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Connect with GTU online:

- [gtu.edu](http://gtu.edu)
- [GraduateTheologicalUnion](https://www.facebook.com/GraduateTheologicalUnion)
- [GraduateTheologicalU](https://www.youtube.com/user/GraduateTheologicalU)
- [GTU](https://twitter.com/GTU)
- [gtu.edu/contact/subscribe](http://gtu.edu/contact/subscribe)
MISSION AND VALUES

The mission of the Graduate Theological Union is to:

- Educate women and men for vocations of ministry and scholarship;
- Equip leaders for a future of diverse religions and cultures;
- Teach patterns of faith which nurture justice and peace; and
- Serve as an educational and theological resource for local communities, the nation, and the world.

The GTU is a consortium of interdependent theological schools, affiliated centers, and program units joined in a venture of faith in God, one another, and the future.

The GTU educates persons for creative and critical theological scholarship, habits of mind that relate knowledge and praxis, and vocations which serve compassion and truth.

The GTU is a faith and learning community of Protestant and Roman Catholic schools committed to a partnership with one another, with Orthodox, Jewish, Islamic, Hindu, Buddhist, and other centers of learning, and with the University of California, Berkeley. At the GTU, theological education is rooted in the study of sacred texts, spiritual and intellectual disciplines, and pastoral formation.

The Graduate Theological Union works together in mutual openness by respecting cherished traditions and by learning from the wisdom of others. The Union calls individuals and institutions to grow within a whole greater than the sum of its parts and to achieve educational results not possible alone.

Individuals and institutions within the GTU are called beyond themselves as they express their faith in God, love for one another, and hope for the future.

THE GRADUATE THEOLOGICAL UNION
A Pioneering Educational Crossroads

Founded by ecumenical pioneers in 1962, the Graduate Theological Union is the largest partnership of seminaries and graduate schools in the U.S., and is widely recognized as the most successful theological consortium in the country. An ecumenical and interreligious crossroads, we educate students for teaching, research, ministry, and service. Dedicated to building bridges among Christian denominations and other faith traditions, the GTU is where religion meets the world.

Through the combined resources of eight seminaries representing a
The people who make up the GTU are convinced that our collaborative and cooperative focus creates the best environment for theological education. Faculty, commitment to making this unique vision work. The GTU is structured to balance interdenominational strength of individual member schools is a crucial component of the GTU structure. Each school offers its own professional programs to prepare people for lay and ordained ministries in its tradition. While students are encouraged to enrich their studies with all of the resources of the GTU, each school has a core curriculum, a community life, and a program of supervision and practical training carefully designed to steep its candidates in the specific traditions of ministry and scholarship suitable to its denomination.

Students and professors testify that the cross-registration and mix of students in many classes helps them understand more clearly the distinctive location of their tradition within the broader spectrum of the world's religions.

GTU students have daily opportunities to explore the ideas, worship, and vision of those from other denominations and faiths. Our graduates have told us that the chance to experience this broad range of thought and practice in the context of their own communities or denominational base prepares them to function within communities that are increasingly diverse ethnically, culturally, and religiously.

A Diverse, Engaged Community

The GTU is located in Berkeley, California, where the diversity of cultures and faith traditions reflects our own diversity and where social activism, critical thinking, and openness to new ideas are deeply rooted. Imbued with this spirit, we have created innovative programs that unite living faith traditions with other disciplines.

The proximity of the GTU member schools, multifaith centers, and interdisciplinary programs creates a dynamic intellectual community that draws scholars from around the world. Our neighborhood, called “Holy Hill” — overlooking the San Francisco Bay and one block from the University of California, Berkeley — sits in the middle of an area of cultural excitement and environmental beauty.

At the crest of the hill is the GTU’s Flora Lamson Hewlett Library, one of the most comprehensive theological libraries in the country. This architecturally acclaimed building symbolizes the beauty and spirit of the GTU, and centralizes the collections of all the member schools to serve current and future parish ministers, seminary and university educators, cross-disciplinary scholars, activists, and interreligious leaders.

Rich Resources for Study and Research

As a consortium, the GTU confers the academic

broad range of Roman Catholic orders and Protestant denominations, and through faculty resources in Jewish, Buddhist, Hindu, Sikh, Islamic, and Orthodox studies, the GTU offers more than 700 courses each year. Students have access to the expertise of 110 full-time faculty members, numerous adjunct faculty, and visiting scholars. Our doctoral programs are offered consortially, utilizing the rich pool of faculty expertise across areas of study. The GTU thus provides a mechanism for programs stronger and deeper than those that could be offered by a single school. Our partnership with the University of California, Berkeley, one of the world’s premier universities, further expands our scholarly vision and influence.

The people who make up the GTU are convinced that our collaborative and cooperative focus creates the best environment for theological education. Faculty, students, administration, and staff share a strong commitment to making this unique vision work.

The GTU is structured to balance interdenominational partnership with clear denominational affiliations. The
degrees of Master of Arts, Doctor of Philosophy, and Doctor of Theology. Each of the eight member schools offers other degrees such as the Master of Divinity, Master of Theological Studies, and Doctor of Ministry. The GTU also provides opportunities not available in a single school setting, through a variety of centers, institutes, and programs.

For example, the Richard S. Dinner Center for Jewish Studies, the Center for Islamic Studies, the Institute of Buddhist Studies, the Hindu Studies Initiative, and the Patriarch Athenagoras Orthodox Institute broaden the ecumenical and religious reach of the consortium, and offer many forums for interreligious dialogue as well as expanded scholarship.

From the West Coast, it is natural to look toward Asia—the home of the world’s most rapidly-emerging religions and fast-growing populations. GTU is educating many scholars and ministers from Pacific Rim countries, and collaborating with religious leaders and faculty on programs both here and abroad.

The GTU’s pluralism allows us to take the lead in exploring the theological and ethical implications of diversity. Ours is a model of cooperation in a diverse environment. The GTU is rich in resources and rich in spirit, offering students the exciting possibility of educational opportunity and theological growth.

While not required for all programs, practical experience in one’s field is an integral part of a student’s professional development. The Bay Area offers a variety of employment opportunities to complement the curricula provided across the consortium. Students work with their advisors to identify work or other activities that will align effectively with their course of study.

Our graduates are both rigorous thinkers and passionate doers. They teach at eminent universities and seminaries, minister to a broad range of congregations, and work in a variety of arenas – cultural, economic, religious, and political – to serve a world that is rapidly changing.

GTU STATEMENT ON DIVERSITY

The GTU, an academic and faith community, is committed to valuing difference, affirming individual uniqueness, and encouraging alternative points of view within an educational and working environment of mutual respect and discipline. The GTU is committed to trust and dialogue.

This commitment requires that as a consortium and as individuals, we aggressively challenge:

1. social, intellectual, and theological perspectives which intentionally and unintentionally exclude;
2. behavior based on prejudice; and
3. images that ignore, demean, and denigrate.

The GTU seeks to live out its mission in the context of a commitment to diversity as it educates women and men for vocations of ministry and scholarship, equips leaders for a future of diverse religions and cultures, teaches patterns of faith which nurture justice and peace, and serves as an educational and theological resource for local communities, the nation, and the world.

OPTIONS FOR STUDY

Through the cooperation of the member schools, the GTU offers three degrees:

- Master of Arts (M.A.)
- Doctor of Philosophy (Ph.D.)
- Doctor of Theology (Th.D.)

GTU is accredited by:

WASC Senior College and University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501 • 510/748-9001

The Association of Theological Schools (ATS)
10 Summit Park Drive
Pittsburgh, PA 15275-11031 • 412/788-6505

THE GTU COMMON MA

The Master of Arts degree is granted by the GTU in cooperation with a member school, institute or center. Each student affiliates with a member school in order to study in an area of concentration that matches the faculty resources of that school. The member schools have agreed to a common set of requirements and standards, and the student makes use of the resources of the whole of the consortium.

In the M.A. program, the Dean and faculty of the school of affiliation take primary responsibility for a student’s advising and guidance. Although students must comply with the general requirements of the M.A. program, their degrees are also shaped by the distinctive educational philosophy and ethos of the school of affiliation. Because the Primary Thesis Advisor must come from the school of affiliation, and because the school of affiliation establishes the primary academic environment for the program, M.A. applicants are encouraged to take great care in selecting
the appropriate school of affiliation.

In addition to the M.A. programs offered by the member schools in cooperation with the GTU, the Common M.A. includes seven specialized concentrations:

1) Jewish Studies, using the resources of the GTU’s Jewish Studies faculty, enriched by the considerable resources not only of the consortium, but also by the Jewish Studies faculty of UCB;

2) Islamic Studies, incorporating the faculty resources of the Center for Islamic Studies and several of the member schools of the consortium, as well as UCB;

3) Hindu Studies, the faculty of the Hindu Studies Initiative offer a multi-dimensional study of Hindu history, theology, ethics, and culture;

4) Buddhist Studies, taught primarily by the faculty of the Institute of Buddhist Studies, an affiliate of the GTU;

5) Orthodox Christian Studies, created and taught by the faculty of the Patriarch Athenagoras Orthodox Institute;

6) Interreligious Studies, faculty from across the GTU foster the study of multiple religious traditions, their practitioners, and their expressions in different cultural contexts;

7) Biblical Languages, designed to provide students with a solid foundation for doctoral programs in Biblical Studies.

Section 3 of the catalog (p. 40) includes further information about these specialized programs.

See Section 3 for

- information about the fields of study in which each of the schools offers the M.A.
- M.A. admissions procedures and degree requirements
- financial aid information

For further Information about the Common M.A., write or call:

Admissions Office
Graduate Theological Union
2400 Ridge Road
Berkeley, CA 94709
510/649-2460 or 800/826-4488  Fax: 510/649-1730
admissions@gtu.edu

or visit the web site: www.gtu.edu

Students are encouraged to contact schools that offer programs in their fields of interest to find out more about opportunities for study. See pages 41-42 for a list of contact persons at the schools.

DOCTORAL PROGRAMS

The Ph.D. and the Th.D.

The GTU offers both the Ph.D. and the Th.D. Both are advanced academic degrees intended to prepare students for professional careers in teaching, writing, and scholarship either in the academy (colleges, seminaries, or universities) or in publishing, religious organizations, social service organizations, or foundations.

The Ph.D. program places theology and religious studies in the context of university research disciplines. Ph.D. students are required to engage such a discipline in order to provide an additional critical and theoretical dimension to their work. So that students may engage in course work in various departments of the University of California at Berkeley, Ph.D. applications are reviewed by the Graduate Division to ensure they meet the academic standards for graduate course work at UCB. Ph.D. students are expected to have a member of their comprehensive exams and dissertation committees who represents a discipline, theory, or methodology of the research university outside the field of theology. It is expected that Ph.D. dissertations evidence engagement with the broader academic community, most often in disciplines such as anthropology, art history, ethnic studies, history, linguistics, music, philosophy, psychology, rhetoric, and sociology. In most cases, this commitment is served by the inclusion of a faculty member from UC Berkeley (or another research university) on the dissertation committee.

While the standards and requirements of the two degrees are similar, their foci are slightly different. The Doctor of Theology program has a specific theological focus. Th.D. students are encouraged (but not required) to do a significant part of their course work outside of their Area of study in order to locate their field of specialization within the whole of theology, primarily utilizing the resources of the GTU.

Th.D. students design comprehensive and dissertation proposals to include topics that are specifically theological.

Most doctoral students enroll in the Ph.D. program. Some apply to the Th.D. program because their intellectual goals reflect an interest in theological issues
examined through a theologically-defined academic lens. In some instances students undertake the Th.D. to meet particular vocational or denominational expectations. In addition, the Th.D. is often the degree of choice for international students whose Bachelor’s degree work is primarily theological in content and may not be recognized by the University of California at Berkeley as accredited for admission to graduate course work. Applicants should consider carefully which program is appropriate for their interests and needs. The Th.D. is available in selected areas of study.

Encouraging broad critical perspectives

The GTU provides an expansive community of scholarship. No other school in the country has such a concentration of scholars of theology and religion in a single doctoral program. Doctoral level research and study, even if informed by and contributing to a specific tradition, should benefit from broader critical perspectives that introduce students to the life and practice of intellectually and methodologically rigorous scholarship, and prepare them for a diversity of occupations and vocations. Thus the Ph.D. and Th.D. programs are offered only through the GTU (not by any of the individual schools) and are governed by the Core Doctoral Faculty, a peer-reviewed faculty committed to maintaining the standards and policies of the program.

Not only does each of the Areas in the doctoral program benefit from the breadth of perspectives and expertise in the consortium, but each student is normally expected to have on his or her committee representatives of at least two institutions of the GTU. This regulation is designed to ensure a broader critical perspective on research and scholarship. It is our belief that these committee structures ensure that student research meets the highest standards of theological scholarship and ensures that our graduates are well-prepared for professional life.

Interdisciplinary Component

The GTU doctoral program enables students to pursue issues that matter and that are often not easily confined to a single discipline. Many GTU dissertations incorporate the perspectives and approaches of several disciplines and fields of study in order to pursue a topic in the manner it requires. At the same time, the program requires each student to have a discipline of reference, to be thoroughly based in a professional guild so as to have a location in the field after graduation.

Doctoral students have the option to pursue an Allied Field during the course of their program, enabling them to establish a foundation of credentials in a discipline beyond the primary area of study. This multidisciplinary option provides a structured and responsible approach where students can gain the critical and conceptual methodological tools that qualify GTU graduates to teach in the many fields of theology and religion.

A strong, carefully balanced program

The GTU doctoral program is characterized by a series of careful balances. On the one hand, a hallmark of the program is freedom and flexibility. Students are given considerable latitude to design programs to meet their specific needs and interests. On the other hand, this freedom is exercised under the guidance of the Core Doctoral Faculty, who have established examination and dissertation protocols that form the structures for each of the Areas.

The GTU’s freedom and flexibility encourage students to work on fresh issues and with emerging methodologies. Theological scholarship is in profound transition, undergoing a revolution in the sources, methodologies, issues, and questions that constitute each of the disciplines. Many of the students at the GTU are creating the scholarship of tomorrow. This is, however, in balance with a thorough grounding in the established scholarship of the disciplines, for we believe that the new approaches and active dialogue emerging in theology and religious studies will be facilitated best by scholars who are rooted in the traditions of theological scholarship.

Scholarship at the GTU represents a balance of committed study in the critical disciplines and perspectives of the university. At the GTU, students study religious traditions both from within (as a member) and with a deep respect for the belief and practices of the tradition. GTU scholars are not embarrassed by the
distinctive position and conclusions that he or she wishes to present to the world.

See Section 2 for

• a description of the Areas of study and faculty resources in each area
• academic regulations and admissions requirements for the Areas of study
• financial aid for the doctoral programs

For further information about the GTU Ph.D. or Th.D. contact:

Admissions Office
Graduate Theological Union
2400 Ridge Road
Berkeley, CA 94709

Andrea M. Sheaffer, Ph.D., Director of Admissions
510/649-2460 or 800/826-4488
Fax: 510/649-1730
admissions@gtu.edu
or visit the web site: www.gtu.edu

CERTIFICATE PROGRAMS

Hindu Studies
Islamic Studies
Jewish Studies
Orthodox Christian Studies

The Hindu Studies Initiative, the Center for Islamic Studies, the Center for Jewish Studies, and the Patriarch Athenagoras Orthodox Institute each offer a six-course certificate program option either for current GTU students who wish to demonstrate a basic command of one of these fields, or for individuals from outside the GTU who want to have some systematic graduate training in a specific tradition but are not seeking to undertake the M.A. or Ph.D. Applicants submit an application form, a statement of purpose, and transcripts. Letters of recommendation may be requested for admission.

Asian & Oceanic Cultures and Faith Traditions

This is an interdisciplinary, multi-faith, and cross-cultural program, which takes advantage of the academic offerings on Asia and Oceania at the GTU, its member schools, and affiliates. All students enrolled in a degree program are eligible to register for this certificate designed to provide an understanding of at least two Asian/Oceanic cultural and faith traditions, their major doctrines and practices, and to provide students with the skills to engage meaningfully, care for, and minister to persons of different faiths and cultures. More information is available at www.gtu.edu/asia.

Black Church/Africana Religious Studies

This program taps into the considerable resources at the GTU as well as the African American Studies offerings at UC Berkeley. The Black Church is one expression of the broader phenomenon of African American Religion. The nature of African Americans’ religious experience can be better understood when the Black Church is situated within the broader spatial/temporal framework that encompasses West Africa, the Caribbean, Latin America, and North America. All students enrolled in a degree program at the GTU or any of its member schools are eligible for this certificate.

Women’s Studies in Religion

The GTU and its member schools offer a Certificate in Women’s Studies in Religion open to students in any degree or certificate program, or to special students in any of these schools. To receive the certificate, students must take the Women’s Studies in Religion seminar (offered each year), complete three additional courses (at least two with a religious studies or theological component) at the GTU or the University of California, Berkeley, and participate in three colloquia of the Women’s Studies in Religion series. The GTU Certificate in Women’s Studies in Religion program is a member of the Gender Consortium at the University of California, Berkeley, and is recognized by UC’s Designated Emphasis in Women, Gender, and Sexuality.

SPECIAL STUDENT STATUS

Students who are interested in course work and do not want to pursue degree studies, or who are as yet uncertain about which degree program best suits their needs, may apply to one of the member schools for special student status. Students hoping to enroll in the doctoral program (and who already hold at least an M.A. degree in theology or an equivalent degree) may apply to the GTU to be special students. All other students will be directed to apply to the individual school offering the particular course(s) in which they intend to enroll. GTU special student fees are per course and are listed in Section 6 of this catalog. Tuition refund policies follow the same guidelines as other GTU programs.

Special student fees are established by each school independently; students should check with the school about fees.
THE MISSION OF THE DOCTORAL PROGRAM

The GTU doctoral program introduces students to the life and practice of intellectually and methodologically rigorous scholarship to prepare them for a diversity of occupations and vocations:

- As thinkers who can identify central issues, interpret them in historical perspective, and understand their practical implications.
- As scholars and writers who study religious traditions and the lives of religious communities.
- As teachers in seminaries, colleges, universities and other contexts who are conversant with the disciplines of religious and theological studies and are prepared to bring religious and theological issues to life with and for their students.
- As constructive critics and faithful reformers of living religious traditions and of society who can provide fresh voices and insightful perspectives to revitalize a sacred heritage and recover neglected opportunities with their traditions.
- As leaders of genuine dialogue among communities of faith, shaping religious language for the emerging world.
- As specialists on justice issues and organizers prepared to propose fresh approaches to social and moral problems.

The GTU doctoral program trains students for the following skills/goals/outcomes:

- To practice intellectually and methodologically rigorous scholarship, requiring both broad and deep grasp of a field, linguistic skills, sound research methods, and analytical capabilities.
- To formulate a project in terms of the standards of a discipline, but sufficiently clear and well expressed to be comprehensible to scholars in other theological fields.
- To open one’s work to the critical challenges and assumptions of a denominational and scholarly tradition beyond one’s own so that it is not unduly restricted by narrow and unexamined assumptions.
- To engage critically with at least one discipline, theory, or methodology of the research university outside theological and religious studies, both to benefit from those methodologies and also to be prepared to contribute to broadening the assumptions of the university disciplines.
THE GTU PH.D. AND TH.D.

The GTU offers two doctoral degrees, the Ph.D. and the Th.D. Both are advanced academic degrees intended to prepare students for professional careers in teaching, writing and scholarship in the academy (colleges, seminaries, or universities), or in publishing, religious organizations, non-profit organizations, or foundations.

AREAS OF STUDY & FACULTY RESOURCES

The GTU's doctoral program is governed through a variety of Areas. Each Area follows the general protocol of the GTU doctoral program, though some areas may also specify additional or particular admissions requirements and each provides the unique content for the general framework. Students are admitted to an Area, and work within that framework. Within these Areas, students pursue their studies in an unusually creative intellectual atmosphere. Area protocols are provided in this section, along with a chart indicating when the requirements of the protocol should be met in the normative timeframe of the program. Further details on program requirements are given in the Doctoral Program Handbook and in the procedures documents of the Areas. Students should attempt to pursue advanced study at the GTU only in those fields or combinations of fields where faculty and library resources are available. The availability of appropriate faculty resources is a primary criterion for determining the fit between an applicant and the doctoral programs of the GTU.

ALLIED FIELD

Doctoral students have the option to pursue an Allied Field during the course of their program, enabling them to establish a foundation of credentials in a discipline beyond the primary area of study. This multidisciplinary option provides a structured and responsible approach for students to gain the critical and conceptual methodological tools necessary to teach in the fields of theology and religion. Specific requirements are found in Area descriptions to follow. Details regarding the process of establishing an Allied Field can be found in the Doctoral Program Handbook.

ADMISSIONS REQUIREMENTS AND APPLICATION PROCEDURES

No student shall be denied admission to the GTU on the basis of race, gender identity, religious affiliation, national origin, age, sexual orientation, or disability.

DEGREE REQUIREMENTS FOR ADMISSION

1. B.A. or B.S. degree from an accredited institution.

2. M.Div. or an M.A. in Theology, Religion, or a closely related field, conferred prior to matriculation in the doctoral program.

APPLICATION PROCESS

Applications may be submitted online via the Admissions section at www.gtu.edu.

a. Determine the appropriate Area of study

Perhaps the critical factor in the admissions decision has to do with the “fit” between the student and the Area to which s/he is applying.

In addition to being a field of study, an Area represents a distinctive methodology or approach to scholarship. Read the general descriptions of the Areas carefully and study the type of research and teaching undertaken by the faculty listed. It may also be important and helpful to contact the Area Convener. The Admissions Office is happy to assist in making that connection.

b. Choose between the Ph.D. and Th.D.

The Th.D. is available in Biblical Studies, History, Systematic and Philosophical Theology, Liturgical Studies, and, when appropriate, Interdisciplinary Studies. Most students apply for the Ph.D.

c. Fulfill all of the steps of the admissions process

Be sure to satisfy any additional admissions requirements stipulated by your chosen Area of study as well.

d. Statement of academic purpose

This statement should succinctly and specifically articulate the goals and plans for doctoral level study, intellectual interests, language background, and the compatibility of those specific interests and the faculty resources of the GTU doctoral program. The statement is used by the committee to determine both preparation for doctoral studies and “fit” with the specific resources of the program.

e. Academic writing sample

Applicants are to submit a sample of their academic writing. The sample should not exceed 20 pages and should demonstrate the ability to frame an argument and address an issue related to one’s stated research goals.
f. **Three academic letters of recommendation** These should be from persons with academic credentials who can speak knowledgeably about the applicant’s academic performance and potential, and his or her suitability for doctoral level studies. Academic references are not the same as character references; they should speak directly to academic strengths and potential.

g. **Official transcripts from all previous institutions** Applicants must submit official transcripts from every school attended since high school. International transcripts must be accompanied by a certified English translation. Order these well in advance, as some institutions need time to fill requests. Applicants who have completed a Master’s Degree at the GTU must still request official transcripts from the Registrar’s office.

h. **GRE or TOEFL examination** Applicants from countries in which English is the official language are required to take the Graduate Record Examination. No application will be considered without a valid GRE score from an exam taken within the last five years, unless the prospective student has successfully completed a previous Ph.D. in the humanities or social sciences from an accredited institution. Doctoral Applicants are usually expected to have a minimum Verbal Reasoning score of 150.

International applicants who are from a country in which the official language is not English are required to submit TOEFL scores. Applicants to the doctoral program are expected to have a TOEFL score of at least 90 (internet based) from an exam taken within the last two years.

Register early so that scores will be available to the Admission Committee no later than the last week of December. This is a firm deadline.

i. **Two application fees:**

1. The first is a non-refundable fee of $130 for domestic students and $150 for international students payable to the GTU. This should be paid by credit card with the online application or by check on a U.S. bank or international postal money order, payable to the Graduate Theological Union.

2. The GTU will send a portion of the payment to the Graduate Division of UCB along with the student’s application for review once the applicant has been admitted to the GTU.

j. **Meet deadlines** All materials must be postmarked or transmitted electronically no later than midnight December 15 in order to be presented to the Admissions Committee, which meets only once per year. Plan ahead to meet the deadline. Late applications will not be considered until the following year.

All parts of the application become the property of the GTU and will not be returned to the applicant. If you applied to or completed an M.A. at the GTU you must submit all required items as stated; the doctoral application is a completely separate file.

k. **If you have questions or would like further information, write or call:**

Admissions Office
Graduate Theological Union
2400 Ridge Road
Berkeley, CA 94709

Telephone: 510/649-2460 or 800/826-4488

Fax: 510/649-1730

Email: admissions@gtu.edu

or visit the website: www.gtu.edu

STATUS OF ADMISSIONS FILES & STUDENT FILES

Materials submitted for admission become the basis for the successful applicant’s permanent file at the GTU. Application materials become the property of the GTU and will not be returned. File materials are available to enrolled students upon request unless the student has signed a form waiving access to any part of the file. Only information pertaining to a student’s academic progress is placed in the permanent file. Information in a student’s file is open only to duly approved authorities of the GTU and to those persons or agencies specifically named in the Buckley Amendment, unless the student gives written permission to the GTU to open the file to an outside person or agency. Annually, the Graduate Theological Union informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of educational records, to establish the right of students to inspect
and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

**FINANCIAL AID**

The GTU offers a comprehensive program of financial aid for doctoral students. Tuition grants, loans, and work-study are available through the GTU Financial Aid Office. Teaching and research fellowships and special awards are also available through the Dean’s Office and member schools. All students are encouraged to apply.

**Scholarships** Each year, the GTU offers a number of full-tuition scholarships to incoming doctoral students. These scholarships are merit-based and offer two years of full tuition to each recipient.

All applicants to the doctoral program are considered for these awards, selected by the Doctoral Admissions Committee.

**Grant-in-Aid** is awarded based on need as determined by an application for financial aid and satisfactory academic progress. Financial Aid applications are available beginning in December of each year. Students are required to re-apply for financial assistance each year. Students must maintain a full-time load of 12 semester hours to be eligible for full financial aid; students registered for part-time status will have their aid reduced in correspondence to the reduction in tuition.

**Fellowships** Doctoral students are eligible to apply for teaching and research assistantships in the form of Newhall Fellowships, usually after the first year of study. Information regarding Newhall Fellowships is available in the Doctoral Program Handbook which is given to students upon enrollment and is available on the GTU website.

**Other Funding Sources** Students are also encouraged to seek assistance from civic organizations, trust funds, foundations and denominational sources. The Scholarship link in the Financial Aid section of gtu.edu contains an online database of outside scholarships relevant to students at the GTU. We encourage students to review the Scholarship Database and other online resources for information on outside scholarships.

**Federal Government Aid Programs** The GTU in conjunction with the federal government, offers three loan programs and a work-study program. These funds are awarded annually based on need, available funds, and satisfactory academic progress.

**Federal Perkins Loans** The Federal Perkins Loan program is jointly funded by the federal government and the GTU. Students must be eligible for need-based aid to receive a Federal Perkins Loan. Preference is given to first and second year students. There is no repayment or interest accrual while the student is enrolled at least half-time. Nine months after ceasing at least half-time enrollment, interest of 5% begins to accrue and repayment of a minimum of $50.00 per month begins. Students have a maximum of ten years to repay the loan. Deferment and cancellation provisions are available. Students awarded Federal Perkins Loans must attend an entrance interview with the Business Office.

**Federal Direct Loans** The Federal Direct Unsubsidized Loan program is a federal student loan program available to U.S. citizens and permanent residents. Eligible graduate students may borrow up to $20,500 in combined Unsubsidized Direct Loans. Interest on the Direct Unsubsidized Stafford Loans begins accruing as soon as funds are disbursed. Direct Unsub-
sidized Loans have a six month grace period, which means no payments are required until six months after the student ceases to be enrolled at least half-time. Students may choose to pay the interest in the Direct Unsubsidized Loans while they are still in school. Various deferment and payment options are available during repayment. The maximum aggregate (lifetime) loan limit for Direct Subsidized and Unsubsidized Loans is $138,500, with a maximum of $65,500 in Direct Subsidized Loans.

The Federal Direct Graduate Plus Loan program is a federal program available to U.S. citizens and permanent residents. Eligible graduate students may borrow up to the total cost of attendance, minus any other resources. There is a credit check approval required to qualify for the loan, although co-endorser option is available if the student does not meet the credit approval requirements.

**Federal Work Study** Federal Work Study (FWS) is a need-based federal program that subsides student employment on-campus or off-campus at eligible non-profit organizations. Students are paid an hourly wage and receive their work-study funds in the form of paychecks for their work.

**FINANCIAL AID APPLICATION FORMS & DEADLINES**

Students seeking a Grant-in-Aid (GIA) or any federal government work-study or loan funds must apply each year for the following academic year as outlined below.

**U.S. Citizens and Eligible Non-citizens** Applicants must submit a Free Application for Federal Student Aid (FAFSA) and GTU Financial Aid Application no later than February 1 if interested in GTU grants, scholarships, or federal monies.

**Members of Religious Orders** Applicants must submit the GTU Application and a letter from the Superior of their Order indicating the level of financial support they will receive as students, postmarked no later than February 1. Members who are U.S. citizens or eligible non-citizens wishing to apply for Federal Direct Unsubsidized Loans must also submit a Free Application for Federal Student Aid (FAFSA). For further information regarding financial aid for members of Religious Orders, please contact the Financial Aid Office at 510/649-2469.

**International Students** Applicants must submit the GTU Application and a Certification of Finances form postmarked no later than February 1. Financial assistance for international students is limited and may cover only a portion of tuition. Consequently, international students will need to provide a minimum of $20,525 per year of their own resources, plus tuition.

**Note:** Students who apply after the February 1 deadline may receive Federal Loans (if eligible).

However, GTU Grant-in-Aid, Federal Work Study, and Federal Perkins Loans will have been allocated to students who applied by the deadline and will only be available to late applicants as funds allow.

The GTU does not discriminate on the basis of race, color, national or ethnic origin, religious affiliation, age, gender identity, sexual orientation, or disability in administering its financial aid programs.

**ESTIMATED EXPENSES**

The following are estimated expenses for the 2015-2016 academic year. Individual budgets may vary considerably. The costs reflect the nine-month academic year only.

