GRADUATE PROGRAMS IN PASTORAL MINISTRIES

2024-2025
STUDENT BULLETIN

Graduate Programs in Pastoral Ministries
Santa Clara University
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Santa Clara CA 95053

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Santa Clara University

Graduate Programs in Pastoral Ministries

2024-2025

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: **https://www.scu.edu/osl/student-conduct/**

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Academic Calendar 2024–2025
College of Arts & Sciences
Graduate Programs in Pastoral Ministries

Fall Quarter 2024

Jul 8-12	***M-F***	***Fall registration period for returning students***
Jul 15	M	Open Enrollment period begins
July 31	**W**	**Deadline to enroll in classes for Fall 2024 for everyone to avoid a prepayment hold**
Aug 21	**W**	**Payment deadline for Fall 2024**
Sep 2	M	Labor Day; academic and administrative holiday*
Sep 16	M	Late registration; $100 fee if no previous enrollment and Drop/Swap $50 fee begins
Sep 23	**M**	**Classes begin**
Sep 27	F	Last day to withdraw from classes with a 100% tuition refund (less fees) or add a class *(Clear registration holds by Friday, 9/27 by 4 pm)*
Sep 25	W	Mass of the Holy Spirit, 12 pm at the Mission Church. Classes will not meet from 1:45-1:15 pm. Classes scheduled to begin at 1 pm will begin at 1:15 pm. (some classes may meet, consult instructor)
Oct 4	F	Last day to withdraw from classes with 50% tuition refund, less fees
Oct 4	F	Last day to submit "Petition to Graduate Form" for Fall 2024 to be conferred in Dec. 2024
Oct 11	F	Last day to submit incomplete Spring 2024 and Summer Session 2024 work to faculty
Oct 14	M	Indigenous People's Day; academic and administrative holiday
Oct 18	F	Last day for faculty to remove Spring 2024 and Summer Session 2024 incompletes
Oct 11	F	Last day to withdraw from classes with 25% tuition refund. No tuition refund after this date
Oct 18	F	Last day to drop classes without a W (no tuition refund)
Nov 4-8	M-F	Winter 2025 registration period for returning students
Nov 11	M	Winter 2025 Open enrollment period begins
Nov 8	F	Last day to drop classes with a W (no tuition refund)
Nov 25-29	M-F	Academic holiday
Nov 28-29	Th-F	Thanksgiving holiday; administrative holiday
Dec 2	**M**	**Deadline to enroll in classes for Winter 2025 for everyone to avoid prepayment hold**
Dec 6	F	Classes end
Dec 9-13	M-F	Fall 2024 final examinations
Dec 18	W	Fall 2024 quarter grades due (faculty)
Dec 21	**Sa**	**Payment deadline for Winter 2025**
Dec 24-25	T-W	Christmas recess; administrative holiday*
Dec 31,1/1	T-W	New Year's recess; administrative holiday*

Winter Quarter 2025

Nov 4-8	***M-F***	***Winter 2025 registration period for returning students***

Nov 11	M	Winter 2025 Open Enrollment period begins
Dec 1	**Su**	**Deadline to enroll in classes for Winter 2025 for everyone to avoid prepayment hold**
Dec 21	**Sa**	**Payment deadline for Winter 2025**
Dec 30	M	Late registration; $100 fee if no previous enrollment and Drop/Swap $50 fee begins
Jan 6	**M**	**Classes begin**
Jan 10	F	Last day to withdraw from classes with a 100% tuition refund (less fees) or add classes *(Clear registration hold by Friday, 1/10 by 4 pm)*
Jan 17	F	Last day to withdraw from classes with 50% tuition refund, less fees
Jan 20	M	Martin Luther King Jr. Day; administrative holiday* (consult instructor)
Jan 24	F	Last day to withdraw from classes with 25% tuition refund. No tuition refund after this date.
Jan 24	F	Last day to submit incomplete Fall 2024 work to faculty
Jan 24	**F**	**Last day to submit "Petition to Graduate" form for Winter 2025 to be conferred in March 2025**
Jan 31	F	Last day to drop classes without a W (no tuition refund)
Jan 31	F	Last day for faculty to remove Fall 2024 incompletes
Feb 10-14	M-F	Spring 2025 registration period for returning students
Feb 17	M	Spring 2025 Open enrollment period begins
Feb 17	M	Presidents' Day administrative holiday* (consult instructor)
Feb 21	F	Last day to drop classes with a W (no tuition refund)
Feb 21	**F**	**Last day to Submit "Petition to Graduate" form for Spring 2025 to be conferred in June**
Mar 2	**S**	**Deadline to enroll in classes for Spring 2025 for everyone to avoid prepayment hold**
Mar 14	F	Classes end
Mar 17-21	M-F	Winter 2025 final examinations
Mar 21	**F**	**Payment deadline for Spring 2025**
Mar 24-28	M-F	Spring Recess
Mar 26	W	Winter 2025 quarter grades due (faculty)

Spring Quarter 2025

Feb 10-14	***M-F***	***Spring 2025 registration period for returning students***
Feb 17	M	Spring 2025 Open enrollment period begins
Feb 21	F	Last day to drop classes with a W (no tuition refund)
Feb 21	**F**	**Last day to Submit "Petition to Graduate" form for Spring 2025 to be conferred in June**
Mar 21	**F**	**Payment deadline for Spring 2025**
Mar 24	M	Late registration; $100 fee if no previous enrollment
Mar 31	**M**	**Classes begin**
Apr 4	F	Last day to withdraw from classes with a 100% tuition refund (less fees) or add classes *(Clear registration hold by Friday, 4/24 by 4 pm)*
Apr 11	F	Last day to withdraw from classes with 50% tuition refund, less fees. No tuition refund after this date.
Apr 18	**F**	**Good Friday; administrative and academic holiday**
Apr 7-11	M-S	Summer 2025 registration period for returning students
Apr 21	M	Summer 2025 Open enrollment period begins
Apr 21	M	Last day to submit incomplete Winter 2025 work.

Apr 25	F	Last day for faculty to remove Winter 2025 incompletes
Apr 25	F	Last day to drop classes without a W
Apr 30	**W**	**Deadline to enroll in classes for Summer 2025 for everyone to avoid prepayment hold**
May 16	F	Last day to drop classes with a W (no tuition refund)
May 21	**W**	**Payment deadline for Summer 2025**
May 26	M	Memorial Day; administrative holiday* consult instructor
Jun 6	F	Classes end
Jun 9-12	M-Th	Spring 2025 final examinations
Jun 13	**F**	**Graduate Liturgy, & Dinner Reception**
Jun 14	**S**	**GPPM and ECP Commencement**
Jun 17	T	Spring 2025 quarter grades due (faculty)

SUMMER SESSIONS 2025

Apr 7-11	***M-F***	***Summer 2025 registration period for all three sessions***
Apr 14	M	Summer 2025 open enrollment begins
May 1	**TH**	**Deadline to enroll in classes for Summer 2025 for everyone to avoid prepayment hold**
May 21	**W**	**Payment deadline for Summer 2025**
Jun 2	M	Late registration; $100 fee if no previous enrollment and Drop/Swap $50 fee begins
Jun 19	TH	Classes begin for summer sessions I and II
Jun 27	F	Last day to petition for graduate degrees to be conferred in September 2025
Jul 4	F	Independence Day; administrative holiday; classes will meet
Sep 1	M	Labor Day observed; administrative holiday
Sep 2-3	T-W	Summer Session grades due (faculty)

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 scheduled class meeting
Last day to withdraw from classes with 50% tuition refund (less fees) – End of 3rd scheduled class meeting
No tuition refunds after the third class meeting

*June 19 and July 4 are administrative holidays but not academic holidays; offices will be closed, but classes still meet.
* Some classes may meet; refer to course syllabus
All dates are inclusive. Registration dates are subject to change.
Registration holds must be cleared with the appropriate office by 4 p.m. on Friday when a deadline to add or drop a class falls on a Sunday.

