resource for information about multicultural issues and diversity. It offers multicultural learning experiences that educate the campus to respect and honor differences, promote dialogue and interactions among individuals from different backgrounds, and support collaborative efforts between the University and the local community.

KSCU

KSCU is a student-run, non-commercial radio station at 103.3 FM. The program format features primarily independent music, including indie rock, punk, ska, jazz, blues, and reggae. Students may get involved with the radio station as a staff member or as a volunteer DJ, office assistant, fundraiser, or sound technician.

UNIVERSITY POLICIES

STUDENT CONDUCT CODE

All members of the University community have a strong responsibility to protect and maintain an academic climate in which the fundamental freedom to learn can be enjoyed by all and where the rights and well-being of all members of the community are protected. To this end, certain basic regulations and policies have been developed to govern the conduct of all students as members of the University community. Copies of the Student Handbook, which includes the Student Conduct Code, and information about the policies and procedures regarding the student judicial system are available from the Office of Student Life. For the most current information on the student conduct code and all policies and procedures regarding the student judicial system, please refer to the Office of Student Life website at www.scu.edu/osl. The Student Handbook and the Student Code of Conduct can be found at the website (www.scu.edu/osl/student-handbook/). Please refer to the Handbook online.

Note: Students who are alleged to have violated the Student Conduct Code may be subject to disciplinary action and, if applicable, may also be subject to criminal prosecution.

If there is a disagreement between a policy in the department and a policy in the school, the school policy applies. If there is a disagreement between a University policy and a school policy, the University policy applies.

STUDENT FREEDOM OF EXPRESSION

Freedom of expression at Santa Clara University implies the right of students to present ideas in the spirit of developing knowledge and pursuing truth. Examples of freedom of expression are debates, speeches, symposia, public posting of signs and handbills, petitioning, dissemination of printed matter, and the invitation of guest speakers to address the University community. The exercise of freedom of expression implies the freedom to associate with other members of

the University community, to form registered student organizations, and to participate in activities sponsored by those organizations. The University shall not, without due cause, impair or abridge the right of exercise of freedom of expression beyond the regulation of time, place, and manner of that expression.

Copies of the full text of the Santa Clara University Student Freedom of Expression policy are available in the Office of Student Life, Benson Center, Room 205.

COMPUTING RESOURCES POLICIES

The computing and other electronic resources at SCU are provided solely for the support of students and employees in the pursuit of their scholarly or required academic activities, and for conducting the business of the University. General guidelines for use of computing, communication, and electronic resources on campus are based upon principles of etiquette, fairness, and legality. In using these resources at SCU, community members are expected to be respectful of other individuals' ability to enjoy equal access to the resources, refrain from malicious or annoying behavior, and abide by state and national laws, including those related to intellectual property and copyright. More details are available in the University's Network and Communications Policies and Guidelines accessible at <https://www.scu.edu/technology/policies-standards-procedures/network-and-communications-policies-andguidelines/> or from Information Technology.

Use of Technology in and Recording of Class

Cellphones should be turned off during class, and laptops may only be used for authorized collaborations or for viewing course readings. The Student Handbook prohibits video- or audio-recording or streaming of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties. If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, make arrangements through the Office of Accessible Education and discuss this with the instructor. If for some

reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.

LIABILITY AND PROPERTY INSURANCE

Except by expressed arrangement with the University, the University's insurance does not cover students' liability or students' personal property. Students may wish to seek the services of their personal insurance agent to arrange for such coverage.

DRUG-FREE POLICIES

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

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

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

SMOKE-FREE CAMPUS

Santa Clara University has adopted a smoke-free and tobacco-free policy on the University campuses in Santa Clara and Berkeley. Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated tobacco product, as well as smoking substances that are not tobacco, and operating electronic smoking devices and other smoking instruments. "Tobacco product" means all forms of tobacco,

including but not limited to cigarettes, cigars, pipes, hookahs, electronic smoking devices, and all forms of smokeless tobacco.

The sale and advertising of tobacco products and tobacco-related products also are prohibited. “Tobacco-related” means the use of tobacco brand or corporate name, trademark, logo, symbol, motto, or selling message that is identifiable with those used for any brand of tobacco products or company that manufactures tobacco products.

CRIME REPORTING

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires colleges and universities across the United States to disclose information about crime on and around their campuses.

