



Graduate Theological Union

**Abundant Pathways.
Intersecting Perspectives.
Transformative Impact.**



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MISSION AND VALUES

An institution of higher learning unlike any other, the Graduate Theological Union in Berkeley, California, brings together scholars of the world's diverse religions and wisdom traditions to advance new knowledge, seek fresh insight, and collaborate on solutions. We carry out our work by:

- Educating scholars for vocations devoted to study and service
- Equipping leaders for a world of diverse religions and cultures
- Teaching patterns of faith that encourage justice and care of the planet
- Serving as an educational and theological resource for local communities, the nation, and the world

The GTU is both a degree-granting institution offering PhD, MA, and certificate programs and a consortium of interdependent theological schools and centers committed to a partnership with one another. The consortium includes Protestant, Roman Catholic, and Buddhist schools, as well as centers of study focusing on Orthodox Christian, Jewish, Islamic, Hindu, Bahá'í and other religious traditions, and is affiliated with the University of California, Berkeley.

Our home in the San Francisco Bay Area makes the GTU part of one of the world's most diverse and innovative learning communities — the ideal laboratory in which to cultivate inclusivity and nurture fresh perspectives. Together through the GTU, scholars and leaders:

Grow in knowledge

Breakthrough research advanced at the GTU explores the distinctions and interconnections among religious traditions and illuminates the intersection of religion and the world. Excellent scholarship — identifying gaps in knowledge, understanding how scholarly disciplines intersect, supporting those who are pioneering new connections between history and future — is at the heart of the GTU.

Thrive in spirit

The GTU is a unique community of engaged scholars and spiritual seekers who explore ancient wisdom and religious traditions in an atmosphere of mutual respect that encourages fresh insights and welcomes diverse viewpoints.

Unite in solutions

As partners committed to positive change, GTU scholars explore and address the challenges and conflicts that shape our global society. Underscoring how religious and wisdom traditions can illuminate solutions to challenging problems, the GTU's interdisciplinary educational approach enlightens, prepares, and inspires scholars, educators, and community leaders to choose a vocational life devoted to positive change.

GTU INSTITUTIONAL LEARNING GOALS

The academic programs of the GTU introduce 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 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 GRADUATE THEOLOGICAL UNION: A PIONEERING EDUCATION 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. Through the combined resources of eight member schools representing a broad range of Roman Catholic orders, Protestant denominations, and Buddhism, and through academic

centers and faculty in Jewish, Hindu, Islamic, Bahá'í, Latter-Day Saint and Orthodox Christian studies, as well as interdisciplinary centers that focus on art and science, the GTU offers more than 700 courses each year. Students have access to the expertise of more than 100 full-time faculty members, numerous adjunct faculty, and visiting scholars. Our doctoral programs are offered consortially, utilizing the rich pool of faculty expertise across various fields 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 research 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 ecumenical and interreligious partnership with clear denominational affiliations. The 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 or tradition.

Students and professors testify that the mix of students from across the consortium 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 faith tradition or denominational base prepares them to function within communities that are increasingly diverse in ethnicity, culture, and religion.

A DIVERSE, ENGAGED COMMUNITY

The GTU is located in Berkeley, California, where the multitude of 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, 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 rich cultural engagement and environmental beauty.

At the crest of the hill is the GTU’s Hewlett Building, which houses the Flora Lamson Hewlett Library, the most comprehensive theological library west of the Mississippi. 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 ministers and religious leaders, seminary and university educators, cross-disciplinary scholars, activists, and interreligious leaders.

LAND ACKNOWLEDGMENT

The Graduate Theological Union values the world’s diverse religions and wisdom traditions. In a spirit of appreciation and respect, we acknowledge that our Berkeley campus stands on the unceded ancestral land of the Chochenyo-speaking Ohlone people, in the territory of Xučyun (Huichin), previously the land of the sovereign Verona Band of Alameda County.

Today, the land continues to be important to our neighbors from the Muwekma Ohlone Tribe, as well as Verona Band descendants.

The GTU makes this Land Acknowledgment Statement to recognize the Indigenous Peoples as traditional stewards of this land, and to affirm the enduring relationship that exists between Indigenous Peoples and their traditional territories.

RICH RESOURCES FOR STUDY AND RESEARCH

The GTU confers the academic degrees of Master of Arts and Doctor of Philosophy. 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 Center for Dharma Studies, 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. The Center for Arts and Religion and the Center for Theology and Natural Sciences offer further opportunities for interdisciplinary, growing edge research.

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.

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 OF 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 scholars for vocations of ministry and scholarship, equips leaders for a future of diverse religions and cultures, teaches patterns of faith that nurture justice and peace, and serves as an educational and theological resource for local communities, the nation, and the world.

OPTIONS FOR STUDY

In cooperation with its member schools and academic centers, the GTU offers numerous certificates and two degrees:

- Master of Arts (MA)
- Doctor of Philosophy (PhD)

GTU is accredited by:

WASC Senior College and University Commission
1001 Marina Village Parkway Suite 402
Alameda, CA 94501 • (510) 748-9001

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS)

10 Summit Park Drive
Pittsburgh, PA 15275-11031 • (412) 788-6505

THE GTU MA

The GTU Master of Arts provides the opportunity to translate innovative scholarship into actionable service. In a dynamic, diverse, and collaborative environment, this program empowers scholar-leaders with the spiritual foundation, intellectual framework, and practical experience to drive global change.

The GTU is a union of schools and programs that represent the world's major belief systems. As a truly interreligious institution, the GTU builds bridges among Christians, Jews, Hindus, Muslims, Jains, Buddhists, people of other faiths, and folks without any faith tradition to shape visionary leaders who are prepared to make a transformative impact.

Students who complete the MA program will be able to:

1. Demonstrate focused knowledge in the field of study represented by a chosen concentration.
2. Demonstrate general knowledge of ways to approach the study of religion.
3. Engage respectfully with diverse populations.
4. Produce a thesis or portfolio that addresses a clearly formulated question, problem, or topic that is supported by appropriate evidence from primary and secondary sources.

The GTU MA Program includes specialized concentrations in:

Arts and Religion
Eastern Orthodox Studies
Christian Studies
Interreligious Chaplaincy
Jewish Studies
Hindu and Yoga Studies
Interreligious Studies
Islamic Studies
Psychedelics and Spirituality
Swedenborgian Studies
Worship and Liturgy

See Section 3 of this catalog for:

- MA admissions procedures and degree requirements
- Financial aid information
- Concentrations available online

Admissions Office

Graduate Theological Union
2400 Ridge Road
Berkeley, California 94709

TELEPHONE: (510)649-2460 or (800)826-4488

EMAIL: admissions@gtu.edu

WEBSITE: www.gtu.edu

See Section 6 of this catalog for:

- Information about the Centers of the GTU and additional fields of study within each of the schools.

Prospective students are encouraged to contact schools that offer programs in their fields of interest to find out more about opportunities for study. See page 27 for a list of contact persons at the schools.

DOCTORAL PROGRAM

The GTU offers the Doctor of Philosophy (PhD), an advanced academic degree intended to prepare students for professional careers in teaching, writing, and scholarship as well as for leadership opportunities with religious organizations, social service agencies, foundations, museums, libraries, publishing, and in educational institutions.

The PhD program places theology and religious studies in the context of university research disciplines. PhD students are required to engage such disciplines in order to provide an additional critical and theoretical dimension to their work. This allows our students to engage in course work through our cross-registration agreement with the University of California, Berkeley.

PhD 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 PhD 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 the University of California, Berkeley, (or another research university) on the dissertation committee.

Encouraging broad critical perspectives

The GTU is an expansive community of scholars. 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 practice of intellectually and methodologically rigorous scholarship and prepare them for a diversity of occupations and vocations. Thus the PhD program is offered through the GTU (not by any of the individual schools) and is 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 Departments in the doctoral program benefit from the breadth of perspectives and expertise in the consortium, but each student is normally expected to have on their committee representatives of at least two institutions of the GTU. This regulation is designed to ensure a broad 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 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. The curriculum builds on the ecumenical, interreligious, and interdisciplinary strengths of the GTU, and offers enhanced opportunities for both specialization and cross-disciplinary study. The program utilizes the depth of faculty expertise made possible by the member schools, centers, and affiliates. 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.

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 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 structure of the program.

The GTU's freedom and flexibility encourage students to work on fresh issues 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 because new approaches and active dialogue emerging in theology and religious studies is 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 with a deep respect for the beliefs and practices of the tradition.

See Section 2 of this catalog for:

- a description of the departments and concentrations
- doctoral program requirements and processes
- financial aid for the doctoral programs

For further information about the GTU's doctoral programs, contact:

Admissions Office

Graduate Theological Union
2400 Ridge Road, Berkeley, California 94709

TELEPHONE: (510)649-2460 or (800)826-4488

EMAIL: admissions@gtu.edu

WEBSITE: www.gtu.edu

CERTIFICATE PROGRAMS

The GTU offers a variety of certificate programs that can either be completed as part of a student's degree program (embedded certificates) or by individuals not currently enrolled in one of the degree programs at the GTU who want to have systematic graduate-level training (stand-alone certificates). Currently enrolled students should contact a Center Director for more information about embedded certificates. Individuals not currently enrolled in another GTU degree program should contact the Admissions Office to inquire about the application process for standalone certificates..

EMBEDDED CERTIFICATES

Certificates available to current GTU students include:

Hindu Studies
Islamic Studies
Jewish Studies
Orthodox Christian Studies
Swedenborgian Studies
Women's Studies in Religion

STAND-ALONE CERTIFICATES

Certificates available to students not currently enrolled at the GTU include:

Interreligious Chaplaincy
The Arts and Religion
Hindu Studies
Islamic Studies
Jewish Studies
Orthodox Christian Studies
Swedenborgian Studies

SPECIAL STUDENT STATUS

Students who are interested in course work and do not want to pursue a degree program, or who are uncertain about which degree program best suits their needs, may apply to the GTU or one of the member schools for special student status. Students are directed to apply to the individual school offering the particular course(s)

in which they want to enroll. Students hoping to enroll in the doctoral program (and who already hold at least an MA degree in theology or an equivalent degree) may choose to apply to the GTU to be special students. GTU special student fees are per course and are listed in Section 7 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.

VETERANS AFFAIRS BENEFITS

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

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DOCTORAL PROGRAM

The doctoral curriculum builds on the ecumenical, interreligious, and interdisciplinary strengths of the GTU, and offers enhanced opportunities for both specialization and cross-disciplinary study. The GTU's doctoral program utilizes the depth of faculty expertise made possible by its member schools, centers and affiliates.

The academic disciplines represented by a diverse range of faculty, combined with multid denominational and interfaith cooperation, provide a rich environment for developing one's academic voice. The GTU has the faculty and research resources to offer a distinctively interdisciplinary approach to scholarship within one's specialized concentration.

The PhD program places theological or religious studies in the context of university research disciplines, and students are required to engage such disciplines in order to provide an additional critical and theoretical dimension to their work. Most students pursue this dimension of their program by working with a faculty member from the University of California, Berkeley, just a block away from the GTU.

Departments 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, other member school faculty who are involved in the doctoral program.

Only Core Doctoral Faculty may chair comprehensive exam and dissertation 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 Dean as appropriate to the committee in question.

Students entering the PhD program at the GTU can choose their fields of study from among more than thirty concentrations grouped into four interdisciplinary departments.

DOCTORAL PROGRAM LEARNING OUTCOMES

- 1) Formulate a research project in terms of the standards of a discipline, but sufficiently clear and well expressed to be comprehensible to scholars in other fields.
- 2) Produce scholarship that is innovative, intellectually and methodologically rigorous, requiring both a broad and deep grasp of a field, linguistic skills, sound research methods, and analytical capabilities.
- 3) Incorporate into one's work the critical challenges of one or more religious and scholarly traditions beyond one's own.
- 4) Engage critically with at least one discipline of research university outside theological and religious studies.
- 5) Communicate and interpret the subject matter of their discipline both orally and in written form, with appropriate sensitivity to academic, religious, and cultural contexts.

SACRED TEXTS AND THEIR INTERPRETATION

This department provides a strong foundation for research and teaching in the fields of Hebrew Bible/Old Testament, New Testament, Hindu Sacred Texts, Islamic Sacred Texts, and Rabbinic Literature. Guided by faculty in the department, students engage in research utilizing a variety of methods including interdisciplinary and contextual approaches. Central to the study of sacred texts at the GTU is the acquisition of the advanced language skills necessary for working with texts in their original languages. Students may focus their work on a single religious tradition or engage in a comparative study of texts and their interpretative traditions.

CONCENTRATIONS OF STUDY

HEBREW BIBLE / OLD TESTAMENT

Students in this concentration work to develop competencies in broad-ranging aspects of the Hebrew Bible/Old Testament. This includes the critical study of biblical and extra-biblical texts in relevant ancient languages; classic and contemporary methodological approaches; consideration of ancient and modern contexts and interpretive frameworks. Graduates of this concentration show themselves to be prepared to engage, at a critical and creative level, in the far-reaching interdisciplinary discourses that shape research and teaching in Hebrew Bible/Old Testament Studies.

HINDU SACRED TEXTS

Students in this concentration work to develop competencies in the study of Hindu Sacred Texts and their interpretation. This endeavor includes mastery of Sanskrit and relevant Indian regional

languages to enable the rigorous study of the richly variegated categories of sacred texts including the Veda/Vedanta, Purana, Ithihasa, Darsana, Agama, Tantra, Yoga and Bhakti foundational literature. The commentarial, exegetical, and hermeneutical traditions of the Hindu theological world are examined alongside the original sacred texts. The exploration of diverse classes of canonical texts includes reflection and constructive work on the theological, philosophical, liturgical, devotional, homiletical, ritual, and aesthetic uses of sacred texts and their ongoing interpretation and application.

NEW TESTAMENT

Students in this concentration engage in multidisciplinary study of Christian literature (both canonical and non-canonical). The focus in the New Testament concentration is threefold: 1) critical study of ancient Jewish and Greco-Roman texts and contexts (i.e., historical, religious, social) in the relevant ancient languages; 2) engagement with ancient and contemporary interpretations which emerge in the multidisciplinary discourses that shape research and teaching in biblical studies; and 3) creative and critical interpretation of these texts in view of various contemporary contexts and situations.

RABBINIC LITERATURE

Students in this concentration work to develop competencies in broad-ranging aspects of rabbinic literature. Study focuses on the historical development of rabbinic Judaism in its late-antique context as well as the various styles of rabbinic expression and rhetoric. Students are trained in a variety of disciplinary approaches including literary and cultural criticism, as well as historical and sociological analysis. Students draw on related fields such as biblical studies and medieval and modern Jewish literature and culture.

The advanced study of rabbinic texts requires near-fluency in Hebrew and Aramaic and familiarity with related fields, including biblical studies and the history of late antiquity.



HISTORICAL AND CULTURAL STUDIES OF RELIGION

The Historical and Cultural Studies of Religion department concentrates on the place of religion, spirituality, and theology in society and everyday life, from ancient times to the present. Students develop broad skills in the historical, cultural, social-scientific, comparative, and interdisciplinary study of the world's sacred and secular traditions, and they gain expertise in a specific field of concentration. Students may focus their work in a single tradition (e.g. Christianity, Hinduism, Buddhism, Islam, Judaism), a single time and place (e.g. medieval Europe, the contemporary Middle East), or a comparative or shared aspect of more than one tradition, time, or place.

CONCENTRATIONS OF STUDY

ANTHROPOLOGY OF RELIGION

Students in the Anthropology of Religion concentration study cultural contexts, beginning with conceptualizing “religion” itself as the product of Christian, European, and colonial genealogies, in order to understand this concept's impact on the world. Key theoretical areas of study include modernity, liberalism, secularism and the reorganization and regulation of religious, social, and political life, space and time, individual and community identities and expressions, the production of knowledge, translation, and decolonization. Reading a variety of ethnographic works, students study approaches to scripture, belief, faith, religious practice and formation, ethics, spirituality, aesthetics, affect, and the senses. Students also study a wide range of debates, issues, topics, and media, focusing on violence, war, migration, the nation-state, power, global capital, science and technology, sustainability, health, justice, race, ethnicity, and culture.

ART AND RELIGION

Students in Art and Religion focus on the theological, cultural, and spiritual meanings expressed by, and experienced through visual, performative, liturgical, and ritual arts across local and global religious contexts. Interdisciplinary methodologies from aesthetics, semiotics, art history, iconography, material culture studies, religious studies, and related disciplines serve as the analytical and interpretive frameworks for research, teaching, and the creative arts. The concentration aims to nurture the aesthetic, moral, spiritual, and creative imagination. It prepares graduates to engage the world through a multicultural and multifaith lens, and to communicate their knowledge in both theoretical and applied contexts.

BUDDHIST STUDIES

A necessarily interdisciplinary and often cross-cultural field, the historical study of Buddhism at the

GTU is well balanced with anthropological, cultural, and area studies perspectives. Students may choose to focus on one or more Buddhist traditions from the origin of the tradition to the present, studied in historical-cultural contexts, in Asia or the West. Faculty, including those at the Institute of Buddhist Studies, have close working relationships with the Buddhist Studies groups at both the University of California, Berkeley and Stanford, providing students ample opportunity for professional growth.

CHRISTIAN SPIRITUALITY

Students in this concentration focus on Christian Spirituality in the context of the broad contemporary understanding of spirituality. Students prepare to interpret the biblical text on its own terms for spirituality; to contextualize major figures, texts, and themes in the historical development of Christian Spirituality; to achieve a dialogical understanding of other spiritualities not within the Christian tradition; and to do research and develop analytical arguments from an interdisciplinary perspective. Students are encouraged to be interdisciplinary and cross-cultural in their study as they prepare for positions in academia and/or various religious institutions and ministries.

COMPARATIVE RELIGION

The Comparative Religion concentration encourages the joint study of different religious traditions by exploring their fundamental themes, beliefs, and concerns, their different figures and texts, and their variety of rituals and practices. In a socio-cultural context characterized by an increasing degree of religious pluralism, students will acquire the methodological and conceptual tools to engage in comparative studies of two or more religions from a thematic, analytic, or constructive perspective. Particular emphasis will be given to interdisciplinary approaches to the study of religion.

HISTORY OF CHRISTIANITY

Students in this concentration study the Christian religion through critical historical investigation of the unity, diversity, and development of Christian communities, their material cultures and spiritualities, and their relations to other religions. This concentration offers opportunities to study in ancient, medieval, Reformation, early modern, and nineteenth- and twentieth-century Christianity. Through the GTU's cross-registration agreement with the University of California, Berkeley, students in the History of Christianity concentration also have the opportunity to study with historians and other scholars of religion at the University of California, Berkeley.