Please refer to Bursar website for Tuition Refund Policies at: https://www.scu.edu/bursar/refund/
Please refer to the Bursar website for tuition and fees at: https://www.scu.edu/bursar/tuition/

PREFACE

The *Graduate 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 Programs 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 Programs 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 polices and regulations, and courses published in the *Graduate 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 2024–25 *Graduate Programs in Pastoral Ministries Graduate 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 www.scu.edu/ecp/student-services/bulletin/

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

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 and includes the Graduate Programs in Pastoral Ministries, through which it offers the master of arts (M.A.) degree in pastoral ministries. 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.

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 also 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 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. The engineering school also offers the doctor of philosophy (Ph.D.) degree in computer science and engineering, electrical engineering, and mechanical engineering.

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, and Latino counseling.

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. Moreover, it is one of only two Jesuit theological centers in the country that offer three ecclesiastical degrees certified by the Vatican Congregation for Catholic Education. JST also offers four other advanced theological degrees, as well as sabbatical and certificate programs for clergy, religious, and lay people.

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 (https://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.**

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.

GRADUATE PROGRAMS IN PASTORAL MINISTRIES MISSION STATEMENT

The Graduate Programs 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 Programs 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.

GRADUATE DEGREE PROGRAMS

The Graduate Programs in Pastoral Ministries was founded in 1983 to prepare women and men to enter into professional ministry in the Church. The Graduate Programs in Pastoral Ministries offers the Master of Arts degree and the Master of Arts degree with an emphasis in one of Restorative Justice and Chaplaincy; Latina/o Ministries; or Youth and Youngs Adult Ministries. A Graduate Certificate in Restorative Justice and Chaplaincy is also available.

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 offers three ecclesiastical degrees qualified by the Vatican Congregation of Catholic Education. JST also offers four additional advanced theological degrees, as well as sabbatical and certificate programs for clergy, religious, and lay people.

The School of Education and Counseling Psychology offers graduate programs leading to the Master of Arts degree in interdisciplinary education, educational administration, counseling psychology, and counseling. The Department of Education offers teacher credential programs for single-subject teaching, multiple-subject teaching, California Clear, and administrative services; and a certificate program in Catholic school leadership. The graduate degree in Counseling Psychology can lead to licensure for marriage and family therapists and/or licensed professional counselors. The department includes emphasis programs in health, correctional, and Latino counseling.

The Leavey School of Business offers graduate programs leading to the 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

in Information Systems (MSIS) designed to prepare students for advancement in the information systems management field. Additionally, the business school offers Master of Science degrees in both finance and entrepreneurship. 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 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 School of Engineering offers graduate programs leading to the Master of Science 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. 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.

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.scu-social-entrepreneurship.org/miller-center).

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.

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.

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 516 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 9,000, with about 5,500 undergraduate students and 3,500 graduate students. The undergraduate population has a male-to-female ratio of 50 percent to 50 percent, and about 44 percent of undergraduate 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 94,000 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.

THE GRADUATE PROGRAMS IN PASTORAL MINISTRIES

Applications for Admission

Applications for admission and related deadlines are available on the Graduate Programs in Pastoral Ministries website: https://www.scu.edu/cas/graduate-program-in-pastoral-ministries/admissions/

Application Requirements

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

General Requirements

All applicants must:

1. Complete and submit the Online Application form available on the school's website at https://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. Ensure that you include the email addresses of two people that you have asked to recommend you to the program in the application program

Applicants should refer to the instructions and prompts available on the admissions requirements webpage for guidelines on writing their Statement of Purpose.

Program-specific Requirements

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

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
- One official transcript from undergraduate degree-granting institution
- One recommender's email address submitted in the online application program so that the recommender form is sent to him/her.
- $50 application fee
  One time fee, whether beginning as a degree or a non-degree seeking student. Make check payable to Santa Clara University

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

- Apply Online
- 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 Programs in Pastoral Ministries at Santa Clara University with the address listed below.

- **English Proficiency Exam:** Duolingo (score of 110) or 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.
- Two recommenders email addresses submitted in the online application program so that the recommender form is sent to them
- $50 application fee
  One time fee, whether beginning as a degree or a non-degree seeking student. Make check payable to Santa Clara University

Official admission transcripts or documents are to be uploaded inside the online application or mailed to:
The Graduate Programs in Pastoral Ministries
Santa Clara University
500 El Camino Real
Kenna Hall, 323
Santa Clara, CA 95053-0337

REGISTRATION

Each quarter, a registration period is held to allow all GPPM students to enroll in classes. Each student is assigned a specific appointment time in the eCampus system during the designated initial registration period. Appointment times are assigned based on the number of units a student has accumulated plus current enrollment. Students may register for classes any time after their appointment day and time, until the Open Enrollment period closes. 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.

Prior to registering for classes, a student must resolve any registration holds that have been placed on his/her student record. 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 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.

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 submit a Petition to Graduate form, which can be found on the Program's website (https://www.scu.edu/cas/academics/graduate-program-in-pastoral-ministries/forms/) to the Director of the Graduate Programs 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 four or fewer units remaining in their academic program, the student must submit a Permission to Participate form. Petitioners must have completed all but one of the academic program's course requirements. Permission to Participate forms, which can be found on the program's website (https://www.scu.edu/cas/academics/graduate-program-in-pastoral-ministries/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 degree/certificate. 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 comprehensive exams and Capstone ePortfolio; 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 has a registration period allowing all students to enroll in courses. Returning students are assigned appointment times in the eCampus system during the designated 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. 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 holds placed on his/her account. To resolve a hold, contact the appropriate office(s).

DISABILITIES RESOURCES

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

ACADEMIC STANDING

Enrollment Status

There are six enrollment status categories:

1. Active: Matriculated and making satisfactory progress in academic program
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 the academic program (The individual is eligible for readmission to the department and school.)
5. Discontinued: Failure to register for a required academic term, to obtain an approved leave of absence, or to return from an approved leave of absence will result in removal from the academic program(s) (The individual is eligible for readmission to department and school.)
6. Dismissed: Permanent termination of active student status in the Program and school in addition to the loss of all pertinent rights and privileges (The individual is prohibited from readmission to any program or department in the school.)

Full-Time Status Unit Requirement

A full-time student must enroll and satisfactorily complete a minimum of 8 units per academic term (fall, winter, and spring quarters). Students are not required to enroll in the summer session in order to meet program requirements.

Academic Performance Standards

Students are expected to maintain an overall minimum GPA of 3.0 ("B" grade). Those falling below this standard will be placed on academic probation. See the section on academic probation for details.

Students receiving a grade below C- in any one course will be dismissed from the program of study and the school. Dismissed students are not eligible for future admission into any academic program in the school.

Course Load

Students may carry no more than 16 graduate units in a single quarter. Students wishing to exceed this limit must gain permission from the Program Director.

Academic Probation

Students failing to maintain the required grade point average or make satisfactory academic progress will be notified by the Director at the end of the term and the student will be placed on academic probation.

