



# Graduate Theological Union

Abundant Pathways.  
Intersecting Perspectives.  
Transformative Impact.



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# 1

## OVERVIEW OF THE GTU

### 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, multifaith centers, and interdisciplinary programs creates a dynamic intellectual community that draws scholars from around the world. Our neighborhood, called “Holy Hill” — overlooking the San Francisco Bay and one block from the University of California, Berkeley — sits in the middle of an area of 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, one of the most comprehensive theological libraries 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 ACKNOWLEDGEMENT

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 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 Acknowledgement 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.

From the West Coast, it is natural to look toward Asia —the home of the world’s most rapidly-emerging religions and fast-growing populations. GTU is educating many scholars and ministers from Pacific Rim countries, and collaborating with religious leaders and faculty on programs both here and abroad. The GTU’s pluralism allows us to take the lead in exploring the theological and ethical implications of diversity. Ours is a model of cooperation in a diverse environment. The GTU is rich in resources and rich in spirit, offering students the exciting possibility of educational opportunity and theological growth. While not required for all programs, practical experience in one’s field is an integral part of a student’s professional development. The Bay Area offers a variety of employment opportunities to complement the curricula provided across the consortium. Students work with their advisors to identify work or other activities that will align effectively with their course of study.

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

## GTU STATEMENT 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 COMMON MA

The Master of Arts degree is granted by the GTU in cooperation with a member school, institute or center. The member schools have agreed to a common set of requirements and standards, and the student makes use of the resources of the whole consortium. Each student affiliates with a home institution (the GTU, a member school, institute or center) that best suits their research interests. The Director of the MA Program, in consultation with the member school deans and center/institute directors, and faculty of the school, center or institute of affiliation take primary responsibility for a student's advising and guidance. Although students must comply with the general requirements of the MA program, their degrees are also shaped by the distinctive educational philosophy and ethos of the school, center or institute of affiliation. Because the Advisor and Capstone Coordinator must come from the school, center or institute of affiliation, and because the school, center or institute of affiliation establishes the primary academic environment for the program, MA applicants are encouraged to take great care in selecting the appropriate school, center or institute. In addition to

the MA programs offered by the member schools in cooperation with the GTU, the Common MA includes specialized concentrations:

- 1) Jewish Studies, using the resources of the GTU's Jewish Studies faculty, enriched by the considerable resources not only of the consortium, but also by the Jewish Studies faculty of UCB;
- 2) Islamic Studies, incorporating the faculty resources of the Center for Islamic Studies and several of the member schools of the consortium, as well as UCB and Zaytuna College;
- 3) Hindu Studies, and Yoga Studies are offered by the faculty of the Center for Dharma Studies offering a multi-dimensional study of Hindu history, theology, ethics, and culture;
- 4) Interreligious Studies, taught primarily by rostered faculty of the GTU;
- 5) Buddhist Studies, taught primarily by the faculty of the Institute of Buddhist Studies, a member school of the GTU;
- 6) Orthodox Christian Studies is offered in the concentrations of History of Christianity, Theology, Liturgical Studies, and Christian Spirituality. The program provides both an academic structure for sustained inquiry into the theology of the Eastern Orthodox Church, and a theological foundation for service and leadership within an Orthodox parish or diocesan ministry.

The MA Program Handbook includes further information about these specialized programs.

All concentrations of the MA Program are offered in the residential program. In this option, students are required to take 51% of their courses in-person and the remaining courses can be online. Certain concentrations are currently offered through an online version of the MA program where more than 50% of the courses can be taken online.

#### ***See Section 3 of this catalog for:***

- Information about the fields of study within each of the schools
- MA admissions procedures and degree requirements
- Financial aid information
- Concentrations available online



*For Further information about the Common MA:*

### **Admissions Office**

Graduate Theological Union  
2400 Ridge Road  
Berkeley, California 94709

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

EMAIL: [admissions@gtu.edu](mailto:admissions@gtu.edu)

WEBSITE: [www.gtu.edu](http://www.gtu.edu)

*Prospective students are encouraged to contact schools that offer programs in their fields of interest to find out more about opportunities for study. See pages 31-32 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 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 UC 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 broader critical perspective on research and scholarship. It is our belief that these committee structures ensure that student research meets the highest standards of theological scholarship and ensures 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 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, for we believe that the new approaches and active dialogue emerging in theology and religious studies will be facilitated best by scholars who are rooted in the traditions of theological scholarship.

Scholarship at the GTU represents a balance of committed study in the critical disciplines and perspectives of the university. At the GTU, students study religious traditions with a deep respect for the belief 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, CA 94709

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

EMAIL: [admissions@gtu.edu](mailto:admissions@gtu.edu)

WEBSITE: [www.gtu.edu](http://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 outside the GTU who want to have some systematic graduate training but are not seeking to undertake the MA or PhD (stand-alone certificates). Students outside of the GTU should contact the GTU Admissions Office to inquire about the application process. Currently enrolled students must contact the Center Director or the GTU Dean's Office for more information.

Certificates available to current GTU students include:

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

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

*Interreligious Chaplaincy*  
*Online Interreligious Studies*  
*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](mailto:jseal@gtu.edu).



# 2

## 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. Beginning with the acquisition or honing of appropriate language skills, a student's study of primary texts incorporates a variety of methods, including transdisciplinary and contextual approaches. Students may focus their work on a single religious tradition or engage in a comparative study of texts and their interpretations.

## 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: in critical study of biblical and extra-biblical texts, in relevant ancient languages; in classic and contemporary methodological approaches, ancient and modern contexts, and interpretive frameworks. They show themselves to be prepared to engage, at a critical and creative level, 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, Itihasa, 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.

### ISLAMIC SACRED TEXTS

Students in this concentration work to develop competencies in the study of the Qur'an and the Prophetic Tradition. Contextualizing these foundational sources through their historical development and the contributions of generations of Muslim scholars, students study related texts and traditions, including Islamic law, theology, and spirituality that together inform the textual and interpretative community of Islam.

### 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. Students in the History of Christianity concentration are strongly encouraged to engage with the historians and other students 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.

### **JAIN STUDIES**

Students in the Jain Studies concentration study Jain philosophy, ethics, and living streams of religious experience based on non-harming. Students will have the opportunity to explore Jain culture's primary texts, doctrines, and their contemporary application. Research topics may include diaspora Jainism, sacred and commentarial literature, pilgrimage, ritual, material culture, monastic traditions, lived Jainism and cultural exchange, Jainism and ecology, and Jainism and the natural sciences. The Jain tradition is studied in conversation with the other Dharma traditions (Hindu

and Buddhist) in order to deepen understanding of their mutual illumination as well as the unique contributions of Jainism. **This concentration is only available at the doctoral level.**

### **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) 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) 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**

### **AESTHETICS**

Students in this concentration apply the resources of religious and theological traditions to the study of beauty – in its enrapturing power, in its perception as graceful manifestation of divine truth and goodness, and in its presentation as art. Students in this concentration investigate issues related to the aesthetic dimensions of faith, theology, religion, or ethics, or to the religious, theological, or ethical dimensions of aesthetics or art. They learn the methods of philosophical, fundamental, systematic, or moral theology for engaging in disciplined theological investigation, analysis, and evaluation of these issues, and for proposing synthetic, explanatory, or constructive approaches to them.

### **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, 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. 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 ETHICS**

Students in this concentration focus on a comparison of two or more theological 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.

### **COMPARATIVE THEOLOGY**

Inspired by an increasingly pluralistic global context that brings diverse religious worlds into contact, this concentration prepares students to engage in the study of the distinct theologies, practices, and ethics of different religions from a dialogical perspective. Students follow systematic, thematic, or constructive approaches to the comparative exploration of global faith traditions and religious cultures as they reflect on the meaning of religious pluralism for practitioners and theologians alike. 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.



## **ETHICS**

The 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 PHILOSOPHY AND THEOLOGY**

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.

## **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, ethno-musicology, 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 supervised reading courses. Whatever combination of classes and/or supervised 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 Comprehensive Exams." 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 during 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.

## 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 UCB faculty must be approved by the GTU Dean. Students must submit a curriculum vitae for the external reader unless they are UCB 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.

## 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"> <li>Written evaluation using RRR rubric by two course instructors</li> <li>Paper evaluations then reviewed by Advisor</li> </ul>	Course Instructors, Advisor
Coursework	By end of second year	<ul style="list-style-type: none"> <li>Four semesters of coursework (48 units)</li> <li>Normal load is 3 three-unit courses plus 3 units of "Preparation for comps"</li> <li>Includes Seminar on Interdisciplinarity and Department Seminar plus other courses in primary and secondary concentrations and outside discipline</li> </ul>	Advisor and Course Instructors
Languages	By end of second year	<ul style="list-style-type: none"> <li>Certification in 2 scholarly research languages through translation and comprehension examinations (offered September, February, May once each semester) or course work</li> </ul>	GTU Language Committee
Comprehensive Exam Proposal	By end of third year	<ul style="list-style-type: none"> <li>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</li> <li>Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to department chair.</li> <li>See "Procedures for Comprehensive Examination Proposal Approval" in Doctoral Handbook</li> </ul>	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"> <li>Four exams: primary and secondary concentrations, outside discipline, background to dissertation</li> <li>At least one is a research paper of 30-40 pages</li> <li>Format options for other exams: four-hour closed book, student designed/taught course, 24 hour take home, or two papers-two courses.</li> </ul>	Comps Committee
Oral/Comprehensive Exam	No earlier than two weeks after submitting completed exams to committee	<ul style="list-style-type: none"> <li>Three-hour examination by committee</li> <li>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.</li> </ul>	Comps Committee
Dissertation Proposal	By end of fifth year	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Human Subjects protocol (if relevant) should be submitted along with proposal</li> </ul>	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"> <li>All committee members must approve final draft</li> </ul>	Dissertation Committee
Dissertation Oral Defense	Four weeks (minimum) after final draft is submitted to committee	<ul style="list-style-type: none"> <li>All committee members must approve defense</li> </ul>	Dissertation Committee

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 the 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 UCB 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 list of graduates in October or April.

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 UCB courses, they are subject to all the regulations and requirements of the university; grades for university work will be recorded on the transcript.