<table>
<thead>
<tr>
<th>Student Standard Budget</th>
<th>9 Months</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing and Household Costs</td>
<td>$9,900</td>
<td>$1,100</td>
</tr>
<tr>
<td>Transportation Costs</td>
<td>$2,250</td>
<td>$250</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$1,350</td>
<td>$150</td>
</tr>
<tr>
<td>Food Costs</td>
<td>$3,375</td>
<td>$375</td>
</tr>
<tr>
<td>Medical/Dental Costs</td>
<td>$2,650</td>
<td></td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,000</td>
<td>$500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$20,525</strong></td>
<td><strong>$2,375</strong></td>
</tr>
</tbody>
</table>

**GENERAL REQUIREMENTS OF THE DOCTORAL PROGRAM**

**Residence and Course Work** The residence requirement is defined as full-time graduate study during the first two years of the degree program under the direction of the faculty of the Graduate Theological Union. Four semesters of residency enable students to gain the maximum benefit of the educational opportunities provided by the GTU. The residency period also allows students to build working relationships with faculty who may later serve on exam or dissertation committees. In the majority of cases, this is done through course work or supervised reading courses. Whatever combination of classes and/or supervised reading courses a student undertakes during a given

(continued on p. 15)
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Timeframe</th>
<th>Evidence for Certification</th>
<th>Responsible for Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Readiness Review (RRR)</td>
<td>Year One</td>
<td>• Written evaluation using RRR rubric of two course papers by course instructors</td>
<td>Course Instructors, Advisor, Area faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Papers and evaluations then reviewed by Advisor and Area faculty.</td>
<td></td>
</tr>
<tr>
<td>Coursework</td>
<td>By end of second year</td>
<td>• Four semesters of coursework (48 units).</td>
<td>Advisor and course instructors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Normal load is 3 three-unit courses plus 3 units of “Preparation for comps”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Areas may require up to 6 specific courses. See Area protocol for details.</td>
<td></td>
</tr>
<tr>
<td>Languages:</td>
<td>By end of second year</td>
<td>• Certification in 2 scholarly research languages through: Translation &amp; Comprehension examinations (offered once each semester) or coursework</td>
<td>GTU Language Committee</td>
</tr>
<tr>
<td>Comprehensive Exam Proposal</td>
<td>By end of third year</td>
<td>• Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student’s Area), a second GTU member (consortial faculty from a different school than the coordinator), and an third/outside reader. See doctoral handbook for details.</td>
<td>Comp Committee approved by Area faculty and GTU Dean. Area faculty approve proposal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to the Area faculty. See Area protocol for specific requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• See “Procedures for Comprehensive Examination Proposal Approval” in doctoral handbook.</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Exams</td>
<td>Completion within one academic year of proposal/end of fourth year</td>
<td>• Four Exams</td>
<td>Comp Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• At least one exam is a research paper of 30-40 pages</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Format options for other exams: four-hour closed book, student designed/taught course, 24 take-home, or two papers-two courses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Areas can specify topics and standard bibliography for any or all exams</td>
<td></td>
</tr>
<tr>
<td>Oral Comprehensive Exam</td>
<td>No earlier than two weeks after submitting completed exams to committee</td>
<td>• Three hour examination by committee.</td>
<td>Comp Committee.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, no decision.</td>
<td></td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td>By end of fifth year</td>
<td>• Formation of a Dissertation Committee consisting of a coordinator, second GTU reader, and third/outside reader.</td>
<td>Area and Doctoral Council approve the committee, proposal, and human subjects protocol (if relevant)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dissertation proposal and short bibliography developed in consultation with committee and submitted for approval to the Area faculty. Proposal must meet with requirements detailed in the doctoral handbook.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Human subjects protocol (if relevant) should be submitted along with proposal</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Once approved by the Area faculty, proposal must be submitted to the Doctoral Council for final approval.</td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>By end of seventh year</td>
<td>• All Committee members must approve final draft.</td>
<td>Dissertation Committee.</td>
</tr>
<tr>
<td>Dissertation Oral Defense</td>
<td>Four weeks (minimum) after final draft is submitted to committee</td>
<td>• All Committee members must approve defense.</td>
<td>Dissertation Committee.</td>
</tr>
<tr>
<td>Allied Field Requirements</td>
<td>Application must be submitted to Allied Area within one month of RRR.</td>
<td>• Two Courses specified by Area AND a comprehensive exam</td>
<td>Allied Area faculty.</td>
</tr>
</tbody>
</table>
semester of residency, s/he is expected to spend substantial time on campus in face-to-face interaction with faculty during the residency period in order to develop and sustain the foundation for the doctoral program.

The normal semester course load is 3 three-unit courses plus 3 units of “Preparation for Comprehensive Exams.” Doctoral students must take at least two doctoral-level courses in the first year in order to prepare for the evaluation of research readiness, to take place during the third semester.

Evaluation of Student Progress
The Dean of Students compares each student’s status with the program’s normative timeline to evaluate Satisfactory Academic Progress (SAP). The student can appeal an unfavorable judgment based on mitigating circumstances. The review and, if relevant, student appeal goes into the student’s file and is used to determine academic standing and financial aid eligibility, and can be used for ongoing advising. Failure to demonstrate Satisfactory Academic Progress annually may be grounds for probation, and in some cases, termination from the program.

The federal government requires a report on Satisfactory Academic Progress (SAP) for all students receiving any sort of federal aid (work study or loans). Federal standards require that our measures be quantitative as well as qualitative and that they include certification of completion of work within expected time frames. The GTU SAP process meets federal requirements and standards. Students may be put on Financial Aid Probation or become ineligible for financial aid because they have not demonstrated Satisfactory Academic Progress.

Certification of Satisfactory Academic Progress expects:

• A cumulative average of “B” or better for all courses taken;
• A satisfactory annual review or approved appeal by the Dean of Students;
• Work completed within maximum time frames.

For normal time frames for the doctoral program, please consult the chart on the facing page.

The GTU Honor Code
The GTU doctoral program operates on an honor code. As responsible adults, students police the integrity of their own academic work. By virtue of registration in the program, students pledge to work in accordance with policies, procedures, and expectations as defined in the Doctoral Program Handbook, the catalog, and Area protocols. Students are required to observe rubrics of exams such as time limitations and closed book requirements. On-campus exams are not proctored since it is assumed that students will comply with the honor code in good faith.

Violations should be reported to the Area Convener and by him or her to the Dean of Students.

Documented evidence that a student has violated the honor code may result in immediate expulsion from the program. Students accused of violating the honor code may file a grievance with the Dean to contest the accusation.

Registration, Part Time Status, Leave of Absence, Program Extension
In order to maintain “full-time status,” students must register for twelve units per semester of course work or “preparation for comps” or “preparation for dissertation” credit. Students are encouraged to be creative about their course work, by taking advantage of UC Berkeley resources, by designing special projects, or by combining research projects relating to several courses in one semester. Special Reading Courses provide opportunities for individualized instruction beyond the courses offered in a given semester.

Students may elect to do course work on either a letter grade or pass/fail basis, and are advised to keep in mind that a B grade average must be maintained to demonstrate satisfactory academic progress. All grades will be recorded on the transcript. When GTU students enroll in UCB courses, they are subject to all the regulations and requirements of the university; grades for university work will be recorded on the transcript.

Tuition will not be reduced below the two-year minimum, nor will the period of time under the direction of the GTU faculty be reduced by previous graduate work. Such work, however, may significantly influence when a student is ready to take the comprehensive examinations. Indeed, a student who has met the language and comprehensive examination requirements may submit a dissertation proposal at any time during the two-year minimum residency.

Doctoral students are normally in full-time status; students with mitigating circumstances may apply for part-time status during the “full-tuition” residence period. This will not reduce the total tuition requirement. After the residence period, students pay a reduced “continuing fee” until the end of their academic program and must register full time. For most areas students must complete their programs within seven years after the initial registration, although the student may petition the Dean of Students for exten-
sions with cause.

All GTU students must register, have a part-time status or leave of absence request approved, or formally withdraw from the program no later than the general registration deadline at the beginning of each semester. Students who register or request a leave of absence or part-time status after the general registration deadline, but before the late registration deadline, will be charged a late fee. Failure to receive approval of a leave of absence request prior to the late registration deadline in a given semester will result in termination of a student’s program. Leave of absence entails a break in all academic work: library privileges, class work, examinations, and interaction with faculty.

Students are advised to consult with the Director of Financial Aid before applying for a leave to determine whether it is the best financial decision; many student loans may come due during a leave of absence. Normally, students will not be granted more than four semesters of leave, and no more than two consecutively, in the course of their degree programs.

A student who does not register or request a leave will, after notification, be withdrawn from the program, severing the relationship with the GTU and the student’s advisor or committee.

Withdrawn students may apply for reinstatement or re-admission, but such reinstatement is not automatic, and faculty members are not obligated to agree to return to committees that have been dissolved. There is a fee required of students who are granted reinstatement.

Detailed information about how to register full-time or to request and receive an alternative status in the program is provided to students in the Doctoral Program Handbook.

Inclusive Language Policy The GTU has adopted a policy mandating the use of gender-inclusive language in all academic work relating to human individuals and groups. On the issue of use of inclusive language in reference to God, in translations of scripture, or in formal liturgy, the GTU respects the fact that different communities have taken different positions. However, in scholarly writings about these issues it is important to note the dimensions of the controversy, the position the author is taking, and the reasons for the position. For a fuller statement on the inclusive-language policy, see the Doctoral Program Handbook.

Language and Other Research Tools Required tools for doctoral studies in the GTU are understood to include both foreign languages and other research tools, such as statistics, field methods, historical methods, textual analysis, and linguistics.

All Ph.D. and Th.D. students are required to demonstrate proficiency in at least two scholarly research languages that are not the student’s native language. This requirement must be met before starting the comprehensive examination process. Additional requirements and standards are determined by each Area.

Doctoral students are expected to certify language proficiency during the first four semesters of residency. Failure to do so may disqualify the student for financial aid and be grounds for academic probation or termination. Prospective students are strongly encouraged to complete language preparations prior to matriculation.

Students can expect to fulfill the language requirement through a translation and comprehension examination, or through college level course work that includes a comparable exam. The policies and procedures for certifying language proficiency are provided in the Doctoral Program Handbook.

Non-native speakers of English may certify English as one of their foreign languages in one of two ways. First, a student can certify in English with a score of 90 (internet-based) or better on the TOEFL exam. Second, s/he may submit to the Academic Dean a course paper of at least 20 pages in length written for a GTU course, along with a written evaluation of the student’s written and spoken English language abilities by the faculty member who taught the course.

Research Readiness Review In the fall semester of a doctoral student’s second year in the program, the faculty advisor and Area faculty will review the student’s research readiness. On occasion, the Area might determine that a student should be reviewed in the fall semester of the third year.

During the year(s) prior to the review for research readiness, students should submit research papers from courses taken while in the doctoral program and evaluation forms to two faculty members.

Students then submit the graded papers and these evaluations to the faculty advisor who presents a summary of the work for approval by the Area faculty. Students will be advised of the faculty’s evaluation. Failure to demonstrate research readiness by the time of the review may disqualify the student for financial aid and may be grounds for academic probation, and in some cases, termination from the program.
examination proposal. The committee Coordinator must be a member of the Core Doctoral Faculty (CDF) in the student’s Area. The second reader must be either a Core Doctoral Faculty or consortial faculty member, normally from a GTU institution other than that of the Coordinator. The third reader must, if the student is in the Ph.D. program, represent the research disciplines of the university. External readers other than UCB faculty must be approved by the GTU Dean. Students must submit a Curriculum Vitae for the external reader unless s/he is UCB faculty. A Th.D. student’s third reader may come from any GTU institution.

The committee must be approved by both the Area and the GTU Academic Dean. Students are provided with further information on committee structure in the Doctoral Program Handbook.

The full range of examinations includes four related but clearly distinguishable areas of investigation. The examinations must include written responses to questions written by the faculty covering the major concern comprehensives, and may have one or more standard comprehensive examinations. Areas can specify topics and standard bibliography for any or all exams.

Comprehensive examinations are completed by an oral examination by the comprehensive committee covering both the written materials and the entire scope of study designed in the comprehensive examination proposal. The oral part of the examination can be scheduled two weeks after the written materials have been given to the members of the examining committee. Orals are normally scheduled between October 1 and May 1 of each academic year.

The oral examination must be taken within one year after approval of the proposal by the Area.

If an extension is required, a formal petition for an extension, specifying both the reasons and the new deadline, must be submitted to the Dean of Students of the GTU and supported by the committee members.

The comprehensive examinations may be judged as being passed with distinction, passed, failed with the possibility of re-examination, failed terminally, or, no decision. A terminal failure ends a student’s program at the GTU, although the examining committee may recommend the awarding of the M.A. degree based on one of the comprehensive exams research papers. Two failures of the comprehensive exams end a stu-
Students are invited to assume major responsibility for the shaping and direction of their own programs of doctoral study within the structure of an Area and with the guidance of the faculty. This involves the possibility of special combinations of comprehensive examination areas, and the crossing of lines between traditional disciplines and subjects.

The Areas function in a manner similar to departments in most institutions. There is, however, a good deal of flexibility, occasional overlap of program, and interaction among the faculty of different Areas. Each Area draws faculty from the various member schools in the consortium. Each Area is chaired by a Convenor, selected by faculty members of the Area, and approved by the GTU Dean.

Students are encouraged to attend Area meetings and be active in their areas. All full-time faculty members in the consortium are encouraged to be active in the Areas in order to facilitate planning of courses for the range of programs offered by the GTU and its member schools.

Thus, Areas are comprised of Core Doctoral Faculty, who have made a formal commitment of their time and energy to participate in and govern the doctoral program, and Consortial Faculty, who for various reasons are not appointed as Core Doctoral Faculty but who may still be involved in the doctoral program.

Only Core Doctoral Faculty from the Area may chair doctoral dissertation and comprehensive exams committees, approve committee appointments, and vote on matters of doctoral policy and procedure. The Consortial Faculty are often additional resources for doctoral students, provided they are willing to serve and are approved by the Core Doctoral Faculty and the Dean as appropriate to the committee in question.

**ART AND RELIGION**

**INTRODUCTION**

**Degree offered - Ph.D.**

Building on the pioneering legacy of the Graduate Theological Union’s interdisciplinary study of faith traditions and the arts, the program is devoted to this study in its many aspects, including the historical, the theological, and the spiritual. Students pursue this study through an emphasis on the history of the arts (includes, but not limited to, literary, visual, and performing arts) or through philosophical and theological aesthetics.
Objectives

The program in Art and Religion engages doctoral students in a dynamic scholarly learning community, focusing on critical reflection in the arts as a locus of religious meaning. Our graduates work in the areas of art and faith traditions, in academic, religious, and arts institutions.

Admission Requirements

Persons applying for the program are expected to have an MA, or the academic equivalent, in art history, or aesthetics, or theology.

LANGUAGE REQUIREMENTS

Students must have proficiency in two languages for scholarly research other than English. Ordinarily one of these must be a modern language such as German, Spanish, French, or Italian.

COURSE WORK

In consultation with the academic advisor students pursue pre-dissertation course work, research, and writing of papers with GTU and UC Berkeley faculty. Students should define and gain expertise in a field of specialization as a preliminary step toward the dissertation. One upper division (4000-6000 level) in history of the arts course and one upper division aesthetics course are required. Supporting courses in religion and the arts are also available through the Center for Arts, Religion and Education (CARE) www.care-gtu.org and at UCB.

COMPREHENSIVE EXAMINATIONS

The student will write a research paper of 30 to 40 pages on a subject dealing with the major focus of his or her discipline, either a) the history of the arts; or b) aesthetics.

The student will take a closed book examination of three (3) hours on questions given by the committee that deal with the student's major focus.

The student will write another research paper of 30 to 40 pages dealing with the minor focus of his or her discipline, either a) the history of the arts; or b) aesthetics or an allied field approved by the Area.

The student will do a critical paper on a specific art form or do a creative project designed to display the knowledge of an art form within the context of theology/faith traditions.

The oral examination will follow the written exams and involve the following: a) Questions and Analysis on the part of the student's Committee regarding what was stated in all of the written exams. b) Any new questions the Committee might want to pose to the student in order to determine his or her comprehensive grasp of the discipline. c) A review of a critical paper on a specific art form or of a creative project designed to display the student's knowledge of an art form within the context of theology.

DISSERTATION

The program’s course of study, research, writing, and examinations culminate in a dissertation focusing on
one of two possible areas: 1) a specific aspect of the history of the arts and/or religion; or, 2) the philosophical or theological aesthetics of an art form. Dissertation proposals conform to the general rubrics of the GTU doctoral program.

**Allied Field Requirements**

Successfully complete two doctoral level courses (4000-6000) in the area. The designated area advisor will review and assess the papers submitted for these courses to ensure they meet the standards of the area.

Pass a comprehensive examination supervised by a Core Doctoral Faculty member from the Art and Religion area.

For Core Doctoral Faculty in Art & Religion, see Page 51.

For consortial faculty resources in Art & Religion, see Page 55.

**BIBLICAL STUDIES**

**INTRODUCTION**

*Degrees offered* - Ph.D./Th.D.

*Objectives*

Students who complete the degree demonstrate competence in Hebrew Bible/Old Testament and in New Testament: in critical study of texts, in relevant ancient languages; in classic and contemporary methodological approaches and interpretive frameworks. They show themselves prepared to engage at a critical and creative level the far-reaching interdisciplinary discourses that shape research and teaching in Biblical Studies.

*Admission Requirements*

Students are expected to enter the program with MA/M.Div. level exposure to the general areas of Biblical Studies: course work in Pentateuch, Prophets, Wisdom/Writings; Gospels, Pauline corpus, and other writings of the late biblical period. Those specializing in the HB/OT will have had four semesters of Hebrew passed at B+; those specializing in Greek will have had four semesters of Greek passed at B+; all will have passed two semesters of the other language with a B+. It is strongly recommended that study of a modern language will have begun. Those seeking admission to the doctoral program but without the necessary language training might consider doing a “language year” as a special student before applying.

Students must take diagnostic entrance exams in Hebrew and Greek before the semester begins. Students who successfully pass at the appropriate level have fulfilled the requirement; those who do not pass will enroll in language courses on the basis of the results of those exams.

Students must test out of their primary language (Hebrew for HB/OT, Greek for NT) at the primary level. The secondary language requirement may be certified as fulfilled either by testing out at the secondary level or by passing a language course on the advanced level with at least a B+. One semester of a third ancient language relevant to the field specialization of the student is required. Two modern languages—ordinarily German and French—must be certified in accordance with standard GTU procedures.

**COURSE WORK**

Students will complete a total of eight required courses with at least a B+: At least two courses in texts and methods at the 6000 level; at least two courses focused on relevant methodology at the 4000-6000 level (ideally for students enrolled in the Ph.D. with some exposure to course work available at UCB); the third ancient language course (as above); three additional courses at the 4000-6000 level of the student’s choice, ordinarily with the GTU designation BS/OT/NT.

**COMPREHENSIVE EXAMINATIONS**

1. For the exam in the student’s primary testament: the student will select ten from the twenty standard questions and compose ten; for the actual exam the committee will specify five, of which the student will for the actual exam write four.

2. For the exam in the student’s secondary testament: the student will select six from the twelve standard questions and compose six, including two each (standard and composed) in intertestamental; for the actual exam the committee will specify nine, of which the student will for the actual exam write five in the testament and two in intertestamental.

3. A research paper (30-40 pages) presenting the main text, problem, or issue to be pursued in the dissertation.

4. A research paper (30-40 pages) presenting the
relevant methodology, including both classic biblical methods and, for students enrolled in the Ph.D., the university discipline as well.

**Dissertation**

To be completed as stipulated in the *Doctoral Program Handbook*. Additionally, the student is asked to speak about dissertation plans at the comprehensive exam defense.

**Allied Field Requirements**

Those wishing to declare an Allied Field in biblical studies must pass with a B+ one course in texts and methods and one additional BS/OT/NT course at the 4000-6000 level. In both cases, the student’s level of preparation in course work and languages must be appropriate. Additionally, the student will pass one of the general comprehensive examinations.

*For Core Doctoral Faculty in Biblical Studies, see Page 51.*

*For consortial faculty resources in Biblical Studies, see Page 55.*

**Christian Spirituality**

**Introduction**

*Degree offered* - Ph.D.

*Objectives*

The doctoral program in Christian Spirituality prepares students to read and interpret biblical texts for Christian Spirituality; to contextualize the major figures, texts, and themes in the historical development of Christian Spirituality; to achieve a dialogical understanding of another spirituality not within the Christian tradition; and to do research and create analytical arguments in this interdisciplinary field. With these skills students have graduated from the program and gone on to teach religious studies, Christian Spirituality, and theology in undergraduate and graduate programs in colleges, universities, and seminaries; to administer and deliver programs at retreat centers; and to serve churches at local, regional, national, and international levels.

*Admission Requirements*  

A master’s degree providing a broad grounding in the various disciplines of Christian theology.

**Language Requirements**

Students are required to attain proficiency in two research languages other than their native language, one of which is ordinarily French, German, or Spanish, and the other an ancient or modern language pertinent to the student’s research.

**Course Work**

Required courses include the introductory area seminar (SP 5090), an advanced level course in New Testament, Biblical Issues in Christian Spirituality (SPOT 4444, must be passed with a grade of at least B), the History of Christian Spirituality seminar (SPHS 5000), and two advanced level courses in Theology.

**Comprehensive Examinations**

Students are required to complete four comprehensive examinations: a four-hour examination in the history of Christian spirituality, an exam in the form of an extended research paper (30-40 pages) on a topic specifically in the field of Christian Spirituality, an exam on a spirituality outside the Christian tradition, and an exam on an outside field of study within the human and social sciences, the natural sciences, or literature and the arts. Students conclude their comprehensive examinations with a three-hour oral examination.

**Allied Field Requirements**

Doctoral students in other areas who pursue Christian Spirituality as an allied field are required to take the introductory area seminar (SP 5090) and either Biblical Issues in Christian Spirituality (SPOT 4444) or the History of Christian Spirituality seminar (SPHS 5000), and to complete a comprehensive exam approved by a member of the Christian Spirituality area faculty designated as the student’s Allied Field advisor.

*For Core Doctoral Faculty in Christian Spirituality, see Page 52.*

*For consortial faculty resources in Christian Spirituality, see Page 56.*

**Cultural & Historical Studies of Religions**

**Introduction**
**Degrees offered - Ph.D./Th.D.**

This Area embraces both cross-cultural and historical themes, building upon scholarly methodologies that advance critical understandings of interreligious, multicultural, and contextual religious experience. The four tracks of the Area are Buddhist Studies, Hindu Studies, Islamic Studies, and East Asian Religions. Faculty in the Area also have interests in ethnic studies, anthropology of religion, ritual studies, gender theory, and postcolonial theory.

Most students in Cultural and Historical Studies of Religions are preparing for academic careers in research and teaching. Graduates are also preparing to participate in interreligious dialogue or education, or to work on interreligious issues in a church or other agency in a specific cultural context.

**Objectives**

Students will learn to recognize the contours of scholarship in the field of religious studies and find their own place within it.

Students will demonstrate both a broad grounding and a developed specialization in a particular religious tradition or culture and its history.

Students will learn to employ a religious studies methodology suited to their particular research specialization.

Students will work through the issues of constructing a syllabus for an introductory course and will formulate a pedagogical philosophy and approach.

Students will design and execute an original research project that makes a significant contribution to their field of specialization.

**Admissions Requirements**

The Area requires a clear and focused statement of academic purpose, specifying a field for which GTU has appropriate faculty resources and the student has appropriate academic background and basic language preparation.

**Languages**

The Area requires two scholarly languages, at least one a modern research language (e.g. French, German, Japanese). The second language might be a classical language, a field language, or a second research language.

**Course Work**

The Area requires that students take IDS 6000 (Seminar on Interdisciplinarity) in their first fall semester. They must also take HR 6006 (Issues in Contemporary Study of Religion), and students doing the teaching preparation comprehensives (below) must take IDS 6016 (Seminar on Course Design and Syllabus Development). Students are also expected to work with their advisors to identify and take courses that will prepare them for broad certification and comprehensives.

**Comprehensive Examinations**

**Religious Tradition or Culture of Specialization** The student will have certified breadth in a particular tradition. The tradition may be a religious tradition (e.g., Buddhism, Islam, Confucianism) or a religious culture, such as that of China or Japan. The broad tradition or culture of specialization should be sufficiently broad to serve as grounding for at least a decade of professional work. This exam will focus on the student’s significant specialization within the tradition (an historical period, a major theme -- e.g. Chan or Zen Buddhism, Religious pluralism in contemporary Turkey).

**Methodology** Scholars in religious studies use a wide range of methodologies (historical, philological, interpretive, anthropological, feminist, critical, postcolonial, etc.) The two required courses (see above) introduce students to a range of literature in religious studies using various methodologies and approaches, and encourage students to consider these literatures in relation to their own scholarly approaches. This exam will require the student to explore in some depth critical issues in a methodology that s/he intends to use in his/her research. The student will develop a select bibliography in consultation with the comprehensive committee, and write a bibliographic essay or a critical essay on methodological issues. A very preliminary draft of the bibliography will be developed in the Seminar on Interdisciplinarity, and the paper for Issues in Contemporary Studies in Religion (HR 6006) will be a very preliminary version of the methodology paper.

**Preparation for Teaching** This examination requires the student to prepare a full syllabus with clearly defined objectives, requirements, expectations, evaluation criteria, and a reading list for an introductory course with no prerequisites. The course can be an introductory course in the student’s religious tradition or culture of specialization (see exam 1), an introduction to the study of religion, a course on world religions, or an introductory course whose scope is broader than the student’s religious tradition or culture of specialization. The syllabus is to be accompanied by a 15-20 page paper describing the
intellectual approach of the course and specifying the decisions made about both content and instruction. The Doctoral Seminar IDS 6016 (Seminar on Course Design and Syllabus Development) serves as a context in which to develop this syllabus and its accompanying paper.

Students whose primary professional goals are other than teaching may petition for an alternative form of this comprehensive, designed to prepare them to meet their professional goals. The petition should include a project or course and paper equivalent in sophistication to the pedagogical requirement.

Research Paper This paper represents the student’s distinctive approach to research in religious studies, using the methodology discussed in examination 2 in conjunction with the religious tradition or culture discussed in examination 1. The paper may be related to the topic of the dissertation, but should be a self-contained, autonomous 30-40 page research paper.

Dissertation

Area students are expected to meet all general GTU requirements and standards for the dissertation proposal and the dissertation. Dissertations will be evaluated using the Dissertation Rubric developed by the Cultural and Historical Studies of Religions Area.

ALLIED FIELD REQUIREMENTS

Students who declare an Allied Field will be required to take HR 6006 and a 3000-level and above course, approved by an Area convener, in one of the Area tracks (Buddhism, Islam, Hinduism, East Asian religions) outside the student’s field of specialization, as well as the methodology comprehensive (examination 2), which is a revision and updating of the HR 6006 paper.

For Core Doctoral Faculty in Cultural & Historical Studies of Religions, see Page 53.

For consortial faculty resources in Cultural & Historical Studies of Religions, see Page 56.

ETHICS AND SOCIAL THEORY

INTRODUCTION

Degree offered - Ph.D.

The Ethics and Social Theory Area of the GTU requires an interdisciplinary approach to the fields of Christian Ethics and Social Theory. Students will concentrate in either Ethics or Social Theory, and select a secondary discipline from the theological, scientific or social scientific disciplines. It is distinctive of this program that ethicists will acquire grounding in social sciences, while social theorists will acquire grounding in moral theory. It is our conviction that while moral theory and social theory are distinctive fields of study, they are intrinsically related.

Objectives

The doctoral program in Ethics and Social Theory prepares students to contextualize the major figures in the development of ethics and social theory, to interrelate the primary and secondary areas of specialization, to do research, construct an ethical argument, and conduct critical social analysis. With these skills, our students have gone on to teach ethics, social ethics, and social theory in undergraduate and graduate programs in colleges, universities, and seminaries; to provide leadership to organizations, agencies, or corporations; and to serve churches at the local, regional, and national levels. Our hope is that as one matures in the program, one becomes more capable of speaking and writing on ethical matters in the public sphere.

LANGUAGE REQUIREMENTS

In alliance with the GTU requirements for foreign languages, the Area requires students to have research competence in two languages other than their native language. One of these languages must be German, French, or Spanish. The second must be a modern or ancient language appropriate to the student’s research project. Non-native speakers of English may certify English as one of their foreign languages according to the standards set by the GTU. The language certification must be met before the comprehensive examination proposal can be approved.

COURSE WORK

Students will be required to complete a sequence of three courses, which will be offered over a two-year period. These courses are History of Western Social and Ethical Thought I and II, which will be offered in the fall and spring semesters of one year; and either Methods in Ethics or Foundational Social Theory which will be offered in the fall semesters of the other year. Additionally there will be “recommended” courses taught on a regular basis (e.g. Theories of Justice, Human Rights, Scripture and Ethics, Religion and Cultural Analysis, etc.) as well as other supplemental courses. The course work will enable the students to demonstrate their abilities to contextualize the major figures in the development of ethical theory and social theory, to construct an ethical argument, to conduct critical social analysis, and to develop
COMPREHENSIVE EXAMINATIONS

Students are required to complete four written exams and an oral comprehensive examination. Exam I is a standardized comprehensive examination in the student’s area of concentration. This examination will be in Methodological Approaches to Ethics and Theories of Justice / Human Rights for those students concentrating in Ethics and in Foundational Social Theory for those students concentrating in Social Theory. The purpose of this examination is to document the student’s ability to evaluate the strengths of the major modes of ethical argument and assess the strengths of the various approaches to justice theory and human rights theory; or to document the student’s ability to grasp and employ key theoretical frameworks in Social Theory.

The structure of Exam II will vary according to the secondary discipline selected by the student, and will be proposed to the Area faculty for approval. Students in Ethics who choose Social Theory as their secondary field will take the recommended Social Theory exam; students in Social Theory who chose Ethics as their secondary field will take the recommended Ethics exam. Possible options for meeting the requirements of this exam for students who chose any other secondary field include: (a) Taking the standardized comprehensive exam required of students in the secondary field. (b) Taking the standard doctoral seminar for students in this field and writing a seminar-length (20-25 pages) paper for it. This paper may also be submitted for Research Readiness Review. (c) Working independently with a faculty member in the secondary field, and writing a seminar-length (20-25 pages) paper for it.

Exam III and IV are individualized. Students examine topics that are specific to the Area, but reflect their particular research interests. Exam III may be taken in either a four-hour, closed-book format or in a 24-hour, take-home format while Exam IV must be an approximately 30-page paper. The purpose of these exams is to document critical reading of key issues in the student’s chosen concentration as well as the breadth of her or his field of study.

DISSERTATION

After successfully completing the oral examination on the written Comprehensive Exams, the student forms a dissertation committee and proceeds to formulate a dissertation proposal approved by the Area faculty and the Doctoral Council. An oral defense takes place upon completion of the dissertation.