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 submitted to the Senior Administrative Assistant. This record will be 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 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 Programs 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 https://www.scu.edu/cas/academics/graduate-program-in-pastoral-ministries/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 Programs 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 Programs in Pastoral Ministries at pastoralministries@scu.edu

Enrolling in a Course Outside One's Graduate or Professional 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 comprehensive exams or Capstone ePortfolio) 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., comprehensive examinations, Capstone ePortfolio) 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.

ATTENDANCE

Students are expected to attend all class sessions. Specific attendance requirements (including consequences for absences, and being allowed zoom into a class) are set by the faculty member in the course syllabus and are binding. Whether or not the assignments were announcees 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 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 Workday. 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:

A. 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.

B. 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.

C. 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.

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 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.

E. 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.

F. 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 Concerning Unfair Treatment by Faculty

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 Programs 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 Programs 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.

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 www.scu.edu/media/offices/university-operations/campus-safety/campussafety/ crime-reporting/SCU-Annual-Security-and-Fire-Safety-Report-2015. The Clery Daily Crime Log is kept at the Campus Safety Office and may be viewed by any person at any time.

NONDISCRIMINATION POLICY

Santa Clara University prohibits discrimination and harassment on the basis of race, color, religious creed, sex, gender, gender expression, gender identity, sexual orientation, religion, marital status, registered domestic partner status, veteran status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, genetic information, or any other consideration made unlawful by federal, state, or local laws in the administration of its educational policies, admissions policies, scholarships and loan programs, athletics, or employment-related policies, programs, and activities; or other University-administered policies, programs, and activities.

Additionally, it is the University's policy that there shall be no discrimination or retaliation against employees or students who raise issues of discrimination or potential discrimination or who participate

in the investigation of such issues. The University will provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability under the law.

Inquiries regarding equal opportunity policies, the filing of grievances, or requests for a copy of the University's grievance procedures covering discrimination and harassment complaints should be directed to:

Aaron Zisser
EEO and Title IX Coordinator
Office of EEO and Title IX
Santa Clara University
900 Lafayette Street, Suite 100
Santa Clara, CA 95050
408-554-4113
azisser@scu.edu

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.

FACULTY RESPONSIBILITY

While all faculty want a student to feel comfortable coming to them with issues he/she 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.

For example, if a student informs a faculty member of an issue of harassment, sexual violence, or discrimination, the faculty member will keep the information as private as they can, but they are required to bring it to the attention of the institution's EEO and Title IX Coordinator. If a student informs a faculty member that he/she 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.
- Students may talk to the Office of EEO and Title IX directly at 408-554-3043 or by email at azisser@scu.edu.

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.

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 user for the purpose of reviewing student account/billing information and remitting payment on the student's behalf. However, it is ultimately the student's responsibility to make sure all financial obligations are completed by the published deadlines.

Students receive monthly billing statements electronically via a third-party vendor that are accessible through University eCampus. Billing notification will be sent to the student's assigned SCU gmail address and to the e-mail address of any authorized user. Students also may forward their billing statement electronically to any third party they authorize for remittance. 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 the applicable tuition and fees associated with their enrollment status 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 withdraw formally 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 2024: Billing available August 1; payment due August 21
- Winter 2025: Billing available December 1; payment due December 21
- Spring 2025: Billing available March 1; payment due March 21
- Summer 2025: Billing available May 1; payment due May 21

PAYMENT METHODS

Santa Clara University offers the following payment methods to students to assist with their financial obligations:

Payment by Electronic Check

A student or authorized user may make online payments by authorizing a fund transfer directly from his/her personal checking or savings account through the SCUpay system. Students will login to eCampus to complete their transaction; authorized users will login to a separate URL provided at the time their access is created.

Payment by Mail

Payment by personal or cashier's check for student account charges can be mailed to: SCU Payment Processing, P.O. Box 550, Santa Clara, CA 95052-0550. The payer should include a copy of the student's billing statement for reference and accurate posting.

Payment in Person

Payments for student account charges may be made in person by personal/cashier's check, money order, or cash at the Enrollment Services Center in the Admissions and Enrollment Services Building. The University is not able to accept any electronic form of payment, including debit or credit cards. However, there are computer kiosks located in the Enrollment Services Center for the convenience of students and payers to make electronic payments.

Extended Payment Option

For students and their families wishing to spread payments over a

period of time, the University offers term payment plans, which are available through the online billing system via eCampus. There is a modest fixed fee to enroll in these plans, but no interest is charged during the payment term. Information about these plans is available on the Bursar's Office website at https://www.scu.edu/bursar/

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 transcripts or diplomas, and 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 believes there is an error 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 error 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. An adjustment will be made on the student's account for any incorrect charges. If the amount in question is found to be valid, payment must be submitted to the Enrollment Services Center immediately upon notification.

TUITION REFUND POLICY AND PROCESSES

Process

Students may be eligible to receive a refund due to excess financial aid or change in enrollment. Refunds are not provided for an overpayment on an account. The refund process begins after the late registration period of each term. Students must have a credit balance before a request can be processed. Students should enroll in direct deposit, prior to requesting a refund, to obtain their funds quickly and securely. Refunds requested by check are delayed significantly. Payments received by personal check will have a 21-day hold before a refund can be issued; a 5-day hold will be imposed for electronic check 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 registration fees, student activity fees, or course audit fees.

The effective date used for the determination of any tuition refund is the date on which the student drops his or her course online—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.

No tuition refunds are made because of curtailed services resulting from strikes, acts of God, civil insurrection, riots or threats thereof, or other causes beyond the control of the University.

TUITION INSURANCE PROTECTION

Students may protect themselves from loss of funds paid toward tuition/fees, by purchasing tuition insurance provided by A.W.G. Dewar Inc. This low-cost plan is designed to assist those that have an unexpected withdrawal from the University due to medical reasons. Plan enrollment is available annually or by quarter. Enrollment must be completed before the first day of school to be eligible for insurance benefits. For more information, see www.collegerefund.com.

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 recommended site to review and verify the official tuition and fee rate schedule is www.scu.edu/bursar/tuition. Tuition and fee rate differences found in other publications will not be honored.

2024 SUMMER SESSION

Tuition Per Unit

2024–25 ACADEMIC YEAR (Fall, Winter, Spring, Summer)

Tuition Per Unit

$686

ADMISSION APPLICATION FEES

Application Fee (nonrefundable) $50

Orientation Fees

International Graduate Student Orientation Fee $175

Registration Fees

Drop/Swap Fee $50

Late Registration Fee $100

Student Association Fees

Student Association Fee (per quarter) $35

Student Health Center Fees

Student Health Insurance (annual) $3325 **unless waived by student**

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

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 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/

1098-T INFORMATION

Educational Tax Credits

The 1098-T is a statement of qualified tuition and fees charged by SCU that is provided to the student and to the IRS. The 1098-T is filed by Santa Clara University for each student who is a U.S. citizen or permanent resident, and for whom reportable transactions are made for a calendar year. Santa Clara University has contracted with a vendor, Tax Credit Reporting Service (TCRS), to provide Form 1098-T to SCU students.

Note to students: Your personal financial records serve as official supporting documentation for your federal income tax return. The information on the 1098-T form is only provided to assist you.

In general, qualified tuition and related expenses include tuition and fees required for enrollment or attendance at an eligible educational institution. Student-activity fees and fees for course-related books, supplies, and equipment are included in qualified tuition and related expenses only if the fees must be paid to the institution as a condition of enrollment or attendance.

Qualified tuition and related expenses do not include the cost of insurance, medical expenses (including student health fees), room and board, transportation, or similar personal, living, or family expenses, even if the fee must be paid to the institution as a condition of enrollment or attendance.