HINDU STUDIES

Students in the Hindu Studies concentration focus on the history of Hindu thought traditions and their cultural expressions. Students study Hindu philosophy of religion expressed in art, aesthetic theories, iconography, and semiotics; liturgical and worship systems; devotional music, liturgical chants, and sacred sound. Multidisciplinary methods are used for research on the multifaceted lived experience of the Hindu world in its celebrations and sacraments; pilgrimage and praxis; contemplative psychology; and Yoga philosophy. Interrelationships among Hindu, Indian Buddhist, and Jain traditions are examined. The concentration fosters cross-cultural and interreligious expertise, enabling graduates to employ their knowledge both in teaching and other professional avenues.

ISLAMIC STUDIES

Students in this concentration engage in the interdisciplinary study, research, and teaching of Islam in its theological, historical, cultural, and comparative contexts, with a focus on Islamic sacred texts, Islam as a lived tradition, and the global expressions of Muslim diversity. Key topics of study include Islam and Muslims in the West, secular modernity, religious formation, theological ethics, art and aesthetics, interreligious studies, and the public understanding of Islam and Muslims.

JEWISH STUDIES

Students in this concentration study Jewish history, culture, and theology from antiquity through the present. Students are trained in theoretical approaches such as textual and cultural criticism as well as historical and sociological analyses. Students acquire general competence in the history of Judaism from late antiquity to the present. Resources are particularly strong for study in rabbinics, medieval Jewish history, modern Jewish philosophy, and Hasidism. Students may focus on themes such as hermeneutics, embodiment, secularization, gender, and ritual. Advanced research in Jewish studies requires near-fluency in Hebrew and familiarity with major trends in Jewish history and literature.

NEW RELIGIOUS MOVEMENTS

Students in this concentration study New Religious Movements as organizational movements, religious ideas, and distinctive spiritualities that emerged in the nineteenth century (metaphysical churches, Latter Day Saints, Bahá'í, occult and esoteric movements) and in the upsurge of non-traditional and alternative movements from the mid-twentieth century forward (Western appropriations of Hinduism, Buddhism, Sikhism, Sufism; neo-paganism; New Age movements; human potential movements). Drawing upon such disciplines as anthropology, sociology, literary studies,

theology, history, and spirituality, students develop projects that interpret New Religious Movements from many possible angles in studies of modern culture.

RELIGION AND LITERATURE

Students in this concentration study literature, literary theory, and religious studies, paying special attention to the intersections among these disciplines. Students are expected to demonstrate mastery of a literary genre or period (e.g. Romantic poetry, the modernist novel) and critical methodologies relevant for studying religion and literature. Resources are available for study in fields such as literary theory, philosophy and literature, poetics, the Bible and Western literature, literature and the environment, American literature, Blake studies, the novel, and translation studies.

SOCIOLOGY OF RELIGION

Students in this concentration acquire the requisite skills to investigate “lived religion” both over time and amid contemporary contexts. Specifically, they will learn important theoretical frameworks (e.g., interactionism, conflict theory, secularization theory, etc.) that enable them to conceptualize the place of religion in everyday life as well as various sociological methods (e.g., participant observation, in-depth interview, survey, etc.) that equip them to interrogate religious phenomena, practices, and trends empirically.

THEOLOGY AND ETHICS

Students in the department of Theology and Ethics acquire knowledge and skills to engage in the ongoing task of interpreting religious and cultural traditions in ways that are responsive to modern and post-modern culture. Students may focus on analysis of these traditions by tracing influences on the development of theology, comparative religion, or interreligious dialogue. Students may also specialize in theological and social ethics, or focus on issues related to particular topics such as health care or the environment. These explorations are pursued in ecumenical and interreligious settings with attention to cross-cultural theological understanding.

CONCENTRATIONS OF STUDY

CHRISTIAN THEOLOGY

Students in this concentration engage in the ongoing task of interpreting Christian belief in response to modern and post-modern cultures. Students analyze the ancient biblical faith by tracing its influence on the history of ideas, its traditional reformulations, and its various contemporary or diverse cultural articulations. They can also focus on emerging forms of theology in specific local or regional settings, such as liberation, African, or Asian theologies. Emphasis is given to the need for theology to be pursued in an ecumenical spirit and to the increasing attention to cross-cultural dimensions of understanding and patterns of thought.

COMPARATIVE THEOLOGY & ETHICS

Students in this concentration engage in the comparative study of the distinct theologies, practices, and ethics of different religions from a dialogical perspective. Comparative theology follows systematic, thematic, or constructive approaches to the comparative exploration of global faith traditions and religions. Comparative ethics focuses on a comparison of two or more religious approaches to topics in the field of ethics. Using descriptive and/or conceptual methods, students explore major moral teachings of Hinduism, Buddhism, Judaism, Christianity, Islam, and other traditions; engage in studies of social, business, health care, feminist, or sexual ethics; and address specific concerns or particular moral problems across these traditions. Through these sub-concentrations, students gain the conceptual and analytical tools that will enable them to undertake research and teaching in diverse aspects of comparative theologies and their related ethical models in an interreligious society.

RELIGIOUS ETHICS

The Religious Ethics concentration prepares students to contextualize the major figures in the development of ethics and social theory, to interrelate ethics with

a secondary concentration, to do research, and to construct an ethical argument. With these skills, students are prepared to teach 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. As students make progress in their studies, they become increasingly capable of speaking and writing on ethical matters in the public sphere.

HINDU THEOLOGY & ETHICS

Students in this concentration pursue study and translational research (application) in Hindu systematic, natural, and constructive theology. They develop competencies in foundational theological and philosophical categories and cultivate research skills in relation to particular theological lineages (Sampradayas). This multidisciplinary study includes the theological dimensions of music, sacred sound, art, semiotics, ritual studies, and key elements of praxis to gain a deep understanding of the multivalent ethos of Hindu theology. The concentration fosters the ability to uncover the ontological and epistemological foundations of virtue ethics and employ principles of moral action in engagement with the major challenges of this global era.

ISLAMIC THEOLOGY & ETHICS

This concentration focuses on the systematic study of the Muslim intellectual tradition devoted to explorations of divine revelation, religious belief, and philosophical developments. Rooted in their knowledge of the Qur'an and Prophetic Tradition, students investigate various topics that emerge from the pillars of faith, articles of faith, jurisprudence, ethics, spirituality, and philosophy.



JEWISH THEOLOGY & ETHICS

This is a highly unique opportunity in the academy to focus one's studies specifically on Jewish theology and ethics. Students in this concentration will study the history of Jewish religious thought and practice, as refracted through particular sources, situations, and cultural-linguistic frames. Students are also invited to explore how those historical streams might shape contemporary Jewish landscapes. This concentration also raises questions about how the case of Jewish tradition challenges us to revise or expand conventional definitions of theology, such as how it may be inseparable from embodied practice and ethical action.

PHILOSOPHICAL THEOLOGY

Students in this concentration employ various philosophical traditions and resources to address theological questions and to explore the philosophical presuppositions and implications of theological doctrines. A broad range of questions, typical of the philosophy of religion, is opened here – from the existence and attributes of God to issues of divine providence, theodicy, prayer, and divine action. Students develop competencies in the methodologies of both philosophy and theology as well as knowledge of the ways that philosophy and theology have interacted in various historical periods of their development.

THEOLOGY AND SCIENCE

The primary goal of the concentration in Theology and Science is to promote creative mutual interaction between natural science and academic theology. Students explore the implications of fields such as physics, cosmology, evolution, genetics, neuroscience, and astrobiology for constructive research in

philosophical theology, systematic theology, and ethics. They learn to monitor and critically assess debates and controversies arising in the broader field of Science and Religion. A concentration in Theology and Science may be combined with work in Buddhist Studies, Christian Theology, Ethics, Hindu Theology, Jewish Studies, Islamic Philosophy and Theology, or Philosophical Theology.

RELIGION AND PRACTICE

The Religion and Practice department fosters interdisciplinary studies of the lived experience, communal and individual, of faith practitioners and communities, including the history, theology, and phenomenology of particular faith expressions – ritual, liturgical, homiletical, formational, and educational. Students in this department hone critical skills in the interpretation and development of religious practice and leadership, while drawing from a broad array of disciplinary fields and methodological approaches –including history, theology, anthropology, communication theory, sociology of religion, ritual theory, cross-cultural studies, ethnography, and ethics to explore the strategies, context, and efficacy of religious practices, both historic and emerging.

CONCENTRATIONS OF STUDY

HOMILETICS

Students in the Homiletics concentration work to become scholar-teachers who are conversant with the body of literature associated with the history, theology, theories, and practices of preaching. They engage in dialogue with other disciplines (e.g., theological, biblical, cultural, rhetorical and performative



studies) in order to interpret and construct theories of proclamation for diverse public, cultural, and ecclesial contexts. The GTU's distinctive ecumenical and interreligious context fosters an understanding of preaching that intentionally engages the complexities and injustices of the world.

LITURGICAL STUDIES

Students in the Liturgical Studies concentration engage in critical research into the historical evolution of Christian rites, theological reflection about Christian ritual practice (historical and contemporary), and analysis/interpretation of the ritual practices and embodied faith expressions of particular liturgical traditions. They develop familiarity with the major figures, themes, and tasks in liturgiology, as well as research skills that include a critical use of primary sources, textual analysis, and ritual interpretation. In addition, they integrate perspectives from the social sciences and the humanities - including such fields as cultural anthropology, sociology of religion, ethnomusicology, cultural studies, and cognitive linguistics.

MISSIONOLOGY

This concentration within the field of Christian theology explores the nature, purposes, methods, history, and contemporary approaches to mission as it relates to global Christianity. Mission studies are interdisciplinary in method, drawing from biblical, theological, and historical foundations, as well as the cultural and social sciences. Topics to be explored

include interactions between global and local churches, evangelism and witness, faith and cultures, ecumenism and interreligious dialogue, as well as issues of justice, liberation, and the spirituality of empowerment. Students develop social, historical, cultural, liturgical, and theological tools in order to contribute to current and innovative approaches to mission.

PRACTICAL THEOLOGY

Within the interreligious, multi-racial, and multicultural context of the GTU, students are prepared to develop competency in multifaceted practical theologies. Understanding practical theology as a method of reflection that seeks to connect beliefs with life, faith with practice, and theory with praxis, students engage systematic and critical reflections on religious life in the world through mutually interpretative and mutually critical examinations of traditional beliefs and contemporary experiences. Through interfaith engagements with theological and religious traditions and experiences, students develop their own practical theology for academic and public discourse directed toward individual and social transformation.

RELIGIOUS EDUCATION

The Religious Education concentration integrates theology and religious studies with educational theories and practices available for study at the GTU and the University of California, Berkeley. From a critical pedagogy perspective, students are expected to develop competency in the theology of their own religious

traditions and the literature and practices of education, as well as relevant social sciences such as education, sociology, and psychology. Integrating scholarly reflections and practical educational concerns out of their own religious contexts, students will develop their ability to research and teach religious and interreligious education in both academic and pastoral contexts.

YOGA STUDIES

Students in the Yoga Studies concentration study Hindu and Jain yoga traditions with attention to research topics such as contemplative yoga, the yoga of self-knowledge (jnāna), the yoga of devotional love (bhakti), the Yoga Sūtras of Patanjali, and the Bhagavad Gītā. Other themes to be explored include immortality and liberation, tantra yoga, Jain philosophy of yoga, dharma and yoga philosophy, Nāda Yoga (the yoga of sound vibration and music), yoga and the West, and yoga, health, and healing.

GENERAL REQUIREMENTS OF THE DOCTORAL PROGRAM

Students are expected to assume major responsibility for the shaping and direction of their own programs of doctoral study, with the guidance of the faculty. Students are encouraged to attend department colloquia and be active in their department and concentration offerings.

RESIDENCE AND COURSE WORK

The residence requirement is defined as at least two semesters of full-time graduate study on campus under the direction of the faculty of the Graduate Theological Union. Normally, this will be during the first year of the program; exceptions must be approved by the GTU Dean's Office in consultation with the academic advisor. These semesters of residency enable students to gain significant benefit from the 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 special reading courses. Students in their residency year should take advantage of every opportunity to establish connections with the University of California, Berkeley, faculty and programs, as those connections can be more challenging to make from a distance. Whatever combination of classes and/or special reading courses a student undertakes during a given semester of residency, they are 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. Students can choose to complete their second year of coursework remotely.

The suggested normal semester course load is 3 three-unit courses plus 3 units of "Preparation for Comprehensives." Doctoral students must take the Interdisciplinary Studies seminar and at least two doctoral level courses in the first year in order to prepare for the evaluation of research readiness, to take place no later than the third semester

LANGUAGE AND OTHER RESEARCH TOOLS

Required tools for doctoral studies in the GTU are understood to include both foreign languages and other research methods, textual analysis, and linguistics.

All PhD students are required to demonstrate proficiency in two scholarly research languages, at least one of which must be a modern language other than the student's native language. The languages must be approved by the student's advisor. This requirement must be met before starting the comprehensive examination process. Additional language requirements and standards may be determined by the student's concentration.

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.

RESEARCH READINESS REVIEW

In the fall semester of a doctoral student's second year in the program, the faculty advisor will review the student's research readiness. On occasion, the advisor 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 confers with the student and presents a summary and statement of approval to the GTU Dean's Office. 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.

PROTOCOL AND NORMATIVE TIMEFRAME: DOCTORAL PROGRAM

Requirement	Timeframe	Evidence for Certification	Responsible for Certifying
Research Readiness Review (RRR)	Year One/By end of third semester	<ul style="list-style-type: none"> Written evaluation using RRR rubric by two course instructors Paper evaluations then reviewed by Advisor 	Course Instructors, Advisor
Coursework	By end of second year	<ul style="list-style-type: none"> Four semesters of coursework (48 units) Normal load is 3 three-unit courses plus 3 units of "Preparation for comps" Includes Seminar on Interdisciplinarity and Department Seminar plus other courses in primary and secondary concentrations and outside discipline 	Advisor and Course Instructors
Languages	By end of second year	<ul style="list-style-type: none"> Certification in 2 scholarly research languages through translation and comprehension examinations (offered September, February, May once each semester) or course work 	GTU Language Committee
Comprehensive Exam Proposal	By end of third year	<ul style="list-style-type: none"> Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student's primary concentration), 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 department chair. See "Procedures for Comprehensive Examination Proposal Approval" in Doctoral Handbook 	Comps Committee approved by GTU Dean, Committee and Department Chair approve proposal
Comprehensive Exams	Complete within one academic year of proposal/end of fourth year	<ul style="list-style-type: none"> Four exams: primary and secondary concentrations, outside discipline, background to dissertation At least one is a research paper of 30-40 pages Format options for other exams: four-hour closed book, student designed/taught course, 24 hour take home, or two papers-two courses. 	Comps Committee
Oral/Comprehensive Exam	No earlier than two weeks after submitting completed exams to committee	<ul style="list-style-type: none"> 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, no decision. 	Comps Committee
Dissertation Proposal	By end of fifth year	<ul style="list-style-type: none"> Formation of a Dissertation Committee consisting of a coordinator, second GTU reader, and third/outside reader – dissertation committee must be approved by the GTU Dean Dissertation proposal with a short bibliography developed in consultation with committee and submitted for approval to the Doctoral Council – proposal must meet requirements detailed in the Doctoral Handbook Human Subjects protocol (if relevant) should be submitted along with proposal 	Committee, Department Chair, and Doctoral Council approve the proposal, and human subjects protocol (if relevant)
Dissertation	By end of seventh year	<ul style="list-style-type: none"> All committee members must approve final draft 	Dissertation Committee
Dissertation Oral Defense	Four weeks (minimum) after final draft is submitted to committee	<ul style="list-style-type: none"> All committee members must approve defense 	Dissertation Committee

THE COMPREHENSIVE EXAMINATIONS

After the student meets language requirements and completes the research readiness review, a committee of at least three faculty members is constituted to meet and work with the student in the formulation of the comprehensive examination proposal. The committee Coordinator must be a member of the Core Doctoral Faculty (CDF). 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 represent the research disciplines of the university. External readers other than University of California, Berkeley, faculty must be approved by the GTU Dean. Students must submit a curriculum vitae for the external reader unless they are University of California, Berkeley faculty. The committee must be approved by both the GTU Dean and the Department Chair. Students are provided with further information on committee structure in the Doctoral Program Handbook.

The full range of examinations includes an exam in a primary concentration, a secondary concentration, an outside discipline, and background to the dissertation. At least one exam is a research paper of 30-40 pages.

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.

If an extension is required, a formal petition for an extension, specifying both the reasons and the new deadline, must be submitted to the GTU Dean's Office 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 a terminal MA degree based on one of the comprehensive exams research papers. Two failures of the comprehensive exams end a student's program at the GTU.

THE DISSERTATION

After completion of the comprehensive examinations, the student develops a dissertation proposal with the guidance of at least three faculty members who agree to serve on the dissertation committee. The committee consists of a Coordinator, who must be a

member of the Core Doctoral Faculty (CDF) in the student's department, and two readers. The second reader must be a consortial faculty or Core Doctoral Faculty member, normally from a GTU institution other than that of the Coordinator. The third reader of a PhD committee is usually a faculty member from University of California, Berkeley, or another research university, who will represent a discipline, theory, or methodology of the research university outside the field of theology or religious studies. After the proposal is approved by the committee, it is submitted to the Doctoral Council for final approval. When this approval has been granted, the student is advanced to candidacy and proceeds to the writing of the dissertation. An oral defense is conducted on a completed draft of the dissertation.

For all students, two approved copies of the dissertation on archival paper, typographically perfect and bearing the original signatures of the committee, must be filed with the GTU Dean's Office by the filing deadline. The Core Doctoral Faculty approve the lists of graduates at their October and April meetings.

Students must comply with the requirements described in the Guide for Capstones and Dissertations in preparing dissertation materials and follow filing requirements described in the Doctoral Program Handbook. Dissertations, including the abstract, bibliography and appendix, should not exceed 700 pages. The student who submits a longer manuscript will be asked to reduce it to the page limit. The Library will recommend binderies for students who wish to bind personal copies.

AWARDING OF DEGREES

When it is certified that the candidate has completed all required work and met all financial obligations for the degree of Doctor of Philosophy, the degree will be awarded by the GTU Board of Trustees upon the recommendation of the Core Doctoral Faculty. The Board of Trustees grants degrees in October and May.

