Graduate Theological Union

Abundant Pathways.
Intersecting Perspectives.
Transformative Impact.
TABLE OF CONTENTS

1 Overview of the GTU
2 Doctoral Program
3 Common MA Program
4 Certificate and other Study Options
5 Faculty
6 Member School, Institutes, other Resources
7 General Information
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, Unitarian Universalist, and Buddhist schools, as well as centers of study focusing on Orthodox Christian, Jewish, Islamic, Hindu, 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

Found 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 nine member schools representing a broad range of Roman Catholic orders, Protestant denominations, Unitarian Universalism, and Buddhism, and through academic centers and faculty in Jewish, Hindu, Sikh, Islamic, 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 nine 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 Mira and Ajay Shingal 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 formations, intellectual, and theological perspectives that intentionally and unintentionally exclude;

2. Behavior based on prejudice; and

3. Images that ignore, demean, and denigrate.
In 2021, under the direction of the GTU Board of Trustees, the select committee on Diversity, Equity, and Inclusiveness (DEI) provided recommendations to enable the Graduate Theological Union to further embody and live out its commitment to nurturing a healthy, vibrant campus culture of pluralism. The DEI recommendations will next proceed to the implementation phase.

**OPTIONS FOR STUDY**

In cooperation with its member schools and academic centers, the GTU offers three degrees:

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

GTU is accredited by:

**WASC Senior College and University Commission**
985 Atlantic Avenue, Suite 100
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. Each student affiliates with the GTU, a member school, institute, or center in order to study in a concentration that matches the faculty resources of that school. The member schools have agreed to a common set of requirements and standards, and the student makes use of the resources of the whole consortium. In the MA program, the Director or Dean 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 Primary Capstone Advisor 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 of affiliation.

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**, Jain 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, an affiliate 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.

**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

**For further information about the Common MA:**

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

**TELEPHONE:** (510)649-2460 or (800)826-4488
**EMAIL:** admissions@gtu.edu
**WEBSITE:** www.gtu.edu
DOCTORAL PROGRAMS

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 in various departments of the University of California, Berkeley.

PhD applications are reviewed by the Graduate Division of UCB to ensure they meet the academic standards for graduate course work at UCB.

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 provides an expansive community of scholarship. No other school in the country has such a concentration of scholars of theology and religion in a single doctoral program. Doctoral level research and study, even if informed by and contributing to a specific tradition, should benefit from broader critical perspectives that introduce students to the 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 for both specialization and cross-disciplinary study. The program utilizes the depth of faculty expertise made possible by the member schools and academic 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.

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 25-26 for a list of contact persons at the schools.
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
WEBSITE: www.gtu.edu

CERTIFICATE PROGRAMS

The GTU offers a variety of certificate programs that can either be completed as part of a student’s degree program (embedded certificates) or by individuals 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 Associate Dean of Students for more information.

Certificates available to current GTU students include:

Asian & Oceanic Cultures and Faith Traditions
Black Church/Africana Religious Studies
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 apply to the GTU to be special students. GTU special student fees are per course and are listed in Section 6 of this catalog. Tuition refund policies follow the same guidelines as other GTU programs. Special student fees are established by each school independently; students should check with the school about fees.

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.
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 and academic centers and affiliates.

The academic disciplines represented by a diverse range of faculty, combined with multidenominational 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 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, Ithihasa, Darsana, Agama, Tantra, Yoga and Bhakti foundational literature. The commentarial, exegetical, and hermeneutical traditions of the Hindu theological world are examined alongside the original sacred texts. The exploration of diverse classes of canonical texts includes reflection and constructive work on the theological, philosophical, liturgical, devotional, homiletical, ritual, and aesthetic uses of sacred texts and their ongoing interpretation and application.

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
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 Anthropology of Religion study texts, traditions and practices in their theological, historical, and cultural contexts. Understanding the Christian, European, and colonial histories of the term “religion,” we attend to questions of its universal applicability and translation. Key areas of study include modernity, liberalism and secularism, and their reorganization and regulation of religious, social and political life, space and time, individual and community, claims to universality and knowledge production, theories and methods. Reading a variety of works, students engage in ethnographic studies of scripture, belief, faith, religious practices, oral traditions, transmission and continuity, ritual, aesthetics and materiality, ethical formation, spirituality, the environment, subjectivity, affect and embodiment. Debates, issues and themes in the anthropological study of religion focus on the nation-state, ethnonationalism, power and politics, militarism and violence, global capitalism, refugees and migration, identity and belonging, media, science, technology and surveillance, pandemics and public health, racial, economic and social inequities and injustices, and decolonial struggles. Concentration options also include applied and medical anthropology.

**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 principal 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 texts in contemporary contexts, Islam as a lived tradition, and the global expressions of Muslim diversity, both past and present. Key topics of study include Islam and Muslims in the West, secular modernity and religious formation, Islam and Muslims in interreligious contexts, and the public understanding of Islam and Muslims, especially through media and technology.

**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.

**JEISH STUDIES**

Students in this concentration study Jewish history, culture, and literature from antiquity until the present. Students are trained in theoretical approaches such as literary and cultural criticism as well as historical and sociological analysis. 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, Jewish-Christian interactions, and Eastern European Jewish literature and culture. Students may focus on themes such as language, translation, secularization, gender, and sexuality. 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, the novel, Yiddish literature, 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, 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 astrophysics 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.

LITURGICAL STUDIES
Students in the Liturgical Studies concentration engage in critical research into the historical evo-
olution 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.