It is the policy of Santa Clara University to inform the campus community in a timely manner of any potential threat to the health, safety, or security of any or all persons on campus. The Director of Campus Safety Services is responsible for gathering, recording, and disseminating such information and for decisions regarding the content, time, and manner of distribution. Depending on the circumstances, the Director of Campus Safety Services may request the assistance of various University departments and/or administrators in carrying out this responsibility. For campus statistics on crime, see <https://university-operations.scu.edu/campus-safety/clery-act-compliance/>. The Clery Daily Crime Log is kept at the Campus Safety Office and may be viewed by any person at any time.

POLICIES ON EQUAL OPPORTUNITY, NON-DISCRIMINATION AND SEXUAL HARASSMENT

Notice of Nondiscrimination

Santa Clara University’s fundamental principles of academic excellence through diversity and inclusion is central to the University’s Jesuit, Catholic values, and requires us to provide a workplace and educational environment free from discrimination. In accordance with federal and state law, Santa Clara University does not discriminate and prohibits discrimination against any

individual on the basis of race, ethnicity, nationality, religion, age, gender, gender expression, gender identity, sexual orientation, marital status, registered domestic partner status, veteran or military status, physical or mental disability (including perceived disability), medical condition (including cancer related or genetic characteristics), pregnancy (including childbirth, breastfeeding, and related medical conditions), or other protected classes under the law. This policy therefore affects employment policies and actions, as well as the delivery of educational services at all levels and facilities of the University including in admissions, scholarships and loan programs, athletics, hiring, promotion, job assignment, retention, and compensation. The University will promptly investigate all complaints of illegal discrimination, sexual harassment, and related retaliation against employees and students who report alleged incidents of discrimination, harassment, or sexual harassment or who participate in the investigation of such issues in accordance with applicable federal and state laws.

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Santa Clara University is committed to providing an environment free from discrimination based on sex and provides a number of resources and services to assist students, faculty, and staff in addressing issues involving sex discrimination. Under Title IX, discrimination on the basis of sex can include sexual harassment or forms of sexual violence, such as rape, sexual assault, domestic violence, dating violence, sexual exploitation, and stalking also prohibited by University Policy.

Sex discrimination claims or other inquiries concerning the application of Title IX of the Education Amendments of 1972 and its implementing regulations may also be directed to the Director of Equal Opportunity and Title IX, the Assistant Secretary, Office for Civil Rights, or both. Inquiries regarding civil rights compliance and discrimination complaints may also be made externally to the

Equal Employment Opportunity Commission (EEOC), and/or the California Department of Fair Employment and Housing (DFEH).

Prevention and Awareness

The University has implemented comprehensive prevention and outreach programs to address issues of discrimination, harassment, and sexual violence including sexual assault, intimate partner violence, and stalking. These programs are included as part of incoming student and new employee orientation, and returning students and current employees are afforded ongoing training and related education. All students are required to complete the training on Title IX compliance during their first quarter attending classes. An automatic hold will be placed on their enrollment until they have completed this required online course.

NOTE: The Department of Education issued new Title IX regulations to be effective August 14, 2020. The University will update relevant policies and procedures, including Policy 311: Prevention of Unlawful Harassment and Discrimination and the Gender-Based Discrimination and Sexual Misconduct Policy to ensure compliance and will post revisions online at www.scu.edu/title-ix.

Office of Equal Opportunity and Title IX

Inquiries regarding the University's equal opportunity and nondiscrimination policies may be directed to the Director for the Office of Equal Opportunity and Title IX who serves as the University's designated Title IX Coordinator and ADA/504 Coordinator, and Affirmative Action Officer. The Director of Equal Opportunity and Title IX has the primary responsibility for coordinating University's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under SCU policy.

Contact Information

Belinda Guthrie, Director of Equal Opportunity and Title IX
Office of Equal Opportunity and Title IX
Santa Clara University
500 El Camino Real
Santa Clara, CA 95053

Office Location:

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

Main Office 408-551-3043
Direct Line 408-554-4113
Email bguthrie@scu.edu
Web www.scu.edu/title-ix

Reporting Discrimination, Harassment, Sexual Harassment and/or Sexual Violence

Any individual who believes they have been subjected to discrimination, harassment, sexual harassment, or sexual violence is advised to seek assistance and support immediately. A report may be made at any time, including during non-business hours, by using any of the reporting options listed below.