EVALUATION OF STUDENT PROGRESS

The GTU Dean's Office 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.

For normal time frames for the doctoral program, please consult the chart on page 17. Certification of Satisfactory Academic Progress expects:

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

The GTU doctoral program operates on an honor code. As responsible adults, students are responsible for 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 and the catalog.

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 Department Chair and by them to the GTU Dean’s Office.

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 follow the Academic Grievance Procedure as outlined in the Doctoral Program Handbook.

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. Required seminars must be taken for a grade. If the grade earned in a regular seminar is below a B- the course must be repeated. All grades will be recorded on the transcript. When GTU students enroll in University of California, Berkeley, courses, they are subject to all the regulations and requirements of the university; grades for university work will be recorded on the student’s GTU transcript. Students will not receive a transcript from the University of California, Berkeley.

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, seminar, and comprehensive

examination requirements may submit a dissertation proposal at any time during the two-year minimum in-tuition period.

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 students complete their first 48 units, they will pay a reduced “continuing fee” until the end of their academic program, and must register full-time throughout the remainder of their program. Students must complete their programs within seven years after the initial registration, although the student may petition the GTU Dean’s Office for extensions 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 late registration deadline at the beginning of each semester. 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 Financial Aid Office before applying for a leave of absence to explore financial ramifications, as many student loans may come due during a leave of absence. 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. 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. 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.

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 University of California, Berkeley resources, designing special projects, or 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.

ADMISSIONS REQUIREMENTS AND APPLICATION PROCEDURES

The GTU does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, gender expression, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.

DEGREE REQUIREMENTS FOR ADMISSION

- 1) BA or BS degree from an accredited institution.
- 2) MDiv or an MA in Theology, Religion, or a closely related field, conferred prior to matriculation in the doctoral program.

APPLICATIONS MAY BE SUBMITTED ONLINE VIA THE ADMISSIONS SECTION AT WWW.GTU.EDU

a. Determine the appropriate department and concentration of study

The most critical factor in the admissions decision has to do with the fit between the student and the department to which they are applying. In addition to being a field of study, a department represents a distinctive methodology or approach to scholarship. Read the general descriptions of the departments carefully and study the type of research and teaching undertaken by the faculty listed. Contacting the department chair for further information and guidance is encouraged. The Admissions Office is happy to assist in making that connection.

b. Fulfill all the steps of the admission process

Ensure completion of all necessary required steps for admission, including any additional requirements specified by the chosen department.

c. 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 with the faculty resources of the GTU doctoral program. The statement should be 300-500 words in length and is used by the committee to determine both preparation for doctoral studies and “fit” with the specific resources of the program.

d. Academic writing sample

Applicants are to submit a sample of their academic writing. The sample should not exceed twenty pages and should demonstrate the ability to frame an argument and address an issue related to one’s stated research goals.

e. Three academic letters of recommendation

Recommendation letters should be from individuals with academic credentials who can speak knowledgeably about the applicant’s academic performance, potential, and aptitude for doctoral level studies. Academic references are not the same as character references; they should speak directly to academic strengths and potential. References can be obtained from connections made during previous academic studies, professional roles, or religious institutions.

f. Official transcripts from all previous institutions

Applicants must submit official transcripts of *all* college-level work. International transcripts must be accompanied by a certified English translation. Applicants should 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.

g. TOEFL or IELTS Academic examination

For those whose native language is not English, Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores taken within the past two years are required. International applicants are expected to have

a TOEFL score of at least 80 (internet-based) or 550 (paper-based) or a minimum overall Band score of 7 on a 9-point scale from the Academic Modules of the IELTS. Applicants should register early so that scores will be available to the Admissions Committee no later than the last week of December. This is a firm deadline.

h. Application fees

A non-refundable fee of \$155 payable to the GTU. This fee is waived for those who completed their MA at the GTU.

i. Meet deadlines

All requisite application materials must be postmarked or transmitted electronically no later than the December 1 deadline for review by the Doctoral Admissions Committee, which meets only once per year. Late applications will not be considered until the following year. If you applied to or completed an MA at the GTU you must submit all required items as stated; the doctoral application is a completely separate file.

Status of Admissions Files & Student Files

Materials submitted for admission become the basis of the GTU student record. All application elements will 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 duly approved authorities of the GTU in accordance with the Buckley Amendment. On an annual basis, the Graduate Theological Union informs students of the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA protects the privacy of educational records by requiring prior written consent before disclosing personally identifiable information, establishes the right of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Financial Aid

The GTU Financial Aid Office offers financial aid packages that may be comprised of tuition grants and scholarships, federal student loans, and/or federal work-study. Teaching and research fellowships and special awards are available through the Dean's Office.

It is imperative that students apply for financial aid by the published deadlines because limited resources of institutional aid and/or Federal Work-Study will only be available to late applicants if funding allows. All students are encouraged to apply.

U.S. Citizens and Eligible Non-Citizens

Applicants must submit the Free Application for Federal Student Aid (FAFSA) and the GTU Financial Aid Application no later than the priority deadlines listed on the Financial Aid pages of the GTU website.

The application and the FAFSA are available on October 1 each year.

International Students

Applicants must submit the GTU Financial Aid Application along with foreign and domestic bank statements from the most current three-month period by the priority deadline listed on the Financial Aid pages of the GTU website. Institutional aid is limited and may cover only a portion of the cost of tuition. International students are not eligible for Title IV federal student aid.

Members of Religious Orders

Students must also submit a letter from the Superior of their Order specifying the level of financial support they will receive.

Presidential Scholarships

Each year, the GTU offers a limited number of full-tuition scholarships to incoming doctoral students. All applicants to the doctoral program are considered for these merit-based awards and are selected by the Admissions Committee.

Grant-in-Aid (GIA) A need-based source of institutional aid intended to reduce the cost of tuition and is available during the first two years of the doctoral program while paying tuition at the per credit rate. GIA is determined by the completion of the institutional financial aid application and the Free Application for Federal Student Aid (FAFSA).



If you have questions or would like further information:

Admissions Office

Graduate Theological Union
2400 Ridge Road
Berkeley, California 94709

TELEPHONE: (510)649-2460 or (800)826-4488

EMAIL: admissions@gtu.edu

WEBSITE: www.gtu.edu

Students are required to apply for financial assistance on an annual basis and must maintain a full-time load of 12.00 units per semester. The Financial Aid Application and the FAFSA are available beginning on October 1 each year.

Fellowships

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

Other Funding Sources

Students are encouraged to seek outside assistance from civic organizations, trust funds, foundations, and denominational sources.

Federal Direct Loans

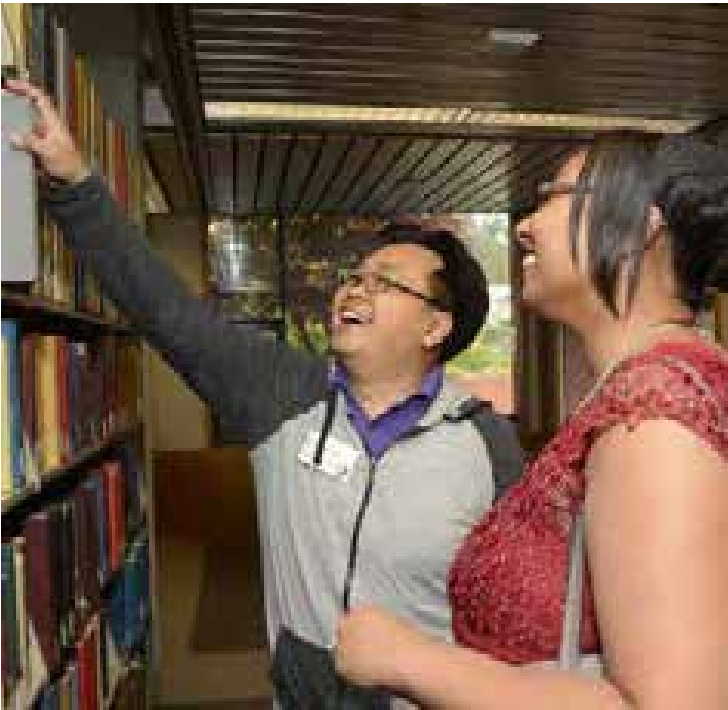
The William D. Ford Federal Direct Unsubsidized Loan is a non-need based form of Title IV student aid available to U.S. citizens and permanent residents. There is an annual maximum and aggregate borrowing limit for graduate students and interest begins to accrue at the point of disbursement. Students may opt to pay down the interest while they are in school. Any unpaid interest that has accumulated will be capitalized once the loan enters repayment. Repayment begins 6 months after a borrower graduates or drops below half-time enrollment.

The Federal Direct Graduate PLUS Loan

This is a non-need based federal loan available to U.S. citizens and permanent residents. Eligible graduate students may borrow up to the total cost of attendance, minus any other resources. Like the Unsubsidized loan, interest begins to accrue at the point of disbursement. A credit check is required to qualify for the loan, although an endorser option is available if the student does not meet the credit approval requirements.

Federal Work Study (FWS)

Federal work study is a need-based federal program administered by the institution to assist students who have demonstrated financial need. The program was established to stimulate and promote part-time employment of students in need of earnings to finance the cost of education and to encourage students receiving federal student aid to participate in community service activities that will benefit the nation and engender in students a sense of social responsibility and commitment to the community. Students may work on or off campus at eligible not-for-profit organizations. To be considered for federal work study, applicants must indicate their interest by



answering “yes” to the federal work-study question in the Household Information section of the GTU Financial Aid Application.

Estimated Expenses

The following are estimated living expenses for the nine-month, 2025-2026 academic year. The standard budget is also provided to assist students in estimating their budgetary requirements. Individual budgets may vary.

Student Standard Budget	Monthly	Semester	9-Month Academic Yr
Books/Supplies		\$500	\$1,000
Living Expenses (housing and food)	\$2,888	\$13,000	\$26,000
Transportation	\$277	\$1,250	\$2,500
Medical		\$2,000	\$4,000
Miscellaneous	\$166	\$750	\$1,500
Loan Fees		\$115	\$230
Total	\$3,331	\$17,615	\$35,230

THE GTU MA

The GTU Master of Arts provides the opportunity to translate innovative scholarship into actionable service. In a dynamic, diverse, and collaborative environment, this program empowers scholar-leaders with the spiritual foundation, intellectual framework, and practical experience to drive global change.

The GTU is a union of schools and programs that represent the world's major belief systems. As a truly interreligious institution, the GTU builds bridges among Christians, Jews, Hindus, Muslims, Jains, Buddhists, people of other faiths, and folks without any faith tradition to shape visionary leaders who are prepared to make a transformative impact.

Students who complete the MA program will be able to:

1. Demonstrate focused knowledge in the field of study represented by a chosen concentration.
2. Demonstrate general knowledge of ways to approach the study of religion.
3. Engage respectfully with diverse populations.
4. Produce a thesis or portfolio that addresses a clearly formulated question, problem, or topic that is supported by appropriate evidence from primary and secondary sources.

GTU MA CONCENTRATIONS:

- Interreligious Chaplaincy
- Psychedelics & Spirituality
- Arts & Religion
- Theology & Natural Sciences
- Ethics
- Jewish Studies
- Islamic Studies
- Christian Studies
- Hindu and Yoga Studies
- Interreligious Studies
- Swedenborgian Studies
- Eastern Orthodox Studies
- Worship and Liturgy
- Self-Designed Concentration



MA PROGRAM REQUIREMENTS

ONLINE MASTER OF ARTS

Students have the option to take up to 100% of their courses online. The GTU's online Master of Arts degree is designed to prepare students to engage the world's great religions and wisdom traditions in contemporary contexts. This program offers students access to the resources of the GTU without relocating in the San Francisco Bay Area.

In accordance with regulations determined by the Department of Education and the State of California, the GTU may only enroll online students located in authorized states. Please see the full list of authorized states for distance education.

For a full description of the Master of Arts program at the GTU, visit: <https://www.gtu.edu/academics/ma-program>

Contact the GTU Admissions Office (admissions@gtu.edu) or call 510-649-2460 for more information.

RESIDENCY AND COURSE REQUIREMENTS

36 credits are required to complete the MA program, which is equivalent to 12 courses, 3 credits each. The GTU MA Program requires the following courses and credits:

- 1 required methodology course to be taken during the student's first semester
- 3 core courses pertaining to the student's concentration
- 6 elective courses
- 6 capstone credits, with the option to choose from a research thesis or a professional portfolio project

Only academic courses of three units or more are counted toward the degree. However, under extraordinary circumstances, the student's advisor

with the approval of the Associate 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 as long as there is evidence that the readings, papers, and other assignments required a level of work equivalent to a full 3-unit academic course.

Course numbers refer to course levels as follows:

- 1000-1999 = introductory
- 8000-8199 = ONLINE introductory 2000-3999 = intermediate
- 8200-8399 = ONLINE intermediate 4000-4999 = advanced
- 8400-8499 = ONLINE advanced
- 5000-5999 = doctoral and advanced masters
- 6000-6999 = doctoral only

Students can register for courses offered at the GTU, the GTU Member Schools, GTU Centers, and GTU affiliates. Students can also cross-register for one course a semester at the University of California at Berkeley. Students interested in taking a course at UCB should contact the GTU registrar for more information.

Once 36 units are completed for the program, students enrolling in additional courses pay the MA continuing fee, a flat fee calculated at one-half of full (12 units) tuition.

A student who is enrolled in 12-units per semester is a full-time student. If a student is enrolled in less than 12-units, they are considered part-time students. Students can choose to complete the MA program as a full-time or part-time student. For students who want to enroll part-time, they must submit a request to the Associate Dean indicating the reasons why they want to pursue part-time status and how many units they want to take during the given semester. The student must submit this request to the Associate Dean for every semester that they wish to pursue part-time status.

GRADES:

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

RESEARCH METHODS REQUIREMENT:

One course in Research Methods (MA-1000) must be taken during the student’s first semester. In this course, students, beginning an arc of inquiry that carries through the program, work on the design of their program Capstone (see below) and produce a draft of the Capstone proposal.

CONCENTRATION REQUIREMENT:

Students must complete 3 core courses within the student’s concentration. One concentration core course must be 3000-level course or higher. All available concentrations and core courses for each concentration in the MA program are listed on the GTU MA program webpage: <https://www.gtu.edu/academics/ma-program>

ADVANCED COURSE REQUIREMENT:

Students are required to take two courses at the 3000-level or higher. One of the two courses must be a core course in the student’s concentration that requires a paper demonstrating focused knowledge in the concentration of study. After completing the course and the required paper, students must submit the paper to their advisor for evaluation.

INTERRELIGIOUS PAPER OR PROJECT REQUIREMENT:

All students must take one course, either a core concentration course or elective course that requires the student to engage in dialogue with one or more religious traditions in the final paper or project. After completing the course and the required paper/project, students must submit the paper/project to their advisor for evaluation.

MA CAPSTONE:

The MA Capstone is designed to be a culminating project at the end of the student’s program.

For the Capstone, students can choose to complete a Research Thesis or a Practical Portfolio. The student must register for a total of 6 Capstone units to complete the program.

The Research Thesis is perfect for students looking to deepen their expertise and produce new knowledge in the academic world. If a student is considering further academic work, such as a PhD, or is passionate about advancing scholarly understanding and research, this option allows the student to develop new insights,

contribute to academia, and leave an intellectual legacy. The Research Thesis should be 40-70 pages.

The Practical Portfolio is for those who want to take their knowledge beyond theory and into real-world impact. Whether a student is preparing for a career as an interfaith chaplain, launching a spiritually driven business, or making a difference through nonprofit leadership, this option allows the student to channel one’s learning to purpose-driven, tangible outcomes.

Whether the student chooses the Thesis or Portfolio, the MA capstone is expected to show the competence of the student for independent investigation, scholarly judgment, and creativity. It should demonstrate that the student is able to engage with relevant sources, whether “academic” or action-oriented, and organize a problem in an acceptable academic form. An adequate bibliography for either project must be included.

TIME LIMIT:

The GTU MA may be completed in one and a half years of full time study, but the maximum time frame is two years. Students may apply for an extension at that time to the Dean, but there must be extenuating circumstances to allow the extension. For part time study, see page 65, below.

JOINT MA/MDIV:

MDiv students at a GTU member school may elect to apply for admission into the MA program in the third year of their MDiv to complete a shortened 12-unit MA after their MDiv. The Joint MDiv/MA will utilize pertinent, transferrable courses from the MDiv and allow the students to focus on their concentration requirements, electives and capstone during their fourth year at the consortium. Those interested in the Joint MDiv/MA program should seek guidance from their academic advisor and the GTU’s associate dean when they are registering for courses in their MDiv program to ensure that they will take 24 units of coursework that are applicable to their MDiv and



their MA. Students may apply for admission at any time, but they will only become active students in the GTU MA program after they have completed all of the requirements and graduate from the MDiv program. Students are recommended to think towards their MA prior to enrolling in the program to ensure the successful completion of these requirements within one academic year of full-time status. Students interested in the Joint MDiv/MA will have to intentionally pick courses that fulfill their MDiv requirements as well as the general requirements of the MA. Students are encouraged to maintain open communication with their advisor and the MA Program Director.

ADVISOR & CAPSTONE COMMITTEE:

MA students are required to have two members on the Capstone Committee. Both members must be GTU faculty (Core Doctoral or Consortial faculty, not Adjunct or Visiting faculty). The Coordinator must be a GTU-rostered faculty member and demonstrate competence in the student's concentration.

The second reader can also be a GTU rostered faculty member, although students are encouraged to choose a faculty member from another member school to facilitate ecumenical and interreligious engagement.

The student may also have a third reader, who can be from inside the GTU, or outside the GTU with approval. An outside reader's curriculum vitae must be submitted with the Capstone Proposal form for the Associate Dean's consideration, unless they are a regular UC Berkeley professor (Adjunct and visiting UCB professors must submit a CV.) All readers must hold a doctorate or the equivalent degree. Outside readers are expected to have a publishing/teaching record, and, preferably, an academic appointment.

It is essential that the Capstone Committee be appointed by the student during the planning stages of the Capstone so the committee has a chance to express concerns about any substantial issues before the Capstone is fully in progress. All members



should have the opportunity to give input into the conceptualization and organization of the capstone.

CROSS-REGISTRATION:

MA students who are enrolled at least half-time (6 units) may register for one course each semester at the University of California, Berkeley. However, access to a specific course may not be possible if the University of California, Berkeley, 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 MA degree.