Qualified tuition and related expenses generally do not include expenses that relate to any course of instruction or other education that involves sports, games, or hobbies, or any noncredit course. However, if the course of instruction or other education is part of the student's degree program or, in the case of the lifetime learning credit, is taken by the student to acquire or improve job skills, these expenses can qualify.

IRS regulations require that all institutions assessing qualified charges mail a 1098-T to each student with qualified charges in the year just ended.

Students may view and print their 1098-T tax form via www.irs.gov/pub/irs-pdf/f1098t.pdf/.

Information Reported

The 1098-T form reports the name, Social Security Number, and address of the student, and indicates whether the student was a graduate student or at least half-time during the calendar year.

Note to students: Institutions are required to report either the payments received for qualified charges or the amounts billed for qualified charges. Since SCU does not identify payments on your student account with specific charges, it is not possible to accurately report amounts paid just for eligible charges, therefore we have elected to report amounts billed. If you qualify for an educational credit, you should use your personal records and student account statements to determine the amounts that you actually paid toward the charges reported on the 1098-T.

SCU is required to report all qualified transactions in the actual calendar year during which they were posted to student accounts, regardless of when the transaction was paid.

No SCU employee may give tax advice regarding these credits. Students who are unsure about their eligibility or have any questions, should consult with a qualified tax preparer.

Students with Nonresident Alien Status

Institutions are not required to report the demographic and financial data for students with nonresident alien status during a reporting year unless the student requests a 1098-T form. To receive a 1098-T, students with nonresident alien status must have a social security number on file with the Santa Clara University Registrar's Office.

How to Request a Form or Changes

Students who did not receive a 1098-T form can go online at www.irs.gov/pub/irs-pdf/f1098t.pdf to download a copy. Additional hardcopy forms will not be mailed.

If a 1098-T form contains incorrect information, a 1098-T Change Request form (available online at www.scu.edu/bursar/1098) may be submitted to the Bursar's Office by fax. Fax information is located on the form. Requests may take 5 to 7 days to process. Once completed,

the student will be notified when the form is available online at www.1098-T.com. A hard copy of the form will not be mailed to the student. Phone inquiries should be directed to TCRS at 877-467-3821.

For more information regarding tax credits and eligibility, visit the IRS website at www.irs.gov/pub/irspdf/ f1098t.pdf/.

SOURCES OF FINANCIAL AID FOR GRADUATE PROGRAMS IN PASTORAL MINISTRIES STUDENTS

The types of aid available to our graduate students include the Graduate Programs 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 federal or state financial aid but they may receive scholarship funds.

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

• 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.

GPPM Scholarship

GPPM scholarships are awarded by the GPPM office to currently enrolled and newly accepted students according to need. Scholarship amounts typically range from 25% to 50% 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

Purpose:

Rev. Francis L. Markey Women in Ministry Fellowships provide financial assistance for women in parish or diocesan ministry who are enrolled in the Graduate Programs 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 either the Diocese of San José or the Diocese of Monterey
- Enrolled or recently accepted in the GPPM
- Have demonstrated financial need

Application including all supporting documentation must be submitted by July 1, 2024.

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 July 1, 2024:

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

A letter from your Pastor or the Bishop of the diocese in which you live or work supporting your application for a Markey Fellowship

Three letters of recommendation from individuals who are familiar with your ministry

A résumé of your ministry including your volunteer work

Supporting documentation may be mailed to:

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

Supporting documentation may be emailed as attachments to: pasmin@scu.edu

FEDERAL FINANCIAL AID RESOURCES

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, Federal Perkins Loan, 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 Programs 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 Programs in Pastoral Ministries, rooted in the Jesuit tradition, provides theological and pastoral formation for a variety of ministries. The program offers a Master of Arts degree, graduate certificates, diaconal formation and pastoral enrichment workshops all of which are characterized by an integration of theological reflection and ministerial proficiency. Witnessing to the missionary spirit of the Gospel, the program collaborates with various dioceses to enrich and deepen the pastoral experience of aspiring ministers. Students are inspired to serve effectively in their diverse ministry settings as they deepen their call of service to Church and the wider world.

Engaging the church's mission of lifelong ministerial formation, the program seeks to instill commitments to justice and to human flourishing in friendship with God and companionship with one another in service of all creation. The program cultivates this charism through a critical and sympathetic engagement with the Catholic theological tradition in dialogue with a constantly changing world. Responding to contemporary pastoral opportunities and challenges, the program aspires to be fully ecumenical, serving ministers from a variety of traditions, cultures, and theological perspectives, and using a variety of methods in theology and religious studies, so that they may serve their communities more faithfully.

CURRICULUM OVERVIEW

The Graduate Programs 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. Eight of the fifteen courses are required foundational courses; the distribution of the remaining seven classes will depend upon whether the student is enrolled in one of our emphasis programs:

Emphasis	Emphasis Courses	Elective Courses	Capstone
[No emphasis]	—	7	Project
Latina/o Ministry	4	3	Project
Restorative Justice & Chaplaincy	5	2	Project
Youth & Young Adult Ministries	5	2	Project

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 Outcomes:

By completing the Master of Arts in Pastoral Ministries, students will demonstrate:

1. Theological Foundation

Knowledge of the broad intellectual foundation for ministry in the areas of scripture, systematic and contextual theology, and spirituality; and incorporate theological reflection to enrich their ministerial practices across varying contexts.

2. Pastoral Proficiency

Familiarity with ministerial practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment.

3. Servant Leadership

A commitment to identify injustices and developing skills to work individually and in collaboration with other ministers, in accompanying those in need and in service to the poor, the marginalized, and the alienated, both within and outside the Church.

4. Diversity Fluency

Awareness of and critical engagement with how one's own culture influences ministry, and then to engage in ministries that build the community of Christ and are sensitive to and respectful of all cultures and traditions, and individuals who vary by race, ethnicity, gender, sexual orientation, and dynamics of wealth, poverty, and power.

COURSE DELIVERY SITES AND FORMATS

The Graduate Programs in Pastoral Ministries began on the Santa Clara University campus, serving students in the Diocese of San José and surrounding dioceses in 1983. 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, and Seattle. 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 fomat: 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 once a week in the intervening weeks.
- For all our campuses we also offer an entirely online format (or Mixed-Mode format) whereby students will attend all of the classes synchronously either online or some in the classroom together.

THE EIGHT REQUIRED COURSES ARE AS FOLLOWS:

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

FOUNDATIONAL COURSES DESCRIPTIONS

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 eight foundational courses required of all students, the program offers three curricular emphases:
- 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 7 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 3 electives, while RJUS and YMIN students take 2 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:

- eight foundational courses: Theological Foundations; Christology; Ecclesiology; Church History; 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
- three electives
- a Capstone Portfolio or Practicum
- 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:

- eight foundational courses: Fundamental Theology; Christology; Ecclesiology; Church History; 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, or Integrative Chaplaincy; and Intercultural and Interreligious Competencies
- two 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. 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:

- eight foundational courses: Fundamental Theology; Christology; Ecclesiology; Church History; 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
- two electives
- a Capstone Portfolio or Practicum*

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 Programs in Pastoral Ministries offers elective courses in the following nine areas:

Catechetics (CATE)
Liturgical Music (LITM)
Pastoral Ministry (PMIN)
Spirituality (SPIR)
Latina/o Ministry (LATM)
Pastoral Liturgy (PLIT)
Restorative Justice & Chaplaincy (RJUS)
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 f*eminista/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 medial. 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 interreligious 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 tests, 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 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; 4units.

