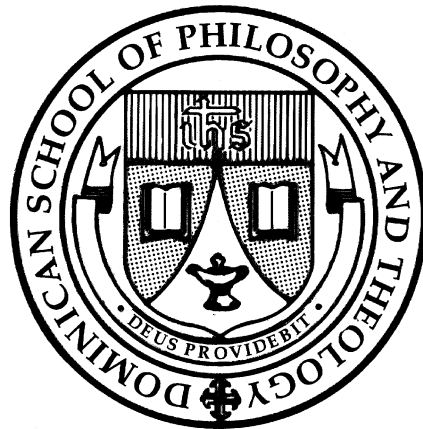


DOMINICAN SCHOOL
OF PHILOSOPHY & THEOLOGY
(A Division of St. Albert College)

STUDENT HANDBOOK



2021-2022

2301 Vine Street, Berkeley, CA 94708

510-849-2030

www.dspt.edu

INTRODUCTION

This *Handbook* has been written to satisfy the requirements of accreditation agencies and the U.S. Government that school policies be clearly stated and easily accessible.

Students are expected to read this *Handbook* and be familiar with its content.

If you have any questions about this *Handbook*, or ways in which the presentation of the information can be improved, please contact the Academic Dean.

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SECTION I: HISTORY AND ORGANIZATIONAL STRUCTURE

MISSION STATEMENT

The Dominican School of Philosophy & Theology, a member of the Graduate Theological Union, is a community of scholars committed to the pursuit of truth as revealed in the Gospel and discovered by human reason. Inspired by the Dominican practice of disciplined inquiry and learned preaching, the School draws its students into the rich tradition of classical philosophy and Catholic theology, especially as exemplified by St. Thomas Aquinas, and from this tradition engages contemporary scholarship and culture in mutual enrichment.

Both as a Center of Studies of the Order of Preachers and an apostolate of the Western Dominican Province, the mission of the School is to prepare religious, clerics, and laity for academic and apostolic vocations.

INSTITUTIONAL GOALS

Pedagogical Goal: Deep Learning.

Motivated by a thirst for truth, the disciplined inquirer is a life-long learner who recognizes fundamental principles in a given field of inquiry and applies them in creative or innovative ways to broader contemporary issues which are of importance to Church, the academy, and/or society. Disciplined inquiry includes the following characteristics:

1. **Integrative Thinking:** the ability to recognize, understand, retain, integrate, and apply the fundamental principles operative in a field of inquiry, and use them to make synthetic judgments.
2. **Intellectual Humility:** an orientation of mind and heart that fosters intellectual collaboration, precludes both rigidity and passivity of mind, and recognizes that contrary opinions are not a threat, but provide the opportunity to test and deepen one's own grasp of the truth.
3. **Self-Direction:** the disposition to take primary responsibility for one's own education, manifested in a keen intellectual interest in the topic of studies, and the ability to teach oneself through a habit of skilled and responsible research and resilient exploration.

Vocational Goal: Collaborative Leadership.

A collaborative leader inspires within others the desire to realize the common good by articulating to academy or society a coherent vision rooted in the mission of the Church, all the while leading by example.

1. **Ability to Collaborate,** expressed in good listening and communication skills which foster decisions stemming from and leading to an open, transparent, and mutually enriching dialog with others in order that the gifts of all can be appropriately acknowledged and utilized.

HISTORY

In 1851, Francis S. Vilarrasa, O.P., traveled with six novices from Spain to Monterey, California and there established a small community to prepare these young men for the priesthood. Three years later, he moved the formation community to Benicia where it remained until 1931, when Martin Gillet, O.P., Master of the Order, requested that the friars of the Province of the Most Holy Name of Jesus, called the Western Dominican Province in the United States, follow the Dominican practice of locating a center of studies near a major university. One year later, the Province purchased a five-acre plot located approximately two miles south of the University of California, Berkeley campus and opened the College of St. Albert the Great. As noted in documentation from that era, the College would provide training not only for friars of the Province but also for lay students – in the area of philosophical study – so that “they may be intellectually fitted to cope with the problems of the modern age.”

In 1964, St. Albert College became the first Roman Catholic institution to join the Graduate Theological Union (GTU). In 1976, the administrative offices and classrooms were completely moved from the original 5-acre estate to the GTU campus. Two years later, the name of the School was changed to the Dominican School of Philosophy and Theology (DSPT). In 2006, DSPT relocated a short distance to its current campus at Arch and Vine Streets.

In 2007, DSPT celebrated seventy-five years of study in the service of truth. Making steady progress towards the fulfillment of the original vision for St. Albert College, DSPT brings together a community of religious, clerics, and laity who strive to build a solid foundation that integrates the Church’s philosophical and theological traditions with the needs of our times. Together we engage the contemporary culture in topics such as art and religion, bioethics, inter-religious dialogue, philosophy/theology and science/technology, and many others. More recently, responding to the call of the 2019 General Chapter of Dominican friars and with the endorsement of the Master of the Order of Friars Preachers and the support of the Western Dominican Province, the DSPT has launched PHILOI International, which will offer philosophical and theological formation to student friars from around the world. In 2021, DSPT has also developed a new, mostly remote degree program, the Master of Arts in Theology for Ecclesial Mission (MATHem), offering a comprehensive theological formation to the laity for the work of co-responsibility alongside the clergy in the Church’s mission, particularly in the areas of discipleship and evangelization, faith formation, catechesis and catechetical direction, sacramental preparation, and lay leadership in the Church.

GOVERNANCE & STRUCTURE OF DSPT

Western Dominican Province Administration of DSPT

The organization of academic programs at DSPT is best understood in relationship to the organization of a center of studies of the Order of Preachers. As a center of institutional studies of the Order, DSPT must organize a significant part of its curriculum according to the educational goals of the Dominican friars. At the same time, as a public institution of higher

learning, DSPT also has programs which relate to but do not depend upon the formation program. Since the 1960s, the task has been to determine the best and most productive means for bringing together these two realities.

In its most general description, the plan of studies in the Dominican Order has four components, or pillars: a) prayer, b) community life, c) study, and d) ministry. In the Western Dominican Province (WDP), St. Albert College is responsible for ensuring that our student brothers receive proper training in all these areas. Until the shift to GTU, this work was accomplished at one physical location: the original private estate located at Birch Court in the Rockridge district of Oakland. Since the move to GTU in 1976, the formation work has been subdivided between the two entities which now comprise St. Albert College Corporation, namely DSPT (the Vine Street property) and St. Albert Priory (the Birch Court property). Today, DSPT is formally described as a Center of Studies of the Dominican Order. As such, it is responsible for the academic and ministerial components of the initial formation of friars of the Province and Order, while St. Albert Priory, in conjunction with DSPT, is formally responsible for their formation in prayer and community life. The distinction is not meant to imply a “clean separation” or division of labor, but a complementary endeavor in which there is collaboration and integration among these aspects of formation. Certain course sessions are held at the Priory, while many communal and liturgical events occur at DSPT.

Because study is so central to the daily life of Dominican friars, laws which regulate study are intricately bound to the overall governance. The Order is divided into regional territories known as Provinces. Each Province elects its own leaders through a democratic process. The highest level of governance in a Province is the Provincial Chapter – which convenes every four years – along with the Prior Provincial. When the Chapter is not in session, the Prior Provincial governs with full authority on its behalf. To assist him in his general duties, there exists a Council of the Province. As concerns the intellectual life of a Province, the Prior Provincial is charged with oversight of studies within his Province, assisted by the Province’s Regent of Studies and Commission for the Intellectual Life. In WDP, these three entities are brought into the governance of DSPT as follows:

Corporate Members. The first and highest level of governance is the Corporate Members, those friars elected to the Council of the Western Dominican Province (*Statutes*, II).

Chancellor. The chancellor of DSPT is the Prior Provincial of WDP, who is *ex officio* chair of the Corporate Members (*Statutes*, IV; II.1.1). He exercises authority over the School according to the general and particular laws of the Order, as well as of the *Statutes & Bylaws* of DSPT (*Statutes*, IV.1-2).

Intellectual Life Commission. In WDP, the members of this commission are the Regent of Studies (*ex officio* & chair); the President of DSPT (if he is a member of WDP); the Academic Dean of DSPT (if he is a member of WDP); plus other representatives of the Province (*WDP Acts & Statute*, 2019, Statute s26). Under the authority of the Provincial, the Intellectual Life Commission offers advice and guidance on matters pertaining to the intellectual life of the friars. It also has a role in proposing and implementing the regulations concerning the academic formation of the student friars. These regulations are gathered together in two collections

known as the *Ratio Studiorum Generalis* of the Order, and the *Ratio Studiorum Particularis* of the Province.¹

In developing the *RSP* for WDP, the Intellectual Life Commission must follow the general precepts described in the *RSG* of the Order. As a result of this process, the academic programs of DSPT are driven in large measure by the *RSP* of the Province. Philosophy *RSP* requirements are incorporated into the MA (Philosophy), Exam option. While WDP friars are not required to enroll in the MA (Philosophy) program, they must complete all of the courses which comprise that program. WDP friars must also complete all the courses which comprise the Master of Divinity degree, as well as an additional year of coursework known as the complementary curriculum. Furthermore, in order to accommodate the needs of clerical candidates from other religious institutions and dioceses, the School has aligned its own formation program more closely with the guidelines of the U.S. Bishops' *Program of Priestly Formation (PPF)*.

Because of its role as an apostolate of the Province, DSPT also offers degree programs designed to address the needs of the laity and the local Church. Presently, these are the Master of Arts (Philosophy), the Master of Arts (Theology), the Master of Arts in Theology for Ecclesial Mission, the Certificate of Philosophical Studies, and the Certificate of Theological Studies. Through its membership in GTU, DSPT also offers the Common MA degree. All of these programs utilize coursework from the *RSP*. Faculty also provide a significant number of graduate level courses as electives for these programs. They are also involved in teaching and advising of students enrolled in the doctoral program of GTU. WDP friars may, of course, enroll in any of these degree programs; or they may take any of the elective courses offered by the DSPT and/or GTU, insofar as they are compatible with their overall plan of studies.

To ensure both the quality of the curriculum and its usefulness to the WDP student friars, there exist two other offices within the Province.

Vice-Chancellor. The Regent of Studies of WDP is also the Vice-Chancellor of DSPT (*Statutes*, IV.2). The Regent is always a Dominican friar, whose appointment comes from having been nominated by a Provincial Chapter with subsequent confirmation by the Master of the Order. The office of Regent of Studies is among the most important governance positions within the Dominican Order. While the Prior Provincial of a Province is the person in charge of studies in his Province, the Regent of Studies is charged with ensuring the fulfillment of all academic regulations. Though he no longer maintains the nearly autonomous control over the academic programs as previously (until the 1960s), the Regent of Studies has serious obligations

¹ Dominican documents, including those dealing with the formation of religious and clerical candidates cited in this Handbook, with promulgation date, as available, and abbreviated title, include *Ordo Praedicatorum* (Order of Preachers), *Ratio Studiorum Generalis* (*RSG*, 7 March 2017), and *idem*, *Ratio Formationis Generalis* (*RFG*, 2016); The Dominican Friars of the Province of the Most Holy Name of Jesus, *Ratio Studiorum Particularis* (*RSP*, 24 Nov 2019), *idem*, *Ratio Formationis Particularis* (*RFP*, 2019), *idem*, *Acts of the Twenty-Sixth Provincial Chapter and Statute of the Province* (*WDP Acts & Statute*, 2019). Also cited herein are The Congregation for the Clergy, *The Gift of the Priestly Vocation: Ratio Fundamental Institutionis Sacerdotalis* (Vatican City: L'Osservatore Romano, 8 Dec 2016), abbreviated *RFIS*, and The United States Conference of Catholic Bishops, *Program of Priestly Formation*, 5th ed. (Washington, DC: USCCB, 2006), abbreviated *PPF*.

concerning the intellectual life of the friars. On a practical level, the WDP Regent of Studies ensures 1) the academic quality of the program of studies envisioned by the RSG and RSP; 2) that all program requirements are made available to the student friars at DSPT; and finally, c) that all the student friars of WDP successfully complete those requirements. As the Regent of Studies, he is assisted by the Intellectual Life Commission of WDP (RSG, n. 45-46).

To assist him in the fulfillment of these duties, the Order and Province mandate that the Regent be *ex officio* a member of the Corporate Members and of the Professional Review Committee of the Faculty of DSPT (*Statutes*, IV.2; RSP, n. 16).

Council of Professors. Finally, each Center of Studies of the Order is also required to have a Council of Professors. Working under the President of DSPT, the Council of Professors includes all those WDP friars who are administrators or members of the Regular Faculty of the School. The primary responsibility of Council is to approve the particular plan of studies (RSP). It may also be convened as necessary to promote all that pertains to study as a central element in the integral formation of the brothers, to discuss the progress of the student brothers, and especially to make suggestions regarding complementary studies for the brothers (RSG, n. 33, 59-60; and RSP, n. 17-19).

Other Administrators of the School

Regular Faculty. While their overall content are determined and monitored by those agents noted above, all academic programs of DSPT are the direct responsibility of the Regular Faculty and Administration of the School, under the authority of the Chancellor and Board of Trustees (*Bylaws*, I). Regular Faculty are also directly responsible for the academic relationship of DSPT to GTU and UC Berkeley.

Board of Trustees. Established as a body which assists the Corporate Members, the Board of Trustees (BoT) is responsible for overseeing the regular operations of the School in accord with those policies established by the Corporate Members. In addition to the Regent of Studies, who serves as the liaison between the two boards, two other friars from the Corporate Members serve on the Board. All other members are appointed according to the laws of the School (*Statutes*, III).

President. As the chief executive officer of DSPT, the President has the overall responsibility for the leadership, institutional direction, administration, and academic life of the School. He also serves *ex officio* as Chair of the Executive Committee of the Faculty (*Bylaws*, II.2). Either the President or the Academic Dean must be affiliated with WDP (*Statutes*, V).

Chief of Staff. On behalf of the President, the Chief of Staff oversees the operations of the School including the supervision of all of the staff. In collaboration with the School leadership, the Chief of Staff organizes and executes the strategic plan of the School.

Academic Dean. As the chief academic officer of the School, the Academic Dean works under the supervision of the President and the Chief of Staff to coordinate and supervise the academic programs and policies of the School (*Statutes*, VI).

COMMUNITY

The DSPT community brings together not only students and faculty, but also the staff that supports their work, the College of Fellows that contributes to the engagement of the School with contemporary issues, the Boards of Trustees and Members who offer overarching leadership, and the larger circles of the Graduate Theological Union and the University of California, Berkeley.

Students. Since its inception, the Dominican Order has utilized a pedagogical model which envisions the classroom as more than a place. Key to Dominican pedagogy is the interchange between student and teacher, through which the student acquires not only important information, but also the critical thinking skills necessary for its proper analysis. The paradigm for this pedagogical interchange is found in the relationship between two thirteenth century Dominican friars, St. Albert the Great and St. Thomas Aquinas.

In his early days in the Order, Thomas Aquinas was considered to have insufficient intellectual skills for the work of the Order, so much so that he was nicknamed the “dumb ox” by the friars. By engaging him on a deeper level, his teacher, Albert, saw a different Thomas, someone who was in fact “too smart” for the program being offered and too humble to publicly outwit his mentors. Albert saw the great potential in this friar and, taking him under his tutelage, predicted that Thomas would bring forth a teaching which would echo throughout the world. At the heart of the mission of DSPT, students receive this same kind of care and attention so that their natural gifts and talents are brought to bear upon the philosophical and theological inquiry at hand.

The small student/teacher ratio provides a stimulating atmosphere for developing those core skills particular to the DSPT experience. The comfortable galleria and garden of the School are ideal places for sharing ideas outside of formal classroom settings.

Upon graduation, our students enter into a variety of fields, including advanced academic teaching and research, and ministry within the Church. Those with a vocation in other areas bring with them valuable principles of faith and reason to illuminate both home and work environments. Many continue to be part of our community of scholars through membership in our alumni program.

Faculty. To help fulfill its mission, DSPT brings together a diverse group of professionals committed to teaching, scholarship, and service. Following the Dominican call to bring the Gospel message to contemporary society, faculty bring the wisdom of classical philosophy and theology to study a variety of contemporary concerns. Their research and teaching interests cover a wide range of topics, from classical and contemporary philosophy to biomedical ethics, Christology, Islamic studies, religion and the arts, Scripture, and spirituality. Following the Dominican pedagogical emphasis on a strong teacher-student relationship, faculty align their research expertise with the genuine interests and needs of their students.

Staff. As a vital support to the teaching and research experience, DSPT staff work closely with faculty and students to ensure that the necessary resources are available for study, research, and

active dialogue with the Church and local community. Weekly liturgy, as well as opportunities for spiritual direction from competent faculty, provide the spiritual support necessary for good scholarly work.

Membership in the [Graduate Theological Union \(GTU\)](#). The community of scholars at DSPT is also enriched through its membership in the GTU, a consortium of nine Christian seminaries and various affiliates from other religious traditions. The combined resources of the GTU bring together a faculty of over 150 scholars who offer more than 750 classes in theology and related fields each year. The variety of these traditions, in proximity and cooperation with the University of California, Berkeley, provides a perfect climate for social and intellectual interchange on all levels. As a result, DSPT participates in a rich and diverse community capable of engaging those conversations essential to the wellbeing and advancement of the Church and society.

AFFILIATE INSTITUTES

DSPT also provides opportunities for those not immediately involved in specific degree programs by affiliating with other centers. Each of these opportunities provides important example of collaboration between DSPT and lay experts in the mission of the Church.

DSPT College of Fellows

Through the [College of Fellows](#), lay Catholics of eminence in their fields are incorporated into the DSPT community to offer analysis of contemporary issues, and to present colloquia which supplement the curriculum. By reflecting upon the Catholic faith in the light of their secular vocations, Fellows contribute to an understanding of the secular mission of the Church, and are offered a forum in which to influence that mission through the education of leaders in the Church and the academy.

Institute of Salesian Spirituality

Located at Don Bosco Hall, 1831 Arch Street, Berkeley, the Institute of Salesian Spirituality (ISS) is an unincorporated program offering study and formative experiences in the tradition of the Salesian Family of St. John Bosco for members of the Salesian family, as well as for others whose background and interests align with the Salesian expertise in Christian education and youth ministry. ISS participants who have completed twelve hours of graduate study in theology may receive the Certificate of Theological Studies available through the DSPT (see “Certificate of Theological Studies” for details). The Institute is committed not only to teaching, but also to research that is published regularly in *The Journal of Salesian Studies*.

Qualified students enrolled in the DSPT MA (Theology) program may select Salesian Studies as their area of concentration (see DSPT website for details).

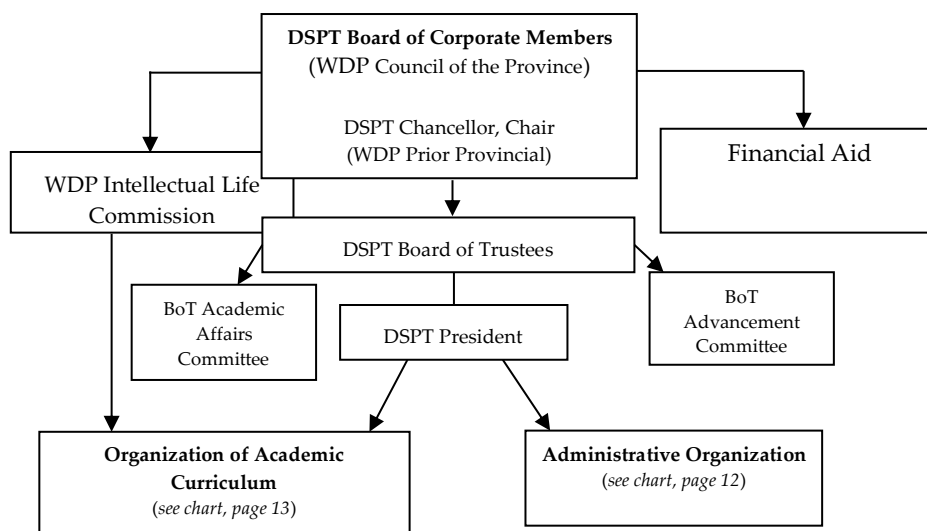
Catherine of Siena Institute

Dedicated to equipping parishes for the formation of lay Catholics for their mission in the world, the [Catherine of Siena Institute](#) provides innovative programs, resources, and leadership training which are faithful to Church teaching and enable parishes to become dynamic centers of lay formation and mission

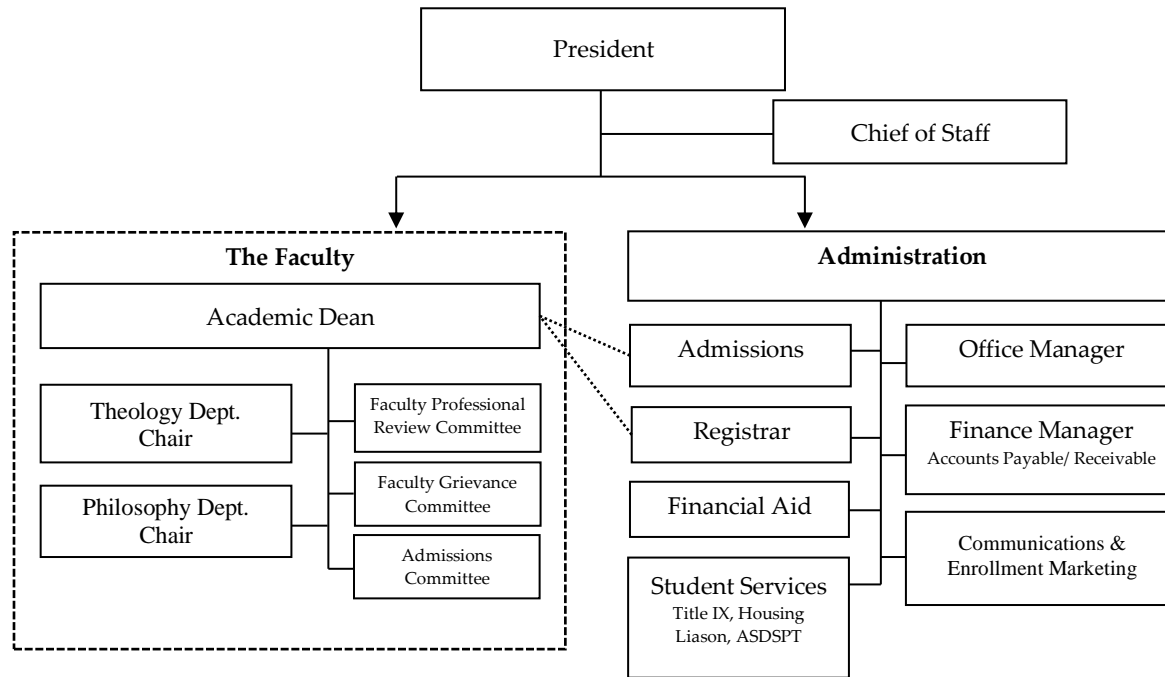
GOVERNANCE STRUCTURE

As a Center of Studies of the Dominican Order, DSPT has a governance structure which combines the regulations of the Order with typical governing bodies of a public institution of higher education. This relationship is most easily illustrated by the three organizational charts on the following pages:

Overall Organization of the Institution



Administrative Organization



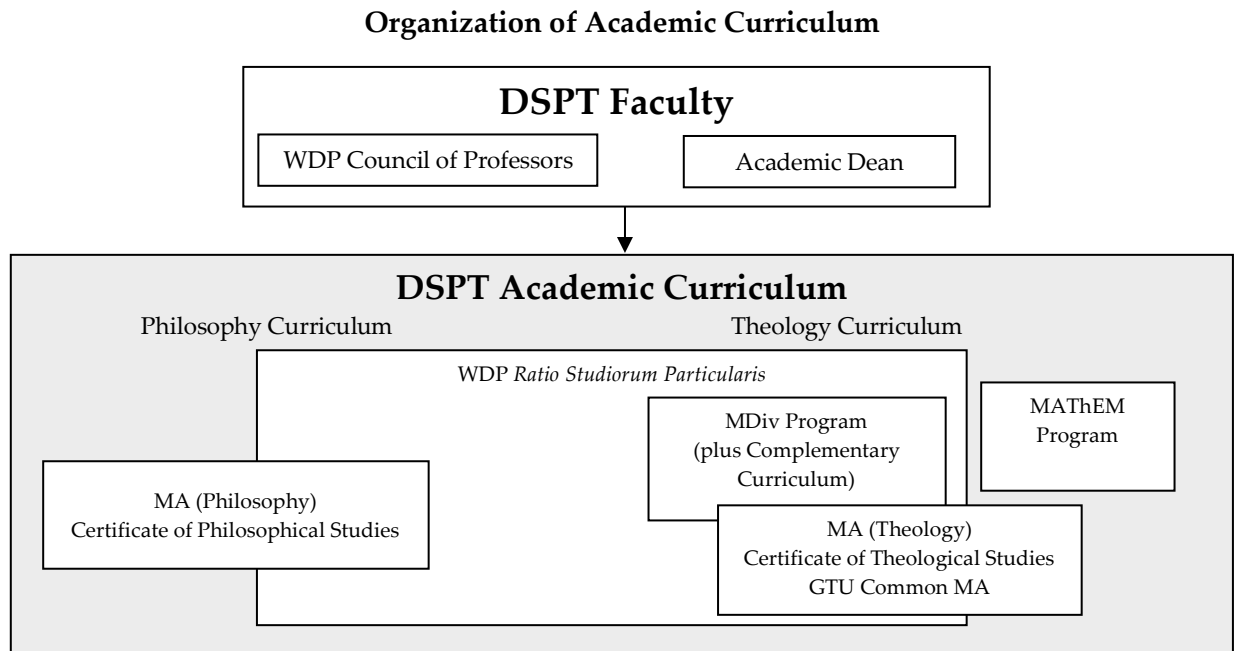
BOARD OF CORPORATE MEMBERS

- Fr. Christopher Fadok, OP, Chancellor
- Fr. Justin Gable, OP, Vice-Chancellor
- Fr. Michael Augustine Amabisco, OP
- Fr. Peter Do, OP
- Fr. Michael Fones, OP
- Fr. Michael Hurley, OP
- Fr. Vincent Kelber, OP
- Fr. Steven Maekawa, OP
- Fr. James Moore, OP
- Fr. Joseph Sergott, OP
- Fr. Michael Sweeney, OP

BOARD OF TRUSTEES

- Kevin Ryan, Chair
- Fr. Michael Augustine Amabisco, OP
- Tracy Arcuri
- Andrew Currier
- Elizabeth Chinelo Ezekwem
- Fr. Justin Gable, OP
- Louis Kim
- John McNerney
- Lori Mirek
- Tom Woodhouse

Organization of Academic Curriculum – As members of the Regular Faculty, the WDP Council of Professors ensures that the friars fulfill all of the educational requirements of the Dominican Order and Province (*RSG* and *RSP*). Under the direction of the Academic Dean, the entire Faculty ensures the quality of all academic programs of the School.



LOCATION

The campus is located on the corner of Arch and Vine Streets in Berkeley, a short walk from the center of the GTU campus and the University of California. With up-to-date classroom technology, DSPT provides important teaching resources for both its own students and faculty and the wider GTU community.

Faculty, staff, and students who are members of WDP maintain the original five-acre campus as their home. Located just two blocks from the Rockridge BART station, [St. Albert Priory](#) has its own library, which includes a significant rare books collection, as well as archival and historical documents of WDP. Upon special request, members of DSPT and GTU may have access to the Library reading room. The Priory regularly hosts special events and classes for DSPT. Members of DSPT are always welcomed to participate in the liturgical life of the friars at the Priory.

ACCREDITATION

DSPT is established by the Master of the Order of Friars Preachers (Dominican Order) as a Center of Studies for the Order.

DSPT is chartered by the State of California as a degree-granting institution of higher education, and is accredited by the Western Association of Schools and Colleges—Senior College and University Commission (WSCUC).

WSCUC Contact Information

WASC Senior College and University Commission
1001 Marina Village Parkway
Suite 402
Alameda, CA 94501
Telephone: 510-748-9001
Fax: 510-748-9797
Website: www.wscuc.org

DSPT is also accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS) to offer the degrees of Master of Divinity, Master of Arts (Philosophy), Master of Arts (Theology), and Master of Arts in Theology for Ecclesial Mission.

ATS Contact Information

10 Summit Park Drive
Pittsburgh PA 15275-1110
Telephone: 412-788-6505
Fax: 412-788-6510
Website: www.ats.edu

DSPT is authorized under Federal law to enroll non-immigrant students.

SECTION II – GENERAL POLICIES

CAMPUS SAFETY AND SECURITY (Title IX)

The Dominican School of Philosophy & Theology highly values the individual and collective security of its students, faculty, and staff. This is so not only because it cares about individual safety, but also because safety is a pre-requisite for the creation of an academic community devoted to research, learning, and teaching. DSPT also strives to fulfill its goals and objectives for quality education and services for its students and employees. The information on this page is designed to assist students and employees who may either have complaints about DSPT or who have experienced discrimination or harassment of some kind.

The California Private Postsecondary Education Act of 2009 (California Education Code, Title 3, Division 10, Part 59, Chapter 8) and the subsequent Senate Bill 81 (Section 25 94874.9) requires all private institutions of higher education to provide contact information for registering complaints about fraud, abuse, or false advertising concerning any of our school policies or procedures. Any student who wishes to register a formal complaint about the DSPT may contact the **California State Bureau for Private Postsecondary Education** at:

2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833

Telephone: 916-431-6924

Facsimile: 916-263-1897

Website: <http://www.bppe.ca.gov>

Title IX refers to a section of the Education Amendments of 1972 law that prohibits sex discrimination in educational programs and activities at schools that receive federal financial assistance. Sex discrimination includes sexual harassment and sexual assault or violence, all of which are prohibited by the Dominican School of Philosophy & Theology (DSPT).