ADMISSION REQUIREMENTS AND PROCEDURES

Each applicant to the GTU MA program must specify if they are applying to the online or the in-residence program. Applicants must determine which concentration offered by the GTU best fits their study interests.

For admissions questions relating to concentrations, please be in touch with the GTU admissions office.

You are encouraged to find out more about the faculty resources of the concentration that interests you.

APPLICATION FORMS ARE AVAILABLE ONLINE AT WWW.GTU.EDU

M.A. application deadlines are December 1 for admission to the spring semester and July 1 for admission to the fall semester. It is important to begin the process well in advance, as 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:

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

TELEPHONE: (510) 649-2460 or (800) 826-4488

EMAIL: admissions@gtu.edu

WEBSITE: www.gtu.edu

GTU

Lia Brooke

DIRECTOR OF RECRUITMENT AND ADMISSIONS
2400 Ridge Road, Berkeley, CA 94709
(510) 649-2410 • admissions@gtu.edu

BST

Lia Rochill

ASSISTANT DIRECTOR OF ADMISSIONS
2606 Dwight Way, Berkeley, CA 94704
(510) 841-1905 • admissions@bst.edu

CDSP

Rebecca Hinkley

OFFICE OF ADMISSIONS
2450 LeConte Avenue, Berkeley CA 94709
(510) 204-0738 • admissions@cdsp.edu

DSPT

Aaron Anderson

DIRECTOR OF ADMISSIONS
2301 Vine Street, Berkeley, CA 94708
(888) 450-3778 • admissions@dspt.edu

JST-SCU

1735 LeRoy Avenue, Berkeley, CA 94709
(510) 549-5013 • jstadmissions@scu.edu

PLTS

Jill Disbro

DIRECTOR OF ADMISSIONS
2000 Center Street, Berkeley CA 94704
(510) 559-2730 • admissions@plts.edu

PSR

Keaton Andreas

DIRECTOR OF ADMISSIONS
1798 Scenic Avenue, Berkeley, CA 94709
(510) 849-8231 • admissions@psr.edu

SFTS, University of Redlands

105 Seminary Road, San Anselmo, CA 94960
(415) 451-2831 • admissions@sfts.edu

STUDENTS INTERESTED IN BUDDHIST STUDIES SHOULD CONTACT:

Rev. Dr. Takashi Miyaji

DEAN, INSTITUTE OF BUDDHIST STUDIES
2410 Durant Avenue, Berkeley, CA 94707
(510) 809-1444 • tmiyaji@shin-ibs.edu

STUDENTS INTERESTED IN HINDU STUDIES, JAIN STUDIES, OR YOGA STUDIES SHOULD CONTACT:

Dr. Rita Sherma

DIRECTOR, CENTER FOR DHARMA STUDIES
Graduate Theological Union
2400 Ridge Road, Berkeley, CA 94709
(510) 649-2579 • rsherma@gtu.edu

STUDENTS INTERESTED IN ISLAMIC STUDIES SHOULD CONTACT:

Graduate Theological Union 2400 Ridge Road,
Berkeley, CA 94709
(510) 649-2562 • cis@gtu.edu

STUDENTS INTERESTED IN JEWISH STUDIES SHOULD CONTACT:

Dr. Deena Aranoff

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 THE PATRIARCH ATHENAGORAS ORTHODOX INSTITUTE SHOULD CONTACT:

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 MA

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 a 300-500 word 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.
- 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. One official transcript 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 knowledge of a religion. Applicants currently studying at a member school of the GTU must still submit all transcripts for the MA application.
- e. 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 MA program are expected to have a TOEFL score of 79 (internet) from an exam taken within the last two 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.

The GTU's institution code is 4336.

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

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

FINANCIAL AID

GTU students who are U.S. citizens or eligible non-citizens must complete and submit the GTU Financial Aid Application and the Free Application for Federal Student Aid (FAFSA) on an annual basis by the priority deadline. International applicants must complete and submit the annual GTU Financial Aid Application along with foreign and domestic bank statements from the most current three-month period by the priority deadline. Students who are members of a religious order must submit a letter from their community detailing the level of financial support they expect to receive.



Federal Direct Loans

The William D. Ford Direct Loan Programs have eligibility requirements and borrowing limits that are regulated by the Federal Student Aid Division of the U.S. Department of Education. A student may not borrow more than the annual maximum loan amount for which the student is enrolled or the cost of attendance minus all other financial aid including other students loans. Loan interest rates are determined based upon the date the loan was disbursed. Interest rates are fixed for the life of the loan; however, the rates for new loans will change annually, based on the current market. Direct Unsubsidized and Graduate PLUS loans are types of federally unsubsidized loans which means that the student borrower is responsible for the interest charged on the loans throughout the life of the loan, inclusive of in school and grace periods.

No principal loan payments are required while the student is enrolled at least half-time in a qualified degree or certificate program, which is referred to as in-school deferment. Deferment of repayment continues for six months after the student leaves school by dropping below half-time enrollment, graduating, or withdrawing, referred to as the grace period. However, interest continues to accrue at the rate of fixed interest on the loan until it is repaid.

A borrower may choose to pay the interest as it is charged each month or allow it to be added to the outstanding principal. Because interest is charged monthly and added to the principal loan balance, the added interest will compound over time. The GTU strongly encourages recipients of unsubsidized loans to contact their Direct Loan servicer to set up interest payments. Making these smaller interest payments will help lower the total cost of the loan.

Federal Work-Study is a need-based federal program that subsidizes part-time employment on or off-campus at eligible non-profit organizations. Eligible students are paid an hourly wage and receive earnings for their work. In order to qualify, students must indicate their interest on the FAFSA and meet the eligibility criteria based on the federal methodology calculation. Students may be employed by any number of places including a federal, state or local agency, a private organization or by the GTU itself.

Estimated Expenses

The following are estimated living expenses for the nine-month, 2025-2026 academic year. The standard budget is also provided to assist students in estimating their budgetary requirements. Individual budgets may vary.

Student Standard Budget	Monthly	Semester	9-Month Academic Yr
Books/Supplies		\$500	\$1,000
Housing	\$2,950	\$13,275	\$26,550
Transportation	\$330	\$1,485	\$2,970
Medical	\$480	\$2,160	\$4,320
Miscellaneous	\$166	\$747	\$1,494
Loan Fees		\$108	\$216
Total	\$3,926	\$18,275	\$36,550



THE GTU CERTIFICATE PROGRAMS

The GTU offers a variety of certificate programs designed for students who either want to explore theological study for a year before embarking upon a degree program, or who want to add an additional area of expertise to their degree. For some, a certificate is an opportunity to discern future studies; for others, it is a way to enhance learning. As these are graduate certificates, students entering must hold an accredited bachelor's degree.

The GTU offers the following stand-alone certificates for applicants not currently enrolled in a GTU degree program. All applicants must submit a completed application and official transcripts from institutions in which a degree was earned to the Admissions office by the application deadline. Incomplete applications will be held until the next admissions cycle. International students who have not earned a degree from an English-speaking institution are required to submit official TOEFL scores with an expected minimum score of 79 (internet based). The Deadlines for all applications and official transcripts for certificate programs is June 1st.

CERTIFICATE IN THE ARTS & RELIGION

The Certificate in the Arts & Religion is designed for community members with an interest in the arts, including recent graduates of universities in the area, museum docents and volunteers, religious school teachers, religious leaders, retirees, musicians, artists, art therapists, and others. Participants take courses in a full array of arts offerings, encompassing many art forms -- visual art, music, theater, dance, film, and more. This certificate is not open to students who are actively enrolled at other programs at the GTU and throughout the consortium.

The Certificate is a 12-credit, 4-course program with the requirement that students take courses in two or more defined art areas (visual art, theory/ material culture/ museum studies, art practice, literature, theater/film, music/ dance). Students will be permitted to select one course from the GTU's partner institutions through the cross-registration process.

Financial aid is not available for the Certificate program. All earned credits are, however, applicable to advancement toward an MA or other degree.

CERTIFICATE IN HINDU STUDIES

The 5-course Certificate is intended for two types of students:

1. GTU MDiv, MA, or PhD students in other areas who wish to demonstrate a basic knowledge of Hindu Studies;
2. Students from outside the GTU, particularly Hindu priests, novice monastics, and Hindu American community leaders who wish to enhance their engagement with, and counseling and care of the heritage community by obtaining systematic graduate training in Hindu Studies, but do not wish to commence an MA or PhD at the present time.

Interested GTU students should contact Dr. Rita Sherma, Director of Hindu Studies, regarding their intent as soon as feasible during the course of their degree program. Students who are not actively enrolled in a GTU or member school program can apply online. Email: rsherma@gtu.edu

CERTIFICATE IN ISLAMIC STUDIES

The Center for Islamic Studies and the GTU offer a six-course certificate program for individuals who want to have some systematic graduate training in Islamic Studies but are not prepared to undertake the MA or PhD. The program is also designed for current GTU students who wish to demonstrate a basic command of Islamic Studies. Interested students should register their intention with the GTU Academic Centers and Programs Administrator as early as possible in the course of their studies. Applicants not already enrolled in a GTU program may apply by submitting the Certificate Application form, a statement of purpose, and official transcripts showing completion of a bachelor's degree. Letters of recommendation may be requested. Students can apply online.

CERTIFICATE IN JEWISH STUDIES

The Richard S. Dinner Center for Jewish Studies offers a certificate program for individuals who wish to pursue advanced coursework in Jewish studies, but are not enrolled in the MA or PhD. The program is designed to provide foundational understandings of the development of Jewish history, culture, and thought through a series of advanced seminars. The certificate requires six GTU courses in Jewish Studies, two of which must be the foundational CJS courses in ancient–medieval and modern Jewish studies. Two of the six courses may be Hebrew language courses. Students may propose alternative courses to the Director of CJS for approval. Individuals who are not already enrolled in a GTU program may apply by submitting an application through the GTU admissions office. Students currently enrolled in a program elsewhere at the GTU should contact the director of CJS to enroll. For more information about the certificate program, please contact the Director of CJS, Deena Aranoff, at daranoff@gtu.

CERTIFICATE IN ORTHODOX CHRISTIAN STUDIES

This program is designed to enhance the academic offerings available to students throughout the GTU as well as clerical and lay students from the community by providing a rigorous and interdisciplinary program in the study of Orthodox Christianity. Students complete the equivalent of two semesters of full time study (6 three unit classes, or 24 units of study) at the PAOI to earn the Certificate. The introductory courses, Orthodox Christian History and Theology, and

Orthodox Christian Spirituality, provide a basic grounding in approaches to the study of Orthodox Christianity. Applicants not already enrolled in a GTU program may apply by submitting a Certificate Application, statement of purpose, and official transcripts showing completion of a bachelor's degree. Areas of emphasis include religious education, liturgical studies, liturgical music, pastoral studies, missions and evangelism, and youth ministry. Students can apply online.

CERTIFICATE OF SWEDENBORGIAN STUDIES

The Center for Swedenborgian Studies (CSS), offers a 6-course certificate program in collaboration with The Graduate Theological Union. This program is designed for two types of students:

1) GTU consortial students (MDiv, MA, PhD, etc.) in any field who wish to develop expertise in Swedenborgian Studies; 2) Students from outside the GTU who wish to engage in graduate level work in Swedenborgian Studies to enhance their current work. The six courses required for the certificate are to be selected from among any of the courses offered by the faculty at the Center for Swedenborgian Studies, except that with the approval of the Dean of the GTU as many as two of the six courses may be taken with non-CSS faculty. One course may be devoted to a thesis. No more than two courses may be directed study.

The Certificate must be completed within four years. Students who wish to include the CSS within the scope of a degree program should speak with the Dean of the GTU and the Dean of the Center as early in their academic journey as possible.

Students who wish to apply for the Certificate in Swedenborgian Studies as a stand-alone certificate should apply to the Dean of CSS, Dr. Rebecca Esterson resterson@gtu.edu

If you cannot apply online for the above certificates, you may download an application and submit it with a check payable to Graduate Theological Union for \$15.



SPECIAL STUDENTS

A person with a bachelor's degree may apply to take a course through the GTU or one of its member schools. To apply, review the Schedule of Courses and contact the school of the faculty member offering the course for their application procedure. If the instructor is from the GTU or one of our Center or Affiliates, submit a completed application and official transcript to the GTU Admissions Office, 2400 Ridge Road, Berkeley, CA 94709. For further information, contact GTU admissions (admissions@gtu.edu).

Per unit cost can be found on the [tuition and fees](#) page of the GTU website. All applicants must submit official transcripts from institutions in which a degree was earned to the Admissions office. International students who have not earned a degree from an English-speaking institution are required to submit official TOEFL scores with an expected minimum score of 79 (internet-based).

The deadline for all applications and transcripts for Special Student Status is two weeks before the first day of any semester.



ALPHABETICAL LISTING OF ALL FACULTY

SUSAN ABRAHAM • Pacific School of Religion, Vice President of Academic Affairs and Dean of the Faculty, Professor of Theology and Post-Colonial Cultures, Roman Catholic; ThD, Harvard Divinity School, 2003

KAMAL ABU-SHAMSIEH • Graduate Theological Union, Director of the Interreligious Chaplaincy Program, Lecturer in Practical Theology; PhD, Graduate Theological Union, 2019

DEENA ARANOFF • Graduate Theological Union, Director of Richard S. Dinner Center of Jewish Studies and Senior Lecturer of Medieval Jewish Studies; PhD, Columbia University, 2006

LISA ASEDILLO • Pacific School of Religion, Assistant Professor of Worship and Liturgical Ethics; PhD, Drew University, 2022

JEROME P. BAGGETT • Jesuit School of Theology, Professor of Religion and Society and Ignacio Ellacuria Professor for Jesuit Studies Endowed Chair; PhD, Graduate Theological Union, 1998

JULIUS H. BAILEY • San Francisco Theological Seminary, The Eugene Farlough-California Chair in African-American Christianity Graduate School of Theology Professor, Religious Studies, College of Arts & Sciences; PhD, University of North Carolina at Chapel Hill

KATHRYN BARUSH • Graduate Theological Union and Jesuit School of Theology, Thomas E. Bertelsen Jr. Professor of Art History and Religion, Roman Catholic; DPhil, Oxford University, 2012

ALISON BENDERS • Jesuit School of Theology, Lecturer in Systematic Theology, Roman Catholic; PhD, Boston College, 2006

JON BERQUIST • San Francisco Theological Seminary, Distinguished Visiting Professor of Hebrew Bible, Presbyterian; PhD, Vanderbilt University, 1989

DORSEY BLAKE • Pacific School of Religion, Faculty Associate, DMin, United Theological Seminary,

JOSEPH BOENZI, SDB • Dominican School of Philosophy and Theology, Professor of Theology, Roman Catholic; STD, Università Pontificia Salesiana Rome, 1996

ADAM BRAUN • Pacific Lutheran Theological Seminary, Lecturer, New Testament, Evangelical Lutheran Church in America; PhD, Lutheran School of Theology at Chicago

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

PETER CHOI • Center for Faith & Justice, Dean and Associate Professor; PhD, University of Notre Dame, 2014

BYRON CHUNG • Pacific School of Religion, Faculty Associate in Social Entrepreneurship and Innovation, Executive Director of Ignite

JEREMIAH COOGAN • Jesuit School of Theology, Assistant Professor in New Testament; PhD, Notre Dame, 2020

MICHAEL J. DODDS, OP • Dominican School of Philosophy and Theology, Professor of Philosophy and Theology, Roman Catholic; STD, University of Fribourg, 1986

DIANDRA ERICKSON • Graduate Theological Union, Lecturer in Course Design and Pedagogy, Associate Dean of Teaching, Learning, and Assessment; PhD, Graduate Theological Union, 2018

REBECCA K. ESTERSON • Center for Swedenborgian Studies, Dean, Associate Professor in Sacred Texts and Traditions and Dorothea Harvey Professor of Swedenborgian Studies, Swedenborgian Church of North America; PhD, Boston University, 2015

MARIANNE FARINA, CSC • Dominican School of Philosophy and Theology, Professor of Theology and Philosophy, Roman Catholic; PhD, Boston College, 2004

WENDY FARLEY • San Francisco Theological Seminary, Professor of Christian Spirituality and Director of the Program in Christian Spirituality, and Rice Family Chair in Spirituality, Presbyterian; PhD, Vanderbilt University, 1988

EDUARDO C. FERNÁNDEZ, SJ • Jesuit School of Theology, Professor of Pastoral Theology and Ministry, Roman Catholic; STD, Gregorian Pontifical University – Rome, 1995

LEANN SNOW FLESHER • Berkeley School of Theology, Dean of the Faculty and Vice President of Academics and Professor of Biblical Interpretation, American Baptist; PhD, Drew University, 1999

JUSTIN GABLE, OP • Dominican School of Philosophy and Theology, Associate Professor of Philosophy, Roman Catholic; PhD, Fordham University, 2007

LAURIE GARRETT-COBINA • San Francisco Theological Seminary, Dean of the Seminary, Shaw Family Associate Professor of Pastoral Care and Education, Director Shaw Chaplaincy Institute, Presbyterian; PhD, Graduate Theological Union, 2016

MICHAEL GLOWASKY • Dominican School of Philosophy and Theology, Assistant Professor of Theology, Roman Catholic; PhD, University of Durham, 2017

CHITRA GOLESTANI • Wilmette Institute, Associate Director; PhD, University of California, Los Angeles, XXXX

JULIÁN ANDRÉS GONZÁLEZ HOLGUÍN Church Divinity School of the Pacific, Associate Professor of Old Testament; PhD, Southern Methodist University, 2015

DEIDRE NICOLE GREEN • Graduate Theological Union, Assistant Professor of Latter-Day Saints/ Mormon Studies, Latter-Day Saints; PhD, Claremont Graduate University, 2012

KATY GRINDBERG • Pacific Lutheran Theological Seminary, Lecturer and Director of Contextual Education, Evangelical Lutheran Church in America, MA, Graduate Theological Union, 2009

CHRISTOPHER HADLEY, SJ • Jesuit School of Theology, Assistant Professor of Systematic Theology, Roman Catholic; PhD, Marquette University, 2015



MARK CHUNG HEARN • Church Divinity School of the Pacific, Dean of Academic Affairs, Associate Professor and Director of Contextual Education; United Methodist; PhD, Claremont School of Theology, 2011

GINA HENS-PIAZZA • Jesuit School of Theology, Professor of Old Testament Studies and Joseph S. Alemany Endowed Chair for Santa Clara University, Roman Catholic; PhD, Union Theological Seminary, 1992

THOMAS HERMANS-WEBSTER • Pacific School of Religion, Assistant Professor of United Methodist Church Studies, United Methodist; PhD, Boston University School of Theology

PAUL JANOWIAK, SJ • Jesuit School of Theology, Associate Professor of Liturgical and Sacramental Theology, Roman Catholic; ThD, Graduate Theological Union, 1995

SHERYL JOHNSON • Pacific Lutheran Theological Seminary, Visiting Lecturer in Ethics, United Church of Canada, PhD, Graduate Theological Union, 2022

URIAH Y. KIM • Graduate Theological Union, President; Professor of Biblical Studies; PhD, Graduate Theological Union, 2004

JAMES KINTZ • Dominican School of Philosophy and Theology, Assistant Professor of Philosophy, Roman Catholic; PhD, Saint Louis University, 2018

JOHN KLENTOS • Graduate Theological Union/ Patriarch Athenagoras Orthodox Institute, Alexander G. Spanos Associate Professor of Eastern Orthodox Christian Studies, Greek Orthodox; PhD, University of Notre Dame, 1996

DENNIS KLEIN • Dominican School of Philosophy and Theology, Assistant Professor of Theology, Roman Catholic; STD, University of St. Mary of the Lake, 2023.