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 four 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 four learning outcomes through the chosen projects and the program in general?
- How did mastering these learning outcomes strengthen my ability to minister?

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.

GRADUATE CERTIFICATE IN RESTORATIVE JUSTICE AND CHAPLAINCY

Students may apply to the Graduate Programs in Pastoral Ministries to earn a Graduate Certificate in Restorative Justice & Chaplaincy. The requirements consist of twenty-four quarter units which are made up of six core courses and can be completed in one year or two.

The Graduate Certificate in Restorative Justice and Chaplaincy from Santa Clara University prepares ministers to engage the community with justice initiatives that heal and emphasize the restoration of right relationships. This entails a paradigm shift from retributive systems to initiatives that seek to restore individuals, families, and communities to health and wholeness. Our program enhances the gifts and skills that students bring to the table through academic, theological, and spiritual education to focus their ministerial practices on restoring relationships. Some concrete disciplines where this work is being employed are education, detention/prison ministry, health care, hospice, trauma, mental health, re-entry programs, interfaith services, and community services. The Covid-19 pandemic crisis has certainly highlighted the need for people with compassion, pastoral accompaniment, and reflective listening skills to engage with those who are suffering on the front lines and in the margins.

Students in this emphasis will:

- Gain a broad theological foundation in restorative justice and chaplaincy that is foundational to pastoral ministries;
- Develop pastoral skills, enhance ministerial praxis, and explore intercultural and interreligious dialogue for restorative ministries;
- Recover the incarnational roots of kinship to restore balance to the beloved community in diverse global settings;
- Identify a critically informed approach to faith that promotes social justice for the benefit of those most in need.

Six courses comprise the Graduate Certificate in Restorative Justice and Chaplaincy. They are Theological Foundations for Ministry; Introduction to Restorative Justice; Chaplaincy; Trauma and Healing in a Broken World; Introduction to the Criminal Justice System, or Integrative Chaplaincy; and Intercultural and Interreligious Competencies

If one finishes the requirements for the Graduate Certificate and wishes to pursue the MA degree in Pastoral Ministries all of the credits earned will apply.

SUPPORT FOR CANDIDATES WHO ARE NON-NATIVE ENGLISH SPEAKERS

All non-native English speakers who are admitted to the GPPM are required to take the Duolingo English Proficiency Test or 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 Duolingo or 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 and needs. 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 SUPPORT FOR ALL CANDIDATES

Any student who is experiencing difficulty meeting the program's expectations for written work can receive support at SCU's Writing Center, called "The HUB." The Writing Center is located in Room 22 of the Benson Center and also has online support. Please see the Writing Center website

(http://www.scu.edu/provost/writingcenter/) for additional information.

In addition, the GPPM provides writing support through a writing resource person who can be reached through the GPPM Office by calling 408-554-4831 and specifying the need and requesting the contact information for this writing resource who can work with you remotely.

SUPPORT FOR CANDIDATES WITH DOCUMENTED DISABILITIES

To request accommodations for a disability, the student must be registered with Disability Resources, located in Benson 216. You will need to register and provide professional documentation of a disability prior to receiving academic accommodations. Please refer to Disability Resources website (http://www.scu.edu/studentlife/disabilities/) for further information.

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 life and services.

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 students are involved in Campus Ministry programs. In addition to eight full-time campus ministers, there are also resident ministers 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.

REGISTERED STUDENT ORGANIZATIONS

Counseling Psychology Graduate Student Association (GSA)

The purpose of the GSA is to provide a forum in which all interested students can increase their involvement with the University, the school, the department, and fellow students. The goal of the organization is to support counseling psychology graduate students in their needs and growth. All graduate students in the Counseling Psychology program are members of GSA.

Education Graduate Student Association (SAGE)

The Student Association for Graduate Education (SAGE) exists as a student-run and student-funded branch of the University governance structure. All graduate education students are members of SAGE.

The elected SAGE board members represent, advocate for, and act on behalf of the collective graduate education student body. In order to enhance the missions of the University and of the school, 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.

In pursuit of these goals, SAGE actively promotes improved communication between students, alumni, administration, faculty, and staff; provides educational and professional development opportunities; and coordinates social and networking opportunities.

CHARTERED STUDENT ORGANIZATIONS

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. 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 nine cultural registered student organizations including: the Asian Pacific Student Union (APSU), Barkada (Filipino), Chinese Student Association (CSA), Igwebuike (Black/Pan African), Intandesh (South Asian), Japanese Student Association (JSA), Ka Mana'o O Hawai'i, MEChA-El Frente (Latino/a), and the Vietnamese Student Association (VSA). Membership in any of these student organizations is open to the entire Santa Clara community.

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 personal growth.

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 Workday. 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.

Disabilities Resources

The Disabilities Resources Office (www.scu.edu/disabilities/) has been designated by the University to ensure access for all undergraduate and graduate students with disabilities to all academic programs and campus 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, self-advocacy skill training, and disability related educational programming for the campus community. 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 Disability Resources Office by completing the online registration form and providing documentation of his or her disability, after which proper accommodations will be determined and implemented by the University.

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, Camino learning support system, SmartPrint, SCU ePortfolio, Zoom webconferencing, endpoint protection/anti-virus software, and for wireless access. SCU email is used by the University as one of the communication channels to send official notifications to undergraduate students, and is also used as a frequent communication tool between and among faculty and students. Students are therefore urged to use their SCU email address as their primary email and check their accounts periodically to avoid missing important communications.

Students have access to administrative information and services at all times through the Workday portal. Workday services include the ability to view class schedules and course history; 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 Workday 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.

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 spaces; the Camino Learning Management System, Zoom webconferencing, and Digication ePortfolio applications; and multimedia and digital video production.

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.

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.

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.

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.

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.

UNIVERSITY POLICIES

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.

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.

Policy on Discriminatory and Sexual Harassment

In June 1995, the Board of Trustees approved a University-wide policy governing discrimination and sexual harassment that applied to all constituencies: students, faculty, and staff. This policy is still in effect as it pertains to faculty and students. The appeals process in that policy was rendered obsolete in October 1998 with the adoption of the new policy manual for staff. The proposed policy below reflects the new appeals process recommended by the Staff Affairs University Policy Committee (SAC). Other changes to the policy, as it pertains to staff, reflect clarifications arising out of recent case law, etc. While the University policy is in proposed status pending review by the appropriate faculty and student policy committees, it is in effect as it pertains to staff employment. In the event of a complaint involving a staff member and either a faculty or student respondent, the respective faculty or student process from the 1995 policy will be followed. Should the faculty or student review committees recommend changes to the University policy that would affect staff also, they will be reported to the SAC for consideration, review, and action.

Prevention of Unlawful Harassment and Discrimination Statement

Santa Clara University is dedicated to:

- An uncompromising standard of academic excellence and an unwavering commitment to academic freedom, freedom of inquiry, and freedom of expression in the search for truth
- Being a community enriched by men and women of diverse backgrounds, respectful of difference and enlivened by open dialogue, caring and just toward others, and committed to broad participation in achieving the common good.

Unlawful harassment and discrimination subverts these University ideals. Any behavior constituting unlawful harassment or

discrimination toward any individual in the course of any University-administered program, job, or activity is prohibited. The University does not tolerate unlawful harassment or discrimination and will take prompt and effective corrective action including, where appropriate, disciplinary action up to and including dismissal or expulsion. The University's policy applies to University staff, students, and faculty, and all other individuals engaged with University activities.