ALLIED FIELD REQUIREMENTS

The student must take and pass:

1) Two-course sequence in History of Western Social and Ethical Thought

AND

2a) Exam I: The Methodological Approaches, and two other examination sections from Ethics: Theories of Justice/Human Rights, Theology and Ethics, Bible and Ethics, and Revisionist Approaches to Natural Law

OR

2b) Exam I: Foundational Social Theory

For Core Doctoral Faculty in Ethics & Social Theory, see Page 53.

For consortial faculty resources in Ethics & Social Theory, see Page 56.

HISTORY

INTRODUCTION

Degrees offered - Ph.D./Th.D.

Objectives

Students acquire a strong general competence, particularly for teaching the history of Christianity or Judaism, and will have particular strength, both for teaching and scholarly research, in a more narrowly defined specialization and in a second field.

The GTU History Area offers its doctoral students two distinct tracks: History of Christianity and Jewish History and Culture.

The History of Christianity track offers programs of study in the following fields: ancient and eastern Christianity, medieval Jewish-Christian relations, medieval Christianity, the Reformations broadly conceived, spirituality, Christian missions and American religious history especially colonial, church and state, religion in the American West and American Catholicism.

In the Jewish History and Culture track, students can study Hellenistic Jewish and rabbinic literature, medieval Jewish history and thought, and modern Jewish literature and culture. Among the interests of the faculty are literary studies, history of ideas and language, the politics of translation and of cultural
COURSE WORK

1. In the History of Christianity track, six doctoral seminars must cover three out of the four following historical periods in Christian History:
   - Early Christianity
   - Medieval Christianity
   - Early Modern Christianity
   - Modern Christianity

2. In the Jewish History and Culture track, six doctoral seminars must cover three out of the four following historical periods in Jewish History:
   - Biblical (First and Second Temple period)
   - Late Antiquity (Hellenistic period to early Middle Ages)
   - Medieval and Early Modern
   - Modern

LANGUAGE REQUIREMENTS

Each student, in consultation with the academic advisor, will prepare a plan for establishing language competency. In the History of Christianity track, the student is expected to show proficiency in two modern languages (other than his or her native language). In the Jewish History and Culture track, the student is expected to show proficiency in Hebrew from any period relevant to her/his research as well as one modern language (other than English). In addition, each student is expected to show proficiency in any other language(s) necessary for the planned concentration.

COMPREHENSIVE EXAMINATIONS

In addition to a general competence demonstrated by work in seminars, students are expected to acquire primary competence in one historical period. This is demonstrated by a closed book, three-hour timed examination. As noted above, the bibliography for this exam is drawn up by the student and approved by the comprehensive exam committee and the Area faculty.

Each student will write a paper (approximately 40 pages in length) that demonstrates specialization in a particular topic. Ideally this paper would be related to the student’s projected dissertation topic.

Each student will write a paper (approximately 40 pages in length) that demonstrates competence in a second field. Depending on the track the student is following, a possible second field might be: a second period of Christian or Jewish history or a topic that involves periods outside one’s specialization (for example, Christian-Jewish relations, church-state relations, ecumenism, education, missions, spirituality, etc.); the history of another religion (Christianity, Judaism, Buddhism, Islam, etc.); or, another discipline (the sociology of religion, religious anthropology, systematic theology, etc.).
Each student will devise a teaching portfolio of two sample course syllabi that demonstrates broad competence in their field of study, a review and rationale for the primary and secondary sources utilized, and a clear statement of learning outcomes, teaching goals and means of assessing them.

Each student finally undergoes an oral examination by the comprehensive examination committee. This is a discussion of the closed book examination, the two research papers, and the teaching portfolio. The oral examination follows the written examination as soon as is practical within the semester that the written exam is taken.

**Dissertation**

After successfully completing the comprehensive examinations the student submits a dissertation proposal to the Area faculty and the Doctoral Council for approval. An oral defense is conducted upon completion of the dissertation.

**Allied Field Requirements**

Students who declare History as an Allied Field will be required to take two 5000-level or above history seminars (one of which will ordinarily be the area’s methodology seminar) and pass a comprehensive examination supervised by a Core Doctoral Faculty member from the History area.

*For Core Doctoral Faculty in History, see Page 53.*

*For consortial faculty resources in History, see Page 57.*

**Interdisciplinary Studies**

**Introduction**

*Degrees Offered* Ph.D./Th.D.

Scholarship in the humanities and human sciences, and particularly in theological and religious studies, is becoming increasingly interdisciplinary. However, relatively few scholars are trained in critically articulating the need for or evaluating the success of such scholarship. Interdisciplinary Studies scholars will be equipped to participate in such conversations within the academy. The Interdisciplinary Studies program is designed for students whose interests are so centrally interdisciplinary that they want to develop critical language to articulate the interdisciplinary shape, implications, and accountabilities of their work. Many of the Areas of the GTU encourage some form of interdisciplinary work, but some students find that the disciplines they wish to combine or the extent of their interdisciplinary scholarship is not suitable for the Area; such students may turn to Interdisciplinary Studies if they meet the criteria outlined below.

**Objectives**

IDS students will articulate and critically analyze the model, implications, and accountabilities of their interdisciplinary work; demonstrate the theoretical and methodological grounding in each of the disciplines/theories appropriate to the specific role each discipline/theory plays in their interdisciplinary work; design their programs in relation to a clear articulation of their specific professional goals; demonstrate the ability to participate in professional discourse in their field/s in the academy and in the broader community.

**Admissions Requirement**

Interdisciplinary Studies applicants must propose in their Statement of Purpose a clearly framed and academically manageable set of interests and course of study for which there are faculty resources at the GTU, secondarily supplemented by UC Berkeley. The applicant must identify at least one discipline represented on the Core Doctoral Faculty as a primary field. The student’s academic advisor will have expertise in that discipline to provide appropriate guidance as to the content of the student’s work. If an appropriate and willing advisor cannot be identified, IDS will be unable to admit the applicant. Applicants are strongly encouraged to consult with the IDS Area convener well in advance of application deadlines so that they can prepare to submit a statement that is appropriately focused and that fits with the faculty resources of the GTU.

**Languages**

IDS requires two languages beyond the student’s native language, at least one of which must be a modern research language. The languages are determined in consultation with the student’s committee and presented to the IDS Area for review and approval.

**Course Work**

The Area requires that students take IDS 6000 (Seminar on Interdisciplinarity) in their first fall semester. This seminar introduces students to the theories and vocabulary of interdisciplinarity, and also provides a context in which they develop and critically consider the shape of their academic program in light of their career goals and their distinctive models of interdisciplinarity. Students are also required to consult with their advisors to identify and take courses that will be necessary for their broad grounding and the development of their specialized research skills. The normal
course load for years one and two should be in line with the General Protocol of the GTU Doctoral Program (3 three-unit courses plus 3 units of “Preparation for Comps”).

COMPREHENSIVE EXAMINATIONS

IDS comprehensives presuppose a prior grounding in broad disciplines and areas that comprise the student’s interdisciplinarity. The grounding is developed with the student’s initial advisor and in the required Seminar on Interdisciplinarity, and then refined and approved by the student’s comprehensives committee.

The IDS Comprehensive Examinations are a set of four examinations. Two of the examinations establish the grounding of the student in the literature, issues, and theoretical/methodological debates in their major fields or sub-fields. The third is an articulation of their interdisciplinary accountabilities to their fields/sub-fields (sufficient for their doctoral project and for their professional goals) and of their model of interdisciplinary research. The fourth is a research paper exemplifying the interdisciplinary scholarship of the student.

DISSERTATION

Area students are expected to meet all general GTU requirements and standards for the dissertation proposal and the dissertation. Dissertations will be evaluated using the Dissertation Rubric developed by the Cultural and Historical Studies of Religions Area.

ALLIED FIELD REQUIREMENTS

Students who declare IDS as an Allied Field will be required to take IDS 6000, a 5000-level or above course to be approved as appropriate to the student’s research focus by the Convener along with a 4-5 page paper on the interdisciplinarity of the course to be reviewed by the IDS seminar instructor, as well as the third “comprehensive” (outlined above).

For Core Doctoral Faculty in Interdisciplinary Studies, see Page 54.

For consortial faculty resources in Interdisciplinary Studies, see Page 57.

LITURGICAL STUDIES

INTRODUCTION

Degrees offered - Ph.D./Th.D.

Objectives

The doctoral program in Liturgical Studies prepares students to do critical research in the historical evolution of Christian rites; to speak and think theologically about Christian ritual practice, both historical and contemporary; and to access the ritual strategies involved in particular liturgical events and ritual traditions. This will involve both familiarity with major figures, themes, and tasks in liturgiology, as well as an array of research skills including a critical use of primary sources, textual analysis, and conversance with a range of methods in the disciplines. With these skills, students will be prepared to address both the scholarly and pastoral dimensions of Christian worship through teaching (university or seminary settings), writing, and/or pastoral leadership, serving churches at the local, regional, or national levels.

Admissions Requirements

In addition to the other GTU requirements for admission, students must hold a master’s degree in Liturgical Studies or the equivalent study in another degree program at the master’s level.

LANGUAGE REQUIREMENTS

Students are expected to demonstrate proficiency in one modern research language (e.g., French, German, etc.), other than his or her native language, and in one language of early liturgy (e.g., Latin, Greek, Syriac, etc.). In addition, students are expected to show competence in any other language(s) necessary for their planned area of specialization. Language requirements should be met early in the residence period (and must be completed before the student begins the comprehensive examination process) so that the language can be used in course work and research.

COURSE WORK

Students are required to complete four foundational seminars, which are offered over a two-year period: Liturgical Methods Proseminar; one seminar in Liturgical History, and the seminar in medieval or reformation and modern; the seminar in Liturgical Theology; and the seminar in Ritual Studies as Liturgical Studies. Beyond foundational seminars, students are required to develop further expertise in at least one of three “interdisciplines” of liturgical studies, as well as to pursue work in one or more related disciplines. Therefore, students must: (1) complete additional course work in liturgical history, liturgical theology, and/or ritual studies; (2) take further course work in their related disciplines. The focus and extent of additional areas of study will be determined in consultation with the student’s academic advisor.
Courses frequently offered include: the history/theology of Eucharist; Liturgy of the Hours; Christian initiation, rites of the sick, death, and dying; liturgy and culture; liturgical aesthetics; sacramental theology; liturgy and architecture; as well as current topics across an ecumenical spectrum of worship traditions.

**COMPREHENSIVE EXAMINATIONS**

The comprehensive examinations consist of two timed examinations, and two essays. Each of the three interdisciplines of Liturgical Studies (liturgical theology, liturgical history, and ritual studies) must be the focus of one of the four exams. The student may choose which exam will focus on which interdiscipline.

The timed exam is based on a bibliography produced by the faculty and supplemented by additional sources related to the student’s particular focus. This exam will demonstrate: a) familiarity with and knowledge of major figures, themes, and tasks in liturgical studies; and b) the fruit of a student’s specific research in each area. The student will choose the time frame of the exam (either four-hour closed-book or 24-hour take-home exam) and which of the three interdisciplines on which it will focus:

- A second timed exam as described above, but focused on a different interdiscipline.
- A 30-40 page essay demonstrating the student’s in-depth understanding of the remaining interdiscipline not focused upon in the two timed exams.
- A 30-40 page essay demonstrating integration of the student’s allied field and/or university discipline with liturgical studies.
- An oral examination will follow covering the required bibliographies; the exams; and the essays produced by the student.

**DISSERTATION**

Within a few months of successful completion of the comprehensive examinations, the student is expected to submit a first draft of their dissertation proposal to the area faculty.

**ALLIED FIELD REQUIREMENTS**

Allied field students can complete course work requirements through one of two options:

1) Take two courses in the area, focusing on one of three sub-disciplines (liturgical history, liturgical theology, ritual studies).

**OR**

2) Take the liturgical studies Proseminar (offered each fall term) and one other course from any of the sub-disciplines.

In addition to taking two courses, students must complete the Comprehensive Examination process as a part of their particular area through one of two options:

1) Take a written, closed book examination in liturgical history, liturgical theology, or ritual studies.

**OR**

2) Write an essay that demonstrates the integration of the student’s area of expertise. This paper will be 30-40 pages in length.

**For Core Doctoral Faculty in Liturgical Studies, see Page 54.**

**For consortial faculty resources in Liturgical Studies, see Page 58.**
SYSTEMATIC & PHILOSOPHICAL THEOLOGY

INTRODUCTION

Degrees offered - Ph.D./Th.D.

Objectives

The primary objective of the Area is to educate doctoral students for scholarly research and teaching. They will interpret the Christian tradition, in the context of the ecumenical and interreligious consortium of the Graduate Theological Union, and in response to the challenges posed by contemporary cultures. Students and faculty analyze this tradition by tracing the history of theological ideas and contemporary reconceptualizations. The methodological starting point for this program is taken from twentieth- and Roman Catholic theology. Those developments are understood in light of their historical sources with a view toward contemporary constructive thought.

In consultation with their advisor, students are expected to design a personalized program that provides them with solid grounding in a specific theological discipline, while integrating dimensions of interdisciplinary academic study into their theological curricula.

Students will pursue a theologically or philosophically oriented program, engaging with a variety of issues and resources. These resources include those housed in the various GTU Affiliates and Programs, or are available from neighboring institutions such as the University of California, Berkeley.

LANGUAGE REQUIREMENTS

The student must show competence in two research languages (not a computer or mathematical language) in which a substantial theological literature exists. Proficiency must be shown in both languages before proceeding to the Special Comprehensive Exams. The Area reserves the right to require additional languages if they are crucial to a student’s chosen course of study.

COURSE WORK

During their first two years of course work, students are advised to take several advanced seminars for credit each semester. Students are required to take the annually offered classes ST 5020 Methods and Doctrines I (History of Theology) and ST 5021 Methods and Doctrines II (Contemporary Theology) preferably during their first year.

COMPREHENSIVE EXAMINATIONS

At the conclusion of the second required class, Methods and Doctrines in Contemporary Theology, the faculty teaching the class will administer a standardized four hour (6 hours with ESL petition) closed book exam. This comprehensive exam will be taken by all students prior to all other comprehensive exams, and will therefore not be included in the comprehensive exam proposal.

The student proposes a Comprehensive Examination committee after passing the Theological Methodology Examination. This committee has to be approved by the GTU Academic Dean before the student’s proposal is presented to the Area for its approval. Comprehensive Examinations allow students to develop academic expertise in their chosen field while keeping breadth of perspective in view.

There are three written Comprehensive Exams plus an oral defense:

1. The History of Theology The first exam tests the student’s grasp of a significant doctrine or idea through each of four historical periods (Early Church, Medieval/Reformation, Modern, Contemporary).

2. Major Figure For this exam the student may take a four-hour closed-book single sitting exam, write a 25-40 page paper, or design and teach a course (following the procedures for the latter in the Doctoral Program Handbook).

3. Contemporary Theological Problem For this exam, the student may take a four-hour closed-book single sitting exam, or write a 25-40 page paper (following the procedures for the latter in the Doctoral Program Handbook), or design and teach a course (provided this option was not used for the ‘major figure’ part of the exam). The exam may take one of two forms: 3a. a Historical Trajectory or 3b. a Constructive Proposal.

DISSERTATION

Dissertations in the Systematic and Philosophical Theology Area are limited to 100,000 words, including text, documentation, and bibliography (approximately 400 pages). Further details regarding the dissertation and oral defense are found in the Area Protocol and the Doctoral Program Handbook.

ALLIED FIELD REQUIREMENTS

Students applying to Systematic and Philosophical Theology as an allied field are accepted by the Area faculty, and an initial Area advisor is assigned by the Area Convener. Students are required to complete
the required courses ST-5020 *Methods and Doctrines I* (History of Theology) and ST-5021 *Methods and Doctrines II* (Contemporary Theology) and to successfully complete the associated standardized comprehensive exam.

*For Core Doctoral Faculty in Systematic & Philosophical Theology, see Page 54*

*For consortial faculty resources in Systematic & Philosophical Theology, see Page 59.*
### ART & RELIGION PROTOCOL AND NORMATIVE TIMEFRAME

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<th>Evidence for Certification</th>
<th>Timeframe</th>
<th>Responsible for Certification</th>
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<tr>
<td>Research Readiness Review (R3R)</td>
<td>Written evaluation using BBA rubric of two course papers by two different course instructors</td>
<td>By end of second year</td>
<td>Course instructors, Advisor, Area Faculty</td>
</tr>
<tr>
<td>Coursework</td>
<td>Required Courses: 6000-6400 level course in history of the arts and one 4000-6000 level course in aesthetics</td>
<td>By end of second year</td>
<td>Advisor and course instructors</td>
</tr>
<tr>
<td>Languages</td>
<td>2 languages for scholarly research, at least one of which must be a modern foreign language, plus any others required by the area or modern foreign language plus any others required by the area or</td>
<td>By end of third year</td>
<td>Advisor and course instructors</td>
</tr>
<tr>
<td>Comprehensive Exam Proposal</td>
<td>A coordinator (Co-member from the student’s Area, a second GTRU member (companion faculty from a different school than the coordinator), and a third outside reader</td>
<td>By end of third year</td>
<td>Comp Committee approved by Area faculty and GTRU Dean. Area Faculty approval needed for proposal</td>
</tr>
<tr>
<td>Comprehensive Exam Proposal</td>
<td>St. procedures for Comprehensive Examination Proposal Approval</td>
<td>By end of third year</td>
<td>Comp Committee</td>
</tr>
<tr>
<td>Comprehensive Exams</td>
<td>Examination of a Comprehensive Examination Committee consisting of a coordinator, and a third outside reader</td>
<td>Completion within one academic year of proposal/first four years</td>
<td>Comp Committee</td>
</tr>
<tr>
<td>Oral</td>
<td>Examination of a comprehensive exam consisting of a coordinator, and a third outside reader</td>
<td>No earlier than two weeks after submission and written proposal</td>
<td>Comp Committee</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Three hour examination by committee</td>
<td>No earlier than two weeks after submission and written proposal</td>
<td>Comp Committee</td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td>Human subjects protocol (if relevant)</td>
<td>Examination of the committee and submitted for approval to the Area faculty</td>
<td>Comp Committee</td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td>Proposal must meet the requirements detailed in the doctoral handbook</td>
<td>Examination of the committee and submitted for approval to the Area faculty</td>
<td>Comp Committee</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Human subjects protocol (if relevant)</td>
<td>Examination of the committee and submitted for approval to the Area faculty</td>
<td>Comp Committee</td>
</tr>
<tr>
<td>Dissertation Oral Defense</td>
<td>Human subjects protocol (if relevant)</td>
<td>Examination of the committee and submitted for approval to the Area faculty</td>
<td>Comp Committee</td>
</tr>
<tr>
<td>Allied Field Requirements</td>
<td>Two doctoral level courses (4000-6400) in the area of expertise.</td>
<td>Four weeks (minimum) after final draft is submitted to committee</td>
<td>All Committee members must approve final draft</td>
</tr>
</tbody>
</table>