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

BRYAN KROMHOLTZ, OP • Dominican School of Philosophy and Theology, Professor of Theology, Roman Catholic; STD, University of Fribourg, 2008

LILLIAN LARSEN • San Francisco Theological Seminary and the University of Redlands, Professor of Religious Studies; PhD, Columbia University, XXXX

JAMES F. LAWRENCE • Pacific School of Religion, Assistant Professor of Spirituality and Historical Studies, Swedenborgian; PhD, Graduate Theological Union, 2011

NANCY G. LIN • Institute of Buddhist Studies, Associate Professor of Tibetan and South Asian Studies; PhD, University of California, Berkeley, 2011

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

LÉOCADIE LUSHOMBO • Jesuit School of Theology, Assistant Professor of Theological Ethics, Roman Catholic; PhD, Boston College, 2020

SCOTT MACDOUGALL • Church Divinity School of the Pacific, Associate Professor of Theology; Episcopalian; PhD, Fordham University, 2013

DAVID MATSUMOTO • Institute of Buddhist Studies, President and Vice President of Academic Affairs, George & Sakaye Aratani Professor of Contemporary Shin Buddhist Studies, Buddhist; PhD, Ryukoku University, 2007

MARY E. MCGANN, R.S.C.J. • Jesuit School of Theology, Adjunct Associate Professor Liturgical Studies, Roman Catholic; PhD, Graduate Theological Union, 1996

LEONARD MCMAHON • Pacific School of Religion, Assistant Professor of Pastoral Care, Spirituality, and Political Theology; PhD, Graduate Theological Union, 2023

RUTH MEYERS • Church Divinity School of the Pacific, Hodges-Haynes Professor of Liturgics, Episcopalian; PhD, University of Notre Dame, 1992

VALERIE MILES-TRIBBLE • Berkeley School of Theology, Associate Professor of Ministerial Leadership and Practical Theology; PhD, Walden University, 2014

SCOTT MITCHELL • Institute of Buddhist Studies, Dean of Students and Faculty Affairs, Rev. Yoshitaka Tamai Professor of Jodo Shinshu Buddhist Studies, Buddhist; PhD, Graduate Theological Union, 2008

TAKASHI MIYAJI • Institute of Buddhist Studies, Associate Professor, H.E. Kosho Ohtani Chair for Shin Buddhist Studies; PhD, Ryukoku University, 2019

CYNTHIA MOE-LOBEDA • Pacific Lutheran Theological Seminary, Professor of Theological and Social Ethics, Evangelical Lutheran Church of America; PhD, Union Theological Seminary, 2001

BRADEN MOLHOEK • The Center for Theology & The Natural Sciences, Director of CTNS, Ian G. Barbour Assistant Professor of Theology, Science, Ethics, and Technology; PhD, Graduate Theological Union, 2016

GEORGE MURPHY, S.J. • Jesuit School of Theology, Lecturer in Christian Spirituality and Director of Spiritual Formation, Roman Catholic; MDiv, Boston College, 1971

JAMES NATI • Jesuit School of Theology, Assistant Professor of Hebrew Bible & Old Testament Studies; PhD, Yale University, 2019

PAULA NESBITT • Graduate Theological Union, Visiting Professor of Sociology of Religion; PhD, Harvard University, 1990

CHRISTOPHER OCKER • Dean, Graduate Theological Union, San Francisco Theological Seminary, John Dillenberger Professor of the History of Christianity; PhD, Princeton Theological Seminary, 1991

KATRINA OLSON • Church Divinity School of the Pacific, Visiting Assistant Professor of Homiletics and Pastoral Theology; Christian Reformed Church; PhD, Vanderbilt University, 2022

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

SANGYIL PARK • Berkeley School of Theology, Professor of Preaching, United Methodist; PhD, Graduate Theological Union, 2004

ELIZABETH S. PEÑA • Graduate Theological Union, Center for the Arts and Religion; Senior Lecturer in Art, Anthropology, and Museum Studies, Director of the Center for the Arts and Religion; PhD, Boston University, 1990

MOSES PENUMAKA • Pacific Lutheran Theological Seminary, Director of Theological Education for Emerging Ministries (TEEM, Evangelical Lutheran Church of America; ThD, Graduate Theological Union, 2006

TED PETERS • Pacific Lutheran Theological Seminary, Affiliated Faculty for the Center for Theology and the Natural Sciences, Distinguished Research Professor of Systematic Theology, Evangelical Lutheran Church in America; PhD, University of Chicago, 1973

SUSAN S. PHILLIPS • New College Berkeley, Professor of Sociology and Christianity, Presbyterian; PhD, University of California, Berkeley, 1985

JULIA D.E. PRINZ, VDMF • Jesuit School of Theology, Lecturer in Christian Spirituality, Roman Catholic; PhD, Graduate Theological Union, 2006

ANSELM RAMELOW, OP • Dominican School of Philosophy and Theology, Professor of Philosophy, Roman Catholic; PhD, University of Munich, 1995

CHRISTOPHER RENZ, OP • Dominican School of Philosophy and Theology, Professor of Liturgical Studies, Roman Catholic; PhD, Northwestern University, 1986

JOYCE DEL ROSARIO • Pacific School of Religion, Assistant Professor of Practice of Ministry, Director of Community Engaged Learning, Director of Asian and Pacific Islander Initiative, PhD, Fuller Theological Seminary School of Intercultural Studies, 2019

DEBORAH ROSS • Jesuit School of Theology, Lecturer and Director of Ministerial Formation, Roman Catholic; PhD, Heythrop College, University of London, XXXX

JULIE RUBIO • Jesuit School of Theology, Associate Academic Dean and Professor of Social Ethics, Roman Catholic; PhD, University of Southern California, 2005

RAPHAEL MARY SALZILLO, OP • Dominican School of Philosophy and Theology, Assistant Professor of Philosophy, Roman Catholic; PhD, University of Notre Dame, 2019

BERNARD SCHLAGER • Pacific School of Religion, Associate Professor of Historical and Cultural Studies, Executive Director, Center for LGBTQ and Gender Studies in Religion; PhD, Yale University, 1996

MIKHAIL SERGEEV • Wilmette Institute, Religion, Theology, and Philosophy Department Coordinator, Baha'i, PhD, Temple University, 1997

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

SCOT SHERMAN • Newbigin House of Studies, Executive Director, Episcopalian; PhD, University of Wales, XXXX

SAM S.B. SHONKOFF • Graduate Theological Union, Center for Jewish Studies, Taube Family Assistant Professor of Jewish Studies, Jewish; PhD, University of Chicago Divinity School, 2018

ERIC SIAS • Berkeley School of Theology, Assistant Professor of Biblical Studies; PhD, Graduate Theological Union, 2022

AMBROSE SIGMAN, OP • Dominican School of Philosophy and Theology, Assistant Professor of Theology, Roman Catholic; SEOD, Pontifical Oriental Institute, 2022

JENNIFER SNOW • Church Divinity School of the Pacific, Director of Extended Learning, Associate Professor of Practical Theology, Episcopalian; PhD, Columbia University, 2004

EUNHYE GRACE SO • Pacific School of Religion, Assistant Professor of New Testament and Rhetorical Studies; PhD, Candidate, Graduate Theological Union

KIRSI STJERNA • Pacific Lutheran Theological Seminary, First Lutheran, Los Angeles/Southwest Synod Professor of Lutheran History and Theology, Evangelical Lutheran Church in America; PhD, Boston University, 1995

ROBERT STOCKMAN • Wilmette Institute, Director; ThD, Harvard University, 1990

MATTHEW J. THOMAS, Dominican School of Philosophy and Theology, Assistant Professor of Biblical Studies, Roman Catholic; DPhil, University of Oxford, 2016

LAURA JEAN TORGERSON • Berkeley School of Theology, Assistant Professor of New Testament, Disciples of Christ; PhD, Graduate Theological Union, 2022

ANH TRAN, SJ • Jesuit School of Theology, Associate Professor of Historical and Systematic Theology, Roman Catholic; PhD, Georgetown University, 2011

ALICIA VARGAS • Pacific Lutheran Theological Seminary, Associate Professor of Multicultural and Contextual Studies, Academic Dean, Evangelical Lutheran Church in America; PhD, University of California, Irvine, 1985

DAVID VÁSQUEZ-LEVY • Pacific School of Religion, President, Professor of Homiletics; DMin, Association of Chicago Theological Schools, 2002

LESLIE VEEN • Pacific Lutheran Theological Seminary, Director of Contextual Education; DMin, San Francisco Theological Seminary, 2006

MARGA VEGA • Dominican School of Philosophy and Theology, Professor of Philosophy, Roman Catholic; PhD, Universidad de Valladolid, 2000

DEVIN PHILLIP ZUBER • Center for Swedenborgian Studies, Associate Professor of American Studies, Religion, and Literature; PhD, 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

DAVID BALCH • Pacific Lutheran Theological Seminary, Professor Emeritus of New Testament

JUDITH BERLING • Graduate Theological Union, Professor Emerita of Chinese and Comparative Religions

ALFRED BLOOM • Institute of Buddhist Studies, Professor Emeritus of Buddhist Studies



SANDRA READ BROWN • San Francisco Theological Seminary, Professor Emerita Pastoral Theology and Director of SFTS Lloyd Center Pastoral Counseling Services

RONALD BURRIS • Berkeley School of Theology, Associate Professor Emeritus of Church History, American Baptist;

MARVIN CHANEY • San Francisco Theological Seminary, Professor Emeritus of Old Testament

LINDA L. CLADER • Church Divinity School of the Pacific, Professor Emerita of Homiletics

ROBERT B. COOTE • San Francisco Theological Seminary, Senior Research Professor in Hebrew Exegesis and Old Testament

L. WILLIAM COUNTRYMAN • Church Divinity School of the Pacific, Sherman E. Johnson Emeritus Professor of Biblical Studies

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

ELDON G. ERNST • Berkeley School of Theology, Professor Emeritus of American Church History

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

EDUARDO FONT • Berkeley School of Theology, Professor Emeritus of Hispanic Studies

LISA FULLAM • Jesuit School of Theology, Professor Emerita of Moral Theology

BARBARA GREEN, OP • Dominican School of Philosophy and Theology, Professor Emerita of Biblical Studies

NANCY E. HALL • Berkeley School of Theology, Associate Professor Emerita of Ministry, Music, and Contextual Education

ARTHUR G. HOLDER • Church Divinity School of the Pacific, Professor Emeritus of Christian Spirituality PhD, Duke University, 1987

DAIJAKU KINST • Institute of Buddhist Studies, Noboru and Yaeko Hanyu Professor Emerita of Buddhist Chaplaincy.

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

JAMES F. LAWRENCE • Center for Swedenborgian Studies, Professor Emeritus

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

BRUCE LESCHER • Jesuit School of Theology, Senior Lecturer Emeritus of Christian Spirituality

ELIZABETH LIEBERT, SNJM • San Francisco Theological Seminary, Professor Emerita of Spiritual Life

EUGENE M. LUDWIG, OFM Cap. • Dominican School of Philosophy and Theology, Professor Emeritus of History and Patristic Theology

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

WILLIAM R. O'NEILL, SJ • Jesuit School of Theology, Associate Professor Emeritus of Social Ethics

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

RICHARD K. PAYNE • Institute of Buddhist Studies, Yehan Numata Professor Emeritus of Japanese Buddhist Studies.

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

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

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

CAROL ROBB • San Francisco Theological Seminary, Senior Research Professor of Christian Social Ethics

KEITH A. RUSSELL • Berkeley School of Theology, Professor Emeritus of Pastoral Theology

ROBERT J. RUSSELL • Graduate Theological Union, Professor Emeritus of Theology and Science

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

SUSANNA J. SINGER • Church Divinity School of the Pacific, Emeritus of Ministry Development

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

J. ALFRED SMITH, Sr • Berkeley School of Theology, 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

RANDI JONES WALKER • Pacific School of Religion, Professor Emerita of Church History

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

SEIGEN H. YAMAOKA • Institute of Buddhist Studies, H.E. Kosho Ohtani Chair for Shin Buddhist Studies

EDMOND YEE • Pacific Lutheran Theological Seminary, Professor Emeritus of Asian Studies



6

SCHOOLS, CENTERS, AFFILIATES, INSTITUTES, & OTHER RESOURCES

GTU MEMBER SCHOOLS

The GTU is a consortium of interdependent theological schools and centers committed to a partnership with one another. This unique partnership creates a learning environment that is rich in academic and cultural diversity. Students take courses throughout the consortium, including classes at the University of California, Berkeley.

In the 1930s, several Protestant seminaries had relocated to Berkeley, drawn by the proximity of the University of California and the availability of its vast educational resources. With the post-World War II period, however, came a rise in ecumenical sensitivities and cooperation. In this atmosphere, around 1958, negotiations to form a cooperative degree program began among the Protestant seminaries in Berkeley and the San Francisco Bay Area. The ad hoc committee consisted of representatives from the Berkeley Baptist Divinity School (later to become the American Baptist Seminary of the West, now the Berkeley School of Theology), Church Divinity School of the Pacific (Episcopal), Pacific Lutheran Theological Seminary (now merged with California Lutheran University), San Francisco Theological Seminary (Presbyterian, now the Graduate School of Theology at the University of Redlands), and Pacific School of Religion (multi-denominational). Agreement among four of the schools was achieved, and the Articles of Incorporation forming the Graduate Theological Union were signed in 1962. The Pacific School of Religion joined the consortium in 1964.

In 1969, the GTU Common Library was established. The individual collections were merged and housed in the basement of a member school. A major project of the GTU during the 1970s was the planning and construction of a building to house the library and the GTU administrative offices. Constructed in two phases, the library was completed in 1987. The Flora Lamson Hewlett Library is now one of the major theological libraries west of the Mississippi.

The GTU was initially created by the participating schools to offer a stronger graduate degree program than anyone could offer alone. By 1971, the GTU was itself accredited by the Association of Theological Schools (ATS), and the Western Senior College and University Commission (WSCUC). Now, with eight member schools and ten centers, affiliates, and institutes, the GTU is one of the largest theological consortia in the world.

BERKELEY SCHOOL OF THEOLOGY (BST)

Denominational Affiliation

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

Accreditation

Association of Theological Schools

Degrees Offered

Master of Divinity, Masters in Community Leadership, Master of Theological Studies, Master of Arts (through the GTU), Doctor of Ministry.

BA Equivalency Certificate

The BA Equivalency Certificate program is designed to provide a fast track to an accredited master's degree in leadership training for church and community. The program is three-tiered beginning with a six course Certificate in Community Leadership that builds toward a 20-course BA Equivalency Certificate, that prepares one for entrance into any of BST's master's degree programs (MDiv, MCL, MTS).

Mission

BST is a laboratory for creating communities of Christian hope, justice and reconciliation.

Academic Programs and Resources

The Master of Divinity (MDiv) is the basic professional degree program designed to prepare students for church ministry, chaplaincies, or other specialized ministries. The program meets ordination requirements for numerous denominations and provides appropriate preparatory background for further graduate study in theology and religion. All course work in the MDiv will flow from BST's four thematic concentrations:

- 1) Creative Church & Community
- 2) Spirituality and Resilience
- 3) Justice & Reconciliation
- 4) BorderCrossing & BridgeBuilding

Quick Facts

- 78 credits—can be completed in as little as 3 years.
- 45 credits of core coursework in Biblical Studies, Theology, History, Ethics, Leadership, Preaching, and Pastoral Arts.
- 21 credits of customizable elective coursework—with chosen emphasis in one of the four thematic concentrations.
- 6 credits of Capstone Project—a culminating academic and practical experience in student's chosen concentration.
- 6 credits—one year internship in ministry setting of student's choice.
- Courses can be taken from BST or through cross-registration at any of our partner schools, centers, or affiliates (Graduate Theological Union (GTU), University of California, Berkeley).

The Masters in Community Leadership (MCL) is a professional degree program designed to prepare students for church and community service in ordained and non-ordained capacities. The following thematic concentrations offer a breadth of theological training in Critical Thinking, Communications, Leadership, and Formation in addition to a particular specialization:

Thematic Concentrations

- 1) Creative Church & Community
- 2) Spirituality and Resilience
- 3) Justice & Reconciliation
- 4) BorderCrossing & BridgeBuilding

Quick Facts

- 48 credits—can be completed in as little as 2 years.
- 24 credits of core coursework in Biblical Studies, Theology, Ethics, History, Leadership, and Communications.
- 18 credits of customizable elective coursework.
- 6 credit—one year internship in non-profit, parachurch or church-based organization.
- Courses can be taken from BST or any of our partner schools (Graduate Theological Union (GTU), University of California, Berkeley).
- Access to The Flora Lamson Hewlett Library, a world-class theological Library (e-resources available), as well as the 26 Libraries on the University of California, Berkeley Campus.
- Courses taught onsite, online and through remote formats.
- Rolling Admissions.

The Master of Theological Studies (MTS) is an academic program for graduate students seeking to dive deeply into theological reflection on the academic emphasis of their choosing as they prepare for a type of specialized ministry, community work or for further education. Topics immediately available include: race relations, gender studies, church & society, public theology, power politics, inter-cultural studies, inter-religious studies, and many more!