In addition, the Congress and Department of Education have established many requirements for campus crime policies and reporting. The Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), codified at 20 U.S.C. 1092(f) as part of the Higher Education Act of 1965 (HEA), and the Higher Education Opportunity Act (HEOA) of 2008 require that the DSPT disclose policy information and crime statistics as part of a campus security report published annually. The Violence Against Women Reauthorization Act of 2013 (VAWA) (20 U.S.C. 1092(f)) amended the Jeanne Clery Disclosure of Campus Security and Crime Statistics Act (Clery) under the Campus Sexual Violence Elimination Act provisions (Campus SaVE Act). These laws changed the violations that must be reported by DSPT to include domestic violence, dating violence and stalking as well as to expand the categories of reportable hate crimes. This report serves as the campus security report for DSPT and may be found in the **Campus Safety, Security, and Quality** section of the DSPT website.

In addition to the Title IX coordinator, DSPT has appointed Campus Security Authorities (CSA)

who, together with the coordinator, are responsible for assisting victims and/or witnesses to a crime on campus. Part of their duty includes assisting any DSPT student who wishes to register an offense in completing the crime incident report form.

Further information about the DSPT non-discrimination policy is found below. Complete information about campus security and how to file a complaint or incident of sexual discrimination or harassment is available at the **Campus Safety, Security, and Quality** section of the DSPT website.

DIVERSITY

Any formal statement about institutional diversity becomes relevant to a school only to the extent that it augments the fundamental mission. At DSPT, diversity should be embodied not merely in terms of the percentage of various groups on our campus. Diversity is fundamental to the quality of the learning and research environment which comprise the core of Dominican pedagogy.

DSPT views its membership in the Graduate Theological Union (GTU) as fundamental to its mission. As a consortium of nine member schools and several centers of learning, the GTU provides for DSPT a rich diversity of resources. The opportunity to work and study with faculty and students from other faith traditions, who represent a variety of cultural and religious perspectives, provides the learning environment in which our students can practice the skills fundamental to the learned inquiry characteristic of the best in Dominican study. As an intentional “community of scholars,” we welcome this diversity in our classrooms. Many different types of students come to DSPT, each with their own vocational backgrounds – as ordained ministers, teachers, researchers, as well as those from a variety of secular professions. Additionally, the cooperation with the University of California, Berkeley provided through GTU membership is meant to further enhance that experience.

We strive for intellectual hospitality through our pedagogical approach – using models which bring together divergent ideas in order to arrive at the truth. Even within the first hundred years of the Dominican Order, the friars developed structures of teaching which incorporated people from outside their local community. By seeking out university settings, the friars placed their major *studia* in conversation with non-Dominican academics. In the other convents, their schools sought to engage the wider public of the cities. At the core of a regular program of study was a weekly debate on a specified topic. This interchange instilled in the student not only important facts, but also the critical thinking skills which allow a proper analysis of those facts. No longer practiced in its original manner, the approach involved a formal exchange on difficult questions (*quaestiones disputatae*) whereby a teacher, often together with teachers and students from outside his particular school, engaged one another before a diverse audience through a series of questions and responses.

DSPT continues this tradition through its emphasis on supporting a community of scholars willing and able “to engage the contemporary culture in mutual enrichment” (from the DSPT Mission Statement). With its focus on disciplined inquiry and effective leadership, DSPT creates

a diverse educational environment that invites both faculty and students to examine diverse points of view so as to uncover the truth. In order to achieve this goal, the community must first understand and remain grounded in its own Catholic tradition, and from that grounding carefully engage different viewpoints. More importantly, they are able to seek the truth in those viewpoints, and to incorporate what is learned into their own body of knowledge in a transformative manner. When engaged wisely, this activity does not dilute the Catholic tradition. Rather, it develops the tradition, both learning from and contributing to the contemporary culture.

In a complementary fashion, DSPT strives to engage the contemporary academy, Church, and society by offering a kind of “intellectual hospitality” which welcomes new ideas and provides an opportunity for them to be discussed, developed, and critiqued. In that sense, DSPT strives to engage the contemporary culture in such a manner that the resources of the DSPT and GTU communities may be brought to bear upon more urgent topics of our day.

DRUG-FREE CAMPUS

DSPT is committed to maintaining an environment in which students, faculty, and staff live and work together in an atmosphere free from the abuse of drugs and alcohol. The Drug Free Schools and Communities Act Amendments of 1989 (PL101-226) require all schools which receive federal funds of any kind, including federally-guaranteed student loans, to certify to the U.S. Government that the campus and workplace are in compliance with the law.

Unlawful possession, manufacture, use, dispensation, or distribution of illicit drugs, or abuse of drugs or alcohol by students, faculty, administration, staff, residents, and tenants is prohibited on any DSPT/GTU properties or as part of any DSPT/GTU school activities.

As a condition of enrollment in or employment by DSPT, a member of the student body, faculty, administration, or staff will notify the institution of a conviction for any criminal drug statute occurring at DSPT no later than five days after such conviction. Any member of the student body, faculty, administration, staff, resident, or tenant who engages in conduct prohibited by this policy may be subject to immediate dismissal from the student’s program of study, termination of employment, or cancellation of lease or other rental agreements, as applicable.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records. The Privacy Act **also** ensures students attending a post-secondary educational institution that they will have the right to inspect and review certain of their educational records and, by following the guidelines provided by school policy, to correct inaccurate or misleading data through informal or formal hearings. It protects students’ rights to privacy by limiting transfer of

records without students' consent, except in specific circumstances.

At DSPT, no one but the individual student or officers of the School (including the student's academic advisor) may have access to a student record, and no copy of a student transcript, test scores, or other evaluation will be supplied to any other person or agency without the express written permission of the student. Students who are members of a religious congregation or order are asked to sign a permission form releasing their grades to their religious superiors.

Under the provisions of the Privacy Act, registered students have the right to inspect and review their educational records and to have inaccurate or misleading data corrected. The following definitions are used to determine which document(s) may be viewed:

Student Education Records

Student education records mean those records which are directly related to a student and maintained by the institution or by a party acting for the institution. Student education records include, but are not limited to, academic evaluations, transcripts, test scores and other academic records, general counseling and advising records, disciplinary records, and financial aid records.

The term "student education records" does **not** include:

1. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and are not accessible or revealed to any other individual, except to an individual who performs on a temporary basis the duties of the individual who made the record; or
2. Records relating to an individual who is employed by the DSPT or GTU which are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee, and are not available for any other purpose; or
3. Records relating to an individual who is employed in an educationally related position as a result of his or her status as a student (e.g., work-study).
4. Records containing only information relating to a person after that person is no longer a student, such as information pertaining to alumni.

Students wishing to review their education records must make written requests to the DSPT Academic Dean, listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial, library, or administrative "hold" exists, or a transcript of an original or source document which exists elsewhere).

Students may **not** inspect and review the following as outlined by the Act: confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in

their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may file a written request with the Academic Dean indicating the specific information believed to be inaccurate or misleading. If the Dean concurs with the request then they will be amended accordingly. If not, the student will be notified within a reasonable period of time that the records will not be amended, and will be informed of the right to a formal hearing. Student requests for a formal hearing must be made in writing to the DSPT President who, within a reasonable period of time after receiving such a request, will inform the student of the date, place, and time of the hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of his/her choice, including attorneys, at the student's expense. The hearing panels which will adjudicate such challenges will be appointed by and chaired by the DSPT President. The hearing panel will consult with legal counsel as appropriate.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the education records, maintained as part of the student's records, and released whenever the records in question are disclosed.

DSPT designates the following categories of information as **public** or "**Directory Information**": name, address, e-mail address, telephone number, date and place of birth, major field of study, year in school, dates of attendance, degrees, registration information, thesis title, scholarships and honors, previous degrees, religious affiliation/ order, and country of citizenship. Currently enrolled students may withhold disclosure of any of this information under the Privacy Act by submitting a written request to the Registrar within two weeks of registration. DSPT assumes that failure on the part of any student specifically to request the withholding of categories of "Directory Information" constitutes individual approval for disclosure. Request for non-disclosure will be honored by the institution for **only one academic year**; therefore authorization to withhold Public Information must be filed annually in the GTU Registrar's Office.

Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202, concerning alleged failures by DSPT to comply with the Privacy Act. Procedures to be followed in exercising their rights are specified in policy documents available to students in the Office of the Registrar.

DSPT will retain on a permanent basis the academic records of matriculated students only.

Dossiers of applicants who do not matriculate are destroyed after three years; however, applicants who declined or were denied admission must submit a new application if they re-apply for admission after two years. By law, letters of recommendation are destroyed when applicants matriculate. Materials (transcripts, letters of recommendation, test scores, statements of purpose, etc.) submitted to DSPT become the exclusive property of DSPT. Hence, the School cannot supply copies to any other institution or person, even with the consent of the applicants.

All records in a student's file are the property of the School and will not be given back to the student.

NON-DISCRIMINATION/EQUAL OPPORTUNITY

The DSPT does not discriminate on the basis of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or any other characteristic protected by law in its programs or activities. The DSPT prohibits unlawful harassment, including sexual harassment and sexual violence and will respond to violations of Title IX by protecting the victim and conducting a prompt and thorough investigation.

As a community of scholars devoted to research, learning, and teaching, DSPT is committed to creating and maintaining an environment free of all forms of harassment, exploitation, and intimidation. Every member of the DSPT community should be aware that such behavior is prohibited by law and school policy. DSPT does not tolerate sexual misconduct or harassment in any form, including acquaintance or date rape or violence, sexual assault, stalking or domestic violence. Furthermore, DSPT will take appropriate action to prevent, correct, and discipline behavior that is found to violate school policy or laws proscribing such activity.

NO SMOKING

In compliance with the laws of the State of California and the City of Berkeley Municipal Code, smoking of tobacco products, including e-cigarettes, is not permitted in any of the campus buildings. Smoking is also prohibited in any multi-unit dwelling, e.g. Vilarrasa Hall, or common areas, which include adjoining parking lots, nearby outdoor seating, shared outdoor spaces, and any areas open to the public. It is also prohibited to smoke within 25 feet of the campus, Vilarrasa Hall, or of nearby private residences.

NON-VIOLENCE, AND PROHIBITION OF FIREARMS AND DANGEROUS WEAPONS

No individuals shall possess any firearms or dangerous weapons on the DSPT campus at any time. Exceptions include law enforcement officials licensed to carry a weapon. Violation of this policy will lead to disciplinary action up to possible expulsion from the School and may result in arrest and prosecution for any criminal acts.

All members of the DSPT community are prohibited from making threats or engaging in threatening violent activities. This list of behaviors includes, but is not limited to:

- Causing injury to other person(s);
- Making threats of any nature;
- Aggressive, hostile, or violent behavior such as intimidation of others, attempts to instill fear in others, or subjecting others to emotional distress;
- Intentionally damaging School property or the property of another employee, student, or member of the public;
- Possession of a weapon while on DSPT School property, while performing DSPT School business, or while attending a DSPT-sponsored event;
- Committing an act motivated by, or related to, sexual harassment or domestic violence.

POLICY AGAINST SEXUAL HARASSMENT

1. Introduction

DSPT is committed to creating and maintaining a community in which all persons who participate in School programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual. Every member of the DSPT school community should be aware that the School is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by School policy. It is the intention of the School to take whatever action may be needed to prevent, correct, and, if necessary, discipline behavior that violates this policy.

2. Definition

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature made by a member of the Faculty, staff, or student body of the School towards a DSPT student may constitute sexual harassment when:

- a. Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's instruction, employment, or participation in other DSPT activities; or
- b. Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting a student; or
- c. Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating, hostile, or offensive environment.

In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the context of the incident as a whole and to the totality of its circumstances, including the context in which the alleged incidents occurred, and respecting present Roman Catholic Church discipline and the written policy of the Western Dominican Province.

3. Sexual Harassment by Students

Any incident of sexual harassment by a student (including students with teaching or classroom responsibilities) toward any other student, faculty or staff member or administrator that the

complainant cannot or does not desire to resolve directly with the alleged harasser should be reported to the Chief of Staff. If the incident itself directly involves the Chief of Staff, the President should be notified.

The Chief of Staff will review and investigate the complaint as deemed appropriate to determine the merits of the allegation. The investigation may involve interviews and/or written statements from the complainant, the alleged harasser and any witnesses who may be able to provide pertinent information about the facts of the case. In the course of the investigation, the alleged harasser will be informed of the allegation, the identity of the complainant, the facts surrounding the allegations and will be afforded the opportunity to respond to the allegations.

As a result of the investigation, the alleged harasser may be found not to have committed a violation of School rules and regulations or may be found responsible for such violations or other inappropriate behavior. The results of the investigation may fall into two categories:

- i. **Unfounded.** The alleged harasser is found not to have committed sexual harassment in violation of School rules or regulations and the complaint is thus determined to be without merit. If the complaint is determined to be without merit, the complaint will be regarded as resolved.
- ii. **Founded.** If after conducting the investigation the complaint is determined to be with merit, i.e., there was sexual harassment or other inappropriate conduct, the complaint will be resolved by formal or informal procedures as described below:
 - (a) **Informal Resolution.** In appropriate circumstances and with the approval of both the complainant and the alleged harasser, the investigator may attempt private mediation in an effort to resolve the alleged complaint without the need for additional proceedings.
 - (b) **Formal Resolution.** The Dean will take appropriate disciplinary action against the individual(s) responsible for such behavior. Such individuals are subject to sanctions, including, but not limited to, a verbal or written warning, mandatory counseling, a ban from specific areas of the School, loss of specific student privileges, community service, loss of housing privileges, disciplinary probation, disciplinary suspension or permanent dismissal. Students found responsible may ask for review of the matter by the President. Students dismissed from the school may appeal dismissal from the School.

The results of the investigation will be communicated in writing to both the complainant and respondent.

4. Sexual Harassment by Faculty

Any incident of sexual harassment by a faculty member that the complainant cannot or does not desire to resolve directly with the alleged harasser should be reported to the Academic Dean. The initial discussion between the complainant and the Dean is for the purpose of providing guidance as to the complainant's options and available procedures. After discussion with the complainant, the Dean will begin an investigation at the request of the complainant. If the incident involves the Dean, the President should be notified.

The Academic Dean will review and investigate the complaint as deemed appropriate to determine the merits of the allegation. The investigation may involve interviews and/or written

statements from the complainant, the alleged harasser and any witnesses who may be able to provide pertinent information about the facts of the case. In the course of the investigation, the alleged harasser will be informed of the allegation, the identity of the complainant, the facts surrounding the allegations and will be afforded the opportunity to respond to the allegations.

The results of the investigation may fall into two categories:

- i. **Unfounded.** If the complaint is determined to be without merit i.e., the alleged harasser is found not to have committed sexual harassment in violation of School rules or regulations, the complaint will be regarded as resolved.
- ii. **Founded.** If after conducting the investigation the complaint is determined to be with merit, i.e., there was sexual harassment or other inappropriate conduct, the complaint will be resolved by formal or informal procedures as described below:
 - (a) **Informal Resolution.** In appropriate circumstances and with the approval of both the complainant and the alleged harasser, the investigator may attempt private mediation in an effort to resolve the alleged complaint without the need for additional proceedings.
 - (b) **Formal Resolution.** The Academic Dean will take appropriate disciplinary action, including, but not limited to, counseling or education about sexual harassment, a verbal or written reprimand, or other disciplinary sanctions up to and including suspension. Faculty appeals from such disciplinary actions will be handled pursuant to the procedures for Faculty Grievances as outlined in the Faculty Handbook. If the investigation reveals that the conduct is such that dismissal is contemplated, the procedures for termination shall be followed. The results of the investigation will be communicated in writing to both the complainant and respondent.

5. Sexual Harassment by Staff or Administrators

Any incident of sexual harassment by a staff member or administrator toward a student, faculty member or other staff member or administrator, that the complainant cannot or does not desire to resolve directly with the alleged harasser, should be reported to the Chief of Staff or at the option of the complainant, it may be reported to the complainant's or the alleged harasser's supervisor who will report it to the Chief of Staff. The initial discussion between the complainant and the Chief of Staff or supervisor is for the purpose of providing guidance as to the complainant's options and available procedures. After discussion with the complainant, the Chief of Staff will begin an investigation at the request of the complainant. If the incident involves the Chief of Staff, the President should be notified. If the incident involves the President, any of the School's officers or any member of the Board of Trustees should be notified.

The Chief of Staff will investigate the complaint and determine whether there is a reasonable basis for believing the alleged violations of the policy have occurred or that there has been other inappropriate conduct. The investigation may include oral interviews and/or written statements from the complainant, the alleged harasser and any witnesses who may be able to provide pertinent information about the facts of the case. In the course of the investigation, the alleged

harasser will be informed of the allegations, the identity of the complainant, the facts surrounding the allegations and will be afforded the opportunity to respond to the allegations.

The results of the investigation may fall into two categories:

- i. **Unfounded.** If the complaint is determined to be without merit i.e., the alleged harasser is found not to have violated School rules or regulations, the complaint will be regarded as resolved.
- ii. **Founded.** If after the conducting the investigation the complaint is determined to be with merit, i.e., there was sexual harassment or other inappropriate conduct, the alleged harasser's supervisor, in conjunction with the Chief of Staff, will take appropriate disciplinary action which may include (but not be limited to) counseling or education about sexual harassment, verbal or written reprimands, suspension, or termination. Staff personnel may appeal such decisions in the same manner as other staff grievances. Administrators may appeal such decisions to the President. If the President is involved, appeal may be made to the Vice-Chancellor of the School.

The results of the investigation will be communicated in writing to both the complainant and respondent.

6. Confidentiality, Retaliation, Protection of the Alleged Harasser

- a. **Confidentiality.** Sexual harassment is a particularly sensitive issue that may affect any member of the School community. The right to confidentiality of all parties involved in a sexual harassment charge shall be strictly adhered to insofar as it does not interfere with the School's legal obligation to investigate allegations of sexual harassment when brought to the School's attention and to take corrective action.
- b. **Non-Retaliation.** Any attempt by a member of the faculty, staff or administration, or student, to penalize or retaliate in any way against a person bringing a sexual harassment charge is prohibited and will be treated as a separate incident to be reviewed in its own right.
- c. **Protection of the Alleged Harasser.** In the event allegations are not substantiated, all reasonable steps will be taken to restore the reputation of the alleged harasser if it was damaged by the proceeding. A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to the full range of the School's disciplinary procedures, from official reprimand to dismissal.

7. Inter-GTU-School Complaints

If the alleged perpetrator of the sexual harassment is a member of the faculty, the staff or a student of another GTU member school, GTU itself or one of its affiliates, then the DSPT representative who received the complaint should notify the Academic Dean, President or Director of the alleged perpetrator's school or affiliate. The investigation and resolution of the complaint will be conducted by and according to the policies of the alleged perpetrator's institution. A copy of that institution's procedures should be made available to the complainant as soon as possible. The Academic Dean of DSPT should maintain close communication with

those conducting the investigation from the perpetrator's institution and insure that the DSPT complainant is treated justly.

RESOLUTION OF DISPUTES

Except as otherwise explicitly provided for in this *Handbook*, the general procedure for resolution of disputes is as follows:

1. Disputes of an Academic Nature

- a. The Academic Dean is the first arbiter for academic disputes between students and faculty. If a DSPT student disagrees with the grade or other academic decision of a faculty member, the matter is resolved according to the policies of the school of that faculty, and is adjudicated by the Academic Dean of that school. In such a case, the student should first approach the Academic Dean of his/her school of affiliation, who will refer the matter and the student to the Academic Dean of the school of that faculty member for adjudication.
- b. In the event that the Academic Dean cannot resolve the dispute, then either party may appeal to the Executive Committee of the Faculty, whose decision is final.

2. Disputes of a Non-Academic Nature

- a. The Chief of Staff is the first arbiter for non-academic disputes between students and students, or between students and faculty (in non-academic matters).
- b. In the event that the Chief of Staff cannot resolve the dispute, then either party may appeal to the DSPT President, whose decision is final.

Complaints and resolution are recorded by the appropriate administrator and recorded in the student file.

STUDENT CONDUCT

In their public conduct, students are expected to comport themselves in a way appropriate to a Roman Catholic Seminary/School of Theology. The following non-exhaustive list provides examples of behaviors that are inconsistent with appropriate behavior at DSPT: sexualized conversation which objectifies another person, flirtatious or seductive behavior, immodest dress, visiting pornographic Internet sites on any School computer, or using any of the School audio-visual equipment for such purposes. Other examples include, falsification of information to DSPT and/or falsification of DSPT records; destruction of property owned or leased by DSPT. Students must consult the DSPT "Handbook for Campus Safety" for a full set of definitions concerning expectations conduct related to campus safety. DSPT may impose sanctions up to and including dismissal of any student who seriously violates this code of conduct or the regulations while on campus or at any other facility used by DSPT, e.g. Vilarassa Hall.

SECTION III: ACADEMIC POLICIES

ACADEMIC ADVISING

Upon acceptance into an academic program, students are normally assigned an academic advisor based upon compatibility of area(s) of research interest. Students may change their academic advisor by submitting a written petition to the Academic Dean. They should normally discuss this change with their current advisor, whose signature on the written petition is required. After their thesis proposal and committee have been approved, MA Thesis Option students are advised by their thesis coordinator. MA students who wish to change their thesis coordinator must petition the respective department.

Academic advisors at DSPT are expected to provide the following services for students:

- offer encouragement in the pursuit of academic excellence and pastoral expertise,
- supervise their academic program, which includes assisting in the choice of classes, and ensuring that program requirements are fulfilled in an orderly and timely fashion,
- oversee the student portfolio program requirements, which includes reporting to the department on student progress,
- bring to the attention of the Academic Dean any special cases or problems.

DSPT Faculty are not obligated to serve during breaks in the academic calendar (i.e., Christmas through January, and summer) as this time is to be dedicated to their own professional research and writing activities.

ACADEMIC FREEDOM

DSPT fosters an environment conducive to the free pursuit of learning by both faculty and students. As a Center of Studies of the Order of Preachers, the School is informed by both the Roman Catholic theological and doctrinal traditions and the Dominican intellectual heritage. As such, DSPT recognizes its responsibility to give its students – especially those preparing for ministry in the Catholic Church – a clear exposition and respectful presentation of Catholic Doctrine. In their teaching and writing, members of the faculty should clearly distinguish between their own opinions and the official teachings of the ordinary Magisterium. The faculty has the right to responsibly examine ideas that may diverge from those teachings. Students, likewise, are free to pursue any line of argument or inquiry and to express their views in academically appropriate ways.

ACADEMIC HONESTY

Faculty and students of DSPT are expected to maintain ethical standards of honesty in their academic endeavors. Conduct that is contrary to academic honesty is subject to disciplinary action. For students, such conduct includes any activity that is aimed at falsely representing

academic performance, such as cheating, plagiarizing, completing course work for another, falsifying records or data, submitting work previously presented in another course (unless authorized), intentionally assisting another student in any of these activities, and all similar conduct. Three types of misconduct are worth noting: cheating, plagiarism, and inappropriate collaboration, as described below.

Cheating

Cheating includes, but is not limited to, copying from someone else's paper, using notes in an exam (unless expressly allowed by the professor), altering an exam for re-grading, getting an advance copy of the examination, or hiring a surrogate test-taker.

Plagiarism

Plagiarism involves the use of another's words or ideas without proper citation. The most common examples of plagiarism are:

1. *Using another person's words without proper citation.* Quotation marks must be placed around any text that is a direct quote from another person (whether it is a written or oral source). A footnote, endnote, and/or bibliography explicitly indicating the source of the text must be included. *Both* quotation marks and source citation are required.
2. *Using another person's ideas, (in whatever form) and/or borrowing the structure used to present that idea without proper citation.* Proper citation using footnotes must be used to indicate when the essential idea of another person is being used to illustrate, develop, or confirm any aspect of research being presented.
3. *Borrowing all or part of another student's paper or using someone else's outline to write a paper.*
4. *Having someone else do the project for you.* While it is certainly reasonable to have someone review or proofread one's work, it is not acceptable to have someone else do the bulk of that work. Regardless of whether or not payment is exchanged for service, it is a breach of academic honesty to hand in as your own work something created by another individual. Students for whom English is a second language, must be particularly attentive to this distinction.
5. *Unauthorized use of personal work that was previously submitted.* It is inappropriate to submit work done in one course for credit in another course. At times, however, it may be that a topic bears significant relationship to the matter of more than one course. In such an instance, the student must gain permission from the instructor, and the newly submitted work should be significantly different from that previously submitted. In a case where the student would like to use the same text or work for two different courses taken in the same semester, permission must be granted from both professors.

Given the integrating nature of the thesis, it is permissible, in fact even encouraged, for students to use work previously submitted for courses at DSPT or another GTU school.

Examples include research papers or other work done in regularly offered courses or in directed reading courses which focus on an aspect of the thesis work. In such a case, it is assumed that the student will revise the work so as to integrate it appropriately into the larger thesis project.

Note: *These guidelines also apply to text, information, or ideas from Internet websites. Internet references must be properly cited according to published academic standards.*

Students, especially international students, might also wish to consult the most recent edition of *A Manual for the Writers of Term Papers, Theses and Dissertations*, by Kate Turabian.

Inappropriate Collaboration

There is certainly a value to collaboration on a project. Professors often encourage the formation of study groups and/or assigned group projects. Inappropriate collaboration most often occurs when students fail to take personal responsibility in a group endeavor. For example, coming together to create an outline for a paper, and then writing the paper individually could be considered inappropriate. The final papers may have different wording but they all share the same essential structure and ideas. It could be considered inappropriate because students have failed to create a work that is substantially their own and because they have not properly cited the source(s).

A professor who has a student with a proven instance of academic dishonesty will report the instance to the Academic Dean. The submitted work automatically receives a grade of "F." The faculty member will also inform the student of the accusation of academic dishonesty. After a discussion between the professor and the Academic Dean, the faculty member will determine the recourse to be taken, which may include a re-working of the work, or a grade of "F" for the course. In cases where the professor suspects plagiarism, but cannot prove it, the matter is brought before the Academic Dean, who will determine the appropriate course of action. If the student is from another GTU School, the Academic Dean will inform the Academic Dean of that School.

Upon the first instance of academic dishonesty, the Academic Dean places the students on academic probation for one semester by a written notification of this fact. A record of the incident is kept on file for the duration of the time at the School. A second instance may be grounds for suspension or dismissal of the student by the Academic Dean.

ATTENDANCE

Students are required to attend all regularly scheduled classes. There is no formal "exam week" at DSPT or the GTU, and professors have the right to hold classes during the final week of the semester should they so choose. Students with a serious reason for missing a class are responsible for discussing the absence with the professor beforehand, if possible. Those whose absences exceeding twenty percent of the scheduled class sessions will not be given credit for

the course without the written permission of the Academic Dean. If this is not obtained, a grade of F (Failure) will be recorded.

AUDITING A COURSE

Auditors may be admitted to classes with the permission of the instructor. Students auditing courses must register and pay regular tuition and fees. No academic credit is earned. DSPT students in degree programs, as well as Special Students and Certificate Students, may audit one course per semester, at the special Alumni Scholars rate (specified at the DSPT website), if enrolled full-time as follows: 12 units taken for credit in the fall semester allows for one discounted audit in either that semester or the next following January Intersession; 12 units taken for credit in the spring semester allows for one discounted audit only in that semester; such discounted audits cannot be accumulated.

CAPSTONE EXAMS

Each program with an Exam Option (i.e., for the MAPH and MATH programs) has a final examination as part of its respective capstone: the “Comprehensive Exam” (or “MAPh Capstone Exam”) for the MAPH program, and the “Exam in a Required Area” (or “MATH Capstone Exam”) for the MATH program. The common elements of the format and requirements for these two exams are described below.

Each Capstone Exam is a three-hour, closed book examination, scheduled once toward the end of each semester, with the date posted on the academic calendar. Students wishing to take the exam in a given semester must register no later than the close of the late registration period of that semester.

The examination will be “closed book” and proctored. A standard set of study questions is made available to students, normally at least six weeks in advance of the exam, as a preparation tool. Students are not permitted to use books, notes, or electronic aids during the exam. The responses to the questions are to consist of more than mere bullet points or disjointed paragraphs; rather, the student must write an organized essay in response to each question, demonstrating a coherent thought process. These essays should conform to expected standards of academic writing, including use of proper English, grammar, and spelling. The answers are to be hand-written and then photocopied immediately after the exam. The student will be responsible for transcribing them promptly into a legible format, making only minor grammatical and syntactical changes, but no substantive ones.

Categories for grading are: *pass*, *fail with possibility of retaking the exam*, or *fail without possibility of retaking the exam*. The Department Chair communicates the final result (i.e., *pass*, *fail with possibility of retaking the exam*, or *fail without possibility of retaking the exam*) to the Academic Dean, the Registrar, and the student. In the case of a “fail with possibility...,” the student may petition to retake the exam, answering a new question or questions in place of the ones that were failed, in a single exam period that includes a commensurate amount of time for each question to be answered. Dates for students retaking an exam will be scheduled on an ad hoc basis. In the

MATh program, a student may be re-examined no more than two times (for a total of three examinations).

Aspects of the Capstone Exam format and requirements that are particular to either the MAPH or the MATh are described in the degree requirements section of the respective program. The exams associated with capstones for the MDiv and MAThEM programs are different from those outlined above; details are offered in the degree requirements section for each of those programs.