**MISSIOLOGY**
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 (jñāna), the yoga of devotional love (bhakti), the Yoga Sūtras of Patañjali, 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 Associate Dean of Students 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, in consultation with the student’s Department Chair. 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 Associate Dean of Students. 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.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Timeframe</th>
<th>Evidence for Certification</th>
<th>Responsible for Certifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Readiness Review (RRR)</td>
<td>Year One</td>
<td>• Written evaluation using RRR rubric by two course instructors&lt;br&gt;• Paper evaluations then reviewed by Advisor</td>
<td>Course Instructors, Advisor</td>
</tr>
<tr>
<td>Coursework</td>
<td>By end of second year</td>
<td>• Four semesters of coursework (48 units)&lt;br&gt;• Normal load is 3 three-unit courses plus 3 units of “Preparation for comps”&lt;br&gt;• Includes Seminar on Interdisciplinarity and Department Seminar plus other courses in primary and secondary concentrations and outside discipline</td>
<td>Advisor and Course Instructors</td>
</tr>
<tr>
<td>Languages</td>
<td>By end of second year</td>
<td>• Certification in 2 scholarly research languages through: Translation and comprehension examinations (offered September, February, May once each semester) or course work</td>
<td>GTU Language Committee</td>
</tr>
<tr>
<td>Comprehensive Exam Proposal</td>
<td>By end of third year</td>
<td>• Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student’s 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&lt;br&gt;• Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to department chair.&lt;br&gt;• See “Procedures for Comprehensive Examination Proposal Approval” in Doctoral Handbook</td>
<td>Comps Committee approved by GTU Dean, Committee and Department Chair approve proposal</td>
</tr>
<tr>
<td>Comprehensive Exams</td>
<td>Complete within one academic year of proposal/end of fourth year</td>
<td>• Four exams&lt;br&gt;• At least one is a research paper of 30-40 pages&lt;br&gt;• Format options for other exams: four-hour closed book, student designed/taught course, 24 hour take home, or two papers-two courses.</td>
<td>Comps Committee</td>
</tr>
<tr>
<td>Oral/Comprehensive Exam</td>
<td>Nor earlier than two weeks after submitting completed exams to committee</td>
<td>• Three hour examination by committee&lt;br&gt;• One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, no decision.</td>
<td>Comps Committee</td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td>By end of fifth year</td>
<td>• Formation of a Dissertation Committee consisting of a coordinator, second GTU reader, and third/outside reader – dissertation committee must be approved by the GTU Dean&lt;br&gt;• Dissertation proposal with a short bibliography developed in consultation with committee and submitted for approval to the Doctoral Council – proposal must meet with requirements detailed in the Doctoral Handbook&lt;br&gt;• Human Subjects protocol (if relevant) should be submitted along with proposal</td>
<td>Committee, Department Chair, and Doctoral Council approve the proposal, and human subjects protocol (if relevant)</td>
</tr>
<tr>
<td>Dissertation</td>
<td>By end of seventh year</td>
<td>• All committee members must approve final draft</td>
<td>Dissertation Committee</td>
</tr>
<tr>
<td>Dissertation Oral Defense</td>
<td>Four weeks (minimum) after final draft is submitted to committee</td>
<td>• All committee members must approve defense</td>
<td>Dissertation Committee</td>
</tr>
</tbody>
</table>
If an extension is required, a formal petition for an extension, specifying both the reasons and the new deadline, must be submitted to the Associate Dean of Students of the GTU and supported by the committee members.

The comprehensive examinations may be judged as being passed with distinction, passed, failed with the possibility of re-examination, failed terminally, or no decision. A terminal failure ends a student’s program at the GTU, although the examining committee may recommend the awarding of the 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 Associate Dean of Students 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 Associate Dean of Students compares each student’s status with the program’s normative timeline to evaluate Satisfactory Academic Progress (SAP). The student can appeal an unfavorable judgment based on mitigating circumstances. The review and, if relevant, student appeal goes into the student’s file and is used to determine academic standing and financial aid eligibility, and can be used for ongoing advising. Failure to demonstrate Satisfactory Academic Progress annually may be grounds for probation, and in some cases, termination from the program. The federal government requires a report on Satisfactory Academic Progress (SAP) for all students receiving any sort of federal aid (work study or loans). Federal standards require that our measures be quantitative as well as qualitative and that they include certification of completion of work within expected time frames. The GTU SAP process meets federal requirements and standards. Students may be put on Financial Aid Probation or become ineligible for financial aid because they have not demonstrated Satisfactory Academic Progress.

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 Associate Dean of Students

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

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 residency.

Doctoral students are normally in full-time status; students with mitigating circumstances may apply for part-time status during the “full-tuition” residence period. This will not reduce the total tuition requirement. After the residence period, students pay a reduced “continuing fee” until the end of their academic program and must register full time. Students must complete their programs within seven years after the initial registration, although the student may petition the Associate Dean of Students 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 general 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 Director of Financial Aid before applying for a leave to explore financial ramifications, as many student loans may come due during a leave of absence. Normally, students will not be granted more than four semesters of leave, and no more than two consecutively, in the course of their degree programs.

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

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

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 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.

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

GRE or TOEFL examination
Applicants must have Official Graduate Record Examination (GRE) scores from within the last five years. For those whose native language is not English, TOEFL scores from the past two years are required. GRE scores are required of all applicants who are from countries in which English is the official language. Doctoral applicants are usually expected to have a minimum Verbal Reasoning score of 150. International applicants are expected to have a TOEFL score of at least 90 (internet based) from an exam taken within the last two years. Register early so that scores will be available to the Admission Committee no later than the last week of December. This is a firm deadline.

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.

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
WEBSITE: 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.

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. 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, 2021-2022 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.

<table>
<thead>
<tr>
<th>Student Standard Budget</th>
<th>Monthly</th>
<th>Semester</th>
<th>9-month Academic year</th>
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</thead>
<tbody>
<tr>
<td>Books/Supplies</td>
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<tr>
<td>Housing</td>
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<td>Medical</td>
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<td>Loan Fees</td>
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<td><strong>Total</strong></td>
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<td><strong>$11,250</strong></td>
<td><strong>$22,500</strong></td>
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</tbody>
</table>
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.
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 of appropriate language skills, a student’s study of primary texts includes 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, Itihihsa, 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 Anthropology of Religion 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, and individual and community. Reading a variety of ethnographic works, students study approaches to scripture, belief, faith, and religious practice, subjectivity, and affect. Contemporary debates and issues include violence, the nation-state, global capital, migration, justice, sustainability, identity, media and technology, aesthetics, spirituality, 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, many of whom are affiliated with 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 principal 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 texts in contemporary contexts, Islam as a lived tradition, and the global expressions of Muslim diversity, both past and present. Key topics of study include Islam and Muslims in the West, secular modernity and religious formation, Islam and Muslims in interreligious contexts, and the public understanding of Islam and Muslims, especially through media and technology.

**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.

**JEWISH STUDIES**
Students in this concentration study Jewish history, culture, and literature from antiquity until the present. Students are trained in theoretical approaches such as literary and cultural criticism as well as historical and sociological analysis. 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, Jewish-Christian interactions, and Eastern European Jewish literature and culture. Students may focus on themes such as language, translation, secularization, gender, and sexuality. 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 theor, philosophy and literature, poetics, the Bible and Western literature, literature and the environment, American literature, the novel, Yiddish literature, and translation studies.

**SOCIOLGY 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 theor, 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, 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 (Sampradaya-s). 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 and ethics. 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 and Ethics, 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.

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

MISSIOLOGY
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 (jñāna), the yoga of devotional love (bhakti), the Yoga Sūtras of Patañjali, 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.