In addition, MDiv and MCL students have the option of adding one more year of focused course work onto their current studies, through the dual degree program, with the benefit of graduating with two master's degrees. The MTS is the most flexible and shortest of all degrees offered by Berkeley School of Theology. It is made up of 42 units, which can be completed in as little as two years, and is 100% online, yet courses can be taken on campus if desired. Successful students will have:

- Evidenced an introductory knowledge of theology, and theological studies as they apply to contemporary social contexts.
- Engaged theologically diverse cohorts, groups, and communities of faith and learning.

- Gained expertise in an area of concentration of their own choosing.

BST's newly revised Competency Based, Culturally Responsive Doctor of Ministry (DMin) program puts the student in the driver's seat. Doctoral students, working with expert faculty mentors, will customize their programs to gain credit for life experience while developing a variety of pedagogical methods to achieve mastery of core required competencies. Through BST's DMin program students will have access to the rich academic resources of the Graduate Theological Union and the University of California, Berkeley.

Mentors & Partners

Each student in the newly revised Competency Based Doctor of Ministry program will journey alongside a thematic cohort with several DMin students and two mentors. A student's mentor team can be geographically centered or spread across the globe. Students will be required to demonstrate achievement of learning outcomes through a variety of assigned tasks that have been customized to their experience and ministry context.

Culturally Responsive Cohort Themes

These DMin thematic categories address some of the most significant social and cultural shifts experienced in our world today. Each theme is supported by a team of faculty mentors.

1) Racism/Prison Renewal/Reparations

This thematic cohort will address racism, reparations, police violence, prison, returning citizens, recidivism, ICE detention, and deportation. Dr. Aidsand Wright-Riggins, Dr. Valerie Miles-Tribble

2) Greening the Church/Urban Gardens

BST partners with Green the Church, a national African American environmental advocacy ministry, to engage with churches on environmental and food security concerns. Dr. Ambrose Carroll, Dr. James Brenneman

3) Pastoral Care for Immigrant Churches

The US is seeing increased numbers of immigrant populations. We work with numerous immigrant churches that focus on assisting their congregants in settling into their new home. Dr. Marie Onwubuariri, Dr. LeAnn Snow Flesher

4) Preaching Social Justice

Our congregations are concerned about and relate to nearly every social justice issue raised today. We work with select congregations for whom the tradition of preaching is vital for educating and motivating for social justice. Dr. Jacqueline Thompson, Dr. Sangyil Park

5) Spiritual Formation (Korean Language)

In our work with the Korean community we have become aware of the heightened interest in Spirituality and Spiritual Formation. We will address this thematic

emphasis in the Korean language. Dr. Daesop Yi, Dr. Sangyil Park

6) Ministerial Training for Latinx Churches

Leaders of the Latinx churches in the Bay Area are theologically untrained and the congregants, many of them immigrants, have low levels of education. In addition to our BA-Equivalency program in Spanish, we help congregations to thrive in ministerial and congregation-wide education, also in Spanish. Dr. Pedro Pablo Morataya, Dr. LeAnn Snow Flesher

7) Pastoral Care/Spiritual Formation

Gain credit for CPE Training toward completion of the DMin degree. Develop spiritual formation programs for your faith community. Dr. Rick Mixon

8) Intercultural Leadership

As the values of diversity, equity and inclusion further take hold in the United States, there will be a greater need for competent intercultural leaders. As with many other examples of effective leadership, leaders of diversity-oriented institutions must practice and preach what they believe about diversity, equity and inclusion of all kinds of people in keeping with the mission of Christ. Dr. A. Brian Leander, Dr. Valerie Miles-Tribble

Competency-Based Education

Competency-based education provides opportunity for individuals to move at their own pace, and also quickly through portions of the academic programs for which they already have considerable background and experience.

- Especially attractive to bi-vocational ministers and lay leaders
- Use a variety of means for evidencing competency in designated areas
- Opportunity for students to save time and money
- Form meaningful relationships with mentors that contribute to skill development and ministerial formation
- Complete the program in three years or less (30 credits)

Facilities

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

For further information, contact:

Berkeley School of Theology

2606 Dwight Way, Berkeley, CA 94704

EMAIL: admissions@bst.edu

WEBSITE: www.bst.edu

CHURCH DIVINITY SCHOOL OF THE PACIFIC (CDSP)

Denominational Affiliation

Episcopal Church

Accreditation

Association of Theological Schools

Degrees Offered

Master of Divinity, Master of Arts (through the GTU)

Mission and Goals

The Church Divinity School of the Pacific is a graduate theological seminary and center of theological study of the Episcopal Church, and is a founding member of the ecumenical Graduate Theological Union in Berkeley, California. Responding to God's love for creation, CDSP teaches and inspires diverse Christian leaders for discipleship that engages congregations, neighborhoods, and the wider world to follow Jesus Christ in the mission of justice, reconciliation, and mercy.

CDSP accomplishes this mission by forming Christian leaders for service grounded in resurrection hope; communicating the Christian tradition in today's contexts through community engagement; welcoming and embracing Gospel diversity; equipping students to lead and form vibrant faith communities; employing cutting-edge technology and modes of teaching, while building on our tradition of groundbreaking teaching and formation; strengthening our mission through partnership with Trinity Church, Wall Street; and collaborating with seminaries, universities, organizations, and other entities in the Episcopal Church and Anglican Communion.

The curriculum forms students in the core Christian concepts of mission, discipleship and evangelism, and the core leadership skills of contextual awareness, intercultural competence, critical reflection and public conversation.

Academic Programs and Resources

CDSP's academic offerings include graduate degrees, non-degree certificates, and non-accredited online courses.

The Master of Divinity, intended for those preparing for ordained ministry, offers rigorous academic and spiritual formation for people who will, in a time of religious and cultural pluralism, lead the church in participating in God's mission, forming Christian disciples and proclaiming the Gospel. The MDiv is a low-residence hybrid program, normally completed in four years, with one or two-week residential intensives in January and June, and online study during the fall and spring semesters.

The Certificate of Anglican Studies, which is suitable for those who already possess the MDiv or the equivalent from another seminary, prepares students to articulate a coherent theological understanding of God's mission, grounded in Scripture and in Christian heritage, particularly in its Anglican distinctiveness. Students take eight courses in a low residence hybrid program that includes, online courses during the fall and spring semesters and two-week intensives in Berkeley during the summers.

Faculty Resources CDSP's 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 four of the Graduate Theological Union's many seminaries and centers of study. The GTU Library is across the street. The University of California, Berkeley, with its vast library resources and bookstore, is two blocks away.

For further information, contact:

Church Divinity School of the Pacific
2541 Ridge Rd., Berkeley, CA 94709

EMAIL: admissions@cdsp.edu

WEBSITE: www.cdsp.edu

DOMINICAN SCHOOL OF PHILOSOPHY & THEOLOGY (DSPT)

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 Divinity, Certificate of Philosophical Studies, Certificate of Theological Studies

Mission

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

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

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, in a thesis or exam option or a concurrent program which awards two master's degrees (one each in philosophy and theology) after 3 years of study.

The two-year MA (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.

Our theology programs engage philosophical principles to explore the Christian theological tradition, including particularly the Thomistic 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.

The Certificate of Philosophical Studies (CPhS) is a 12-unit program designed for students who wish to further their academic and/or vocational development by engaging in a program of philosophical study that will enrich their understanding of classical, medieval, modern, and contemporary philosophy.

The Certificate of Theological Studies is a 12-unit program 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 Blackfriars Gallery & Library at DSPT fosters conversations on art as a common ground between faith and reason, Church and society, or history and contemporary culture, helping students at DSPT and GTU to bring an engagement with art to their research.

For further information, contact:

Dominican School of Philosophy & Theology

2301 Vine Street., Berkeley, CA 94708

TELEPHONE: (510) 849-2030

EMAIL: info@dspt.edu

WEBSITE: www.dspt.edu



THE INSTITUTE OF BUDDHIST STUDIES (IBS)

Purpose

To provide graduate level education in the full breadth of the Buddhist tradition with specialized education supporting Pure Land and contemporary Shin Buddhist Studies and advancing Jōdo Shinshū Buddhist ministry and Buddhist chaplaincy.

To this aim, IBS offers a range of educational programs in support of the academic study of Buddhism, chaplaincy, and pastoral education to foster the development of Buddhist thought in the religious, philosophical and social context of contemporary America.

Study Opportunities and Resources

IBS offers two graduate-level degrees: a Master of Arts in Buddhist Studies (MABS) and Master of Divinity (MDiv), in addition to a number of certificate programs.

The curriculum offered includes a systematic introduction to the entire breadth of the Buddhist tradition. Specific topical courses cover more detailed surveys of various aspects of Buddhism, such as Pure Land, Zen, Theravada, textual study, and more. In keeping with the Institute's role as a seminary for the Buddhist Churches of America, courses are offered on Pure Land and Jōdo Shinshū Buddhism, and graduate level study of classical and modern Japanese. IBS has a student exchange program with Ryukoku University in Kyoto, Japan.

Other Contributions to GTU Life

IBS publishes an open-access and peer-reviewed academic journal, *Pacific World*, focused on historical, textual, and critical studies of Buddhism. In partnership with the University of Hawai'i Press, IBS produces two book series, the *Contemporary Issues in Buddhist Studies*, and *Pure Land Buddhist Studies*. The Institute also hosts symposia, conferences, and colloquia promoting the development of contemporary Buddhist thought.

History

IBS was originally founded as the Buddhist Study Center in 1949 and was a key institution in the development of Buddhist Studies and popular

Buddhism through the 1950s and early 1960s. In 1966, the Center was incorporated with the State of California as a graduate school and seminary, the Institute of Buddhist Studies. IBS became an affiliate of the GTU in 1986 and a member in 2021.

Leadership

President: Scott A. Mitchell, Ph.D.

For further information, contact:

The Institute of Buddhist Studies

2140 Durant, Berkeley, CA 94704

TELEPHONE: (510) 849-2030

EMAIL: info@shin-ibs.edu

WEBSITE: www.shin-ibs.edu





JESUIT SCHOOL OF THEOLOGY OF SANTA CLARA UNIVERSITY (JST)

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

The Jesuit School of Theology educates scholars and ministers to serve the Church and society by enlivening faith, promoting reconciliation, laboring for justice, and participating in God's mercy. We bring theology into dialogue with communities, with their particular histories and cultures, serving people and learning from them in a spirit of solidarity.

Academic Programs

JST offers a two-year Hyflex Master of Theological Studies (MTS) degree, the Master of Divinity (MDiv) and the Master of Theology (ThM). The Hyflex MTS program is a flexible program that is offered online, hybrid, and in-person classes. Students can tailor the program to fit their needs. The degree prepares students for further study, teaching, or work in faith-based nonprofit organizations.

The three-year MDiv program provides theological preparation for pastoral ministry and meets the

academic and professional requirements for ordination to the Roman Catholic priesthood. The Master of Theology program is a one-year program in advanced theological studies. Students requesting admission to the ThM program must have an earned Master of Divinity (MDiv), a Master of Theological Studies (MTS), or a Master of Arts in Theology (MA). In addition, JST participates in the Graduate Theological Union Master of Arts (MA) degree program as a school of affiliation. As an ecclesiastical faculty, JST offers advanced ecclesiastical degrees: the three-year Bachelor of Sacred Theology (STB), the two-year Licentiate in Sacred Theology (STL), and the Doctor of Sacred Theology (STD).

Renewal and Non-Degree Options

JST offers programs for those seeking quality theological education without pursuing a degree. The Renewal Program offers a one or two semester sabbatical for theological updating as well as personal and professional renewal. Other qualified applicants may be admitted as non-degree students to take courses in any area of special interest. The Instituto Hispano offers programming primarily in Spanish to prepare women and men for ministry in Hispanic/Latino communities.

For further information, contact:

Jesuit School of Theology

1735 LeRoy Avenue, Berkeley, CA 94709

TELEPHONE: (510) 549-5000

EMAIL: jstadmissions@scu.edu

WEBSITE: www.scu.edu/jst

PACIFIC LUTHERAN THEOLOGICAL SEMINARY OF CALIFORNIA LUTHERAN UNIVERSITY (PLTS)

Denominational Affiliation

Evangelical Lutheran Church in America

Accreditation

Association of Theological Schools

Degrees and Certificates Offered

The Master of Divinity (M.Div.) degree for ordination in the ELCA can be earned by participating in the three-year program of low-residency asynchronous study with concurrent field experience and one year of supervised internship. A non-ordination M.Div. can be earned after three years of low-residency asynchronous study. This degree program is offered in a Distributed Learning modality, for which students remain where they are living to study asynchronously online coming to campus three or four times during their studies.

The Master of Arts in Spirituality and Social Change (M.A.) degree is designed to form leaders for faith-grounded social and environmental witness and action in congregations and communities. The degree can be earned after two years of low-residency asynchronous study including concurrent field work and a supervised internship experience. This degree program is also offered in a Distributed Learning modality, for which students remain where they are living to study asynchronously online coming to campus two or three times during their studies.

The Master of Arts (M.A.) degree is offered through the GTU.

The Certificate of Theological Studies (C.T.S.) and Certificate of Advanced Theological Studies (C.A.T.S.)

are one-year full-time programs. The C.T.S. is for those who wish to study theology for one year. The C.A.T.S. is awarded to regularly admitted students who hold the M.Div. degree or other professional ministry degrees and who complete an individually designed one-year program.

Theological Education for Emerging Ministries

The seminary offers the Theological Education for Emerging Ministries (TEEM) 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 (PLTS) develops leaders in the Lutheran tradition for a complex and changing world. We equip people to put their faith into action as the church and culture face dramatic change; because people who follow their purpose can transform a community – and the world.

Faculty

PLTS has a faculty of eight, all holding advanced degrees from leading schools. Many faculty members have served as parish pastors in the Lutheran Church.

For further information, contact:

Pacific Lutheran Theological Seminary
2000 Center Street, Berkeley, CA 94704
TELEPHONE: (800) 235-7587
EMAIL: admissions@plts.edu
WEBSITE: www.plts.edu



PACIFIC SCHOOL OF RELIGION (PSR)

Denominational Affiliation

Interdenominational seminary and graduate school. PSR partners with the United Methodist Church, the United Church of Christ, and the Christian Church (Disciples of Christ) but dents from all denominations and religious backgrounds but welcomes students from all denominations and religious backgrounds..

Accreditation

Western Association of Schools and Colleges (WASC) and the Association of Theological Schools (ATS).

Degrees Offered

Doctor of Ministry, Master of Divinity, Master of Arts in Social Transformation, Master of Arts (through the GTU), Master of Divinity/Master of Arts (through the GTU), Master of Theological Studies, Certificate of Spirituality and Social Change, Certificate of Sexuality and Religion, and Certificate of Theological Studies.

Direction Statement

Pacific School of Religion prepares a diverse cadre of spiritually rooted leaders with the vision, resilience, and skill to create a world where all can thrive. Grounded in the rigorous study and faithful practice of progressive Christian faith, PSR partners with students of all backgrounds to deepen their spirituality and enhance their capacity to lead in transformative ways. Connected to a broad network of religious, educational, not-for-profit, and private sector organizations—with

a particular commitment to the wisdom of historically marginalized communities—PSR offers an education that is marked by innovation, reflection, and excellence.

Academic Programs

The **Doctor of Ministry (DMin)** is an advanced professional degree for experienced professional leaders interested in the intersections of religion and progressive social change. This distance learning program allows students to remain in their community while also becoming part of a multicultural cohort that includes academic colleagues and faculty mentors and culminates in a final project. The **Master of Divinity (MDiv)** program provides practical and comprehensive theological training for today's spiritually rooted leader. Students will advance their knowledge across multiple categories: religion in society, preaching in homiletics, worship and worship practice, community and organizational design, and more. Students will participate in internships and fieldwork opportunities and will choose between a concentration in chaplaincy and congregational ministry. PSR's "stackable curriculum," allows students to earn a certificate in their first year of MDiv study and a MAST in their second. The **Master of Arts in Social Transformation (MAST)** program features innovative and rigorous curriculum that fuses leading-edge practices in organizational leadership and design thinking with spiritual formation. Students work closely with a faculty advisor and a social innovation



fieldwork supervisor to devise a course of study leading to a meaningful, applied project in social transformation. MAST students earn a CSSC after the first year of study. A **Master of Arts (MA)** is offered by the Graduate Theological Union (GTU) in cooperation with PSR. Students have the unique opportunity to take courses across GTU-affiliated schools while being affiliated with PSR. A combined **MDiv/MA** degree is offered by PSR in cooperation with the Graduate Theological Union (GTU). Students have the opportunity to take classes at PSR and at schools within the GTU community receiving their MA from the GTU and their MDiv from PSR. The **Master of Theological Studies (MTS)** is an advanced degree where students cover a broad survey of theological topics in addition to a focused area of study they build with a faculty mentor. This degree is perfect for students preparing for a career as an academic, or in non-profit leadership, or a ministry position that doesn't require an MDiv. The **Certificate of Spirituality and Social Change (CSSC)** provides specialized training for the work of social change-making. Learn leadership skills for ethical decision-making, design thinking for social change, spiritual formation and theological reflection, along with community organizing and activism principles. The CSSC can be completed as a stand-alone program or become the foundation for MAST or MDiv programs. The **Certificate of Sexuality and Religion (CSR)** enables religious professionals,

LGBTQ+ activists, and others in secular fields to speak with authority and expertise on the issues of religion and sexuality, within faith traditions and the broader society. The CSR can be added to an MDiv for broader understanding. The **Certificate of Theological Studies (CTS)** offers a broad foundation of theological knowledge. Perfect for adding to a previous master's degree to reach the required preparation and academic units for chaplaincy candidates or for any church or community leader seeking a broader understanding of theology.

Affiliated Centers

PSR is home to the Center of LGBT and Gender Studies in Religion (CLGS), the oldest seminary-based LGBTQ center in the US, the Ignite Institute, Theological Education for Leadership (TEL), and the Badé Museum of Biblical Archeology.

For further information, contact:

Pacific School of Religion

1798 Scenic Avenue, Berkeley, CA 94709

TELEPHONE: (510) 849-8200

EMAIL: admissions@psr.edu

WEBSITE: www.psr.edu





SAN FRANCISCO THEOLOGICAL SEMINARY, UNIVERSITY OF REDLANDS (SFTS)

Denominational Affiliation
Presbyterian Church (USA)

Accreditation

Association of Theological Schools (ATS), and Western Association of Schools and Colleges (WASC) Senior College and University Commission, and Association of Clinical Pastoral Education (ACPE) for CPE Program.

Degrees Offered

Master of Divinity, Master of Arts in Theological Studies, Master of Arts (through the GTU), Doctor of Ministry.