CHANGE IN ENROLLMENT

Students wishing to add, withdraw from, or change the grade type requested in a class (e.g., from letter grade to audit or pass/fail) may do so using Populi during the early, general, or late registration periods. After late registration, students must complete a *Change in Enrollment* form from the [Student Forms](#) page, obtain all signatures, and pay the appropriate change fees. No changes in registration may be made after the tenth week of the semester except in unusual circumstances with the permission of the Academic Dean.

CHANGE IN PROGRAM

Students who wish to change from their current DSPT degree program to another DSPT program must file a written petition with the Academic Dean, who will determine if the petition needs to be reviewed by the Admissions Committee before it is considered by the Department responsible for the degree program in which the student wishes to enroll. Students in either the MA (Philosophy) or MA (Theology) program who wish to switch from the thesis to the exam option, or vice-versa, must first contact their academic advisor, who will present the proposal to the respective Department. Any change in program takes effect during the time between semesters.

Students who wish to change from a non-degree program (Special Student or certificate) to a DSPT degree program, or to the Concurrent MAPH/MATh option from any program, must apply through the DSPT Admissions Office.

COMPLETION OF PROGRAMS

While acceptance into any DSPT academic program implies that the Admissions Committee has reason to believe that the candidate can and should successfully complete a degree program, such acceptance is not a guarantee of completion. A student may be unable to complete a program for a number of reasons, including failure to maintain the minimum grade point average (GPA) for the program, or failure to fulfill any one of the program requirements.

COURSE SELECTION AND PLANNING

In planning their sequence of studies, with the guidance of their academic advisor, students

should check the DSPT website to consult the *Course Descriptions* page for the contents of course offerings and the *Multi-Year Projection for Cycled Courses* to ascertain the semester during which each course may become available, since certain core courses (i.e., specific courses required for one or more degree programs) are offered only every other year, while others are offered every year. For the particular course offerings available for registration during the current or upcoming semester, they should consult the *Current Course Syllabi & Information* page at DSPT's website and the online *GTU Course Schedule*. Consulting the *DSPT Guide for Academic Advising Sessions*, students should work with their advisor in planning courses, as outlined both in their program's Degree Program Requirements section of this *Handbook* and in the Program Requirements Checklist (at the DSPT website). They should be especially attentive early in their program to enroll in those fundamental courses that are recommended or required prerequisites for intermediate and advanced courses in the various subdisciplines, to ensure that they are properly introduced to the methodologies of those subdisciplines and that they will be able to make timely progress in their program. If for any reason DSPT is not offering during the regularly scheduled semester a core course that is needed for the student to make timely progress, the student is to confer with the advisor, who will arrange for an approved substitute, with the assistance and approval of the Academic Dean.

CREDIT HOUR AND COURSE LOAD

At DSPT, the definition of a semester credit hour is based upon the definition formulated by the Department of Education (§600.2). For each credit hour (semester unit) there is to be one hour of classroom or direct faculty instruction, plus a *minimum* of two hours of outside student work each week for approximately fifteen weeks, or the equivalent amount of work done over a different period of time (as for example in a Summer Session or Intersession course). Courses that give three units of credit are considered "full courses"; courses that give 1.5 units of credit are considered "half courses." For the purposes of calculation, an "instructional hour" is fifty (50) minutes.

In determining the credit value of other academic activities, such as field education, pastoral ministry internships, ministry practicum courses, etc., the same formula will be used to determine an equivalent amount of work. Credit value for studio art courses are based upon the DOE definition as follows: One practice credit hour (supervised clinical rounds, visual or performing art studio, supervised student teaching, field work, etc.) represents 3-4 hours per week of supervised and /or independent practice. This in turn represents between 45 and 60 hours of work per semester. Blocks of 3 practice credit hours, which equate to a studio or practice course, represent between 135 and 180 total hours of academic work per semester.

Except in the MATHem program, DSPT follows the course scheduling system of the GTU: full courses are scheduled in either of two formats: a) twice a week for 80 minutes each; or b) once per week for 170 minutes. In preparing their weekly schedules, students should estimate that a full course requires at least nine hours of student time per week (includes both in-class and at-home work). A half course requires at least four to five hours of student time per week. Thus, a full-time load of 12 semester units requires at least thirty-six (36) hours of student work per

week, on average.

Because of the demands of graduate-level courses, full-time graduate students should normally plan to take no more than 12 units per semester. They are not ordinarily permitted to take more than 15 units per semester, and a written petition must be submitted to the Academic Dean for a course load which exceeds 15 units.

Because some theology courses in the Master of Divinity program are not offered every year, Master of Divinity students, particularly those not taking the complimentary program, may need to take 15 units per semester, depending on the availability of the courses. Students should be aware of the cycle of course offerings and work closely with their advisor to ensure a timely fulfillment of degree requirements.

CREDIT FOR PREVIOUS ACADEMIC WORK

Students must submit a [Petition for Credit for Previous Academic Work](#) to the Academic Dean to request any of the following types of credit for previous work:

Transfer of credit means that academic work not used toward a previous degree may be included as part of a DSPT degree program. Courses must be from an accredited institution, be graduate level, and equate to 3 semester units. In exceptional cases, courses with lesser (or greater) unit-value and/or upper division undergraduate courses may be transferred to DSPT MA degree programs. Transferred credits appear on the DSPT transcript and become part of the permanent record. Transfer of credit does not mean that the transferred courses will be counted for specific core course and/or distribution requirements in a DSPT academic program. Rather, all transferred courses are counted as electives unless there is also a petition for advanced standing (see below). Transfer of credit may not normally exceed the following limits: 21 semester units in the MA (Philosophy) program or the MA (Theology) program, 27 semester units in the concurrent MA degree option, and 36 semester units in the MDiv program. Normally, credits more than seven years old may not be transferred. The final determination of eligibility for transfer is made by the Academic Dean. No transfer of credit is allowed toward the MATHem program.

When transferring quarter units, the total number of quarter units is multiplied by two-thirds to obtain the number of semester units; e.g., 18 quarter units equals 12 semester units. Units transferred from accredited institutions outside of the U.S. will be received based on the institution. In general, credits transferred from institutions using the ECTS system will be calculated on a 2:1 ratio (ECTS : DOE-US).

Credits taken in accordance with the University of California, Berkeley (UC Berkeley) and GTU cross registration agreement (see "Cross Registration" below) are not considered transfer credits and do not count toward these limits.

Advanced standing means that a student is exempted from one or more specific program core and/or distribution requirements based on prior academic work. By itself, advanced standing only exempts the student from a specified requirement. It does not provide credit toward the degree unless transfer of credit is also requested and granted (see above). The Academic Dean

may require the student to take an examination before advanced standing is granted for previous work.

Tuition credit means that transferred credit is counted toward the total number of tuition units required in a certain degree program and thus reduces the total tuition expected for the program.

CROSS REGISTRATION

All DSPT students (except MATHem students), including students in degree programs, Certificate Students, and Special Students, may enroll in non-DSPT GTU courses through their enrollment at DSPT.

Students who wish to take classes at the University of California, Berkeley (UC Berkeley), must have an undergraduate degree, be enrolled full-time in a graduate degree program at the School, and have the approval of the instructor and of the Academic Dean. Certificate students and Special Students are not eligible for cross registration at UC Berkeley. Master of Divinity students are eligible only after the completion of their first year in their program. Only one class may be taken at UC Berkeley per semester. Certain UC Berkeley courses, such as introductory Spanish courses, are not open to GTU students. The complete *Cross Registration Agreement and Procedures* are available on the GTU website and from the GTU Registrar. Students who fail to observe UC Berkeley's regulations may not earn credit for a class.

Cross registration is also possible at Mills College and Holy Names College (including the Sophia Center). The DSPT Registrar has this procedural information on file.

Students must realize that permission to cross-register does **not** constitute permission to use a course in partial fulfillment of a program requirement. A student who wishes a course to fulfill a core or distribution requirement must submit a written petition to the Academic Dean for such use.

Because of its specific content, pedagogical approach, and integral nature, the MATHem program requires its students to complete all their coursework at DSPT. Unlike those in other DSPT programs, MATHem students may not register for courses at other member schools of the Graduate Theological Union or participate in other exchange program opportunities. Similarly, students in other programs – whether from the DSPT, the rest of the GTU, or other schools – are not permitted to enroll in MATHem courses.

DISABILITIES: POLICY & PROCESSES FOR ACCOMMODATIONS

The DSPT Faculty and Administration believe in equitable student access to educational opportunities, particularly concerning a student's ability to fulfill degree and certificate course and program requirements. Its policy for accommodations covers GTU library use, student advising, classroom activities and requirements, program exams, and capstone experiences such as thesis work. It does not address extracurricular events sponsored by DSPT, GTU member institutions, student housing, or administrative activities (e.g. registration, access to facilities,

etc.). Accommodations are not intended to give students with disabilities an unfair advantage, but to remove barriers that prevent students from learning and from demonstrating what they have learned in the context of their formal degree or certificate program. Forms and questions regarding the policy can be addressed to the Registrar and Student Services Coordinator. The Academic Dean then serves as DSPT's Disabilities Resource Officer (DRO).

Student Request. The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The student who wishes to request accommodations for their academic work submits the request form, available at the Registrar's Office, to the DRO. The student needs to include official written documentation with the form from a professional who has the credentials and expertise to diagnosis the student's condition (a form for this step is available as well). The student is responsible for incurring any cost associated with the documentation.

The Timing of a Student Request. The student should request accommodations well in advance of when the accommodation is needed, ordinarily well before the beginning of any semester for which the accommodation is requested. The student needs to factor in the amount of time required to secure written documentation from an appropriate professional. It can take time to complete the review process, verification, and recommended accommodations. Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved no more than three weeks after submitting the request.

Decision. The DRO will finalize accommodation options in the context of institutional resources and culture and to ensure consistency and equity. An accommodation is not "reasonable" if it will necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution. The DRO conveys the official decision and, if appropriate, recommended accommodations, to the student by email, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations. The DRO also sends a communication to the faculty on the list of enrolled courses the student provides. The student must provide such a list to the DRO for each semester accommodations are needed.

Implementation. Accommodations will apply to all educational events described in the DRO's email for up to three years. Students should present the DRO's email to faculty and staff to arrange accommodations each semester as soon as possible, and not later than the close of the late registration period for that semester.

Appeal. The student and/or faculty involved with the student may not agree with the DRO's decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the DRO (and the disabilities resource officer from the faculty member's institution, if the faculty member is not from DSPT), should work with the faculty member to resolve her/his concerns. If a resolution is impossible, the student can seek remedy from academic grievance policy of the faculty member's school. Any student that disagrees with the DRO's decision and/or recommended accommodations can appeal the decision through DSPT's academic grievance policy. Again, the DRO (and the disabilities resource officer from the faculty member's institution, if the faculty member is not from DSPT) should

first work with the student to find ways to resolve concerns.

EXCEPTIONS DURING EXTRAORDINARY CIRCUMSTANCES

DSPT acknowledges that it may need to make exceptions to individual students' program requirements in response to extraordinary circumstances such as those occasioned by natural disasters (fire, smoke, earthquake, etc.), health emergencies (e.g., epidemic, pandemic), extended suspension of services, extended civil disturbances, or other situations that significantly disrupt the ability of DSPT to function normally. The COVID-19 pandemic, including the resulting disruptions both in DSPT's in-person operations and in the conditions of daily living, constitute a recent example of such circumstances.

Students facing individual situations (such as personal or family illness) that keep them from completing or progressing through their program of study should work closely with their academic advisor and the Academic Dean to devise an individual plan so that they can continue to make progress in their programs. Students, instructors, and advisors should make use of the existing options, which may include a revised plan of study, leave-of-absence status, or other mechanisms that address the student's situation and ability to progress through the program. Student petitions for exceptions to program requirements related to the COVID-19 pandemic should explain the nature of the exception requested and the impact of the pandemic on the student's ability to fulfill the program requirement, such as the program time ("time-to-graduation") requirement. See "Extension for Program Time," in this section, below.

EXTENSION FOR PROGRAM TIME

Students who reach the maximum time limit for their degree program, as defined in the "Academic Programs & Requirements" section of this *Handbook*, must submit a written petition to the Academic Dean for an extension of the program time before being allowed to register. Such a petition should state the reasons for the extension and should provide a reasonable and specific schedule for the completion of the program. Students who reach the maximum time limit are not eligible for financial aid (see "Maintaining Eligibility for Federal Aid" in section V, below).

FACULTY OFFICE HOURS

Each Regular Faculty member is required to schedule two hours each week as office hours for meeting with students. Students are encouraged to make use of these times. Professors may also be available at other times by appointment.

FOREIGN LANGUAGE CERTIFICATION AND CREDIT

Some linguistic skills are essential for any pursuit of academic philosophy or theology. Knowledge of more than one language allows the student to engage with and benefit from a

broader spectrum of thought, arising from differences of worldview, cultural variations, and various strands of tradition in philosophy and/or theology. The need for students to use foreign language skills is essential whenever the theme of their thesis, in a central way, requires engagement with an author or authors whose important works are not available in English translation. DSPT professors may encourage, at their discretion, their students to use languages other than English in the normal work of their courses. Students are encouraged to use languages other than English for their reading and research, whenever circumstances allow.

Foreign Language Certification Policy. Students in the DSPT MA (Philosophy) *Thesis Option*, in the DSPT MA (Theology) *Thesis Option*, in any concurrent DSPT program including either of these, or in the GTU Common MA program must demonstrate reading proficiency and comprehension skills in a foreign language. Students in the concurrent DSPT MA option with a **concentration in Thomistic Studies** must demonstrate reading and comprehension proficiency **in Latin**. There is no language requirement for any of the other DSPT degree programs.

Students are expected to fulfill the language requirement by the beginning of the third semester in the program. GTU Common MA students should note that they *must* fulfill this requirement **before** they can form a thesis committee.

DSPT follows the policy of GTU for fulfillment of the foreign language requirement. For details, students should consult the most current version of the *MA Program Handbook*, found at the [webpage for the GTU Registrar's Office](#). In general, language certification may be obtained by any of the following means:

- Passing the foreign language certification exam offered by the GTU each September, February, and May. GTU certifies proficiency in Chinese, French, German, Modern Hebrew, Italian, Japanese, Latin, and Spanish. Students wishing to certify proficiency by examination in other languages must submit a petition to the GTU Dean of Students at least one week before the exam and include in the petition the name and contact information of a qualified, impartial examiner. All students must register for language examinations at least two weeks in advance at the GTU Office of Student Affairs located at 2465 Le Conte Avenue, Berkeley.
- Having completed four semesters of a language with a grade of B (3.0) or better in the final semester. Students must petition the Academic Dean to use this work for language certification.
- Having studied/lived/worked in a foreign country. Students must petition the Academic Dean to use this experience for language certification.

Students enrolled in a DSPT MA program who wish certification in a language not approved by the GTU must submit a written petition to the Academic Dean. The mode of certification is as for other languages.

Foreign students whose native language is not English may fulfill the language requirement by passing the Test of English as a Foreign Language (TOEFL) examination.

Using Foreign Languages Courses for Credit. As a general policy, modern foreign language (French, Italian, German, etc.) courses taken to fulfill the language requirement, including

courses taken to prepare a student for the GTU language exam, **cannot** be counted as electives toward fulfillment of course requirements of a degree program. However, certain advanced-level language courses designed to equip MA students for future research may be counted as electives in some circumstances. Students must submit a written petition to the Academic Dean for approval of such coursework as graduate electives. Types of language courses that **can be** counted as electives toward a degree program are specialized languages (Hindi, Japanese, Modern Hebrew, Aramaic, etc.) and classical languages (Greek, Hebrew, Latin).

GRADES

All credit for DSPT courses is given in semester units. Faculty submit grades no later than the third week after the end of each semester. Students may view their grades online by using Populi. Printed grade reports are available upon request from the DSPT Registrar.

The following grading system is used at DSPT:

A (4.0)	Excellent
B (3.0)	Good
C (2.0)	Satisfactory
D (1.0)	Barely passing
F (0)	Failure
P	Pass (Satisfactory)
AUD	Audit
IP	In Progress
I	Incomplete
NC	No Credit
NR	No Report
W	Withdrawn

Grade Points. Grade points are based on a 4-point scale and are assigned as follows: A = 4, B = 3, C = 2, D = 1, and F = 0. When attached to the grades A, B, or C, plus (+) grades carry three-tenths of a grade point more per unit, and minus (-) grades carry three-tenths of a grade point less per unit, except for the A+, which carries the same 4.0 grade points per unit as does the A.

Failure. A grade of "F" (Failure) indicates that, in the judgment of the instructor, a student has not fulfilled the minimum course requirements. If the course is required for a degree program, the student may repeat the same course; however, both the failed course with grade "F" and the repeated course with its grade are reported in the student's record and listed on the transcript.

For serious reasons, students who receive a grade of "F" in a course may petition the professor to have that grade changed. If the professor agrees, then the student must also petition the Executive Committee of the School for final approval. Such petitions are considered extraordinary to grading policy.

Incomplete. Students who are unable to complete their course work by the end of the semester may request a grade of "I" (Incomplete) by submitting an approved [*Petition to Take an Incomplete*](#)

no later than the last day of the semester. Incomplete work for each course is due by the third Friday after the end of the semester in which the course is taken. If the work is not made up by this time, the professor will do one of the following:

1. assign a letter grade based upon the work that has been completed;
2. assign a letter grade of "F";
3. allow the "I" notation to remain on the transcript.

GTU Common MA students affiliated with DSPT are subject to the policies of DPST on these matters, as outlined in the current version of the *GTU MA Program Handbook*, found at the [webpage for the GTU Registrar's Office](#).

Students should also note and understand the policy on the status of "Satisfactory Academic Progress" (see below), and how that status (and, in turn, financial aid eligibility and the status of current student loans) is affected by a notation of "I" or a letter grade of "F."

Pass/Fail. In order to count towards the completion of a degree program, courses must normally be taken for a letter grade. Exceptions to this policy require the written permission of the Academic Dean. Certain specific courses that are offered Pass/Fail are excepted from this rule. These include field education courses, Celebration of the Sacraments, and Confessional Ministry. Other exceptions may be granted by written permission of the Academic Dean.

Repeating a Course. Students may repeat a course if desired. In calculating GPA, both the initial and subsequent grades are included on the transcript. However, only the higher grade will be used to calculate GPA.

GRADUATION

Statement of Intent to Graduate. Prior to the beginning of their final semester, students must complete a [Statement of Intent to Graduate](#). They must discuss the form with their academic advisor and receive the advisor's approval before submitting it. It is due to the DSPT Registrar by the end of the late registration period of that semester. If a student's approved form is not submitted in a timely manner, the Board of Trustees is unable to approve an application for graduation, and the student will not graduate.

As part of the approval process, the student's academic records are reviewed by the student's academic advisor and the Academic Dean to ensure that all degree requirements have been fulfilled. Submission of the *Statement of Intent to Graduate* prior to the last semester of the student's program ensures sufficient time to complete any unfulfilled program requirements. The signature of the Academic Dean on the statement assumes that the student will successfully complete any remaining coursework, and if applicable, the thesis defense or capstone event. Failure by the student to complete coursework or other degree requirements by the end of the final semester may delay graduation.

Graduation Checklist. During their final semester, students must submit the [Graduation Checklist](#) certifying that all financial obligations are discharged. This form is due to the DSPT

Registrar by November 1 for fall graduation and by April 1 for spring graduation. Students are charged the \$100 graduation fee when this form is submitted to the Business Office.

Students in the GTU Common MA program should consult the most current version of the *GTU Master of Arts Program Handbook* regarding graduation form requirements.

GTU MASTER OF ARTS (“GTU COMMON MA”)

Students enrolled in the GTU Common MA program should refer to the *GTU MA Program Handbook*, found at the [webpage for the GTU Registrar’s Office](#) for the specific procedures relating to their program, including procedures for preparing and filing their MA thesis. In addition to the program requirements specified in the *GTU MA Program Handbook*, DSPT also requires that all of its students complete the requirements of the DSPT Portfolio Program (described in this Handbook) and that they have **three** thesis readers (including the Coordinator), rather than the two allowed by the GTU Common MA program. Please note that two copies of the thesis, suitable for binding, are to be submitted to the Academic Dean of the GTU; and **one additional copy**, suitable for binding, is to be submitted to the Registrar at DSPT.

Using the various GTU MA forms allows students and academic advisors to plan a program tailored to the student and also in conformity with program requirements. Students and their advisors should update the checklists each semester.

INCLUSIVE LANGUAGE

DSPT faculty and students are encouraged to use inclusive language. For a detailed description of the subject, a copy of *Guidelines for Non-Sexist Use of Language in the National Council of Teachers of English Publications* is available in the Registrar’s office.

JURY DUTY

Jury service (or jury duty) is an important civic responsibility that DSPT supports. The time and attention that jurors must invest in such service can make it difficult or impossible for a student to serve on a jury while school is in session, due to scheduling conflicts with course sessions and due to the time and attention that studies demand of students. Therefore, DSPT strongly encourages any student who has been called to jury duty to make every reasonable effort to ensure that this service does not interfere with coursework at DSPT (e.g., by asking to the court reschedule the service until a summer or January break, or until after graduation).

Students who are required to serve on jury duty that may interfere with coursework or other academic work should inform their academic advisor, providing official verification to the Academic Dean as soon as possible, and sending documentation for dates and times served on the jury promptly after the service is complete. For any of the student’s DSPT courses affected by attendance at jury duty, faculty are to take reasonable compensatory measures ensuring that students’ academic progress is not unduly compromised. Such measures might include, for

example, arranging for recording lectures and discussions, extending deadlines for assignments, extending the time for assignments into the break period (allowing an “Incomplete” grade, with work to be completed at a later, specified time), substituting a paper for an exam, recalculating the weighting of grades from other course assignments or exams, etc. It is the instructor of the course who is to determine what constitutes reasonable compensatory measures, or whether the absence is of such a great extent that no reasonable compensatory measures are available. If a student is forced to withdraw from a course or a term due to a prolonged term of service on a jury, DSPT will work with the student to alleviate any related academic and/or financial hardship.

LEAVE OF ABSENCE

Students at DSPT who are unable to continue academic work must request a leave of absence (LOA) on the grounds of personal, medical, or financial exigency. A leave of absence entails a break in all academic work including library privileges, coursework, examinations, thesis work, and interaction with faculty. It is not appropriate to take a leave of absence to work on a thesis.

Students who are in reserve military service or are veterans and receive benefits from the U.S. Department of Veterans Affairs (VA) will be permitted short-term LOA if they are required to report for military service. They will be readmitted to their programs, and the time away will not count towards total time in program.

The [Petition for a Leave of Absence From Program](#) form is available at the DSPT website, or from the DSPT Registrar. The request should specify the reasons for the leave so that the Academic Dean can determine if the leave is warranted. The Academic Dean will communicate the decision in writing.

Students will not be granted more than four semesters of leave, nor more than two consecutively, in the course of their degree programs. Accrediting agencies require institutions to enforce a reasonable continuity in the program. Note that leaves of absence taken once matriculation in a degree program has begun will **count** toward the total years allowed in the program.

Leave of absence requires an administrative fee for *each* semester – please consult the list of fees at the website for details. Students petitioning after the general registration deadline are also liable for the late registration fee. This late penalty is an incentive for students to get information submitted on time for required enrollment reports.

Students are advised to consult with the DSPT Financial Aid officer about whether a leave is the best financial decision. Students with educational loans need to understand how a leave may affect the deferment of payment. Payments on all state and federal loans may go into repayment within six months.

MA THESIS/EXAM FILING EXTENSION AGREEMENT

This agreement outlines specific conditions under which a student may defend and file a DSPT MA thesis (or take the comprehensive exams) and graduate in a given term without registering or paying continuing fees for that term. In order to qualify for this opportunity, the student **must complete the form** and return it to the Academic Dean prior to the scheduling of the defense date for the thesis. The [MA Thesis/Exam Filing Extension Agreement Form](#) is available at the DSPT website.

PETITIONS

Students registered in academic programs at DSPT who wish a variance from the requirements of their program should first consult with their academic advisor on the desirability of such a variance. Requests for a variance may include, but are not limited to, an extension of the program time limit, change to part-time status, change in the area of concentration, fulfillment of a degree requirement with a course substitution, credit for previous academic work, or change in academic advisor. If the variance seems appropriate, the student must complete the applicable petition, or a [General Petition](#) if no specific petition applies, clearly stating the variance desired and the reason for it. The petition must be signed by the academic advisor and be submitted to the Academic Dean for a final decision. Petition forms are available at the DSPT website or from the DSPT Registrar.

PRIMARY FORMATION COMMUNITY

The DSPT presupposes a dynamic learning environment which supports the holistic development of each clerical candidate. The Academic Dean and Faculty at DSPT work collaboratively with other entities, including a clerical student's religious institute and primary formation community, to ground the discipleship of Christ of the clerical candidate in personal maturity, intellectual accomplishment, and pastoral leadership. In addition to the academic requirements of DSPT, the academic policies and expectations of each religious institute that sends its students to DSPT will be found in the plan of studies and formation guidelines of that institute. If questions arise regarding the academic goals and wishes of students who are members of a particular religious institute, the faculty should consult with the Academic Dean and the formation personnel of that institute. In general, exceptions to the academic policies of DSPT are granted by the Academic Dean, and exceptions to the plan of studies of a student's religious institute granted by the formation person(s) so designated by that institute. In cases where concerns arise about a student from a religious institute, faculty members should contact *both* the Academic Dean and the formation director for that institute.

QUESTIONNAIRES

All entering and graduating students are required to complete a questionnaire on their academic, social, and personal experiences at DSPT. These questionnaires provide valuable

information for the ongoing self-evaluation of the School, its programs, and services. The Registrar will contact all entering students about completing the Entering Student Questionnaire (ESQ) and all graduates about completing the Graduating Student Questionnaire (GSQ).

RECORDING OF COURSE LECTURES AND OTHER COURSE ACTIVITIES

Students' use of audio and/or video recording technologies of course activities, such as lectures, discussions, presentations, or other course activities, requires the permission of the instructor, and of other participants if they are involved. Sharing these recordings is not permitted without obtaining permission from the instructor and any persons being recorded. Any recorded material must be destroyed/erased at the end of the semester, unless the instructor grants explicit permission otherwise. The professor retains the right to prohibit recordings of any or all sections of lectures, discussions, or other course content and/or activities. Violation of any these policies constitutes academic misconduct.

Students who have been approved for recording of lectures as a disabilities accommodation must limit their use of these recordings to personal use; they are not permitted to share these recordings without permission of the professor and other participants in the class.

REGISTRATION PROCEDURES

All DSPT students in degree programs (except those in the MATHem program) must do one of the following, **no later than the late registration deadline for each semester**: a) register full-time, b) submit a written petition for a leave of absence, c) submit a written petition for part-time status, or d) submit a written petition to withdraw. Students in the MATHem program, **no later than the late registration deadline for each term**, must do one of the following: a) register for *every* course offered for their cohort for that term, b) submit a written petition for a leave of absence, or c) submit a written petition to withdraw. Students in any of these programs who fail to act according to the instructions above will be administratively withdrawn from their program.

Important registration dates are distributed each fall in the enrollment packets and are included on the "DSPT Academic and Administrative Calendar" on the website. The Early Registration period is available for all returning students; students are strongly recommended to make use of it. The General Registration period is for all incoming students and for those returning students who did not register early or who need to make changes to their schedule.

Instructions for registration are available on the DSPT website or from the DSPT Registrar. The [GTU Course Schedule](#) lists all current course offerings for GTU member schools, including DSPT, by semester. The online schedule allows students to select optional search criteria such as field of study, course level, or instructor's school to narrow their search. DSPT course syllabi are also available on the DSPT website.

Registration for Fall, Spring, Intersession, and Summer terms is web-based through Populi, a student information program. Enrollment is available only during the posted registration dates

and is accessible at the Populi website. Login information is distributed to new students at orientation. Students may contact the Registrar if they have forgotten their login information.

A “Registration Block” may be placed on a student’s record due to unmet financial obligations, for library fines, or for academic progress issues. Students will not be permitted to register until satisfactory arrangements have been made with the appropriate office; an exception applies for those receiving VA benefits, according to the conditions described in the “TUITION AND FEES” section of this *Handbook*.

DSPT students are required to meet with their academic advisor each semester in order to plan both course selection and program goals, and will be unable to register until this meeting has occurred. If planning to take a restricted class, students must contact the instructor and the DSPT Registrar in order to register.

All registration materials must be returned to the Registrar before the end of the registration period and may include:

- The DSPT Contact Information Update (online form)
- Acknowledgement of Receipt of New Student Orientation Packet
- Consent to Release Grades and Transcripts
- Special Reading Course form

Students may verify their registration in Populi. Prior to and during the first two weeks of the semester, students may make changes in enrollment (adding a class, dropping a class, changing units, or grading option) using Populi. Once the late registration period ends, students no longer have access to the Populi registration schedule change screens. To make enrollment changes after late registration, students must submit a completed [Change in Enrollment Form](#) to the DSPT Registrar.

Tuition and fees are due upon enrollment in classes. Students may view their account balance in Populi. Tuition and fees may be paid by cash, check, or online using Populi. Checks should be made payable to DSPT and placed in the Finance Manager’s mailbox located in the DSPT reception area or mailed c/o Finance Manager to DSPT, 2301 Vine Street, Berkeley, CA, 94708. Populi payment options include credit card and e-check. Students with questions about their account balance may contact the Finance Manager at ibrooks@dspt.edu or call (510) 883-2056.