Allied Area Faculty must be submitted to Allied Area within one month of R3R.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Timeframe</th>
<th>Evidence for Certification</th>
<th>Responsible for Certifying</th>
</tr>
</thead>
</table>
| Research Readiness Review (RRR)    | Year One                      | • Written evaluation using RRR rubric of two course papers by two different course instructors  
• Papers and evaluations reviewed by advisor and Area faculty                                                                                                                                                                                                                                                                                  | Course Instructors, Advisor, Area faculty                                                                          |
| Coursework                          | By end of second year         | • Required Courses: Two 6000-level courses in texts and methods; two 4000 to 6000-level methodology courses; three additional 4000 to 6000-level courses of the student’s choice (ordinarily with the GTU designation BS/OT/NT)  
• Diagnostic entrance exam in Hebrew and Greek required before the first semester  
• Hebrew and Greek enrollment determined by diagnostic testing  
• Student must test out of their primary language (Hebrew for HB/OT, Greek for NT) at the primary and secondary levels  
• One semester of Biblical Aramaic (another ancient language may be substituted in consultation with the advisor)  
• Two modern languages, ordinarily French and German                                                                                                                                                                                                                                              | Advisor and course instructors                                                                                   |
| Language                            | By end of second year         | • Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student’s Area), a second GTU member (consortial faculty from a different school than the coordinator), and a third/outside reader (see doctoral handbook for details)  
• Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to the Area faculty (see Area protocol for specific requirements)  
• See “Procedures for Comprehensive Examination Proposal Approval” in doctoral handbook  
• Exam 1: Testament of Major Concentration (timed, closed book)  
• Exam 2: Testament of Secondary Concentration (timed, closed book)  
• Exam 3: Main Text Problem or Issue (30-40 page research paper)  
• Exam 4: Relevant Methodology (30-40 page research paper)  
• Three hour examination by committee  
• One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, or no decision                                                                                                                                 | Comp Committee approved by Area faculty and GTU Dean  
Area faculty approve proposal                                                                                                                                                                                                                                                                                        |
| Comprehensive Exam Proposal         | By end of third year          |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                        |
| Comprehensive Exams                | Completion within one academic year of proposal/end of fourth year | • Exam 1: Testament of Major Concentration (timed, closed book)  
• Exam 2: Testament of Secondary Concentration (timed, closed book)  
• Exam 3: Main Text Problem or Issue (30-40 page research paper)  
• Exam 4: Relevant Methodology (30-40 page research paper)  
• Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to the Area faculty (see Area protocol for specific requirements)  
• See “Procedures for Comprehensive Examination Proposal Approval” in doctoral handbook  
• Three hour examination by committee  
• One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, or no decision                                                                                                                                 | Comp Committee                                                                                                  |
| Oral Comprehensive Exam             | No earlier than two weeks after submitting completed exams to committee |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                        |
| Dissertation Proposal               | By end of fifth year          | • Formation of a Dissertation Committee consisting of a coordinator, a second GTU member, and a third/outside reader  
• Dissertation proposal and short bibliography developed in consultation with committee and submitted for approval to the Area faculty  
• Proposal must meet the requirements detailed in the doctoral handbook  
• Human subjects protocol (if relevant) should be submitted along with proposal  
• Once approved by the Area faculty, proposal must be submitted to the Doctoral Council for final approval                                                                                                                                                                                                 | Area and Doctoral Council approve the committee, proposal, and human subjects protocol (if relevant)       |
| Dissertation                        | By end of seventh year        | • All Committee members must approve final draft                                                                                                                                                                                                                                                                                                      | Dissertation Committee                                                                                           |
| Dissertation Oral Defense          | Four weeks (minimum) after final draft is submitted to committee | • All Committee members must approve defense                                                                                                                                                                                                                                                                                                       | Dissertation Committee                                                                                           |
| Allied Field Requirements           | Application must be submitted to Allied Area within one month of RRR | • Two Courses: must pass with a B+ one course in texts and methods and one additional BS/OT/NT course at the 4000-6000 level  
• AND one of the BIBL comprehensive exams                                                                                                                                                                                                                                                                                    | Allied Area faculty                                                                                             |
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| Research Readiness Review (RRR) | Year One          | - Written evaluation using RRR rubric of two course papers by two different course instructors  
- Papers and evaluations reviewed by advisor and Area faculty                        | Course Instructors, Advisor, Area faculty                                               |
| Language                     | By end of second year | - Certification in 2 scholarly research languages                                          | GTU Language Committee                                                                     |
| Comprehensive Exam Proposal  | By end of third year | - Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student’s Area), a second GTU member (consortial faculty from a different school than the coordinator), and a third/outside reader (See doctoral handbook for details)  
- Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to the Area faculty (See Area protocol for specific requirements)  
- See “Procedures for Comprehensive Examination Proposal Approval” in doctoral handbook | Comp Committee approved by Area faculty and GTU Dean  
Area faculty approve proposal                                                               |
| Comprehensive Exams          | Completion within one academic year of proposal/ end of fourth year | - Exam 1: History of Christian spirituality (4-hour, closed-book)  
- Exam 2: Extended research paper on a topic in Christian spirituality (30-40 pages)  
- Exam 3: A spirituality outside of the Christian tradition  
- Exam 4: An outside field of study within the human and social sciences, natural sciences, or literature and the arts. | Comp Committee                                                                 |
| Oral Comprehensive Exam      | No earlier than two weeks after submitting completed exams to committee | - Three hour examination by committee  
- One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, or no decision | Comp Committee                                                                 |
| Dissertation Proposal        | By end of fifth year | - Formation of a Dissertation Committee consisting of a coordinator, a second GTU reader, and a third/outside reader  
- Dissertation proposal and short bibliography developed in consultation with committee and submitted for approval to the Area faculty  
- Proposal must meet the requirements detailed in the doctoral handbook  
- Human subjects protocol (if relevant) should be submitted along with proposal  
- Once approved by the Area faculty, proposal must be submitted to the Doctoral Council for final approval | Area and Doctoral Council approve the committee, proposal, and human subjects protocol (if relevant) |
| Dissertation                  | By end of seventh year | - All Committee members must approve final draft                                           | Dissertation Committee                                                                  |
| Dissertation Oral Defense    | Four weeks (minimum) after final draft is submitted to committee | - All Committee members must approve defense                                                | Dissertation Committee                                                                  |
| Allied Field Requirements    | Application must be submitted to Allied Area within one month of RRR | - Two Courses: SP 5090 and either SPOT 4444 or SPHS 5000  
- AND a comprehensive exam approved by a member of the Christian Spirituality Area faculty designated as the student’s Allied Field Advisor.  
- See doctoral handbook for procedures                                                   | Allied Area faculty                                                                    |
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| Research Readiness Review (RRR)  | Year One                   | • Written evaluation using RRR rubric of two course papers by two different course instructors  
• Papers and evaluations reviewed by advisor and Area faculty                                                                                                                                                                                                                                       | Course Instructors, Advisor, Area faculty                                                                                                                                              |
| Coursework                        | By end of second year      | • Required Courses: IDS 6000 - Seminar on Interdisciplinarity, HR 6006 - Issues in Contemporary Study of Religion, and IDS 6016 – Seminar on Course Design and Syllabus Development (except for students who petition for an alternate form for comp #3).  
• Certification in 2 scholarly research languages: one should be a modern research language, the second might be a classical language, a field language, or a second research language.   | Advisor and course instructors.                                                                                                                                                                                                                     |
| Languages:                        | By end of second year      | • Certification in 2 scholarly research languages: one should be a modern research language, the second might be a classical language, a field language, or a second research language.                                                                                                                                                      | GTU Language Committee                                                                                                                                                                     |
| Comprehensive Exam Proposal       | By end of third year       | • Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student’s Area), a second GTU member (consortial faculty from a different school than the coordinator), and a third/ outside reader (See doctoral handbook for details)  
• Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to the Area faculty (See Area protocol for specific requirements)  
• See “Procedures for Comprehensive Examination Proposal Approval” in doctoral handbook  
• Exam proposal/end of fourth year  
• Exam 1: Religious Tradition or Culture of Specialization  
• Exam 2: Methodology  
• Exam 3: Preparation for Teaching (Syllabus and 15-20 page paper)  
• Exam 4: Research Paper (30-40 pages)  
• Three hour examination by committee  
• One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, or no decision  | Comp Committee approved by Area faculty and GTU Dean. Area faculty approve proposal.                                                                                                                                                                                                                                       |
| Dissertations                      | By end of fifth year       | • Formation of a Dissertation Committee consisting of a coordinator, a second GTU reader, and a third/ outside reader  
• Dissertation proposal and short bibliography developed in consultation with committee and submitted for approval to the Area faculty  
• Proposal must meet the requirements detailed in the doctoral handbook  
• Human subjects protocol (if relevant) should be submitted along with proposal  
• Once approved by the Area faculty, proposal must be submitted to the Doctoral Council for final approval  
• All Committee members must approve defense                                                                                                                                                                                                 | Area and Doctoral Council approve the committee, proposal, and human subjects protocol (if relevant)                                                                                                                                                     |
| Dissertations Oral Defense        | By end of seventh year     | • All Committee members must approve final draft                                                                                                                                                                                                                                                                                                           | Dissertation Committee                                                                                                                                                                       |
| Dissertations Oral Defense        | Four weeks (minimum) after final draft is submitted to committee | • All Committee members must approve defense                                                                                                                                                                                                                                                                                                             | Dissertation Committee                                                                                                                                                                       |
| Allied Field Requirements         | Application must be submitted to Allied Area within one month of RRR. | • HR 6006 and a 3000-level and above course in one of the CHSR tracks (Buddhism, Islam, East Asian religions) outside the student’s field of specialization, approved by Area Convener  
• AND Methodology Comprehensive Exam (revised HR 6006 paper)                                                                                                                                                                                                                                          | Allied Area faculty                                                                                                                                                                                                                                 |
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| **Research Readiness Review (RRR)**| Year One                        | • Written evaluation using RRR rubric of two course papers by two different course instructors  
• Papers and evaluations reviewed by advisor and Area faculty | Course Instructors, Advisor, Area faculty                                                   |
| **Coursework**                      | By end of second year           | • Required Courses: History of Western Social and Ethical Thought I and II and Methods in Ethics or Foundational Social Theory  
• Suggested Courses: Theories of Justice, Human Rights, Scripture and Ethics, Religion and Cultural Analysis | Advisor and course instructors                                                              |
| **Languages**                       | By end of second year           | • Certification in 2 scholarly research languages  
• One must be German, French, or Spanish  
• The other can be ancient or modern as appropriate for the student’s research project | GTU Language Committee                                                                      |
| **Comprehensive Exam Proposal**     | By end of third year            | • Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student’s Area), a second GTU member (consortial faculty from a different school than the coordinator), and a third/ outside reader (See doctoral handbook for details)  
• Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to the Area faculty (See Area protocol for specific requirements)  
• See “Procedures for Comprehensive Examination Proposal Approval” in doctoral handbook | Comp Committee approved by Area faculty and GTU Area faculty approve proposal |
| **Comprehensive Exams**             | Completion within one academic year of proposal/end of fourth year | • Exam 1: Standardized exam in “Methodological Approaches to Ethics, Theories of Justice, and Human Rights” OR “Foundational Social Theory” (depending on the student’s concentration in either Ethics or Social Theory)  
• Exam 2: Secondary Discipline (three options for this exam detailed in the protocol)  
• Exam 3: Individualized Exam #1 in topics specific to the Area but reflective of the student’s particular research interests (4-hour, closed-book or 24-hour, take-home)  
• Exam 4: Individualized Exam #2 (30 page paper) | Comp Committee                                                                 |
| **Oral Comprehensive Exam**         | No earlier than two weeks after submitting completed exams to committee | • Three hour examination by committee  
• One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, or no decision | Comp Committee                                                                 |
| **Dissertation Proposal**           | By end of fifth year            | • Formation of a Dissertation Committee consisting of a coordinator, a second GTU reader, and a third/outside reader  
• Dissertation proposal and short bibliography developed in consultation with committee and submitted for approval to the Area faculty  
• Proposal must meet the requirements detailed in the doctoral handbook  
• Human subjects protocol (if relevant) should be submitted along with proposal  
• Once approved by the Area faculty, proposal must be submitted to the Doctoral Council for final approval | Area and Doctoral Council approve the committee, proposal, and human subjects protocol (if relevant) |
| **Dissertation**                    | By end of seventh year          | • All Committee members must approve final draft | Dissertation Committee                                                                       |
| **Dissertation Oral Defense**       | Four weeks (minimum) after final draft is submitted to committee | • All Committee members must approve defense | Dissertation Committee                                                                       |
| **Allied Field Requirements**       | Application must be submitted to Allied Area within one month of RRR | • Two Courses: History of Western Social and Ethical Thought I and II  
• AND either standardized comprehensive exam, “Methodological Approaches to Ethics, Theories of Justice, and Human Rights” OR “Foundational Social Theory” | Allied Area faculty                                                                         |
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| Research Readiness Review (RRR) | Year One                                | ▪ Written evaluation using RRR rubric of two course papers by two different course instructors  
                                            ▪ Papers and evaluations reviewed by advisor and Area faculty                        | Course instructors, Advisor, Area faculty                           |
| Coursework                   | By end of second year                    | ▪ Required for all students: Seminar in Historical Method                                  | Advisor and course instructors                                      |
|                              |                                          | ▪ Required Coursework for History of Christianity track: six doctoral seminars that must cover three out of the four following periods in Christian History: Early Christianity, Medieval Christianity (600-1400), Early Modern Christianity (1300-1650), Modern Christianity (since 1650).  
                                            ▪ Required Coursework for Jewish History and Culture track: six doctoral seminars that must cover three out of the four following historical periods in Jewish history: Biblical (First and Second Temple period), Late Antiquity (Hellenistic period to early Middle Ages), Medieval and Early Modern, and Modern. |                                                                      |
| Languages                    | By end of second year                    | ▪ History of Christianity track: Two modern languages.                                      | GTU Language Committee                                              |
|                              |                                          | ▪ Jewish History and Culture track: one modern language and Hebrew from a period relevant to the student’s research. |                                                                      |
|                              |                                          | ▪ Additional languages may be required by the student’s planned concentration              |                                                                      |
| Comprehensive Exam Proposal  | By end of third year                     | ▪ Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student’s Area), a second GTU member (consortial faculty from a different school than the coordinator), and a third/outside reader (See doctoral handbook for details)  
                                            ▪ Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to the Area faculty (See Area protocol for specific requirements)  
                                            ▪ See “Procedures for Comprehensive Examination Proposal Approval” in doctoral handbook | Comp Committee approved by Area faculty and GTU Dean Area faculty approve proposal |
| Comprehensive Exams          | Completion within one academic year of proposal/end of fourth year | ▪ Exam 1: Primary Competence (3-hour, closed-book)  
                                            ▪ Exam 2: Topic of Specialization (40 page paper)  
                                            ▪ Exam 3: Secondary Field (40 page paper)  
                                            ▪ Exam 4: Teaching Portfolio | Comp Committee |
| Oral Comprehensive Exam      | No earlier than two weeks after submitting completed exams to committee | ▪ Three hour examination by committee  
                                            ▪ One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, or no decision | Comp Committee |
| Dissertation Proposal        | By end of fifth year                     | ▪ Formation of a Dissertation Committee consisting of a coordinator, a second GTU reader, and a third/outside reader  
                                            ▪ Dissertation proposal and short bibliography developed in consultation with committee and submitted for approval to the Area faculty  
                                            ▪ Proposal must meet the requirements detailed in the doctoral handbook  
                                            ▪ Human subjects protocol (if relevant) should be submitted along with proposal  
                                            ▪ Once approved by the Area faculty, proposal must be submitted to the Doctoral Council for final approval | Area and Doctoral Council approve the committee, proposal, and human subjects protocol (if relevant) |
| Dissertation                  | By end of seventh year                   | ▪ All Committee members must approve final draft                                           | Dissertation Committee                                              |
| Oral Defense                 | Four weeks (minimum) after final draft is submitted to committee | ▪ All Committee members must approve defense                                              | Dissertation Committee                                              |
| Allied Field Requirements    | Application must be submitted to Allied Area within one month of RRR | ▪ Two 5000 level history seminars (one of which is ordinarily the Area methodology seminar)  
                                            ▪ AND a comprehensive exam supervised by an Area faculty member | Allied Area faculty |
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| Research Readiness Review (RRR)                  | Year One                      | ▪ Written evaluation using RRR rubric of two course papers by two different course instructors  
  ▪ Papers and evaluations reviewed by a member of the IDS Committee and Area faculty          | Course Instructors, Advisor, Area faculty                                                  |
| Coursework                                       | By end of second year          | ▪ Required Courses: IDS 6000 [Seminar on Interdisciplinarity] (normally taken in first semester) | Advisor and course instructors.                                                              |
| Languages:                                       | By end of second year          | ▪ Certification in 2 languages for scholarly research.                                      | GTU Language Committee                                                                     |
| Comprehensive Exam Proposal                      | By end of third year           | ▪ Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student’s Area), a second GTU member (consortial faculty from a different school than the coordinator), and a third/outside reader (See doctoral handbook for details)  
  ▪ Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to the Area faculty (See Area protocol for specific requirements)  
  ▪ See “Procedures for Comprehensive Examination Proposal Approval” in doctoral handbook | Comp Committee approved by Area faculty and GTU Dean. Area faculty approve proposal.        |
| Comprehensive Exams                             | Completion within one academic year of proposal/end of fourth year | ▪ Exam 1: Issues in first major field or sub-field (30-40 page paper)  
  ▪ Exam 2: Issues in second major field or sub-fields (30-40 page paper)  
  ▪ Exam 3: Articulation of Interdisciplinary Accountabilities and Model of Interdisciplinary Research (revision of IDS 6000 paper) (30-40 page paper)  
  ▪ Exam 4: Research Paper (30-40 pages) | Comp Committee                                                             |
| Oral Comprehensive Exam                          | No earlier than two weeks after submitting completed exams to committee | ▪ Three hour examination by committee  
  ▪ One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, or no decision | Comp Committee                                                             |
| Dissertation Proposal                            | By end of fifth year           | ▪ Formation of a Dissertation Committee consisting of a coordinator, a second GTU reader, and a third/outside reader  
  ▪ Dissertation proposal and short bibliography developed in consultation with committee and submitted for approval to the Area faculty  
  ▪ Proposal must meet the requirements detailed in the doctoral handbook.  
  ▪ Human subjects protocol (if relevant) should be submitted along with proposal  
  ▪ Once approved by the Area faculty, proposal must be submitted to the Doctoral Council for final approval | Area and Doctoral Council approve the committee, proposal, and human subjects protocol (if relevant) |
<p>| Dissertation                                      | By end of seventh year         | ▪ All Committee members must approve final draft as ready for defense                       | Dissertation Committee                                                                      |
| Dissertation Oral Defense                        | Four weeks (minimum) after final draft is submitted to committee | ▪ All Committee members must approve defense                                                | Dissertation Committee                                                                      |
| Allied Field Requirements                        | Application must be submitted to Allied Area within one month of RRR.   | ▪ Two Courses: IDS 6000 and a 5000-level or above interdisciplinary course appropriate to the student’s research focus (approved by advisor and Area Convener) along with 4-5 page paper on its interdisciplinarity, reviewed by the IDS Seminar instructor, AND comprehensive exam #3. | Allied Area faculty                                                                        |</p>
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<td>Research Readiness Review (RRR)</td>
<td>Year One</td>
<td>Written evaluation using RRR rubric of two course papers by two different course instructors and evaluations reviewed by advisor and Area faculty.</td>
<td>Course Instructors, Advisor, and Area faculty</td>
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</table>
| Coursework                        | By end of second year         | Required Courses: Liturgical Methods Proseminar, Liturgical History, Liturgical Theology, and Ritual Studies as Liturgical Studies.  
  |                                 | Courses frequently offered: the history/theology of Eucharist; Liturgy of the Hours; Christian initiation, rites of the sick, death, and dying; liturgy and culture; liturgical aesthetics; sacramental theology; liturgy and architecture | Advisor and course instructors                                                             |
| Languages                          | By end of second year         | One modern research language  
  |                                 | One language of early liturgy (e.g., Latin, Greek, Syriac, etc.)  
  |                                 | Additional language(s) may be necessary for planned area of specialization                              | GTU Language Committee                                                                   |
| Comprehensive Exam Proposal       | By end of third year          | Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student’s Area), a second GTU member (consortial faculty from a different school than the coordinator), and a third/outside reader (See doctoral handbook for details)  
  |                                 | Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to the Area faculty (See Area protocol for specific requirements)  
  |                                 | See “Procedures for Comprehensive Examination Proposal Approval” in doctoral handbook                     | Comp Committee                                                                            |
| Comprehensive Exams               | Completion within one academic year of proposal/end of fourth year | Exam 1: 4-hour closed-book or 24-hour take-home exam demonstrating: a) familiarity with and knowledge of major figures, themes, and tasks in liturgical studies; and b) the fruit of a student’s specific research in each area; and focusing on one of the three interdisciplines (liturgical theology, liturgical history, and ritual studies).  
  |                                 | Exam 2: 4-hour closed-book or 24-hour take-home exam, same as first exam, but focusing on one of the three interdisciplines not the focus of exam 1.  
  |                                 | Exam 3: 30-40 page essay demonstrating the student’s in-depth understanding of the remaining interdiscipline not focused upon in the two timed exams.  
  |                                 | Exam 4: 30-40 page essay demonstrating integration of the student’s allied field and/or university discipline with liturgical studies. | Comp Committee                                                                            |
| Oral Comprehensive Exam           | No earlier than two weeks after submitting completed exams to committee | Three hour examination by committee  
  |                                 | One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, or no decision | Comp Committee                                                                            |
| Dissertation Proposal             | By end of fifth year          | Formation of a Dissertation Committee consisting of a coordinator, a second GTU reader, and a third/outside reader  
  |                                 | Dissertation proposal and short bibliography developed in consultation with committee and submitted for approval to the Area faculty  
  |                                 | Proposal must meet the requirements detailed in the doctoral handbook  
  |                                 | Human subjects protocol (if relevant) should be submitted along with proposal  
  |                                 | Once approved by the Area faculty, proposal must be submitted to the Doctoral Council for final approval | Area and Doctoral Council approve the committee, proposal, and human subjects protocol (if relevant) |
| Dissertation                      | By end of seventh year        | All Committee members must approve final draft                                                              | Dissertation Committee                                                                   |
| Dissertation Oral Defense         | Four weeks (minimum) after final draft is submitted to committee | All Committee members must approve defense                                                               | Dissertation Committee                                                                   |
| Allied Field Requirements         | Application must be submitted to Allied Area within one month of RRR | Take two of the required courses  
<p>|                                 | AND either a written, closed book examination in liturgical history, liturgical theology, or ritual studies OR write a 30-40 page essay demonstrating integration of the student’s area of expertise. | Allied Area faculty                                                                     |</p>
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<td>Research Readiness Review (RRR)</td>
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<td>Course Instructors, Advisor, Area faculty</td>
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<td>Coursework</td>
<td>By end of second year</td>
<td>• Required Courses: ST 5020 “Methods &amp; Doctrines I (History of Theology)” and ST 5021 “Methods &amp; Doctrines II (Contemporary Theology)” &lt;br&gt; • Suggested Courses</td>
<td>Advisor and course instructors</td>
</tr>
<tr>
<td>Languages</td>
<td>By end of second year</td>
<td>• Certification in 2 modern foreign languages through: &lt;br&gt; Transliteration or Comprehension Examination (offered each semester) &lt;br&gt; or &lt;br&gt; Foreign Languages coursework &lt;br&gt; Languages should be in which substantial theological literature exist; no mathematical or computer languages</td>
<td>GTU Language Committee</td>
</tr>
<tr>
<td>Comprehensive Exam Proposal</td>
<td>By end of third year</td>
<td>• Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student’s Area), a second GTU member (consortial faculty from a different school than the coordinator), and a third/ outside reader (See doctoral handbook for details) &lt;br&gt; • Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to the Area faculty (See Area protocol for specific requirements) &lt;br&gt; See “Procedures for Comprehensive Examination Proposal Approval” in doctoral handbook</td>
<td>Comp Committee approved by Area faculty and GTU Dean Area faculty approve proposal</td>
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<tr>
<td>Comprehensive Exams</td>
<td>Completion within one academic year of proposal/end of fourth year</td>
<td>• Exam 1: Theological Methodology &lt;br&gt; • Exam 2: The History of Theology &lt;br&gt; • Exam 3: Major Figure &lt;br&gt; • Exam 4: Contemporary Theological Problem</td>
<td>Comp Committee</td>
</tr>
<tr>
<td>Oral Comprehensive Exam</td>
<td>No earlier than two weeks after submitting completed exams to committee</td>
<td>• Three hour examination by committee &lt;br&gt; • One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, or no decision</td>
<td>Comp Committee</td>
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<td>Dissertation Proposal</td>
<td>By end of fifth year</td>
<td>• Formation of a Dissertation Committee consisting of a coordinator, a second GTU reader, and a third/ outside reader &lt;br&gt; • Dissertation proposal and short bibliography developed in consultation with committee and submitted for approval to the Area faculty &lt;br&gt; • Proposal must meet the requirements detailed in the doctoral handbook &lt;br&gt; • Human subjects protocol (if relevant) should be submitted along with proposal &lt;br&gt; • Once approved by the Area faculty, proposal must be submitted to the Doctoral Council for final approval</td>
<td>Area and Doctoral Council approve the committee, proposal, and human subjects protocol (if relevant)</td>
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<td>Dissertation</td>
<td>By end of seventh year</td>
<td>• All Committee members must approve final draft &lt;br&gt; • Limited to 100,000 words, approximately 400 pages (including text, documentation, and bibliography.)</td>
<td>Dissertation Committee</td>
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<tr>
<td>Dissertation Oral Defense</td>
<td>Four weeks (minimum) after final draft is submitted to committee</td>
<td>• All Committee members must approve defense</td>
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<tr>
<td>Allied Field Requirements</td>
<td>Application must be submitted to Allied Area within one month of RRR</td>
<td>• Complete the required courses ST-5020 Methods and Doctrines I (History of Theology) and ST-5021 Methods and Doctrines II (Contemporary Theology) &lt;br&gt; • AND the standardized comprehensive exam associated with those courses</td>
<td>Allied Area faculty</td>
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The GTU COMMON M.A.

The Common M.A. is an academic degree offered in cooperation with the eight member schools of the GTU consortium. The purpose of the program is to provide a basic understanding of theological or religious studies for further graduate study or for general educational purposes.

The program is designed to help the student acquire a focused knowledge in a chosen area of concentration in the context of the broader disciplines of theological or religious studies. The intention is that students will acquire the ability to conduct research at the graduate level, develop a critical perspective on one or more religious traditions, and gain the competence and credentials for the possible pursuit of further academic studies in one of the disciplines of theological or religious studies.

While demonstrating knowledge in an area of specialization, students in the MA program will be able to understand key issues within the area of concentration as related to other disciplines in theological and religious studies. Students will also develop facility with current scholarly research tools and the capacity to conduct research, using primary and secondary sources to initiate, sustain, and communicate a scholarly argument. Students will be able to relate contemporary issues within a religious tradition to broader theological or religious discussions, and engage in productive dialogue and research with persons of various religious traditions.

The Consortial Faculty and Deans of the GTU maintain a single set of common standards and requirements for the MA degree. Faculty members and the Dean of each school of affiliation oversee student progress through the degree. The importance of the school of affiliation is most specifically evidenced in the requirement that the academic advisor and Thesis Committee Coordinator come from that school. Students interested in the M.A. should check carefully to determine whether the school they are considering offers the area of study they intend to pursue as a concentration.

ADMISSION REQUIREMENTS AND PROCEDURES

Each applicant to the GTU Common M.A. program must select a school of affiliation where he or she can pursue his or her stated academic interests. A school of affiliation might also be chosen based primarily on denominational ties. Applicants need to determine which Area of Concentration offered by the GTU best fits their study interests.

Keep in mind not every field of study is offered at every member school. Please consult the chart at the end of this section to see which schools offer the field of study you wish to pursue.
A list of admissions staff at the member schools is included here, and you may also want to read the information about the member schools in section 5 of this catalog. You are encouraged to find out more about the faculty resources and community life of the particular school that interests you.

**CHOOSING A SCHOOL OF AFFILIATION**

1. Choose a field of study. In doing this, please bear in mind that it encompasses both a subject matter (what you study) and a methodology (how you study).

2. Study the faculty resources listed by Fields or Areas of Study in the GTU catalog to examine which of the faculty resources listed there best suit your interests. This will help you to select a possible school of affiliation or one of the specialized M.A. degrees. Looking at faculty interests on the GTU and member school websites will also be helpful.

3. Determine which schools offer an M.A. in your field of interest. Don’t overlook the options of the specialized M.A. areas of concentration in Buddhist Studies, Islamic Studies, Jewish Studies, Orthodox Christian Studies, Hindu Studies, and Biblical Languages.

4. Write to or call the school(s) with which you are considering affiliation and have a discussion with the Admissions Director to determine whether your sense of “fit” with the program is well founded. Explore with him or her whether your background and interests are suitable for their program.

Application forms are available online at www.gtu.edu. Application Deadlines are September 30 for admission to spring semester and February 15 for admission to fall semester. It is important to begin the process well in advance, since collecting all of the required materials for the application takes some time. All components of the application become the property of the GTU, and will not be returned to the applicant.

Send Application materials to:

**Admissions Office**
Graduate Theological Union
2400 Ridge Road, Berkeley, CA 94709
Telephone: 510/649-2460 or 800/826-4488
email: admissions@gtu.edu

**GTU**
Andrea Sheaffer
Director of Admissions
2400 Ridge Road, Berkeley, CA 94709
510/649-2460 • gtuadm@gtu.edu

**ABSW**
Tripp Hudgins
Director of Admissions
2606 Dwight Way, Berkeley, CA 94704
510/841-1905 • admissions@absw.edu

**CDSP**
Andrew Hybl
Director of Enrollment Services
2451 Ridge Road, Berkeley, CA 94709
510/204-0715 • admissions@cdsp.edu

**DSPT**
Jamie Martos
Director of Admissions
2301 Vine Street, Berkeley, CA 94708
888/450-3778 • admissions@dspt.edu

**JST-SCU**
Kristen Casey
Senior Associate Director of Admissions and Financial Aid
1735 LeRoy Avenue
Berkeley, CA 94709
510/549-5013 • admissions@jstb.edu

PLTS
Holly Johnson
Director of Admissions
2770 Marin Avenue, Berkeley, CA 94708
510/559-2730 • admissions@plts.edu

PSR
Nicole Na
Director of Admissions
1798 Scenic Avenue, Berkeley, CA 94709
510/849-8231 • admissions@psr.edu

SFTS
Elizabeth McCord
Director of Enrollment
105 Seminary Road, San Anselmo, CA 94960
415/451-2832 • admissions@sfts.edu

SKSM
Jeremiah Kalendae
Admissions Director
2441 LeConte Avenue
Berkeley, CA 94709
510/845-6232 • recruitment@sksm.edu

Students Interested in the M.A. In Buddhist Studies should contact:
Richard Payne
Dean, Institute of Buddhist Studies
2410 Durant Avenue, Berkeley, CA 94707
510/809-1444 • admin@shin-ibs.edu

Students Interested in the M.A. In Hindu Studies should contact:
Rita Sherma
Director, Hindu Studies Initiative
Graduate Theological Union
2400 Ridge Road, Berkeley, CA 94709
510/649-2579 • rsharma@gtu.edu

Students Interested in the M.A. In Islamic Studies should contact:
Munir Jiwa
Director, Center for Islamic Studies
Graduate Theological Union
2400 Ridge Road, Berkeley, CA 94709
510/649-2562 • cis@gtu.edu

Students Interested in Jewish Studies should contact:
Naomi Seidman
Director, Richard S. Dinner Center for Jewish Studies
Graduate Theological Union
2400 Ridge Road, Berkeley, CA 94709
510/649-2482 • cjs@gtu.edu

Students Interested in Orthodox Christian Studies should contact:
Metropolitan Nikitas Lulias
Director, Patriarch Athenagoras Orthodox Institute
2311 Hearst Avenue, Berkeley, CA 94709
510/649-3450 • paoi@gtu.edu

While the GTU Admissions staff will assist you in determining an appropriate school, a conversation with admissions staff at the member schools is strongly recommended.

APPLICATION REQUIREMENTS FOR THE GTU COMMON M.A.

No student shall be denied admission to the GTU on the basis of race, gender identity, religious affiliation, national origin, age, sexual orientation, or disability. The application requires:

a. A Bachelor’s degree from an accredited Institution (completed prior to matriculation).

b. A completed application form and an academic statement of purpose. This is not a personal biography, but a statement of goals, study interests, and reasons the GTU and the school of affiliation are an appropriate place for the proposed program of study. This statement should be approximately one page in length.

c. Three academic letters of recommendation. Choose people who can speak knowledgeably and articulately about your academic and intellectual potential and will write specific letters.

Academic references are different from general character references.

d. Two official transcripts from each undergraduate and graduate school.
Applicants are expected to have a minimum Grade Point Average of 3.0 (on a scale of 4.0) for the bachelor's degree. Transcripts should show a range of undergraduate courses that demonstrate solid preparation in the humanities and a knowledge of religion. Applicants currently studying at a member school of the GTU must still submit all transcripts for the M.A. application.

e. Official Graduate Record Examination (GRE or TOEFL) scores from within the last five years. GRE scores are required of all applicants who are from countries in which English is the official language. Students are strongly advised to sign up early for the examinations so that scores will be available to the Admissions Committee.

For further information on these examinations go to the website www.ets.org.

The GTU’s institution code is 4336.

Non-native speakers of English who have not completed a degree in the U.S., Canada, the U.K., Ireland, Australia, or New Zealand may substitute the TOEFL examination for the Graduate Record Examination. Applicants to the M.A. program are expected to have a TOEFL score of 79 (internet) from an exam taken within the last two years.

f. A non-refundable application fee of $40. The fee should be sent in a check payable on a U.S. bank, or by means of an international postal money order, or using a credit card through the online application.

**FINANCIAL AID**

M.A. students pay their tuition and continuing fees to their schools or centers of affiliation and, accordingly, apply for all financial aid from their affiliate schools or centers. Students applying for Federal Direct Loans should complete the GTU Financial Aid Application for Domestic Students and FAFSA (Free Application for Federal Student Aid). M.A. students interested in financial aid are strongly encouraged to consult their school of affiliation regarding application forms, deadlines, and procedures. More detailed financial aid application instructions for M.A. students are available at www.gtu.edu.

**Federal Direct Loans** The Federal Direct Unsubsidized Loan program is a federal student loan program available to U.S. citizens and permanent residents. Eligible graduate students may borrow up to $20,500 per year in Unsubsidized Direct Loans. Interest on the Direct Unsubsidized Stafford Loans begins accruing as soon as funds are disbursed. Direct Unsubsidized Loans have a six month grace period, which means no payments are required until 6 months after the student ceases to be enrolled at least half-time. Students may choose to pay the interest in the Direct Unsubsidized Loans while they are still in school. Various deferment and payment options are available during repayment. The maximum aggregate (lifetime) loan limit for Direct Subsidized and Unsubsidized Loans is $138,500, with a maximum of $65,500 in Direct Subsidized Loans. The Federal Direct Graduate Plus Loan program is a federal program available to U.S. citizens and permanent residents. Eligible graduate students may borrow up to the total cost of attendance, minus any other resources. There is a credit check approval required to qualify for the loan, although co-endorser option is available if the student does not meet the credit approval requirements.

**Federal Work-Study** Federal Work-Study is a need-based federal program that subsidizes student employment on-campus at a student's member school or off-campus at eligible non-profit organizations. Students are paid an hourly wage and receive their work-study funds in the form of paychecks for their work. The following member schools participate in the Federal Work-Study program:

- Church Divinity School of the Pacific
- Pacific Lutheran Theological Seminary
- the Pacific School of Religion
- and the Starr King School of the Ministry

An M.A. student must be affiliated with one of these schools to apply for Federal Work-Study.

**Estimated Expenses** The following are estimated living expenses for the 2015-2016 academic year. Individual budgets may vary considerably. The costs reflect the nine-month academic year only, and do not include tuition.

<table>
<thead>
<tr>
<th>Student Standard Budget</th>
<th>9 Months</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing and Household Costs</td>
<td>$9,900</td>
<td>$1,100</td>
</tr>
<tr>
<td>Transportation Costs</td>
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<td>$250</td>
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<tr>
<td>Personal Expenses</td>
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<tr>
<td>Food Costs</td>
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<tr>
<td>Medical/Dental Costs</td>
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<tr>
<td>Books &amp; Supplies</td>
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<td>$500</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$20,525</strong></td>
<td><strong>$2,375</strong></td>
</tr>
</tbody>
</table>
M.A. PROGRAM REQUIREMENTS

**Residency and Course Requirements**  Two years of residence are required for satisfactory completion of the Master of Arts degree. A total of fourteen 3-unit academic courses plus six units of thesis work must be completed to satisfy the requirements of the M.A. degree.

Courses of less than three units (such as 1.5-unit courses), courses in functional theology, field education, or practical courses in ministry, do not count toward this degree. Modern foreign European language courses do not count toward the course requirements (see below). Full credit courses in biblical languages, classical languages, specialized languages, or advanced work in a language beyond the language requirement level may be counted toward the 14 full-credit courses. Under extraordinary circumstances the Dean of the school of affiliation, with the approval of the GTU Dean, may allow a student to combine two 1.5-unit courses in the same field of study to count as a 3-unit course on the basis of evidence that the readings, papers, and other assignments required a level of work equivalent to a full 3-unit academic course. M.A. students who have taken GTU courses for credit as a non-degree student may petition to transfer a maximum of twelve units (four 3-unit courses) into the M.A. program. Likewise, M.A. students previously enrolled in another degree program at the GTU may transfer a maximum of thirty-six units (twelve 3-unit courses) into the M.A. program. Students who have taken graduate courses in theological or religious studies at another institution may petition to transfer a maximum of twelve units (four 3-unit courses) into the M.A. program or to apply up to eighteen units (six 3-unit courses) through advanced standing. Students with extensive undergraduate studies in theology or religious studies may petition to shorten the M.A. program by applying up to eighteen units of advanced or upper division undergraduate course work toward the tuition/residency requirement. Students should petition for transfer of credit, advanced standing, or a shortened program at the time of application, and should request the appropriate form from the GTU Admissions office. Course work is generally transferable for up to seven years. The school of affiliation will assess the academic preparation of incoming students. The school may require an entering student to take all or some of the M.A. distribution requirements in the first semester in order to establish a foundation for the M.A. program.

In addition to the fourteen courses, the student must register for two 3-unit thesis courses, ordinarily in the second year, to allow time for preparation of the thesis. Ordinarily the student takes eight courses during the first year, and six during the second year, plus two thesis courses. Course work in the Master's program is by lecture and seminar. Students are expected to have sufficient background in theology or religious studies to enter into seminar work, which is an integral part of the program from its first semester. When there is doubt about a student’s previous preparation, the M.A. Admissions Committee or the school faculty may ask the student to plan a program that will extend course work beyond the normal two-year minimum.

**Grades**  Satisfactory completion of the M.A. degree requires completion of the necessary courses with an overall “B” average. Letter grades in all of the fourteen courses are required. For all courses used to satisfy requirements, a letter grade of “B-” or better is required.

**COURSE DISTRIBUTION & CONSORTIAL REQUIREMENTS**  One course must be taken in each of four Areas: Biblical Studies, History, Theology, Ethics. Four courses (two of which must be at the 4000 level or above) must be taken in the student’s area of concentration. Depending on the background of the student or the program, the academic advisor may require additional distribution requirements.

Because of the consortial structure of the program, two courses must be taken from faculty outside of the school of affiliation. The academic advisor and the Thesis Committee Coordinator must come from the school of affiliation.

**Language Requirement**  All M.A. students are required to demonstrate proficiency in at least one modern foreign language no later than the first semester of the second year of residence. Nonnative speakers of English may, with permission, certify English as their modern foreign language. Additional language requirements may be set by the academic advisor or Thesis Committee, depending on the student’s proposed program of study. Prospective students are strongly encouraged to pursue language preparations prior to matriculation. Students can certify proficiency in a modern language in a variety of ways.

**Translation and Comprehension Examination**  The GTU Dean of Students Office administers the GTU Modern Foreign Language Examinations offered by the GTU Modern Foreign Language Committee three times a year in the following languages: 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 Dean of Students including in their petition the name and contact information of a qualified, impartial examiner. Completed examinations are graded on translation and comprehension accuracy. The exam is graded pass/fail only. M.A. students are permitted to take a graded language examination in any given language only three times. A student may petition for a fourth try, either on the basis of further and substantial study of the language, which must be documented, or on the basis that there were extraordinary circumstances that caused the third failure.

Coursework Students may also certify proficiency in a modern foreign language by coursework. Qualified courses should foster an understanding of the language's basic structures and grammar and develop reading, translation, and comprehension skills at the requisite level for GTU graduate programs. Courses should include an examination at the end of the course equivalent to a GTU Modern Foreign Language Examination.

The GTU Dean of Students Office develops and maintains a list of pre-approved courses that are qualified to evidence proficiency in a modern foreign language. One set of qualified courses are the GTU summer intensive language courses in French, German, or Spanish.

Finally, students may petition to use prior coursework to satisfy language requirements. Such petitions are reviewed and approved by the Language Committee. The following options may be used:

a. Certification of completion of undergraduate or graduate level courses at an accredited college or university within the past five years. If an M.A. student achieves a grade of B in the fourth semester or sixth quarter of language instruction, s/he may petition the committee to accept this work.

b. If a student whose primary language is English has matriculated as a graduate student in a foreign university where the language in which certification is requested was used both for lectures and written work, and the student has received a minimum grade of B or equivalent for a minimum of one semester's work of full-time graduate work, s/he may petition the committee to accept this work.

Non-Native English Speakers Certification of English by non-native speakers is done one of two ways. For M.A. level proficiency, students must achieve a score of 550 (paper-based) or 213 (computer-based) on the TOEFL exam or 79 (internet-based) on iTOEFL. Students who were required to take the GRE for admission may certify proficiency in English by submitting to the Dean of the school of affiliation a term paper of at least 20 pages in length written for a GTU course, along with a written evaluation of the student's written and spoken English language abilities by the faculty member who taught the course.