Mission

Moved by God's love in Jesus Christ, San Francisco Theological Seminary prepares persons for transformational ministries of justice, peace, and healing, which advance the Church's hopeful, loving engagement with the world. As an ecumenical graduate program, we offer a rigorous education, focused on critical theological reflection that equips graduates from all walks of life to meet the urgent needs of our times through both time-honored and innovative ministries.

Academic Programs

SFTS offers graduate theological degrees, including the ordination pathway for Master of Divinity (MDiv), vocational advancement with the Doctor of Ministry (DMin) as well as pastoral pathways in Spiritual Direction (DASD), Chaplaincy, and Clinical Pastoral Education (CPE). We also offer

a variety of certificate programs for personal and professional development: Certificate in Spiritual Direction and Formation (CSDF), Certificate in Mental Health and Spiritual (CMHS), Certificate in Trauma and Spiritual Care (CTSC), and the Certificate in Theological Studies (CTS).

The Master of Divinity program serves those who want to become ordained ministers or to practice other professional ministries in the church and society. It combines a thorough grounding in academic disciplines—Bible, theology, history, ethics, homiletics, worship/liturgics, pastoral counseling, and 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 (MATS) in two years of course work covering a range of theological disciplines. Students already holding the MDiv may receive advanced standing in the MATS and focus this degree to further their academic specialization in preparation for ministry or for further advanced study. Core MDiv courses are taught in San Anselmo, GTU schools, and Berkeley. Some courses are also offered on-line and hybrid (on-line/in-person) formats.

The MDiv and MATS degrees are offered fully online as well as on campus. SFTS also offers a program in Clinical Pastoral Education (CPE) that is fully accredited by the ACPE. It is one of the first CPE programs in the nation provided on a seminary campus.

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, MATS, and DMin. The Certificate in Spiritual Direction and Formation is a flexible program in general spiritual formation studies.

The Doctor of Ministry degree is for those engaged in the practice of ministry who seek post-MDiv professional development concurrent with their ministry context or specialization. It includes opportunities for mature spiritual formation and practice, contextual theological reflection, and advanced skills development through intensive academic course work, peer group reflection, research congruent with methods and practices for exploration of theological ideas and creative activities which culminate in a dissertation/project intended to enable innovation in addressing an issue in contemporary ministry.

The Certificate in Trauma & Spiritual Care provides service-orientated professionals in both clinical and pastoral settings with the skills needed to care for people during life's most difficult situations. The program is offered online on weekends and can be combined with the MDiv, MATS or DMin degree programs.

Faculty

With its faculty of 12 full-time professors and 6 adjunct faculty, SFTS seeks to recruit potential and demonstrated leaders in their fields who share its commitment to inclusive and participative education.

For further information, contact:

San Francisco Theological Seminary

105 Seminary Road, San Anselmo CA 94960

TELEPHONE: (451) 451-2800

EMAIL: kay_thomas@redlands.edu

WEBSITE: <https://www.redlands.edu/academics/colleges-and-schools/san-francisco-theological-seminary>





GTU CENTERS

PROGRAM UNITS

THE CENTER FOR THE ARTS & RELIGION (CARE)

Purpose The Center for the Arts & Religion (CARE) promotes scholarship, reflection, and practice in the arts and religion to serve the Graduate Theological Union and to benefit the community. CARE works with the GTU Art and Religion faculty to support MA and PhD students.

Study Opportunities and Resources CARE sponsors grants to support student projects that integrate the arts and religion, as well as a writing prize for an exemplary student essay on a CARE exhibition.

For those who are interested in the arts and religion but who are not enrolled GTU students, CARE offers a 4-course certificate program, with credits applicable toward other degrees.

Other Contributions to GTU Life The Doug Adams Gallery, located at 2400 Ridge Road, presents exhibitions that support and enhance the curriculum of the GTU and provide a forum for inter-disciplinary and interreligious dialogue. CARE presents programming and events, including musical performances, poetry workshops, and other arts-related activities. CARE sponsors “Creatives’ Cove,” the GTU student arts group.

History Incorporated in 1987 as an independent non-profit organization affiliated with the GTU, CARE joined the GTU as a program unit in Fall 2016.

Leadership Director: Elizabeth S. Peña, PhD; Curator: Lydia Webster

For further information, contact:

Admissions Office

Graduate Theological Union
2400 Ridge Road
Berkeley, California 94709

TELEPHONE: (510)649-2460 or (800)826-4488

EMAIL: admissions@gtu.edu

WEBSITE: www.gtu.edu





THE CENTER FOR DHARMA STUDIES (CDS)

Purpose

The Center for Dharma Studies (CDS) offers a leading-edge graduate program presenting the wide diversity and multidisciplinary experience of the Hindu world for scholars and students of diverse backgrounds. It highlights Hindu and Yoga traditions, Philosophy, Theology, Ethics, and Contemplative Practices—which include arts, sacred sound, and music—in the global and American iterations of these traditions. CDS seeks to foster dialogical relationships between Hindu denominations and other religious traditions, with an aim towards collaborative projects for a more equitable and sustainable world.

Study Opportunities and Programs

CDS offers concentrations in Yoga and Hindu Studies across four departments: Historical & Cultural Studies; Theology & Ethics; Sacred Texts & Their Interpretation; and Religion & Practice. The courses offered span several academic fields, and incorporate multidisciplinary explorations and transdisciplinary research methodologies. The Center also offers a 5-course Graduate Certificate in Hindu Studies, and the unique Yoga Studies MA & PhD programs (Philosophy, Practices, & Ethics) with the first accredited doctorate in Yoga Studies in the West. Opportunities to study in India are possible within the programs.

Other Contributions to GTU Life

The Center for Dharma Studies sponsors conferences, symposia, cultural events, art exhibits, lectures, research projects, and publications to foster understanding across the boundaries of faiths and cultures. Two journals are published under the auspices of CDS:

(1) *The Journal of Dharma Studies: Philosophy, Theology, Ethics, & Culture* and (2) the *Journal of Vaishnava Studies*. An important component of research and activity for CDS is Dharma and Sustainability—examining the relationship between a sustainable planetary future and Dharmic faiths (the global religions that emerged in ancient India). Through this initiative, CDS has co-sponsored two international conferences on religion and sustainability—Conference I: Towards Sustainable Societies (2017) and Conference II: Visions for a Viable Future (2021).

Leadership Director: Rita D. Sherma, PhD, Associate Professor of Dharma Studies, Core Doctoral Faculty

For further information, contact:

Admissions Office

Graduate Theological Union
2400 Ridge Road
Berkeley, California 94709

TELEPHONE: (510)649-2460 or (800)826-4488

EMAIL: admissions@gtu.edu

WEBSITE: www.gtu.edu



Photo credit: Djampa

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

Purpose

The Richard S. Dinner Center for Jewish Studies (CJS) at the Graduate Theological Union is a premier center for the advanced study of Jewish history, culture, theology, and religious life. A full range of classical and contemporary Jewish texts are studied in a collaborative and pluralistic atmosphere. Our graduates pursue careers in academia, the rabbinate, as well as educational and community service. In addition to our degree programs, CJS hosts dozens of academic symposia and lectures per year. These events play a critical role in student life and exploration.

Study Opportunities and Resources

The GTU currently offers two degree programs through the Center for Jewish Studies: an MA in Jewish Studies and a PhD with a concentration in Jewish Studies within various departments of the doctoral program. CJS also offers a certificate in Jewish Studies. This certificate is helpful for professional advancement in the field of Jewish education or Jewish communal leadership. The certificate requires the completion of six courses at the CJS, including a two-semester series on the foundations of ancient, medieval and modern Jewish culture.

Graduate studies at CJS combine an emphasis upon classical Jewish languages and literatures with contemporary scholarship. Graduate students at

CJS may take courses at the University of California, Berkeley, with some restrictions. Doctoral students at CJS engage in critical, interdisciplinary research in a variety of fields within Jewish Studies. Students work closely with professors at CJS throughout their years of coursework, exams, and dissertation writing. They may work within disciplines of history, cultural studies, theology and ethics, and may apply methodological frameworks such as gender studies, feminist studies, post-colonial critique, cultural studies, and hermeneutics. Through their training at CJS, students acquire strong general competence in the history and literature of Judaism from late antiquity through the recent past, and acquire strengths for both teaching and scholarly research. The doctoral program requires four semesters of coursework, including departmental and interdisciplinary methods seminars, as well as electives that may be taken at GTU member schools and the University of California, Berkeley.

The MA program is a two-year program of advanced graduate study and research. Students complete four semesters of courses as well as supervised thesis research. They work closely with CJS faculty and may specialize in late-antiquity and rabbinic literature, medieval Jewish history and culture, as well as modern Jewish culture and thought. Students are required to complete a two-semester sequence on the foundations of Jewish Studies, and may take electives at the member schools of the Graduate Theological Union and at the University of California, Berkeley. Students are also required to take two semesters of Hebrew language study.

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.

Leadership

Deena Aranoff, PhD, Faculty Director & Senior Lecturer in Medieval Jewish Studies, Sam S.B. Shonkoff, PhD, Taube Family Assistant Professor of Jewish Studies.

For further information, contact:

Admissions Office

Graduate Theological Union
2400 Ridge Road
Berkeley, California 94709

TELEPHONE: (510)649-2460 or (800)826-4488

EMAIL: admissions@gtu.edu

WEBSITE: www.gtu.edu



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. CTNS pursues its mission within the broader ecumenical and interfaith community of the wider GTU where issues of faith and science interact with all world religions and spiritualities.

Study Opportunities and Resources

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, as well as the ethical implications of emerging technologies such as gene editing, transhumanism, and artificial intelligence. 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 a program 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. In 2015 CTNS gifted the Barbour Chair fund to the GTU as part of CTNS becoming an integral program of the GTU. 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 Russell Family Fellowship brings internationally distinguished scholars in religion and science to the GTU to conduct research, teach doctoral and seminary courses, and present public lectures. In 2015 CTNS also gifted the two fellowship funds to the GTU. CTNS also offers public lectures to the GTU and the local community on various aspects of the intersection between science and religion.

Leadership

Director: Braden Molhoek, PhD, Ian G. Barbour
Assistant Professor of Theology, Science, Ethics, and Technology

For further information, contact:

Admissions Office

2400 Ridge Road
Berkeley, California 94709

TELEPHONE: (510)649-2460 or (800)826-4488

EMAIL: admissions@gtu.edu

WEBSITE: www.gtu.edu

AFFILIATES

THE CENTER FOR SWEDENBORGIAN STUDIES (CSS)

Purpose

The Center for Swedenborgian Studies has been a graduate school for religious training and scholarship since 1866 and today functions as a think-tank for Swedenborgian studies globally and also as the official seminary of the Swedenborgian Church of North America. The mission of the Center for Swedenborgian Studies is to prepare qualified individuals for ministry in the Swedenborgian Church and world, to serve as a center on the leading edge of Swedenborgian scholarship, and to share its resources of scholarship, leadership, and people with the wider church and community.

Study Opportunities and Resources

Providing courses and programs supporting academic, vocational, and personal growth journeys for students who want to or are required to take Swedenborgian Studies, the Center's offerings are multidisciplinary with strengths in theology, Bible and its interpretation, history of ideas, spiritual formation, literature, art and architecture, eighteenth-century studies, nineteenth-century studies, New Religious Movements, Western esotericism, and mysticism studies. Also available to scholars are the resources of the Swedenborgian Library and Archives located across the street from the main GTU Library on the campus of the Pacific School of Religion.

Other Contributions to GTU Life

CSS hosts occasional lunch conversations, lectures and talks for discussions and education in a broad array of topics connected to aspects of Swedenborgiana.

History

After continuously operating as a graduate school program for religious training and scholarship across 150 years in four successive locations in Boston and recently Berkeley and known variously as the New Church Theological School, the Swedenborg School of Religion, and the Swedenborgian House of Studies, the school became the Center for Swedenborgian Studies as an affiliate center of the GTU on July 1, 2015.

Leadership

Rebecca Esterson, PhD, is Dean and Associate Professor of Sacred Texts and Traditions and of Swedenborgian Studies. At the GTU she is an In-Residence faculty member, where she specializes in Jewish and Christian histories in interpretation of Hebrew Bible and in eighteenth-century studies of biblical interpretation. Rebecca serves as core doctoral faculty and chairs the Department of Sacred Texts



and Their Interpretation. Devin Zuber, PhD is an Associate Professor of American Studies and Literature and faculty member of the Center for Swedenborgian Studies. At the GTU, Devin serves as core doctoral faculty and chairs the Department for Historical and Cultural Studies, where he teaches in the program concentrations for Art & Religion, New Religious Movements, and Religion & Literature.

For further information, contact:

Center for Swedenborgian Studies

1798 Scenic Avenue
Berkeley, California 94709

TELEPHONE: (510)849-8228

EMAIL: cssinfo@gtu.edu

WEBSITE: www.gtu.edu/centers/css



NEW COLLEGE BERKELEY (NCB)

Purpose

To discern gospel faithfulness together in the San Francisco Bay Area.

NCB integrates faith and learning to engage pressing questions of our day. NCB uses a “third space” approach that bridges cultures, generations, and theological traditions while cultivating relationships rooted in the person and hope of Jesus Christ.

Study Opportunities and Resources

NCB offers conferences, retreats, workshops, seminars, lectureships, spiritual exercises, spiritual direction groups, and a certificate program. NCB also publishes Radix magazine, which has explored the intersection of Christian faith and contemporary culture since its founding in 1979.

History

NCB was founded in 1977, early in the Christian study center movement, with roots in First Presbyterian Church, Berkeley and the Berkeley-based Christian World Liberation Front. For its first fifteen years, NCB offered graduate-level courses and degrees for

Christian laity. In 1993, NCB became a GTU Affiliate and focused on church-based spiritual formation and spiritual direction programs. Today, NCB provides vital, co-learning experiences to help Christians and churches discern and proclaim the gospel clearly amid the Bay Area’s and the world’s needs and opportunities.

Leadership

Executive Director: Craig Wong, DMin

Academic Director: Russell Yee, PhD

Administrative Director: Elizabeth Watt

Communications & Outreach Director: Kassi Palmer

GTU Core Doctoral Faculty: Susan S. Phillips, PhD

For further information, contact:

New College Berkeley

P.O. Box 4328

Berkeley, CA 94704

TELEPHONE: (510) 841-9386

EMAIL: info@newcollegeberkeley.org

WEBSITE: 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 several concentrations, including Christian Spirituality, History of Christianity, Christian Theology, and Liturgical Studies. The Institute supports the Alexander G. Spanos Chair in Eastern Orthodox Christianity as well as adjunct faculty, who provide courses in Orthodox Christian Studies. The Institute sponsors a Certificate in Orthodox Christian Studies for those not ready or able to undertake the MA program. The Institute also sponsors many noncredit or educational programs for the community during the academic year on topics of concern to the Orthodox Church.

Other 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 Orthodox Christian Fellowship for students at the University of California, Berkeley, 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.

Faculty Dr. John Klentos, Alexander G. Spanos
Associate Professor of Eastern Orthodox
Christian Studies

For further information, contact:

The Orthodox Institute

2309 Hearst Avenue,
Berkeley, CA 94709

TELEPHONE: (510) 649-3450

EMAIL: paoi@ses.gtu.edu

WEBSITE: www.newcollegeberkeley.org





WILMETTE INSTITUTE FOR BAHÁ'Í STUDIES

The Wilmette Institute is an educational institution of the Bahá'í Faith in the United States.

Purpose

The mission of Wilmette Institute (WI) is to offer online and hybrid education that builds capacity for individual and collective transformation through quality academic and extension courses, webinars, and certificate programs. The Wilmette Institute offers distinctive learning experiences characterized by study, consultation, action, and reflection that aim to raise the capacity of learners of all backgrounds to contribute to the betterment of society. The WI team and dozens of faculty from diverse disciplines seek to equip learners to contribute to prevalent discourses and engage in social action. Drawing upon insights from the “Framework for Action” employed by the Baha’i community across the globe, the Wilmette Institute brings unique theoretical insights and practical examples of social change.

Study Opportunities and Resources

The Wilmette Institute offers academic and extension/community courses and a graduate-level (open to upper-division undergraduate students) certificate program in Social Transformation. Learners explore, non-adversarial social change, education, race unity, and sustainable development by looking at the root causes and underlying assumptions of current prevalent discourses on these multifaceted issues from an interdisciplinary perspective. The program challenges participants to move beyond analyzing problems to fostering solution-based thinking, drawing upon a conceptual framework for action centered on the oneness of humankind.

Other Contributions to GTU Life

The Wilmette Institute sponsors symposia and many online webinars every year on scholarly topics such as social change, anti-Black racism, the arts, Bahá'í

history, Bahá'í scriptural texts, climate change and sustainable development, economics, interfaith dialogue, international governance, mysticism and spirituality, philosophy, theology, and women's studies. They are available at wilmetteinstitute.org/webinars. The Institute supports the acquisition of Bahá'í scholarly literature by the Flora Lamson Hewlett Library of GTU.

History

The Wilmette Institute was established by the National Spiritual Assembly of the Bahá'ís in the United States in 1995 to provide courses on various topics from a Bahá'í perspective available to all. It transitioned to online and hybrid learning in 1998. In 2024, the institute is pleased to: 1) accept a growing number of students in its certificate program with a dynamic exchange of learning among professionals, students, educators, and activists; 2) offer distinctive academic and extension courses along with additional institutions of higher education; and 3) present webinars that bridge the spiritual and material dimensions of social transformation.

Leadership

Chitra Golestani, PhD, Wilmette Institute Associate Director and Robert H. Stockman, ThD, Professor of Religious Studies.

For further information, contact:

Wilmette Institute
1233 Central Street
Evanston, IL 60201

TELEPHONE: (877) 945-6388

EMAIL: learn@wilmetteinstitute.org

WEBSITE: <https://wilmetteinstitute.org/>



CHINA ACADEMIC CONSORTIUM (CAC)

Purpose China Academic Consortium (CAC) was established in 1996 as an outgrowth of Educational Resources and Referrals - China (ERRChina) when a group of committed academics in North America sought to engage with educational institutions and individual scholars from mainland China. CAC has developed a variety of enrichment programs, conferences, forums, and website resources. CAC also offers credit courses like the annual intensive Chinese Worldviews Seminar (since 2011), led by a team of eminent Western and Chinese scholars; and the Legacy of Ancient Christianity course, developed by Dr. Dan Williams (since 2024). In addition, we also sponsor scholars conducting cutting-edge research on Chinese Christianity (e.g, The Formation of Chinese House Church Theology and Comparative

Spirituality). ERRChina was formed in 1986 to recruit, place, and support Western educators (about 900 to date) who teach at partnering universities, in China, in both short-term and career programs. We also recruit local volunteers who engage with Chinese students and scholars at the University of California, Berkeley through monthly outreach activities and relevant topic discussions.