Stickers for renewal of the ID/ Library cards are available from the Registrar during the general and late registration periods. Stickers may not be issued until enrollment is complete and tuition and fees are paid. A current, valid sticker is required for use of the UC Berkeley libraries.

RELIGIOUS STUDENT FORMATION EVALUATION

Those who are charged with the formation of DSPT students who belong to a particular religious institute may ask the faculty to evaluate their students. Such requests must be made through the office of the Academic Dean. The request must be submitted by the tenth week of the semester and should include the specific reason(s) for the request. Completed forms,

provided by the particular religious institution, will be distributed to the Faculty and then returned to the Academic Dean at the end of the semester and forwarded to the appropriate formation personnel.

REPLACEMENT DIPLOMA

A replacement diploma may be ordered from the Office of the Registrar in situations where the original diploma has been lost or damaged. Replacement diplomas will be reissued in the format currently used and will bear the signatures of the current Board of Trustees Chair, President, and Academic Dean. Please allow for up to 30 days for replacement diploma to arrive from the date the request is received to process. Requestors will be notified via email when the diploma has been mailed.

The name on the replacement diploma will be identical to the name that was listed in the Commencement Bulletin in the year the degree was received. Name changes post-award are not allowed. The cost for ordering a replacement diploma is \$40.00 and checks/money orders should be made payable to DSPT and enclosed with the Request form. In addition, a replacement request will not be processed if there are outstanding financial obligations to DSPT.

RESEARCH INVOLVING HUMAN SUBJECTS

Students who intend to use human subjects as part of their research (e.g., qualitative research, such as interviewing) must develop a "Human Subjects Protocol" to ensure that human subjects will be treated in a manner consistent with their dignity and autonomy, that they consent freely and in an informed manner to participate in the research, and that they are either not at risk or are protected from any risks or harms posed by the research.

Students should consult the "Guidelines and Procedures for Review of Research Involving Human Subjects," available in the "Current Students" section of the GTU website, for the criteria necessitating a protocol and details about the process. If a protocol is required, students must receive approval from the Academic Dean. Approval must occur prior to beginning the research, normally as soon as possible following certification of foreign language and the formation of the thesis committee, but prior to submitting the thesis proposal for the committee's approval.

RESEARCH READINESS PAPER AND REVIEW

The Research Readiness Paper (RRP) and RRP Review help students, advisors, and Department Faculty assess and refine student research skills. As such, the RRP is a prerequisite for submitting any thesis proposal. Students may use the Academic Research & Writing Salon to assist them in completing the RRP. The RRP Review is conducted as follows:

- a) *Professor review.* The student makes a request to a professor that a 15-20 page paper (i.e., of approx. 3,750 to 5,000 words, not counting notes or bibliography), written as part of

the normal class requirements for one of the professor's courses that semester, be designated as the student's RRP. The student should make this request **early** in the semester. At the designated time, the student submits the paper and the [Research Readiness Paper Review Form](#) to the professor for review.

- b) *Advisor review.* The professor returns the graded paper and completed RRP Form to the student, who gives them to the faculty advisor. If the student's RRP is not satisfactory, the professor must alert the advisor and student. Students whose RRP is deemed unsatisfactory must submit for review a different research paper, and must pass the professor review, before any thesis proposal can be approved.
- c) *Department review.* All items are summarized by the advisor at the Department discussion of the student. Any comments from the Faculty discussion about the RRP will be included in a written summary of the discussion presented to the student and kept in the portfolio.

Students enrolled in any thesis option are encouraged to use the RRP to explore areas of interest related to their thesis research, and may incorporate any parts of their RRP into their thesis, if those parts can appropriately contribute to it.

SATISFACTORY ACADEMIC PROGRESS

Students are expected to make ongoing progress toward the completion of their degree programs. In order to ensure Satisfactory Academic Progress (SAP), students are regularly reviewed by the Academic Dean according to the following criteria:

1. Concerning course load:
 - a. Students in the Master of Divinity, Master of Arts (Philosophy), or Master of Arts (Theology) programs must complete an average of at least six units of course work per semester.
 - b. Students in the Master of Arts in Theology for Ecclesial Mission program must complete an average of at least twelve units of course work per year.
2. Concerning time in the program:
 - a. Students are expected to remain within the maximum time limit for each degree program as defined in the "Academic Programs & Requirements" section of this *Handbook*. Exceptions to this policy may be made for special circumstances (serious illness, etc.) by the Academic Dean.
 - b. Master of Arts students who are registered for "In Thesis" units, whether as part of program requirement or while on "Continuation Status," are expected to make regular progress on their thesis. At the end of each semester, the Academic Dean will consult with the thesis coordinator to ensure that the student has made satisfactory academic progress.

3. Concerning grades:

- a. When making determinations about Satisfactory Academic Progress, the Academic Dean reviews all of the coursework which appears on a DSPT transcript.
- b. in Master of Arts (MA) programs, including the MATHem program, students must maintain a 3.0 (B) or better GPA. A grade of "B" (3.0) or better is necessary in all courses used to satisfy core requirements in the program.
- c. in the Master of Divinity program, students must maintain a 2.3 (C+) or better GPA.
- d. A grade of "I" (Incomplete), if made up within the three-week time allotment at the end of the semester, does not affect Satisfactory Academic Progress or GPA. However, if the work is not made up within the allotted time, Satisfactory Academic Progress may be affected: when two reports of "Incomplete," or one "I" plus a grade of "F," or two grades of "F" appear on a transcript, students are notified by the Academic Dean of Unsatisfactory Academic Progress.
- e. Students whose academic reports contain two or more grades of "W" (Withdrawn) will be required to submit a written explanation to the Academic Dean, which will be used to determine whether or not the student meets SAP standards.
- f. Exceptions to this policy may be made for special circumstances by the Academic Dean.

4. Concerning portfolio requirements: students are responsible for ensuring that all portfolio requirements for each degree program are fulfilled as described in the "Student Portfolio Program" section of this *Handbook*. Portfolios are reviewed annually by the Academic Dean to ensure that they are up to date.

Students are also reviewed periodically by the respective department, as described in the student assessment program.

MA students who are classified as "continuing" students (those who have fulfilled the tuition residency requirement but have not completed all program requirements) are considered to be making satisfactory progress if, at the end of each semester in which they are in "continuing registration status," the Academic Dean, in consultation with their director, certifies this to be the case. The maximum number of semesters of continuing registration status allowed is determined by the remaining time a student has left before reaching the maximum time limit for the program.

For any student not making Satisfactory Academic Progress, the following occur:

- a. The student is automatically placed on academic warning and financial aid warning during the next semester, and is so informed in writing by the Academic Dean. Academic and financial aid warning status lasts for a period of one semester, during which the student may continue to receive financial aid.
- b. If the grade situation is not remedied by the beginning of the next semester, the student is automatically placed on academic probation and is so informed in writing

by the Academic Dean. Students on academic probation are prohibited from registering for further coursework. A student on academic probation loses eligibility for aid unless the student successfully appeals for aid eligibility and is placed on financial aid probation. Students on academic probation must submit a written academic plan to the Dean that describes in detail the steps to be taken to remedy the grade situation (see “Maintaining Eligibility for Federal Aid” in section V, below, for information on appeals).

- c. If the grade situation of a student on academic probation in a given semester is not remedied by the close of the registration period for the following semester, the student is administratively withdrawn from the School, and is so informed in writing by the Academic Dean.

Exceptions to this policy may be made for grave circumstances by the Academic Dean.

DSPT is required by law to submit a report to the Federal Government on the satisfactory academic progress of all students who receive federal assistance. Unsatisfactory progress may affect financial aid eligibility. Students should be aware that the status or report of Unsatisfactory Academic Progress may also affect the status of current student loans (see “Maintaining Eligibility for Federal Aid” in section V, below).

SPECIAL READING COURSES

As an exception to the normal cycle of course offerings, Special Reading Courses (SRCs) may be arranged between an individual student who is enrolled in a DSPT program and a DSPT or GTU professor. An SRC is intended to address one of the following issues:

- to allow the student to pursue an area of study of specific interest not normally available in the schedule of regular course offerings; in this case, no more than two such SRC courses are permitted;
- as the means to upgrade a regularly scheduled introductory or intermediate class to an advanced level, by completing additional work assigned by the professor.

Any SRCs for DSPT degree students may proceed only with the approval of the DSPT Academic Dean. Core courses required for a degree program may not be fulfilled by a special reading course, except by special permission of the Academic Dean. Approval by the Academic Dean on the SRC form does not constitute approval for fulfillment of a program requirement. First-year students would not normally receive permission for an SRC course (“upgrades” excluded).

GTU Common MA students affiliated with the DSPT are also subject to the policies in the most current version of the *GTU Master of Arts Program Handbook*, available at the [GTU Student Handbooks](#) page.

For any proposed SRC, the student should contact the professor, make the necessary arrangements, complete the [Special Reading Course Form](#) (available at the [Student Forms](#) webpage), obtain the signatures of the faculty, advisor and DSPT Academic Dean, and submit

the form to the DSPT Registrar during the registration period. Students should register online for the reading course using the course number SRC-9999-01 for an arranged special reading course or course number SRC-8888-01 to upgrade a regularly scheduled course. The special reading course will appear on the transcript as SRC-9999 or SRC-8888.

Students should be aware that a DSPT faculty member receives no additional compensation for offering special reading courses. Therefore, students should not ask a professor to offer a special reading course for a class that the professor regularly teaches. Rather, students should attend closely to the cycling of courses so that core requirements can be properly fulfilled for their degree program. Furthermore, since SRCs ordinarily require substantial attention and work on the part of faculty members in addition to their regular duties, students should not presume that a potential faculty instructor will agree to offer a requested SRC.

STUDENT STATUS

Student Status impacts several things: a) eligibility for Federal grants and loans, and deferment of outstanding student loans; b) eligibility for DSPT scholarship and grant-in-aid awards; and c) health care options.

DSPT offers a Certificate of Philosophical Studies and a Certificate of Theological Studies, and four graduate degrees: Master of Arts (Philosophy), Master of Arts (Theology), Master of Divinity, and Master of Arts in Theology for Ecclesial Mission. Students who matriculate in one of these programs are classified as Regular Students. All other students are classified as Special Students.

Regular students are further classified as either full (FT) or part-time (PT) as follows:

1. *For Federal loan and health care purposes*, students who register for 9 units or more per semester are classified as FT. Those who register for less than 9 units are classified as PT.

Students who have deferred education loans or who wish to apply for Federal financial assistance **must** be classified as FT in this category, i.e. register for *at least* 9 semester units. PT students are ineligible for Federal aid and loans will be reactivated.

For the purpose of loan eligibility, students who wish to take an intersession or summer course and wish to have those units applied towards the total number of units in the semester immediately following, e.g. a 3-unit course offered in a January intersession counted towards the total units of the following spring semester, may do so with the **written permission of the DSPT Academic Dean prior to registration for that course**. No more than one 3.0 semester unit course may be counted in this manner.

2. *For program completion purposes*, students who register for 12 units or more per semester are classified as FT. Those taking less than twelve units are classified as PT. Time to completion is based upon this FT classification. For example, the Master of Arts program requires 48 units total of course and thesis work. Assuming a rate of 12 units per semester, the anticipated time to completion is four semesters (2 years).
3. *For DSPT scholarship and grant-in-aid awards* student status is on a sliding scale, from 9-12

units. Awards are based on the assumption that students will register for 12 semester units (as described in (2) above), but are adjusted downward for those students who register for 9 units. PT Students, as defined in (1) above, are ineligible for any such awards.

Students in the Master of Divinity program who are doing a pastoral internship year are considered FT. As such, they normally must register for FE 2021 “Pastoral Ministry Internship Part 1” in the Fall semester and FE 2022 “Pastoral Ministry Internship Part 2” in the Spring semester.

Another student status type is called “**Continuing Registration**” (also called “**In Continuation**”). Please see the section “Tuition Residency Requirement and Continuation Status” below for complete details.

Changes in student status must be approved by both the student’s advisor and the Academic Dean. In order to change status, the student must complete a general petition form and submit it to the Dean. DSPT monitors student status according to the above definitions because it is required by law to report the current student status to the Federal Government each semester (see “Satisfactory Academic Progress”).

SUMMER, INTERNSHIP, AND FOREIGN STUDY PROGRAMS

Students who wish to receive academic credit from DSPT for special academic or pastoral programs (summer programs, foreign study, or residency years of supervised pastoral internship work) must have the approval of the Academic Dean before undertaking such activities.

TEACH-OUT POLICY

This Teach-Out policy provides guidance and guarantees fairness and transparency for DSPT faculty, staff, and students in the event that a DSPT program or option is discontinued.

Decisions about discontinuing any program or option of a program will be considered by the appropriate faculty department (Philosophy or Theology Department, as applicable) as well as the Regular Faculty, the Board of Trustees, the Board of Corporate Members, and the President, in a manner outlined in the Statutes and Bylaws of the School.

While a decision is under consideration, new student enrollment will be suspended. When a final vote is taken to discontinue a program, new student enrollment in that program will cease. Marketing will be cancelled and any current campaigns withdrawn. The program will be considered to be in a Teach-Out phase.

The Academic Dean will conduct an audit to ascertain which parts of the program need to be available to ensure that all enrolled students are able to complete the program. The Dean, along with the relevant Department Chair and any Program Coordinator, as applicable, will design a course schedule to allow for program completion; some Special Reading Courses (SRCs) may be

necessary. This schedule will define the maximum completion time and Teach-Out date. Students will be expected to enroll in the courses according to the schedule; DSPT need not offer the courses multiple times.

Students may be unable to complete the program if they fail a course which is then discontinued, or if they are dismissed from the program for failing to make satisfactory academic progress. Students who take a leave of absence must appeal for re-entry, which will be contingent upon the availability of courses to ensure program completion during Teach-Out.

Students in the Teach-Out program may continue to receive student benefits, such as advising and financial aid (if applicable), as long as they are enrolled at the School, according to the usual conditions.

THESIS POLICIES AND PROCEDURES

Thesis Proposal. The thesis proposal gives students an opportunity to show an ability to organize a project of disciplined inquiry, according to a methodology specific to their program, into a brief, coherent proposal. It is highly recommended, and generally expected, that the chosen topic be related to coursework already done by the student so that there is at least a basic knowledge in the research area. A prerequisite for submission of a thesis proposal is the successful completion of the RRP. Students in a program requiring a thesis enroll in the Academic Research & Writing Salon (offered in two parts of 1.5 units each), typically during their first year of studies, to assist them in completing the RRP, to help them conduct focused academic research and writing, and to develop their competence in areas in which they intend to develop their thesis proposal and thesis. Students should consult the degree requirements section for any specific program requirements for the thesis proposal.

Before writing the proposal, students should review and carefully follow the guidelines described in the [Navigating through the Requirements for the MA Programs](#). A detailed description of the proposal format is found in the [Thesis Proposal Guidelines](#), which should be carefully followed. There are also samples of “successful” thesis proposals available for review in the Registrar’s Office.

In addition to the proposal, students must also submit a signed [Thesis Proposal Petition](#), which proposes the thesis committee membership. There must be three faculty on the thesis committee. The coordinator must be a member of the DSPT Regular Faculty. The first and second readers may come from DSPT, the GTU, UC Berkeley, or another accredited institution of higher learning as determined in discussion with the proposed coordinator. For faculty outside of the GTU, a curriculum vitae should be submitted with the proposal. Students should consult their proposed coordinator to ensure that the proposed committee members have expertise in the areas needed for evaluating the thesis. Faculty consent to serve on a committee, as indicated by their signatures on the *Thesis Proposal Petition*, indicates that they have read the proposal and believe that it is ready for departmental review. For this reason, faculty must be given sufficient time to review the proposal and offer feedback.

Students submit the proposal and signed *Thesis Proposal Petition* to the Department chair *one*

week before the meeting at which it is to be discussed. The thesis topic as well as faculty composition of the thesis committee require approval of the Department. The results of faculty review are communicated to each student by the Department chair. Faculty may also suggest improvements or revisions which are communicated to each student by the thesis coordinator. The thesis committee coordinator cannot be changed without the permission of the department faculty. Once approved, the thesis coordinator becomes the student's advisor.

Students whose native language is other than English may write their thesis in that language provided that:

- the proposed coordinator of the thesis is competent in the language;
- there are two other committee members who are competent in the language;
- at least one member of the proposed committee is sufficiently competent in the language to correct grammar and syntax.

Students wishing to take advantage of this policy must indicate this fact in their proposal in the description of their suggestions for the faculty director and committee members.

Thesis and Oral Defense. The two basic goals for a master's thesis are to demonstrate academic research and writing skills, and to argue coherently and conclusively for a thesis. In a most general sense, the student is expected to demonstrate (1) a knowledge of the major works published on the subject matter central to the thesis, and appropriate primary & secondary source materials, including relevant current discussions; and (2) the proper application of this knowledge to argue clearly and convincingly for the thesis.

The thesis is to be written according to the standards prescribed in the most recent edition of *A Manual for the Writers of Term Papers, Theses and Dissertations*, by Kate Turabian. A comprehensive bibliography of the appropriate sources and modern treatments of the subject matter of the thesis should be included in the final copy.

The criteria for evaluation of both thesis and oral defense are listed in the [Master of Arts – Thesis Review Form](#). Students should familiarize themselves with the evaluation criteria listed in these two documents before beginning work on either the thesis proposal or the thesis.

The oral defense provides an opportunity to demonstrate not only acquired knowledge and insight, but also oral communication skills. The written thesis must be successfully defended by an oral exam conducted by the coordinator and the assigned readers. Normally, the defense shall not exceed one and one half hours in length. Each thesis is to be defended, passed and filed by the posted GTU deadline of the intended year of graduation (see GTU academic calendar for the specific date). Students are responsible to see that a copy of the thesis to be defended is in the hands of the Coordinator and Readers **at least three weeks** before the scheduled defense. Members of a committee are not obliged to meet during breaks in the academic calendar.

In preparing for the oral defense, students must schedule the defense through the DSPT Registrar's Office. The Registrar verifies that defending students have an approved [Statement of Intent to Graduate](#) on file and are in good standing with the Business Office and the GTU

Library. Students are reminded that DSPT Faculty are not required to serve during breaks in the academic calendar (i.e., Christmas Break through January, or summer). Students who wish to avoid paying tuition for a subsequent semester must complete the "[MA Thesis/Exam Filing Extension Agreement Form](#)" and successfully defend their thesis by the stated deadline.

Students must print out and bring to the defense the [Master of Arts – Thesis Defense Form](#), and the [Master of Arts – Thesis Review Form](#). These forms should be given to the thesis committee coordinator at the beginning of the defense. The two forms must then be submitted by the coordinator to the DSPT Registrar within 48 hours of the defense.

A student whose thesis and oral defense are deemed outstanding by all three examiners, may be granted the degree "with honors." In cases where there is no simple majority of the members of the committee as to whether or not the requirements for the thesis have been satisfactorily fulfilled, the department chair shall have the deciding vote. If the department chair is a member of the committee, the Academic Dean shall have the deciding vote. (If both the department chair and Academic Dean are on the committee, the President shall appoint another faculty member to cast the deciding vote.)

DSPT Thesis Title Page. Students in a DSPT MA program that requires a thesis must follow all of the formatting guidelines described in the "[GTU Master's Thesis and Doctoral Dissertation Guidelines](#)" for the GTU Common MA EXCEPT that the title page should read as follows: "A thesis by [Name] presented to The Faculty of the **Dominican School of Philosophy and Theology at the Graduate Theological Union** in partial fulfillment of the requirements for the degree of Master of Arts (Philosophy)..." or "for the degree of Master of Arts (Theology)..." or "for the degrees of Master of Arts (Philosophy) and Master of Arts (Theology)...", as applicable (where the underlining merely indicates what is different).

Thesis Format Approval Form. Once all final corrections have been made, the thesis undergoes one final review by the GTU Library Reference Department to ensure that it meets archival standards. Information about library approval for the MA thesis may be found on the GTU Library website. After the final thesis has been reviewed and approved by the GTU Library, an electronic copy must be submitted to the DSPT Registrar, including the title page with signatures of committee. Students must also upload a copy to "ProQuest" per the instructions from the Registrar. GTU Library maintains a subscription with ProQuest thus making available for research all theses and dissertations of the GTU community. Three copies of the thesis suitable for binding (two for the GTU Library and one for DSPT) are to be submitted to the Registrar, along with the signed *Library Approval of Thesis Format Form*, by the thesis filing deadline of the semester in which the student plans to graduate.

TRANSCRIPTS

The DSPT Registrar sends out only DSPT transcripts. GTU Common MA students must request transcripts from the GTU Registrar's Office. Federal privacy laws do not permit either the release of records in student files which have been received from other schools or the copying of those records by students.

In order to have a transcript sent to another school or a potential place of employment, students must submit a completed [Transcript Request](#) form (available from the DSPT website) to the Registrar. The School must have a **written** request from the student; a phone call or an email is not sufficient because the School must have a signature authorizing the release of personal information. The School cannot issue transcripts for students with outstanding fines at the GTU Library, or for those with unresolved financial obligations to DSPT.

TRANSFER OF ACADEMIC CREDIT

In decisions regarding the awarding of credit for academic work done at other educational institutions, consideration is given to the quality of the institution at which the work was done, the comparability of the content and level of the work to parallel course work at DSPT (where applicable) or to generally accepted academic standards. Consideration is also given to the relationship of the academic work to the program of studies at DSPT.

There are two general categories of transfer: 1) transfer of work done *prior to* matriculation at DSPT; and 2) transfer of work done *while matriculated*, typically through cross registration at one of our partnering schools, namely, UC Berkeley, Angelicum (Rome), Blackfriars (Oxford), or Dominican University (Ottawa). In the former case, transfer evaluation is handled as described in this section, and grades for transferred work are listed on the student transcript but are **not** included in the calculation of GPA. In the latter case, transfer is handled directly through the office of the Academic Dean, and all grades **are included** in the calculation of the student GPA.

Decisions about credit for previous academic work are generally made by the DSPT Admissions Committee at the time of admission, and are communicated in the letter of acceptance. If a request for transfer of credit is made after admission, the same criteria are applied and a decision is made by the Academic Dean, after consultation with the Registrar and the relevant department Chair.

For coursework completed prior to matriculation at DSPT, evaluations are based on the evidence of student transcripts, school catalogues, course syllabi, and examples of the course work, as these items are available. Normally, credits more than seven years old may not be transferred.

In all cases, students must submit a written petition to the Academic Dean that requests the transfer of *individual courses* into the DSPT program. The credited coursework is not automatically transferred, and cannot be done without this written petition. Students should understand the difference between a) transfer of credits, b) advanced standing, and c) tuition credit when submitting a written petition, and ensure that the petition clearly articulates what is being sought. These terms are defined in the “Credit for Previous Academic Work” section of this *Handbook*.

There are three types of institutions from which credits may be transferred:

1. Accredited Institutions. The School readily grants credit for work done at accredited institutions, provided that the work meets generally accepted academic standards and is broadly appropriate to the DSPT program. A higher degree of stringency is exercised when

granting permission for transfer of credit (including advanced standing) for core courses than for electives.

2. Non-accredited Institutions. The School does not normally recognize academic work done at non-accredited institutions. Under certain circumstances, however, the School may consider such petitions provided that students are able to provide documentation as to the quality, purpose, and possible reasons for lack of institutional accreditation.

3. Foreign Institutions. The School is particularly concerned to ensure that the quality of academic work accepted for credit from a foreign institution is comparable to commonly accepted standards in the United States. When submitting a petition for transfer of credit from foreign institutions, students must also provide information that allows the Academic Dean to ensure that completed coursework was done at an academic level comparable to DSPT standards. Course descriptions, syllabi, and examples of student work are reviewed as these are available. European Credit Transfer System (ECTS) units are generally accepted at a ratio of 2 ECTS units per 1 semester unit. Grade interpretation should normally be included on the official transcript. In those cases where there is no interpretation provided, the Academic Dean will make the determination according to published tables. In cases of doubt, the School may utilize the evaluation services of the National Association for Foreign Students Affairs, 1860 19th St. NW, Washington, DC 20009.

4. Extra-Institutional and Experiential Learning. The School does not give credit for extra-institutional or experiential learning. It does recognize the General Education Development (GED) Testing Program as a valid way of demonstrating high school equivalency. Other instances of extra-institutional learning, such as credit for courses offered by the military, are determined on a case-by-case basis, making use of the services of the American Council on Education's Office of Educational Credit, where applicable.

TUITION RESIDENCY REQUIREMENT AND CONTINUING REGISTRATION STATUS

Students in the MA degree programs meet the "tuition residency requirement" once they have registered for and paid tuition equivalent to the 48 required units. Students in the concurrent MA (Philosophy)/ MA (Theology) degree option meet the tuition residency requirement once they have registered for and paid tuition equivalent to the 63 required units.

After having registered and paid the full amount of tuition for all the courses required for their program, students are *automatically* classified in "continuation registration" and remain so until the completion of their program. Students in "continuation registration" are considered part-time and register for 6 semester units of "In Thesis" (MA 5000) until they successfully defend their thesis. Continuing students pay a flat tuition rate each semester. The maximum number of semesters of continuing registration status allowed is determined by the time a student has left before reaching the maximum time limit for the program. If not all course requirements have been met, then students may register for additional course units accordingly, up to 12 units per semester.

Note that this classification is different than for GTU MA students, who are classified as full-

time when in “In Continuation” status. GTU Common MA continuing status students must be registered for at least 12 units per semester and may not register for part-time status. Normally, GTU Common MA students register for 12 units per semester of MA-5000-01 “In Thesis” units. If all course requirements have not been met, GTU Common MA continuing students register for additional course units and decrease the thesis units accordingly.

Students who have completed program requirements and who wish to avoid paying tuition for a subsequent semester must complete the [MA Thesis/Exam Filing Extension Agreement Form](#) and successfully defend their thesis before the filing deadline indicated on the form. Please see the section on the Filing Extension Agreement for details.

WITHDRAWAL

Withdrawal from a class. To withdraw from a class, a student must complete and obtain all signatures on a [Change in Enrollment](#) form available at the DSPT website, or from the Registrar. Classes dropped after the fourth week of the semester will be recorded on the transcript with a grade of “W” (Withdrawal).

Withdrawal from a program. Withdrawal from a DSPT program is intended to be an irreversible decision, which formally severs the relationship between the student and DSPT. All committees are dissolved, and faculty are under no obligation to continue any working relationship with the student. There are two types of withdrawal: 1) student-initiated withdrawal; or 2) administrative withdrawal.

1. Students may choose to withdraw from a program by completing the DSPT [Petition to Withdraw from School](#) form available at the DSPT website, or from the Registrar. The request should specify the reasons for the withdrawal.
2. Students who fail to register, to request a leave, or to formally withdraw from the program by the end of late registration will be administratively withdrawn from their program. Students who have failed to make Satisfactory Academic Progress for two consecutive semesters will also be administratively withdrawn (see previous section on SAP). A student who has been administratively terminated may petition for reinstatement within two years. This process will be the same as for withdrawn students.

Request for Reinstatement. Students who have withdrawn or have been withdrawn from a degree program may petition for reinstatement within two years. Such petitions are extraordinary; there is no guarantee of a right to re-enter.

- a) The faculty committee will have been formally dissolved; faculty are under no obligation to return to the committee.
- b) Language exams passed more than seven years prior to reinstatement will have to be re-validated; the process of re-validation is determined by the Academic Dean.
- c) In questions of protocol, it will be assumed that the reinstated student will be bound by the *DSPT Student Handbook* and policies current at the time of reinstatement.

- d) If reinstated, students will be liable for the administrative leave of absence fee for the period of inactivity, as well as the reinstatement fee.

Two years after having withdrawn or been withdrawn, students requesting reinstatement must reapply through the admissions process. They would normally be required to redo or re-certify all work more than seven years old.

Return of Title IV Federal Aid

The Financial Aid Office is required to perform a Return of Title IV (R2T4) calculation when a student withdraws from all coursework prior to the scheduled end date of any given semester/payment period. The standard formula for R2T4 is based on the withdrawal date, calculated on a percentage basis by comparing the total number of days the student completed to the total number of days in the payment period. The payment period is defined as the semester from which the student withdraws. Official and unofficial withdrawal dates are defined as the last documented date of academically-related activity by the student as defined by the U.S. Department of Education. If an R2T4 calculation return creates a balance due on the student's school account, the student will be responsible for payment to the school. The student will not be allowed to reenter, register or receive academic transcripts until the outstanding balance has been paid in full.

In accordance with federal regulations, if a student is eligible for a refund of tuition and fees and housing/meal plan costs, and the student is a Title IV aid recipient for the enrollment period, the refund will be returned to the student aid programs. Returned Title IV Funds are allocated in the following order: 1) Unsubsidized Federal Direct Stafford loans; 2) Federal Direct PLUS received on behalf of the student.

SECTION IV: ACADEMIC PROGRAMS & REQUIREMENTS

ASSESSMENT PORTFOLIO

DSPT has the resources to serve the needs of a wide variety of students by providing graduate degree programs in philosophy, and graduate and professional degree programs in theology.

An integral part of monitoring student achievement is the DSPT student **assessment portfolio**. Each student must complete all portfolio requirements of their degree program in order to graduate. Faculty use the information in the portfolio to monitor student progress and as a guideline for the annual Faculty Department discussion on each student.

The “success” of the portfolio program relies upon an ongoing interaction between the student and advisor. By emphasizing student-based initiative, these procedures help students take full advantage of the vast resources of DSPT, the Graduate Theological Union, and the University of California, Berkeley.