Tuition will not be reduced below the two-year minimum, nor will the period of time under the direction of the GTU faculty be reduced by previous graduate work. Such work, however, may significantly influence when a student is ready to take the comprehensive examinations. Indeed, a student who has met the language, 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 the residence period, students pay a reduced “continuing fee” until the end of their academic program and must register full time. 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 UC 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

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

### DEGREE REQUIREMENTS FOR ADMISSION

1. **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](http://www.gtu.edu).*

- a. Determine the appropriate Department and Concentration of study** Perhaps 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. It may also be important and helpful to contact the Department Chair. The Admissions Office is happy to assist in making that connection.
- b. Fulfill all of the steps of the admission process**  
Be sure to satisfy any additional admissions requirements stipulated by your chosen department as well.
- 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 brief (300-500 words). It 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 20 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**  
These should be from persons with academic credentials who can speak knowledgeably about the applicant’s academic performance and potential, and their suitability for doctoral level studies. Academic references are not the same as character references; they should speak directly to academic strengths and potential.
- f. Official transcripts from all previous institutions**  
Applicants must submit official transcripts of college-level work. International transcripts must be accompanied by a certified English translation. Order these well in advance, as some institutions need time to fill requests. Applicants who have completed a master’s degree at the GTU must still request official transcripts from the Registrar’s office.
- 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. Register early so that scores will be available to the Admissions Committee not later than the last week of December. This is a firm deadline.

#### **h. Application fees**

A non-refundable fee of \$135 for domestic students and \$155 for international students is payable to the GTU. This should be paid by credit card with the online application or by check from a U.S. bank or international postal money order, payable to the Graduate Theological Union. The GTU will send a portion of the payment to the Graduate Division of UCB along with the student's application for review once the application has been admitted to the GTU.

#### **i. Meet deadlines**

All materials must be postmarked or transmitted electronically no later than the December 1 deadline in order to be presented to the Admissions Committee, which meets only once per year. Plan ahead to meet the deadline. Late applications will not be considered until the following year. 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.



**If you have questions or would like further information:**

#### **Admissions Office**

Graduate Theological Union  
2400 Ridge Road, Berkeley, CA 94709

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

EMAIL: [admissions@gtu.edu](mailto:admissions@gtu.edu)

WEBSITE: [www.gtu.edu](http://www.gtu.edu)

#### **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 comprehensive 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. All students are encouraged to apply.

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.

**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.

**Dean's Scholarships** Each year, the GTU offers a limited number of partial-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 per credit tuition. GIA is determined by the completion of the institutional financial aid application and the Free Application for Federal Student Aid (FAFSA). Students are required to apply for financial assistance on an annual basis and must maintain a full-time load of 12 semester hours each term. Students that enroll less than full-time will have their aid prorated based on their actual cost of tuition. 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 which is given to students upon enrollment and is available online on the GTU website.

**Other Funding Sources** Students are encouraged to seek outside assistance from civic organizations, trust funds, foundations and denominational sources. The External Scholarship Resources link is located in the Financial Aid section of the GTU website and is an online database of external scholarships and funding 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** 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. There is a credit check approval 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 submitting a "yes" response to questions #31 of the FAFSA.

**Estimated Expenses** The following are estimated living expenses for the nine-month, 2022-2023 academic year. This budget serves as the foundation for determining a student's financial need, as well as, the amount of qualified institutional grant/ scholarship and federal student aid that can be offered. 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 year
Books/Supplies		\$500	\$1000
Housing	\$1,300	\$5,850	\$11,700
Food	\$336	\$1,485	\$3,020
Transportation	\$250	\$1,150	\$2,300
Medical		\$1,500	\$3,000
Miscellaneous	\$140	\$560	\$1,260
Loan Fees		\$110	\$220
<b>Total</b>	<b>\$2,026</b>	<b>\$11,250</b>	<b>\$22,500</b>



# 3

## Common MA Program

### THE GTU COMMON MA

The Common MA is an academic degree offered in cooperation with the member schools, centers and institutes of the GTU consortium. The purpose of the program is 1) as a preparation for doctoral study, or 2) as an academic foundation for secondary school teaching, education or social justice ministries, or religious leadership in the non-profit sector.

Students who complete the MA program will be able to:

- Demonstrate focused knowledge in the field of study represented by a chosen concentration.
- Demonstrate general knowledge of several different approaches to theological and religious studies.
- Engage in respectful dialogue with practitioners of another religious tradition.
- Produce research projects, each with a clearly formulated thesis statement that is supported by appropriate evidence from primary and secondary sources communicated in an effective scholarly presentation.

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

**For a complete list of GTU Departments and concentrations, please see the descriptions on pages 10-15.**

**To find which concentrations are offered at each member school, center or institute of affiliation, please see the charts on pages 29-30.**





**See Section 2  
for departments and concentrations, which  
are the same as those in the Doctoral Program**

## MA PROGRAM REQUIREMENTS

### RESIDENCY AND COURSE REQUIREMENTS

Forty-eight units of coursework are required for satisfactory completion of the Master of Arts degree. Students can choose to complete either: a total of fourteen 3-unit academic courses plus six units of capstone work or a total of fifteen 3-unit academic courses plus three units of capstone work. Students interested in pursuing doctoral studies are encouraged to choose the first option.

Courses of less than three units (such as 1.5-unit courses), courses in functional theology that are not preapproved, field education courses, or practical courses in ministry do not count toward this degree. Modern foreign European language courses do not count toward the course requirements (see below).

Full-credit courses in biblical languages, classical languages, specialized languages, or advanced work in a language beyond the language requirement level may be counted toward the full-credit courses. Under extraordinary circumstances, the Dean or Director of the school, center, or institute of affiliation, with the approval of the MA Program Director, may allow a student to combine two 1.5-unit courses in the same field of study to count as a 3-unit course on the basis of evidence that the readings, papers, and other assignments required level of work is equivalent to a full 3-unit academic course. MA students who have taken GTU courses for credit as a non-degree student may petition to transfer a maximum of twelve units (four 3-unit courses) in the MA Program. Likewise,

MA students previously enrolled in another degree program at the GTU may transfer a maximum of thirty-six units (twelve 3-unit courses) into the MA program.

In addition to the fourteen/fifteen courses, the student must register for either 3 or 6 units of MA Capstone, ordinarily in the second year, to allow time for preparation of the capstone paper or thesis. Ordinarily, the student takes eight courses during the first year, and six or seven courses during the second year, plus one or two capstone courses. Course work in the Master's program is delivered by lecture and seminar. Students are expected to have sufficient background in theology or religious studies to enter into seminar work, which is an integral part of the program from its first semester. When there is doubt about a student's previous preparation, the MA Admissions committee or the faculty may ask the student to plan a program that will extend course work beyond the normal two-year minimum.



**Grades** Satisfactory completion of the 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.

## **COURSE REQUIREMENTS**

One course on Research Methods (MA 1000 or 8100) is to be taken prior to the submission of the capstone proposal, typically during the student’s first semester. One course in Interreligious Studies (IR or other approved courses) must be taken that requires the student to engage in dialogue with one or more religious traditions. One course must be taken in each of four Departments: Sacred Texts & Their Interpretations (BS, OT, NT or other approved courses), Historical & Cultural Studies of Religion (HS, HR, RA, SP, RS or other approved courses), Theology & Ethics (CE, PH, PT, RS, ST or other approved courses), Religion & Practice (PR, ED, HM, LS, PS, preapproved FT or other approved courses). (Please note that “other approved courses” must be approved by the member school dean or center/affiliate director.) Four courses (two of which must be at the 4000 level or above) must be taken in the student’s chosen concentration. Depending on the background of the student or the program, the academic advisor may require additional distribution requirements. (Students in tradition -specific concentrations must fulfill the departmental distribution requirements by taking courses in that tradition.)

Because of the consortial structure of the program, at least two courses must be taken from faculty outside of the school, center or institute of affiliation. The academic advisor and the Capstone Committee Coordinator must come from the school, center or institute of affiliation.

**Language Requirement** Except as noted below with regard to the specialized concentrations, MA students are required to demonstrate proficiency in at least one modern foreign language no later than the first semester of the second year of residence. Non-native speakers of English may, with permission, certify English as their modern foreign language. Additional language requirements may be set by the academic advisor or Capstone Committee, depending on the student’s proposed program of study. Prospective students are strongly encouraged to pursue language preparations prior to matriculation. Students can certify proficiency in a modern language in a variety of ways, including certification through a GTU administered

examination during the academic year or extensive prior graduate-level coursework. The GTU also offers some summer language courses, which culminate in a GTU administered examination. Non-native English speakers may certify English with a score of 79 (internet-based) on iTOEFL. Students who were required to take the GRE for admission may certify in English by submitting to the Dean of the school of affiliation a term paper of at least 20 pages in length written for a GTU course, along with a written evaluation of the student’s written and spoken English language abilities by the faculty member who taught the course.

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

**Course Work** Students may also certify proficiency in a modern foreign language by course work. Qualified courses should foster an understanding of the language’s basic structures and grammar and develop reading, translation, and comprehension skills at the requisite level for GTU graduate programs. Courses should include an examination at the end of the course equivalent in the Modern Foreign Language Exam. The following options may also be used.

- a) Certification of completed undergraduate or graduate level courses at an accredited college or university within the past five years. If an MA student achieves a grade of B in the fourth semester or sixth quarter of language instruction, they may petition the committee to accept this work.



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

**Non-Native English Speakers** Certification of English by non-native speakers is done one of two ways. For MA level proficiency, students must achieve a score of 550 (paper-based) or 213 (computer-based) on the TOEFL exam or 79 (internet-based) on iTOEFL.

Students who were required to take the GRE for admission may certify in English by submitting to the Dean of school of affiliation a term paper of at least 20 pages in length written for a GTU course, along with a written evaluation of the student's written and spoken English language abilities by the faculty member who taught the course.

## MA Capstone

Each MA student is required to submit a capstone that represents either the equivalent of two 3-unit courses or one 3-unit course. The MA capstone is expected to show the student's competence for independent investigation, scholarly judgment, and creativity. It should demonstrate that the student is able to deal with research materials and to organize a problem in acceptable academic form, in either a thesis or paper.

A general understanding of the problem is required as well as knowledge of the standard reference works and journals that focus on the subject. An adequate bibliography must be included. As soon as the student begins to plan for the MA capstone, the capstone committee should be constituted so that work on a capstone proposal can begin.