For further information, contact:

ERRChina 3

1405 Arch Street, Berkeley, CA 94708

TELEPHONE: (510) 486-8170

EMAIL: cac@errchina.com

WEBSITE: <https://www.errchina.com/>



RESOURCES AT THE FLORA LAMSON HEWLETT LIBRARY

The library of the Graduate Theological Union provides students and faculty with a rich and unique learning environment in a beautifully designed facility, offering a wide array of printed and electronic resources. The library was created in 1969, when member schools collaborated to form the GTU common library. These combined resources reflect the breadth and depth of theological tradition represented by the member schools to support a full range of theological education programs, including doctoral work. Special areas of collection strength are denominational traditions and ecumenical studies; practical theology; Biblical studies; theology, including art and theology and natural sciences and theology; Christian and religious spirituality; interfaith and interreligious dialogue; women and religion; and racial-ethnic ministries. The GTU Library contains more than 600,000 items, including Archives and Special Collections which provide research materials on religious activities in the western United States. These materials include regional denominational records, materials related to the GTU and its member schools, new religious movements, women and religion, Pacific and Asian American, Jewish, Islamic manuscripts, Bay Area social justice activities, and the personal papers of faculty and leading thinkers in the fields of religion, theology, and pastoral counseling. The library maintains a large collection of Sacred World Art, supplementing the extensive resources within the member schools. In addition, the library holds more than 10,000 rare books that extend from the Reformation period to the 20th century. Works include numerous printed Bibles, Catholic and Protestant liturgical works and books of devotion, and denominational materials.

The library's search engine, Summon, (available from www.gtu.edu/library) lists the library's extensive holdings including access to journal literature, books,

dissertations and theses, images, special collections, and electronic resources. Summon combines both the library's catalog and electronic databases, making the research process more efficient and accessible from anywhere. The reference librarians provide assistance with research and the use of library materials via chat, email, Zoom, and in-person consultations. Workshops and class instruction on the research process and the use of electronic research tools are offered both live and asynchronously. Further information about the library's resources, appointments, services, and programs can be found at 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 with over 13.5 million items. Across the United States and Canada, reciprocal borrowing partnerships open the doors of academic and seminary libraries to GTU students. The library offers many services to GTU students and faculty at a distance, including scanning services for print materials.

The library and its collections were recently rearranged, and a new library-themed mural greets you as you enter the front door on Scenic Ave. The new space has both sunny study areas for collaborative group work and silent study carrels for solo learning. There are reservable study rooms and a prayer and meditation area. In all, the library is the creative and collaborative hub of the GTU.



RESOURCES AT THE UNIVERSITY OF CALIFORNIA, BERKELEY

The founding member schools of the GTU deliberately located the consortium in proximity to the University of California, Berkeley (UCB), because that great research institution offers a wealth of resources for theological students. Agreements forged with UCB 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 university and the GTU collections are considerably strengthened.

The second vital resource provided by UCB is cross-registration privileges. Students enrolled at least half-time in the Common MA or other degree programs of a member school may register for one course per semester at UCB to take advantage of specialized courses in such fields as anthropology, history, education, sociology, art history, rhetoric, philosophy, and others. PhD students may cross-register for any number of courses, although some professors or departments may limit access to courses to UCB students inside their department. PhD students are also encouraged to find UCB faculty members to participate on their comprehensive and dissertation committees, drawing on the expertise of the university's research disciplines.

ADDITIONAL GTU RESOURCES & SERVICES

Consortial Registration and Cross-Registration Opportunities

The Consortial Registrar's Office oversees the maintenance of academic records and coordinates course schedules and registration. The Consortial Registrar also serves as the agent for cross-registration with the University of California, Berkeley, Northeastern University/Mills College, and Dominican University of California.

Digital Learning Department

The Digital Learning Department offers a variety of resources to instructors to help enhance their online courses. The Director of Digital Learning offers workshops on a weekly basis that are focused on the fundamentals of online and hybrid teaching. The Director also provides 1:1 and small group consultations with faculty to review syllabi, discuss pedagogical and technical strategies, and help develop and design online/hybrid courses. Additionally, the Digital Learning Department provides and curates a repository of materials for faculty and students that

includes training videos, recordings of past workshops, syllabus design resources, and online learning templates.

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 Surjit Singh Lecture in Comparative Religious Thought and Culture.

Academic Accommodations for Students with Disabilities

The GTU PhD, Common MA, and Certificate Programs adhere to an academic accommodation policy designed to provide consistent and equitable access to educational opportunities. The policy supports students in meeting course and program requirements and applies to classroom instruction, advising, library use, program exams, and capstone projects. It does not cover extracurricular activities hosted by the GTU or its member and affiliate schools, student housing, or administrative processes such as registration or access to facilities.

The Disabilities Resource Officer (DRO), located in the GTU Dean's Office, provides information, consultation, and guidance related to accommodations. Policy details and required forms are available on the GTU website.





Doctoral Student Committees

The Student Advisory Committee (SAC) serves as a formal channel for communication between doctoral students and the GTU leadership, conveying student concerns, priorities, and perspectives. SAC members participate in doctoral student orientation, convene at least one open meeting with students each semester, and collaborate with the Associate Dean and Manager of Student Services to ensure appropriate follow-up on issues raised. The committee also works to promote diverse student representation. Six doctoral students are elected to serve staggered two-year terms. In addition to the SAC, doctoral students elect representatives to other standing GTU committees, including the Doctoral Council, Library Committee, and Grievance Committee.

GTU Professional Development Program

The GTU Professional Development Program (PDP) supports students as they transition into graduate study and prepare for careers after graduation. The program offers workshops, activities, and resources to help students succeed academically and cultivate the

professional skills needed for careers both within and beyond the fields of theology and religious studies.

Student Groups

The GTU supports a range of active student groups, including the International Students' Association and Creatives' Cove (sponsored by the Center for the Arts and Religion), that address the diverse needs of the student body. These groups provide support, connection, and community, particularly for those navigating the challenges of isolation, cultural transition, and adjustment to graduate life in the U.S. By fostering belonging and shared experience, student groups offer vital opportunities for engagement, advocacy, and mutual support.

General Information

TUITION AND FEES

TUITION SCHEDULE 2025 -2026

TUITION	
PhD Tuition	\$1,612 per credit
\$38,688 per year (12 credits per semester)	
PhD continuing Fee	\$5,270 per semester*
GTU Common MA Tuition	\$1,125 per credit
\$25,200 per year (12 credits per semester)	
MA Continuing Fee	\$5,270 per Semester*
Certificate Student	\$630 per credit
Continuing Education Courses	\$340 per CEU
OTHER FEES	
MA Application Fee	\$40
Doctoral Application Fee	\$135
Doctoral Application Fee for International Students	\$155
Records Maintenance Fee during leave of absence	\$100 per leave
PhD enrollment deposit (non-refundable)	\$350
PhD enrollment deferral deposit (non-refundable)	\$150
Doctoral Graduation Fee	\$150
MA Graduation Fee	\$75
Certificate Graduation Fee	\$25
Placement dossier Fee	\$50
Reinstatement Fee	\$200
ID Card Replacement	\$25

TUITION REFUND POLICY

- Prior to the end of Late Registration: full tuition
- By the end of the second week of classes: full tuition, less withdrawal fee
- By the end of the fifth week of classes: 50% of tuition
- After the fifth week of classes: no refund

Note: If you withdraw or fall below half-time status you will 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 contact the Financial Aid office.

Part-Time Study

Part-time study during the MA must be approved by the MA Program Director 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 doctoral program must be approved by the GTU Dean's Office; financial aid awards will be reduced in correspondence with the reduction in tuition.

Fee Payment Plans

If a doctoral student or an MA student 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.

Students in Arrears

Students with 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 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.

Health Insurance

The GTU strongly encourages all students to maintain health insurance coverage, as it is required by law for most individuals. Students may obtain coverage through Covered California, the state's health insurance marketplace, where many qualify for subsidized plans. Alternatively, students may purchase insurance directly from providers such as Kaiser or Blue Shield. The Manager for Student Services maintains contact information for local health insurance brokers and serves as a resource for students seeking guidance, including international students.

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

Transcript requests must be made in writing to the Consortial Registrar.

Policies for Students Eligible for VA Benefits

Students who are veterans 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. Any allowed credit 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 course work and training not used to satisfy another degree will be evaluated. Upon completion of the course of study a degree will be conferred.)

Students (including veterans) must maintain satisfactory academic progress. MA students must maintain a 3.0 GPA and be making 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 MA 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.



ACADEMIC AND ADMINISTRATIVE CALENDAR 2025 - 2026

FALL SEMESTER, 2025

August 18 – August 31	Orientation Period
August 18 – August 31	Late Registration Fall Semester 2025
August 30 – September 12	Course Add/Drop Period Fall Semester 2025
September 1	Labor Day: Administrative Holiday / Library Closed
September 2	Instruction Begins for Fall Semester 2025
October 20 – 24	Reading Week
November 3 – 14	Registration for Intersession 2026 & Spring Semester 2026
November 26 – 28	Thanksgiving: Academic and Administrative Holiday / Library Closed 2PM on 11/26
December 12	Fall Semester 2025 Ends
December 23 – January 2	GTU Administrative Holiday / Library Closed

INTER-SESSION, 2026

January 5 – January 30	Inter-session 2026 (Registration prior to first day of the course)
January 19	Martin Luther King, Jr. Day: Academic and Administrative Holiday / Library Closed

SPRING SEMESTER, 2026

January 19 – January 30	Late Registration for Spring Semester 2026
January 19	Martin Luther King Day: Academic and Administrative / Library Closed
January 31 - February 13	Course Add/Drop Period Registration Spring Semester 2026
February 2	Instruction begins for Spring Semester 2026
February 16	Presidents' Day: Academic and Administrative Holiday / Library Closed
March 23 – 26	Spring break
April 6 – 16	Registration for Fall Semester 2026
May 22	Spring Semester 2026 Ends/Library Closed
May 25	Memorial Day: Administrative Holiday / Library Closed
June 19	Juneteenth: Administrative Holiday/ Library Closed
July 3	Independence Day (observed): Administrative Holiday / Library Closed

ADMINISTRATIVE OFFICERS & STAFF

Office of the President

Uriah Y. Kim, President

Olivia Falcone, Executive Assistant to the President

Office of the Dean

Christopher Ocker, Dean, and John Dillenberger
Professor of the History of Christianity

Shelley Nelson, Executive Assistant to the Dean and
Administrative Assistant for Academic Affairs

Diandra Erickson, Associate Dean of Teaching,
Learning, and Assessment

Denise Morita, Manager of Student Services

Lia Brooke, Director of Recruitment and Admissions

John G.M. Seal, Consortial Registrar

Office of Strategy, Advancement and Outreach

Jen Ruppert, Chief External Affairs Officer

Victoria R. Price, Senior Manager of Marketing and
Communications

Samantha Kirby, Manager of Marketing &
Communications

Business Office

Michael Cairns, Chief Financial Officer

Office of Operations Management

Marie Lucero, Chief Operating Officer

Percy Hamilton, Operations Administrative Specialist

Sylvie Tisnado, Director of Human Resources

Iakopo “Jake” Yan Lan, Sr. IT Technician

Tom Larson, Director of Facilities

José Palacios, Assistant Director of Facilities

Flora Lamson Hewlett Library

Beth Kumar, Director of Library Services

David Stiver, Special Collections Librarian

Naw San Dee KD, Reference and Outreach Librarian

Stephanie Miller, Reference & Digital Initiatives
Librarian

Colyn Wohlmutter, Digitization and Conservation
Librarian

Kathy Farrell, Systems Manager and Metadata
Librarian

Marie Hempen, Senior Circulation Assistant

Clay-Edward Dixon, Collection Development Librarian

Kai Moore, Library Technical Services Assistant

Jenna Jackson, Public Services Librarian

BOARD OF TRUSTEES

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Katie Rosson, Vice Chair
Gaurav Rastogi, Treasurer
Julie Petrini, Secretary

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Agbonkhianmeghe Orobator
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Raymond Pickett, PLTS/CLU
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Justin Gable, DSPT
David Vásquez-Levy, PSR

ADMINISTRATIVE OFFICERS OF MEMBER SCHOOLS

Berkeley School of Theology

Dr. James E. Brenneman, President
Dr. LeAnn Snow Flesher, Dean

The Church Divinity School of the Pacific

Dr. Stephen Edward Fowl, President
Rev. Mark Chung Hearn, Dean of Academic Affairs

Dominican School of Philosophy and Theology

Dr. Justin Gable, Interim President
Br. Paschal Strader, Academic Dean

Institute of Buddhist Studies

Dr. Scott Mitchell, President
Rev. Dr. Takashi Miyaji, Dean

The Jesuit School of Theology of Santa Clara University

Father Agbonkhianmeghe E. Orobator, S.J., Dean
Dr. Jerome Baggett, Associate Academic Dean

Pacific Lutheran Theological Seminary of California Lutheran University

Rev. Dr. Colleen Windham-Hughes
Dr. Michael R. Hillis, Acting Dean

Pacific School of Religion

Rev. Dr. David Vásquez-Levy, President
Dr. Susan Abraham, Dean and Vice President for Academic Affairs

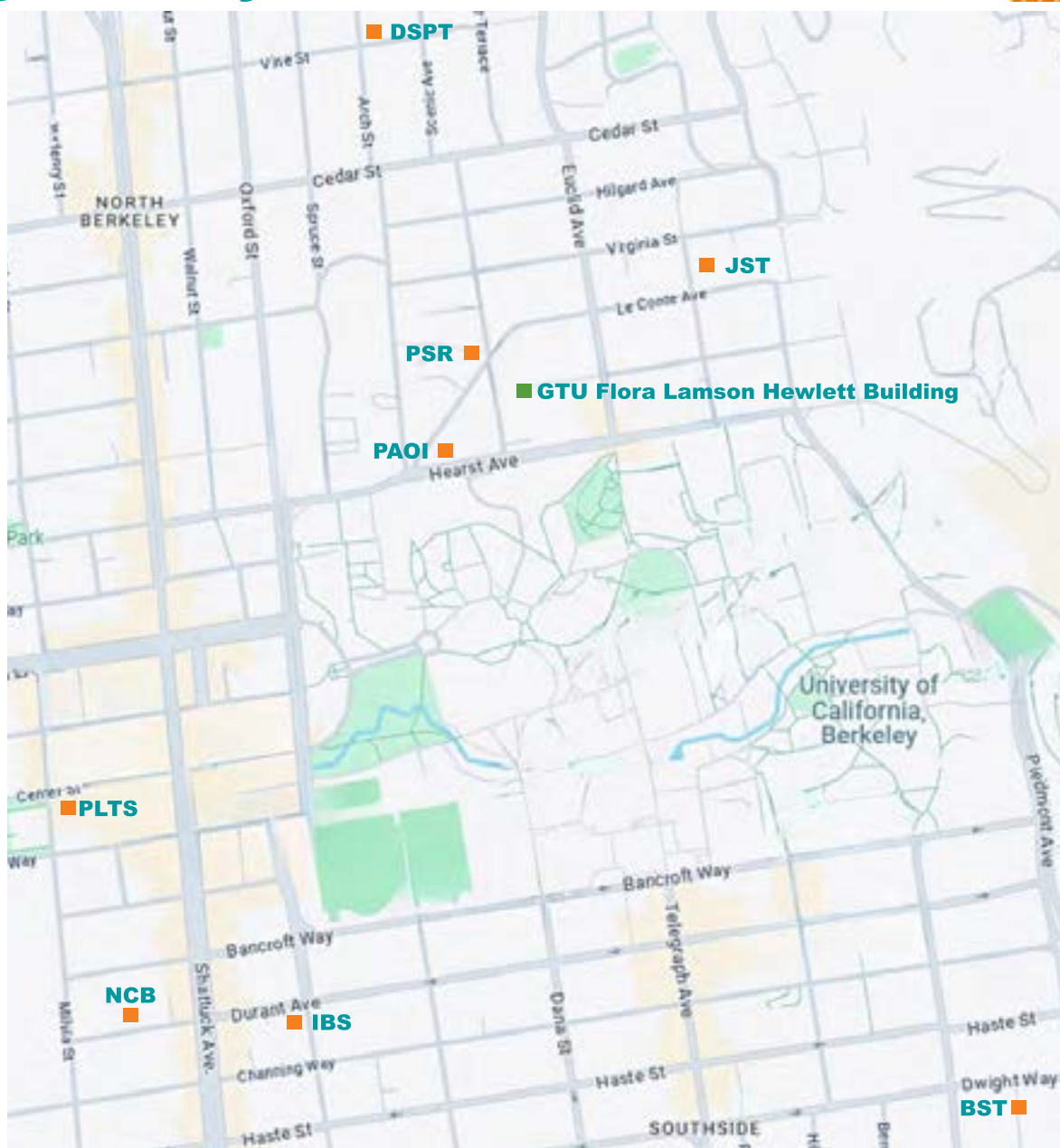
San Francisco Theological Seminary, University of Redlands Graduate School of Theology

Adrienne McCormick, Provost
Dr. Laurie Garrett-Cobbina, Dean of the Seminary

Map of Holy Hill



Graduate
Theological
Union



Berkeley Locations

GTU Flora Lamson Hewlett Building

Admissions
Financial Aid
Library
Center for the Arts & Religion
2400 Ridge Road

GTU Member Schools and Affiliates

Berkeley School of Theology (BST)
2606 Dwight Way

Center for Swedenborgian Studies (CSS)
1798 Scenic Ave (at PSR)

Dominican School of Philosophy and
Theology (DSPT)
2301 Vine Street

Institute for Buddhist Studies (IBS)
2140 Durant Ave

Jesuit School of Theology of Santa Clara
University (JST)
1735 Le Roy Street

New College Berkeley (NCB)
2029 Durant Ave

Pacific Lutheran Theological Seminary
(PLTS-Cal Lutheran)
2000 Center, Suite 200

Pacific School of Religion (PSR)
1798 Scenic Ave

Patriarch Athenagoras Orthodox Institute
(PAOI)
2311 Hearst

San Francisco Theological Seminary
(SFTS-Redlands)
105 Seminary Rd., San Anselmo (not
shown on map)

Newbigin House of Study (not shown on
map)

Wilmette Institute (not shown on map)