**MA PROGRAM REQUIREMENTS**

**RESIDENCY AND COURSE REQUIREMENTS**

Two years of residence 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 14 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 intensive 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 Associate Dean of Students Office administers the GTU Modern Foreign Language Examinations offered by the GTU Modern Foreign Language Committee three times a year in the following languages: Chinese, French, German, Modern Hebrew, Italian, Japanese, Latin, and Spanish. Students wishing to certify proficiency in other languages must submit a petition to the Associate Dean of Students including in their petition the name and contact information of a qualified, impartial examiner. Completed examinations are graded on translation and comprehension accuracy. The exam is graded pass/fail only. 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.
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.

**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 MA Program Director. 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** Two years of residence are required for completion of the MA, but the maximum time for completion is four years of full-time enrollment. 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 GTU 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 GTU Associate Dean when they are registering for courses in their MDiv program to ensure that they will take 24 units of coursework that are applicable to their MDiv and their MA. Students may apply for admission at any time, but they will only become active students in the GTU MA program after they have completed all of the requirements and graduate from the MDiv program. 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 GTU Associate Dean.

**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 MA Program Director, 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 or the office of the GTU Dean of Students. 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.

APPLICATION FORMS ARE AVAILABLE ONLINE AT 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
WEBSITE: www.gtu.edu

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.
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* SKSM is not accepting new students in the GTU MA Program
### MA Specialized Concentrations Offered by Centers and Affiliates

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GTU
Ben Woehler
ASSISTANT DIRECTOR FOR RECRUITMENT AND ADMISSIONS
2400 Ridge Road, Berkeley, CA 94709
(510)649-2460 • gtuadm@gtu.edu

BST
2606 Dwight Way, Berkeley, CA 94704
(510)841-1905 • admissions@absw.edu

CDSP
Spencer Hatcher
DIRECTOR OF DIOCESAN RELATIONS AND RECRUITMENT
2450 LeConte Avenue, Berkeley CA 94709
(510)204-0738 • admissions@cdsp.edu

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

JST-SCU
Memphis Latchison
SENIOR ASSOCIATE DIRECTOR FOR ENROLLMENT AND RECRUITMENT
1735 LeRoy Avenue, Berkeley, CA 94709
(510)549-5013 • jstadmissions@scu.edu

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

PSR
Keaton Andreas and Cora Manuel
CO-DIRECTORS OF ADMISSIONS
1798 Scenic Avenue, Berkeley, CA 94709
(510)849-8231 • admissions@psr.edu

SFTS, University of Redlands
105 Seminary Road, San Anselmo, CA 94960
415/451-2831 • admissions@sfts.edu

SKSM
Rain Jordan
VICE PRESIDENT OF ACADEMIC ENROLLMENT AND STUDENT SERVICES
5000 MacArthur Blvd #9937, Oakland, CA 94613
(510) 430-3335 • recruitment@sksm.edu

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

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

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

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
STUDENTS INTERESTED IN AFFILIATING WITH THE
PATRIARCH ATENAGORAS ORTHODOX
INSTITUTE SHOULD CONTACT:

2311 Hearst Avenue, Berkeley, CA 94709
(510)649-3450 • paoi@gtu.edu

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

APPLICATION REQUIREMENTS
FOR THE GTU COMMON MA

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

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

b. A completed application form and a 300-500
   word academic statement of purpose. This is not a
   personal biography, but a statement of goals,
   study interests, and reasons the GTU and the
   school of affiliation are an appropriate place for
   the proposed program of study.

c. Three academic letters of recommendation.
   Choose people who can speak knowledgeably and
   articulately about your academic and intellectual
   potential and will write specific letters Academic
   references are different from general character
   references.

d. One official transcript from each undergraduat
   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.

The GTU’s institution code is 4336.

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

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

FINANCIAL AID

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 includes federal student aid in additional to
tuition aid assistance provided by a student’s member
or affiliate school.

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.
**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 2021-2022 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 budgetary requirements for the nine (9) month academic period.

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

<table>
<thead>
<tr>
<th>Student Standard Budget</th>
<th>Monthly</th>
<th>Semester</th>
<th>9-month Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books/Supplies</td>
<td>$500</td>
<td>$1,000</td>
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<tr>
<td>Housing</td>
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<td>$5,850</td>
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<tr>
<td>Food</td>
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<tr>
<td>Transportation</td>
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<tr>
<td>Medical</td>
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<tr>
<td>Miscellaneous</td>
<td>$140</td>
<td>$560</td>
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<tr>
<td>Loan Fees</td>
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<td>$220</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,026</strong></td>
<td><strong>$11,250</strong></td>
<td><strong>$22,500</strong></td>
</tr>
</tbody>
</table>
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 student; 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.

The GTU offers the following stand-alone certificates for applicants not currently enrolled in a GTU degree program. 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 80 (internet based). Deadlines for all applications and transcripts for certificate program are two weeks before the first day of any semester.

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.

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 can apply online. Email: rsherma@gtu.edu

CERTIFICATE IN ISLAMIC STUDIES

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

CERTIFICATE OF INTERRELIGIOUS CHAPLAINCY

The Graduate Theological Union offers a standalone 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 hospice or health care, prison outreach, or armed services.

Who can apply?

1) GTU consortial students and graduates (MDiv, MA, Ph.D., etc.) in any field. MA students can apply in the 2nd year and complete the certificate after receiving their MA;

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

Students can enroll on a full-time or part-time basis and complete the certificate’s requirements online or in a hybrid asynchronous and synchronous model. Instruction will include taking seven classes at the GTU; the eighth is intensive practical training which students will complete in a hospital setting.

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

ONLINE CERTIFICATE IN INTERRELIGIOUS STUDIES

The GTU Online Certificate in Interreligious Studies is a 10-month long stand-alone certificate for individuals who want to explore various religious traditions and their interreligious dimensions. In today’s increasingly pluralistic world, many potential participants desire not to study any single tradition, but to learn about the connections between two or more of them 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.

This certificate program is tailored to meet the needs of today’s professionals across a variety of sectors including healthcare, nonprofit organizations, ministry, social services, and public policy. Leaders in these fields recognize that today’s increasingly diverse workplace environment—and the global culture at large—requires new approaches to cultivating sensitivity, inclusive practices, and forward-thinking strategies that effectively incorporate multiple perspectives.

Additionally, this certificate program provides a digital learning platform for individuals who want to study at the GTU but cannot physically move to the Bay area. This program is also aimed towards individuals who are interested in studying religion but may not choose to complete a MA or PhD.

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 take all four courses in Group 1 and one course in Group 2.

Group 1:
Christianity and Its Interreligious Dimensions (GTU)
Hinduism and Its Interreligious Dimensions (Center for Dharma Studies)
Islam and Its Interreligious Dimensions (Center for Islamic Studies)
Judaism and Its Interreligious Dimensions (Center for Jewish Studies)

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 and the Graduate Theological Union offers 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. Existing GTU students 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 dararnoff@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 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
In collaboration with the Center for Swedenborgian Studies (CSS), the Graduate Theological Union offers a 6-course certificate program 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 (in addition to a thesis course if that is selected).