Thesis Each M.A. student is required to submit a thesis that represents the equivalent of at least two 3-unit courses. The M.A. thesis is expected to show the student's competence for independent investigation, scholarly judgment, and creativity. It should demonstrate that the student is able to deal with research materials and to organize a problem in acceptable academic form. A general understanding of the problem is required as well as knowledge of the standard reference works and journals that focus on the subject. An adequate bibliography must be included. As soon as the student begins to plan for the M.A. thesis, the thesis committee should be constituted so that work on a thesis proposal can begin. The thesis proposal is drawn up by the student in consultation with the thesis committee, and must be approved by the committee, the member school dean, and the GTU Dean. This should happen no later than the end of the third semester of full-time work, but may well happen earlier. The thesis committee is expected to work with the student during the period of thesis writing. For this reason, a period of at least 90 days must lapse between the forming of the thesis committee and the oral examination. An oral examination is required, not to exceed three hours. The student's committee may designate a pass with honors, a pass, a pass with minor revisions, a pass with major revisions, a failure with possibility of revision, or a failure. Theses must be prepared according to the most recent edition of Manual for the Writers of Term Papers, Theses, and Dissertations, by Kate Turabian, published by University of Chicago Press, and the GTU Physical Format document. Two typographically correct copies of the Master's thesis bearing the approval signatures of the student's thesis committee and the Library Reference desk (which certifies it is in proper form) are to be submitted to the Academic Secretary in the GTU Student Affairs Office.

Time Limit Two years of residence are required for completion of the M.A., but the maximum time for completion is four years of full-time enrollment. Students may apply for an extension of that time to the Dean of their school of affiliation, but there must be extenuating circumstances to allow the extension.

Combined M.A./M.Div. An M.A. student may elect to pursue concurrent M.A. and M.Div. programs at her/his school of affiliation if the school offers that option. The total time required will be determined by
the demands of the two degrees combined, but, in accordance with ATS standards, it will in no case be less than a total of four academic years. If the school offers a four-year M.Div., the total time will not be less than five academic years. A student must formally apply to each program separately, indicating that s/he is pursuing concurrent M.A. and M.Div. degrees. For example, if an M.Div. student wishes to complete the concurrent degrees, s/he must apply formally to the M.A. program through the GTU Admissions Office. If an M.A. student wishes to do a concurrent M.Div. degree, s/he must apply formally to the M.Div. program at a member school. Matriculation in concurrent M.A./M.Div. programs can be done sequentially (first the M.Div. and then the M.A.), or concurrently. However, a student must apply and be admitted to the second program before completing the requirements of the first. Functional theology course work, required for the M.Div. and not applicable to the M.A., is ideally taken while the student is registered for the M.Div.

**Advisors** All M.A. students must have a school of affiliation. The Dean of the school of affiliation will assign academic advisors for students before they arrive at the GTU. The advisor and the Dean of the school of affiliation, with the approval of the GTU Dean, will also appoint the committee to supervise the M.A. thesis work during the second year. Students may obtain the “GTU Common M.A. Thesis Proposal” form from the office of the GTU Dean, the Dean of the school of affiliation, or GTU website. Until that request is signed and filed with the GTU, the committee is not officially formed. The Thesis Committee is required to have two members, both regular GTU faculty. The Coordinator must be from the School of Affiliation with competence in the student’s area of concentration. The second reader can also be from the School of Affiliation, though students are encouraged to choose a faculty member from another member school to facilitate ecumenical and interreligious engagement. A third reader, who may be required by the Thesis Coordinator or may be elected as an option by the student, may be from inside the GTU, or outside the GTU with approval.

**Cross-registration** M.A. students may register for one course each semester at the University of California, Berkeley, although access to a specific course may not be possible if the UCB course is over-enrolled. This cross-registration privilege may make available studies in specialized languages, or courses in areas beyond those offered by the GTU faculty. These courses may count toward the completion of the M.A. degree. Courses taken in preparation for fulfilling the general language requirement may not count toward the fourteen required courses.

**M.A. Program Handbook** More detailed descriptions of M.A. program policies and procedures, along with the distilled wisdom of years of student and faculty experience, are available in the M.A. handbook. This handbook will be distributed to all incoming students during orientation week, and is available on the GTU website. Students should read it carefully and use it as a supplement to the brief information in the catalog.

### AREAS

**ART AND RELIGION** *(offered at CDSP, DSPT, JST, PSR, SKSM)*

At the M.A. level, this area deals with the way in which art and religion inform each other, focusing on a variety of media, especially the visual arts, film, dance, drama, literature and music in their contemporary as well as historic expressions. Each school may have a distinct emphasis. In addition to GTU courses, students can do course work in the arts at the University of California, Berkeley and Mills College, while also having access to the cultural resources of the San Francisco Bay Area.

**BIBLICAL STUDIES** *(offered at ABSW, CDSP, DSPT, JST, PLTS, PSR, SFTS)*

The M.A. with a concentration in Biblical Studies provides a strong foundation in the entire biblical corpus. In addition to the Jewish and Christian canonical, deuterocanonical, and extra-canonical scriptures, study also covers the background literature of early Israel, biblical and post-biblical Judaism, and early Christianity. Biblical archaeology may also be considered. The critical study of primary texts is emphasized, and the development of skill in appropriate languages is central to the program.

**CHRISTIAN SPIRITUALITY** *(offered at CDSP, DSPT, JST, PSR, SFTS, SKSM)*

The M.A. with a concentration in Christian Spirituality focuses on religious experience in the context of the broad contemporary understanding of spirituality and in conversation with religious spiritualities outside the Christian sphere. Students work to develop competence in biblical and historical foundations of Christian Spirituality.

**CULTURAL & HISTORICAL STUDIES OF RELIGIONS** *(offered at ABSW, CDSP, DSPT, JST, PSR, SFTS, SKSM)*

M.A. students in this area incorporate cross cultural and historical themes, building upon scholarly methodologies that advance critical understandings of interreligious, multicultural and contextual religious experience. Traditions for study include Buddhism, Chinese/Japanese Religions, Christianity, Islam (DSPT and SKSM), and Judaism.
The M.A. with a concentration in Ethics and Social Theory combines ethics and the social sciences. It includes a focus on theological and social ethics, with attention to ethical theory and history, analysis, and policy as related to politics, health care, feminist ethics, sexual ethics, professional ethics, or environmental ethics. The area can also include the study of religion as a cultural and social phenomenon, with attention to theory, methodology, and research in related disciplines such as sociology and anthropology.

The M.A. study of History at the Graduate Theological Union fosters in our own scholarship the critical study of Christianity, its religious and intellectual cultures and its interaction with the societies in which it is found from late antiquity to the present. At present, strengths in our faculty include Late Antiquity, the Middle Ages, Reformation, and American religious history. Member schools and program units have faculty with expertise in denominational histories, Asian American history, Black Church studies, Jewish history, and general and social history methodologies.

In the M.A. with a concentration in Homiletics, one studies the practice of preaching in the context of a faith community, focusing on theoretical, practical, and spiritual components. The program involves dialogue with areas of study outside homiletics in order to situate preaching in the context of its broader theological and pastoral landscape.

The purpose of the M.A. area in Interreligious Studies is to foster the study of multiple religious traditions, their practitioners, and their expressions in different cultural contexts. Students in this area may focus their study in fields within both theological studies and religious studies. Topics of focus and methodologies might include historical and contemporary relations between religious traditions, comparative theology, comparative religion, interreligious dialogue, and interreligious pastoral practices. An M.A. in Interreligious Studies is appropriate preparation for a variety of career tracks. Some students will want to develop a foundation for doctoral work in a related field. Others may pursue a program of study such as the concurrent M.Div./M.A. option in order to prepare for some form of interreligious ministry. Other students will prepare for secondary school teaching or work with non-profit and non-governmental organizations.

This program seeks to promote the study/understanding of Christian worship as lived and expressed through the churches’ various traditions and cultures. The program has several goals:

1. to ground students in primary areas of liturgical scholarship, history and sources, theology of worship, Christian initiation, Eucharist, worship and culture;
2. to introduce the tools of scholarship, research and writing;
3. to provide opportunities to explore other areas of the interdiscipline of liturgical studies (theology, history, ritual studies), including one area of specialization; and
4. to afford the possibility of study of their specific liturgical tradition(s).

This area explores the contemporary disciplines of psychology, religious traditions, and modes of care and healing. Inherent to the area is the assumption that the resources of contemporary psychology, including social psychology, racial-ethnic, feminist, and cross-cultural perspectives, provide crucial theories and methods that enhance the quality of human life and enrich understandings of religion and theology.

Study in systematic and philosophical theology engages in the ongoing task of interpreting the Christian faith in response to our modern and emerging post-modern culture. Students and faculty analyze the ancient biblical faith by tracing its influence on the history of ideas, its traditional philosophical reformulations, and its various contemporary conceptualizations. Emphasis is given to the need for theology to be pursued in an ecumenical spirit and to increased attention to cross-cultural dimensions of understanding.
SPECIALIZED M.A. CONCENTRATIONS

BIBLICAL LANGUAGES

The Master of Arts with a concentration in Biblical Languages is designed especially for highly-qualified persons planning to pursue doctoral studies in biblical studies. The program is also well-suited to persons desiring a terminal degree with a concentration in the biblical languages and a firm background in biblical studies. Applicants will be reviewed in terms of their readiness for this highly specialized program, and may be admitted instead to the Biblical Studies Area of the Common M.A. The admission requirements for the M.A. with a concentration in Biblical Languages parallel those of the GTU Common M.A. with the added stipulation that prospective students are expected to have semester-length introductory courses in both Old and New Testament studies prior to entry. In the absence of these courses, persons may be admitted but required to extend their program by the addition of these two three-unit courses.

Sixteen three-unit courses are required, distributed as follows:

1. Course work in Biblical Languages (18 units total-12 units in Biblical Hebrew or Greek, 6 units in the other language.) Students with previous language work may achieve advanced standing in order to move into more advanced language instruction or to enroll in other language coursework.

2. Course work in Biblical Studies (18 units, at the Intermediate and Advanced Levels). Course work should be distributed across at least two of the three major blocks of literature in each Testament (Law, Writings, Prophets; Gospels and Acts; Pauline Writings, Johannine Literature and General Epistles); and should include at least two seminar courses that require major research essays.

3. Course work outside of Biblical Studies (12 units), normally from the History, Theology, and Ethics Areas at the GTU. Students entering with significant background in theology at the undergraduate or graduate levels may enroll in collateral disciplines offering integrative possibilities with biblical studies (e.g., philosophical hermeneutics, social sciences, rhetoric, etc.). Proficiency in a modern research language- i.e., either French, German, or Spanish—is also required. For international students whose first language is not English, proficiency in English may fulfill this requirement.

The completion of the M.A. with a concentration in Biblical Languages is marked by an oral examination oriented around the student’s overall academic work in the program and a major research essay provided by the student for this purpose. No thesis is required. Upon admission, the student will be advised by the Biblical Languages coordinator whether (1) s/he will be required to take, in addition to the course work outlined above, introductory courses in the Old Testament and/or the New Testament; and (2) s/he will be allowed to take course work outside of biblical studies in collateral disciplines rather than in History, Theology, Ethics (see above). Although the M.A with a concentration in Biblical Languages is designed to prepare students for doctoral work in biblical studies, successful completion does not guarantee admission to the Ph.D. or Th.D. programs of the Graduate Theological Union.

BUDDHIST STUDIES

A Master of Arts with specialization in Buddhist Studies is offered by the GTU in cooperation with the Institute of Buddhist Studies (IBS), an affiliate of the GTU. The program requirements follow those of the general GTU Common M.A requirements for concentration, distribution, language, and thesis. The foreign language requirement is fulfilled by certifying reading proficiency in a modern or classical foreign language relevant to Buddhist studies. These include French, German, Japanese, Chinese, modern Southeast Asian languages (Thai, Burmese, etc.), and the canonic languages (Sanskrit, Pali, Tibetan, Chinese). Ministerial aspirants are required to take Japanese, and chaplaincy aspirants may choose Spanish. Students are required to have their advisor’s approval for an exception. In addition, students are required to take Buddhist Traditions of South Asia, Buddhist Traditions of East Asia, and Introduction to Shin Buddhist Thought. A total of nine courses (27 units) in Buddhist Studies is required for the degree. Students in the program take two of their courses outside of the IBS. Admission requires the approval both of the IBS and the GTU M.A. Admissions Committee. Admissions requirements include satisfactory completion at the undergraduate level of two 3-unit courses (or equivalent) in Buddhism, Eastern religions and/or Eastern Philosophy, and one course in comparative religion or world religions.

HINDU STUDIES

The M.A. with a concentration in Hindu Studies is offered by the GTU’s Hindu Studies Initiative. The primary foci are on the study of Hindu philosophy of religion, theology, ethics, art, sacred texts, as well as Hinduism and world engagement in consideration of its historical and cultural contexts and its interrelationships with other faiths—particularly Jainism and Indian Buddhism with which it shares philosophical
categories and practices. In accordance with the interreligious environment of the GTU, the Hindu ethos will be studied in dialogue with other religious traditions in order to deepen understanding of the cross fertilization and profound relationships amongst cultures and faiths while honoring the distinctiveness of each religion.

The Hindu Studies Initiative is considered the student’s School of Affiliation, and the Director is considered the Dean. The HSI Director certifies fulfillment of the special Hindu Studies requirements and the GTU Dean’s Office certifies completion of the general requirements on the Program Checklist.

Sixteen courses shall be taken, two of which are thesis courses. The 14 non-thesis courses should be distributed as follows: 1) introduction to Hinduism; 2) foundations of Hindu theology, 3) Vedanta 4) four additional courses in Hindu Studies, 5) one course in a religious tradition other than Hinduism, 6), one course in methodology in the study of religion, 7) two courses in Sanskrit (or, with approval of the Director, another language relevant to Hindu Studies such as Hindi, Tamil, Bengali, or Telugu) at the beginning, intermediate or advanced level, 8), three electives. The language requirement may be fulfilled simultaneously with the other requirements. For example, a course in Vedanta with readings in Sanskrit satisfies both the Vedanta requirement and one of the two Sanskrit requirements. In that case, the student would take an additional elective to fulfill the total number of required courses.

**ISLAMIC STUDIES**

The M.A. with a specialization in Islamic Studies is offered by the GTU’s Center for Islamic Studies. The primary focus is on the study of contemporary Islam within its theological, historical and cultural contexts. In addition to the core courses in classical Islamic scholarship, students have the opportunity to develop expertise in specific topics such as Muslim Cultures (especially Muslims in America), Islamic Education, or Islam and Media. Interdisciplinary and interreligious approaches to the study of Islam in which Muslims are understood in their diversity and in dialogue with other religious traditions are an implicit part of the program, fostered by the unique environment of the GTU.

Sixteen courses shall be taken, two of which are thesis courses, and at least two of which shall be offered by faculty from member schools or the University of California at Berkeley. The 14 non-thesis courses should be distributed as follows: 1) one course in a religious tradition other than Islam; 2) one course on each of the following topics: introduction to Islam; sources/foundations of the Islamic tradition; Islam and modernity; 3) five additional courses in Islamic Studies; 4) three electives; 5) two courses in Arabic at the beginning, intermediate, or advanced level. The Arabic language requirement may be fulfilled simultaneously with the other requirements. For example, a student who enters the M.A. program with intermediate or advanced competence in Arabic might use a course on the Qur’an with readings in Arabic to count as both a course on sources/foundations of the Islamic tradition and a course in Arabic. In that case, the student would take an additional elective to fulfill the total number of required courses.

**JEWSH STUDES**

The M.A. with a specialization in Jewish Studies is offered by GTU’s Center for Jewish Studies (CJS). Graduate studies at the CJS combine an emphasis upon classical Jewish languages and literature with the perspectives and methodologies of contemporary scholarship. M.A. research may focus on themes such as language, Biblical hermeneutics, translation, secularization, sexuality, cultural exchange, and Jewish-Christian interaction. Students may work within the discipline of history as well as literary, religious, or cultural studies. M.A. students at CJS may take courses at the University of California, Berkeley with some restrictions.

Sixteen full courses shall be taken, at least two of which shall be offered by faculty from member schools or the University of California at Berkeley.

The fourteen non-thesis courses should be distributed as follows: 1) one course in a tradition other than Judaism; 2) two courses in the history of Jewish thought covering the major periods of Jewish history; 3) one course in each of the following periods of Jewish history: Biblical, Rabbinic, Medieval and Modern; 4) two courses in Hebrew grammar or reading, at the beginning, intermediate or advanced level. The Hebrew language requirement may be fulfilled simultaneously with the other requirements; thus a course in medieval Jewish history with readings in Hebrew satisfies both the medieval requirement and one of the two Hebrew requirements.

**ORTHODOX CHRISTIAN STUDIES**

A M.A. with a specialization in Orthodox Studies is offered by the GTU in cooperation with the Patriarch Athenagoras Orthodox Institute (PAOI), an affiliate of the GTU. The program requirements follow those of the GTU Common MA, with additional stipulations. This program allows for focused study of the history, theology, liturgy, spirituality and praxis of the Orthodox Christian tradition from its origins to the pres-
ent day. It is not designed to prepare a student for ordained ministry. The program is structured to take advantage of the ecumenical and interfaith environment of the GTU, helping students prepare for future engagement with the multireligious and multicultural contexts in which the Orthodox Church finds itself. Students will take sixteen courses, at least two of which will be offered by faculty from GTU member schools. One course each in Biblical Studies, History, Theology and Ethics is required. Students must take eight courses in Orthodox Christian Studies, distributed as follows: Orthodox Christianity-History and Theology; Orthodox Christian Spirituality; one course in each of the following:

- Art and Religion
- Biblical Languages
- Biblical Studies
- Christian Spirituality
- Cultural & Historical Studies of Religions
- Ethics & Social Theory/Religion & Society
- History
- Homiletics
- Interreligious Studies
- Liturgical Studies
- Religion and Psychology
- Systematic & Philosophical Theology

Students are required to submit a thesis that represents the equivalent of at least two three-unit courses.

### MA Concentrations Offered by Member Schools

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<th>Concentration</th>
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### Member Schools, Centers, and Institutes

- **ABSW**: American Baptist Seminary of the West
- **CDSP**: Church Divinity School of the Pacific
- **DSPT**: Dominican School of Philosophy and Theology
- **JST - SCU**: Jesuit School of Theology of Santa Clara University
- **PLTS**: Pacific Lutheran Theological Seminary
- **PSR**: Pacific School of Religion
- **SFTS**: San Francisco Theological Seminary
- **SKSM**: Starr King School for the Ministry
- **IBS**: Institute of Buddhist Studies
- **HSI**: Hindu Studies Initiative
- **CIS**: Center for Islamic Studies
- **CJS**: Richard S. Dinner Center for Jewish Studies
- **PAOI**: Patriarch Athenagoras Orthodox Institute

### Specialized Concentrations

- Buddhist Studies (IBS)
- Hindu Studies (HSI)
- Interreligious Studies (GTU, IBS, PAOI)
- Medieval Studies (GSMA)
- Orthodox Christian Studies (PAOI)
- Jewish Studies (CJS)
- Islamic Studies (CIS)
CORE DOCTORAL FACULTY BY AREA

ART AND RELIGION

MICHAEL MORRIS, OP • DSPT (Religion and the Arts) • Christian Iconography; Hagiography; Biography; Modern Religious Art & Architecture; Cinema

RONALD NAKASONE • GTU (Buddhist Art and Aesthetics) • Buddhist Art and Aesthetics; Spirituality and Aging; Ryukyuan (Okinawan) Studies

ANSELM RAMELOW, OP • DSPT (Theology, Philosophy) • Philosophy of Religion; Philosophy of Language; Philosophical Aesthetics; Concept of the Person; Thomas Aquinas; Kant and German Idealism

ROSSITZA SCHROEDER • PSR/CARE (Art and Religion) • Early Christian and Byzantine Art; Western Medieval Art; Islamic Art

DEVIN ZUBER • CSS (American Studies, Literature and Swedenborgian Studies) • Religion and Literature; American Transcendentalism (Emerson, Thoreau); Romanticism; William Blake; Emanuel Swedenborg; Literary Theory and Poetics; Environmental Literature and Ecocriticism; Aesthetics and Visual Culture

BIBLICAL STUDIES

DAVID L. BALCH • PLTS (New Testament) • Luke-Acts, both exegesis and the visual world of the readers; Paul (Romans, Galatians, Philippans, Corinthians), and post-colonial interpretation; Roman domestic art and architecture; the visual world of early house churches

AARON BRODY • PSR (Bible and Archaeology) • Archaeology of the Southern Levant; archaeology of religion; cultures of the Hebrew Bible; ancient economy; Tell en-Nasbeh

JOHN C. ENDRES, SJ • JST (Sacred Scripture/Old Testament) • Intertestamental literature (Book of Jubilees); Book of Psalms; Dead Sea Scrolls; Wisdom literature; scripture and Ignatian spirituality

LEANN SNOW FLESHER • ABSW (Old Testament) • Biblical laments; Apocalyptic literature; Psalms; hermeneutics/global perspective; protest literature of the Bible

BARBARA GREEN, OP • DSPT (Old Testament) • Old Testament/Hebrew Bible Biblical Narrative and Hermeneutics; Christian Spirituality and its Relationship to OT/HB; The Book of Jeremiah; Thought and Theory of Mikhail Bakhtin; Biblical-based Fiction; Thought and Theory of René Girard
GINA HENS-PIAZZA • JST (Old Testament) • Prophets; Deuteronomistic history; feminist readings; new historicism and cultural studies

EUGENE EUNG CHUN PARK • SFTS (New Testament) • Gospel of Matthew and formative Judaism; new perspective on Paul; Biblical hermeneutics; Dialogues of Plato in Greek


ANNETTE WEISSENRIEDER • SFTS (New Testament) • Theology of Paul and the Synoptic Gospels; Greco-Roman medicine and philosophy; New Testament anthropology and pneumatology; theories of the History of Religion; Christian origins in social contexts; Roman domestic art, numismatics (collection of ancient currency), and architecture

CHRISTIAN SPIRITUALITY

KEVIN F. BURKE, SJ • JST (Systematic Theology) • Christology; Liberation Theology; spirituality; ecclesiology; theological method; theological synthesis; Ignacio Ellacuria

THOMAS CATTOI • JST (Christology and Cultures) • Christology; Patristic Theology; Patristic Spirituality; Comparative Theology (especially Christian-Buddhist dialogue); Tibetan Buddhism; Contemporary

John Lawrence • PSR (History of Christianity) • Swedenborg’s Sources, Thought, and Reception; Spiritual Disciplines and Practices; Biblical Spirituality

ELIZABETH LIEBERT, SNJM • SFTS (Spiritual Life) • Discernment: Historical, Theological and Practical Approaches; Spiritual Direction in Protestant contexts; Women’s Experience of the Spiritual Exercise of Ignatius of Loyola; Spiritual Formation

Systematic Theology

JOHN C. ENDRES, SJ • JST (Sacred Scripture/Old Testament) • Intertestamental literature (Book of Jubilees); Book of Psalms; Dead Sea Scrolls; Wisdom literature; scripture and Ignatian spirituality

LISA FULLAM • JST (Moral Theology) • Moral Theology; virtue ethics; Ignatian Spirituality; sexual ethics; medical and bioethics

BARBARA GREEN, OP • DSPT (Old Testament) • Old Testament/Hebrew Bible; Biblical Narrative and Hermeneutics; Christian Spirituality and its Relationship to OT/HB; The Book of Jeremiah; Thought and Theory of Mikhail Bakhtin; Biblical-based Fiction, Thought and theory of René Girard

ARTHUR HOLDER • GTU (Christian Spirituality) • Christian spirituality as an academic discipline; history of Christian spirituality; Christian interpretations of the Song of Songs; medieval Christian mysticism; Anglo-Saxon, Celtic, and Benedictine spiritualities
CULTURAL & HISTORICAL STUDIES OF RELIGIONS

JUDITH A. BERLING • GTU (Chinese and comparative religions) • Interreligious learning; student centered pedagogy; interreligious education and theological education; East Asian spiritualities

MARIANNE FARINA, CSC • DSPT (Philosophy and Theology) • Moral Theology; Islamic Philosophy and Theology; Comparative Ethics and Social Theory; Interfaith Dialogue

MUNIR JIWA • GTU (Islamic Studies) • Islam and Muslims in the West; Media, Aesthetics, Cultural Production; Liberalism, Secular Modernity, Religious/Subject Formation; Anthropology, Ethnographic Methods, Critical Theory

SCOTT MITCHELL • IBS (Buddhist Studies) • Buddhism in Western Cultural Context; Pure Land Buddhism; Postcolonial studies of religion; Ritual Studies; Media Studies

RICHARD K. PAYNE • IBS (Buddhist Studies) • Tantric Fire Ritual; Ritual Studies; Ritual Historiography; Ritual Structure

RITA SHERMA • GTU/HSI (Hindu Studies) • Hindu Theology & Ethics; Science & Religions; Women & Hindu Goddess Studies; Art & Religions; Comparative Theology; Ecology & Religion

SEIGEN H. YAMAOKA • IBS (Buddhist Studies) • Shin Buddhist Ministry; Shin Buddhist Religious Education; Shin Buddhist Studies

ETHICS AND SOCIAL THEORY

JEROME P. BAGGETT • JST (Religion and Society) • Sociology of religion; sociology of culture; religion, politics, and civil society; American Catholicism; Atheism and secularity

MARIANNE FARINA, CSC • DSPT (Philosophy and Theology) • Moral Theology; Islamic Philosophy and Theology; Comparative Ethics and Social Theory; Interfaith Dialogue

LISA FULLAM • JST (Moral Theology) • Moral Theology; virtue ethics; Ignatian Spirituality; sexual ethics; medical and bioethics

WILLIAM O’NEILL, SJ • JST (Social Ethics) • Issues in human rights, the rhetoric of human rights; ethics of social reconciliation; Christian social ethics; international and domestic justice; theological inculturation of ethics; refugee and immigration policy

DEENA ARANOFF • GTU (Medieval Jewish Studies) • Jewish society and culture in the medieval and early modern European context; rabbinic literature; medieval patterns of Jewish thought; continuity and change in Jewish history

RONALD BURRIS • ABSW (Church History) • Augustine; Cyprian; North African Christianity; the Donatists

EUGENE LUDWIG, OFM Cap. • DSPT (History and Patristic Theology) • Cyril of Alexandria; Christian images; history of ancient philosophy; history of Christianity; Patristics

JAMES A. NOEL • SFTS (American Religion) • American religion; Black Church studies; African diaspora

CHRISTOPHER OCKER • SFTS (Late Medieval and Reformation History) • Christianity from late antiquity through the Reformation; Cities, Friars, beguines, Jews, and Judaism; biblical interpretation, schools and scholasticism; humanism and theologians; cultural continuities within conflicts; late Medieval and Early Modern Germany

NAOMI SEIDMAN • GTU (Jewish Culture) • Translation theory and the Bible in translation; secular Jewish culture; modern Jewish literature

AUGUSTINE THOMPSON, OP • DSPT (Medieval Church History) • Medieval Church History, especially of Italy; Medieval philosophy, theology and lay piety; history of canon law; preaching and the mendicant orders

RANDI WALKER • PSR (American Religious History) • Religion in the American West; United Church of Christ history and theology; Christianity in the Pacific region; women, religion, and nature in the American West; religion and civil rights in the American West

HOMILETICS

JANA CHILDERS • SFTS (Preaching and Worship) • Theatre, Worship, and Preaching; Performance Theory and Preaching; Aesthetic Theology and Communication

SHAUNA HANNAN • PLTS (Homiletics) • Latin-American homiletical pedagogy, preaching public issues, theology and economic justice, creative writing, the Psalter and congregational life

SANGYIL SAM PARK • ABSW (Homiletics) • Contemporary Teaching Theories; Prophetic Preaching; Preaching & Inculturation; Preaching & Rhetoric
MARY DONOVAN TURNER • PSR (Preaching) • Hebrew Bible and Preaching; Women, Voice, and Preaching

INTERNATIONAL STUDIES

JUDITH A. BERLING • GTU (Chinese and comparative religions) • Interreligious learning; student centered pedagogy; interreligious education and theological education; East Asian spiritualities

IBRAHIM ABDURRAHMAN FARAJAJÉ • SKSM (Cultural Studies/Islamic Studies) • Study of Islam; history of Sufism; history of Islam; postcolonial theory; diaspora studies; HIV/AIDS; bodies, genders, and space in Islam; videotechs

EDUARDO C. FERNÁNDEZ, SJ • JST (Pastoral Theology and Ministry) • Relationship between faith and culture; U.S. Hispanic theology and ministry; Hispanic religious expressions; celebration of sacraments in multicultural contexts; Mexican history and the history of the southwest; relationship between art, spirituality, and inculturation

SHAUNA HANNAN • PLTS (Homiletics) • Latin-American homiletical pedagogy, preaching public issues, theology and economic justice, creative wiritng, the Psalter and congregational life

BOYUNG LEE • PSR (Religion and Education) • Postcolonialism; Racial/Ethnic Identity and Sexuality; Asian Feminist Theology; Confucian Educational Philosophy; Personhood of Individualism and Communalism; Post-structural Pedagogy

BERNARD SCHLAGER • PSR (History/Cultural and Historical Studies of Religions) • Queer studies; medieval social and religious history; LBGTQ pastoral care

SHAUNA HANNAN • GTU (Jewish Culture) • Translation theory and the Bible in translation; secular Jewish culture; modern Jewish literature

SYSTEMATIC & PHILOSOPHICAL THEOLOGY

KEVIN F. BURKE, SJ • JST (Systematic Theology) • Christology; Liberation Theology; spirituality; ecclesiology; theological method; theological synthesis; Ignacio Ellacuria

THOMAS CATTOI • JST (Christology and Cultures) • Christology; Patristic Theology; Patristic Spirituality; Comparative Theology (especially Christian-Buddhist dialogue); Tibetan Buddhism; Contemporary Systematic Theology

MICHAEL J. DODDS, OP • DSPT (Philosophy and Systematic Theology) • Philosophical and Theological Anthropology; Divine Action; Trinity; Philosophy of Nature; God and Suffering; Theology and Science; God in Science and Religion

GEORGE E. GRIENER, SJ • JST (Historical and Systematic Theology) • Roman Catholic enlightenment; history of 18th and 19th century theology; theology of suffering; theology of the Trinity; the Christian God; the human person; Karl Rahner’s philosophy of religion

JAY EMERSON JOHNSON • PSR (Systematic Theology) • Theological method drawing from critical social theories (especially post-colonial and queer forms of theorizing); theological anthropology, Christian eschatology; the significance of digital media culture for constructive theological work