By providing a structure for clearly articulating and carefully monitoring standards of academic excellence, the portfolio program allows the School to determine program effectiveness and improvement. In this way, the portfolio system becomes a means to dynamically assess the student’s individual needs, and to develop a helpful response to those needs.

Students will gain the most from the relationship with their advisor to the extent that they are knowledgeable of the portfolio program. Each **student** is personally responsible for ensuring that all elements of the degree program are fulfilled, which includes both academic and portfolio requirements. Students cannot graduate unless all portfolio requirements have been fulfilled. By meeting regularly with the advisor (minimally, during pre-registration and at the beginning of each semester) to review elements of the portfolio, students determine:

- how well they are grasping the learning objectives of their program;
- the particular area(s) of study and/or research that require further focus or attention;
- how well the program is helping them achieve their personal goals.

Meeting with the Academic Advisor. Before the first meeting with their academic advisor, students should review the original statement of purpose from their admissions application. They are also encouraged to use the [*Initial Student Self-Evaluation*](#) as a tool to focus their ideas about personal hopes in the program, and to use these ideas as the basis for the first meeting with the advisor.

At subsequent meetings, they should always bring a copy of the *DSPT Guide for Academic Advising Sessions* and an updated program requirement checklist for their program. This checklist should be reviewed along with the most recent grade report (provided by the Registrar) in light of the personal goals described at the beginning of the program. In this way, students monitor not only their progress in coursework, but also how the overarching program and institutional goals align with their personal educational objectives.

DSPT Faculty are not required to serve during breaks in the academic calendar, i.e., from the Christmas break through January, or summer.

Maintenance of the Portfolio. Certain elements of the portfolio program are common to many academic degrees offered at DSPT. These are summarized here; detailed descriptions are provided in the documents themselves. Students work together with their advisor, using the Portfolio Checklist corresponding to the student's program, to ensure that these elements are included in the portfolio:

1. An Entering Student Questionnaire (ESQ), which must be completed during the first semester of the student's program (the DSPT Registrar will contact each student).
2. Faculty Department Review. Each student in a degree program will be discussed once in a detailed manner by the Faculty in the department in which the student is enrolled. The small size of DSPT provides Faculty with an opportunity to know students well and to create a common plan to support the development of each one. Focusing on the institutional goals of DSPT, guidelines (rubrics) have been created for these discussions which serve to create a common frame of reference for both Students and Faculty. Students should review the [Rubric for assessing student skills related to Institutional Goals](#) so that they can understand what is expected of them throughout their time at DSPT. Using the [Department Discussion of Student Progress Form](#), the advisor forwards the results of these discussions for filing in the student portfolio, so that the student's progress can be documented.
3. Written Work. By the end of the **first year**, students in the MAPH program or MATH program must submit to their academic advisor a Research Readiness Paper (RRP, described in detail in section III, above), which they believe displays their best work, and which reflects engagement of the DSPT institutional goals and outcomes. The Theological Research Preparedness Paper (TRPP) serves similarly for students in the second year of the MATHem program (described below in the MATHem degree requirements section). A second paper is either the MA thesis (for students in any program option requiring a thesis) or the Capstone Research Paper (for students in the Exam Option of the MAPH or MATH programs).
4. A Graduating Student Questionnaire (GSQ), which must be completed during the final spring semester of the student's program (the DSPT Registrar will contact each student).

THE MASTER OF ARTS (PHILOSOPHY) DEGREE REQUIREMENTS

Overview

The Master of Arts (Philosophy) program (MAPh) helps students develop knowledge in both the history of philosophy and systematic philosophy. Students learn to place these traditions in critical dialogue with modern and contemporary philosophical thought.

Depending upon their personal goals, students pursue one of two options. Recommended for those with an interest in advanced graduate studies, the *Thesis Option* allows students to explore a focused area of academic research on a particular topic of interest through elective coursework and a written thesis. An oral defense of that thesis provides students with the opportunity to demonstrate skills in oral communication. Students who enroll in the *Exam Option* integrate their knowledge in both history and systematic philosophy with a chosen area of interest; these students also complete the MA Colloquium, providing them an opportunity to examine focused topics of interest in a collaborative learning environment.

The MAPH degree is a two-year program which requires a total of 48 semester units, distributed as described below. The maximum time permitted for the completion of the program is four years computed from the date of initial registration in the program. All students in the MAPH program are required to maintain a 3.0 GPA. A grade of “B” (3.0) or better is necessary in all courses used to satisfy core requirements in the program.

Resources for Planning. In planning their sequence of studies, with the guidance of their advisor, students should check not only this *Handbook*, but also the DSPT website to consult the [Course Descriptions](#) page for the contents of course offerings and the [Multi-Year Projection for Cycled Courses](#) to ascertain the semester during which each course may become available. For specific offerings available for registration during the current or upcoming semester, they should consult the [Current Course Syllabi & Information](#) page at DSPT’s website and the online [GTU Course Schedule](#). Students should work with their advisor in planning courses as outlined here and in the [MAPh Program Requirements Checklist](#).

MA Colloquium. All MA Philosophy Students participate in the MA Colloquium in the ways described below for each program option. Meeting periodically throughout the year, the Colloquium provides students with an opportunity, under the direction of Regular Faculty, to discuss their research and engage in philosophical conversation in a collaborative learning environment, to sharpen their listening and communication skills, and to integrate the philosophy program objectives with the mission and goals of the School.

Changing Options. Students in the MAPH program who wish to switch from one option to another must first contact their academic advisor, who will present the proposal to the Philosophy Department for final approval.

Written Samples for the Assessment Portfolio. As noted above in the section on the assessment portfolio, each student is to submit two research papers during the course of the academic program: 1) Research Readiness Paper (see section III, above); and 2) either the Capstone Research Paper (for students in the MAPH, Exam Option) or the MA thesis (for those in the MAPH, Thesis Option). These papers must be written according to the standards

prescribed in the most recent edition of *A Manual for the Writers of Term Papers, Theses and Dissertations*, by Kate Turabian.

MA (Philosophy), Thesis Option: Detailed Program Description

Program Outcomes. In addition to the stated institutional goals, students in the MA (Philosophy), Thesis Option develop:

1. A comprehensive knowledge of the history of the Western philosophical tradition;
2. A detailed understanding of systematic philosophy;
3. Skills for academic research;
4. A focused knowledge in one specific topic of philosophical inquiry;
5. Skills for advanced academic writing and publication.

To demonstrate achievement of program outcomes, students fulfill all its requirements, including the completion of:

1. a thesis proposal that articulates and effectively communicates clear goals and outcomes for the proposed thesis;
2. a well-written thesis that meets specified criteria, e.g. philosophical knowledge, writing skills, etc.;
3. the thesis proposal, MA Colloquium presentation, and oral defense, with the thesis itself, to demonstrate their skills for collaborative learning, and to demonstrate an ability
 - to listen attentively to input from peers and faculty on questions or points of disagreement, and
 - to formulate responses which incorporate issues raised.

Coursework and Other Requirements. Courses and requirements in the Master of Arts (Philosophy), Thesis Option, are sequenced to provide a formation in both Systematic Philosophy and the History of Philosophy. In both areas, an ordered sequence ensures that students proceed from introductory courses to intermediate and advanced work. In Systematic Philosophy, courses that are conceptually introductory precede those that are more intermediate or advanced. In the History of Philosophy, a chronological sequence is followed.

Other degree requirements are likewise ordered to ensure that the student learns basic skills before proceeding to more advanced ones. The following list summarizes the requirements:

Academic Research & Writing Salon I & II	3 units
Systematic Philosophy	12 units
(Students must take at least four of these six three-unit courses from this area)	
Logic (+)	
Philosophy of Nature (+)	
Philosophical Anthropology (+)	
Metaphysics (+)	
Theory of Knowledge (+)	
Philosophical Ethics (+)	
History of Philosophy	6 units
(Students must take at least two of these four three-unit courses from this area)	
History of Ancient Philosophy (+)	
History of Medieval Philosophy (+)	
History of Modern Philosophy (+)	
History of Contemporary Philosophy (+)	
Elective Courses	24 units
Foreign Language Certification	(0 units)
Research Readiness Paper	(0 units)
Thesis Proposal	(0 units)
MA Colloquium Presentation	(0 units)
In Thesis	3 units
<u>Thesis Defense & Submission</u>	<u>(0 units)</u>
TOTAL	48 units

Normally, the core (+) courses, four in Systematic Philosophy and two in History of Philosophy, are taken during the first year of studies. No more than 24 units of coursework may come from the introductory (1000) level, and at least two courses must be at the advanced (4000) level. Elective courses are chosen by the student, in consultation with the academic advisor and in keeping with all program requirements, so as to align with the chosen area of thesis research. In consultation with their advisor, students may choose elective courses outside the (PH) area. Normally, not more than two of the elective courses (6 units) can be other than PH classes, and these are subject to the approval of the academic advisor. Exceptions need the approval of the Academic Dean.

The following table outlines a typical sequence of courses and fulfillment of requirements for the MAPH, Thesis Option:

<u>Semester</u>	<u>Course or Requirement</u>	<u>Units</u>	<u>Level</u>
1 st	(Systematic Philosophy Course 1†)	3.0	1-2
1 st	(Systematic Philosophy Course 2†)	3.0	1-2
1 st	(History of Philosophy Course 1†)	3.0	1
1 st	Elective 1	3.0	1-4
1 st	WS-1000 Academic Research & Writing Salon 1	1.5	1
2 nd	(Systematic Philosophy Course 3†)	3.0	1-2
2 nd	(Systematic Philosophy Course 4†)	3.0	1-2
2 nd	(History of Philosophy Course 2†)	3.0	1-2
2 nd	Elective 2	3.0	1-4
2 nd	WS-1001 Academic Research & Writing Salon 2	1.5	1
2 nd	Research Readiness Paper	0	2
2 nd	Foreign Language Requirement	0	1
3 rd	Elective 3	3.0	1-4
3 rd	Elective 4	3.0	1-4
3 rd	Elective 5	3.0	1-4
3 rd	MA-5000 MA In Thesis	3.0	4
3 rd	MA-5500 MA Thesis Proposal	0	4
3 rd	MA Colloquium Presentation	0	4
4 th	Elective 6	3.0	1-4
4 th	Elective 7	3.0	1-4
4 th	Elective 8	3.0	1-4
4 th	MA-5999 MA Thesis Defense	0	4

MAPh, Thesis Option: Typical Sequence of Courses & Fulfillment of Requirements

Foreign Language Certification. Students in the DSPT MA (Philosophy) *Thesis Option* must demonstrate reading proficiency and comprehension skills in a foreign language. See “Foreign Language Certification and Credit” in section III, above, for a description of how the foreign language requirement can be fulfilled.

Research Readiness Paper and Review. The Research Readiness Paper (RRP) helps students, advisors, and faculty assess and refine student research skills. As such, a successful RRP is a *prerequisite for submitting a thesis proposal and must be completed by the end of the first year in the program.* For more details, see “Research Readiness Paper and Review” in section III, above.

Thesis Proposal. The thesis proposal gives students an opportunity to show an ability to organize a project of philosophical inquiry into a brief, coherent proposal. It is highly recommended, and generally expected, that the chosen topic be related to coursework already done by the student so that there is at least a basic knowledge in the research area. It must be submitted no later than the third semester in the program. *No proposals will be considered until the student has successfully completed the RRP.* Other details on the thesis proposal and thesis

proposal petition are listed under “Thesis Policies and Procedures,” in section III, above.

MA Colloquium Presentation. After the thesis proposal has been approved by the Philosophy Department, the student must give a presentation of the proposal at a session of the MA Colloquium. The student may present either the approved proposal itself or some segment of the research outlined in the proposal. In either case, students distribute a handout (such as an outline) and bibliography to Colloquium participants before the scheduled presentation. Completion of the MA Colloquium Presentation is a requirement for graduation. Students in the MAPH, Thesis Option, are encouraged, though not required, to participate in meetings of the MA Colloquium throughout their second year in the program.

Thesis and Oral Defense. Promotion to the degree of Master of Arts (Philosophy), Thesis Option, requires the successful completion of a written thesis and an oral defense of the thesis. The thesis is to be approximately eighty (80) pages in length (approx. 20,000 words, not counting notes or bibliography). The three semester units of “In Thesis” time is set aside for them to conduct further research and to write their thesis. For further details on the Thesis and Defense, see “Thesis Policies and Procedures,” in section III, above.

DSPT Thesis Title Page. Students in a DSPT MAPH program that requires a thesis must follow all of the formatting guidelines described in “[GTU Thesis and Doctoral Dissertation Guidelines](#)” for the GTU Common MA EXCEPT that the title page should read as follows: “A thesis by [Name] presented to The Faculty of the **Dominican School of Philosophy and Theology at the Graduate Theological Union** in partial fulfillment of the requirements for the degree of **Master of Arts (Philosophy)** ...” (where the underlining merely indicates what is different).

Thesis Format Approval Form. See details under “Thesis Policies and Procedures,” in section III, above.

MA (Philosophy), Exam Option: Detailed Program Description

Program Outcomes. In addition to the stated institutional goals, students in the MA (Philosophy), Exam Option develop:

1. A comprehensive knowledge of the history of the Western philosophical tradition;
2. A detailed understanding of systematic philosophy;
3. Skills for academic research;
4. An ability to integrate historical and systematic knowledge in a chosen area of interest;
5. Skills for effective communication of philosophical ideas.

To demonstrate achievement of program outcomes, students fulfill all its requirements, including the completion of:

1. two research papers by the conclusion of their program which meet specified criteria: the RRP and the Capstone Research Paper, described below;
2. the MA Colloquium, producing a capstone research paper that synthesizes material from the program, to demonstrate skills for effective communication and collaborative learning, specifically
 - to listen attentively to input from peers and faculty on questions or points of disagreement, and
 - to formulate responses which incorporate issues raised.

Coursework and Other Requirements. Courses and requirements in the Master of Arts (Philosophy), Exam Option, are sequenced in order to provide a formation in both Systematic Philosophy and the History of Philosophy. In both areas, an ordered sequence ensures that students proceed from introductory courses to intermediate and advanced work. In Systematic Philosophy, courses that are conceptually introductory precede those that are more intermediate or advanced. In the History of Philosophy, a chronological sequence is followed. Other degree requirements are likewise ordered to ensure that the student learns basic skills before proceeding to more advanced ones.

The following list summarizes the requirements for the MAPH, Exam Option:

Systematic Philosophy	18 units
(Students must take all the following six courses from this area)	
Logic (†)	
Philosophy of Nature (†)	
Philosophical Anthropology (†)	
Metaphysics (†)	
Theory of Knowledge (†)	
Philosophical Ethics (†)	
History of Philosophy	12 units
(Students must take all the following four courses from this area)	
History of Ancient Philosophy (†)	
History of Medieval Philosophy (†)	
History of Modern Philosophy (†)	
History of Contemporary Philosophy (†)	
Elective Courses*	15 units
Research Readiness Paper	(0 units)
MA Colloquium Parts 1 and 2	3 units
Capstone Research Paper	(0 units)
MA Comprehensive Exam	(0 units)
TOTAL	48 units

Normally, the core (†) courses are taken during the first year of studies (with the exception of final two History of Philosophy courses). No more than 24 units of coursework may come from the introductory (1000) level, and at least two courses must be at the advanced (4000) level. Elective courses are chosen by the student, in consultation with the academic advisor and in keeping with all program requirements, so as to align with the student's chosen area of interest. In consultation with their advisor, students may choose *elective courses outside the (PH) area. Normally not more than two of the elective courses (6 units) can be other than PH classes, and these are subject to the approval of the academic advisor. Exceptions need the approval of the Academic Dean.

The following table outlines a typical sequence of courses and fulfillment of requirements for the MAPH, Exam Option:

<u>Semester</u>	<u>Course or Requirement</u>	<u>Units</u>	<u>Level</u>
1 st	PH-1115 Logic	3.0	1
1 st	PH-1056 Philosophy of Nature	3.0	1
1 st	PH-1009 Philosophical Ethics	3.0	1
1 st	PHHS-1050 History of Philosophy: Ancient	3.0	1
2 nd	PH-1065 Theory Of Knowledge	3.0	1
2 nd	PH-2040 Philosophical Anthropology	3.0	2
2 nd	PH-2050 Metaphysics	3.0	2
2 nd	PHHS-1051 History of Philosophy: Medieval	3.0	1
2 nd	Research Readiness Paper	0	2
3 rd	PHHS-2000 Modern Philosophy	3.0	2
3 rd	Elective 1*	3.0	1-4
3 rd	Elective 2*	3.0	1-4
3 rd	Elective 3*	3.0	1-4
3 rd	MA-5401 MA Colloquium Part 1 of 2	1.5	4
3 rd	Capstone Research Paper	0	4
4 th	PHHS-2001 Contemporary Philosophy	3.0	2
4 th	Elective 4*	3.0	1-4
4 th	Elective 5*	3.0	1-4
4 th	MA-5402 MA Colloquium Part 2 of 2	1.5	4
4 th	MA-5506 MAPH Examination	0	4

MAPh, Exam Option: Typical Sequence of Courses and Fulfillment of Requirements

Research Readiness Paper and Review. The Research Readiness Paper (RRP) helps students, advisors, and faculty assess and refine student research skills. As such, a successful RRP *must be completed by the end of the first year in the program*. For more details, see “Research Readiness Paper and Review” in section III, above.

MAPh, Exam Option Capstone. For students pursuing the Exam option, the MA Colloquium, the Capstone Research Paper, and the Comprehensive Exam constitute the “capstone event” of the program.

Capstone Research Paper. For students in the MAPH, *Exam Option*, the second research paper of the portfolio is the Capstone Research Paper. The paper must be 20-25 pages in length (approx. 5,000 to 6,250 words, not counting notes or bibliography) and should show “an *ability to integrate historical and systematic knowledge in a chosen area of interest.*” Students engage a DSPT faculty member to serve as the Reviewer for the paper. The paper may be an expanded version of a research paper (other than the RRP) from a DSPT course or a new research project. If the topic is from work done for a particular DSPT course, then that instructor would normally be the Reviewer.

The student submits the completed paper to the Reviewer along with the *Capstone Research*

Paper Evaluation form. The paper must receive a grade of “B” (3.0) or better to fulfill the Capstone Research Paper requirement. If the grade is lower than “B” (3.0), the student may be required either to write a new paper or to improve the present paper so that it is of sufficient quality to receive a “B” (3.0) grade. The paper is integrated into a presentation for the MA Colloquium, as described below.

MA Colloquium. Using research work submitted by participants as study material, the MA Colloquium is specifically designed for Exam students to help them

- discuss their research and engage in philosophical conversation;
- integrate the philosophy program objectives with the mission and goals of the School;
- listen attentively to input from peers and faculty who are not necessarily “experts” in the same field of specialization; and
- effectively incorporate those ideas which are relevant to their research paper in a manner which further clarifies the original objectives.

Students enroll in the MA Colloquium during their final two semesters of studies and are expected to participate actively in all colloquium sessions. They take turns acting as chair of the colloquium and make at least one presentation related to their Capstone Research Paper. If the presentation or the paper is not satisfactory, an additional presentation may be required.

In the presentation, students offer an outline of their paper and receive critique and constructive criticism on their proposed research topic and methodology. In order to schedule this presentation, students must show to the Colloquium Coordinator the completed *Capstone Research Paper Evaluation Form* with **the signature of the proposed Reviewer**. The student should distribute a handout (such as an outline) to colloquium participants before the scheduled presentation. The student takes notes from feedback received during the presentation, discusses this with the Reviewer, and incorporates it judiciously into the final version of the paper.

If there is a second presentation, then students present their completed paper, demonstrating that the received criticisms have been addressed. This second presentation may be scheduled only **after** the corrected paper (which must receive a grade of “B” or better) and the completed *Capstone Research Paper Evaluation Form* have been submitted to the Colloquium Coordinator. The student distributes copies of the paper to colloquium participants in advance of the meeting in which it is to be discussed.

Comprehensive Examination (MPh Capstone Exam). Students must pass a written comprehensive examination that assesses their general knowledge and ability to integrate philosophical ideas, thus ensuring the achievement of an adequate knowledge of systematic and historical philosophy. It is a three-hour, closed-book exam that takes place at the end of the student’s final academic year in the program. See “Capstone Exams,” in section III, above, for further details.

The exam is prepared by the Philosophy Department Chair, who selects one question from a topic in systematic philosophy and one from historical philosophy from among a set of questions submitted by Faculty. Those Faculty whose questions have been chosen also grade

the answers to the two exam questions, submitting the final grade to the Department Chair. Categories for grading are: *pass*, *fail with possibility of retaking the exam*, or *fail without possibility of retaking the exam*. In the case of a disagreement between the professors grading the exam, the academic advisor (or, if someone else is needed, a professor appointed by the Department Chair) becomes a third reader, where the agreement of two of the three suffices for grading. In the case of a grade of “*fail with possibility...*,” the student may petition to retake the exam, answering one new question (in 90 minutes) or two new questions (in three hours) in place of any that were failed (the exam having been prepared by the Department Chair). See “Capstone Exams,” in section III, above, for further details.

CERTIFICATE OF PHILOSOPHICAL STUDIES

The Certificate of Philosophical Studies (CPhS) is a non-degree program designed for students who wish to further their academic and/or vocational development by engaging in a program of philosophical study that will enrich their understanding of classical, medieval, modern, and contemporary philosophy, with emphasis on the thought of St. Thomas Aquinas, for bringing philosophical thought into fruitful dialogue with theology. Students can use the Certificate program to clarify their educational objectives by investigating whether a DSPT degree program will help them reach their academic and/or vocational goals. Certificate students who subsequently decide to continue their studies and are accepted into a DSPT degree program may petition to have certificate coursework transferred into that program.

Under the guidance of a DSPT faculty advisor, CPhS students select a program of study that is consonant with personal interests and abilities, or to prepare for applying to a degree program. Religious students early in formation, including those considering applying to the MDiv program (see below), are placed in the “Master of Divinity Preparation” (MDiv Prep) track; other students are placed in the “Academic and Vocational Development” (AVD) track. CPhS students may register for courses Pass/Fail, or for a letter grade. However, any CPhS students who wish to have the coursework available for transfer into a DSPT degree program should register for a letter grade.

To receive the Certificate, students must complete at least four courses (12 semester units); at least three courses (9 semester units) must be from DSPT. The courses may be taken for either a letter grade or Pass/Fail. While students enrolled in the Certificate program may audit courses with permission of the instructor, these do not count towards the certificate requirements.

Those students who subsequently wish to pursue a degree program at DSPT must fulfill all the requirements for admission to the particular program. At the time of acceptance, students are informed by the Admissions Committee regarding retroactive credit for coursework and tuition residency requirements. Once accepted into an academic program, students must petition the Academic Dean to have approved coursework entered into the program.

THE MASTER OF DIVINITY DEGREE REQUIREMENTS

Overview

At DSPT, philosophy and theology are partnered to form a system of inquiry to help address the current needs of both Church and society. Even though many individual courses and areas of study in theology do not necessarily rely upon this partnership, DSPT theology programs do. For this reason, the Master of Divinity degree presumes a strong foundation in philosophy, specifically 18 semester units of prerequisite philosophy coursework.

As a center of studies of the Dominican Order located in the Western Dominican Province, DSPT is obligated to the requirements articulated in the formation documents of these two entities, namely the *Ratio Studiorum Generalis (RSG)* and *Ratio Formationis Generalis (RFG)* from the Order, and the *Ratio Studiorum Particularis (RSP)* and *Ratio Formationis Particularis (RSP)* from the Province. The DSPT curriculum also follows the general requirements of the *Program of Priestly Formation*, which governs the preparation of clerical candidates for dioceses in the United States.

Goals and Outcomes

The goal of the MDiv program is to prepare clerical candidates for general apostolic, ministerial, pastoral, and administrative leadership in the Catholic Church of the United States.

As the *PPF* calls for a priestly formation that is “in communion with Jesus,” enabling “participation in his mission” (see *PPF* nos. 7-9), the outcomes for the MDiv program express how the candidates will develop this communion with Christ and participation in his mission, a mission that is understood as a participation in the three-fold office of Jesus Christ the High Priest, who is Prophet, Priest, and King. Furthermore, as a Center of Studies of the Order of Preachers, DSPT places an emphasis on fostering the prophetic element, while also developing the priestly and kingly aspects. The outcomes also relate to the four pillars of formation for clerical candidates articulated in the *Program of Priestly Formation (PPF)*, namely: a) intellectual; b) pastoral; c) human; and d) spiritual (see also *RFIS*, n. 1, 3). At DSPT, these pillars are viewed through a lens which encourages a human and graced discipleship with Christ in the context of the ordained priesthood.

The overall focus of these outcomes is to inculcate knowledge of the religious and particularly theological heritage of the Roman Catholic Church; to foster the human and cultural contexts of priestly life; to nurture evangelical characteristics of the priestly following of Christ; and to instill a capacity for ministerial and public leadership.

By the end of the program, students will demonstrate ministerial and pastoral competency through the ability:

1. to communicate simply, accurately, and effectively the theological tradition of the Roman Catholic Church through preaching, teaching, and writing [*communication*];
2. to analyze, assess, and critique theological perspectives and situations through scriptural, historical, systematic, and pastoral theological methods, and to assist others

in doing the same [*evaluation*];

3. to apply Catholic teaching and theology, especially as exemplified by St. Thomas Aquinas, to pastoral situations, recognizing both the difficulties and the opportunities they present [*application*];
4. to lead and to work collaboratively with others in a just, charitable, and generous manner, respecting the relevant cultural, social, and ecclesial circumstances, all the while maintaining professional, ethical boundaries [*collaboration*];
5. to foster Church communion, demonstrated through consistent dedication to community life, participation in prayer, and leading others in worship and theological reflection [*Church-uniting*].

The Learning Environment and the Primary Formation Community. The MDiv program presupposes a dynamic learning environment which supports the holistic development of each clerical candidate. The Faculty at DSPT works collaboratively with other entities to ground the discipleship of Christ of the clerical candidate in personal maturity, intellectual accomplishment, and pastoral leadership. In addition to the academic learning community found at DSPT and across the GTU, MDiv students are assigned a Primary Formation Community according to their own particular vocation. Students are normally assigned to the Primary Formation Community by their proper ordinary. For students who are members of WDP this community is normally St. Albert Priory. The Primary Formation Community is charged with guiding the candidate in human and spiritual formation as articulated in the respective documents particular to the student's religious institute, e.g., the formation documents of the Dominican Order and WDP that are listed above. Communications among the student, the Academic Dean, the academic advisor, and formators from the student's Primary Formation Community and religious institute foster a coordinated and integrated approach to the student's development in the MDiv program.

Detailed Program Description

The MDiv program is a three-year program which requires 72 semester units of coursework as outlined below. In order to fulfill the requirements of the *RSP*, students of the Western Dominican Province must take an additional 15 units of coursework (Complementary Curriculum). Those students who are from other religious communities or dioceses must follow the specific directives of their community superior or bishop. Qualified students may wish to apply this additional coursework towards a concurrent MDiv/MA (Theology) option.

Courses and requirements in the Master of Divinity program are sequenced in order to provide a formation that proceeds in stages in six key areas of study: Philosophical Studies (as preparation), Biblical Studies, Historical Studies, Systematic Theology, Moral Theology, and Pastoral Theology. In each of these areas – and in some cases, subdisciplines of these areas – at least one introductory course is required before work can proceed to the intermediate or advanced levels. In the MDiv program, students must maintain a 2.3 (C+) or better GPA.

Preparatory Coursework. The MDiv program presupposes a basic foundation in philosophy.

Consequently, all applicants to the MDiv program should have completed at least these 18 semester units of philosophy as indicated below by an asterisk (*) and in the [MDiv Program Requirements Checklist](#). The RSP requires clerical students preparing to enroll later in the MDiv program take each of the following ten philosophy courses (30 units):

Systematic Philosophy	18 units
(Students take all the following six courses from this area)	
Logic* (†)	
Philosophy of Nature* (†)	
Philosophical Ethics (†)	
Philosophical Anthropology (†)	
Metaphysics (†)	
Theory of Knowledge (†)	
History of Philosophy	12 units
(Students take all the following four courses from this area)	
History of Philosophy: Ancient* (†)	
History of Philosophy: Medieval* (†)	
Modern Philosophy* (†)	
<u>Contemporary Philosophy* (†)</u>	
TOTAL	30 units

Applicants lacking these core (†) prerequisites should enroll in a Certificate Program (CPhS or CTS) while completing them. The table below, “MDiv Preparation, Typical Course Sequence,” shows the usual sequence in which clerical students at DSPT fulfill these prerequisites, along with the usual sequence of MDiv theology courses they would ordinarily take during their first three years at DSPT:

Semester	Course or Requirement	Units	Level	nature of requirement
1 st	PH-1115 Logic	3.0	1	<i>MDiv pre-req.</i>
1 st	PH-1056 Philosophy of Nature	3.0	1	<i>MDiv pre-req.</i>
1 st	PH-1009 Philosophical Ethics	3.0	1	<i>MDiv pre-req.</i>
1 st	PHHS-1050 History of Philosophy: Ancient	3.0	1	<i>MDiv pre-req.</i>
2 nd	PH-1065 Theory Of Knowledge	3.0	1	<i>MDiv pre-req.</i>
2 nd	PH-2040 Philosophical Anthropology	3.0	2	<i>MDiv pre-req.</i>
2 nd	PH-2050 Metaphysics	3.0	2	<i>MDiv pre-req.</i>
2 nd	PHHS-1051 History of Philosophy: Medieval	3.0	1	<i>MDiv pre-req.</i>
3 rd	PHHS-2000 Modern Philosophy	3.0	2	<i>MDiv pre-req.</i>
3 rd	BS-1560 Intro to Sacred Scripture	3.0	1	MDiv req.
3 rd	ST-1091 Theology: Nature and Method	3.0	1	MDiv req.
3 rd	HM-1073 Foundations of Preaching	3.0	1	MDiv req.
3 rd	FE-1021 Field Education Level I, Part 1	0	1	MDiv req.
4 th	PHHS-2001 Contemporary Philosophy	3.0	2	<i>MDiv pre-req.</i>
4 th	CE-2045 Fundamental Moral Theology	3.0	2	MDiv req.
4 th	PS-1016 Pastoral Counseling: Process and Skills	3.0	1	MDiv req.
4 th	Elective or MDiv Core course	3.0	1-4	—
4 th	FE-1022 Field Education Level I, Part 2	1.5	1	MDiv req.
5 th	FE-2021 Pastoral Ministry Internship Part 1	1.5	2	MDiv req.
6 th	FE-2022 Pastoral Ministry Internship Part 2	1.5	2	MDiv req.