The capstone proposal is drawn up by the student in consultation with the capstone committee, and must be approved by the committee, the Dean or Director of the member school, center, or institute of affiliation, and the Senior Director of Student Success. This should happen no later than the end of the third semester of full-time work, but may happen earlier. The capstone committee is expected to work with the student during the writing period. For this reason, a period of at least 90 days must lapse between the forming of the capstone committee and the oral examination. An oral examination is required, not to exceed three hours. The student's committee may designate a pass with honors, a pass, a pass with minor



revisions, a pass with major revisions, a failure with the possibility of revision, or a failure. Capstones must be prepared according to the most recent edition of *Manual for the Writers of Term Papers, Theses, and Dissertations*, by Kate Turabian, published by University of Chicago Press, and the GTU Guide for Capstones and Dissertations. Two typographically correct copies of the Master's capstone, printed on archival paper, bearing the approval signatures of the student's capstone committee and the Library Reference desk (which certifies it is in proper form) are to be submitted to the Academic Programs Coordinator.

**Time Limit** The Common MA is designed to be a two-year, full-time program, but the maximum time frame is four years. Students may apply for an extension at that time to the Dean or Director of their school, center, or institute of affiliation, but there must be extenuating circumstances to allow the extension.

**Joint MA/MDiv** MDiv students at a GTU member school may elect to apply for admission into the Common MA program in the third year of their MDiv to complete a shortened 24-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 Senior Director of Student Success 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. In the fourth year, students will continue to refine their research and write their MA Capstone. 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. Oftentimes, introductory courses in Biblical Studies and Theology, to name a couple, will fulfill requirements for both degrees. Maintain open communication with your advisor and the MA Program Director.

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

**Cross-registration** 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 UCB course is over-enrolled. This cross-registration privilege may make available studies in specialized languages, or courses in areas beyond those offered by the GTU faculty. These courses may count toward the completion of the MA degree. Courses taken in preparation for fulfilling the general language requirement may not count toward the required courses.



## CHOOSING A SCHOOL OF AFFILIATION

- 1) Choose a field of study, bearing in mind that it encompasses both a subject matter (what you study) and a methodology (how you study).
- 2) Study the faculty resources listed in alphabetical order to examine which of the faculty might best suit your interests. This will help you to select a possible school, center, or institute of affiliation or one of the specialized MA degrees. Looking at faculty interests on the GTU and member school websites will also be helpful.
- 3) Determine which member schools, centers, or institutes offer an MA in your field of interest. Don't overlook the options of the specialized MA areas of concentration in Buddhist Studies, Islamic Studies, Jewish Studies, Jain Studies, Yoga Studies, Hindu Studies and Interreligious Studies.
- 4) Contact the school(s), center(s), or institute(s) with which you are considering affiliation and have a discussion with the Admissions Director, Center Director, or Staff to determine whether your sense of fit with the program is well-founded. Explore together whether your background and interests are suitable for their program.

## ADMISSION REQUIREMENTS AND PROCEDURES

Each applicant to the GTU Common MA program must select a GTU member school, center, or institute of affiliation where they can pursue their stated academic interests. A school, center, or institute of affiliation might also be chosen based primarily on denominational or religious ties. Applicants must determine which concentration offered by the GTU best fits their study interests.

Keep in mind not every field of study is offered at every school, center or institute. Please consult the chart at the end of this section to see which schools and centers offer the field of study you wish to choose.

A list of admissions staff at the member schools is included here, and you may also want to read the information about the member schools, centers, and affiliate institutions in section 5 of this catalog. For admissions questions relating to centers and institutes, please be in touch with the GTU admissions office.

You are encouraged to find out more about the faculty resources and community life of the particular school that interests you.

## APPLICATION FORMS ARE AVAILABLE ONLINE AT [WWW.GTU.EDU](http://WWW.GTU.EDU)

Application Deadlines are November 1 for admission to the spring semester and May 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](mailto:admissions@gtu.edu)

WEBSITE: [www.gtu.edu](http://www.gtu.edu)



## MA CONCENTRATIONS OFFERED BY MEMBER SCHOOLS

	BST	CDSP	DSPT	IBS	JST	PLTS	PSR	SFTS
<b>SACRED TEXTS AND THEIR INTERPRETATION</b>								
Hebrew Bible/Old Testament	.	.			.	.	.	.
Islamic Sacred Texts								
New Testament	.				.	.	.	.
<b>HISTORICAL AND CULTURAL STUDIES OF RELIGION</b>								
Anthropology of Religion								.
Art and Religion			.		.			
Buddhist Studies				.				
Christian Spirituality			.		.	.		.
Comparative Religion		.	.					.
History of Christianity	.	.	.			.	.	.
Islamic Studies			.					
Jewish Studies								
New Religious Movements							.	
Religion and Literature	.		.					
Sociology of Religion	.				.		.	
<b>THEOLOGY AND ETHICS</b>								
Aesthetics			.					
Christian Theology	.	.	.		.	.	.	.
Comparative Ethics			.				.	
Comparative Theology		.	.				.	
Ethics	.	.	.		.	.	.	.
Islamic Philosophy and Theology			.					
Philosophical Theology		.	.				.	
Theology and Science			.					
<b>RELIGION AND PRACTICE</b>								
Homiletics	.					.	.	
Liturgical Studies	.	.	.		.		.	
Missiology		.	.		.			
Practical Theology	.	.	.	.	.		.	
Religious Education	.		.				.	.

### MEMBER SCHOOLS, CENTERS, AND INSTITUTES

**BST:** Berkeley School of Theology

**CDSP:** Church Divinity School of the Pacific

**DSPT:** Dominican School of Philosophy and Theology

**IBS:** Institute of Buddhist Studies

**JST–SCU:** Jesuit School of Theology of Santa Clara University

**PLTS:** Pacific Lutheran Theological Seminary

**PSR:** Pacific School of Religion

**SFTS:** San Francisco Theological Seminary - University of Redlands



## MA SPECIALIZED CONCENTRATIONS OFFERED BY CENTERS AND AFFILIATES

	CARe	CDS	CJS	CIS	CSS	CTNS	GTU	PAOI
<b>SACRED TEXTS AND THEIR INTERPRETATION</b>								
Hindu Sacred Texts		•						
Islamic Sacred Texts				•				
Rabbinic Literature			•		•			
<b>HISTORICAL AND CULTURAL STUDIES OF RELIGION</b>								
Art and Religion	•				•			
Christian Spirituality								
Comparative Religion		•		•	•	•		
History of Christianity					•	•		•
Hindu Studies		•						
Islamic Studies				•		•		
Jewish Studies			•					
New Religious Movements		•			•			
Religion and Literature	•							
Interreligious Studies							•	
<b>THEOLOGY AND ETHICS</b>								
Aesthetics	•							
Christian Theology					•	•		•
Comparative Ethics								
Comparative Theology		•	•	•	•			
Ethics		•				•		
Islamic Philosophy and Theology				•				
Philosophical Theology						•		
Theology and Science						•		
<b>RELIGION AND PRACTICE</b>								
Liturgical Studies								•
Practical Theology		•	•					•
Yoga Studies		•						

### CENTERS AND AFFILIATES

**CARe:** Center for the Arts & Religion

**CDS**  
Center for Dharma Studies

**CJS**  
Richard S. Dinner  
Center for Jewish Studies

**CIS**  
Center for Islamic Studies

**CSS:** Center for Swedenborgian Studies

**CTNS**  
Center for Theology and the Natural Sciences

**GTU**  
Graduate Theological Union

**PAOI**  
Patriarch Athenagoras Orthodox Institute

## GTU

### Denise Morita

DIRECTOR OF ADMISSIONS AND FINANCIAL AID  
2400 Ridge Road, Berkeley, CA 94709

(510) 649-2460 • [admissions@gtu.edu](mailto:admissions@gtu.edu)

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## BST

### Lia Rochill

ASSISTANT DIRECTOR OF ADMISSIONS  
2606 Dwight Way, Berkeley, CA 94704

(510) 841-1905 • [admissions@bst.edu](mailto:admissions@bst.edu)

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## CDSP

### Rebecca Hinkley

OFFICE OF ADMISSIONS

2450 LeConte Avenue, Berkeley CA 94709

(510) 204-0738 • [admissions@cdsp.edu](mailto:admissions@cdsp.edu)

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## DSPT

### Aaron Anderson

DIRECTOR OF ADMISSIONS

2301 Vine Street, Berkeley, CA 94708

(888) 450-3778 • [admissions@dspt.edu](mailto:admissions@dspt.edu)

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## JST-SCU

1735 LeRoy Avenue, Berkeley, CA 94709

(510) 549-5013 • [jstadmissions@scu.edu](mailto:jstadmissions@scu.edu)

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## PLTS

### Jill Disbro

DIRECTOR OF ADMISSIONS

2000 Center Street, Berkeley CA  
94704

(510) 559-2730 • [admissions@plts.edu](mailto:admissions@plts.edu)

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## PSR

### Keaton Andreas

DIRECTOR OF ADMISSIONS

1798 Scenic Avenue, Berkeley, CA 94709

(510) 849-8231 • [admissions@psr.edu](mailto:admissions@psr.edu)

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## SFTS, University of Redlands

105 Seminary Road, San Anselmo, CA 94960

(415) 451-2831 • [admissions@sfts.edu](mailto:admissions@sfts.edu)

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### STUDENTS INTERESTED IN BUDDHIST STUDIES SHOULD CONTACT:

#### Scott Mitchell

DEAN, INSTITUTE OF BUDDHIST STUDIES

2410 Durant Avenue, Berkeley, CA 94707

(510) 809-1444 • [admin@shin-ibs.edu](mailto:admin@shin-ibs.edu)

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

#### Rita Sherma

DIRECTOR, CENTER FOR DHARMA STUDIES

Graduate Theological Union 2400 Ridge Road,  
Berkeley, CA 94709

(510) 649-2579 • [rsherma@gtu.edu](mailto:rsherma@gtu.edu)

### STUDENTS INTERESTED IN ISLAMIC STUDIES SHOULD CONTACT:

#### Munir Jiwa

DIRECTOR, CENTER FOR ISLAMIC STUDIES

Graduate Theological Union 2400 Ridge Road,  
Berkeley, CA 94709

(510) 649-2562 • [cis@gtu.edu](mailto:cis@gtu.edu)

### STUDENTS INTERESTED IN JEWISH STUDIES SHOULD CONTACT:

#### 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](mailto:cjs@gtu.edu)

### STUDENTS INTERESTED IN AFFILIATING WITH THE PATRIARCH ATHENAGORAS ORTHODOX INSTI- TUTE SHOULD CONTACT:

2311 Hearst Avenue, Berkeley, CA 94709

(510) 649-3450 • [paoi@gtu.edu](mailto: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. Official Graduate Record Examination (GRE scores from within the last five years). 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.