Harassment

Harassment includes verbal, physical, and visual forms of harassment, and conduct related to sexual favors, based upon a person's protected status, including race, color, national origin, ancestry, gender, sexual orientation, age, religious creed, physical and mental disability, medical condition, marital status, citizenship status, or other status protected by law.

Verbal harassment includes conduct such as epithets, insults, and derogatory comments. Physical harassment includes conduct such as assault, impeding or blocking movement, or any physical interference with normal work or movement. Visual forms of harassment include derogatory posters, cartoons, or drawings. Conduct related to sexual favors includes unwanted sexual advances that condition an employment or other University benefit upon an exchange of sexual favors.

Sexual Harassment Warrants Special Attention

Whether committed by faculty, students, supervisors, or nonsupervisory staff, sexual harassment in the workplace and in the educational environment is prohibited. This includes, but is not limited to, unwelcome acts or statements including sexual advances, touching, propositions, continual verbal commentaries about an individual's body, sexually degrading words used to describe an individual, and/or the display in the workplace or educational environment of sexual objects or pictures; or other physical, verbal, or visual conduct based on gender when (1) the conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, offensive, or abusive environment; (2) submission to the conduct is an explicit or

implicit term or condition of employment; and/or (3) submission to or rejection of the conduct is used as the basis for an employment or academic decision.

University officials are empowered and required to address harassing behavior promptly and thoroughly. An individual with a complaint may always directly contact the department head or supervisor; if the problem concerns the department head or supervisor, the individual may contact a next-level supervisor. In addition, the individual may always contact the University's director of diversity.

An individual's filing or pursuing a complaint or otherwise reporting or complaining of unlawful harassment or discrimination will not be the basis for any adverse University decisions concerning the individual's student, faculty, or staff position or status. Retaliation is forbidden.

Nondiscrimination

Decisions regarding conditions of employment including recruitment, hiring, placement, transfer, promotion and termination, and recruitment, retention, and participation in programs by students will not be based on race, color, national origin, ancestry, gender, sexual orientation, age, religious creed, physical and mental disability, medical condition, marital status, citizenship status, or other status protected by law. The University will offer reasonable accommodation to qualified individuals with disabilities to the extent provided by law.

Except to the extent permitted by law, these factors also will not affect the manner in which the University administers personnel policies, programs, and activities such as compensation, promotions, terminations, benefits, training, and recreational programs; nor will they affect the manner in which the University administers student related policies, programs, and activities such as admissions and extracurricular and recreational programs or activities.

COMPLAINT AND RESOLUTION PROCEDURES

General

Any faculty, staff, students, or others who believe they have been subjected to unlawful harassment or discrimination in the course of a University-administered program, job, or activity should provide as soon as possible a written or oral complaint to their department head or supervisor, other higher-level University officer, or the Affirmative Action Office.

The person making a complaint (the complainant) should ordinarily include details of the incident(s), name of the person alleged to have engaged in the conduct (the respondent), and the names of any witnesses.

In addition, apart from complaints of unlawful harassment or discrimination, an individual may request general assistance regarding a problem that is not necessarily a complaint of unlawful harassment or discrimination.

University supervisors and managers, including academic personnel with managerial authority on behalf of the University, have a duty to report any conduct that they believe may constitute unlawful harassment or discrimination to the director of diversity and, at their option, to their next-level supervisor.

Informal Resolution

An informal resolution of the complaint may always be pursued as a first step without regard to whether the complaint is determined by the University to be one of unlawful harassment discrimination. The director of diversity will be available to meet with the parties separately and seek to find a resolution that is mutually acceptable to both parties.

The resolution may be one or more of the following, or other appropriate prompt and effective corrective action: the respondent's reading or listening to a statement made by the complainant; apologizing to the complainant; ending a practice that is harassing or otherwise unacceptable to the complainant; participating in educational programs aimed at correcting behaviors that are harassing to the complainant, etc. The director of diversity will document and maintain records of the agreement and resolution of the issue(s) in

the Affirmative Action Office. Every effort should be made to resolve complaints informally, promptly, and within 30 days of receipt of the complaint.

If a mutually acceptable informal resolution is not reached within 30 days, or otherwise in a manner necessary to promptly and effectively correct unlawful harassment or discrimination, the director of diversity may recommend that the informal resolution stage of the procedure conclude.

Formal Resolution

If the informal resolution stage ends without a satisfactory conclusion, the director of diversity or his/her designee may conduct a formal investigation or take other action necessary to effect prompt and effective corrective action. In appropriate circumstances, the president or other appropriate University officer may designate an alternative investigator acting on behalf of the University.

The University investigation of the complaint will be timely and thorough. When the investigation is completed, the director of diversity or his/her designee will make a timely report of the matter, with evidentiary findings, to the appropriate University officer, who will determine the appropriate resolution, including prompt and effective corrective action, if any. In the case of a respondent student, the appropriate University officer is the assistant dean of students. In the case of a respondent staff member, the appropriate University officer is the assistant vice president for human resources. In the case of a respondent faculty member, the appropriate University officer is the provost.

The individuals involved will be informed of the action taken by the University at the conclusion of the formal stage to the extent appropriate considering the privacy of the individuals involved.

Appeal Procedure

In the event of dissatisfaction with the result of the formal procedure, a staff member, student, or faculty member who is a complainant or respondent may appeal the decision. In the event he or she believes

the result of the formal resolution was unfair or inappropriate under University policy, a written appeal must be submitted to the cognizant officer within 14 working days after being informed of the decision. The vice provost for student affairs is the cognizant officer for student appeals, the vice president for administration and finance for staff appeals, and the provost for faculty appeals. If the vice provost or vice president for administration and finance is the respondent, the appeal is to the president. If the president is the respondent, the officer is the chair of the Board of Trustees.

If the respondent is a faculty member, the matter will be referred to the Faculty Affairs Board. The Faculty Affairs Board will follow the procedures in the Faculty Handbook, except that if the complainant is a staff member, two of the five members of the hearing committee must be staff members.

If the respondent is a staff member, the matter may be referred to neutral arbitration. The staff member and the University will choose any arbitrator by mutual agreement. The arbitrator shall be a qualified professional labor/employment arbitrator. If the parties are unable to agree on the identity of the arbitrator, the staff member shall request a panel of names from JAMS/Endispute of Santa Clara County. The arbitrator shall be chosen from the panel of names by alternate striking of names, beginning with the staff member, until one is left, who shall serve as arbitrator. The University shall be responsible for the professional fees of the arbitrator, unless the staff member objects, in which case the University and the staff member shall each be responsible for 50 percent of the professional fees of the arbitrator. The arbitrator will be authorized to award appropriate remedy under law as to the specific issues submitted; however, the arbitrator shall have no power to add to, subtract from, change, alter, or ignore the provisions of the Staff Policy Manual or any other University policy. The arbitrator's decision will not be binding unless the staff member and the University mutually choose to execute a written stipulation designating that the arbitrator's decision is final and binding.

If the respondent is a student, the matter may be referred to the University Board of Appeals. The University Board of Appeals will

follow the guidelines for appellate hearings in the Undergraduate Student Handbook.

Confidentiality

All aspects of these procedures are confidential. University personnel may not confirm, deny, or acknowledge to any third parties that any complaint has been filed by a complainant except where required or permitted by law, or otherwise authorized by the University.

Nonretaliation

Any form of retaliation against an individual by any member of the University community is prohibited.