MDiv Preparation, Typical Course Sequence

All of the above courses are offered annually. As the table makes clear, students completing this preparatory phase begin to take theology courses during their second year, including Intro to Sacred Scripture, Theology: Nature and Method, Fundamental Moral Theology, Foundations of Preaching, and Field Education Level I, Parts 1 & 2. These courses all serve as introductions to key subdisciplines of the MDiv program. The student ordinarily applies to transfer these courses, and any other applicable courses taken while in the MDiv preparation phase (when enrolled in the CPhS program and/or CTS program), into the MDiv program upon application to it.

Coursework and Other Requirements. The following list provides an overview of the MDiv course requirements.

Sacred Scripture	18 units
Intro to Sacred Scripture	(3)
<i>Any five of these six 3-unit Intermediate MDiv Scripture courses:</i>	(15)
Pentateuch & Histories (<i>cycled</i>)	
Prophets (<i>cycled</i>)	
Wisdom (<i>cycled</i>)	
The Gospels (<i>cycled</i>)	
Pauline Corpus (<i>cycled</i>)	
Acts, Catholic Epistles, & Revelation (<i>cycled</i>)	
History of the Church	6 units
Church History I	(3)
Church History II	(3)
Systematic & Moral Theology	27 units
<i>Systematic Theology</i> (18 units)	
Theology: Nature & Method	(3)
Trinity (<i>cycled</i>)	(3)
Theological Anthropology (<i>cycled</i>)	(3)
Historical Development of Christology (<i>cycled</i>)	(3)
Theology of Sacraments (<i>cycled</i>)	(3)
Ecclesiology (<i>cycled</i>)	(3)
<i>Moral Theology</i> (9 units)	
Fundamental Moral Theology	(3)
Roman Catholic Sexual Ethics (<i>cycled</i>)	(3)
Roman Catholic Social Teaching (<i>cycled</i>)	(3)
Pastoral Theology	21 units
Foundations of Preaching	(3)
Pastoral Counseling	(3)
Field Education Level I	(1.5)
Pastoral Ministry Internship (Field Ed. Level II)	(3)
Field Education Level III	(1.5)
Liturgical Theology (<i>cycled</i>)	(3)
Canon Law/ Marriage (<i>cycled</i>)	(3)
Confessional Ministry (<i>cycled</i>)	(1.5)
Celebration of the Sacraments (<i>cycled</i>)	(1.5)
Diaconate Exam	(0 units)
Priesthood Exam	(0 units)
Faculties Exam	(0 units)
TOTAL	72 units

Resources for Planning. In planning their sequence of studies, with the guidance of their advisor, students should check not only this *Handbook*, but also the DSPT website to consult the [Course Descriptions](#) page for the contents of course offerings and the [Multi-Year Projection for Cycled Courses](#) to ascertain the semester during which each course may become available. For specific offerings available for registration during the current or upcoming semester, they

should consult the [Current Course Syllabi & Information](#) page at DSPT's website and the online [GTU Course Schedule](#). Students should work with their advisor in planning courses as outlined here and in the [MDiv Program Requirement Checklist](#). Unless otherwise noted (as "cycled"), the MDiv courses listed above are offered annually. MDiv students may fulfill these course requirements through similar course offerings at other GTU schools, if available. However, students should consult first with their Faculty advisor to determine that these alternative courses meet DSPT program requirements. They must also ensure that these academic plans are in accord with the direction provided by their formation superiors. See below, "Concurrent Degree Options," under the subheading "Master of Divinity (MDiv)/Master of Arts (Theology)," for a typical course sequence for a student in the MDiv program who is concurrently completing a MATH degree.

Pastoral Formation

Ministry and public leadership are essential to the role of the Catholic priest. While many courses provide opportunities to integrate theological principles with practical apostolates or ministry situations, the pastoral theology courses focus closely on this integration. More specifically, the Field Education program helps students build these fundamental skills by (1) direct ministry experience, with (2) regular onsite supervision, that together promote (3) regular theological reflection.

The Field Education curriculum organizes this three-fold work according to a four-year pattern. During the first year, students normally engage in 1.5 to 3.0 hours of ministry per week (or an equivalent distributed another way), plus regular onsite supervision, also participating in regular class sessions which introduce basic skills for theological reflection and provide peer opportunity to practice those skills. The second year of Field Education is fulfilled through completion of a year-long, supervised Pastoral Ministry Internship at a ministry site (Parts 1 and 2, FE 2021 and FE 2022, respectively), involving at least 20 hours per week of ministry. During the following two years, having returned to the DSPT campus, students again engage in 1.5 to 3.0 hours of ministry per week with regular onsite supervision, developing more advanced apostolic and leadership skills. Throughout the four years, students meet periodically (in person or via electronic means), with one another and with a Field Education instructor, for theological reflection on their apostolates and on their roles within those apostolates.

Examinations

Students in the MDiv program are required to pass three examinations in order to fulfill the program requirements: a) diaconate, b) priesthood, and c) faculties exams. These exams are developed and administered by the formation personnel from the student's religious institute, with the assistance of study guidelines from DSPT that ensure coverage of MDiv content and skills. Results are reported to the Academic Dean by the formation person responsible for administering the examinations, and a record is kept in the student portfolio. DSPT Faculty review the exam format on a regular basis as part of the general program review. The study

guidelines for each exam are available at the DSPT website. Students should confer with the formation personnel from their religious institute for any further exam requirements particular to their institute, and for scheduling these exams.

Complementary Curriculum

The Complementary Curriculum allows clerical students to complete the four years of theological study canonically required for ordination in the Roman Catholic Church as outlined in the *Program of Priestly Formation (PPF)* and the formation documents of the Western Dominican Province. It consists of five courses (15 units):

<i>Intermediate-level Sacred Scripture course</i>	3.0 units
<i>(whichever of the six intermediate-level MDiv Scripture core courses is not used for the MDiv)</i>	
The One Creator God	3.0 units
Contemporary Christology	3.0 units
Sacraments: Eucharist & Orders	3.0 units
<u>Liturgical Preaching</u>	<u>3.0 units</u>
TOTAL	15.0 units

MDiv students may also enroll concurrently in a MA (Theology) degree program, completing both degrees in a minimum of four years. For details, see the program description under Concurrent MDiv/MA (Theology). Alternatively, they may enroll in a concurrent MDiv/STL option that is offered in collaboration with the Jesuit School of Theology. Students interested in this option should consult with the DSPT Academic Dean.

MASTER OF ARTS (THEOLOGY) DEGREE REQUIREMENTS

Overview

The Master of Arts (Theology) program (MATH) provides students with a fundamental knowledge of theology, the ability to communicate that knowledge effectively to others, and the research tools needed for advanced academic research. Students tailor their program by choosing an area of concentration that aligns with their own academic interests. A complete list of areas of concentration offered by DSPT faculty is available at the DSPT website. Students must declare their area of concentration at the time of application, and may switch this area by submitting a written petition to the Academic Dean.

Because the approach to theological inquiry at DSPT relies heavily upon philosophical principles, all MA (Theology) students are required to complete at least the two required courses in philosophy (see below). It can also be useful to review some of the philosophical texts from the recommended reading list located on the DSPT website as a means of familiarizing themselves with important philosophical principles which form the basis for theological inquiry at DSPT.

Depending upon their personal goals, students pursue one of two options. Recommended for those with an interest in advanced graduate studies, the *thesis option* allows students to explore a focused area of academic research on a particular topic of interest through elective coursework and a written thesis. An oral defense of that thesis provides students with the opportunity to demonstrate skills in oral communication. Students who enroll in the *exam option* demonstrate their knowledge in key theological disciplines by choosing an area of concentration that is of particular interest, and a set of courses as a focus for the examination in a required area (biblical studies, systematic theology, or moral theology) that is distinct from the area of concentration.

The MA (Theology) degree is a two-year program which requires a total of 48 semester units. For those students who choose the *thesis option*, they must complete 42 units of coursework in theology as described below, complete the Academic Research & Writing Salon (3 units) and the RRP, fulfill a foreign language proficiency requirement, and the writing and oral defense of a thesis (with 3 units of "In Thesis"). Students who choose the *exam option* must complete 30 units of core requirements as described below, 15 units of electives, and the MA Colloquium. They demonstrate program competency through the RRP, the Capstone Research Paper, and an examination based on DSPT coursework, as described below. The maximum time permitted for the completion of the program (in either option) is four years computed from the date of initial registration. All students in the MATH program are required to maintain a 3.0 GPA. A grade of "B" (3.0) or better is necessary in each course used to satisfy core requirements in the program.

Changing Options. Students in the MATH program who wish to switch from one option to another must first contact their academic advisor, who will present the proposal to the Theology Department for final approval.

Area of Concentration for Theological Studies

DSPT offers various focused areas of concentration based on its course offerings and faculty

expertise. Through DSPT's membership in the Graduate Theological Union (GTU), DSPT students can also benefit from the offerings and expertise of GTU consortial faculty in pursuing their area of concentration. A full list of [areas of concentration](#) is available at the DSPT website. Whether in the thesis option or the exam option, all theology students must take four courses in the chosen area of concentration, which may be any combination of both required and elective courses that is consistent with other requirements of the program. Students should consult carefully with their academic advisor so as to ensure that they understand and can meet these concentration requirements. Some areas of concentration further specify what courses must be taken. For example:

Salesian Studies Concentration. Through its affiliate member, Don Bosco Hall, DSPT offers MATH students the opportunity to explore the history and charism of the Salesian Order. In order to ensure a sufficient breadth of theological knowledge, students may not use Salesian Studies courses to fulfill core requirements. Students must ensure that they have a total of four courses in the area of spirituality (SP), which may come from either the Salesian Studies curriculum or a combination of Salesian Studies courses and other SP courses.

Resources for Planning. In planning their sequence of studies, with the guidance of their advisor, students should check not only this *Handbook*, but also the DSPT website to consult the [Course Descriptions](#) page for the contents of course offerings and the [Multi-Year Projection for Cycled Courses](#) to ascertain the semester during which each course may become available. For specific offerings available for registration during the current or upcoming semester, they should consult the [Current Course Syllabi & Information](#) page at DSPT's website and the online [GTU Course Schedule](#). Students should work with their advisor in planning courses as outlined here and in the [MATH Program Requirements Checklist](#).

MA (Theology), Thesis Option: Detailed Program Description

Program Outcomes. In addition to the stated institutional goals, students develop:

1. A foundational knowledge of the fundamental areas of theological inquiry in the Roman Catholic tradition (Biblical Studies, historical theology, dogmatic theology, and moral theology);
2. A specialized knowledge of one area of theological inquiry (area of concentration) chosen by the student;
3. The ability to communicate this knowledge effectively through scholarly writing;
4. The ability to communicate this knowledge effectively through oral presentations and discussions;
5. The ability to integrate contemporary theological issues with the tradition of the Catholic Church, and where possible with the theological tradition of St. Thomas Aquinas.

Students demonstrate achievement of program outcomes by fulfilling all its requirements, including:

1. Maintaining a GPA of 3.0 in the program, while attaining a grade of B (3.0) or better in every core requirement;
2. Producing a thesis proposal which articulates and effectively communicates clear goals & outcomes for the proposed thesis;
3. Producing a well-written thesis that meets specified criteria, e.g. theological knowledge, writing skills, etc.;
4. Using the thesis proposal, thesis, and thesis defense to demonstrate their skills for collaborative learning, including the ability:
 - to listen attentively to input from faculty on questions or points of disagreement, and
 - to formulate responses that incorporate issues raised.

Coursework and Other Requirements. The Master of Arts (Theology), Thesis Option curriculum follows a standard ordering among subdisciplines of theology, with philosophy as a foundational discipline, so that there is an integration and progression of both methodologies and content over the time in the program. In general, the order is as follows: philosophy, Sacred Scripture (Biblical studies), church history, systematic theology, and moral theology. In certain subdisciplines, the program provides a required, introductory course to be taken early in the program, allowing for the student, through approved electives and the thesis, to undertake intermediate and advanced studies in a concentration that is found within any of these areas. In particular, the course “Intro to Sacred Scripture” is normally a prerequisite for taking further courses in Biblical Studies; “Theology: Nature & Method” is normally a prerequisite for taking further courses in systematic theology, and “Fundamental Moral Theology” is normally a prerequisite for taking further courses in moral theology. Students should therefore plan to take those courses during their first two semesters. Students should be attentive to other

prerequisites required or recommended for any intermediate or advanced courses they may plan to take.

The following list provides an overview of the requirements for the MA (Theology), Thesis Option:

Academic Research & Writing Salon I & II	3 units
Philosophical Studies	6 units
Intro to Systematic Philosophy(+)	(3)
Intro to History of Philosophy(+)	(3)
Sacred Scripture	3 units
Intro to Sacred Scripture(+)	(3)
History of the Church	6 units
Church History I(+)	(3)
Church History II(+)	(3)
Systematic & Moral Theology	6 units
<i>Systematic Theology</i> (3 units)	
Theology: Nature & Method(+)	(3)
<i>Moral Theology</i> (3 units)	
Fundamental Moral Theology(+)	(3)
Interreligious or non-Christian religion elective	3 units
Elective Courses*	18 units
Foreign Language Certification	(0 units)
Research Readiness Paper	(0 units)
Thesis Proposal	(0 units)
MA Colloquium Presentation	(0 units)
In Thesis	3 units
Thesis Defense & Submission	(0 units)
TOTAL	48 units

Course Selection. The student normally completes core courses (+) during the first year of studies. Besides the “Interreligious or non-Christian religion” elective, a total of 18 units of elective courses* are chosen. Elective courses are chosen by the student, in consultation with the academic advisor and in keeping with all program requirements, so as to align with the chosen area of concentration and thesis research. At least one advanced (4000-level) course is to be completed by the end of the second semester in the program, although most elective courses* are taken later in the program. Elective units may be taken at DSPT, at any of the member schools or centers of the GTU, and/or at UC Berkeley. At least one-third of the total coursework must be taken at DSPT, and students are encouraged to take up to one-third of the coursework from outside DSPT. At least two advanced (4000-level) courses must be completed by the end of the program. No more than 24 units of coursework overall may come from the introductory (1000) level. In consultation with their advisor, students may choose elective courses outside a theological discipline, although normally not more than two of the elective courses (6 units) can

come from a non-theological discipline, subject to the approval of the academic advisor. Exceptions need the approval of the Academic Dean.

The following table outlines a typical sequence of courses and fulfillment of requirements for the MATH, Thesis Option:

Semester	Course or Requirement	Units	Level
1 st	PH-1xxx Intro to Systematic Philosophy	3.0	1
1 st	BS-1560 Intro to Sacred Scripture	3.0	1
1 st	HS-1105 Church History I	3.0	1
1 st	ST-1091 Theology: Nature and Method	3.0	1
1 st	WS-1000 Academic Research & Writing Salon 1	1.5	1
2 nd	PHHS-1xxy Intro to History of Philosophy	3.0	2
2 nd	HS-2195 Church History II	3.0	2
2 nd	CE-2045 Fundamental Moral Theology	3.0	2
2 nd	Elective 1: 4000-level*	3.0	4
2 nd	WS-1001 Academic Research & Writing Salon 2	1.5	1
2 nd	Research Readiness Paper	0	2
2 nd	Foreign Language Requirement	0	1
3 rd	Elective 2: 4000-level*	3.0	4
3 rd	Elective 3*	3.0	1-4
3 rd	Elective 4*	3.0	1-4
3 rd	MA-5000 MA In Thesis	3.0	4
3 rd	MA-5500 MA Thesis Proposal	0	4
3 rd	Presentation at MA Colloquium	0	4
4 th	Interreligious or non-Christian religion Course*	3.0	1-4
4 th	Elective 5*	3.0	1-4
4 th	Elective 6*	3.0	1-4
4 th	MA 5999 MA Thesis Defense	0	4

MATH, Thesis Option: Typical Sequence of Courses and Fulfillment of Requirements

Written Samples for the Assessment Portfolio. As noted above, the assessment portfolio requires each student to submit two research papers during the course of the academic program: 1) Research Readiness Paper (RRP, submitted at the end of the first semester); and 2) the MA thesis. These papers must be written according to the standards prescribed in the most recent edition of *A Manual for the Writers of Term Papers, Theses and Dissertations*, by Kate Turabian.

Research Readiness Paper and Review. The Research Readiness Paper (RRP) helps students, advisors, and faculty assess and refine student research skills. As such, a successful RRP is a

prerequisite for submitting a thesis proposal and must be completed by the end of the first year in the program. For more details, see “Research Readiness Paper and Review” in section III, above.

Foreign Language Certification. Students in the DSPT MA (Theology) *Thesis Option*, or in any concurrent DSPT program that includes this degree, must demonstrate reading proficiency and comprehension skills in a foreign language. See “Foreign Language Certification and Credit” in section III, above, for a description of how the foreign language requirement can be fulfilled.

Thesis Proposal. The thesis proposal gives students an opportunity to show an ability to organize a project of theological inquiry into a brief, coherent proposal. It is highly recommended, and generally expected, that the chosen topic be related to coursework already done by the student so that there is at least a basic knowledge in the research area. It must be submitted no later than the third semester in the program. *No proposals will be considered until the student has successfully completed the RRP.* Other details on the thesis proposal and thesis proposal petition are listed under “Thesis Policies and Procedures,” in section III, above.

MA Colloquium Presentation. After the thesis proposal has been approved by the Theology Department, the student must give a presentation of the proposal at a session of the MA Colloquium. The student may present either the approved proposal itself or some segment of the research outlined in the proposal. In either case, students distribute a handout (such as an outline) and bibliography to Colloquium participants before the scheduled presentation. Completion of the MA Colloquium Presentation is a requirement for graduation. Students in the MATH, Thesis Option, are encouraged, though not required, to participate in meetings of the MA Colloquium throughout their second year in the program.

Thesis and Oral Defense. Promotion to the degree of Master of Arts (Theology), Thesis Option, requires the successful completion of a written thesis and an oral defense of the thesis. The thesis is to be approximately eighty (80) pages in length (approx. 20,000 words, not counting notes or bibliography). The Academic Research & Writing Salon (3 units) helps students conduct focused academic research and writing and to develop their competence in areas in which they intend to develop their thesis. The three semester units of “In Thesis” time is set aside for them to conduct further research and to write their thesis. For further details on the Thesis and Defense, see “Thesis Policies and Procedures,” in section III, above.

DSPT Thesis Title Page. Students in a DSPT MATH program that requires a thesis must follow all of the formatting guidelines described in “[GTU Thesis and Doctoral Dissertation Guidelines](#)” for the GTU Common MA EXCEPT that the title page should read as follows: “A thesis by [Name] presented to The Faculty of the **Dominican School of Philosophy and Theology at the Graduate Theological Union** in partial fulfillment of the requirements for the degree of **Master of Arts (Theology)** ...” (where the underlining merely indicates what is different).

Thesis Format Approval Form. See details under “Thesis Policies and Procedures,” in section III, above.

MA (Theology), Exam Option: Detailed Program Description

Program Outcomes. In addition to the stated institutional goals, students develop:

1. a foundational knowledge of the fundamental areas of theological inquiry in the Roman Catholic tradition (reflected in the required core areas);
2. a specialized knowledge of one area of theological inquiry (area of concentration) chosen by the student;
3. the ability to communicate this knowledge effectively through scholarly research and writing;
4. the ability to integrate contemporary theological issues with the tradition of the Catholic Church, especially with the theological tradition of St. Thomas Aquinas.

Students demonstrate achievement of these outcomes by fulfilling all program requirements, including:

1. maintaining a B (3.0) or better average in coursework throughout the program, while attaining a grade of B (3.0) or better in every core requirement;
2. passing a closed-book, written examination in a required area;
3. producing a 20- to 25-page Capstone research paper (i.e., of approx. 5,000 to 6,250 words, not counting notes or bibliography) with a grade of B (3.0) or better.

Coursework and Other Requirements. The Master of Arts (Theology), Exam Option curriculum follows a standard ordering among subdisciplines of theology, with philosophy as a foundational discipline, so that there is an integration and progression of both methodologies and content over the time in the program. In general, the order is as follows: philosophy, Biblical studies, church history, systematic theology, and moral theology. In certain subdisciplines, the program provides a required, introductory course to be taken early in the program, allowing for the student, through subsequent, approved electives, to undertake intermediate and advanced studies in a concentration that is found within any of these areas, as well as in one of the required areas that is different from the area of concentration, so as to provide breadth of knowledge and competence. In particular, the course “Intro to Sacred Scripture” is normally a prerequisite for taking further courses in Biblical Studies; “Theology: Nature & Method” is normally a prerequisite for taking further courses in systematic theology, and “Fundamental Moral Theology” is normally a prerequisite for taking further courses in moral theology. Students should therefore plan to take those courses during their first two semesters. Students should be attentive to other prerequisites required or recommended for any intermediate or advanced courses they may plan to take.

The following list provides an overview of the requirements for the MA (Theology), Exam Option:

Philosophical Studies	6 units
Intro to Systematic Philosophy(†)	(3)
Intro to History of Philosophy(†)	(3)
Sacred Scripture	6 units
Intro to Sacred Scripture(†)	(3)
<i>Sacred Scripture elective (with OT, NT, or BS code)</i>	(3)
History of the Church	6 units
Church History I(†)	(3)
Church History II(†)	(3)
Systematic & Moral Theology	12 units
<i>Systematic Theology (6 units)</i>	
Theology: Nature & Method(†)	(3)
<i>Systematic Theology elective (with ST code)</i>	(3)
<i>Moral Theology (6 units)</i>	
Fundamental Moral Theology(†)	(3)
<i>Moral Theology elective (with CE code)</i>	(3)
Interreligious or non-Christian religion elective	3 units
Elective Courses*	12 units
Research Readiness Paper	(0 units)
MA Colloquium Parts 1 and 2	3 units
Capstone Research Paper	(0 units)
<u>MATh Capstone Exam (Exam in a Required Area)</u>	<u>(0 units)</u>
TOTAL	48 units

Course Selection. The student normally completes core courses (†) during the first year of studies. Besides electives within a specific distribution requirement, a total of 12 units of elective courses* are chosen. Elective courses are chosen by the student, in consultation with the academic advisor and in keeping with all program requirements, so as to align with the student’s interests and chosen area of concentration. At least one advanced (4000-level) course is to be completed by the end of the second semester in the program, although most elective courses are taken later in the program. Elective units may be taken at DSPT, throughout any of the member schools or centers of the GTU, and/or at UC Berkeley. At least two advanced (4000-level) courses must be completed by the end of the program. No more than 24 units of coursework overall may come from the introductory (1000) level. In consultation with their advisor, students may choose elective courses outside a theological discipline, although normally not more than two of the elective courses (6 units) can come from a non-theological discipline, subject to the approval of the academic advisor. Exceptions need the approval of the Academic Dean.

The following table outlines a typical sequence of courses and fulfillment of requirements for the MATh, Exam Option:

Semester	Course or Requirement	Units	Level
1 st	PH-1xxx Intro to Systematic Philosophy	3.0	1
1 st	BS-1560 Intro to Sacred Scripture	3.0	1
1 st	HS-1105 Church History I	3.0	1
1 st	ST-1091 Theology: Nature and Method	3.0	1
2 nd	PHHS-1xyy Intro to History of Philosophy	3.0	2
2 nd	HS-2195 Church History II	3.0	2
2 nd	CE-2045 Fundamental Moral Theology	3.0	2
2 nd	Elective 1: 4000-level*	3.0	4
2 nd	Research Readiness Paper	0	2
3 rd	Systematic Theology Elective*	3.0	1-4
3 rd	Moral Theology Elective*	3.0	1-4
3 rd	Biblical Studies Elective*	3.0	1-4
3 rd	Elective 2: 4000-level*	3.0	4
3 rd	MA-5401 MA Colloquium Part 1 of 2	1.5	4
3 rd	Capstone Research Paper	0	4
4 th	Interreligious or non-Christian religion Course*	3.0	1-4
4 th	Elective 3*	3.0	1-4
4 th	Elective 4*	3.0	1-4
4 th	MA-5402 MA Colloquium Part 2 of 2	1.5	4
4 th	MA-5700 MATH Capstone Exam	0	4

MATH, Exam Option: Typical Sequence of Courses and Fulfillment of Requirements

Research Readiness Paper and Review. The Research Readiness Paper (RRP) helps students, advisors, and faculty assess and refine student research skills. As such, a successful RRP *must be completed by the end of the first year in the program*. For more details, see “Research Readiness Paper and Review” in section III, above. For the MATH Exam Option, either the RRP or the Capstone Research Paper must be in the student’s Area of Concentration.

MATH, Exam Option Capstone. For students pursuing the Exam option, the “capstone event” of the program is constituted by the following three elements: the MA Colloquium, the Capstone Research Paper, and the Capstone Exam (Exam in a Required Area).

Capstone Research Paper. For students in the MATH, Exam Option, the second research paper of the portfolio is the Capstone Research Paper. The paper must be 20-25 pages in length (approx. 5,000 to 6,250 words, not counting notes or bibliography). Students engage a DSPT faculty member to serve as the Reviewer for the paper. The paper may be an expanded version of a research paper (other than the RRP) from a DSPT course or a new research project. It must be in the student’s Area of Concentration if the student’s RRP was not in that area. If the topic is

from work done for a particular DSPT course, then that instructor would normally be the Reviewer.

The student submits the completed paper to the Reviewer along with the *Capstone Research Paper Evaluation* form. The paper must receive a grade of “B” (3.0) or better to fulfill the Capstone Research Paper requirement. If the grade is lower than “B” (3.0), the student may be required either to write a new paper or to improve the present paper so that it is of sufficient quality to receive a “B” (3.0) grade. The paper is integrated into a presentation for the MA Colloquium, as described below.

MA Colloquium. Using research work submitted by participants as study material, the MA Colloquium is specifically designed for Exam students to help them

- discuss their research and engage in theological conversation;
- integrate the theology program objectives with the mission and goals of the School;
- listen attentively to input from peers and faculty who are not necessarily “experts” in the same field of specialization; and
- effectively incorporate those ideas which are relevant to their research paper in a manner which further clarifies the original objectives.

Students enroll in the MA Colloquium during the final two semesters of studies and are expected to participate actively in all colloquium sessions. They take turns acting as chair of the colloquium and make at least one presentation related to their Capstone Research Paper. If the presentation or the paper is not satisfactory, an additional presentation may be required.

In the presentation, students offer an outline of their paper and receive critique and constructive criticism on their proposed research topic and methodology. In order to schedule this presentation, students must show to the Colloquium Coordinator the completed *Capstone Research Paper Evaluation Form* with **the signature of the proposed Reviewer**. The student should distribute a handout (such as an outline) to colloquium participants before the scheduled presentation. The student takes notes from the feedback received during the presentation, discusses this with the Reviewer, and incorporates it judiciously into the final version of the paper.

If there is a second presentation, then students present their completed paper, demonstrating that the received criticisms have been addressed. This second presentation may be scheduled only **after** the corrected paper (which must receive a grade of “B” or better) and the completed *Capstone Research Paper Evaluation Form* have been submitted to the Colloquium Coordinator. The student distributes copies of the paper to colloquium participants in advance of the meeting in which it is to be discussed.

Exam in a Required Area (MATH Capstone Exam). In addition to choosing an area of concentration for coursework, students also choose an area for examination from one of the three following disciplines: Biblical Studies, Systematic Theology, or Moral Theology. Students wishing to take the exam in a given semester must register no later than the close of the late registration period of that semester. A student may register for the MATH Capstone Exam only after having

completed 24 units of coursework for the degree. The exam is a three-hour, closed book, written examination on two courses, chosen by the student and approved by the student's advisor, taken from the chosen examination area. These are ordinarily to be courses taught by DSPT faculty. The required area in which the student chooses to take the examination must be different from the area of concentration in order to ensure a breadth of knowledge and the opportunity to integrate principles from different areas of theological inquiry. The examination questions will be drawn from study questions provided by the faculty for those courses which reflect the material of the specific semester and year in which the student took each course. There will be five to six study questions per course. The two questions presented to the student for each course will be determined by the professors immediately prior to the exam. The professor of each course will evaluate the answers and assign a grade of "pass" or "fail" for each question. To receive a "pass" for **the exam** requires passing *each of the four questions*. A student failing the MATH Capstone Exam who successfully petitions to retake it will be offered a new exam with a new question in place of each failed question, in a single exam period that allots 45 minutes for each question to be answered. These new questions will also be chosen by the professor of the course from which they are taken. See "Capstone Exams," in section III, above, for further details.