BRYAN KROMHOLTZ, OP • DSPT (Theology) • Contemporary and medieval eschatology; sacraments; nature and grace and nouvelle théologie; theology of aesthetics

GREGORY LOVE • SFTS (Systematic Theology) • Christology and Atonement; relation between divine and human agency; providence and evil

TED PETERS • PLTS (Systematic Theology) • The evolution controversy; the stem cell controversy; the future of systematic theology; Genesis commentary

ANSELM RAMELOW, OP • DSPT (Theology, Philosophy) • Philosophy of Religion; Philosophy of Language; Philosophical Aesthetics; Concept of the Person; Thomas Aquinas; Kant and German Idealism

ROBERT RUSSELL • GTU/CTNS (Theology and Science) • Methodology in Theology and Science;
ART AND RELIGION

BRYAN KROMHOLTZ, OP • DSPT (Theology) • Contemporary and medieval eschatology; sacraments; nature and grace and nouvelle théologie; theology of aesthetics

GABRIELLA LETTINI • SKSM (Public Ministry) • Religion and Film; Christian Theology and Film; Ethics and Film

JOHN HILARY MARTIN, OP • DSPT Emeritus (History and History of Religions) • Myth and ritual; poetics of symbolism; interreligious dialogue

CHRISTOPHER RENZ, OP • DSPT (Religion and the Arts) • Connaturality; Religion, Spirituality and Health Studies; poetry and mysticism; science and spirituality of sustainable food production and consumption

PETER SELZ • UCB Emeritus (Art History) • Contemporary and medieval eschatology; sacraments; nature and grace and nouvelle théologie; theology of aesthetics

CONSORTIAL FACULTY RESOURCES

ART AND RELIGION

KATHRYN BARUSH • GTU/JST (Art History & Religion) • Art and material culture of pilgrimage; sacred art in theory and practice; form and function of medieval illuminated manuscripts and their modern reception; art and religion of the British Isles

HARRY CRONIN, CSC • CARE (Theological Aesthetics) • Theological aesthetics; theater; film

EDUARDO C. FERNÁNDEZ, SJ • JST (Pastoral Theology and Ministry) • Relationship between faith and culture; U.S. Hispanic theology and ministry; Hispanic religious expressions; celebration of sacraments in multicultural contexts Mexican history and the history of the southwest; relationship between art, spirituality, and inculturation

Mary P. Coote • SFTS (Biblical Greek) • Beginning Greek, Greek reading groups

Julián González • CDSP/PLTS (Hebrew Bible) • Relationship between the Hebrew Bible and its imperial contexts, postcolonial hermeneutics, diaspora and migration studies and the Bible, political theory, critical theory, cultural studies, and reception history

Yii-Jan Lin • PSR (New Testament) • New Testament criticism and biological sciences; gender; sexuality; literary theory

Mary Donovan Turner • PSR (Preaching) • Hebrew Bible and preaching; Women, voice and preaching

Buddhist Psychology: Yogacara and the Interface with Contemporary Psychoanalytic Theory; Faith in Eihei Dogen’s Writing and Soto Zen Practice; Buddhist Religious and Contemplative Development; Inter-religious and Inter-tradition Dialogue; Buddhist Ceremonial Ministry

DAVID MATSUMOTO • IBS (Buddhist Studies) • Jodo Shinshu history and thought

BIBLICAL STUDIES

LISA GRUMBACH • IBS (Buddhist Studies) • History of Buddhism; Shinto and Japanese religions; religion and landscape

Daijaku Kinst • IBS (Buddhism and Pastoral Care) • Pastoral Care and Chaplaincy: Buddhist Foundations and Contributions to an Interfaith Setting; Buddhist Psychology: Yogacara and the Interface with Contemporary Psychoanalytic Theory; Faith in Eihei Dogen’s Writing and Soto Zen Practice; Buddhist Religious and Contemplative Development; Inter-religious and Inter-tradition Dialogue; Buddhist Ceremonial Ministry

Gabriella Lettini • SKSM (Public Ministry) • Religion and Film; Christian Theology and Film; Ethics and Film

John H. Cronin, CSC • CARE (Theological Aesthetics) • Theological aesthetics; theater; film

Eduardo C. Fernández, SJ • JST (Pastoral Theology and Ministry) • Relationship between faith and culture; U.S. Hispanic theology and ministry; Hispanic religious expressions; celebration of sacraments in multicultural contexts Mexican history and the history of the southwest; relationship between art, spirituality, and inculturation

Bryant Kromholtz, OP • DSPT (Theology) • Contemporary and medieval eschatology; sacraments; nature and grace and nouvelle théologie; theology of aesthetics

Christopher Renz, OP • DSPT (Religion and the Arts) • Connaturality; Religion, Spirituality and Health Studies; poetry and mysticism; science and spirituality of sustainable food production and consumption

Peter Selz • UCB Emeritus (Art History) • Contemporary and medieval eschatology; sacraments; nature and grace and nouvelle théologie; theology of aesthetics
CHRISTIAN SPIRITUALITY

JOSEPH BOENZI, S.B.D. • DSPT (Theology) • Spirituality of St. Francis de Sales; Salesian spirituality; history and teaching of Vatican II; ecclesial movements; church & state in 19th-century; youth spirituality

PAUL JANOWIAK, SJ • JST (Ligurical Theology) • Sacramental Presence in the Liturgy; Liturgical Spirituality; Liturgical Devotion as a Communal Practice; Preaching as a Sacramental Event

HUNG PHAM, SJ • JST (Ignatian Spirituality) • Ignatian Vision and Cultures; Discernment; Theology of Mission

ROBERT RUSSELL • GTU/CTNS (Theology and Science) • Methodology in Theology and Science; Doctrine of Creation and Modern Scientific Cosmology; Non-Interventionist Divine Action and Quantum Mechanics; Suffering in Nature / Natural Theodicy; Resurrection, Eschatology and Big Bang Cosmology

CULTURAL AND HISTORICAL STUDIES OF RELIGIONS

PURUSHOTTAMA BILIMORIA • HSI (Hindu Studies) • Comparative Indian Ethics; Dharma, Justice, Gender, and Equality

LISA GRUMBACH • IBS (Buddhist Studies) • History of Buddhism; Shinto and Japanese religions; religion and landscape

DAIJAKU KINST • IBS (Buddhism and Pastoral Care) • Foundations & development of Buddhist pastoral care, chaplaincy, counseling in interfaith context; interface of traditional Buddhist psychology and contemporary psychoanalytic perspectives; the teachings of Eihei Dogen: Buddha Nature, Time and Self; contemplative development and the experience of Trust

DAVID MATSUMOTO • IBS (Buddhist Studies) • Jodo Shinshu history and thought

ETHICS AND SOCIAL THEORY

EDWARD KRASEVAC, OP • DSPT (Philosophy/Theology) • Moral action theory, intentionality, double-effect reasoning; Historical Christology, particularly the relation between faith and history; Natural law theory within the tradition of Aquinas

GABRIELLA LETTINI • SKSM (Public Ministry) • Moral Injury and Soul Repair; Liberation, Feminist, Womanist, Mujerista, Queer Theologies and Ethics; Religious Traditions and the Construction, Demonization or Welcoming of the “Other”; Racial and Economic Justice, Poverty Scholarship, Grassroots Truth Commissions; Transformative Scholarship and Pedagogies; Multi-religious Education and Transformative Leadership, Community Organizing

THOMAS MASSARO, SJ • JST (Ethics/Politics) • Catholic social thought; Religion and politics; Ethics of globalization; History of Christian political thought; Sociology of religion; Theories of justice

CYNTHIA MOE-LOBEDA • PLTS (Social Ethics and Theological Ethics) • Ethics at intersection of ecology and social justice; global economy ethics; climate justice and environmental racism; moral agency; public theology; method in theological social ethics; eco-feminist ethics.

JAMES NOEL • SFTS (American Religion) American church history; Black church history; African-American religious experience; urban ministry

ROBERT RUSSELL • GTU/CTNS (Theology and Science) • Methodology in Theology and Science; Doctrine of Creation and Modern Scientific Cosmology; Non-Interventionist Divine Action and Quantum Mechanics; Suffering in Nature / Natural Theodicy; Resurrection, Eschatology and Big Bang Cosmology

HISTORY

GEORGE E. GRIENER, SJ • JST (Historical and Systematic Theology) • Roman Catholic enlightenment; history of 18th and 19th century theology; theology of suffering; theology of the Trinity; the Christian God; the human person; Karl Rahner’s philosophy of religion

ARTHUR HOLDER • GTU (Christian Spirituality) • Christian spirituality as an academic discipline; history of Christian spirituality; Christian interpretations of the Song of Songs; medieval Christian mysticism; Anglo-Saxon, Celtic, and Benedictine spiritualities

MARGARET McMANUS • ABSW (U.S. Religious History) • Introduction to Historical Jesus; Earliest Christians and Christologies; Religious Readings of 19th Century; African American Women’s Literature

KIRSI STJERNA • PLTS (Lutheran History) • Reformation studies - Lutheran history, theology, women/gender perspectives; Engaging 16th century sources with contemporary theological concerns; Critical thinking and reform of theological language, categories, sources, and methods
HOMILETICS
PAUL JANOWIAK, SJ • JST (Liturical Theology) • Sacramental Presence in the Liturgy; Liturgical Spirituality; Liturgical Devotion as a Communal Practice; Preaching as a Sacramental Event

INTERDISCIPLINARY STUDIES
INESE RADZINS • PSR (Theology) • Feminist theory; continental philosophy; Simone Weil; Emanuel Swedenborg

SUSANNA SINGER • CDSP (Ministry Development) • Religious identity and effective strategies for its formation in a postmodern context; transformative learning and leadership; emerging models of ministry, particularly those that empower the ministry of all baptized; emerging new models for professional theological education

INTERRELIGIOUS STUDIES
DEENA ARANOFF • GTU (Medieval Jewish Studies) • Jewish society and culture in the medieval and early modern European context; rabbinic literature; medieval patterns of Jewish thought; continuity and change in Jewish history

THOMAS CATTOI • JST (Christology and Cultures) • Christology; Patristic Theology; Patristic Spirituality; Comparative Theology (especially Christian-Buddhist dialogue); Tibetan Buddhism; Contemporary Systematic Theology

IBRAHIM ABDURRAHMAN FARAJAJÉ • SKSM (Cultural Studies/Islamic Studies) • Study of Islam; history of Sufism; history of Islam; postcolonial theory; diaspora studies; HIV/AIDS; bodies, genders, and space in Islam; videotics

MARIANNE FARINA, CSC • DSPT (Philosophy and Theology) • Moral Theology; Islamic Philosophy and Theology; Comparative Ethics and Social Theory; Interfaith Dialogue

MUNIR JIWA • GTU (Islamic Studies) • Islam and Muslims in the West; Media, Aesthetics, Cultural Production; Liberalism, Secular Modernity, Religious/Subject Formation; Anthropology, Ethnographic Methods, Critical Theory

CHRISTOPHER OCKER • SFTS (Late Medieval and Reformation History) • Christianity from late antiquity through the Reformation; Cities, Friars, beguines, Jews, and Judaism; biblical interpretation, schools and scholasticism; humanism and theologians; cultural continuities within conflicts; late Medieval and Early Modern Germany

MOSES PENUMAKA • PLTS (Theology) • Theologies from the margins; Christology and non-duality; ecclesiology

ROSSITZA SCHROEDER • PSR/CARE (Art and Religion) • Early Christian and Byzantine Art; Western Medieval Art; Islamic Art

NAOMI SEIDMAN • GTU (Jewish Culture) • Translation theory and the Bible in translation; secular Jewish culture; modern Jewish literature

RITA SHERMA • GTU/HSI (Hindu Studies) • Hindu Theology & Ethics; Science & Religions; Women & Hindu Goddess Studies; Art & Religions; Comparative Theology; Ecology & Religion

ANH TRAN • JST (Theology) • ecumenism; intercultural dialogue; comparative religion/theology; Asian theology; Christian mission in Asia

ISLAMIC STUDIES
IBRAHIM ABDURRAHMAN FARAJAJÉ • SKSM (Cultural Studies/Islamic Studies) • Study of Islam; history of Sufism; history of Islam; postcolonial theory; diaspora studies; HIV/AIDS; bodies, genders, and space in Islam; videotics.

GHAZALA ANWAR • SKSM (Quranic Studies) • Islamic jurisprudence; Sufism; healing, gender, and sexuality in Islam

MARIANNE FARINA, CSC • DSPT (Philosophy and Theology) • Moral Theology; Islamic Philosophy and Theology; Comparative Ethics and Social Theory; Interfaith Dialogue

MUNIR JIWA • GTU (Islamic Studies) • Islam and Muslims in the West; Media, Aesthetics, Cultural Production; Liberalism, Secular Modernity, Religious/Subject Formation; Anthropology, Ethnographic Methods, Critical Theory

SOM POURFARZANEH • GTU (Islamic Studies) • Islam in the West; Islam and Media; Islamophobia; social justice; social media; cultural production

JEWISH STUDIES
DEENA ARANOFF • GTU (Medieval Jewish Studies) • Jewish society and culture in the medieval and early modern European context; rabbinic literature; medieval patterns of Jewish thought; continuity and change in Jewish history
LITURGICAL STUDIES

JENNIFER DAVIDSON • ABSW (Worship) • Liturgy & Spirituality; Intercultural Worship; Missional Worship; Constructive Theology; Women’s Studies; Ordinary Theology; Prayer in Worship/Joys & Concerns; Intersection of Spirituality & Theology

SHARON FENNEMA • PSR (Worship) • Queer theory, gender studies, and religious practices; postmodern culture, critical theories, and worship; ritual studies and social theory; North American liturgical history; the arts in worship

EDUARDO C. FERNÁNDEZ, SJ • JST (Pastoral Theology and Ministry) • Relationship between faith and culture; U.S. Hispanic theology and ministry; Hispanic religious expressions; celebration of sacraments in multicultural contexts; Mexican history and the history of the southwest; relationship between art, spirituality, and inculturation

PAUL JANOWIAK, SJ • JST (Liturical Theology) • Sacramental Presence in the Liturgy; Liturgical Spirituality; Liturgical Devotion as a Communal Practice; Preaching as a Sacramental Event in the life of the Church; Prayer Book development in non-Anglo provinces of the Anglican Communion

ORTHODOX STUDIES

JOHN KLENTOS • GTU/PAOI (Eastern Orthodox Christian Studies) • Liturgy

METROPOLITAN NIKITAS LULIAS • PAOI • Hymnology

RELIGION AND PSYCHOLOGY

PETER YUICHI CLARK • ABSW (Pastoral Care) • Spiritual care in Asian American and Pacific Islander populations; Dynamics of aging and religious faith; Implications of Buddhist-Christian interreligious dialogue for pastoral caregiving; Spiritual assessment based on the capacity for hoping/hopefulness; Cultural competence and humility in spiritual caregiving; Clinical Pastoral Education

HORACE GRIFFIN • PSR (Pastoral Theology) • Pastoral leadership (emphasis on religious and social justice) practical theology (study of narrative); pastoral theology (gender and sexuality); psychology of religion; intersection of race and homosexuality in the context of Christianity, particularly the Black Church

DAIJAKU KINST • IBS (Buddhism and Pastoral Care) • Pastoral Care and Chaplaincy: Buddhist Foundations and Contributions to an Interfaith Setting; Buddhist Psychology: Yogacara and the Interface with Contemporary Psychoanalytic Theory; Faith in Eihei Dogen’s Writing and Soto Zen Practice; Buddhist Religious and Contemplative Development; Inter-religious and Inter-tradition Dialogue; Buddhist Ceremonial Ministry

SYSTEMATIC & PHILOSOPHICAL THEOLOGY

EDUARDO C. FERNÁNDEZ, SJ • JST (Pastoral Theology and Ministry) • Relationship between faith and culture; U.S. Hispanic theology and ministry; Hispanic religious expressions; celebration of sacraments in
CAROL JACOBSON • PLTS (Theology) • Christian Education in the Parish; Faith Development in Children and Youth; Karl Rahner; Atonement Theology; Soteriology and Eschatology

EDWARD KRASEVAC, OP • DSPT (Philosophy/Theology) • Moral action theory, intentionality, double-effect reasoning; Historical Christology, particularly the relation between faith and history; Natural law theory within the tradition of Aquinas

MOSES PENUMAKA • PLTS (Theology) • Theologies from the margins; Christology and non-duality; ecclesiology

INESE RADZINS • PSR (Theology) • Feminist theory; continental philosophy; Simone Weil; Emanuel Swedenborg

JENNIFER SNOW • CDSP (Theology) • History and practice of Christian missions and the development of the postmodern global church; emerging church structures; faith-based activism and religion in the American public sphere.

ANH TRAN • JST (Theology) • ecumenism; intercultural dialogue; comparative religion/theology; Asian theology; Christian mission in Asia

MARGA VEGA • DSPT (Philosophy) • Theory of knowledge; philosophy of mind; ancient philosophy; Aristotle; aesthetics and theory of art; theory of metaphor; metaphysics; logic

**Alphabetical Listing of All Faculty**

GHAZALA ANWAR • Starr King School for the Ministry, Associate Professor of Quranic Studies, Muslim; Ph.D., Temple University, 1993

DEENA ARANOFF • Graduate Theological Union, Assistant Professor of Medieval Jewish Studies, Jewish; Ph.D., Columbia University, 2006

JEROME P. BAGGETT • Jesuit School of Theology, Professor of Religion and Society, Roman Catholic; Ph.D., Graduate Theological Union, 1998

DAVID BALCH • Pacific Lutheran Theological Seminary, Professor of New Testament, Evangelical Lutheran Church in America; Ph.D., Yale University, 1975

KATHRYN BARUSH • Graduate Theological Union and Jesuit School of Theology, Assistant Professor of Art History and Religion, Roman Catholic; D.Phil., Oxford University, 2012

JUDITH A. BERLING • Graduate Theological Union, Professor of Chinese and Comparative Religions, Episcopal; Ph.D., Columbia University, 1976

PURUSHOTTAMA BILIMORIA • Graduate Theological Union, Senior Lecturer in Dharma Studies; PhD, La Trobe University, 1981.

JOSEPH BOENZI, S.D.B. • Dominican School of Philosophy and Theology, Professor of Theology, Roman Catholic; S.T.D., Università Pontificia Salesiana - Rome, 1996

AARON BRODY • Pacific School of Religion, Robert and Kathryn Riddell Associate Professor of Bible and Archeology, Director of the Badè Museum of Biblical Archaeology, Jewish; Ph.D., Harvard University, 1996

KEVIN F. BURKE, SJ • Jesuit School of Theology, Professor of Systematic Theology, Roman Catholic; S.T.D., Weston Jesuit School of Theology, 1998

RONALD BURRIS • American Baptist Seminary of the West, Associate Professor of Church History, American Baptist; Ph.D., Graduate Theological Union, 2002

THOMAS CATTOI • Jesuit School of Theology, Associate Professor of Christology and Cultures, Roman Catholic; Ph.D., Boston College, 2006

JANA CHILDERS • San Francisco Theological Seminary, Dean of the Seminary and Vice-President of Academic Affairs and Professor of Speech-Communication and Homiletics, Presbyterian; Ph.D., Graduate Theological Union, 1992

VIRSTAN CHOY • San Francisco Theological Seminary, Director of Advanced Pastoral Studies and Associate Professor of Ministry; D.Min., San Francisco Theological Seminary, 1995

PETER YUICHI CLARK • American Baptist Seminary of the West, Professor of Pastoral Care, American Baptist; Ph.D., Emory University, 2001

HARRY C. CRONIN, CSC • Center for Arts, Religion, and Education, Professor in Residence, Roman Catholic; Ph.D., University of Minnesota, 1970

JENNIFER DAVIDSON • American Baptist Seminary of the West, Associate Professor of Worship & Theology and Director of Chapel, American Baptist; Ph.D., Graduate Theological Union, 2011

MICHAEL J. DODDS, OP • Dominican School of Philosophy and Theology, Professor of Philosophy and Theology, Roman Catholic; S.T.D., University of Fribourg

GEORGE ANTON EMBLOM • Church Divinity School of the Pacific, Assistant Professor of Church Music
BARBARA GREEN, OP • Dominican School of Philosophy and Theology, Professor of Biblical Studies, Roman Catholic; Ph.D., Graduate Theological Union

GEORGE E. GRIENER, SJ • Jesuit School of Theology, Associate Professor of Historical and Systematic Theology, Roman Catholic; Dr. Theol., University of Tübingen, 1988

NANCY E. HALL • American Baptist Seminary of the West, Associate Professor of Ministry and Director of Contextual Education, American Baptist; D.Min., San Francisco Theological Seminary, 2001

LAURIE GARRETT-COBBINA • San Francisco Theological Seminary, Instructor, Shaw Family Chair in Clinical Pastoral Education, Presbyterian; M.Div, Princeton Theological Seminary, 1988

JULIÁN GONZÁLEZ • Church Divinity School of the Pacific, Assistant Professor of Old Testament; Ph.D., Southern Methodist University, 2015

EDUARDO C. FERNÁNDEZ, SJ • Jesuit School of Theology, Associate Professor of Pastoral Theology and Ministry, Roman Catholic; S.T.D., Gregorian Pontifical University - Rome, 1995

LEANN SNOW FLESHER • American Baptist Seminary of the West, Academic Dean and Professor of Old Testament, American Baptist; Ph.D., Drew University, 1999
High School Youth, Lutheran; Ph.D., Graduate Theological Union, 1997

PAUL JANOWIAK, SJ • Jesuit School of Theology of Santa Clara University, Associate Professor of Sacramental and Liturgical Theology, Th.D., Graduate Theological Union, 1995

MUNIR JIWA • Center for Islamic Studies, Associate Professor of Islamic Studies and Director of the Center for Islamic Studies, Muslim; Ph.D., Columbia University, 2004

JAY EMERSON JOHNSON • Pacific School of Religion, Lecturer in Theology & Culture, Academic Director, the PSR Center for Spiritual and Social Transformation, Episcopalian; Ph.D., Graduate Theological Union, 1998

DAIJAKU KINST • Institute of Buddhist Studies, Assistant Professor of Buddhism and Pastoral Care, Buddhist; Ph.D., California Institute of Integral Studies, 2004

JOHN KLENTOS • Graduate Theological Union/Patriarch Athenagoras Orthodox Institute, Associate Professor of Orthodox Studies, Greek Orthodox; Ph.D., University of Notre Dame, 1996

EDWARD L. KRASEVIC, OP • Dominican School of Philosophy and Theology, Professor of Theology Roman Catholic; Ph.D., Graduate Theological Union, 1986

BRYAN KROMHOLTZ, OP • Dominican School of Philosophy and Theology, Assistant Professor of Theology, Roman Catholic; S.T.D., University of Fribourg, 2008

JAMES F. LAWRENCE • Pacific School of Religion, Dean of the Center for Swedenborgian Studies; Assistant Professor of Spirituality and Historical Studies, Swedenborgian; Ph.D., Graduate Theological Union, 2011

BOYUNG LEE • Pacific School of Religion, Associate Professor of Practical Theology, Education and Spiritual Formation, United Methodist; Director of the Changemaker Fellowship Program; Director of the API Program Initiative; Ph.D., Boston College, 2004

GABRIELLA LETTINI • Starr King School for the Ministry, Dean of Faculty - Aurelia Henry Reinhardt - Professor of Theological Ethics, Waldensian Church; Ph.D., Union Theological Seminary, 2004

ELIZABETH LIEBERT, SNJM • San Francisco Theological Seminary, Professor of Spiritual Life, Roman Catholic; Ph.D., Vanderbilt University, 1986

YII-JAN LIN • Pacific School of Religion, Assistant Professor of New Testament; Ph.D., Yale University, 2014

ODETTE LOCKWOOD-STEWARD • Pacific School of Religion, Instructor in the Practice of Ministry; Director of Field Education and Contextual Learning; Trustees Fellow, Boston University, 1979

GREGORY A. LOVE • San Francisco Theological Seminary, Associate Professor of Systematic Theology, Presbyterian; Ph.D., Princeton Theological Seminary, 1997

EUGENE M. LUDWIG, OFM Cap. • Dominican School of Philosophy and Theology, Professor of History and Patristic Theology, Greek Catholic; Th.D., Graduate Theological Union, 1983

NIKITAS LULIAS • Patriarch Athenagoras Orthodox Institute, Greek Orthodox; M.Div./M.A., Holy Cross Orthodox School of Theology/University of Thessaloniki, 1982

SCOTT MACDOUGALL • Church Divinity School of the Pacific, Visiting Assistant Professor of Theology; Ph.D., Fordham University, 2013

GARY MACY • Jesuit School of Theology (by courtesy), John Nobili, S.J. Professor of Theology at Santa Clara University, Roman Catholic; Ph.D., Cambridge University, 1973

PAUL MARTIN • American Baptist Seminary of the West, President and Professor of Pastoral Theology, American Baptist; Ph.D., California Graduate School of Theology, 1973

THOMAS J. MASSARO, SJ • Jesuit School of Theology, Dean and Professor of Moral Theology, Roman Catholic; Ph.D., Emory University, 1997

DAVID MATSUMOTO • Institute of Buddhist Studies, Professor of Shin Buddhism, Buddhist; Ph.D., Ryukoku University.

JAMES L. MCDONALD • San Francisco Theological Seminary, San Francisco Theological Seminary, President and Professor of Faith and Public Life, Presbyterian; Ph.D., American University, 1998

MARGARET McMANUS • American Baptist Seminary of the West, Associate Professor, Historical & Theological Studies, Roman Catholic; Ph.D., Graduate Theological Union, 1999

RUTH MEYERS • Church Divinity School of the Pacific,
Dean of Academic Affairs; Hodges-Haynes Professor of Liturgics, Episcopalian; Ph.D., University of Notre Dame, 1992

SCOTT MITCHELL • Institute of Buddhist Studies, Core Faculty, Buddhist; Ph.D., Graduate Theological Union, 2008

MICHAEL T. MORRIS, OP • Dominican School of Philosophy and Theology, Professor of Religion and the Arts, Roman Catholic; Ph.D., University of California, Berkeley, 1986

CYNTHIA MOE-LOBEDA • Pacific Lutheran Theological Seminary, Professor of Christian Ethics, Evangelical Lutheran Church of America; Ph.D., Union Theological Seminary, 2001

RONALD Y. NAKASONE • Graduate Theological Union, Senior Lecturer in Buddhist Art and Aesthetics, Buddhist; Ph.D., University of Wisconsin-Madison, 1980

JAMES A. NOEL • San Francisco Theological Seminary, H. Eugene Farlough, Jr. California Professor of African American Christianity, Presbyterian; Ph.D., Graduate Theological Union, 1999

CHRISTOPHER OCKER • San Francisco Theological Seminary, Professor of Church History, Presbyterian; Ph.D., Princeton Theological Seminary, 1991

WILLIAM R. O’NEILL, SJ • Jesuit School of Theology, Associate Professor of Social Ethics, Roman Catholic; Ph.D., Yale University, 1988

EUGENE EUNG-CHUN PARK • San Francisco Theological Seminary, Dana and David Dornsife Professor of New Testament, Presbyterian (USA); Ph.D., University of Chicago, 1991

SANGYIL PARK • American Baptist Seminary of the West, Associate Professor of Preaching, United Methodist; Ph.D., Graduate Theological Union, 2004

RICHARD K. PAYNE • Institute of Buddhist Studies, Dean and Professor of Buddhist Studies, Shingon Buddhist; Ph.D., Graduate Theological Union

MOSES PENUMAKA • Pacific Lutheran Theological Seminary, Lecturer and Director of Theological Education for Emerging Ministries (TEEM), Evangelical Lutheran Church of America; Th.D., Graduate Theological Union, 2006

TED PETERS • Pacific Lutheran Theological Seminary, Distinguished Research Professor of Systematic Theology, Evangelical Lutheran Church in America; Ph.D., University of Chicago, 1973

HUNG PHAM, SJ • Jesuit School of Theology of Santa Clara University, Assistant Professor of Ignatian Spirituality, Roman Catholic; S.T.D., Comillas Pontificia Universidad de Madrid, 2011

SUSAN S. PHILLIPS • New College Berkeley, Executive Director and Professor of Sociology and Christianity, Presbyterian; Ph.D., University of California, Berkeley, 1985

RIESS POTTERVELD • Graduate Theological Union, President, United Church of Christ; Ph.D., Claremont Graduate University, 1982

SOM POURFARZANEH • Graduate Theological Union, Lecturer in Islamic Studies; Ph.D., Graduate Theological Union, 2013

JEAN-FRANÇOIS RACINE • Jesuit School of Theology of Santa Clara University, Associate Professor of New Testament, Roman Catholic; Ph.D., University of Toronto - St. Michael's College, 2000

INESE RADZINS • Pacific School of Religion, Associate Professor of Theology and Dorothea Harvey Professor of Swedenborgian Studies, Latvian Lutheran; Ph.D., Vanderbilt University, 2005

LEWIS R. RAMBO • San Francisco Theological Seminary, Research Professor of Psychology and Religion; Ph.D., The University of Chicago Divinity School, 1975

ANSELM RAMELOW, OP • Dominican School of Philosophy and Theology, Professor of Philosophy; Ph.D., University of Munich, 1995

CARRIE REHAK • School of Applied Theology, Executive Director, Roman Catholic; Ph.D., Graduate Theological Union, 2006

CHRISTOPHER RENZ, OP • Dominican School of Philosophy and Theology, Assistant Professor of Religion and the Arts, Academic Dean, Roman Catholic; Ph.D., Northwestern University, 1986

W. MARK RICHARDSON • Church Divinity School of the Pacific, President and Dean, Episcopalian; Ph.D., Graduate Theological Union, 1991
ROBERT J. RUSSELL • Center for Theology and the Natural Sciences, Director, Ian G. Barbour Professor of Theology and Science, United Church of Christ; Ph.D., University of California, Santa Cruz, 1978

BERNARD SCHLAGER • Pacific School of Religion, Vice President for Academic Affairs and Dean; Associate Professor of Historical and Cultural Studies; Executive Director, Center for Lesbian and Gay Studies in Religion and Ministry (CLGS); Ph.D., Yale University, 1996

ROSSITZA SCHROEDER • Pacific School of Religion, Associate Professor of Arts and Religion; Ph.D., University of Maryland, 2005

NAOMI SEIDMAN • Graduate Theological Union, Koret Professor of Jewish Culture and Director of Richard S. Dinner Center for Jewish Studies, Jewish; Ph.D., University of California, Berkeley, 1993