- 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

The GTU is responsible for all aspects of managing student financial aid. Financial aid packages are communicated to applicants by the GTU Financial Aid Office and may include federal student aid in addition to institutional aid provided to students affiliating with a GTU Center or tuition aid assistance provided by the member or affiliate school schools of the GTU consortium.

Prospective and current students who are U.S. citizens or eligible non-citizens and are affiliating with a GTU Center must complete and submit the annual GTU Financial Aid Application and the Free Application for Federal Student Aid (FAFSA) by the priority deadline. U.S. citizens or eligible non-citizens affiliating with a member or affiliate school must complete the annual GTU Financial Aid Application, the FAFSA, and the member/affiliate school's financial aid form (if applicable). Additionally, 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.

International applicants who are affiliating with a GTU Center 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. Prospective and current international students affiliating with a member or affiliate school must consult with their member or affiliate school with regard to their financial forms and procedures in order to determine eligibility for tuition aid assistance. International students are not eligible for Title IV federal student aid.

**The GTU's institution code is 4336.**

*For further information on these examinations go to the website [www.ets.org](http://www.ets.org).*



**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 2022-2023 academic year. This budget serves as the foundation for determining the student's financial need as well as the amount of qualified institutional grant/scholarship and federal student aid that can be offered and is provided to assist students in estimating their budget for the nine (9) month academic period.

Student Standard Budget	Monthly	Semester	9-month Academic-year
Books/Supplies		\$500	\$1,000
Housing	\$1,300	\$5,850	\$11,700
Food	\$336	\$1,485	\$3,020
Transportation	\$250	\$1,150	\$2,300
Medical		\$1,500	\$3,000
Miscellaneous	\$140	\$560	\$1,260
Loan Fees		\$110	\$220
<b>Total</b>	<b>\$2,026</b>	<b>\$11,250</b>	<b>\$22,500</b>

# 4

## Certificate Programs

### 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. For the Interreligious Chaplaincy Program, students entering the program must hold an accredited Master's level degree in a relevant field of study.

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](mailto: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.

### **ONLINE CERTIFICATE OF INTERRELIGIOUS CHAPLAINCY**

The Graduate Theological Union offers a 24-credit stand-alone certificate in interreligious chaplaincy to students wishing to broaden their knowledge of spiritual care or for students wanting to pursue a chaplaincy career such as health care, prisons, universities, or armed services.

#### **Who can apply?**

1) GTU consortial students and graduates (MDiv, MA, Ph.D., etc.) in any field. Current MA students can apply in the 2nd year and complete the certificate after receiving their MA. Students must complete their degrees prior to beginning the certificate.

2) BA, MA, and Ph.D. graduates from other institutions focusing on religious studies or related fields. Admission of non-religious studies graduates requires the approval of the ICP program director.

Students can enroll full-time or part-time and complete the certificate's requirements online or in a hybrid asynchronous and synchronous model.

Instruction will include taking eight classes at the GTU.

Students who wish to apply for the Certificate in Interreligious Chaplaincy should contact ICP Director Dr. Kamal Abu-Shamsieh, [kshamsieh@gtu.edu](mailto:kshamsieh@gtu.edu).

### **ONLINE CERTIFICATE IN INTERRELIGIOUS STUDIES**

The GTU Online Certificate in Interreligious Studies is a fully online and stand-alone post-baccalaureate certificate for individuals who want to explore various religious traditions and their interreligious dimensions.

In today's increasingly pluralistic world there is a growing desire to expand beyond the study of any single tradition to instead learn about the connections between two or more traditions as well as their relation to art, the natural sciences, and the most pressing issues of our time. This program provides a collaborative online space for individuals to learn about different religious traditions and how these traditions intersect.

Building on the GTU's long-established leadership in interreligious scholarship, this program can help meet the needs of individuals who desire to pursue the study of religion for a variety of reasons:

- You are curious about different religions and want to learn more.
- You are a working professional who wants to learn how to better navigate a diverse workplace environment.
- You want to learn how to better engage in a changing world with diverse contexts and communities.
- You are interested in learning new approaches to cultivating inclusive practices.
- You are considering pursuing a MA, MTS, or MDiv, and you would like to try out graduate courses in religious studies.
- You work with church congregations with a strong interest in interfaith dialogue.
- You are a lifelong learner who wants to pursue knowledge in religious studies.

#### **Certificate Courses**

The Online Certificate in Interreligious Studies is comprised of five 7-week long courses for 1.5 credits each (7.5 credits total). All students admitted to the program are required to begin the program in the Fall semester and complete each course in the order outlined below. Students may not enter the program in the Spring or Summer terms.

Students are required to take all four courses in Group 1 and one course in Group 2.

##### **Group 1:**

Judaism and Its Interreligious Dimensions  
(Center for Jewish Studies)

Islam and Its Interreligious Dimensions  
(Center for Islamic Studies)

Hinduism and Its Interreligious Dimensions  
(Center for Dharma Studies)

Christianity and Its Interreligious Dimensions (GTU)

##### **Group 2:**

Art and Its Interreligious Dimensions  
(Center for the Arts & Religion)

Natural Science and Its Interreligious Dimensions  
(Center for Theology and Natural Sciences)



### ***CERTIFICATE IN JEWISH STUDIES***

The Richard S. Dinner Center for Jewish Studies offer a six-course certificate program for individuals who wish to undertake systematic graduate training in Jewish studies, but are not enrolled in the MA or PhD through CJS. The program is designed to provide foundational understandings of the development of Jewish culture, thought and literature. The certificate requires six GTU courses in Jewish Studies, two of which must be the foundations courses in ancient–medieval and modern Jewish studies at CJS. 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 at the GTU consortium who wish to pursue the certificate 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.edu](mailto:daranoff@gtu.edu).

### ***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](mailto: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.

## ***CERTIFICATE IN WOMEN'S STUDIES IN RELIGION***

This program is for enrolled GTU students who wish to integrate an intentional focus on women's studies in interreligious dialogue, theology and religion, and encourages the innovative work of women faculty and students at both the GTU and UC Berkeley. Completion of the certificate requires the Women's Studies in Religion seminar offered every year, completing three additional courses (at least two with a religious or theological component) at the GTU or UC Berkeley, and participating in designated Women's Studies in Religion events.

## **SPECIAL STUDENTS**

Take a Class at the GTU as a Special Student!

If you have a bachelor's degree you may apply to take a course through the GTU or one of its member schools. Applications to take a course as a special student are due two weeks prior to the start of the term. 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, Center or Affiliate submit a completed application and official transcript to the GTU Admissions Office, 2400 Ridge Road, Berkeley, CA 94709.

Per unit cost can be found on the tuition and fees page. 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.

If possible, please apply online, but if the online application is impossible for you, you may download our PDF application, fill it out, and email the completed form to [admissions@gtu.edu](mailto:admissions@gtu.edu). Please make your check out to Graduate Theological Union for the amount of \$15.



# 5

## Faculty

### 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

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

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

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

THOMAS CATTOI • Jesuit School of Theology, Dwan Family Endowed Chair in Ecumenical and Interfaith Dialogue, Roman Catholic; PhD, Boston College, 2006

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

JENNIFER W. DAVIDSON • Graduate Theological Union, John Dillenberger Professor of Theology, Dean and Vice President for Academic Affairs; PhD, Graduate Theological Union, 2011

MAHJABEEN DHALA • Graduate Theological Union, Center for Islamic Studies, Assistant Professor of Islamic Studies, Director of Madrasa-Midrasha Program, Muslim; PhD, Graduate Theological Union, 2021

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-COBBINA • 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

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

FRAN GRACE • San Francisco Theological Seminary and the University of Redlands, Professor of Religious Studies and Steward of the Meditation Room; PhD, Princeton Theological Seminary, 1997

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

SHAUNA HANNAN • Pacific Lutheran Theological Seminary, Professor of Homiletics, Evangelical Lutheran Church in America; PhD, Princeton Theological Seminary, 2011

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.

ARTHUR G. HOLDER • Graduate Theological Union, Professor of Christian Spirituality and GTU Accreditation Liaison Officer, Episcopalian; PhD, Duke University, 1987

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

MUNIR JIWA • Center for Islamic Studies, Associate Professor of Islamic Studies and Anthropology and Founding Director of the Center for Islamic Studies, Muslim; PhD, Columbia University, 2004

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

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, Candidate Graduate Theological Union

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 • San Francisco Theological Seminary, Professor of the History of Christianity; PhD, Princeton Theological Seminary

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

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

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

ANDREA VESTRUCCI • Graduate Theological Union, Visiting Professor of Theology and Technology; PhD, University of Geneva, 2017

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

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

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

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

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

RONALD BURRIS • Berkeley School of Theology, Associate Professor Emeritus of Church History, American Baptist; PhD, Graduate Theological Union, 2002

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

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

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



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

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; LittD, Ryukoku University, 2002

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 UC 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 men and women 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), UC Berkeley).

The Masters in Community Leadership (MCL) is a professional degree program designed to prepare men and women 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

Creative Church & Community  
Spirituality & Resilience  
Justice & Reconciliation  
*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), UC Berkeley, Mills College).
- Access to The Flora Lamson Hewlett Library, a world-class theological Library (e-resources available), as well as the 26 Libraries on the UC Berkeley Campus.
- Courses taught onsite, online and through remote formats.
- Rolling Admissions.

The Master of Theological Studies 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 UC 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 Latino 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](mailto:admissions@bst.edu)

WEBSITE: [www.bst.edu](http://www.bst.edu)

## CHURCH DIVINITY SCHOOL OF THE PACIFIC

**Denominational Affiliation** Episcopal Church

**Accreditation** Association of Theological Schools

Degrees Offered Master of Divinity, Master of Theological Studies, 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 Master of Theological Studies provides solid academic grounding in theological disciplines, into which students integrate their interests and often their expertise in other

fields, deepening their capacity for their current or envisioned vocation. In 2023, CDSP paused admission to this program.

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.

The Certificate of Theological Studies is a flexible program appropriate for persons in a process of vocational discernment, as well as those seeking study for personal enrichment. In 2023, CDSP paused admission to this program.

**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 at Berkeley, with its vast library resources and bookstore, is two blocks away.