1. Online Form: www.scu.edu/title-ix/reporting
2. By email: bguthrie@scu.edu
3. By Telephone: 408-554-4113
4. In Person: Office of Equal Opportunity and Title IX, Loyola Hall, Suite 140, 425 El Camino Real, Santa Clara, CA 95050

Individuals may but do not need to first discuss an incident with a supervisor, manager, dean or department chair, or anyone else prior to contacting the Office of Equal Opportunity and Title IX. The University recognizes that choosing to make a formal report, and deciding how to proceed after making the report, can be a process that unfolds over time. The Director of Equal Opportunity and Title IX or other member of SCU's Title IX Team will be available to meet

with or talk to any student, staff, faculty or third-party reporter to help them understand reporting options and uni-versity resolution processes, and to assist them with accessing resources and support services, in-cluding interim protective measures on- and off-campus.

Because reporting carries no obligation to initiate a Formal Complaint, and as the University respects Complainant requests to dismiss complaints unless there is a compelling threat to health and/or safety, the Complainant is largely in control and should not fear a loss of privacy by making a report that allows the Equal Opportunity and Title IX Team to discuss and/or provide supportive measures.

Americans with Disabilities Act/Section 504 of the Rehabilitation Act of 1973

Santa Clara University, in compliance with state and federal laws and regulations including Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the Americans with Disabilities Act Amendments Act (ADAAA) does not discriminate on the basis of disability in administration of its education-related programs and activities. The University is committed to providing individuals with disabilities including those with learning disabilities, ADHD, chronic health conditions, traumatic brain injuries, hearing impairments, physical disabilities, psychological disorders, visual impairments, and other health impairments equal access to the academic courses, programs, activities, services and employment opportunities, and strives in its policies and practic-es to provide for the full participation of individuals with disabilities in all aspects of University life.

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

services, <https://www.scu.edu/hr/>.

Students, faculty, and staff who believe they have been subjected to unlawful discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the Director of Equal Opportunity and Title IX, <https://www.scu.edu/title-ix/>.

Title IX: Pregnant and Parenting Students

Santa Clara University is committed to maintaining an equitable learning environment and supporting the academic success of pregnant and parenting students. The University prohibits discrimination based on parental status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from related conditions in all of its educational programs and activities pursuant to Title IX of the Education Amendments of 1972. Students may request reasonable accommodations as a result of pregnancy, childbirth, or related conditions. For more information, see www.scu.edu/title-ix/resources/pregnancy/pregnancy.

Students may request assistance by contacting the University's Director of Equal Opportunity and Title IX Coordinator, Loyola Hall, Suite 140, 425 El Camino Real, Santa Clara, CA 95050, bguthrie@scu.edu, 408-554-3043, www.scu.edu/title-ix.

Academic Accreditations

UNIVERSITY ACCREDITATION

Western Association of Schools and Colleges (WASC)
for Senior College and University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
510-748-9001

SPECIALIZED ACADEMIC ACCREDITATIONS

Accreditation Board for Engineering and Technology
American Alliance of Museums
American Bar Association
American Chemical Society
Association of American Law Schools
Association of Theological Schools
Association to Advance Collegiate Schools of Business
Association to Advance Collegiate Schools of Business–Accounting
California Board of Behavioral Sciences Accredited Marriage and
Family Therapists
California State Commission on Teacher Credentialing
State Bar of California

MEMBERSHIPS

American Council of Learned Societies
American Council on Education
Association of Catholic Colleges and Universities
Association of Governing Boards of Universities and Colleges
Association of Independent California Colleges and Universities
Association of Jesuit Colleges and Universities
Campus Compact
College Entrance Examination Board
Council for Advancement and Support of Education
Council for Higher Education Accreditation
Council of Graduate Schools in the United States
National Association of Independent Colleges and Universities

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William J. Rewak, S.J., Ph.D. Chancellor Emeritus
Kate Morris, Ed Ryan . . Co-Provosts and Vice President for Academic Affairs
John M. Ottoboni, J.D. Chief Operating Officer, Senior Legal Counsel
Michael Crowley Vice President for Finance and Administration
Eva Blanca Masias, M.Ed. Vice President for Enrollment Management
James Lyons, MPA Vice President for University Relations
Duane Voigt University Registrar
Nicole Branch and Lev Rickards Co-Interim University Librarians
Renee Baumgartner, Ph.D. Athletics Director

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Lisa Kloppenber, J.D. (acting) President
Molly McDonald, J.D. Chief of Staff
Michael Nuttall, M.A. Interim Executive Director, Ignatian Center
for Jesuit Education
TBD. Director of Campus Ministry