RITA SHERMA • Graduate Theological Union, Associate Professor of Dharma Studies, Director of the Hindu Studies Initiative; Ph.D., Claremont Graduate University, 2002

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ANH TRAN, SJ • Jesuit School of Theology of Santa Clara University, Assistant Professor of Historical and Systematic Theology, Roman Catholic; Ph.D., Georgetown University, 2011

MARY DONOVAN TURNER • Pacific School of Religion, Carl Patton Professor of Preaching, Disciples of Christ; Ph.D., Emory University, 1992

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MARGA VEGA • Dominican School of Philosophy and Theology, Assistant Professor of Philosophy, Roman Catholic; Ph.D., Universidad de Valladolid, 2000

ANETTE WEISSENRIEDER • San Francisco Theological Seminary, Associate Professor of New Tes-
tament, Evangelical State Church, Baden; Ph.D., University of Heidelberg, 2001

SEIGEN H. YAMAOKA • Institute of Buddhist Studies, H.E. Kosho Ohtani Chair for Shin Buddhist Studies; Litt.D., Ryukoku University, 2002

DEVIN ZUBER • Center for Swedenborgian Studies Assistant Professor of American Studies, Literature and Swedenborgian Studies; Ph.D., The Graduate Center, City University of New York, 2010

EMERITAE/EMERITI

MICHAEL B. AUNE • Pacific Lutheran Theological Seminary, Professor Emeritus of Liturgical and Historical Studies

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WALTER DAVIS • San Francisco Theological Seminary, Professor Emeritus of the Sociology of Religion

MARY ANN DONOVAN, SC • Jesuit School of Theology, Professor Emerita of Historical Theology and Spirituality

JOSEPH D. DRISKILL • Pacific School of Religion, Professor Emeritus of Spirituality

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CLARE B. FISCHER • Starr King School for the Ministry, Aurelia Henry Reinhardt Professor Emerita of Religion and Culture

EDUARDO FONT • American Baptist Seminary of the West, Professor Emeritus of Hispanic Studies

A. DURWOOD FOSTER, JR • Pacific School of Religion, Professor Emeritus of Christian Theology

JOHN S. HADSELL • San Francisco Theological Seminary, Professor Emeritus of Continuing Education

EVERETT R. KALIN • Pacific Lutheran Theological Seminary, Christ Seminary-Seminex Professor Emeritus of New Testament

JOHN L. KATER, Jr • Church Divinity School of the Pacific, Professor Emeritus of Ministry Development

KAREN LEBACQZ • Pacific School of Religion, Professor Emerita of Theological Ethics
WARREN W. LEE • San Francisco Theological Seminary, Professor Emeritus of Ministry in the Asian American Context

REBECCA LYMAN • Church Divinity School of the Pacific, Samuel M. Garrett Professor Emerita of Church History

JOHN HILARY MARTIN, OP • Dominican School of Philosophy and Theology, Professor Emeritus of History and History of Religions

FUMITAKA MATSUOKA • Pacific School of Religion, Robert Gordon Sproul Professor Emeritus of Theology

WILLIAM MCKINNEY • Pacific School of Religion, President Emeritus

MARGARET R. MILES • Graduate Theological Union, Professor Emerita of Historical Theology

CYRIS HEE-SUK MOON • San Francisco Theological Seminary, Professor Emeritus of Old Testament

DONN F. MORGAN • Church Divinity School of the Pacific, Professor Emeritus of Old Testament

REBECCA ANN PARKER • Starr King School for the Ministry, Professor Emerita of Theology

SAMUEL PARSONS • Dominican School of Philosophy and Theology, Professor Emeritus of Sacred Scripture

WALTER GARY PENCE • Pacific Lutheran Theological Seminary, Professor Emeritus of Pastoral Theology

LEWIS R. RAMBO • San Francisco Theological Seminary, Professor Emeritus of Psychology and Religion

LYNN NELL RHODES • Pacific School of Religion, Associate Professor Emerita of Ministry and Field Education

JACK ROGERS • San Francisco Theological Seminary, Professor Emeritus of Theology

ROSEMARY RADFORD RUETHER • Pacific School of Religion, Professor Emerita of Feminist Theology

KEITH A. RUSSELL • American Baptist Seminary of the West, Professor Emeritus of Pastoral Theology

T. HOWLAND SANKS, SJ • Jesuit School of Theology, Professor of Historical/Systematic Theology, Systematic & Philosophical Theology

ROY I. SANO • Pacific School of Religion, Professor Emeritus in Pacific and Asian American Theology and Ministries

SANDRA M. SCHNEIDERS, IHM • Jesuit School of Theology, Professor Emerita of New Testament Studies and Christian Spirituality

ARCHIE SMITH Jr • Pacific School of Religion, Distinguished Professor Emeritus of Pastoral Psychology and Counseling

J. ALFRED SMITH, Sr • American Baptist Seminary of the West, Professor Emeritus of Preaching and Church Ministries

CHOAN-SENG SONG • Pacific School of Religion, Professor Emeritus of Theology and Asian Cultures

DAVID S. STEWARD • Pacific School of Religion, Professor Emeritus of Religious Education

WALTER MARTIN STUHR • Pacific Lutheran Theological Seminary, Professor Emeritus of Ethics

MARY A. TOLBERT • Pacific School of Religion, George H. Atkinson Professor of Biblical Studies Emerita

DAVID TOMLINSON • San Francisco Theological Seminary, Professor of Ministry, Emeritus

LOUIS WEIL • Church Divinity School of the Pacific, Hodges-Haynes Professor of Liturgics Emeritus

BENJAMIN M. WEIR • San Francisco Theological Seminary, Professor Emeritus of Evangelism and Mission

RONALD C. WHITE • San Francisco Theological Seminary, Professor Emeritus of Church History

ANTOINETTE C. WIRE • San Francisco Theological Seminary, Professor Emeritus of New Testament

EDMOND YEE • Pacific Lutheran Theological Seminary, Professor Emeritus of Asian Studies
AMERICAN BAPTIST SEMINARY OF THE WEST

Denominational Affiliation American Baptist Churches USA and Progressive National Baptist Convention. ABSW actively recruits students from other Christian traditions.

Accreditation Association of Theological Schools

Degrees Offered Master of Divinity, Masters in Community Leadership, Master of Arts (through the GTU), Doctor of Ministry

Mission ABSW prepares men and women for leadership in the church of the 21st century who are: competent to minister in a multicultural and multiracial world; rooted in an evangelical heritage and tradition; equipped for ecumenical partnership in ministry; biblically and theologically literate; skilled in the practice of ministry for personal, ecclesial and social transformation; and committed to the justice demands of the Gospel.

Academic Programs and Resources The Master of Divinity is a professional degree designed for persons who have completed an accredited BA or BS degree, to prepare men and women for church ministry, chaplaincy, or other specialized ministries. The program meets American Baptist ordination requirements and is recognized by numerous other Protestant denominations. The ABSW MDiv is a 3 year degree (78 units) intended to fit the schedule of the working adult. Students may enroll year round in evening, daytime, weekend, and intensive courses on a full- or part-time basis. Courses may be taken at ABSW, the Graduate Theological Union, or UC Berkeley.

Throughout the MDiv curriculum, especially in the contextual work, students are prepared to minister within the plurality of cultures that increasingly comprise modern society. The program supports concentrations in: African-American Ministry, Asian American Ministry, Women’s Studies in Religion, Preaching/worship, Pastoral Care and Counseling, Social Ministries, or General Studies. Students may take up to 50% of their course work in Korean.

The Masters in Community Leadership (MCL) is a professional degree designed for persons who have completed an accredited undergraduate BA or BS, to help prepare men and women for church and community service in ordained and non-ordained capacities. There are three concentrations: Worship: theological education with a focus on worship; of interest to church musicians, ministers of music, pastors of small churches, and lay worship leaders. Social Ministries: basic skills needed in creating and maintaining a non-profit organization that seeks to minister to particular social concerns. Core electives include: How to Create and Sustain Your Own Non-profit; How to
Create and Sustain Social Ministries (Community Organizing); How to Nurture Morality in Social Life; How to Lead Almost Anything. Spirituality and the Workplace: a breadth of theological training for the working professional to prepare them to work holistically with clients or supplement their work as active lay leaders in local congregations. At least two years of full-time course enrollment (48 semester units) is required to complete the degree. Students may enroll on a part-time basis.

The Doctor of Ministry is a three year interdisciplinary advanced degree designed to enhance the practice of ministry in urban multi-cultural settings for persons who hold the MDiv degree or an equivalent, have 3 years or more of ministry experience, and are currently involved in ministry.

ABSW’s DMin program, utilizing the rich resources of the San Francisco Bay area, trains pastors and ministers, men and women, for leadership in church and community ministries of the 21st century who are: Rooted in Prophetic Preaching, Committed to and skilled in Urban Ministry, Equipped for Transformational Leadership. The program requirements consist of 24 units of course work (8-3 unit courses) plus a thesis. The program offers two cohort options: one in English and one in Korean. The DMin typically requires no less than three years or more than six years for completion.

Facilities The ABSW campus is located on the south side of the University of California, Berkeley. The campus is within walking distance from the GTU Library, and administrative offices. Hobart Hall, built in 1921 by Berkeley architect Julia Morgan, houses faculty and administrative offices, classrooms, and a student computer lab. There are two apartment buildings for student housing adjacent to the campus.

For further information contact Admissions Office:
American Baptist Seminary of the West
2606 Dwight Way, Berkeley, CA 94704
Telephone: 510/841-1905 x229
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Email: admissions@absw.edu
The Certificate of Anglican Studies is a one-year residential graduate certificate program. The Certificate of Anglican Studies Low Residence option is a 13- to 24-month graduate program that combines one 2-week intensive program per year with online courses in the fall and spring semesters.

In collaboration with Pacific Lutheran Theological Seminary, CDSP offers Theological Education for Emerging Ministries, a combination low residence and intensive contextual learning program that supports the total ministry concept in rural and urban settings. It does not provide a graduate certificate or degree.

Faculty Resources CDSP’s full-time faculty share their research and understanding with both the scholarly world and the Church. In addition to writing books, articles, and book reviews, they lead numerous church conferences and serve on national, provincial, and diocesan commissions or committees.

Facilities CDSP’s campus is at the center of five of the Graduate Theological Union’s many seminaries and centers of study. The GTU Library is across the street. The University of California at Berkeley with its vast library resources and bookstore is two blocks away.

Information and Admissions Brochures and admission applications will be sent upon request. Visitors to the campus are welcome. For admission information, or to arrange a visit to the campus, please contact:

Director of Admissions
Church Divinity School of the Pacific
2451 Ridge Road, Berkeley, CA 94709-1217

Telephone: 510/204-0715
Email: admissions@cdsp.edu
Website: www.cdsp.edu
Denominational Affiliation Roman Catholic, an approved Center of Studies of the Order of Preachers

Accreditation Association of Theological Schools, WASC Senior College and University Commission

Degrees Offered Master of Arts (Philosophy), Master of Arts (Theology), Master of Theological Studies, Master of Divinity, Master of Arts (through the GTU), Certificate of Theological Studies

Mission 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. As a Center of Studies of the Order of Preachers and an apostolate of the Western Dominican Province, the School is committed to preparing women and men for academic and apostolic vocations.

Academic Programs DSPT has a variety of resources to help students discern their life’s work. In the Dominican tradition, the School emphasizes the relationship between philosophy and theology as a foundation for developing a penetrating vision of the needs of contemporary culture. Students may choose a 2-year graduate program of study in either field, or a concurrent program which awards two master’s degrees (one each in philosophy and theology) after 3 years of study.

The two-year M.A. (Philosophy) degree provides a background in classical, medieval, modern, and contemporary philosophy, with a particular emphasis on the research and method of St. Thomas Aquinas. St. Thomas Aquinas Students may choose either a thesis or an exam option.

Our theology programs engage philosophical principles to explore the Christian theological tradition. The three-year Master of Divinity degree provides those preparing for ordination in the Catholic Church with the necessary formation for competent leadership in the Church. The two-year MA (Theology) program provides students with a solid foundation for theological inquiry. And the Master of Theological Studies program - designed for professionals in areas such as business, law, health care, or the fine arts - takes seriously the professional experience of its students, and weaves that experience into the ongoing philosophical and theological conversations of our community of scholars.

The Certificate of Theological Studies is a 12-unit program of graduate level study designed for students who seek personal enrichment in the Dominican tradition. Students may choose to focus their studies from among the regular areas of specialization listed at the DSPT website.

Affiliated Centers The Institute of Salesian Spirituality offers a program of study and formative experiences in the tradition of the Salesian Family of St. John Bosco. The Santa Fe Institute offers a 10,000-volume library resource for students focusing their studies on religion and the arts, including sacred arts and Catholic liturgy.

For further information, write or call:

Dominican School of Philosophy and Theology
2301 Vine Street, Berkeley, CA 94708

Telephone: 888/450-3778
Email: admissions@dspt.edu
Website: www.dspt.edu
Denominational Affiliation  Roman Catholic (Society of Jesus)

Accreditation  Association of Theological Schools, WASC Senior College and University Commission

Degrees Offered  Master of Theological Studies, Master of Divinity, Master of Theology, Bachelor of Sacred Theology, Licentiate in Sacred Theology, Doctor of Sacred Theology; and Master of Arts (through the GTU).

Mission (excerpt)  The Jesuit School of Theology is a professional theological school faithful to the intellectual tradition and the apostolic priority of the Society of Jesus: reverent and critical service of the faith that does justice. JST achieves its mission primarily through the academic, pastoral, and personal formation of Jesuits and other candidates for ministry, ordained and lay, in the Roman Catholic Church. As an ecclesiastical faculty of theology, it also prepares men and women to serve the Church as scholars and teachers, fulfilling this mission in the interfaith context of the eight-member Graduate Theological Union and its cooperative doctoral program with the University of California at Berkeley.

Academic Programs  JST offers a two-year Master of Theological Studies (M.T.S.) degree and two professional Master’s degree programs: the Master of Divinity (M.Div.) and the Master of Theology (Th.M.). The M.T.S. program provides the student with a broad theological education and an opportunity to concentrate in Christian spirituality or another appropriate area of theology. The three-year M.Div. program provides theological preparation for pastoral ministry and the academic and professional requirements for ordination to the Roman Catholic priesthood. The Th.M. is a one-year program, concentrated in an area of the student’s interest, and presupposes the M.Div. degree or its equivalent for admission. In addition, JST participates in the Graduate Theological Union Master of Arts (M.A) degree program as a school of affiliation. As an ecclesiastical faculty, JST offers advanced ecclesiastical degrees: the two-year Licentiate in Sacred Theology (S.T.L.) and the Doctor of Sacred Theology (S.T.D.).

Sabbatical and Non-Degree Options  JST offers programs for those seeking quality theological education without pursuing a degree. New Directions is a sabbatical program for rest, reflection, and theological renewal. Students may enroll for one or two semesters. The Special Studies program is for those seeking personal renewal or theological updating, those who wish to take one or two courses in areas of special interest, or those who are undecided about a degree program. The Certificate of Theological Studies or the Certificate in Ministry Studies may be earned through either of these programs. The Instituto Hispano en Estudios Teológicos y Pastorales is a two-week summer program, taught in Spanish, that prepares women and men for ministry in Hispanic/Latino communities.

For further information, contact:

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

Telephone: 510/549-5000 or 800/824-0122 
Fax: 510/841-8536 
Email: Admissions@jstb.edu 
Or, visit our website: www.jstb.edu.

*The degree of Bachelor of Arts or its equivalent is required for all degree programs offered at JST.*
The Theological Education for Emerging Ministries program, serving the ELCA’s goal to provide more pastors and lay workers from African American, Hispanic American, Asian American, and Native American communities. Those interested should contact their Synod offices.

Mission Pacific Lutheran Theological Seminary develops leaders for the church by: deepening faith in Christ; expanding the heart; challenging the mind; energizing for mission.

Faculty PLTS has a faculty of ten, all holding doctorates from leading universities. Most faculty members have served as parish pastors in the Lutheran Church.

For further information and applications for admission, contact:

Admissions Center
Pacific Lutheran Theological Seminary
2770 Marin Avenue
Berkeley, California 94708
Telephone: 510/524-5264 or 800/235-7587
Fax: 510/524-2408
Email: admissions@plts.edu
Website: www.plts.edu

Regular office hours are 8:00a.m. to 4:30p.m., Monday through Friday, Pacific time.
PACIFIC SCHOOL OF RELIGION

Denominational Affiliations Multidenominational. A seminary of the United Church of Christ, PSR has a historic relationship with The United Methodist Church and Christian Church (Disciples of Christ), and a supportive relationship with Metropolitan Community Church. Centers and affiliates include the Center for Lesbian and Gay Studies in Religion and Ministry, Bade Museum, and the Disciples Seminary Foundation.

Accreditation Association of Theological Schools, WASC Senior College and University Commission

Degrees Offered Master of Divinity, Master of Theological Studies, Master of Arts (through the GTU), Doctor of Ministry, six certificate programs

Direction Statement (abridged) Pacific School of Religion is committed to educating and equipping leaders who are rooted in theological tradition, grounded spiritually, and prepared to engage in the transformation of churches, institutions, and communities. We affirm our historic mission to educate men and women for ministry and to prepare leaders for social transformation in faith-based institutions and beyond. We aim to be a resource for Christian thought in an interfaith and pluralistic context and we affirm our ecumenical and Christian heritage as an open and affirming community that honors diversity and presses toward racial, gender, sexual orientation, ecological, and economic justice. PSR's commitments find expression in innovative programs of scholarship and education for clergy and laity. Strong faith communities require an integration of faith and reason, theory and practice, piety and critical intellect, tradition and creativity. We seek to embody these values and disciplines in our programs and our common life.

Academic Programs The Master of Divinity, a graduate professional degree that prepares students for lay and ordained ministry, related vocations, and further academic study while meeting the educational requirements for ordained ministry in most major Protestant denominations. The Master of Theological Studies offers a broad yet comprehensive education in theological studies across a range of disciplines. The Master of Arts, in cooperation with the Graduate Theological Union, is an opportunity for students to explore theology and religion in response to the challenges posed by contemporary cultures. The combined Master of Divinity/Master of Arts is designed for students preparing for ministry who wish to pursue an additional academic area of study or interest. The Doctor of Ministry program is an advanced professional degree in ministry that brings together theory and praxis rooted in the academy and the community of faith. PSR's Certificate of Theological Studies provides an opportunity to spend the equivalent of the first year in a theological master's program in order to sharpen understanding of faith and clarify vocational or academic goals. The Certificate of Special Studies enables international students earning degrees in their home countries to spend one year of study at PSR. The Certificate of Sexuality and Religion provides specialized training for leadership in religious settings by providing a unique program focusing on the theological, historical, ethical, pastoral, and practical dimensions of sexuality, sexual orientation, religion, and gender identity and can be combined concurrently with other PSR degree programs. The Certificate of Advanced Professional Studies is designed for persons who hold an M.Div. or other professional degrees in ministry and wish to engage in a significant program of continuing education without seeking a doctoral degree. The Certificate of Theological Education for Leadership provides online, non-credit theological leadership and ministry studies for lay and clergy leaders in preparation for strengthening congregations and creating new ministries. The Certificate of Swedenborgian Theology provides ordination track students in the Swedenborgian Church with the necessary course work required by the denomination for ordination as well as provides a structured course of Swedenborgian studies for current PSR degree students and lay persons who desire this concentration. PSR cooperates fully in the GTU doctoral programs.

For further information, contact:
Office of Recruitment and Admissions
Pacific School of Religion
1798 Scenic Avenue
Berkeley, CA 94709
Telephone: 510/849-8253 or 800/999-0528
E-mail: admissions@psr.edu
Website: www.psr.edu
want to become ordained ministers or to practice other professional ministries in the church. It combines a thorough grounding in academic disciplines—Bible, theology, history, homiletics, liturgics, counseling spirituality—with practical experience in ministry through a required internship.

Students who wish to pursue theological study, but who are not seeking ordination, may earn the Master of Arts in Theological Studies in two years of coursework covering a range of theological disciplines. Students already holding the MDiv. may receive advanced standing in the M.A.T.S and focus this degree to further their academic preparation for ministry or for further advanced study. Core MDiv. courses are taught in San Anselmo, but many elective and upper-level courses are offered in Berkeley and at other GTU schools. SFTS also offers a program in Clinical Pastoral Education that is fully accredited by the ACPE.

The Diploma in the Art of Spiritual Direction prepares persons for the ministry of spiritual direction through a combination of course work in San Anselmo and supervised practice as a spiritual director. This Diploma can be combined with the MDiv., M.A.T.S. and DMin. The Diploma in Spiritual Formation Studies is a flexible diploma in general spiritual formation studies.

The Advanced Pastoral Studies program offers the Doctor of Ministry degree for those engaged in the practice of ministry who seek specialized post-M.Div. professional development without giving up their employment. It includes opportunities for ministry-oriented spiritual formation, contextual theological reflection, and advanced skills development through peer group reflection, intensive contextual work, and independent research and creative activities which culminate in a dissertation/project intended to enable innovation in addressing an issue in contemporary ministry. The Certificate in Advanced Pastoral Studies serves qualified students who wish to update their theological education and refresh or develop new skills for ministry.

For its faculty of about 12 full-time professors and 20 adjuncts, SFTS seeks to recruit potential and demonstrated leaders in their fields who share its commitment to inclusive and participative education.

For further information:
San Francisco Theological Seminary
105 Seminary Road
San Anselmo, CA 94960
Telephone: 415/451-2800 or 800/447-8820
Fax: 415-451-2851

SAN FRANCISCO THEOLOGICAL SEMINARY

Denominational Affiliation Presbyterian Church (U.S.A.)

Accreditation Association of Theological Schools, WASC Senior College and University Commission

Degrees Offered Master of Divinity, Master of Arts in Theological Studies, Master of Arts (through the GTU), Doctor of Ministry, Diploma in the Art of Spiritual Direction, Diploma in Spiritual Formation Studies, Certificate in Ministry, Certificate in Advanced Pastoral Studies

Mission San Francisco Theological Seminary prepares leaders for the church of Jesus Christ in God’s mission to the world. This Seminary is a community of women and men from diverse cultural, racial, and ethnic backgrounds that responds to the challenges facing theological education in different contexts, national and international, in the western United States and around the Pacific Rim. We are committed to the education of students in spiritual formation, critical theological reflection, and the skills and arts of ministry, to serve in congregations, the wider church, the classroom, and the public sphere.

Academic Programs SFTS offers a first professional degree, The Master of Divinity, a general academic degree, the Master of Arts in Theological Studies, a specialized Diploma in the Art of Spiritual Direction, and a general Diploma in Spiritual Formation Studies. The Master of Divinity program serves those who
STARR KING SCHOOL FOR THE MINISTRY

Denominational Affiliation Unitarian Universalist and multireligious

Accreditation Association of Theological Schools

Degrees offered Master of Divinity, Master of Arts in Social Change, Master of Arts (through the GTU)

Certificates offered Unitarian Universalist Studies and Multi-Religious Studies

Purpose Starr King School is a Unitarian Universalist and multireligious theological school preparing spiritual leaders for the 21st century to create just and sustainable communities that counter oppressions, cultivate multireligious life and learning and call forth compassion, wholeness and liberation.

Academic Program Starr King’s educational design offers a graduate school experience that is global in its scope, relational in its educational practices and adaptive in its modes of teaching and learning. Each student works in relationship with a core faculty advisor who guides and accompanies their personalized learning process. Cohort groups invite students into creative interchange with one another.

Working within a counter-oppressive and multi-religious framework, Starr King students and faculty continually consider the relationships and intersections of religions, the arts, race, class, gender, embodiment, ecologies, cultural representations, sexualities, spiritual practices, justice and peace issues, technologies, and global economic realities. Relation al learning cultivates right relationship with self, with others, with communities of accountability, and with the sacred “ground of all relating” which is understood and honored in many ways in diverse religious traditions and spiritual practices.

Starr King’s Faculty brings particular expertise in the areas of Islamic Studies (Sufism, women’s issues in Quranic studies, intersection of Judaism, Islam and Christianity, Islamic Cultural Studies and Critical Theory), Queer studies, feminist and Womanist studies, social ethics, moral injury, liberation theologies, Unitarian Universalist heritage and living tradition, religion and the arts, transformative pedagogies, Postcolonial/Decolonial/Transmodern Theories; and poverty scholarship.

Our resources include the Earl Morse Wilbur Rare Book Collection and Unitarian Universalist Archives.

Starr King School for the Ministry
2441 Le Conte Ave.
Berkeley, CA 94709

510/845-6232
www.sksm.edu
GTU Centers

THE CENTER FOR ISLAMIC STUDIES (CIS)

PURPOSE: The Center for Islamic Studies (CIS) is building an academic platform to help scholars and students of many faiths learn about the richness of the Islamic tradition and the diversity of Muslims. It emphasizes study and dialogue within and across religious traditions, where pluralism, interreligious understanding, and civic engagement are the basis of scholarship and service.

STUDY OPPORTUNITIES AND RESOURCES: In cooperation with GTU member schools and the University of California, Berkeley, the CIS offers introductory and advanced courses in Islamic Studies in a range of academic disciplines, including interdisciplinary approaches, theories, and methods. The Center offers a Certificate in Islamic Studies, and a Master of Arts with a primary focus on the study of contemporary Islam in its theological, historical and cultural contexts. CIS also supports Islamic Studies in various GTU doctoral tracks, especially in the Cultural and Historical Studies of Religions.

OTHER CONTRIBUTIONS TO GTU LIFE

The Center for Islamic Studies sponsors conferences, symposia, workshops, and research projects to foster scholarly exchange and to build bridges of understanding across religions and cultures. The Center also serves as a liaison with local Muslim communities and study centers, sharing resources in interfaith education and dialogue, and religious leadership.

HISTORY

With the academic and religious resources to offer a distinctively interreligious, intrareligious, and interdisciplinary approach, the Graduate Theological Union founded the Center for Islamic Studies (CIS) in 2007.

LEADERSHIP

Director: Munir Jiwa, Ph.D., Associate Professor of Islamic Studies

Associated Faculty: Marianne Farina, C.S.C., Ph.D., Associate Professor, Dominican School of Philosophy and Theology

For additional information, contact:

Center for Islamic Studies
Graduate Theological Union
2400 Ridge Road
Berkeley, CA, 94709

Telephone: 510/649-2563
Email: cis@gtu.edu

THE RICHARD S. DINNER CENTER FOR JEWISH STUDIES (CJS)

PURPOSE: To provide graduate study for Jewish students who are planning careers in Jewish studies or Jewish education.

To provide for mutual exploration and exchange between Jewish and Christian, and Jewish and Islamic scholars.

STUDY OPPORTUNITIES AND RESOURCES

The GTU currently offers two graduate degree programs through the Center for Jewish Studies: an M.A. in Jewish studies and a Ph.D. with a specialization in Jewish history through the History Area at the GTU. The CJS also offers a certificate in Jewish studies. This certificate is helpful for professional advancement in the field of Jewish education or Jewish
communal life. The certificate requires the completion of six courses at the CJS, including a two-semester course on the foundations of Jewish civilization.

The two full-time faculty members at the Center for Jewish Studies along with a roster of visiting professors offer seminars in ancient, medieval and modern Jewish history and literature. Graduate studies at the CJS combine an emphasis upon classical Jewish languages and literature with the perspectives and methodologies of contemporary scholarship. Students and faculty study in a collaborative atmosphere, reading classical and contemporary sources from a sophisticated theoretical and pluralistic perspective. Graduate students at CJS may take courses at the University of California at Berkeley, with some restrictions.

The M.A. and Ph.D. programs at CJS encourage interdisciplinary and comparative research.

Students work closely with professors from both the GTU and UC Berkeley in the field of late-antique, medieval and modern Jewish history and culture. Dissertations and Master’s theses may focus on themes such as language, Biblical hermeneutics, translation, secularization, sexuality, cultural exchange, and Jewish-Christian and Jewish-Islamic interaction. Students may work within the discipline of history as well as literary, religious, or cultural studies.

OTHER CONTRIBUTIONS TO GTU LIFE

Throughout the academic year, the Center for Jewish Studies offers colloquia and lectures by eminent Jewish scholars. These include book talks, academic symposia and other related events. The CJS also hosts Jewish religious programming such as Shabbat services and Jewish holiday celebrations.

LEADERSHIP

Director: Naomi Seidman, Ph.D., Koret Professor of Jewish Culture
Deena Aranoff, Ph.D., Assistant Professor of Medieval Jewish Studies

For additional information, contact:
The Center for Jewish Studies
Graduate Theological Union
2400 Ridge Road
Berkeley, CA 94709
Telephone: 510/649-2482
Email: cjs@gtu.edu

THE CENTER FOR THE ARTS, RELIGION, & EDUCATION (CARE)

PURPOSE

To promote scholarship, reflection, and practice in the arts and religion to serve the Graduate Theological Union and benefit the community.

CURRICULUM AND PROGRAM

CARE offers a slate of courses that link religion and spirituality with the arts, including literature, drama, dance, music, media arts, art history, and art practice. Every year, CARE presents three exhibitions in the Doug Adams Gallery, along with related programming and other events. CARE sponsors grants to support projects that integrate the arts and religion, as well as a writing prize for an exemplary student project in the arts and religion.

OTHER CONTRIBUTIONS TO GTU LIFE

The Doug Adams Gallery at CARE presents exhibitions that examine themes of spirituality, belief, ritual, and the sacred. Exhibitions support and enhance the curriculum of the GTU, and provide a forum for interdisciplinary and interfaith dialogue.

HISTORY


LEADERSHIP

Executive Director: Elizabeth Peña, Ph.D.
Programs Manager: Lily Manderville

President. Rev. Dave Howell; Past President, Dr. Wilson Yates; Presidents Emeritus, Dr. Joan Carter and Tim Nuveen; Secretary, Dr. Devin Zuber; Treasurer, Rev. William Jacobs. Members, Rev. Terrence Dempsey, Alla Efimova, Nancy Hall, Stephanie Hanor, David Howell, David Randolph, Glori Simmons, Rich Smith, Robin Wander, and Wilson Yates. Member Emeritus, David Steward.

For additional information, contact:
The Center for the Arts, Religion, and Education
Graduate Theological Union
2400 Ridge Road
Berkeley, CA 94709
Telephone: 510/849-8935
Email: info@care-gtu.org
THE CENTER FOR THEOLOGY & THE NATURAL SCIENCES (CTNS)

PURPOSE

Since 1981 the Center for Theology and Natural Sciences has actively encouraged dialogue and creative mutual interaction between theology and the natural sciences. CTNS programs promote this dialogue through research, teaching, and public service.