CONCURRENT DEGREE OPTIONS

Master of Divinity (MDiv)/Master of Arts (Theology)

Students enrolled in the MDiv program may choose to enroll concurrently in either the DSPT MA (Theology) program or the GTU Common MA program. The concurrent MDiv/MA (Theology) option allows students the opportunity to explore in greater depth a theological topic of interest, and/or the relationship between theological topics and ecclesial ministry.

Students accepted into the concurrent MDiv/MA (Theology) Option work carefully with their advisors to plan a sequence of studies that ensures fulfillment of the requirements central to each program, including all core, distribution, and concentration requirements. In no case can the two degrees be completed in less than four years (eight semesters) of full-time work. The maximum time permitted for the completion of the program is eight years computed from the date of initial registration.

Coursework. Both degrees are conferred in their integrity after a four-year progression of studies, comprising a total of 96 semester units: 72 units for the MDiv degree and 24 units for the MA degree. Students must fulfill the breadth requirements of the respective MA program (DSPT or GTU) according to the guidelines of that program. Normally, this is accomplished by using the course requirements from the MDiv program to fulfill the breadth requirements of the respective MA program, then choosing theology electives in order to fulfill remaining requirements for the MA component. No more than 24 units may be used to satisfy the requirements for both degrees. For the MA program, at least one-third of the total coursework must be taken at DSPT, and students are encouraged to take up to one-third of the coursework from outside DSPT. At least one-half of the coursework must be from offerings above the introductory (1000) level. At least two courses must be at the 4000 level or above.

Please consult the [MDiv Program Requirements Checklist](#) to assist in planning to fulfill the MDiv/MA (Theology) course requirements. Please consult the current edition of the [GTU Common MA Program Handbook](#) for details about the MDiv/GTU MA course requirements and program regulations. Students in the GTU Common MA should review the [GTU Common MA Program Handbook](#) and consult with the GTU MA Program Coordinator to ensure that they understand the core and distribution requirements for the program.

The following two tables illustrate a typical sequence in which a student may fulfill the requirements for the MDiv/MATH, for the Thesis Option and Exam Option, respectively. They constitute projections for those beginning the MDiv in Fall of an odd year; since most of the required courses listed are offered only every two years, the sequence will look somewhat different for students beginning in an even year. Note that the first six semesters are normally used to fulfill philosophy requirements and some MDiv requirements while enrolled in the CPhS and CTS in the MDiv Track; see the table "MDiv Preparation, Typical Course Sequence," under "THE MASTER OF DIVINITY DEGREE REQUIREMENTS," above. The theology courses taken during those first six semesters can then be transferred into the MDiv/MATH program. In such cases, students would begin in the MDiv/MATH program no sooner than the seventh semester of studies at DSPT, as the following tables suggest.

Academic Programs & Requirements

Semester	Course or Requirement	Units	Level	required by
7 th	OT-2098 Pentateuch & Histories	3.0	2	MDiv
7 th	HS-1105 Church History I	3.0	1	MDiv
7 th	ST-2232 Historical Development of Christology	3.0	2	MDiv
7 th	Elective 1*	3.0	1-4	MA
7 th	FE-3021 Field Ed Level III Part 1	0	3	MDiv
7 th	WS-1000 Academic Research & Writing Salon 1	1.5	1	MA
8 th	OT-2149 Prophets	3.0	2	MDiv
8 th	HS-2195 Church History II	3.0	2	MDiv
8 th	ST-3115 Contemporary Christology	3.0	3	Comp. Curr.
8 th	Elective 2*	3.0	1-4	MA
8 th	FE-3022 Field Ed Level III Part 2	0	3	MDiv
8 th	WS-1001 Academic Research & Writing Salon 2	1.5	1	MA
8 th	Research Readiness Paper	0	2	MA
8 th	Foreign Language Requirement	0	1	MA
9 th	STPH-3095 One Creator God	3.0	3	Comp. Curr.
9 th	STSP-3036 Ecclesiology: Foundations	3.0	3	MDiv
9 th	Elective 3*	3.0	1-4	MA
9 th	Elective 4*	3.0	1-4	—
9 th	FE-3023 Field Ed Level III Part 3	0	3	MDiv
10 th	OT-2600 Wisdom Literature	3.0	2	Comp. Curr.
10 th	NT-2550 The Gospels	3.0	2	MDiv
10 th	ST 2300 Trinity	3.0	2	MDiv
10 th	CE 3050 Catholic Social Teaching	3.0	3	MDiv
10 th	FE-3024 Field Ed Level III Part 4	1.5	3	MDiv
11 th	CE-2003 Roman Catholic Sexual Ethics	3.0	2	MDiv
11 th	FTST 2336 Canon Law: Intro & Marriage**	3.0	2	MDiv
11 th	HM-2230 Liturgical Preaching	3.0	2	Comp. Curr.
11 th	Elective 5*	3.0	1-4	—
11 th	MA 5500 MA Thesis Proposal	0	4	MA
12 th	NT-2531 Acts, Catholic Epistles, & Revelation	3.0	2	MDiv
12 th	ST-3128 Theological Anthropology	3.0	3	MDiv
12 th	LSRA-1500 Foundations of Catholic Liturgy	3.0	1	MDiv
12 th	Elective 6*	3.0	1-4	—
12 th	Diaconate Exam	0	4	MDiv
13 th	ST-3067 Theology of Sacraments	3.0	3	MDiv
13 th	CEFT-2000 Confessional Ministry	1.5	2	MDiv
13 th	Elective 7*	3.0	1-4	—
13 th	MA 5000 MA In Thesis	3.0	4	MA
14 th	NT-2526 Pauline Literature	3.0	2	MDiv
14 th	ST-3071 Sacraments: Eucharist & Orders	3.0	3	Comp. Curr.
14 th	LSFT-2404 Celebration Of The Sacraments	1.5	2	MDiv
14 th	Elective 8*	3.0	1-4	—
14 th	Priesthood & Faculties Exams	0	4	MDiv
14 th	MA 5999 MA Thesis Defense	0	4	MA

MDiv/MATH, Thesis Option, Typical Sequence of Courses & Requirements

Academic Programs & Requirements

Semester	Course or Requirement	Units	Level	required by
7 th	OT-2098 Pentateuch & Histories	3.0	2	MDiv
7 th	HS-1105 Church History I	3.0	1	MDiv
7 th	ST-2232 Historical Development of Christology	3.0	2	MDiv
7 th	Elective 1*	3.0	1-4	MA
7 th	FE-3021 Field Ed Level III Part 1	0	3	MDiv
8 th	OT-2149 Prophets	3.0	2	MDiv
8 th	HS-2195 Church History II	3.0	2	MDiv
8 th	ST-3115 Contemporary Christology	3.0	3	Comp. Curr.
8 th	Elective 2*	3.0	1-4	MA
8 th	FE-3022 Field Ed Level III Part 2	0	3	MDiv
8 th	Research Readiness Paper	0	2	MA
9 th	STPH-3095 One Creator God	3.0	3	Comp. Curr.
9 th	STSP-3036 Ecclesiology: Foundations	3.0	3	MDiv
9 th	Elective 3*	3.0	1-4	MA
9 th	Elective 4*	3.0	1-4	—
9 th	FE-3023 Field Ed Level III Part 3	0	3	MDiv
10 th	OT-2600 Wisdom Literature	3.0	2	Comp. Curr.
10 th	NT-2550 The Gospels	3.0	2	MDiv
10 th	ST 2300 Trinity	3.0	2	MDiv
10 th	CE 3050 Catholic Social Teaching	3.0	3	MDiv
10 th	FE-3024 Field Ed Level III Part 4	1.5	3	MDiv
11 th	CE-2003 Roman Catholic Sexual Ethics	3.0	2	MDiv
11 th	FTST 2336 Canon Law: Intro & Marriage	3.0	2	MDiv
11 th	HM-2230 Liturgical Preaching	3.0	2	Comp. Curr.
11 th	Elective 5*	3.0	1-4	—
11 th	MA 5500 MA Thesis Proposal	0	4	MA
12 th	NT-2531 Acts, Catholic Epistles, & Revelation	3.0	2	MDiv
12 th	ST-3128 Theological Anthropology	3.0	3	MDiv
12 th	LSRA-1500 Foundations of Catholic Liturgy	3.0	1	MDiv
12 th	Elective 6*	3.0	1-4	—
12 th	Diaconate Exam	0	4	MDiv
13 th	ST-3067 Theology of Sacraments	3.0	3	MDiv
13 th	CEFT-2000 Confessional Ministry	1.5	2	MDiv
13 th	Elective 7*	3.0	1-4	—
13 th	MA-5401 MA Colloquium Part 1 of 2	1.5	4	MA
13 th	Capstone Research Paper	0	4	MA
14 th	NT-2526 Pauline Literature	3.0	2	MDiv
14 th	ST-3071 Sacraments: Eucharist & Orders	3.0	3	Comp. Curr.
14 th	LSFT-2404 Celebration Of The Sacraments	1.5	2	MDiv
14 th	Elective 8*	3.0	1-4	—
14 th	Priesthood & Faculties Exams	0	4	MDiv
14 th	MA-5402 MA Colloquium Part 2 of 2	1.5	4	MA

MDiv/MATh, Exam Option, Typical Sequence of Courses & Requirements

The electives* must be chosen such that all MATh requirements are fulfilled, including concentration requirements, and the requirement that at least 2 elective courses be at the

Academic Programs & Requirements

advanced level (numbered 4000) or above. The tables list more electives than the student needs for the two degrees, but are listed to reflect the ordinary expectation that such students be engaged in full-time study. Students should confer with their academic advisors and formation personnel from their religious institute to ensure that their choice of coursework is helping them to reach the academic and apostolic goals set by themselves and by their institute.

Master of Arts (Philosophy)/Master of Arts (Theology)

DSPT Faculty are committed to creating a learning environment that engenders conversations between philosophy and theology. Many of our faculty are trained in both fields and serve in both departments. Courses in philosophy frequently anticipate the work of theology and derive a number of their philosophical concepts from theological sources. Courses in theology frequently have significant philosophical content. Thus, the entire atmosphere at DSPT is suffused, as it were, with this cross-disciplinary approach.

Over and above this context, there is the opportunity for students who are uniquely qualified to engage in a more rigorous and intentional interdisciplinary study. The concurrent MA option allows students to select a thesis topic that particularly lends itself to integration of philosophy and theology.

A student matriculated in a DSPT (or GTU) MA program may wish to apply for the concurrent MA option for any of the following reasons:

- to broaden professional skills for employment as a teacher at the secondary level by gaining expertise in two complementary academic fields;
- to explore a complex topic with roots in both philosophy and theology with a view towards applying for a focused doctoral program in either, or in a third, related field.

On the practical level, the concurrent MA option allows students to complete two degrees in a three-year period, with an expanded thesis up to about 120 pages (approx. 30,000 words, not counting notes or bibliography).

Both degrees are conferred in their integrity after a three-year plan of studies comprising a total of 63 semester units: 54 units of coursework, plus 3 units for the Academic Research & Writing Salon and 6 units of "In Thesis" work. In no case can the two degrees be completed in less than 6 semesters of full-time work. The maximum time permitted for the completion of the program is six years computed from the date of initial registration. All students are required to maintain a 3.0 GPA. A grade of "B" (3.0) or better is necessary in all courses used to satisfy core requirements in the program.

Coursework. The concurrent MAPH/MATH option requires a total of 18 courses: 6 in philosophy, 6 distribution requirements in theology, and 6 electives in philosophy and/or theology. This option follows a standard ordering among subdisciplines of philosophy and theology, so that there is an integration and progression of both methodologies and content over the time in the program. In general, the order is as follows: systematic philosophy, history of philosophy, Sacred Scripture (Biblical studies), church history, systematic theology, and moral theology. In some subdisciplines, the program provides an introductory course to be taken early in the program, allowing for the student, through approved electives and the thesis, to undertake intermediate and advanced studies in a concentration that is found within any of these areas. In theology in particular, the course "Intro to Sacred Scripture" is normally a prerequisite for taking further courses in biblical studies; "Theology: Nature & Method" is normally a prerequisite for taking further courses in systematic theology, and "Fundamental Moral Theology" is normally a prerequisite for taking further courses in moral theology.

Therefore, students are advised to take those courses during their first two semesters. Students should be attentive to other prerequisites required or recommended for any intermediate or advanced courses they may plan to take.

Academic Research & Writing Salon I & II	3 units
Systematic Philosophy	12 units
<i>(Students must take at least four of these six three-unit courses from this area)</i>	
Logic (+)	
Philosophy of Nature (+)	
Philosophical Anthropology (+)	
Metaphysics (+)	
Theory of Knowledge (+)	
Philosophical Ethics (+)	
History of Philosophy	6 units
<i>(Students must take at least two of these four three-unit courses from this area)</i>	
History of Ancient Philosophy (+)	
History of Medieval Philosophy (+)	
History of Modern Philosophy (+)	
History of Contemporary Philosophy (+)	
Sacred Scripture	3 units
Intro to Sacred Scripture(+) <i> or course coded OT, NT, or BS</i>	(3)
History of the Church	6 units
Church History I(+) <i> or course coded HS</i>	(3)
Church History II(+) <i> or course coded HS</i>	(3)
Systematic & Moral Theology	6 units
<i>Systematic Theology (3 units)</i>	
Theology: Nature & Method(+) <i> or course coded ST</i>	(3)
<i>Moral Theology (3 units)</i>	
Fundamental Moral Theology(+) <i> or course coded CE</i>	(3)
Interreligious or non-Christian religion elective	3 units
Elective Courses	18 units
Foreign Language Certification	(0 units)
Research Readiness Paper	(0 units)
Thesis Proposal	(0 units)
MA Colloquium Presentation	(0 units)
In Thesis	6 units
<u>Thesis Defense & Submission</u>	<u>(0 units)</u>
TOTAL	63 units

At least one-third of the total coursework must be taken at DSPT, and students are encouraged to take up to one-third of the coursework from outside DSPT. No more than 27 units (one-half of the coursework) may be from offerings at the introductory (1000) level. At least two courses must be at the 4000 level or above. Each student must choose an area of concentration in theology from those listed at the DSPT website. A total of four courses must be taken in the

student's chosen Area of Concentration in theology, which may be a combination of both core requirements and electives. For some areas (such as Aesthetics, Thomistic Studies, or Catholic Social Teaching), specific courses are required; the *Student Handbook* specifies the requirements in detail. The following table illustrates a typical sequence in which a student may fulfill the requirements for the Concurrent MAPH/MATH Option:

Semester	Course or Requirement	Units	Level
1 st	(Systematic Philosophy Course 1)	3.0	1-4
1 st	(History of Philosophy Course 1)	3.0	1-4
1 st	Intro to Sacred Scripture <i>or scripture course</i>	3.0	1
1 st	Theology: Nature and Method <i>or ST course</i>	3.0	1
1 st	Academic Research & Writing Salon 1	1.5	1
2 nd	(Systematic Philosophy Course 2)	3.0	1-4
2 nd	(History of Philosophy Course 2)	3.0	1-4
2 nd	Fundamental Moral Theology <i>or CE course</i>	3.0	2
2 nd	Elective 1	3.0	1-4
2 nd	Academic Research & Writing Salon 2	1.5	1
2 nd	Research Readiness Paper	0	2
2 nd	Foreign Language Requirement	0	1
3 rd	(Systematic Philosophy Course 3)	3.0	1-4
3 rd	Church History I <i>or HS theology course</i>	3.0	1
3 rd	Elective 2	3.0	1-4
4 th	(Systematic Philosophy Course 4)	3.0	1-4
4 th	Church History II <i>or HS theology course</i>	3.0	1
4 th	MA-5000 MA In Thesis	3.0	4
4 th	MA-5500 MA Thesis Proposal	0	4
5 th	Interreligious or non-Christian religion Course	3.0	1-4
5 th	Elective 3	3.0	1-4
5 th	MA-5000 MA In Thesis	3.0	4
5 th	MA Colloquium Presentation	0	4
6 th	Elective 4	3.0	1-4
6 th	Elective 5	3.0	1-4
6 th	Elective 6	3.0	1-4
6 th	MA-5999 MA Thesis Defense	0	4

Concurrent MAPH/MATH Option: Typical Sequence of Courses & Fulfillment of Requirements

Resources for Planning. In planning their sequence of studies, with the guidance of their advisor, students should check not only this *Handbook*, but also the DSPT website to consult the [Course Descriptions](#) page for the contents of course offerings and the [Multi-Year Projection for Cycled Courses](#) to ascertain the semester during which each course may become available. For

specific offerings available for registration during the current or upcoming semester, they should consult the [Current Course Syllabi & Information](#) page at DSPT's website and the online [GTU Course Schedule](#). Students should work with their advisor in planning courses as outlined here and in the [Concurrent MA \(Philosophy\) and MA \(Theology\) Program Requirements Checklist](#).

Area of Concentration

Students in the MAPH/MATH program are to choose an area of concentration in theology offered by DSPT based on its course offerings and faculty expertise. Through DSPT's membership in the Graduate Theological Union (GTU), DSPT students can also benefit from the offerings and expertise of GTU consortial faculty in pursuing their chosen area. A full list of [areas of concentration](#) is available at the DSPT website. Whether in the thesis option or the exam option, all theology students must take four courses in the chosen area of concentration, which may be any combination of both required and elective courses that is consistent with other requirements of the program. Students should consult carefully with their academic advisor so as to ensure that they understand and can meet these concentration requirements. Some areas of concentration further specify what courses must be taken. For example:

Aesthetics. In addition to following the normal course requirements for this concurrent MA option, students are strongly encouraged to take the two-semester course in philosophical aesthetics (PHRA 4321 and PHRA 4322). Additionally, they may choose from among any of the following courses:

- PH 2040 Philosophical Anthropology
- ST 3128 Theological Anthropology
- PHRA 4310 Poetry & Creative Intuition
- PHRA 4376 Hegel's Aesthetics
- PHST 4160 The Linguistic Turn in Philosophy and Theology

Thomistic Studies. Students who have chosen the concurrent option in the MA (Philosophy) and MA (Theology) with a concentration in Thomistic Studies will receive the broadest exposure to the thought and methodology of St. Thomas Aquinas by taking the courses indicated here. In addition to following the normal course requirements for this concurrent MA option, students are directed to the following specific course offerings to ensure the most comprehensive survey. In their thesis work, students are expected to focus on a philosophical, theological, or historical issue in the study of St. Thomas, the Thomistic School, or Thomism as related to contemporary theology or philosophy.

Students in this concentration must take 5 courses from systematic philosophy (1 more than required for the core requirements). Because the content in philosophy courses builds sequentially, students are strongly advised to follow the order listed below.

- PH 1115 Logic
- PH 1056 Philosophy of Nature
- PH 2050 Metaphysics
- PH 2040 Philosophical Anthropology

PH 1065 Theory of Knowledge

From the other area requirements, students should take:

- History of philosophy (6 units)
- PHHS 3315 History of Medieval Thought & Culture
- A second course in the history of ancient, modern, or contemporary philosophy, or on a topic in the history of philosophy during any period.
- HS 1105 Church History I, or a suitable substitute approved by the academic advisor.
- While students may choose any course in a non-Christian religion, one with a strong anthropological component is recommended.

Substitutions may be made upon approval from the coordinator of the Thomistic Studies concentration.

Catholic Social Teaching. Grounded in solid philosophical and theological foundations, this concentration provides the philosophical and theological foundations for engaging the pressing social and political concerns facing contemporary society. The goal of this concentration is to help students develop academic skills for making useful contributions which give voice to the Catholic perspective on matters related to political and social concerns of our society. The thesis will focus on a philosophical, theological, or historical issue in the study of social teaching.

Students in this concentration must take 5 courses from systematic philosophy (1 more than required for the core requirements). Because the content in philosophy courses builds sequentially, students are strongly advised to follow the order listed below.

- PH 1056 Philosophy of Nature
- PH 2040 Philosophical Anthropology
- PH 2050 Metaphysics
- PH 1009 Philosophical Ethics
- PH 2900 Social Philosophy (at DSPT or UCB)

From the other area requirements, students should take:

- PH 2000 History of Modern Philosophy
- PH 2001 History of Contemporary Philosophy
- HS 2195 Church History II
- While students may choose any course in a non-Christian religion, one with a strong anthropological component is recommended.
- Scripture (6 units = 2 courses): Two elective courses in Biblical Studies or Biblical Interpretation
- Systematic Theology (9 units = 3 Courses)
 - ST 3128 Theological Anthropology
 - ST 1091 Theology: Nature & Method
 - STSP 3036: Ecclesiology: Foundations
- Moral Theology (6 units = 2 Courses)

- CE 2045 Fundamental Moral Theology
- CE 3050 Catholic Social Teaching
- Electives (6 units = 2 courses)

Substitutions may be made upon approval from the coordinator of the Catholic Social Teaching concentration.

Foreign Language Certification. Students in the concurrent DSPT MAPH/MATh degree program must demonstrate reading proficiency and comprehension skills in a foreign language. Students in the concurrent DSPT MAPH/MATh option with a **concentration in Thomistic Studies** must demonstrate reading and comprehension proficiency **in Latin**. See “Foreign Language Certification and Credit” in section III, above, for a description of how the foreign language requirement can be fulfilled.

Research Readiness Paper and Review. The Research Readiness Paper (RRP) helps students, advisors, and faculty assess and refine student research skills. As such, a successful RRP is a *prerequisite for submitting a thesis proposal and must be completed by the end of the first year in the program*. For more details, see “Research Readiness Paper and Review” in section III, above.

Thesis Proposal. The thesis proposal gives students an opportunity to show an ability to organize a project of theological inquiry into a brief, coherent proposal. It is highly recommended, and generally expected, that the chosen topic be related to coursework already done by the student so that there is at least a basic knowledge in the research area. It must be submitted no later than the third semester in the program. *No proposals will be considered until the student has successfully completed the RRP*. Other details on the thesis proposal and thesis proposal petition are listed under “Thesis Policies and Procedures,” in section III, above. Students in the concurrent MAPH/GTU Common MA degree option, in addition, must also complete the *GTU MA Thesis Proposal Form*, obtaining signatures of the committee members and the Deans of the GTU and DSPT, and filing the form with the GTU Dean’s Office. Please note that GTU Common MA students must fulfill the requirements for modern language proficiency **before** submitting the “Thesis Proposal Form.”

MA Colloquium Presentation. After the thesis proposal has been approved by DSPT Faculty, the student must give a presentation of the proposal at a session of the MA Colloquium. The student may present either the approved proposal itself or some segment of the research outlined in the proposal. In either case, students distribute a handout (such as an outline) and bibliography to Colloquium participants before the scheduled presentation. Completion of the MA Colloquium is a prerequisite for the writing and defense of the thesis itself. Students in the MAPH/MATh option are encouraged, though not required, to participate in other meetings of the MA Colloquium in their second and third years in the program.

Thesis and Oral Defense. Promotion to the degrees of MA (Philosophy) and MA (Theology) concurrently requires the successful completion of a written thesis and an oral defense of the thesis. The thesis is to be approximately one hundred twenty (120) pages long (approx. 30,000 words, not counting notes or bibliography). The Academic Research & Writing Salon (3 units) helps students conduct focused academic research and writing and to develop their competence in areas in which they intend to develop their thesis. Six semester units of “In Thesis” time is set

aside for them to conduct further research and to write their thesis. For further details on the Thesis and Defense, see “Thesis Policies and Procedures,” in section III, above.

DSPT Thesis Title Page. Students in a DSPT MATH program that requires a thesis must follow all of the formatting guidelines described in “[GTU Thesis and Doctoral Dissertation Guidelines](#)” for the GTU Common MA **EXCEPT** that the title page should read as follows: “A thesis by [Name] presented to The Faculty of the **Dominican School of Philosophy and Theology at the Graduate Theological Union** in partial fulfillment of the requirements for the degrees of Master of Arts (Philosophy) and Master of Arts (Theology) ...” (where the underlining merely indicates what is different).

Thesis Format Approval Form. See details under “Thesis Policies and Procedures,” in section III, above.

THE MASTER OF ARTS IN THEOLOGY FOR ECCLESIAL MISSION DEGREE REQUIREMENTS

Overview

The Master of Arts in Theology for Ecclesial Mission (MATHeM) program forms adult laypersons for the work of co-responsibility alongside the clergy in the Church's mission, particularly in the areas of discipleship and evangelization, faith formation, catechesis and catechetical direction, sacramental preparation, and lay leadership in the Church. The program offers a comprehensive intellectual formation in the theological tradition of the Catholic Church, especially as exemplified by St. Thomas Aquinas, with a view towards engaging the Church, the academy, and contemporary society and culture in mutual enrichment.

The MATHeM program is intended for members of the lay faithful already involved in, or aspiring to, leadership roles in Church, who need a theological formation for fruitful engagement in those roles. Such roles include: directors of religious education, faith formation, sacramental preparation, or evangelization; master catechists (trainers of catechists), catechists, and teachers; and lay ministers with leadership, pastoral, or administrative responsibilities in the Church (such as pastoral administrators, music ministry directors, social outreach coordinators, and youth ministers). The program also serves lay people who seek to evangelize the contemporary culture through secular professions, doing so in communion and cooperation with their local diocese.

The program follows a cohort model, in which all students in a given cohort are not only to begin the program at same time but to take one course at the same time for the four-year duration of the program, taking four courses per year (one course approximately every three months). For both the students and the overall program to be successful, it is crucial that each student be a contributing member of the cohort in each course. Furthermore, each course of the MATHeM program is structured to apply philosophical and theological studies integrally to ecclesial ministry, informed by a uniquely Dominican approach to pedagogy. Therefore, this program will not allow students to petition for transfer of credits; MATHeM students are required to complete all coursework at DSPT. Unlike other programs at DSPT, registration at other member schools of the Graduate Theological Union or exchange program opportunities will not be available to students in this program. Similarly, students in other programs, whether from DSPT, the rest of the GTU, or other schools, are not permitted to enroll in MATHeM courses, due to the highly integrated nature of the program.

The MATHeM degree is attained through a four-year, half-time program, requiring a total of 48 semester units, distributed as described below. Students are required to attend all regularly scheduled classes. Students with a serious reason for missing a class session are responsible for discussing the absence with the professor beforehand, if possible. Those whose absences exceed twenty percent of the scheduled class sessions will not be given credit for the course without the written permission of the Academic Dean. If this is not obtained, a grade of F (Failure) will be recorded. Students who must withdraw from a course for any reason must make up the missed material by way of completing a special reading course on the same subject matter, with an

amount of work equivalent to that of the course. All students in the MATHeM program must maintain a 3.0 GPA. A grade of “B” (3.0) or better is necessary in each course, since every course is used to satisfy a core requirement in the program. A student may petition to allow up to two courses at a lower (but passing) grade, provided that the instructor of the course or courses in question can certify that the student has a sufficient level of knowledge and skill related to the course subject matter to continue to make progress in the program. The instructor may prescribe further work and/or assignments for the student, such as supplementary reading, examinations, or other exercises, to ensure that such a level is attained. Such a petition requires the approval of the instructor of the course, advisor and Academic Dean. Exceptions to this policy may be made for special circumstances (e.g., serious illness, etc.) by the Academic Dean.

MATHeM: Detailed Program Description

Outcomes. In addition to the stated institutional goals, students in the MATHeM program develop the ability to:

1. understand the fundamental areas of theological inquiry in the Roman Catholic tradition;
2. communicate simply, accurately, and effectively the theological tradition of the Roman Catholic Church for evangelization, church initiation, catechesis, and discipleship formation;
3. apply Catholic teaching and theology, especially as exemplified by St. Thomas Aquinas, to the lay apostolate;
4. analyze situations found in the lay apostolate through theological methods.

The program offers a formational approach that particularly directs the interconnection of these four outcomes (*understanding, communication, application, and analysis*), recognizing that:

- successful *communication, application, and analysis* all depend upon *understanding*;
- *understanding* is enhanced by theological *analysis* of situations encountered in the *communication* and *application* of what is learned; and
- the *application* of what one has learned exposes one to new situations for theological *analysis*, leading to further *understanding*.

Coursework and Other Requirements. The MATHeM curriculum follows a standard hierarchical ordering among subdisciplines of theology so that students progressively integrate both methodologies and content over the time in the program. In general, the order is as follows: philosophy, Biblical studies, church history, systematic theology, moral theology, and pastoral/applied theology. Courses and requirements in the MATHeM program, are sequenced to provide a progressive formation in these areas. The following list summarizes the requirements:

Academic Programs & Requirements

Philosophy	6 units
Intro to Systematic Philosophy	3.0 units
Intro to History of Philosophy	3.0 units
Sacred Scripture	9 units
Intro to Sacred Scripture	3.0 units
Old Testament	3.0 units
New Testament	3.0 units
Church History	6 units
History of the Church	3.0 units
Systematic Theology	9 units
Intro to Theology	3.0 units
Trinity & Christology	3.0 units
Sacraments & Ecclesiology	3.0 units
Moral Theology	9 units
Fundamental Moral Theology	3.0 units
Catholic Social Teaching	3.0 units
Catholic Sexual Ethics	3.0 units
Theology of the Apostolate	12 units
Canon Law	3.0 units
Ecclesiology of the Lay Vocation	3.0 units*
Catechesis & Teaching	3.0 units*
Liturgy & Catechumenate	3.0 units*
Research Preparedness Paper	(0 units)
Capstone Presentation	(0 units)
Capstone Paper	(0 units)
TOTAL	48 units

The following table outlines a typical sequence of courses and fulfillment of requirements for the MATHeM program:

MAThEM Period	Course or Requirement	Units	Level
Year 1, Summer	Intro to Sacred Scripture	3.0	1
Year 1, Fall	Intro to Systematic Philosophy	3.0	1
Year 1, Winter A & B	Intro to Theology, Parts 1 & 2	3.0	1
Year 1, Spring	Intro to History of Philosophy	3.0	1
Year 2, Summer	History of the Church	3.0	1
Year 2, Fall	Fundamental Moral Theology	3.0	1
Year 2, Winter A & B	Old Testament, Parts 1 & 2	3.0	2
Year 2, Spring	Catholic Social Teaching	3.0	2
Year 2, Spring	Theological Research Preparedness Paper	0	2
Year 3, Summer	Ecclesiology of the Lay Vocation	3.0	1
Year 3, Fall	Trinity & Christology	3.0	2
Year 3, Winter A & B	New Testament, Parts 1 & 2	3.0	3
Year 3, Spring	Sacraments & Ecclesiology	3.0	3
Year 4, Summer	Catholic Sexual Ethics	3.0	3
Year 4, Fall	Canon Law	3.0	2
Year 4, Winter A & B	Catechesis & Teaching, Parts 1 & 2	3.0	3
Year 4, Spring	Liturgy & Catechumenate	3.0	3
Year 4, Spring	Capstone Presentation	0	4
Year 4, Spring	Capstone Paper	0	4

MAThEM: Typical Sequence of Courses & Fulfillment of Requirements

The courses in the MAThEM program follow two different formats: one format for the intensive course occurring each Summer Term, and another format for the courses for the Fall, Winter A & B, and Spring Periods, with the Winter course split into two parts.