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. James Lawrence, jlawrence@psr.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.

THE FOLLOWING CERTIFICATE OPTIONS ARE AVAILABLE TO CURRENT STUDENTS IN GTU DEGREE PROGRAMS.

To register, students submit an Intent to Enroll form with the GTU Associate Dean of Students.

CERTIFICATE IN ASIAN AND OCEANIC CULTURES AND FAITH TRADITIONS
This program is an interdisciplinary, multi-faith, and cross-cultural program that takes advantage of the academic offerings of the GTU. The overarching aim of the Certificate is to facilitate a richer, more differentiated understanding of the faith traditions of Asia and Oceana. Students are required to take an introductory course providing the basic grounding in the student of Asian and Oceanic cultures and faith traditions, as well as three additional courses at the GTU or UC Berkeley on Asian and/or Oceanic cultures and faith traditions.

CERTIFICATE IN BLACK CHURCH/AFRICANA RELIGIOUS STUDIES
This program has a particular methodological orientation that reflects the global, ecumenical, and interreligious perspective of the GTU. The Black Church is but one expression of the broader phenomenon of African American Religion. Spatially, the phenomenon of African American Religion encompasses West Africa, the Caribbean, and the Global South and the Global North. Requirements
include a Black Church/Africana Religious Studies seminar, and then three additional 3-unit approved courses at the GTU or the UC Berkeley African American Studies Department.

**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 inter-religious dialogue, theology and religion, and encourages the innovative work of wo/men 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 participate 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 or a Center, 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 80 (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. Please make your check out to Graduate Theological Union for the amount of $15.
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

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, Associate 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

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

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

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

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

TERESA CHAVEZ SAUCEDA • San Francisco Theological Seminary, Director, Advanced Pastoral Studies and Assistant Professor of Ministry, Presbyterian Church (USA); PhD, Graduate Theological Union, 1989
JANA CHILDERS • San Francisco Theological Seminary, Professor of Speech Communication and Homiletics, Presbyterian; PhD, Graduate Theological Union, 1992

PETER CHOI • Newbigin House of Studies, Dean and Associate Professor; PhD, University of Notre Dame

JENNIFER WILKINS DAVIDSON • Berkeley School of Theology, Professor of Worship & Theology and Director of Chapel, American Baptist; PhD, Graduate Theological Union, 2011

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

REBECCA K. ESTERSON • Center for Swedenborgian Studies, Assistant Professor in Sacred Texts and Traditions and Dorothea Harvey Professor of Swedenborgian Studies, Swedenborgian Church of North America; PhD, Graduate Division, 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

SHARON FENNEMA • Pacific School of Religion, Assistant Professor of Christian Worship; Director of Certificate in Sexuality and Religion; Director of Worship Life, United Church of Christ; PhD, Graduate Theological Union, 2011

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
LISA FULLAM • Jesuit School of Theology, Professor of Moral Theology, Roman Catholic; ThD, Harvard Divinity School, 2001

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, Associate Professor, Shaw Family Chair in Clinical Pastoral Education, and Assistant Professor of Pastoral Care and Education Presbyterian; PhD, Graduate Theological Union, 2016

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

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 • 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. Alchemy Endowed Chair for Santa Clara University, Roman Catholic; PhD, Union Theological Seminary, 1992

ARTHUR G. HOLDER • Graduate Theological Union, Associate Dean for Academic Affairs, Professor of Christian Spirituality, Episcopalian; PhD, Duke University, 1987

SHARON JACOB • Pacific School of Religion, Associate Professor of New Testament, United Church of Christ / Methodist Church of India; PhD, Drew University, 2013

PAUL JANOWIAK, SJ • Jesuit School of Theology, Associate Professor of Liturgical and Sacramental Theology; 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

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

DAJAKU KINST • Institute of Buddhist Studies, Noboru and Yaeko Hanyu Professor of Buddhist Chaplaincy and Buddhist Chaplaincy Program Director, Buddhist; PhD, California Institute of Integral Studies, 2004

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

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 and Academic Dean, Roman Catholic; STD, University of Fribourg, 2008

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

PEACE PYUNGHWA LEE • Church Divinity School of the Pacific, Instructor in Homiletics and Pastoral Theology

GABRIELLA LETTINI • Starr King School for the Ministry, Aurelia Henry Reinhardt Professor of Theological Ethics and Dean of Faculty, Waldensian Church; PhD, Union Theological Seminary, 2004
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, PhD, Boston College, 2020

ALISON LUTZ • Assistant Professor of Ministerial Leadership; Episcopalian; PhD, Vanderbilt University, 2021

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, President and 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

ROSEMARY BRAY McNATT • Starr King School for the Ministry, President and Professor of Unitarian Universalist Ministry and Heritage, Unitarian Universalist; MDiv, Drew Theological Seminary, 1999

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

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

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

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

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

JOSEPH MUELLER, S.J. • Jesuit School of Theology, Dean Associate Professor of Theology, MDiv, Weston School of Theology (Boston College), 1992

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

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

YOLANDA NORTON • San Francisco Theological Seminary, H. Eugene Farlough Chair of Black Church Studies, Assistant Professor of Old Testament, Disciples of Christ; PhD Candidate, Vanderbilt University

CHRISTOPHER OCKER • San Francisco Theological Seminary, Assistant Provost, Interim Dean, and Professor of the History of Christianity; PhD, Princeton Theological Seminary

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
RICHARD K. PAYNE • Institute of Buddhist Studies, Yehan Numata Professor of Japanese Buddhist Studies, Studies of Buddhist Studies, Shingon Buddhist; PhD, Graduate Theological Union, 1985

ELIZABETH S. PEÑA • Graduate Theological Union, Interim Dean and Vice President for Academic Affairs; 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, Executive Director and 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

JEAN-FRANÇOIS RACINE • Jesuit School of Theology, Associate Professor of New Testament, Roman Catholic; PhD, University of Toronto – St. Michel’s College, 2000

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

ANN MARGARET SCHELLENBERG RICHARDSON • Starr King School for the Ministry, Assistant Professor of Unitarian Universalist History, Director of the Certificate in Unitarian Universalist Studies Unitarian Universalist; PhD, Durham University, Durham, England, 1994

W. MARK RICHARDSON • Church Divinity School of the Pacific, President and Dean, Episcopal; PhD Graduate Theological Union, 1991

PETER ROGERS, OP • Dominican School of Philosophy and Theology, President, Roman Catholic; PhD

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

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

ROBERT J. RUSSELL • Center for Theology and the Natural Sciences, Director, Ian G. Barbour Professor of Theology and Science, United Church of Christ; PhD, University of California, Santa Cruz, 1978

CHRIS SCHELIN • Starr King School for the Ministry, Dean of Students, Director of Contextual Education, Assistant Professor of Practical and Political Theologies; PhD, Vrije Universiteit Amsterdam, 2013

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EMERITAE/EMERITI

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

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

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

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EDMOND YEE • Pacific Lutheran Theological Seminary, Professor Emeritus of Asian Studies
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 our affiliate school, 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 chose not to enter the GTU until 1964. In that same year, the Starr King School for the Ministry (Unitarian) also joined.