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Daniel Press, Ph.D. Dean, College of Arts & Sciences
Joseph G. Mueller, S.J., Ph.D. Dean, Jesuit School of Theology
Naren Agrawal, Ph.D. Interim Dean, Leavey School of Business
Sabrina Zirkel, Ph.D. Dean, School of Education & Counseling Psychology
Elaine Scott, Ph.D. Dean, School of Engineering
Anna Han J.D. Interim Dean, School of Law
Kate Morris, Ph.D. Vice Provost for Academic Affairs
Ed Ryan, Ph.D. Vice Provost for Planning and Institutional Effectiveness
Jeanne Rosenberger Vice Provost for Student Life
Robert C. Owen, DPA Chief Information Officer
Margaret Russell Associate Provost for Diversity and Inclusion

Graduate Program in Pastoral Ministries Staff

JOSEPH A. MORRIS (2002)

Director

B.A. 1976, Niagara University; M.A. 2003, New School University;
Ph.D. 1992, Graduate Theological Union

[rotating position]

Associate Director

LYNNE LUKENBILL

Senior Administrative Assistant

M.A. 2013, Santa Clara University

Faculty

PROFESSORS EMERITI

FREDERICK J. PARRELLA (1977)

Professor of Religious Studies, Emeritus

B.A. 1964, Fordham College; M.A. 1966, Ph.D. 1974, Fordham University

J. DAVID PLEINS (1987)

Professor of Religious Studies, Emeritus

A.B. 1980; M.A. 1983; Ph.D. 1986, The University of Michigan

CONTINUING FACULTY

PEARL MARIA BARROS (2016)

Assistant Professor of Religious Studies

B.A. 2005, Santa Clara University; M.T.S. 2008, Th.D. 2016, Harvard
Divinity School

CATHLEEN CHOPRA-McGOWAN (2020)

B.A. 2010, Boston College; M.R. 2013, Yale Divinity School; Ph.D. 2019,
University of Chicago

WILLIAM J. DOHAR (2002)

Senior Lecturer in Religious Studies

B.A. 1974, Kent State University; M.Div. 1978, M.A. 1979, University
of Notre Dame; M.S.L. 1984, Pontifical Institute of Mediaeval Studies,
Toronto; Ph.D. 1987, University of Toronto

ROBERTO MATA (2015)

Assistant Professor of Religious Studies

B.A. 2003 Bethany University; M.Div. 2006, Th.D. 2015, Harvard Divinity School

CATHERINE M. MURPHY (1998)

Associate Professor of Religious Studies

B.A. 1983, M.A. 1987, Santa Clara University; M.A. 1994, Ph.D. 1999, University of Notre Dame

THAO NGUYEN, S.J. (2013)

Associate Professor of Religious Studies

B.A. 2003, Saint Louis University; M.Div. 2008, Jesuit School of Theology in Berkeley; Ph.D. 2013, Graduate Theological Union

KAREN PETERSON-IYER (2001–2004, 2011)

Assistant Professor of Religious Studies

B.A. 1988, Stanford University; M.Div. 1993, Pacific School of Religion; M.A. 1995, M.Phil. 1996, Ph.D. 2001, Yale University

ANA MARIA PINEDA, R.S.M. (1999)

B.A. 1968, Russell College; M.A. 1987, Catholic Theological Union; S.T.D. 1992, Pontifical University of Salamanca

EUGENE SCHLESINGER (2018)

B.A. 2004, University of North Carolina Greensboro; M.Div. 2007, Southeastern Baptist Theological Seminary; Ph.D. 2016, Marquette University

PAUL J. SCHUTZ (2017)

B.A. 2004 Boston College; M.A. 2012, Ph.D. 2017, Fordham University

SALLY VANCE-TREMBATH (2006)

Senior Lecturer in Religious Studies

B.A. 1976, St. Ambrose University; M.A. 1990, Ph.D. 2004, University of Notre Dame

A Selection of University Resources

To contact any of the offices listed when dialing from an off-campus location, dial the complete seven-digit number. When dialing from on campus, dial only the four-digit extension number. Area codes are 408 unless indicated otherwise.

ACCESS Card Office, Benson Center, Room 106	551-1647
Benson Information Desk, Benson Center, 1st Floor	554-4000
Bursar, Admission and Enrollment Services Building, 1st Floor	554-1000
Campus Ministry, Benson Center, Room 105	554-4372
Campus Safety Services, Parking Structure, 1st Floor	554-4441
Cowell Center—Counseling and Psychological Services	554-4501
Cowell Center—Student Health Services	554-4501
Human Resources Department, 475 El Camino Real	554-4392
Office of Student Life, Benson Center, Room 205	554-4583

Notes