### For further information, contact:

**Church Divinity School of the Pacific**  
2450 LeConte Ave., Berkeley, CA 94709

TELEPHONE: (510) 204-0700

EMAIL: [admissions@cdsp.edu](mailto:admissions@cdsp.edu)

WEBSITE: [www.cdsp.edu](http://www.cdsp.edu)

## DOMINICAN SCHOOL OF PHILOSOPHY AND THEOLOGY

**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, Master of Arts (through the GTU), Certificate of Philosophical Studies, Certificate of Theological Studies

**Mission** The Dominican School of Philosophy & Theology, a member of the Graduate Theological Union, is a community of scholars committed to the pursuit of truth as revealed in the Gospel and discovered by human reason. Inspired by the Dominican practice of disciplined inquiry and learned preaching, the School draws its students into the rich tradition of classical philosophy and Catholic theology, especially as exemplified by St. Thomas Aquinas, and from this tradition engages contemporary scholarship and culture in mutual enrichment. 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 of graduate level study designed for students who seek personal enrichment in the Dominican tradition. Students may choose to focus their studies from among the regular areas of specialization listed at the DSPT website.

**Affiliated Centers** The Institute of Salesian Spirituality offers a program of study and formative experiences in the tradition of the Salesian Family of St. John Bosco. 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 and Theology**  
2301 Vine Street, Berkeley, CA 94708

TELEPHONE: (510) 849-2030

EMAIL: [info@dspt.edu](mailto:info@dspt.edu)

WEBSITE: [www.dspt.edu](http://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** In addition to participating in the GTU MA program and overseeing the concentration in Buddhist Studies, IBS offers two additional graduate-level degrees: a Master of Arts in Buddhist Studies (MABS), and Master of Divinity (MDiv). Students interested in studying for chaplaincy can pursue either the three-year MDiv or combine an MA with the Certificate in Buddhist Chaplaincy.

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

**Other Contributions to GTU Life** IBS publishes and 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 has been a member school of the GTU since 2021.

**Leadership** President: Rev. Dr. David Matsumoto;  
Dean of Students and

Faculty Affairs: Scott A. Mitchell

### For further information, contact:

**The Institute of Buddhist Studies**  
2140 Durant Ave, Berkeley, CA 94704

TELEPHONE: (510) 809-1444  
EMAIL: [info@shin-ibs.edu](mailto:info@shin-ibs.edu)  
WEBSITE: [www.shin-ibs.edu](http://www.shin-ibs.edu)





## JESUIT SCHOOL OF THEOLOGY OF SANTA CLARA UNIVERSITY

**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 Master of Theological Studies (MTS) degree, the Master of Divinity (MDiv) and the Master of Theology (ThM). The MTS program is a flexible program that is offered online and in-person and provides the students foundation in preparation for further study, teaching, or ministry.

The three-year MDiv program provides theological preparation for pastoral ministry and the academic and professional requirements for ordination to the Roman Catholic priesthood. The Master of Theology program is a one-year program in advanced theologi-

cal 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](mailto:jstadmissions@scu.edu)

WEBSITE: [www.scu.edu/jst](http://www.scu.edu/jst)



## **PACIFIC LUTHERAN THEOLOGICAL SEMINARY OF CALIFORNIA LUTHERAN UNIVERSITY**

**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 following one of two pathways: after two years of intensive classroom study with concurrent field experience and one year of supervised internship or after three years of classroom study with concurrent field experience and one year of supervised internship. A non-ordination M.Div. can be earned after two or three years of study. This degree program is offered in two modalities: Residential Learning, for which students move to Berkeley for their studies, and Distributed Learning, 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 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 classroom study including concurrent field work and a supervised internship experience. This degree program is also offered in two modalities: Residential Learning, for which students move to Berkeley for their studies, and Distributed Learning, 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 joint Master of Divinity (M.Div.) and Master of Arts (M.A.) degree requires a minimum of four years in residence plus the internship year. Students apply to the M.A. degree at GTU after completing their M.Div.

The Certificate of Theological Studies (C.T.S.) and Certificate of Advanced Theological Study (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** PLTS develops leaders for the church by: deepening faith in Christ; expanding the heart; challenging the mind; energizing for mission.

**Faculty** PLTS has a faculty of 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](mailto:admissions@plts.edu)

**WEBSITE:** [www.plts.edu](http://www.plts.edu)







## PACIFIC SCHOOL OF RELIGION

**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 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 evolving their practice in progressive social change, disciplines of performative practice, and chaplaincy paths. 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, MTS or DMin 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) 849-8253

E-MAIL: [admissions@psr.edu](mailto:admissions@psr.edu)

WEBSITE: [www.psr.edu](http://www.psr.edu)



## **SAN FRANCISCO THEOLOGICAL SEMINARY, UNIVERSITY OF REDLANDS**

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

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

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

**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 Christian 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) and Chaplaincy (CPE). We also offer a variety of certificate programs for personal and professional development: Certificate in Spiritual Direction and Formation (CSDF), Certificate in Spiritual Entrepreneurship (CSE), 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. It combines a thorough grounding in academic disciplines—Bible, theology, history, homiletics, liturgics, 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 preparation for ministry or for further advanced study. Core MDiv courses are taught in San Anselmo, but many elective and upper level courses are offered in Berkeley and at other GTU schools.

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 specialized post-MDiv professional development concurrent with their employment. It includes opportunities for ministry-oriented spiritual formation, contextual theological reflection, and advanced skills development through peer group reflection, intensive academic course work, and independent research and creative activities which culminate in a dissertation/project intended to enable innovation in addressing an issue in contemporary ministry.

The Certificate in Trauma & Spiritual Care provides working 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 in a combination of online offerings and on campus 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: (415) 451-2800

EMAIL: [David\\_altshuler@redlands.edu](mailto:David_altshuler@redlands.edu)

WEBSITE: [www.redlands.edu/gst](http://www.redlands.edu/gst)





## 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.

**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 centered on themes of religion and spirituality, along with related programming and other events. Exhibitions support and enhance the curriculum of the GTU and provide a forum for inter-disciplinary and interfaith dialogue.

**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

2400 Ridge Road  
Berkeley, California 94709

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WEBSITE: [www.gtu.edu](http://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 Studies 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.

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WEBSITE: [www.gtu.edu](http://www.gtu.edu)

## THE CENTER FOR ISLAMIC STUDIES (CIS)

**Purpose** The Center for Islamic Studies (CIS) is a leading global academic center that advances interdisciplinary research, scholarship and teaching on the Islamic tradition and the diversity of Muslims in their theological, historical, and cultural contexts. It promotes study and dialogue within and across religious traditions and with the larger public.

**Study Opportunities and Resources** In cooperation with the University of California, Berkeley, the CIS offers introductory to advanced courses in Islamic Studies in a range of academic disciplines, interdisciplinary theories and methodologies, and the study of Arabic and other languages. The Center offers a Certificate and Master's degree in Islamic Studies, supports Islamic studies in various GTU doctoral departments, and the Interreligious Chaplaincy Program. The Center's academic offerings, public programs, outreach and service, are furthered through a host of local,

national and global partnerships. CIS faculty, students and graduates are global leaders and educators, deeply committed to social, racial and economic justice, who work in academia, health and spiritual care, media, museums and the arts, science and technology, public policy, faith-based and non-profit organizations, and in many other areas.

**Other Contributions to GTU Life** The Center for Islamic Studies sponsors numerous events, conferences, workshops, seminars and research projects to foster scholarly exchange and to build bridges of understanding with the larger public. The CIS also serves as a resource to numerous academic partners, local communities, and organizations, sharing resources in Islamic and interreligious education, leadership, and in addressing the critical issues of our time.

**Faculty** Munir Jiwa, PhD, Founding Director, Associate Professor of Islamic Studies and Anthropology

Mahjabeen Dhala, PhD, Assistant Professor of Islamic Studies, Director of the Madrasa-Midrasha Program

Marianne Farina, CSC, PhD, Associate Professor, Dominican School of Philosophy and Theology

**For further information, contact:**

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2400 Ridge Road  
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WEBSITE: [www.gtu.edu](http://www.gtu.edu)



## THE MADRASA-MIDRASHA PROGRAM

**Purpose** The Madrasa-Midrasha Program at the Graduate Theological Union explores the richness, diversity, differences, and commonalities of the Jewish and Islamic traditions. A collaborative effort between the Richard S. Dinner Center for Jewish Studies and the Center for Islamic Studies, the program seeks to advance study, dialogue, and understanding on Jewish and Islamic texts and contexts within academia and the larger public.

**Study Opportunities and Resources** Both the Islamic term, Madrasa, and the Hebrew term, Midrasha, refer to a place of study and to the traditional pedagogical settings, methods, and practices in the study of classical Islamic and Jewish sources. In our program, these closely related practices are mobilized for the purposes of contemporary Jewish-Muslim study and dialogue. In addition to offering cross-cultural academic courses to GTU students, the program offers workshops, lectures, and panel discussions to the public at large in the greater San Francisco Bay area. Participants study and learn about the two traditions through texts and as well as lived practice.

**Other Contributions to GTU Life** Since its inception in 2008, the program has explored a range of themes and topics, such as the understanding of sacred space through mosque and synagogue visits, holidays in both traditions, the lunar calendar, dietary laws, circumcision, pilgrimage, ritual, Israel, Palestine, Gaza, Jerusalem, art and architecture, environment/ecology, identity and belonging, women and gender, Hagar, Islamophobia and anti-Semitism, depictions of Jews and Muslims in US media/film, religion and the elections, and what it means to think about scholarship across disciplines and boundaries. Over the years, thousands have attended Madrasa-Midrasha events and programs at the GTU, providing rich and valuable opportunities for mutual engagement and learning. Further educational resources are being produced in collaboration with the GTUx initiative. The Walter and Elise Haas Fund has supported the Madrasa-Midrasha Program's array of collaborative events, panel discussions, special courses, and workshops since 2016.

**Leadership** Mahjabeen Dhala, PhD, Director of the Madrasa-Midrasha Program and Assistant Professor of Islamic Studies

**Advisory board:** Kamal Abu-Shamsieh, PhD, Director of the Interreligious Chaplaincy Program (ICP), Deena Aranoff, PhD, Director of the Richard S. Dinner Center for Jewish Studies, Carol Bier, historian of Islamic Art, Munir Jiwa, PhD, Director of the Center for Islamic Studies, Naomi Seidman is Chancellor Jackman Professor of the Arts, and Sam S.B. Shonkoff, PhD, Taube Family Assistant Professor of Jewish Studies .