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 fully accredited by the Association of Theological Schools (ATS), and the Western Association of Schools and Colleges (WASC). Now, with nine 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

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. Border Crossing & Bridge Building

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
Border Crossing & Bridge Building

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 credits—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 on-site, 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 three mentors. A student’s mentor team can be geographically centered or spread across the globe. The remote realities of the new normal in our world create numerous possibilities. Each student will select one of the seven themes to emphasize and build his/her mentor team accordingly. 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.

Seven Culturally Responsive Cohort Themes
These seven thematic categories address some of the most significant social and cultural shifts experienced by congregations and other faith-based organizations in the West. Each theme is supported by a team of faculty mentors.

1. Racism/Prison Renewal/Reparations
This theme will address the following topics of concern to historically Black and Latino congregations: racism, reparations, police violence, prison, returning citizens, recidivism, ICE detention, and deportation.
Dr. Aidsand Wright-Riggins, Dr. Ronald Burris

2. Greening the Church/Urban Gardens
BST partners with Green the Church, a national African American environmental advocacy ministry, to engage with churches in Bay Area communities on environmental and food security concerns.
Dr. Ambrose Carroll, Dr. James Brenneman

3. Pastoral Care for Immigrant Churches
The Bay Area is also known for its 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. Womanist/Feminist Gospel
Students enrolled in this theme will be equipped to engage in robust interdisciplinary and intersectional analysis of issues facing communities of faith as they are shaped by gender, class, race, and other social forces.
Dr. Valerie Miles-Tribble, Dr. Jennifer Davidson

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 from the GTU Library, and administrative offices. Hobart Hall, built in 1921 by Berkeley architect Julia Morgan, houses faculty and administrative offices, classrooms, and a student computer lab. There are two apartment buildings for student housing adjacent to the campus.

For further information, contact:

Berkeley School of Theology
2606 Dwight Way, Berkeley, CA 94704
TELEPHONE: 510)841-1905
EMAIL: admissions@bst.edu
WEBSITE: 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 the challenges of contemporary society with the good news of Jesus Christ, CDSP is rooted in our Anglican identity and tradition, and provides quality theological education that integrates scholarship, reflection, worship, spirituality, and the practice of ministry.

Committed to an innovative vision of theological education, CDSP: Embraces diversity as a gift of the Spirit and an outcome of the Gospel; Understands social justice as a core expression of the Gospel; Trains the widest possible variety of effective lay and ordained ministers; Calls the church to reimagine its mission and ministry in light of conflicting cultural values; Cooperates and collaborates with the GTU and other partners worldwide.

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

Academic Programs and Resources  CDSP’s academic offerings include both 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 residential program requires three years of full-time study. The low-residence program, normally completed in four years, includes short residential intensives in January and June, and online study during the fall and spring semesters.

The Master of Theological Studies deepens students’ capacity for lay vocations, including chaplaincy, but is not intended to prepare students for ordination. Offered in residential and online formats, the MTS is a flexible program that provides solid academic grounding in theological disciplines and provides students with opportunities to integrate their interests and expertise in other fields. If undertaken on a full-time basis, the program can be completed in as little as two academic years.

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 the equivalent of eight three-credit courses, either in the residential option, in which courses are taken on campus, or in the low-residence option that utilizes 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 especially appropriate for persons in a process of vocational discernment or who are participating in a program of ministry development, as well as those seeking study for personal spiritual enrichment. The certificate requires eight three-credit courses in any subject, taken either online or in the residential classroom.

CDSP’s CALL program works actively with dioceses to develop curricula and online courses that support local formation for ordained ministry, but which do not lead to a graduate certificate or degree. Our close relationships with partner dioceses means that students on alternative theological education tracks can learn with others from throughout the country, broadening their sense of the meaning of their call and their Anglican identity.

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

For further information, contact:

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

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WEBSITE: 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, 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. Students may choose either a thesis or an exam option.

Our theology programs engage philosophical principles to explore the Christian theological tradition. The three-year Master of Divinity degree provides those preparing for ordination in the Catholic Church with the necessary formation for competent leadership in the Church. The two-year MA (Theology) program provides students with a solid foundation for theological inquiry.

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 arts, including sacred arts and Catholic liturgy.

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

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

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WEBSITE: www.dspt.edu
THE INSTITUTE OF
BUDDHIST STUDIES (IBS)

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

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

Study Opportunities and Resources 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 Studies 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 Studies Center was incorporated with the State of California as a graduate school and seminary, the Institute of Buddhist Studies. Since 1985, IBS has been an affiliate member of the GTU.

Leadership President: Rev. Dr. David Matsumoto; Dean of Students and Faculty Affairs: Scott A. Mitchell, PhD.

For further information, contact:

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

TELEPHONE: (510)809-1444
WEBSITE: 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 provides the student with a broad theological education and an opportunity to concentrate in Christian spirituality or another appropriate area of theology.

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

**Sabbatical 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 rest, reflection and academic theological renewal. Qualified applicants may be admitted as non-degree students to take one or two courses in areas of special interest. The Instituto Hispano en Estudios Teológicos y Pastorales is a two-week summer program, taught in Spanish, which prepares 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)549-5013

**Email:** jstadmissions@scu.edu

**Website:** www.scu.edu/jst
Facility PLTS has a faculty of nine, all holding doctorates from leading universities. Most 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
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EMAIL: admissions@plts.edu
WEBSITE: www.plts.edu
transformation and reflect constructively on the role of religion and students to think critically about socio-political dynamics methods of social theory and constructive theology, equips Master of Arts in Social Transformation, using the tools and first year, the Certificate of Spirituality and Social Change (CCSC) in their full-time study. The new path provides students a course sequencing, awarding credentials after each year of denominations. PSR offers a "stackable curriculum," a new for ordained ministry in most major Protestant academic study while meeting the educational requirements lay and ordained ministry, related vocations, and further academic study while meeting the educational requirements for ordained ministry in most major Protestant denominations. PSR offers a “stackable curriculum,” a new course sequencing, awarding credentials after each year of full-time study. The new path provides students a Certificate of Spirituality and Social Change (CCSC) in their first year, the Master of Arts in Social Transformation (MAST) in the second year, and the Master of Divinity (MDiv) in the third and final year. The Master of Arts in Social Transformation, using the tools and methods of social theory and constructive theology, equips students to think critically about socio-political dynamics and reflect constructively on the role of religion and theological traditions in movements for social change. The Master of Theological Studies offers a broad yet comprehensive education in theological studies across various disciplines. The Master of Arts, in cooperation with the Graduate Theological Union, is an opportunity for students to explore theology and religion in response to the challenges posed by contemporary cultures. The combined Master of Divinity/Master of Arts is designed for students preparing for ministry who wish to pursue an additional academic area of study or interest.