Summer Courses. During each Summer Term for the four years of the program, the student registers for the summer intensive course (3.0 units), which includes up to one week of preparatory work (either asynchronous instruction or reading assignments), nine days onsite for in-person instruction (and some other cohort activities), and three weeks of post-onsite work (both synchronous and asynchronous), with any final assignments to be done independently during the following three weeks, if necessary.

Courses During Fall, Winter, and Spring Periods: During each Fall Term (early September thru mid-December) for the four years of the program, the student registers for 4.5 units, including one ten-week course in the “MAThEM Fall Period” (3.0 units) and one five-week half-course in the “MAThEM Winter A Period” (1.5 units). During each Spring Term (early February through mid-May) for the four years of the program, the student will register for 4.5 units, including one five-week half-course (1.5 units) in the “MAThEM Winter B Period” and one ten-week course in the “MAThEM Spring Period” (3.0 units). Each of the courses contains the following four elements:

- One onsite all-day Saturday session (6 hours total contact time) face-to-face;

- Weekly 3-hour synchronous sessions in the evening (or a combination of synchronous and asynchronous teacher-contact assignments, e.g. Voice Thread lectures; online discussions, etc.)
- Appropriate amount of reading and study assignments for a 3-unit course.

Each course takes place over a ten-week period, either in the first two-thirds of the Fall Semester (early September to early November, the MATHeM Fall Period), the last two-thirds of the Spring Semester (mid-March through mid-May, the MATHeM Spring Period), or split into two five-week periods (mid-November to mid-December and end of January to early March, the MATHeM Winter A and Winter B Periods).

Written Samples for the Assessment Portfolio. The assessment portfolio requires each student to submit the following papers during the course of the academic program: 1) Theological Research Preparedness Paper early in the program; 2) three Theological Analysis papers, one each from the three pastoral courses “Ecclesiology of the Lay Vocation,” “Catechesis & Teaching,” and “Liturgy & the Catechumenate”; and 3) the Synthesis Paper that integrates the aforementioned three Theological Analysis papers. These papers must be written according to the standards prescribed in the most recent edition of *A Manual for the Writers of Term Papers, Theses and Dissertations*, by Kate Turabian.

Theological Research Preparedness Paper (TRPP) and Review. The Theological Research Preparedness Paper (TRPP) and TRPP Review help students, advisors, and Department Faculty assess and refine student research skills needed for the MATHeM program. There are several parts to this review:

- a) *Professor review.* The student makes a request to a professor at the beginning of that course, that a research paper, written according to the description and criteria on the *TRPP Review Form* (available at the DSPT website), as part of the normal class requirements for the professor’s course, be designated as the student’s TRPP. At the designated time, the student submits the paper and the *TRPP Review Form* to the professor for review.
- b) *Advisor review.* The professor returns the graded paper and completed TRPP Review Form to the student, who gives them to the faculty advisor. If the student’s TRPP is not satisfactory, the professor must alert the advisor and student. Students whose TRPP is deemed unsatisfactory must submit for review a different research paper, and must pass the professor review, to fulfill the TRPP requirement.
- c) *Faculty review.* All items are summarized by the advisor at the Department discussion of the student. Any comments from the Faculty discussion about the TRPP will be included in a written summary of the discussion presented to the student and kept in the portfolio.

Theological Analysis. Theological analysis papers occur at different stages in the program so that progress in this skill can be monitored. Students receive significant formation in the methods of theological analysis no later than midway through the program (normally, by the end of the second year), specifically in the course “Catholic Social Teaching.” Students’

knowledge of the methods of theological analysis and their skill in applying them are developed throughout the program, culminating in the MATHeM Capstone.

MATHeM Capstone. The program's Capstone encompasses two parts: a) three theological analysis papers, with a presentation for each; and b) a final synthesis paper with colloquium.

Three Theological Analysis Papers. For three of the pastoral courses (Ecclesiology of the Lay Vocation, Catechesis & Teaching, and Liturgy & the Catechumenate) MATHeM students will produce a Theological Analysis Paper, a 10-12 page (approx. 2500 to 3000 words in length, not counting notes or bibliography) theological analysis on a topic determined by the student and approved by the course instructor. They will then participate in a one-day session (Theological Reflection Colloquium) that focuses on developing skills for theological analysis. The student chooses a faculty member from the MATHeM program to review the paper according to the description and criteria listed in the *Theological Analysis Paper and Presentation Evaluation Form*. Students will present a written analysis to the cohort for discussion and feedback. A final version is submitted to the instructor that has incorporated feedback received from the group discussion. These papers become part of the student's portfolio for final review by the faculty.

Synthesis Paper. As part of the capstone for the MATHeM program, students are to write a synthetic paper of 15-20 pages (approx. 3750 to 5000 words in length, not counting notes or bibliography) that describes in detail how the program has informed their understanding of the role of the laity in the ecclesial mission of the Church, and in particular with regard to their own vocation and ministry, whether current or anticipated. The paper integrates their learning from the whole program, including the three above-mentioned Theological Analysis Papers from pastoral courses. They present this work to the members of their cohort, guided by the instructor (or instructors), for discussion and feedback. The final paper is then included in the student portfolio.

CERTIFICATE OF THEOLOGICAL STUDIES

The Certificate of Theological Studies (CTS) is a non-degree program designed for students who wish to engage in a systematic program of theological study in order to enrich their understanding of the Catholic tradition, and to clarify their academic and/or vocational goals. Students can use the Certificate program to clarify their educational objectives by investigating whether a DSPT degree program will meet their educational and vocational needs. Certificate students who subsequently decide to continue their studies and are accepted into a DSPT degree program may petition to have certificate coursework transferred into that program. The CTS program is also ideally suited for those seeking a sabbatical through the Institute of Salesian Spirituality (ISS), an affiliated institution of the DSPT.

Under the guidance of a DSPT faculty advisor, CTS students select a program of study, with a concentration, that is consonant with personal interests and abilities, or to prepare for applying to a degree program. Students may take any courses offered at the DSPT or the GTU. They may choose to specialize in one of the noted [areas of concentration](#) for the Master of Arts (Theology) or the GTU Common MA programs. Religious students early in formation, including those considering applying to the MDiv program (see below), are placed in the “Master of Divinity Preparation” (MDiv Prep) track. Other students are placed in the “Academic and Vocational Development” (AVD) track. CTS students may register for courses Pass/Fail, or for a letter grade. However, any students who wish to have the coursework available for transfer into a DSPT degree program should register for a letter grade.

To receive the Certificate, students must take at least four courses (12 semester units); at least three courses (9 semester units) must be from DSPT. The courses may be taken for either a letter grade or Pass/Fail. While students enrolled in the Certificate program may audit courses with permission of the instructor, these do not count towards the certificate requirements.

Those students who subsequently wish to pursue a degree program at DSPT must fulfill all the requirements for admission to the particular program. At the time of acceptance, students are informed by the Admissions Committee regarding retroactive credit for coursework and tuition residency requirements. Once accepted into an academic program, students must petition the Academic Dean to have approved coursework entered into the program.

SPECIAL STUDENT STATUS

Special Student Status provides opportunities to participate in continuing education and sabbatical studies for personal or professional enrichment. This status is ideal for those seeking a context for study, renewal, and reflection, or for those not yet ready to enroll in a degree or certificate program.

Special Students are admitted on a yearly basis. They may continue in that status for another academic year by submitting a written petition to the Academic Dean for renewal. No application fee is charged for this yearly petition. Renewal is not guaranteed.

Special Students may enroll in any courses offered at the GTU, but may not cross-register at the University of California, Berkeley. They receive credit for their coursework but are ineligible to

receive academic degrees from the School. If they decide at a later date to apply to a DSPT degree program, Special Students must fulfill all the admissions requirements for the particular program. No application fee is charged. At the time of acceptance, applicants are informed by the Admissions Committee regarding retroactive credit for coursework and tuition residency requirements. Once accepted into a degree program, students must petition the Academic Dean to have previous coursework fulfill degree program requirements.

STUDY ABROAD PROGRAMS

Residency Program at the Angelicum (Rome). In cooperation with the Pontifical University of St. Thomas Aquinas (PUST, or “Angelicum”), DSPT offers a semester of study in Rome for students in the DSPT Master of Arts (Theology) program. To qualify for this opportunity, students must have completed at least 24 semester units of coursework in the MA (Theology) program at the Berkeley campus. Because of the time involved in procuring necessary documentation, interested students should begin the application process one year before the anticipated time of study. A detailed protocol for this residency program is available at the DSPT website.

Residency Program at Blackfriars Hall/Oxford University (England). In cooperation with Blackfriars Hall, DSPT offers a time of study at Oxford University for students in the Concurrent MAPH/MATH option. Given the nature of the program at Blackfriars Hall, students are expected to spend an entire year abroad – usually the second year – of their DSPT studies. A detailed protocol for this residency program is available at the DSPT website.

Residency Program at Dominican University College (Ottawa, Ontario, Canada). Students in any DSPT MA program may petition to study at Dominican University College (Ottawa) as an Official Visiting Student. Because preference will be given to those applying for the full academic year, this program is best suited for those in the concurrent MAPH/MATH [or GTU MA] option. Official Visiting Students will be responsible for paying all applicable tuition fees and other charges at the host institution where they are registered in a program of study.

Students enrolled in one of these study abroad programs are considered enrolled at DSPT for the purpose of applying for financial assistance under Title IV. During their time abroad, students normally register for MDV 3050, “Dominican Exchange Program.” For more information, please contact the DSPT Financial Aid Officer.

SECTION V: TUITION AND FINANCIAL AID

DSPT SCHOLARSHIPS AND GRANTS-IN-AID

DSPT offers several full and partial scholarships and grants-in-aid. They typically involve obligations on the part of the student, ranging from the more modest, such as attendance at events related to stewardship, to those requiring more substantial time commitments that further the student's scholarly and professional development. For information and application forms regarding [DSPT scholarships and grants-in-aid](#), see the DSPT website.

GOVERNMENT AID PROGRAMS

Brochures are available from the DSPT Financial Aid Officer that explain various government loan programs and the rights and responsibilities of the students.

Those eligible for benefits from the U.S. **Department of Veteran Affairs** should speak with their local VA representative. Information about VA educational benefits may be found at the VA website: http://www.benefits.va.gov/gibill/get_started.asp.

Students are encouraged to investigate loan programs, ask questions of the Financial Aid Officer, and pay particular attention to the appropriate deadlines for submitting applications for aid. Some students, not realizing that they are eligible for financial aid because of their income levels, consequently fail to go through the financial aid application process, thereby missing a valuable opportunity to help finance their educations.

1. Process

Students must apply for financial aid each year, and financial aid eligibility is re-evaluated each year. Financial Aid Application forms are available online DSPT's Financial Aid webpage, at <https://www.dspt.edu/financial-aid>, beginning in mid-December of each year. More detailed information regarding financial aid policies and procedures, including the current priority deadlines is also available at the aforementioned webpage.

Once notified of an award and accepting it, students participate in an entrance interview, at which the rights and responsibilities with respect to loan repayment are outlined. Student must participate in this interview before the funds can be disbursed.

2. Maintaining Eligibility for Federal Aid

In order to maintain financial aid eligibility, a student must maintain satisfactory academic progress in the chosen degree program (see "Satisfactory Academic Progress" in Section II, above). The DSPT Registrar and the Academic Dean review student transcripts each semester. Unsatisfactory progress may affect a student's federal student loan eligibility. Specifically, students who have been placed on academic warning because of unsatisfactory progress will be placed on a Financial Aid Warning status for the duration of the semester, during which the student may retain eligibility for federal aid.

Students who do not regain their satisfactory academic progress after the one-semester academic warning / financial aid warning period will lose their aid eligibility unless they

successfully appeal and are placed on Financial Aid Probation. Before any appeal will be heard, students on academic probation must submit an academic plan to the Dean which describes in detail the steps to be taken to remedy the grade situation.

Students that reach the maximum time limit for their degree program, as defined in the “Academic Programs & Requirements” section of this *Handbook*, will not be certified as making satisfactory academic progress and will not be eligible for financial aid.

Appealing for reinstatement of aid due to failure to meet Satisfactory Academic Progress.

Students who fail to meet satisfactory academic progress standards or who reach duration of aid limits and lose their financial aid eligibility may appeal this decision. The appeal must be made in writing and be accompanied by appropriate supporting documentation. Appeals should be submitted to the DSPT Academic Dean. An appeal must explain the reason(s) the student failed to make satisfactory progress and what has changed in the student’s situation that will allow him/her to make satisfactory academic progress at the next evaluation.

Acceptable reasons for appeal include serious injury or illness of the student, illness or death of an immediate relative of the student, or other special circumstances.

If the Academic Dean determines that the student should be able to meet the academic progress standards after the subsequent semester, or if the Dean and student develop an academic plan that, when followed, will ensure that the student will meet the academic progress standards by a specific time, the Academic Dean may then grant the appeal and place the student on financial aid probation. Financial aid probation lasts for a period of one semester, during which time the student may continue to receive financial aid.

A student who fails the satisfactory academic progress review after the end of the financial aid probationary semester may only continue to receive aid if the student successfully appeals, the Academic Dean and student develop an academic plan, and the student is meeting its requirements. If a change to the academic plan is required, the student must appeal to change the plan. The appeal must explain what has happened to make the change necessary and how the student will be able to make academic progress.

3. Repaying Loans

At graduation, or if a student withdraws from the School, the DSPT Financial Aid Officer will contact the student to arrange an interview to discuss the repayment of loans. The Financial Aid Officer will have a schedule of repayment showing the amount due every month.

The U.S. Government is concerned about the high default rate on student loans and has taken steps to encourage prompt repayment. In addition to contacting delinquent students, the Government also gives each school a list of students who have attended that school in the past and who have defaulted on their loans. At the same time, the government informs each school of its default rate. If the school’s rate reaches 25%, that school’s financial aid program can be terminated. In the case of a small school such as DSPT, a rate of 25% can be reached if only two or three students default on their loans. Consequently, DSPT cannot emphasize too strongly the importance of repaying loans promptly, particularly when one considers the consequences.

Deserving students may not get the educational funds they need if previous students do not repay their loans on time.

Students planning to graduate must arrange an exit interview with the DSPT Financial Aid Officer. Participation in this interview is a requirement for graduation and receipt of the diploma.

4. Return of Title IV Funds

See “Withdrawal” in section III, above.

TUITION AND FEES

A detailed explanation of [tuition, fees, and expected academic year expenses](#) may be found on the DSPT website. Tuition and other student fees are due and payable seven days after the end of the late registration period. Students may view their account balance in Populi. Tuition and fees may be paid by cash, check, or online using Populi. Checks should be made payable to DSPT and placed in the Office Manager mailbox located in the DSPT reception area or mailed c/o Office Manager to DSPT, 2301 Vine Street, Berkeley, CA, 94708. Populi payment options include credit card and e-check. Students with questions about their account balance may contact the Finance Manager at ibrooks@dspt.edu or call (510) 883-2056.

GTU Common MA students pay their tuition and fees to the GTU.

Students with outstanding financial obligations to DSPT or any GTU affiliate may not register for classes, graduate, or obtain transcripts. An exception to this policy applies to students using VA benefits.

A student using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 **G.I. Bill®** (CH33), according to the following conditions. Such students will be allowed to enroll in and attend courses and access campus facilities while the campus awaits payment for tuition and fees from the VA. While awaiting receipt of funds from the VA, DSPT will not impose any penalty, charge late fees, or require an eligible student to borrow additional funds to cover tuition or fees. This waiting period begins the date the student registers for courses and continues either until funds are received from the VA or until 90 days after the School Certifying Official (the DSPT Registrar) has certified the student’s enrollment for tuition and fees. To demonstrate current eligibility and intent to use Chapter 31 or 33 benefits, a student must provide the following documents: (1) VA Form 28-1905 (Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status); **or** (2) Certificate of Eligibility (COE) or Education Enrollment Status form (printed from the VA website); **and** (3) any additional information requested by the School Certifying Official to properly certify enrollment to the VA. For more information regarding this policy, contact the Registrar.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

TUITION INSTALLMENT PLAN

Students enrolled in six or more units who are unable to pay the full tuition on the due date may wish to take advantage of a tuition payment plan option. Students who would like a Payment Plan should contact the Finance Manager at ibrooks@dspt.edu or call (510) 883-2056.

The completed application, processing fee, and down payment are due no later than the last day of the registration period.

TUITION REFUND

A full tuition refund will be granted to students who drop a course by the Friday of the second week of the semester. A 50% tuition refund will be granted to students who drop a course after the Friday of the second week of the semester but by the Friday of the fourth week of the semester. No refund of any amount will be made for units dropped after that time.

SECTION VI: STUDENT SERVICES

CAREER SERVICES

The Director of the Office of Career Planning represents the Roman Catholic schools at the GTU and seeks to provide students with information relevant to their successful career search. Several workshops focused on topics of developing a career plan, networking, resume writing and interviewing are held throughout the semester. Career Panels, focusing on various aspects of ministerial careers, allow alumnae and other professionals the opportunity to share their job experiences with students. A career exploration group and a job support group are available for interested students.

CAMPUS MAILBOXES

All students are assigned a campus mailbox in the DSPT reception area.

CONTACT INFORMATION

Communication between students, faculty, and administration is an important key to student success. It is each student's responsibility to ensure that the DSPT Registrar's Office has the most current contact information including mailing address, telephone and email. When attempting to distribute official communications to students, DSPT is not responsible if and when items are returned to the School because of incorrect contact information.

EYE CARE

Because it is open to the general public, the UC Berkeley optometry clinic operated by the School of Optometry, the Meredith W. Morgan University Eye Center, is available to DSPT students. Services are provided by students of optometry under the supervision of registered professionals. Consequently, fees are considerably lower than at commercial locations. Visit the School of Optometry website to determine which of the three clinics of the Eye Center will meet your present needs.

HOUSING

DSPT is under no obligation to provide housing for any DSPT students. Limited housing facilities are available for full-time students, who are in good standing, at 2510 Le Conte, Berkeley (near the GTU Administrative Offices) hereafter referred to as the DSPT housing facility/facilities]. The [DSPT Housing Application](#) is available from the Admissions Office or the DSPT website [Housing page](#). The Director of Admissions assists students in locating housing in either of these locations, or else in the local neighborhoods and with other GTU schools. Final decisions for housing are made by DSPT Administration, and, as with decisions on admission, are not made public. Although it is possible for other GTU students to obtain living quarters in DSPT housing facilities, first priority is given to DSPT students.

The following policy is intended to ensure an effective turnover in the DSPT housing facilities:

- Student residents are evaluated each semester for Satisfactory Academic Progress as defined in all its attributes (see “Satisfactory Academic Progress” in Section II, above).

Resident students who have been suspended for failure to make Satisfactory Academic Progress may receive written notification from DSPT personnel of a request to vacate the DSPT housing facility, and will be given one month to vacate from the time of the suspension.

- Students in continuing registration status (those who have fulfilled the tuition residency requirement of a program, but have not yet completed all program requirements) are not assured housing. DSPT reserves the right to supply written notification to students in Continuation Status of a request to vacate the DSPT housing facility, and will be given a one-month notice to vacate from the time of this determination. Determinations will be made on a case-by-case basis by the Chief of Staff.
- DSPT reserves the right to supply written notification to students on Leave of Absence of a request to vacate the DSPT housing facility, and will be given a one-month notice to vacate from the time of the determination of a Leave of Absence (see “Leave of Absence” in Section II, above).
- Students who graduate will be expected to vacate the DSPT housing facilities one month after they graduate (or, end of July for a May graduation).
- Students may not live in the DSPT housing facilities longer than the maximum length of any DSPT program as defined in this *Handbook*. In general, this is defined as: Master of Arts programs – four years; and Master of Divinity program – six years, computed from the date of initial registration in each program. In the case of non-DSPT students living in the DSPT housing facilities, the maximum time limit for residency in this facility is four years.
- DSPT (and the Western Dominican Province) reserves the right at any time to establish priorities for the occupancy of residential housing under its jurisdiction on the basis of disability, financial need, academic class, academic status, employment level, employment seniority, or such other factors as in its judgment from time to time may determine in the furtherance of its religious and educational purposes. Circumstances may arise where giving effect to one or more of these priorities requires Renters to vacate the premises. DSPT (and the Western Dominican Province) shall have the right to terminate this Agreement and Renters shall promptly vacate the premises.

ID/ LIBRARY CARD

The ID/Library Card officially identifies the students’ affiliation with the DSPT and GTU. New students are issued a photo ID/Library Card during Orientation Week. Returning students in good standing may obtain renewal stickers for their cards from the Registrar during general and late registration periods. Renewal stickers will not be issued unless the registration is complete and tuition and fees are paid. A valid registration sticker is required to use the UC

Berkeley libraries. Students may contact the Registrar if they have lost their ID/Library card. There is a \$10 fee for a replacement ID/ Library card.

LITURGY

DSPT liturgies are governed by the customs and norms of the Roman Catholic Church. Participation by those outside the DSPT community is welcome. Students are also welcome to join the Dominican Community of St. Albert Priory, located at 5890 Birch Court, Oakland, for the community liturgy. St. Albert Priory's liturgy schedule may be found at <http://www.opwest.org>.

STUDENT GOVERNMENT and REPRESENTATION

In order to foster the sense of community at the DSPT, there is a student association, the Associated Students of DSPT, or ASDSPT, whose bylaws are approved by the President. The Executive Council of the ASDSPT is elected by the students of the DSPT, according to the manner indicated in the ASDSPT bylaws. The Executive Council organizes and administers social, educational, and community activities which may include lectures, experiences of common prayer, and recreational events for the benefit of the School's students.

DSPT students choose two ASDSPT delegates who serve as student representatives to the monthly meetings of the Regular Faculty (with voice, but not vote), and the President of the ASDSPT acts as representative to the meetings of the Board of Trustees (with voice, but not vote) so as to represent students' interests to the various governing bodies of the School.

TEXTBOOKS

Students will find details about textbooks for DSPT courses as well as faculty publications and recommendations located in the specific course syllabi. Please consult the most recent version of the course syllabus for the correct ISBN and pricing details.

Many professors create readers for their courses and direct students to them. Both students and professors are required to follow copyright laws concerning use of materials – for both printed readers and electronic distribution, including Moodle. Guidelines on “Fair Use” (sec. 107) and “Technology, Education, and Copyright Harmonization Act of 2002” (sec. 110) exemptions of the Copyright Law (U.S. Code, title 17) are available at the [GTU Moodle website](#). Commonly, for readers, professors use Copy Central, located at 2483 Hearst Avenue just west of Euclid across from University of California, Berkeley, North Gate.

SECTION VII: GRADUATE THEOLOGICAL UNION (GTU) CAMPUS & ENVIRONMENT

ATHLETIC FACILITIES

GTU students, faculty, and staff members may join the University of California, Berkeley Recreation Sports Facility's membership program, the Cal Rec Club (for a fee). The Cal Rec Club Membership Office is located at 2301 Bancroft Way, Berkeley. GTU affiliates must bring a valid GTU ID/ Library card to the Membership Office.

Students may also join the Downtown Berkeley YMCA in downtown Berkeley (for a fee). For information, contact the Director of the YMCA at (510) 848-6800.

CAMPUS SECURITY

In an effort towards having a crime-free environment, common sense safety precautions are the responsibility of each member of the DSPT community – on campus and in the surrounding area. DSPT urges students to report any incidents that occur. Crime reporting forms are available from the Title IX Coordinator or at the DSPT website. It is everyone's responsibility to be alert to the potential for criminal activity and the reporting of crimes is the responsibility of every campus of the GTU. The annual Campus Security report may be found at the DSPT website.

DSPT does not have a campus law enforcement staff. Law enforcement is provided by the Berkeley Police Department at (510) 981-5900. For emergencies only, dial 911, or cellular phone users should dial 510-981-5911 to quickly reach a Berkeley Police Dispatcher.

DRUG PREVENTION PROGRAM

Several drug and alcohol counseling, treatment, and rehabilitation programs are available to GTU faculty, students, and employees. Those participating in the GTU Health Insurance Plan for Students may find services through that Kaiser Permanente plan. Independently, all students may reach the Merritt Peralta Institute's (MPI) Chemical Dependency Department at (510) 869-8850 for help in dealing with a drug or alcohol dependency problem. The initial consultation is free and includes an assessment of the problem and the recommendation of a treatment plan. A local Alcoholics Anonymous may be reached at (510) 839-8900 and a Narcotics Anonymous program may be reached at (510) 444-4673.

EMERGENCY PROCEDURES

It is the responsibility of students to familiarize themselves with the location of emergency exits in all of the facilities where classes are held.

In case of a fire, depart through the nearest emergency exit as quickly as possible. All

emergency exits are clearly marked. Emergency information is posted and fire extinguishers are available on every floor of the main DSPT building.

FACILITIES FOR THE DIFFERENTLY-ABLED

Services are provided to the differently-abled as the need arises. Since facilities for the motor-impaired vary among the member seminaries in which classes are held, the GTU Registrar arranges for courses in which motor-impaired students are enrolled to be scheduled in accessible classrooms. Students with visual or auditory disabilities receive services as their circumstances require.

FOOD AND DRINK

Eating and drinking is permitted in the lounge, offices, meeting rooms and some of the classrooms of DSPT (food is not permitted in Classroom 1). However, liquids in Classroom 1 must be in a covered container. Please be careful to clean up after yourself.

GTU LIBRARY

Registered students and regular faculty of the DSPT automatically have full privileges at the [GTU Flora Lamson Hewlett Library](#), one of the finest libraries for theological research in North America. Please check the Library website for information about hours of operation.

Alumni who are auditing a class may request, for a minimal fee, a library pass directly from the GTU library. Visiting scholars and adjunct faculty of the DSPT may request library access through the office of the Academic Dean.

The library is located on the GTU campus at 2400 Ridge Road, Berkeley. Students and regular faculty may also obtain a free library card for borrowing books and other materials from the UC Berkeley Library. See the GTU Library website for complete details.

At the beginning of the academic year, GTU librarians offer instructional tours of the Library. Workshops are available throughout the year. Both are very worthwhile, and can save students much frustration by acquainting them with research tools essential for successful achievement as a graduate student.

Be sure to note that unpaid library fines will affect a student's ability to register, graduate, and obtain transcripts.

SECTION VIII: SCHOOL PHONE DIRECTORY

ADMINISTRATION	Phone (area code 510)
Reception Desk	849-2030
President (Peter Rogers, O.P.)	883-2083
Academic Dean (Bryan Kromholtz, O.P.)	883-7151
Chief of Staff (Christopher Owens)	883-2072
Director of Communications (Heidi McKenna)	883-7160
Director of Institutional Advancement (Bryan Fegley)	883-2071
Finance Manager (Ian Brooks)	883-2056
Office Manager (John Payne)	883-7153
Registrar (Leslie Borquez)	883-2068
Title IX Coordinator for Campus Security & Quality (Chris Renz, O.P.)	883-2084

Faculty & Staff Directory

REGULAR FACULTY	Phone (area code 510)
Joseph Boenzi, S.D.B., Professor of Theology	(849-2030)
Michael Dodds, O.P., Professor of Philosophy and Theology	(849-2030)
Marianne Farina, C.S.C., Professor of Philosophy and Theology	(849-2030)
Justin Gable, O.P., Associate Professor of Philosophy	(849-2030)
Dennis Klein, O.P., Assistant Professor of Theology	883-2079
Edward Krasevac, O.P., Professor of Theology	(849-2030)
Bryan Kromholtz, O.P., Professor of Theology	883-7151
Eugene Ludwig, O.F.M., Cap, Professor Emeritus of History and Patristic Theology	(849-2030)
Hilary Martin, O.P., Professor Emeritus of Philosophy and Theology	(849-2030)
Anselm Ramelow, O.P., Professor of Philosophy/ Chair of Philosophy	883-2074
Christopher J. Renz, O.P., Professor of Liturgical Studies, and Science & Religion	883-2084
Matthew J. Thomas, D. Phil., Assistant Professor of Biblical Studies/ Chair of Theology	(849-2030)
Augustine Thompson, O.P., Professor of History	883-2055
Marga Vega, Ph.D., Professor of Philosophy	(849-2030)