Administrative Assistant: Matthew Hartman, PhD  
Candidate in Theology & Ethics

**For further information, contact:**

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WEBSITE: [www.gtu.edu](http://www.gtu.edu)







## 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 UC, 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 UC 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 UC 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:

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

**Other Contributions to GTU Life** The Center is 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:

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WEBSITE: [www.gtu.edu](http://www.gtu.edu)

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## 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 in 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:**

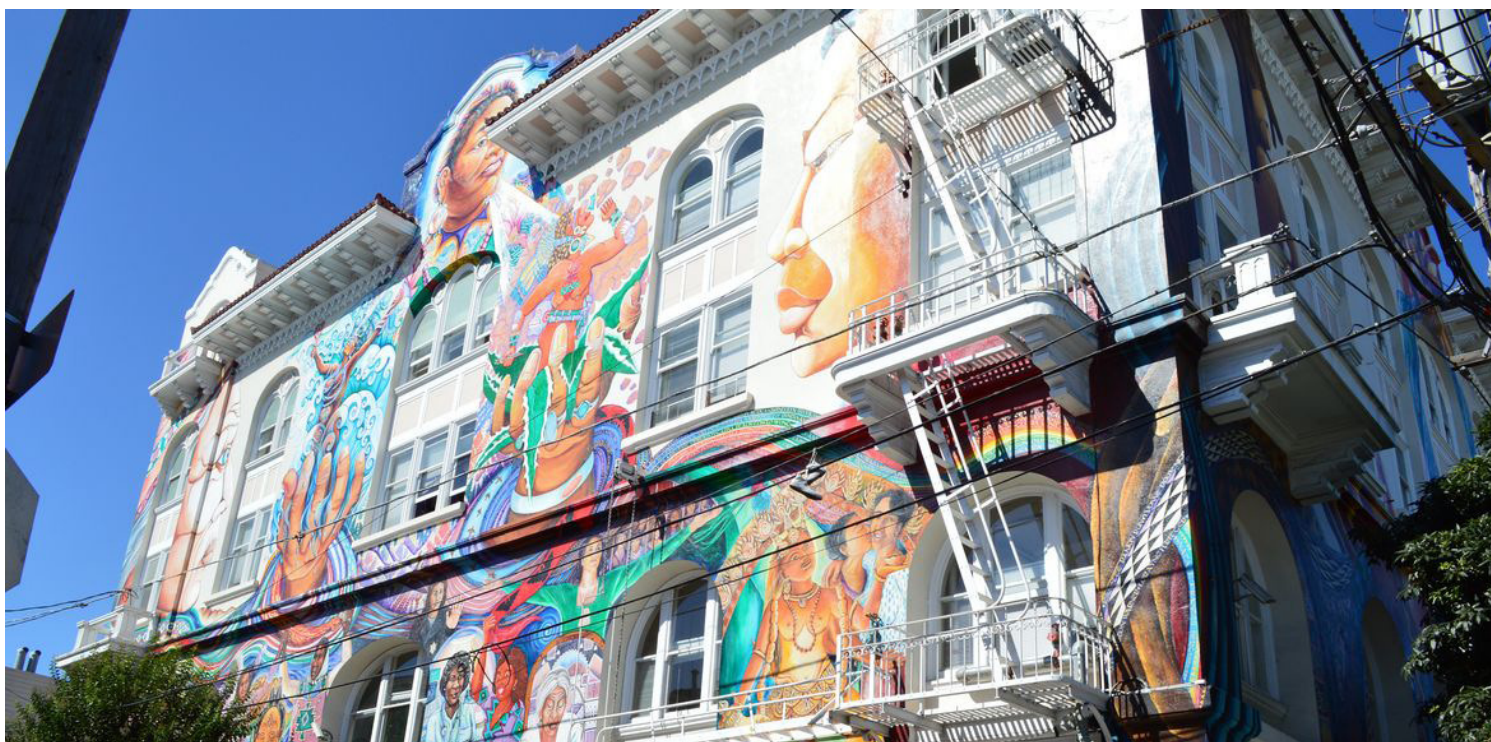
**Center for Swedenborgian Studies**  
1798 Scenic Ave, Berkeley CA 94709

TELEPHONE: (510) 849-8228

EMAIL: [cssinfo@gtu.edu](mailto:cssinfo@gtu.edu)

WEBSITE: [www.gtu.edu/centers/css](http://www.gtu.edu/centers/css)





## CENTER FOR CHURCH INNOVATION (CCI)

**Purpose** The Center for Church Innovation is an ecumenical center formed to strengthen and revitalize existing churches, and reimagine and support new worshipping communities. Through research, courses, and processes of collective discernment, we partner with leaders and communities to innovate their capacity to thrive. Our core programmatic expression is called Vital + Thriving Congregations. This process invites congregations to take three years and collectively discern where the Spirit is at work and how they are uniquely called to join in. Our current partnership with the Episcopal Church in the Diocese of California offers an example of this process at work in the life of a city, a diocese and the local church. Our research is grounded in decades of work with more than two hundred congregations as well as in partnership with colleagues around the world. We are also developing courses through the Graduate Theological Union and a fellowship program to serve lay leaders based on our previous program called the Newbigin Fellowship.

**Leadership** Scot Sherman, PhD, is an Episcopal Priest, the Founder and Executive Director of CCI, an ecumenical center formed to strengthen and revitalize existing churches, and reimagine and support new worshipping communities. He leads the Vital+Thriving Congregations initiative, a collaborative partnership between The Center for Church Innovation and the Episcopal Diocese of California supporting congregational renewal and development through research, teaching and consulting. He has taught courses in systematic theology, historical theology, ecumenical theology, the theology of mission, homiletics, and church planting. Prior to coming to San Francisco, Scot served as pastor in New York City for eight years and Atlanta for seven years.

**For further information, contact:**

**Center for Church Innovation**

PO Box 27690

San Francisco, CA, 94127

TELEPHONE: (415) 287-9671

EMAIL: [scot@churchinnovation.org](mailto:scot@churchinnovation.org)

WEBSITE: <https://www.gtu.edu/centers/cci>



## NEW COLLEGE BERKELEY (NCB)

**Purpose** To provide Christians with a solid theological, biblical, and spiritual foundation for a lifetime of serious study and spiritual formation.

- To help Christians see God more clearly, love God more dearly, and follow God more nearly, day by day (Richard, Bishop of Chichester's prayer)
- To enable Christians to work out the practical implications of their faith for life and work.
- To prepare people for active ministry in those settings to which God calls them.
- To promote conversations among Christians and others concerning the moral sources underlying our social practices and cultural values.

### Study Opportunities and Resources

New College offers courses and continuing education programs involving national and local conferences, retreats, workshops, seminars, the Spiritual Exercises, spiritual direction groups for students and others.

### Other Contributions to GTU Life

New College offers GTU students opportunities for learning with an emphasis on non-ordained ministry. Every year we sponsor spiritual direction groups for university and seminary students. Each spring we co-sponsor the Berkeley Palmer Lectureship which brings emerging biblical scholarship into conversation with pressing social concerns. New College also serves many local churches as well as a national/international constituency.

### History

New College Berkeley was founded in 1977 as a school for the Christian laity. We began offering courses in the late 1970s and spent about fifteen years offering graduate-level courses and degrees. In the 1990s, we transitioned into a multi-faceted ministry of graduate-level teaching through the Graduate Theological Union, primarily church-based spiritual formation programs, and conferences and seminars that reach beyond Berkeley.

**Leadership** Executive Directors: Timothy Tseng, Ph.D. and Craig Wong.

GTU Core Doctoral Faculty: Susan S. Phillips, Ph.D.

### For further information, contact:

#### New College Berkeley

2029 Durant Avenue,  
Berkeley, CA 94704

TELEPHONE: (510) 841-9386

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## 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

(OCF) for students at the University of California and the GTU.

The Chapel of St. Demetrios, located at the Institute, is the site for the regular celebration of the Divine Liturgy. The Institute supports the Paul G. Manolis Collection of the Flora Lamson Hewlett Library of the GTU, one of the best collections of materials relating to Eastern Orthodoxy in the United States. The Institute also maintains a Rare Book Room.

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

**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

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WEBSITE: <http://orthodoxinstitute.org/>







## WILMETTE INSTITUTE FOR BAHÁ'Í STUDIES

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

**Purpose** The Wilmette Institute is a higher educational institution offering courses in Bahá'í history, texts, teachings, and the Bahá'í approach to social transformation. We are committed to a diverse academic community in our student body and faculty. Our courses facilitate consultation, action, and reflection leading to personal and collective transformation for the common good. We seek to provide innovative and transformative learning experiences for everyone who wants to make the world more compassionate, just, and inclusive.

**Study Opportunities and Resources** The Wilmette Institute offers two graduate-level certificates: "Bahá'í History and Texts" and "Bahá'í Perspectives on Social Transformation." The first will offer students courses that explore Bahá'í history, theology, tenets, texts, and the writings of Bahá'u'lláh, the prophet-founder. The second offers courses that present the Bahá'í perspective on pressing local and global social issues including nonviolent social change, racial amity and justice, environmental ethics, and sustainable development. These courses seek to provide learners with opportunities for critical and systems thinking about root causes of social problems and provide a holistic perspective on social change that highlights the interconnectedness of issues to find lasting solutions. Most of the certificate courses are offered through GTU. The Institute also offers a wide variety of non-credit courses.

**Other Contributions to GTU Life.** The Wilmette Institute sponsors symposia and about 25 online webinars every year on scholarly topics such as 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](http://wilmetteinstitute.org/webinars). It has an active electronic publishing program on its website. 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 2023, it is running 35 non-credit community development courses designed for adults or high school students to an audience of 1,200 and 7 graduate-level courses for its two graduate-level certificate programs. It seeks to support anyone who wants to include Bahá'í Studies in their education.

**Leadership** Robert H. Stockman, Th.D., Dean  
Chitra Golestani, Ph.D., Associate Director

### For further information, contact:

#### Wilmette Institute

1233 Central St., Evanston, IL 60201

TELEPHONE: (877) 945-6388

EMAIL: [learn@wilmetteinstitute.org](mailto:learn@wilmetteinstitute.org)

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



## CHINA ACADEMIC CONSORTIUM (CAC)

**Purpose** ERRChina's China Academic Consortium (CAC), a membership organization, has been engaged with educational institutions and individual scholars in mainland China since 1996. We developed various programs and research projects to cultivate Chinese Christian scholars in order to engage in cutting edge research on Chinese Christianity. We also invite Western scholars for scholarly exchange and seek to inform the general public's understanding of China and Chinese Christianity. For 35 years, ERRChina has recruited, sent, and supported experienced Western educators to teach at China's top universities. University Teaching Program partners have included universities in bustling Chinese cities as well as colleges in the rural Chinese countryside. For 25 years, ERRChina's China Academic Consortium (CAC) has nurtured Chinese and Western scholars, cultivating fertile ground for cross-cultural exchange and research, and serving the general public's understanding of China and Chinese Christianity.