The Doctor of Ministry program is an advanced professional degree in ministry that brings together theory and praxis rooted in the academy and the community of faith. PSR’s Certificate of Theological Studies provides an opportunity to spend the equivalent of the first year of a theological master’s program to sharpen understanding of faith and clarify vocational or academic goals. The Certificate of Special Studies enables international students earning degrees in their home countries to spend one year of study at PSR. The Certificate of Sexuality and Religion provides specialized training for leadership in religious settings by providing a unique program focusing on the theological, historical, ethical, pastoral, and practical dimensions of sexuality, sexual orientation, religion, and gender identity combined concurrently with other PSR degree programs. The Certificate of Spirituality and Social Change offers specialized training for social change-making and can be combined concurrently with other PSR degree programs. The Certificate of Advanced Professional Studies is designed for persons who hold an M.Div. or different professional degrees in ministry and wish to engage in an effective continuing education program without seeking a doctoral degree. The Certificate of Theological Education for Leadership provides online, non-credit theological leadership and ministry studies for lay and clergy leaders to strengthen congregations and create new ministries. The Certificate of Gender, Sexuality, and the Bible invites all Bible readers to join a rich, substantive exploration of sexuality and gender from a progressive, theological perspective.

Affiliated Centers PSR has two centers, the Center for LGBTQ and Gender Studies in Religion and Ignite Institute, and a supportive relationship with Metropolitan Community Church, United Methodist Church, United Church of Christ, and the Christian Church (Disciples of Christ) and the Badé Museum.

For further information, contact:

Pacific School of Religion
1798 Scenic Avenue, Berkeley, CA 94709

TELEPHONE: (510)849-8253
E-MAIL: admissions@psr.edu
WEBSITE: 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, Diploma in the Art of Spiritual Direction, Certificate in Spiritual Direction and Formation, Certificate in Ministry, Certificate in Advanced Pastoral Studies, Certificate in Trauma and Spiritual Care, Certificate in Theological Studies

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

**Academic Programs** SFTS offers a first professional degree, The Master of Divinity, a general academic degree, the Master of Arts in Theological Studies, a specialized Diploma in the Art of Spiritual Direction, and a general Certificate in Spiritual Direction and Formation. 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 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 MATS is offered online as well as in residence. SFTS also offers a program in Clinical Pastoral Education that is fully accredited by the ACPE.

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

The Advanced Pastoral Studies program offers the Doctor of Ministry degree for those engaged in the practice of ministry who seek specialized post-MDiv professional development without giving up their employment. It includes opportunities for ministry-oriented spiritual formation, contextual theological reflection, and advanced skills development through peer group reflection, intensive 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 Advanced Pastoral Studies serves qualified students who wish to update their theological education and refresh or develop new skills for 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.

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

For further information, contact:

San Francisco Theological Seminary
105 Seminary Road, San Anselmo, CA 94960

**TELEPHONE:** (415)451-2800
**EMAIL:** admissions@sfts.edu
**WEBSITE:** www.sfts.edu
STARR KING SCHOOL FOR THE MINISTRY

Denominational Affiliation  Unitarian Universalist and multi-religious

Accreditation  Association of Theological Schools

Degrees offered  Master of Divinity, Master of Arts in Social Change

Certificates offered  Unitarian Universalist Studies and Multi-Religious Studies

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

Academic Program  Starr King’s educational design offers a graduate school experience that is global in its scope, relational in its educational practices and adaptive in its modes of teaching and learning. Each student works in relationship with a faculty advisor who guides and accompanies their personalized learning process. Working within a counter-oppressive and multireligious framework, Starr King students and faculty continually consider the relationships and intersections of religions, the arts, race, class, gender, embodiment, ecologies, cultural representations, sexualities, spiritual practices, justice and peace issues, technologies, and global economic realities. Relational learning cultivates right relationship with self, with others, with communities of accountability, and with the sacred “ground of all relating” which is understood and honored in many ways in diverse religious traditions and spiritual practices.

For further information, contact:

Starr King School for the Ministry
5000 MacArthur Blvd. PMB #9937, Oakland, CA

TELEPHONE: (510)549-4711
EMAIL: admissions@sksm.edu
WEBSITE: www.sksm.edu
**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 offers a slate of workshops that link religion and spirituality with the arts, including literature, drama, dance, music, media arts, art history, and art practice. CARe sponsors grants to support projects that integrate the arts and religion, as well as a writing prize for an exemplary student project in the arts and religion.

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 interdisciplinary and interfaith dialogue.

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**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  
Assistant Curator: Lydia Webster

**For further information, contact:**

**The Center for the Arts & Religion**  
Graduate Theological Union  
2400 Ridge Road, Berkeley, CA 94709

**TELEPHONE:** (510)649-2470  
**EMAIL:** care@gtu.edu  
**WEBSITE:** gtu.edu/care
THE MIRA AND AJAY SHINGAL 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 the CDS: (1) The Journal of Dharma Studies: Philosophy, Theology, Ethics, & Culture and (2) the Journal of Vaishnava Studies, and. 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). CDS convened the International Conference on Sustainable Societies I: Interreligious Interdisciplinary Responses, with a symposium on Ecology & Hindu Theology, in April 2017, as the inaugural public events of the Sustainability Initiative. In Spring 2021, CDS co-sponsored Sustainability Conference II: Visions for a Viable Future.

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

CDS Faculty Graham M. Schweig, PhD, Distinguished Research and Teaching Faculty in Hindu Theology

Goven Bohanec, PhD, Associate Faculty in South Asian Religion & Culture

Dr. Svatmavidyananda Saraswati, PhD, Senior Sanskrit Studies Faculty.