If at any point the University determines that the alleged conduct of the respondent is likely to recur and to cause others severe harm, the University may take reasonable steps to prevent such result prior to the conclusion of the procedures set forth above.

RESPONSIBILITY

To achieve the goals of the University policies, each member of the University community must understand and accept responsibility both for fulfilling the ideals of the Statement of Purpose and for honoring the guiding principles. Vice presidents within their areas, together with deans, program chairs, directors, managers, and supervisors, are responsible for promoting progress on the ideal of building a diverse, nondiscriminatory community and initiating creative actions to increase diversity. Academic deans (for faculty), the dean of student life (for students), and the assistant vice president for human resources (for staff) are responsible for monitoring implementation of this policy; the director of diversity is responsible for inquiries regarding federal and state laws, as well as for filing reports required by federal and state law.

RESOURCES

Within the University

The Office of Diversity and Inclusion is located in the Walsh

administration Building (408-554-4533).

The EEO & Title IX Coordinator can be reached at 408-551-3043.

Outside the University

Members of the University may file a discrimination or sexual harassment complaint within the time required by law with the federal Equal Employment Opportunity Commission, the federal Office of Civil Rights, or the California Department of Fair Employment and Housing.

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.

SEXUAL ASSAULT AND MISCONDUCT REPORTING PROTOCOL

Purpose Statement

Santa Clara University seeks to provide a consistent, caring, and timely response when sexual assaults occur within the University community. The University prohibits any nonconsensual physical contact of a sexual nature, including sexual assault and sexual misconduct. Sexual assault or misconduct can occur between people of different genders or of the same gender. (For definitions of sexual assault and sexual misconduct, see the "Definitions" section in this chapter.)

The following procedures were created to:

- Facilitate the recovery of a sexual assault victim/complainant by providing prompt and compassionate support services
- Create a campus environment that both expedites and encourages the prompt reporting of sexual assaults or misconduct against students
- Facilitate the apprehension of assailants when such assaults are committed and/or process cases through the campus judicial system
- Establish and cultivate a climate of community involvement in sexual assault or misconduct prevention
- Increase the safety of the campus community
- Ensure accurate reporting of crime statistics

Students are encouraged to report all instances of sexual assault or misconduct. Victims/complainants who have engaged in alcohol or

other drug use at the time of the assault will not be subject to disciplinary action for such use. Every effort will be made to ensure that students are informed of rights and resources, including options for reporting through the University or the appropriate police department.

Campus Sexual Assault Victims' Bill of Rights

In compliance with the Campus Sexual Assault Victims' Bill of Rights, sexual assault and misconduct victims/complainants have the right to be informed:

1. About notifying appropriate law enforcement authorities with the assistance of University personnel if requested
2. About existing on- and off-campus counseling, mental health, or other services
3. That the University will change academic and living situations after an alleged report if those changes are requested by the victim/complainant and are reasonably available
4. That the victim/complainant and the accused are entitled to the same opportunities to have others present during a University disciplinary proceeding
5. About the outcome of the University disciplinary proceeding

The rights specified in items 1 through 3 are applicable to any victim/complainant regardless of whether the accused is a student at Santa Clara University.

Sexual Assault Reporting Protocol for Student Victims

If you are the victim of an assault, your personal safety is most important. You are encouraged to go to a safe place if you are somewhere you do not feel comfortable. If you are comfortable, share what has occurred with someone you trust. Sharing as much specific information as you can remember with this individual may help in the event that you decide you want to report the assault to University officials and/or the police.

Preserve Evidence

Do what you can to preserve any evidence, even if you are not certain you want to file a report with the police department or the University. Preserving evidence now will give you the options should you decide to report later. It is best for any physical evidence to be collected within the first 24 hours.

If you can avoid it, do not wash your face or hands, bathe, brush your teeth, drink or eat, douche, or change clothes. If you must change your clothes, place each garment in a separate paper (not plastic) bag.

On- and Off-Campus Counseling Services

You are encouraged to seek out the support of family, friends, and/or a counselor.

We encourage you to make an appointment at Counseling and Psychological Services (CAPS), located in Cowell Health Center, 408-554-4172. If you do not want to wait, you can request to see the on-call counselor for the day. Except in cases when students are under the age of 18, CAPS is not required to report incidents of sexual assault or misconduct.

The YWCA Rape Crisis Hotline is available as a resource and support for you. The confidential hotline is open 24 hours a day/7 days a week and can be reached at 408-287-3000. You do not need to be in crisis in order to contact a counselor from the hotline. Counselors on the hotline are trained to help rape victims and offer support and information about legal, medical, and mental health resources. The hotline is also available to anyone providing support to a victim of sexual violence.

Physical Health

If you are the victim of an assault, you should be examined by a doctor as soon as possible for injuries you may not be able to see. You might also want to preserve evidence this way. Under certain circumstances, medical health care providers are required to report crimes such as sexual assault to the police.

If you are interested in an evidence exam, go to Santa Clara Valley Medical Center located at 751 S. Bascom Avenue in San Jose, CA.

This is the forensic medical facility in the area. They are a specially trained nursing facility. If you want to have an evidence exam conducted, go to the emergency room and tell them you have been sexually assaulted. If you would like, Campus Safety Services can arrange at no cost for transportation to Santa Clara Valley Medical Center. Campus Safety Services can be contacted at 408-554-4441.

You can have a medical-only (non-evidence) exam to treat cuts, infections, and internal injuries. It is important to know that you will lose the opportunity to collect evidence at this time. Before making this decision, consider talking to a rape crisis counselor through the YWCA Rape Crisis Hotline at 408-287-3000.

Cowell Health Center provides pregnancy, STD testing, or baseline HIV testing. Cowell Health Center does not prescribe emergency contraception and does not collect evidence.

Campus Advocate and Academic and Living Accommodations

The Office of Student Life, located in Benson Center, Room 205, or at 408-554-4583, can assist you by informing you of (1) your rights, (2) on- and off-campus resources, (3) reporting options, and (4) your options through the University Judicial System. The on-campus resources include the Campus Advocate program. A campus advocate is a trained staff or faculty member who is available to support you through the University reporting process. You can also choose to request assistance with academic and living accommodations. The person you meet with will also inform you about the law enforcement reporting process and your options regarding filing a criminal complaint. More detailed information about University and local resources are available through the Office of Student Life.

Reporting Options

If you decide to report, you will be asked to give a detailed account of what has occurred. This can be a difficult process and you are encouraged to bring a friend or advocate for support. YWCA advocates can support you with off-campus proceedings and Campus Advocates can assist you with on-campus proceedings.

Filing a Police Report

If you are interested in filing a police report, call 911 for immediate response, or call the police department in the city where the assault occurred. If the assault occurred in the city of Santa Clara, contact the Santa Clara Police Department, located at 601 El Camino Real or at 408-615-4700. An officer can meet you at your residence or somewhere else on campus such as at the Campus Safety Services office. Part of the investigation and with your permission, may include a medical exam at Santa Clara Valley Medical Center (see the previous "Physical Health" section for more details). You have a legal right to have a YWCA advocate present during your interviews and interactions with the police department. The YWCA is the recognized advocate provider for Santa Clara County.

Filing a report with the police does not necessarily mean prosecution will occur. If you do not want to call the police, you can call a friend to take you to a hospital or go to Cowell Health Center for referral.