### For further information, contact:

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**ERRChina**

3824 Buell Street Suite B, Oakland, CA, 94619

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

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## CENTER FOR FAITH AND JUSTICE (CFJ)

**Purpose** The Center for Faith and Justice in San Francisco offers community-based online theological education with in-person gatherings throughout the year. With its vision of “a seminary for everyone,” CFJ facilitates spiritual and theological exploration for a more diverse, expansive, and liberating vision of Christian faith that seeks the good of the world.

**History** Throughout the 2000s, leaders at City Church San Francisco began dreaming about ways to deepen spiritual and theological formation that brought the church and academy into vital partnership together. CCSF started Newbigin House of Studies out of this vision as a way to help members of their church community walk through a year of contemplative study. In 2011, a partnership with Western Theological Seminary in Holland, Michigan began an exciting new venture into the world of formal theological education. This innovative relationship between the church and academy catalyzed programs for laity (the Newbigin Fellowship), students preparing for vocational ministry (the Newbigin Year), and pastors (the Ministry Fellowship). In 2020, during a time of pandemic and tumult (and many pivots!), all of these various programs became one under the Faith and Justice Fellowship. And in 2022, the Center for Faith and Justice was born.

**Leadership** Peter Choi, PhD, is Executive Director and Associate Professor of American Religious History at the Center for Faith and Justice and a member of the Core Doctoral Faculty at the Graduate Theological Union in Berkeley. He has taught history of Christianity courses at Calvin Theological Seminary and the University of Notre Dame. Prior to that, he served for seven years as a pastor in Ann Arbor, Michigan.

### For further information, contact:

**Center for Faith and Justice**  
P.O. Box 641049, San Francisco CA 94164

TELEPHONE: (415) 202-5915

EMAIL: [info@faithjustice.net](mailto:info@faithjustice.net)

WEBSITE: <https://faithjustice.net/>





## 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](http://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 provides 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](http://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 it's 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 part-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 at Berkeley, Northeastern University/Mills College, Dominican University.

**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 Surgit Singh Lecture in Comparative Religious Thought and Culture.

### **Academic Accommodations Students with Disabilities**

The GTU PhD, Common MA, and Certificate Programs participate in an academic accommodation policy. The policy strives for consistent and equitable student access to educational opportunities. In particular, it addresses a student's ability to fulfill course and program requirements. The policy covers GTU library use, student advising, GTU classroom activities and requirements, program exams, and capstone experiences. It does not address extracurricular events sponsored by GTU member institutions, member school student housing, and administrative activities (e.g. registration, access to facilities, etc.)

A staff member in the GTU Dean's Office serves as the Disabilities Resource Officer (DRO). The DRO serves as a resource to develop expertise, provide information and consultation, and answer questions. The policy and paperwork requirements are available on the GTU website.







### Doctoral Student Committees

The Student Advisory Committee (SAC) meets regularly with the GTU Dean to advise administration on student concerns, issues, and priorities.

Specific duties include:

formally participating in the incoming doctoral student orientation; hosting at least one open meeting with students per semester (the meeting is held early in the semester to leave time to follow-up on issues raised); collaborating with the Dean to develop accountability procedures to make sure student concerns are addressed; working with the Dean to make sure the composition of the SAC addresses the diversity among the students.

Six doctoral students are elected to serve rotating two-year terms. In addition to the Student Advisory Committee, student representatives are elected to a number of GTU committees: Doctoral Council, Library Committee, and the Grievance Committee.

### GTU Professional Development Program

The GTU Professional Development Program (PDP) is designed to support students in transition to the graduate academic setting and out to a job following graduation. The program offers a variety of workshops, activities, and resources to help students perform successfully within the GTU and to develop the skills necessary to secure and pursue professional careers within and beyond the theology and religious studies academy.

### Student Groups

Including the International Students' Association, seven active student groups are on campus. From proactively fighting against the dehumanizing experiences of isolation, loneliness, and alienation to providing support and assistance to students coming to the US for the first time, these student groups meet various needs of our students. Most importantly, fostering a sense of belonging, these groups offer avenues for building communities of shared interests and experiences.



## TUITION AND FEES

## TUITION SCHEDULE 2023 -2024

TUITION	
PhD Tuition	\$1,550 per credit
\$37,200 per year (12 credits per semester)	
PhD continuing Fee	\$5,015 per semester*
GTU Common MA Tuition	\$1,050 per credit
\$25,200 per year (12 credits per semester)	
MA Continuing Fee	\$5,015 per Semester*
Certificate Student	\$580 per credit
Continuing Education Courses	\$315 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
Late Registration Fee (Starting Spring 2023)	\$50

## TUITION REFUND POLICY

1. Prior to the end of Late Registration: full tuition
2. By the end of the first week of classes: full tuition, less withdrawal fee.
3. By the end of the second week of classes: 80% of tuition
4. By the end of the fifth week of classes: 50% of tuition
5. After the 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** Most people are required by law to have health insurance, and the GTU encourages all students to maintain coverage. Covered California is the state's health insurance marketplace, and many students will qualify for a subsidy for the plan that works best for them. Students can also apply directly for individual coverage with insurance companies such as Kaiser or Blue Shield.

The Senior Director of Student Success, International Students and Scholars usually maintains contact information for local health insurance brokers in the area. Any student who needs additional guidance (including international students should contact the Senior Director of Student Success.

**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 2023 - 2024

### FALL SEMESTER, 2023

August 21 – September 1  
August 21 – September 1  
September 4  
September 5  
September 2 – 15  
October 23 – 27  
November 6 - 17  
November 23, 24  
  
December 15  
December 25  
December 25 – January 1  
January 1

Orientation Period  
Registration Fall Semester 2023  
**Labor Day:** Administrative holiday / Library closed  
Instruction begins for Fall Semester 2023  
Course Add/Drop Period Fall Semester 2023  
Reading Week  
Registration for Intersession 2024 & Spring Semester 2024  
**Thanksgiving:** Academic and Administrative holiday / Library closed  
Fall Semester 2023 ends  
**Christmas:** Administrative holiday / Library closed  
GTU Administrative holiday / Library closed  
**New Year's:** Administrative holiday / Library closed

### INTER-SESSION, 2024

Jan 2 – Jan 26  
January 15

Inter-session 2024 (Registration prior to first day of the course)  
**Martin Luther King, Jr. Day:** Academic and Administrative holiday / Library closed

### SPRING SEMESTER, 2024

January 15 – January 28  
January 29  
Jan 29 – Feb 9  
February 19  
  
March 25 – 29  
March 29  
March 31  
April 8 – 19  
May 17  
May 27  
June 19  
July 4

Late Registration for Spring Semester 2024  
Instruction begins for Spring Semester 2024  
Course Add/Drop Period Registration Spring Semester 2024  
**Presidents' Day:** Academic and Administrative holiday / Library closed  
Spring break  
**Good Friday:** Academic and Administrative holiday / Library closed  
**Easter:** Library closed  
Registration for Fall Semester 2024  
Spring Semester 2024 ends  
**Memorial Day:** Administrative holiday / Library closed  
**Juneteenth:** Administrative Holiday/ Library closed  
**Independence Day Observed:** Administrative holiday / Library closed



## ADMINISTRATIVE OFFICERS & STAFF

### ***Office of the President***

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Uriah Y. Kim, President

Olivia Falcone, Executive Assistant to the President

### ***Office of the Dean***

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Jennifer W. Davidson, Dean and Vice President for Academic Affairs

Sabrina Kennedy, Executive Assistant to the Dean and Administrative Assistant for Academic Affairs

Daniel Aucutt, Senior Director of Student Success for the Interim

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

Matt Hartman as Administrative Assistant to CIS, CDS, CJS, MM, and ICP.

Arthur Holder, Accreditation Liaison Officer

Denise Morita, Director of Admissions and Financial Aid

Michelle Simon, Assistant Director of Financial Aid

Reem Kosba, Admissions Assistant

John G.M. Seal, Consortial Registrar

### ***Office of Strategy, Advancement and Outreach***

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Sephora Markson, Chief Strategy Officer and Vice President for Institutional Advancement

Emily Morrow, Senior Director of Marketing, Communications, and Brand

Neelanjana Mazumder, Director of GTUx

Christopher Cox, Director of Fund Development and Alum Relations

Benjamin Woehler, Director of Recruitment and Outreach

Hannah Wolf, Manager of Donor Relations

Victoria R. Price, Marketing and Communications Manager

Kayleigh Powell, Virtual Assistant to Chief Strategy Officer

Samantha Kirby, Community Management Specialist for GTUx

Emily Benitez, Marketing & Communications Assistant

Elana Fiske, Video & Content Manager GTUx

Ashlea Lee, Coordinator of Recruitment and Outreach

Grace Winakor, Project Support

### ***Business Office***

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Michael Cairns, Chief Financial Officer

Ron Dean, Controller

Gintare Kazberaviciute, Accountant

### ***Office of Operations Management***

---

Marie Lucero, Chief Operating Officer

Percy Hamilton, Operations Administrative Specialist

Sylvie Tisnado, Manager of Human Resources

Danny Wilson, Director of Information Technology

Iakopo “Jake” Yan Lan, Sr. IT Technician

Tom Larson, Director of Facilities

José Palacios, Assistant Director of Facilities

### ***Flora Lamson Hewlett Library***

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Beth Kumar, Director of Library Services

Caryl Woulfe, Assistant to the Library Director

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

Veronika Worth, Shared Collections Librarian

## **BOARD OF TRUSTEES**

### **Officers**

William Glenn, Chair  
Mary Jo Potter, Vice Chair  
Heidi Hadsell, Treasurer  
LeRae Quay, Secretary