For further information, contact:

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

TELEPHONE: (510)649-2579
EMAIL: rsherma@gtu.edu
WEBSITE: gtu.edu/cds
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, including with the Islamophobia Research and Documentation Project at UC Berkeley. 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:

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

TELEPHONE: (510)649-2563
EMAIL: cis@gtu.edu
WEBSITE: www.gtu.edu/cis
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. 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

Associated Faculty Deena Aranoff, PhD, Director of the Richard S. Dinner Center for Jewish Studies and Senior Lecturer in Medieval Jewish Studies
Munir Jiwa, PhD, Director of the Center for Islamic Studies and Associate Professor of Islamic Studies and Anthropology
Administrative Assistant: Matthew Hartman, PhD Candidate in Theology & Ethics

For further information, contact:

The Madrasa-Midrasha Program
Graduate Theological Union
2400 Ridge Road, Berkeley, CA, 94709
EMAIL: mahdhala@gtu.edu
WEBSITE: gtu.edu/projects/madrasamidrasha
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, thought and culture. 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 specialization 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 life. 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 civilization.

Graduate studies at the CJS combine an emphasis upon classical Jewish languages and literature with the methodologies of contemporary scholarship. Students and faculty study in a collaborative atmosphere, reading classical and contemporary sources from a sophisticated theoretical and pluralistic perspective. Graduate students at CJS may take courses at the University of California, Berkeley, with some restrictions.

Doctoral students at CJS engage in interdisciplinary, cutting-edge 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, or 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 a variety of 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. The CJS also hosts Jewish religious programming such as Shabbat services and Jewish holiday celebrations.

Leadership Deena Aranoff, PhD, Faculty Director Senior Lecturer in Medieval Jewish Studies
Sam Berrin Shonkoff, PhD, Assistant Professor of Jewish Studies

For further information, contact:

The Center for Jewish Studies Graduate Theological Union 2400 Ridge Road Berkeley, CA 94709
TELEPHONE: (510)649-2482 EMAIL: cjs@gtu.edu WEBSITE: www.gtu.edu/cjs
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: Robert John Russell, PhD, Ian G. Barbour Professor of Theology and Science, GTU

For further information, contact:

**The Center for Theology and the Natural Sciences**  
**Graduate Theological Union**  
2400 Ridge Road Berkeley, CA 94709

**TELEPHONE:** (510)649-2564  
**EMAIL:** ctns-info@gtu.edu  
**WEBSITE:** www.ctns.org
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 women and men 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 Rev. James F. Lawrence, DMin, PhD is Dean of the Center and also Faculty Associate in Spirituality at Pacific School of Religion. In addition to Swedenborgian Studies, he pursues research interests in the Protestant mysticism, Western Esotericism, the history of biblical interpretation, and New Religious Movements.

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 a 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.

Rebecca Esterson, PhD is Assistant 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.

For further information, contact:

Center for Swedenborgian Studies
1798 Scenic Ave, Berkeley CA 94709

TELEPHONE: 510/849 8228
EMAIL: cssinfo@gtu.edu
WEBSITE: www.css.gtu.edu
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
NCB offers courses as well as continuing education programs involving national and local conferences, for-credit courses, workshops, seminars, the Spiritual Exercises, spiritual direction groups for students and others, and retreats.

Other Contributions to GTU Life
NCB offers GTU students opportunities for learning with an emphasis on non-ordained ministry from a biblical and ecumenical perspective. NCB serves many local churches as well as a national/international constituency, and the Berkeley Palmer Lectureship each spring brings emerging biblical scholarship into conversation with pressing social concerns. Every year we sponsor spiritual direction groups for university and seminary students.

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

Leadership
Executive Director: Susan S. Phillips, PhD.
Faculty Executive Committee: Marilyn McEntyre, PhD; Chris Corwin, PhD; Margaret Horwitz, PhD; Bonnie Howe, PhD

For further information, contact:

New College Berkeley
2029 Durant Avenue, Berkeley, CA 94704

TELEPHONE: (510)841-9386
EMAIL: newcollegeberkeley@gmail.com
WEBSITE: www.newcollegeberkeley.org
NEWBIGIN HOUSE OF STUDIES (NHS)

Purpose Newbigin House of Studies (NHS) is an ecumenical study center developing leaders through theological education. By training and mentoring a new generation of missional leaders in partnership with churches and seminaries, we are committed to renewing a vision for Christian ministry in a rapidly changing world. Our staff along with senior and teaching fellows bring rich experience in church and non-profit work, social justice ministry, vocational discipleship, counseling and pastoral care.

Study Opportunities and Resources NHS offers a nine-month Faith and Justice Fellowship with clergy, laity, and seminarian tracks. In addition, the Vital and Thriving cohort program helps pastors and churches increase the vitality of churches through a multi-stage design thinking process. One-time webinars, continuing education courses, regional and national conferences and retreats are also offered throughout the year.

Other Contributions to GTU Life Newbigin House draws students and participants from across the world through its online courses and events. Areas of special focus include spiritual theology and public theology, with courses available to the broader GTU community. Elective courses based on faculty interest, such as a course on Christianity and Race, are also part of the curriculum. NHS faculty include historians, religion scholars, political scientists, clergy, popular authors, and activists.

History Newbigin House was founded in 2011 as a theological study center.

Leadership Executive Director: Scot Sherman, PhD. Dean: Peter Choi, PhD.

For further information, contact:

Newbigin House of Studies

TELEPHONE: (415)346-6994 ext. 115
EMAIL: info@newbiginhouse.org
WEBSITE: www.newbiginhouse.org
**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 and the Summer Institute, a four day intensive series in mid-June 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  
2311 Hearst Avenue, Berkeley, CA 94709

TELEPHONE: (510)649-3450  
EMAIL: paoi@ses.gtu.edu  
WEBSITE: www.orthodoxinstitute.org
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, 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, Beliefs, and Texts” and "Bahá’í Perspectives on Social Transformation.” The first will offer students courses that explore Bahá’í history, theology, tenets, texts, the Bahá’í administrative order, Bahá’í community life, and community development. The second will focus on 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. The Institute also offers a wide variety of non-credit courses that have occasionally been taken by GTU students.

**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. It plans to offer a public lectures series when conditions allow. 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 2020, it ran 65 noncredit community development courses designed for adults or high school students and had a total registration of 2,000. The Wilmette Institute is developing graduate-level certificates and undergraduate level courses, and can support anyone who wants to include Bahá’í Studies in their education.

**Leadership** Dr. Robert H. Stockman, Th.D., Director 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
WEBSITE: wilmetteinstitute.org
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 contributed their library collections to form the GTU common library. These combined resources reflect the breadth of theological tradition represented by the member schools as well as the depth to support a full range of theological education programs, including doctoral work. Special areas of 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 materials located at the Flora Lamson Hewlett Library in Berkeley, combined with materials at the GTU Branch Library at the Graduate School of Theology at the University of Redlands, home of the San Francisco Theological Seminary, in San Anselmo, make the total library collection nearly 700,000 items. It is one of the largest theological collections in the United States. The library’s Archives and Special Collections provide research materials on religious activities in the western United States. These materials include regional denominational records, materials related to the GTU and its member schools, new religious movements, women and religion, Pacific and Asian American, Jewish, Islamic manuscripts, Bay Area social justice activities, and the personal papers of faculty and leading thinkers in the fields of religion, theology, and pastoral counseling. The library maintains a large collection of Sacred World Art, supplementing the extensive resources within the member schools. In addition, the library holds more than 10,000 rare books that extend from the Reformation period to the 20th century. Works include numerous printed Bibles, Catholic and Protestant liturgical works and books of devotion, and denominational materials.