STUDY OPPORTUNITIES AND RESOURCES

CTNS is an international non-profit organization dedicated to research, teaching and public service. The central scientific focus of CTNS is on developments in physics, cosmology, evolutionary biology, and genetics, with additional topics in the neurosciences, the environmental sciences, and mathematics. With regard to the theological task, CTNS engages in both Christian and multi-religious reflection. The Christian theological agenda focuses on the various doctrinal loci of systematic theology. The multi-religious agenda attends primarily to theological issues arising from the engagement between the sciences and world religions.

OTHER CONTRIBUTIONS TO GTU LIFE

The Center is an affiliate of the GTU with an international membership. Its quarterly, peer-reviewed publication, Theology and Science, features scholarly articles and book reviews. The CTNS E-News keeps members informed of science and religion events in Berkeley and around the world. Student memberships are offered at a discount.

In 2006 the CTNS Board of Directors created the Ian G. Barbour Chair in Theology and Science with the goal of the completion of the Barbour Chair from 2009 to 2015. This Chair will ensure that the GTU’s seminary and doctoral students will be empowered to teach and minister to a world struggling with the relationship between science and faith. The Chair also oversees two annual fellowships:

The Charles H. Townes Graduate Student Fellowship offers grants to outstanding doctoral students studying theology and science at the GTU, and the J.K. Russell Fellowship brings internationally distinguished scholars in religion and science to the GTU to conduct research, teach doctoral and seminary courses, and present public lectures. CTNS also offers public lectures to the GTU and the local community on various aspects of the intersection between science and religion.

LEADERSHIP

Director: Robert John Russell, Ph.D., Ian G. Barbour Professor of Theology and Science in Residence, GTU

For additional information, contact:
The Center for Theology and the Natural Sciences
Graduate Theological Union
2400 Ridge Road
Berkeley, CA 94709

Telephone: 510/848-8152; 510/649-2470
Fax: 510/848-2535
Journal Office (Theology and Science): 510/848-8152
Website: www.ctns.org
Email: ctnsinfo@ctns.org

THE HINDU STUDIES INITIATIVE (HSI)

PURPOSE

The Hindu Studies Initiative (HSI) aims to create a leading edge program to offer the vast diversity and multidisciplinary experience of the Hindu world for scholars and students of diverse backgrounds. It highlights Hindu theology, ethics, spiritual paths, world engagement, and the in-depth study of ancient, classical, and contemporary Hindu texts, thought, and practice. The HSI seeks to foster dialogical relationships with Hindu denominations and other religious traditions that are focused on service and interreligious understanding, towards a more equitable and sustainable world.

STUDY OPPORTUNITIES AND PROGRAMS

In cooperation with GTU member schools, the HSI offers introductory and advanced courses in Hindu Studies which spans academic disciplines, and incorporates normative and emerging theories, and advanced transdisciplinary research methodologies. The Center offers a Certificate in Hindu Studies, the unique Yoga-Ayurveda Studies program, and a Master of Arts with an emphasis on the study of classical and contemporary Hinduism in its theological, cultural, and multidisciplinary contexts.

OTHER CONTRIBUTIONS TO GTU LIFE

The Hindu Studies Initiative sponsors conferences, symposia, cultural events, art exhibits, lectures, and
research projects to promote scholarly collaboration and to foster understanding across the boundaries of faiths and cultures. The Center also engages in community outreach with local Hindu heritage communities and centers to build intersubjective bridges between the academic study of religion and the communities of faith that are studied.

HISTORY

With a ground-breaking partnership with the Dharma Civilization Foundation, the Graduate Theological Union established the Hindu Studies Initiative in 2015 to promote the study of Hinduism (Hindu Dharma) from the viewpoint of intersubjective scholarship that seeks to understand the lived experienced of the Hindu world, and explore Hindu self-understanding through its own knowledge systems in dialogue with the theories and methods of the multidisciplinary field of Religious Studies.

LEADERSHIP

Director: Rita D. Sherma, Ph.D., Associate Professor of Dharma Studies.

HSI Faculty: Purushottama Bilimoria, Ph.D., Senior Lecturer in Dharma Studies

For additional information, contact:
Hindu Studies Initiative
Graduate Theological Union
2400 Ridge Road Berkeley, CA, 94709

Email: rsherma@gtu.edu

THE INSTITUTE OF BUDDHIST STUDIES (IBS)

PURPOSE

To provide a graduate level educational program for students wishing to study Buddhism, and for those wishing to pursue a career in Buddhist chaplaincy or in the Shin Buddhist ministry.

To foster the development of Buddhist thought in the religious, philosophical and social context of contemporary America.

STUDY OPPORTUNITIES AND PROGRAMS

IBS offers three degree programs. The MA (Buddhist Studies) is jointly administered with the GTU, and is academically accredited. The Master of Buddhist Studies and Master of Divinity degrees are admin-istered solely by the IBS under its license from the State of California.

Students interested in studying for chaplaincy can pursue either the three year M.Div. or combine an MA with the Certificate in Buddhist Chaplaincy.

The curriculum offered includes systematic introduction to the entire breadth of the Buddhist tradition, both South Asian and East Asian. Specific topical courses cover more detailed study of a variety of aspects of Buddhism, such as Zen, Chinese, Tibetan, Theravadin and so on. In keeping with the Institute’s role as a seminary for the Buddhist Churches of America, there are also regularly courses on the Pure Land and Shin Buddhist traditions, detailed study of the thought of Shinran Shonin, and graduate level study of classical and modern Japanese.

IBS has student exchange programs with Ryukoku University in Kyoto, Japan, and with Dharma Drum Buddhist University in Taipei, Taiwan.

OTHER CONTRIBUTIONS TO GTU LIFE

IBS publishes Pacific World, an annual journal of Buddhist studies. Treating a broad range of subject matter and methodologies for the study of the entire Buddhist tradition, emphasis is placed on the Pure Land tradition. The Institute also hosts symposia, conferences, and colloquia promoting the development of contemporary Shin Buddhist thought. The IBS also publishes the “Contemporary Issues in Buddhist Studies” series, which seeks to make available works that contribute to critical reflection in any area of Buddhist studies through the use of any academic methodology.

HISTORY

Established in 1949 as the Buddhist Studies Center, located within the Berkeley Buddhist Temple. The Buddhist Studies Center was a key institution for the development of Buddhist studies and popular Buddhism in the San Francisco Bay Area during the 1950s and early 1960s—the eras of the Beat Generation and the Hippies.

Incorporated in 1969 as a graduate school dedicated to the study of the Buddhist tradition in its entirety.

Affiliated with the GTU and Ryukoku University, Kyoto, in 1985.

LEADERSHIP

President: Bishop Kodo Umezu
NEW COLLEGE BERKELEY (NCB)

PURPOSE

To provide the Christian laity with a solid Christian and Biblical foundation of tools and training for a lifetime of serious study and spiritual formation.

• To enable Christians to work out the practical implications of the faith for life and work.

• To prepare men and women for active ministry in those settings to which God calls them.

• To promote conversations among Christians and others concerning the moral sources underlying our social practices and cultural values.

STUDY OPPORTUNITIES AND RESOURCES

NCB offers courses as well as continuing education programs involving national and local conferences, Forum Courses, workshops, seminars, and retreats.

OTHER CONTRIBUTIONS TO GTU LIFE

NCB offers GTU students opportunities for learning with an emphasis on lay ministry from an evangelical, Biblical, and ecumenical perspective. NCB serves many local churches as well as a national constituency through our published research and our partnership with the quarterly publication RADIX.

HISTORY

NCB, also known as New College for Advanced Christian Studies, was founded in 1977 as a school for the Christian laity.

LEADERSHIP

Executive Director: Susan S. Phillips, Ph.D.

Associate Director: Sharon Gallagher, M.T.S.

Faculty Executive Committee: Margaret Alter, Ph.D.; Walter Hearn, Ph.D.; Margaret Horwitz, Ph.D., Bonnie Howe, Ph.D.

For additional information contact:
New College Berkeley
2029 Durant Avenue
Berkeley, CA 94704

Telephone: 510/841-9386
Fax: 510/841-9776
www.newcollegeberkeley.org

THE PATRIARCH ATHENAGORAS ORTHODOX INSTITUTE (PAOI)

The Orthodox Institute is directly under the ecclesiastical jurisdiction of the Ecumenical Patriarchate of Constantinople, and is representative of the various canonical Orthodox Christian jurisdictions in the country.

PURPOSE

The mission of the Orthodox Institute is to educate, promote, and sustain the traditions, values, teachings, and culture of Orthodox Christianity. It embodies a strong and visible presence within the GTU, interpreting the ancient and rich tradition of the Christian East, and is an important center for the study and dissemination of Orthodox thought and culture.

STUDY OPPORTUNITIES AND RESOURCES

The GTU and PAOI have collaborated to offer the Master of Arts in Orthodox Christian Studies, a
specialization of the Common M.A. program. The Institute supports the Alexander G. Spanos Chair in Eastern Orthodox Christianity as well as adjunct faculty, who provide courses for the M.A. in Orthodox Christian Studies. The Institute sponsors a Certificate in Orthodox Christian Studies for those not ready or able to undertake the M.A. program. The Institute also sponsors many noncredit or educational programs for the community during the academic year and the Summer Institute, a four day intensive series in mid-June on topics of concern to the Orthodox Church.

CONTRIBUTIONS TO GTU LIFE

The PAOI regularly offers the Distinguished Lecture Series that has covered the full range of Eastern Orthodox history, theology, culture, and thought. The Institute hosts a campus ministry program (OCF) for students at the University of California and the GTU. The Chapel of St. Demetrios, located at the Institute, is the site for the regular celebration of the Divine Liturgy. The Institute supports the Paul G. Manolis Collection of the Flora Lamson Hewlett Library of the GTU, one of the best collections of materials relating to Eastern Orthodoxy in the United States. The Institute also maintains a Rare Book Room.

HISTORY

Incorporated in 1981 as the St. John the Divine Orthodox Divinity Institute, in affiliation with the GTU, its name was formally changed to the Patriarch Athenagoras Orthodox Institute in January 1987. In March 1993, by formal action of the Holy and Sacred Synod of the Ecumenical Patriarchate, it was named a Patriarchal Institute.

LEADERSHIP

Director: Metropolitan Nikitas Lulias

John Klentos, Ph.D., Associate Professor of Eastern Orthodox Christian Studies

For additional information, contact:

The Orthodox Institute
2311 Hearst Avenue
Berkeley, CA 94709

Telephone: 510/649-3450
Fax: 510/841-6605

Email: paoi@ses.gtu.edu
www.orthodoxinstitute.org

THE SCHOOL OF APPLIED THEOLOGY
(SAT SABBATICAL)

PURPOSE

The SAT Sabbatical is an affiliate program of the Graduate Theological Union. It provides an opportunity for priests, men and women religious, and lay ministers to renew and integrate their theology, spirituality, and ministry within a holistic context.

STUDY OPPORTUNITIES AND RESOURCES

The School of Applied Theology has pioneered a unique, relaxing sabbatical program specifically designed for persons on mid-life and beyond. Modular scheduling provides the possibility for greater exposure to a wide variety of topics/issues and presenters. The program offers great flexibility in response to the needs of the participants. Modules of eight to fourteen hours are offered in theology, scripture, spirituality, psychology. The SAT sabbatical is a self-contained program, which means all presenters come to SAT and all modules are available to all participants. Upon completion of the program a certificate and a transcript listing all the CEU's (continuing education units) are awarded. The SAT Sabbatical also provides diverse opportunities to enrich one's self-understanding and spirituality through days of prayer and contemplation. Typically, there are approximately 25-30 participants in the program who come from many different countries and cultures, adding richness to the experience.

OTHER CONTRIBUTIONS TO GTU LIFE

SAT is a mid-life program, and the GTU benefits from the wisdom and ministerial experience of SAT participants. Over 1,700 SAT graduates are ministering throughout the world.

HISTORY

Founded as the Institute of Lay Theology at the University of San Francisco in 1960, and affiliated with the Graduate Theological Union in 1968.

LEADERSHIP

Executive Director: Carrie Rehak, Ph.D.

For additional information, contact:

800/831-0555 • 510/652-1651
www.satgtu.org
The library’s catalog, “GRACE” (grace.gtu.edu), lists the library’s extensive holdings of books and special collections. Library databases provide online access to journal literature (including full-text articles), ebooks, online texts, images, and music. The Library staff provides assistance with research and the use of library materials. Workshops and class instruction on the research process and the use of electronic research tools are offered during the fall term. Instructional sessions are taught in the Library’s Teaching Lab, a special computer facility designed for hands-on instruction. Further information about the library’s resources, services and programs can be found on its web site: www.gtu.edu/library.

GTU students and faculty also have borrowing privileges at the nearby library of the University of California, Berkeley, assuring excellent support in disciplines such as philosophy, history, sociology of religion, art and art history, music, classics, literature, education, and psychology. Across the Bay, the Green Library at Stanford University also opens its doors to GTU students and faculty.

The founding member schools of the GTU deliberately located the consortium in proximity to the University of California, Berkeley, in the belief that a great research institution offers a wealth of resources for theological students. Agreements forged with the University over the years have made these opportunities a reality for GTU students. Most important are the library resources. All GTU students may obtain a UCB library card that enables borrowing from the rich UCB collections in a variety of fields. Because the GTU and UCB libraries coordinate their library collection policies, the combined resources of both the
The GTU Professional Development Program to support students in transition to the graduate academic setting and offers a variety of workshops, activities, and resources to help students perform successfully within the GTU and to develop the skills necessary to secure and pursue professional careers within and beyond the theology and religious studies academy. In a recent survey, graduates attribute the signature traits of their success as professionals to having developed as entrepreneurs, caring teachers, and skilled readers of institutional cultures while students at the GTU.

Consortial Registration and Cross-Registration Opportunities The office of Consortial Registration oversees maintenance of academic records and coordinates course schedules and registration for all the schools. The Consortial Registrar also serves as the agent for cross-registration with the University of California, Mills College, Dominican University, and Holy Names College.

GTU Student Lounge GTU doctoral and M.A. students have a student lounge on the first floor of the 2465 LeConte Ave. building. There is an additional lounge in the basement that includes a refrigerator and microwave for students who want a place to eat and relax. Student mailboxes are located in this same area.

Intellectual Events In any week at the GTU, there are several opportunities to attend special lectures and colloquia. Added to that are the numerous offerings at UCB and other local academic institutions. Regularly scheduled GTU events include the Distinguished Faculty Lecture honoring an eminent GTU faculty member, the Reading of the Sacred Texts series sponsored by the GTU Library, and the Singh Lecture in Comparative Religious Thought and Culture.

Facilities for the Differently-Abled The GTU doctoral program, Common MA program, and all the member institutions participate in a consortium-wide “Differently-abled students” policy which benefits from a collaborative arrangement with the University of California at Berkeley. The policy strives for consistent and equitable student access to educational opportunities throughout the consortium. In particular, it addresses a differently-abled student’s ability to fulfill degree and certificate course and program requirements. The policy covers GTU library use, student advising, GTU classroom activities and requirements, program exams, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g., registration, access to facilities, etc.).

The GTU Dean of Students serves as the Differently-abled Resource Officer (DRO) for the consortium. The DRO serves as a consortium-wide resource to develop expertise, provide information and consultation, and answer questions. The DRO works with Students with Disabilities Program staff at UCB who verifies accommodation eligibility and recommends accommodation options. While eligibility verification is centralized, recommendations for and implementation of accommodations reflects individual institutional resources and cultures.

Doctoral Student Committees The Student Advisory Committee meets regularly with the GTU Dean and Dean of Students to advise administration on student concerns, issues, and priorities. Specific duties include: formally participating in the incoming doctoral student orientation; hosting at least one open meeting with students per semester (the meeting is held early in the semester to leave time to follow-up on issues raised); collaborating with the Deans to develop accountability procedures to make sure student concerns are addressed; working with the Deans to make sure the composition of the SAC addresses the diversity among the students. Six doctoral students are elected to serve rotating two-year terms. In addition to the Student Advisory Committee, student representatives are elected to a number of GTU committees: GTU Board of Trustees, Doctoral Council, Library Committee, and the Grievance Committee.

GTU Professional Development Program The Office of the Dean of Students sponsors the GTU Professional Development Program to support students in transition to the graduate academic setting and out to a job following graduation. The program offers a variety of workshops, activities, and resources to help students perform successfully within the GTU and to develop the skills necessary to secure and pursue professional careers within and beyond the theology and religious studies academy. In a recent survey, graduates attribute the signature traits of their success as professionals to having developed as entrepreneurs, caring teachers, and skilled readers of institutional cultures while students at the GTU.
GENERAL INFORMATION

TUITION AND FEES

TUITION SCHEDULE EFFECTIVE FALL TERM, 2015

TUITION

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. and Th.D. tuition</td>
<td>$1,267 per credit/day</td>
<td>$30,408 per year (12 credits per semester)</td>
</tr>
<tr>
<td>Ph.D. and Th.D. continuing relations fee</td>
<td>$4,365 per semester*</td>
<td></td>
</tr>
<tr>
<td>GTU Common M.A. tuition</td>
<td>$690 per credit/day</td>
<td>$16,560 per year (12 credits per semester)</td>
</tr>
<tr>
<td>M.A. continuing relations fee</td>
<td>$4,145 per semester*</td>
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</tr>
<tr>
<td>Language Course</td>
<td>$650 per course</td>
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</table>

OTHER FEES

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. Application</td>
<td>$40</td>
</tr>
<tr>
<td>Doctoral Application</td>
<td>$130</td>
</tr>
<tr>
<td>Doctoral International Application</td>
<td>$150</td>
</tr>
<tr>
<td>Late Registration</td>
<td>$100</td>
</tr>
<tr>
<td>Change in Enrollment</td>
<td>$50 per change</td>
</tr>
<tr>
<td>Records Maintenance Fee during leave of absence</td>
<td>$100 a semester</td>
</tr>
<tr>
<td>Reinstatement Fee</td>
<td>$150</td>
</tr>
<tr>
<td>Late or missed payment</td>
<td>$75</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>gtu.edu/students/health-insurance</td>
</tr>
<tr>
<td>Doctoral Graduation Fee</td>
<td>$300</td>
</tr>
<tr>
<td>Doctoral Graduation Fee for Joint Degree Program</td>
<td>$100</td>
</tr>
<tr>
<td>M.A. Graduation Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Terminal M.A. Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Certificate Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Placement Dossier Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Transcript Fee (each)</td>
<td>$5</td>
</tr>
<tr>
<td>ID Card Replacement</td>
<td>$10</td>
</tr>
</tbody>
</table>

*More than 12 credits per semester, intersession and summer term charged at the per credit fee.

TUITION REFUND POLICY

1. Prior to the end of General Registration: full tuition
2. By the end of the first week of classes: full tuition, less withdrawal fee
3. By the end of the second week of classes: 80% of tuition
4. By the end of the fifth week of classes: 50% of tuition
5. After the 5th week of classes: no refund

Note: If you withdraw or fall below half-time status you may no longer be eligible for financial aid or student loans. Your account will be adjusted accordingly and the aid returned to the source. If you have received a refund for these funds, you must reimburse the school immediately. For more information on financial aid forfeiture, please visit the Financial Aid office.
California; the HIPS plan has no deductibles, low co-payments for office visits, and includes preventative care as well as many other covered services.

**THESIS AND GRADUATION FEES**

Expenses associated with graduation are to be met by the student. All outstanding financial obligations to GTU, its member schools, and the library must be satisfied before degrees will be awarded.

**TRANSCRIPTS**

Transcripts will be supplied for $5.00 U.S. each. A transcript will not be issued for any student who has not met the financial obligations incurred in pursuit of a degree program at GTU. Neither will a placement dossier be issued for students in this category. Transcript requests must be made in writing to the Consortial Registrar. A request form is available on the GTU website.

**POLICIES FOR STUDENTS ELIGIBLE FOR VA BENEFITS**

Students with previous graduate level coursework/training in the program to be pursued will be evaluated upon enrollment and given appropriate credit. Evaluation will be based upon review of academic transcripts. Credit allowed will be recorded in enrollment records, and the length of the program shortened proportionately. In addition, the student and the Department of Veteran’s Affairs shall be notified. (Note: All prior graduate level coursework and training not used to satisfy another degree will be evaluated. Upon completion of the course of study a degree will be conferred.)

Students must maintain satisfactory academic progress. M.A. students must maintain a 3.0 GPA and make acceptable progress towards the completion of their program. Doctoral students must move through their program at an acceptable speed and complete an annual evaluation with their academic advisor. If a student does not make satisfactory progress, he or she is allowed one semester in the M.A. program and one year in the doctoral program to get back on track.

An incomplete grade must be made up within three weeks of the end of the current semester. The faculty submit the grade three weeks after the work has been turned in to them. If no grade is turned in by the end of the sixth week after the semester, it will become a failing grade and will not count toward graduation requirements.

**STUDENTS IN ARREARS**

Students in arrears in financial obligations for the preceding term, including tuition payments, room and board payments to one of the member schools, library fines, and timely repayment of federal or institutional educational loans, either to the GTU or to one of the member schools will not be permitted to register for the subsequent term until satisfactory arrangements have been made with appropriate offices. Transcripts and diplomas for students in arrears will not be released until such satisfactory arrangements have been made.

**HEALTH INSURANCE**

All students from GTU member institutions participating in the Health Insurance Program for Students (HIPS) registered in 9 or more units are required to either enroll in this particular health insurance plan or waive out of the plan by providing information about comparable health insurance they already have on their own (students should consult with their school of affiliation to determine if their school participates in this program). Students in a degree or certificate program registered in 3-8 units are eligible to enroll in the GTU HIPS, but are not required to; these students are not required to have health insurance coverage. GTU partners with Kaiser Permanente, one of the largest health plans in California, to provide students with complete medical coverage at a very reasonable cost. Kaiser Permanente has over 8,000 physicians at more than 150 locations in northern and southern California; the HIPS plan has no deductibles, low co-payments for office visits, and includes preventative care as well as many other covered services.

**PART-TIME STUDY**

Part-time study during the M.A. must be approved by the Dean of the school of affiliation and the GTU Dean; financial aid awards will be reduced in correspondence with the reduction in tuition.

Part-time study during the tuition/residency portion of the Ph.D. must be approved by the GTU Dean of Students; financial aid awards will be reduced in correspondence with the reduction in tuition.

**FEE PAYMENT PLANS**

If a doctoral student or an M.A. student affiliated with the GTU (rather than a member school) is unable to pay the full tuition and fees for a given academic semester at the time of registration, special arrangements may be made with the GTU Business Office.

M.A. students affiliated with a member school who cannot pay their tuition and fees in full at the beginning of the semester should make arrangements with the Business Offices of their schools of affiliation.

*Note: All prior graduate level coursework and training not used to satisfy another degree will be evaluated. Upon completion of the course of study a degree will be conferred.*
ACADEMIC AND ADMINISTRATIVE CALENDAR  
2015 - 2016

FALL SEMESTER, 2015

August 28 - September 1 .................. Orientation Week
August 24 - September 4 .... General Registration Fall 2015
September 7 ....................................... Labor Day
                                             Administrative holiday / Library closed
September 8 .................. Instruction begins for Fall 2015
September 5 – September 18 .......... Late Registration
October 26 – 30 .................................. Reading Week
November 9 – 20 ......................... Early Registration for
                                             Spring & Intersession 2016
November 26 – 27 ......................... Thanksgiving
                                             Administrative holiday / Library closed
December 18 ........................... Fall Semester 2015 ends
December 25 – January 2 .................. Christmas
                                             Administrative holiday / Library closed
January 1 ............................................ New Year's
                                             Administrative holiday / Library closed

INTERSESSION, 2016

January 4 – 29 ........................................... Intersession
January 18 .......................... Martin Luther King, Jr. Day
                                             Academic and Administrative holiday/Library closed

SPRING SEMESTER, 2016

January 18 – 29 ............. General Registration Spring 2016
February 1 .................. Instruction begins for Spring 2016
January 1 – February 12 .............. Late Registration
February 15 .......................... Presidents' Day
                                             Administrative holiday / Library closed
March 21 – 25 ......................... Spring recess
March 25 ................................................. Good Friday
                                             Administrative holiday / Library closed
March 27 ................................................ Easter
                                             Library closed
April 11 – 22 ......................... Early Registration Fall 2016
May 20 .............................. Spring Semester 2016 ends
May 30 ................................................. Memorial Day
                                             Administrative holiday / Library closed
July 4 ........................ Independence Day Observed
                                             Administrative holiday / Library closed
## ADMINISTRATIVE OFFICERS & STAFF

### Office of the President
- **Riess Potterveld**  
  President
- **Teresa Joye**  
  Executive Assistant to the President
- **Warren Harasz**  
  Student Assistant

### Office of the Dean
- **Arthur Holder**  
  Dean & Vice President for Academic Affairs
- **Angela Muñoz**  
  Administrative Assistant to the Academic Dean, MA program coordinator
- **Michaela Kruger**  
  Student Assistant

### Office of Student Affairs
- **Kathleen Kook**  
  Dean of Students & Vice President for Student Affairs
- **Fredonia Thompson**  
  Academic Secretary
- **Beth Anderson**  
  Student Assistant, Admissions
- **Wendy Arce**  
  Office Manager
- **Diandra Chretain**  
  Professional Development Program Coordinator, Visits Coordinator, Admissions
- **Elekosi Lafitaga**  
  Student Assistant, Registration
- **Cesar Melgar**  
  Admissions Associate
- **Denise Morita**  
  Director of Financial Aid
- **Max Radcliffe**  
  Registrar’s Assistant
- **John G. M. Seal**  
  Consortial Registrar
- **Andrea Sheaffer**  
  Director of Admissions
- **Michelle Simon**  
  Assistant Director of Financial Aid

### Business Office
- **Steven G. Argyris**  
  Vice President for Administration and Finance
- **Maggie Allen**  
  Accounting Assistant
- **Rome Esparrago**  
  Accounting Manager
- **Nina Galvan**  
  Senior Accountant
- **Ellen Peterson**  
  Controller
- **Thanh Vo**  
  Accounting Associate
- **Vivian Vo**  
  Accounting Associate

### Center for Jewish Studies
- **Christopher Moreland**  
  Office Manager/Program Coordinator

### Consortial Information Technology Services
- **Arlene Basilico**  
  Colleague Database/Systems Analyst
- **Josh Buckley**  
  IT Support
- **Jeffrey DiGregorio**  
  Chief Information Officer
- **Iakopo “Jake” Lan**  
  Audio Visual Administrator/Network Technician
- **Danny Wilson**  
  Director of IT

### Facilities
- **Armando Aguilar Michel**  
  Maintenance Assistant/Janitor
- **José Palacios**  
  Maintenance Assistant/Janitor
- **C. Osborne**  
  Building Engineer

### Office of Institutional Advancement
- **Brett Drucker**  
  Director of Development
- **Christopher Cox**  
  Associate Director of Development
- **Doug Davidson**  
  Associate Director of Marketing and Communications
- **Alan Kelchner**  
  Vice President of Advancement
Flora Lamson Hewlett Library

Robert Benedetto
Bonnie Jo Cullison
Clay Edward Dixon
Eric Gerlach
Marie Hempen
Justin Lipscomb
Michael Markwell
Mary Moore
Beth Kumar
David Stiver
Jessica Walker
Caryl Woulfe

Library Director
Conservator
Head of Technical Services and Collection Development
Circulation Assistant
Circulation Assistant
Online Learning Coordinator
Acquisitions Assistant
Library Assistant
Reference Librarian
Reference Librarian
Head of Circulation
Assistant to the Library Director

Human Resources

Deborah Walker

Director of Human Resources

Board of Trustees
FY 2015–2016

Officers

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Sara D. Lipscomb, Vice Chair
Susan Cook Hoganson, Vice Chair
Thomas E. Bertelsen, Jr., Treasurer
Mary Jo Potter, Secretary

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Josefina J. Card
Abid Farooq
Emily Fine
Douglas Kahn
David D. O’Neill
Robert Sheeran
George D. Smith

Faculty Trustees

LeAnn Snow Flesher
Scott A. Mitchell

Student Trustees

Christopher Moreland

School Presidents

ABSW: Paul M. Martin
CDSP: W. Mark Richardson
DSPT: Peter Rogers
GTU: Riess W. Potterveld
JST–SCU: Michael E. Engh
PLTS: Chris Kimball
PSR: David Vásquez-Levy
SFTS: James L. McDonald
SKSM: Rosemary Bray McNatt

School Representatives

ABSW: Robert Wilkins
CDSP: Rev. James Richardson
DSPT: Eileen Bitten
JST–SCU: Thomas E. Bertelsen, Jr.
PLTS: Judith Larsen
PSR: William D. Glenn
SFTS: Marion Stanton
SKSM: Helio Fred Garcia

Trustee Emerita

Rita R. Semel
ADMINISTRATIVE OFFICERS OF MEMBER SCHOOLS

American Baptist Seminary of the West
Rev. Dr. Paul M. Martin, President
Rev. Dr. LeAnn Snow Flesher, Academic Dean

The Church Divinity School of the Pacific
Rev. Dr. W. Mark Richardson, President and Dean
Rev. Dr. Ruth Meyers, Dean of Academic Affairs

Dominican School of Philosophy and Theology
Father Peter Rogers, O.P., President
Father Christopher Renz, O.P., Academic Dean

The Jesuit School of Theology of Santa Clara University
Father Michael E. Engh, S.J., President
Father Thomas Massaro, S.J., Dean
Dr. Alison M. Benders, Associate Dean

Dr. Chris Kimball, President
Rev. Brian Stein-Webber, Interim Chief Administrative Officer
Rev. Dr. Alicia Vargas, Interim Dean

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Dr. Chris Kimball, President
Rev. Brian Stein-Webber, Interim Chief Administrative Officer
Rev. Dr. Alicia Vargas, Interim Dean

Pacific School of Religion
Rev. Dr. David Vásquez-Levy, President
Dr. Bernard Schlager, Dean and Vice President for Academic Affairs

San Francisco Theological Seminary
Rev. Dr. James L. McDonald, President
Rev. Dr. Jana Childers, Dean and Vice President of Academic Affairs

Starr King School for the Ministry
Rev. Rosemary Bray McNatt, President
Dr. Ibrahim Abdurrahman Farajajé, Provost
Rev. Dr. Gabriella Lettini, Dean of Faculty
MAP OF THE BAY AREA
Connect with GTU online:

gtu.edu
GraduateTheologicalUnion
GraduateTheologicalU
GTU
gtu.edu/contact/subscribe
QUESTIONS?

Contact:
Andrea Sheaffer, Ph.D.
Director of Admissions
2400 Ridge Road
Berkeley, CA 94709

(510) 649-2456
asheaffer@gtu.edu