### **Trustees**

Laura Barnes  
James Brenneman  
Josefina Card  
La Mikia Castillo  
Linda Dakin-Grimm  
Marianne Farina  
Yoel Khan  
Uriah Y. Kim  
David Matsumoto  
Tony Millette  
Ejaz Naqvi  
Tammy Nathan  
Kathy Ogren  
Julie Petrini  
Raymond Pickett  
Katie Rosson  
Agbonkhianmeghe E. Orobator  
Rita Semel  
Moina Shaiq  
Stephen Edward Fowl  
David Vásquez-Levy

### **Faculty Representative**

John Klentos

### **Member Schools' Presidents**

James Brenneman, BST  
David Matsumoto, IBS  
Agbonkhianmeghe E. Orobator, JST/SCU  
Krista L. Newkirk, SFTS/Redlands  
Raymond Pickett, PLTS/CLU  
Stephen Edward Fowl, CDSP  
Allen Moran, 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**

Sister Marianne Farina, CSC, Interm President  
Father Christopher Renz, OP, Interm Dean

### **Institute of Buddhist Studies**

Rev. Dr. David Ryoe Matsumoto, President and Vice President  
of Academic Affairs

Dr. Scott Mitchell, Dean of Students and Faculty Affairs

### **The Jesuit School of Theology of Santa Clara University**

Father Agbonkhianmeghe E. Orobator, S.J., Dean  
Juile Rubio, Associate Academic Dean

### **Pacific Lutheran Theological Seminary of California Lutheran University**

Rev. Dr. Ray Pickett, Rector  
Rev. Dr. Alicia Vargas, Dean

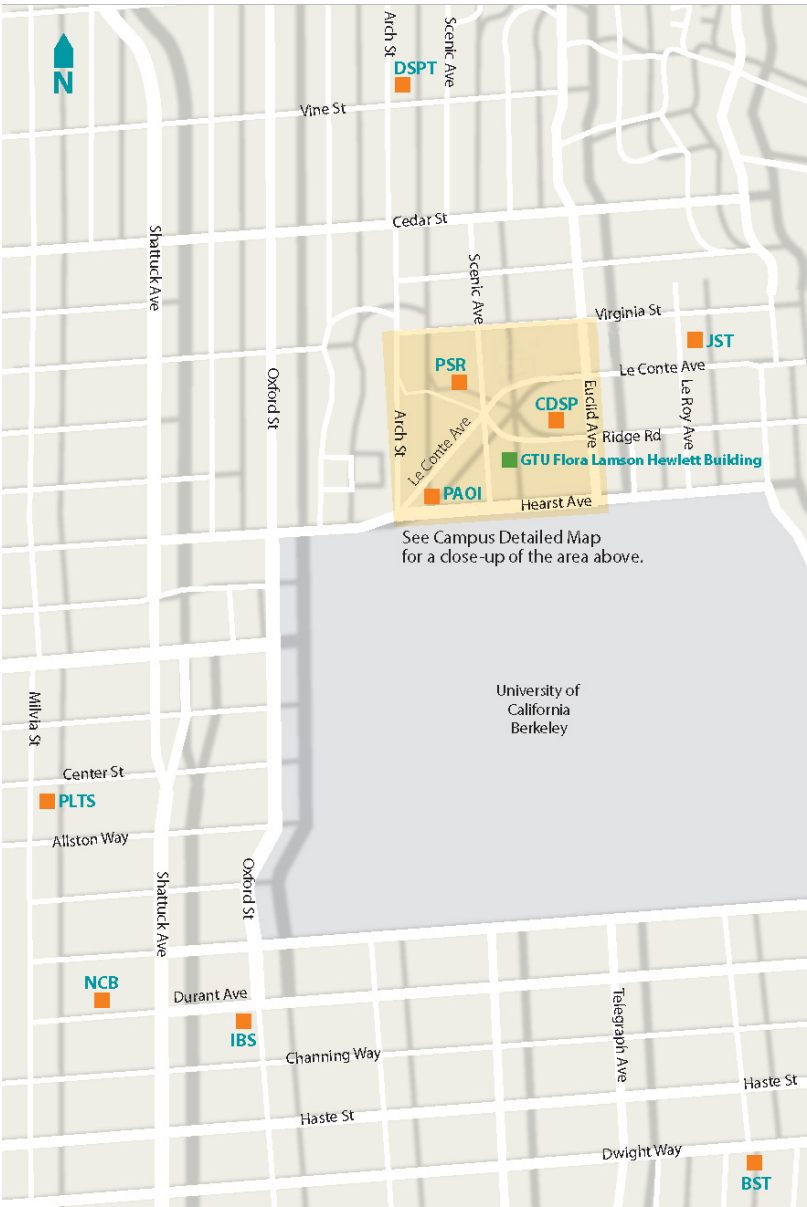
### **Pacific School of Religion**

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**

Krista L. Newkirk, J.D. President  
Dr. Laurie Garrett-Cobbina, Dean of the Seminary

# Map of Holy Hill



## Berkeley Locations

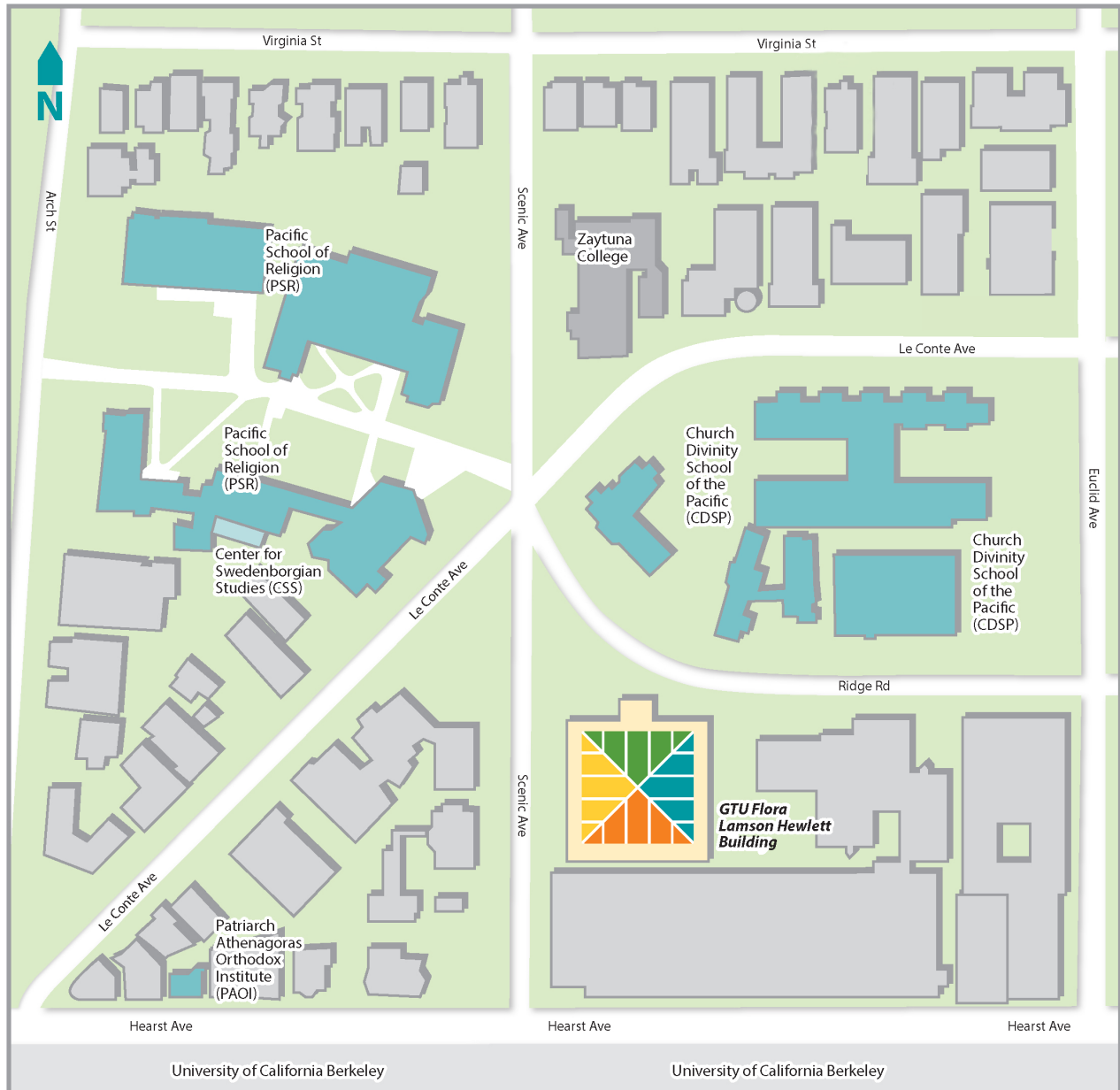
- GTU Flora Lamson Hewlett Building ■  
2400 Ridge Road
  - Center for the Arts & Religion (CARE)
  - Center for Islamic Studies (CIS)
  - Center for Jewish Studies (CJS)
  - Center for Dharma Studies (CDS)
  - Center for Theology and the Natural Sciences (CTNS)
  - Interreligious Chaplaincy Program (ICP)

## GTU MEMBER SCHOOLS AND AFFILIATES

- Berkeley School of Theology (BST) ■  
2606 Dwight Way
- Center for Swedenborgian Studies (CSS) ■  
1798 Scenic Ave (at PSR)
- Church Divinity School of the Pacific (CDSP) ■  
2451 Ridge Road
- 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
- Not shown on map
- San Francisco Theological Seminary (SFTS-Redlands)  
105 Seminary Rd., San Anselmo
- Center for Church Innovation
- Wilmette Institute
- China Academic Consortium
- Center for Faith & Justice



## Map of Holy Hill



**Graduate  
Theological  
Union**

**Campus Detailed Map**

### ***GTU Flora Lamson Hewlett Building***

2400 Ridge Rd.  
Admissions  
Financial Aid  
Library  
Center for the Arts & Religion (CARE)  
Center for Islamic Studies (CIS)  
Center for Jewish Studies (CJS)  
Center for Dharma Studies (CDS)  
Center for Theology and the  
Natural Sciences (CTNS)  
Interreligious Chaplaincy Program  
(ICP)

### **GTU MEMBER SCHOOLS AND AFFILIATES**

Center for Swedenborgian Studies (CSS)  
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Church Divinity School of the Pacific (CDSP)  
2451 Ridge  
  
Pacific School of Religion (PSR)  
1798 Scenic Ave.  
  
Patriarch Athenagoras Orthodox Institute  
(PAOI) 2311 Hearst

*See Berkeley Map for the locations of all GTU  
Member Schools and Affiliates*