Filing a University Report

You can begin the process for filing a report through any of the following departments:

- Campus Safety Services: Call Campus Safety Services at 408-554-4444 to file a report involving another student, even if the assault occurred off campus. Campus Safety can also connect you to the appropriate police department to file a report.
- Office of Student Life: Call the Office of Student Life at 408-554-4583 (located in Benson Center, Room 205) to schedule an appointment or report to the office to request a same-day appointment. You may simply state that you want to meet with a Student Life staff member to discuss a "student welfare matter." The Office of Student Life will introduce you to a Campus Advocate, if you agree to meet with one, who can support you through the campus reporting process, explain the resources available to you, including the University Judicial System, and if applicable, arrange for you to file a report with Campus Safety Services.
- Office of Affirmative Action: In addition to contacting the Office

of Student Life or Campus Safety Services, if the assailant is a staff or faculty member, you can also report the incident to the Office of Affirmative Action at 408-554- 4178 (located in Loyola Hall). Faculty/staff should report any assault committed by another member of the University community to the Office of Affirmative Action, not the Office of Student Life.

Understanding Who at the University is Mandated to Report Instances of Sexual Assault or Misconduct

The University seeks to provide accurate and timely information to the campus community related to public safety. Faculty and staff are encouraged to consult with the Office of Student Life about accessing campus resources to support student victims.

Note: In cooperation with the Santa Clara Police Department to provide for the safety and welfare of the community, the University notifies the Santa Clara Police Department of reports of sexual assault or misconduct. The Office of Student Life and/or Campus Safety Services will assist you with this process or will provide the report on your behalf. You may choose to either participate or not participate in a criminal investigation. If you choose not to participate, it is highly unlikely the police will file criminal charges.

Mandated Reporters

Faculty and staff who have significant responsibility for student and campus activities are required to inform Campus Safety Services of allegations of sexual assault or misconduct reported by students. When this happens, Campus Safety Services will notify the Office of Student Life. If preferred, faculty and staff can contact the Office of Student Life to assist with the process of notifying Campus Safety Services. University personnel who are mandated reporters include, though not limited to, Office of Student Life, Residence Life [including community facilitators (CFs) and assistant resident directors (ARDs)], residence ministers, Housing, Athletics and Recreation, Center for Student Leadership, Drahmann Center, Disability Resources, Career Center, Campus Ministry, and Campus Safety Services.

Licensed medical professionals, such as those in Cowell Health Center, are required by law to notify law enforcement if they have reason to believe or know that a patient has been sexually assaulted.

Supervisors of student employees are required to report to the Office of Affirmative Action allegations of sexual assault or misconduct that happened in the context of employment.

Not Mandated to Report

Unless there is a statutory duty to do so, University personnel who are not mandated reporters include pastoral (clergy) and professional counselors when acting in those roles, faculty who do not advise student groups, and clerical or support staff.

Anonymous Reporting for Statistical Purposes

Staff, faculty, and students who are not mandated reporters are encouraged to report instances of sexual assault or misconduct to the Office of Student Life. These reports can be made without identifying the victim. In such instances, the report of the incident will be included in the University's Annual Disclosure of Crime Statistics.

Office of Student Life staff will provide to the reporting person resources and information about how to file a campus judicial report and police report should the victim decide to do so.

University Response to Sexual Assault and Sexual Misconduct

As authorized by the Board of Trustees and the University president, the vice provost for student life or designee will adjudicate a charge of sexual misconduct or assault under the Student Conduct Code, Section 7: Nonconsensual physical contact of a sexual nature such as sexual misconduct, sexual assault, and rape. The University's definitions of sexual assault and sexual misconduct are explained in this section and are the standards by which the University holds its students accountable. The University reserves the right to review all student conduct that occurs on- and off-campus when such behavior is inconsistent with the Student Conduct Code.

Violations of the Student Conduct Code do not necessarily constitute

violations of the law. A report of sexual assault or misconduct filed with the University is evaluated according to University standards through a University process and is separate from a criminal investigation. Any sanction within the full range of disciplinary action, including expulsion, may be imposed upon a student who is found responsible for committing sexual assault or misconduct.

Disciplinary sanctions for findings of sexual misconduct or assault will be imposed regardless of whether the nonconsensual sexual activity was preceded or followed by consensual sexual activity.

The use of alcohol or other drugs can blur the distinction between consensual and nonconsensual sexual activity. If the accused person knew or reasonably should have known that the victim was incapable of providing consent due to the use alcohol or another drug, the accused person is in violation. The accused person's use of alcohol or other drugs does not diminish his or her responsibility for committing the sexual misbehavior.

DEFINITIONS

Act referenced in the terms below, includes but is not limited to sexual intercourse, sodomy or sexual penetration with an inanimate object, the touching of a person's intimate parts (defined as genitalia, groin, breast or buttocks, or clothing covering them), or compelling a person to touch his or her own, or another person's intimate parts without consent.

Coercion means compelling another person to do something through emotional or physical pressure, threats, or other forms of intimidation. Real or perceived power differentials between individuals also may create an atmosphere of coercion that can significantly impair the ability to consent.

Consent means mutually understandable words or actions that demonstrate a voluntary agreement to engage in mutually agreed-upon sexual activity. Consent must be informed, active, and freely given. Consent is invalidated when it is forced, coerced, or nullified by a person's incapacitation, including being under the influence of alcohol or other drug. Non-action as a response does not constitute active or affirmative consent.

In reviewing a report of sexual misconduct or assault, consent is a critical factor in determining whether there is a violation of Section 7 of the Student Conduct Code. It is the responsibility of individuals to engage only in mutually agreed upon sexual activity and it is the responsibility of the person initiating sexual activity to obtain consent.

Sexual assault occurs when the act is intentional and is committed by (a) physical force, violence, threat, or intimidation; (b) ignoring the objections of another person; (c) causing another's intoxication or impairment through the use of drugs or alcohol; or (d) taking advantage of another person's incapacitation, state of intimidation, helplessness, or other inability to consent.

Sexual misconduct occurs when the act is committed without intent to harm another and where, by failing to correctly assess the circumstances, a person believes unreasonably that consent was given without having met his/her responsibility to obtain consent. Situations involving physical force, violence, threat, or intimidation fall under the definition of sexual assault, not sexual misconduct, and will be treated as such. Sexual misconduct or assault can occur between people of different genders or of the same gender. In some cases, consensual sexual activity occurs before an assault or after an assault.

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 www.scu.edu/technology/policies-standards-procedures/network-and-communications-policies-andguidelines/ or from Information Technology.

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.

HEALTH WITHDRAWAL CATEGORIES

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 Drahmann 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.

NONDISCRIMINATION POLICY

Santa Clara University prohibits discrimination and harassment on the basis of ace, color, religious creed, sex, gender, sexual orientation, religion, marital status, registered domestic partner status, veteran status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, or any other consideration made unlawful by federal, state, or local laws in the administration of its educational policies, admissions policies, scholarships and loan programs, athletics, or employment-related policies, programs, and activities or other University-administered policies, programs and activities.

Additionally, it is the University's policy that there shall be no discrimination or retaliation against employees or students who raise issues of discrimination or potential discrimination of who participate in the investigation of such issues. The University will provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability under the law.

Inquiries regarding equal opportunity policies, the filing of grievances, or requests for a copy of the grievance procedures covering discrimination and harassment complaints should be directed to the Office of EEO and 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

ABET Inc.
American Association of Museums
American Bar Association
American Chemical Society
Association of American Law Schools
Association of Theological Schools
Association to Advance Collegiate Schools of Business–Accounting
Association to Advance Collegiate Schools of Business–International
California Board of Behavioral Sciences Accredited Marriage and Family Therapists
California Commission on Teacher Credentialing
State Bar of California
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
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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