The library’s search engine, Summon, (available from www.gtu.edu/library) lists the library’s extensive holdings including access to journal literature, books, dissertations and theses, images, special collections, and eResources. Summon combines both the library’s catalog and electronic databases, making the research process more efficient and accessible from anywhere. The library staff 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.

GTU students and faculty also have borrowing privileges at the nearby library of the University of California, Berkeley, assuring excellent support in disciplines such as philosophy, history, sociology of religion, art and art history, music, classics, literature, education, and psychology. Across the Bay, the Green Library at Stanford University also opens its doors to GTU students and faculty.
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, because that great research institution offers a wealth of resources for theological students. Agreements forged with the University over the years have made these opportunities a reality for GTU students. Most important are the library resources. All GTU students may obtain a UCB library card that enables borrowing from the rich UCB collections in a variety of fields. Because the GTU and UCB libraries coordinate their library collection policies, the combined resources of both the university and the GTU collections are considerably strengthened.

The second vital resource provided by UCB is cross-registration privileges. Students in the Common M.A. or other degree programs of a member school may register for one course per semester at UCB to pursue the study of specialized languages, or to take advantage of specialized courses in such fields as anthropology, history, education, sociology, urban studies, racial-ethnic studies, Jewish studies, literary theory, rhetoric, philosophy, and others. Ph.D. 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. While GTU students usually have access to UCB recreational facilities for a fee, this privilege is currently suspended due to COVID-19 restrictions. Finally, Ph.D. students are encouraged to find UCB faculty members to work on their comprehensive and dissertation committees so as to represent the perspectives of the research disciplines of the university.

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, Mills College, Dominican University, and Holy Names College.

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 Singh Lecture in Comparative Religious Thought and Culture.

Facilities for Students with Disability/Disabilities
The GTU doctoral, 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 degree and certificate course and program requirements. The policy covers GTU library use, student advising, GTU classroom activities and requirements, program exams, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g. registration, access to facilities, etc.)

The GTU Associate Dean of Students serves as the Disabilities Resource Officer (DRO). The DRO serves as a resource to develop expertise, provide information and consultation, and answer questions.
Doctoral Student Committees

The Student Advisory Committee (SAC) meets regularly with the GTU Dean and Director of Student Life 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.
# General Information

## Tuition and Fees

### Tuition Schedule Effective

**Fall Term, 2021**

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Amount</th>
<th>Per Credit/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD tuition</td>
<td>$1,475 per credit</td>
<td>$35,400 per year (12 credits per semester)</td>
</tr>
<tr>
<td>PhD continuing fee</td>
<td>$4,775 per semester*</td>
<td></td>
</tr>
<tr>
<td>GTU Common MA tuition</td>
<td>$825 per credit</td>
<td></td>
</tr>
<tr>
<td>$19,200 per year (12 credits per semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA continuing fee</td>
<td>$4,775 per semester*</td>
<td></td>
</tr>
<tr>
<td>Certificate Student</td>
<td>$500 per credit</td>
<td></td>
</tr>
<tr>
<td>Continuing Education Courses</td>
<td>$150 per CEU</td>
<td></td>
</tr>
</tbody>
</table>

### Other Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Application Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Doctoral Application Fee</td>
<td>$135</td>
</tr>
<tr>
<td>Doctoral Application Fee for Foreign Students</td>
<td>$155</td>
</tr>
<tr>
<td>Records Maintenance Fee during leave of absence</td>
<td>$100 per leave</td>
</tr>
<tr>
<td>PhD enrollment deposit (non-refundable)</td>
<td>$350</td>
</tr>
<tr>
<td>PhD enrollment deferral deposit (non-refundable)</td>
<td>$150</td>
</tr>
<tr>
<td>Doctoral Graduation Fee</td>
<td>$150</td>
</tr>
<tr>
<td>MA Graduation Fee</td>
<td>$75</td>
</tr>
<tr>
<td>Certificate Graduation Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Placement dossier Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Reinstatement Fee</td>
<td>$200</td>
</tr>
<tr>
<td>ID Card Replacement</td>
<td>$25</td>
</tr>
</tbody>
</table>

### Tuition Refund Policy

1. Prior to the end of General Registration: full tuition
2. By the end of the first week of classes: full tuition, less withdrawal fee.
3. By the end of the second week of classes: 80% of tuition
4. By the end of the fifth week of classes: 50% of tuition
5. After the 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 Dean of the school of affiliation and the GTU Dean; financial aid awards will be reduced in correspondence with the reduction in tuition.

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

**FEE PAYMENT PLANS** If a doctoral student or an MA student affiliated with the GTU (rather than a member school) is unable to pay the full tuition and fees for a given academic semester at the time of registration, special arrangements may be made with the GTU Business Office.

MA students affiliated with a member school who cannot pay their tuition and fees in full at the beginning of the semester should make arrangements with the Business Offices of their schools of affiliation.

**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.

GTU students can also gain the assistance of a licensed broker with Rockridge Health Benefits, Jonathan Greer, who is available to provide guidance based on your situation. There is no fee for his help. He can be reached at jg@rockridgehealth.com, 510-547-7123.

International students can also investigate options with https://www.isoa.org/ or https://www.internationalstudentinsurance.com/student-health-insurance

**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. A request form is available on the GTU website.

**POLICIES FOR STUDENTS ELIGIBLE FOR VA BENEFITS** Students with previous graduate level coursework/training in the program to be pursued will be evaluated upon enrollment and given appropriate credit. Evaluation will be based upon review of academic transcripts. Credit allowed will be recorded in enrollment records, and the length of the program shortened proportionately. In addition, the student and the Department of Veteran’s Affairs shall be notified. (Note: All prior graduate level 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 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
2021 - 2022

FALL SEMESTER, 2021

August 23 – September 3
Orientation Week
General Registration
Fall Semester 2021

August 23 – September 3

September 6
LABOR DAY:
Administrative holiday / Library closed

September 7
Instruction begins for Fall Semester 2021
Late Registration
Fall Semester 2021

September 4 – 17

October 25 – 29
Reading Week

November 8- 19
Early Registration for Intersession 2020 & Spring Semester 2020

November 25, 26
Thanksgiving:
Academic and Administrative holiday / Library closed

December 17
Fall Semester 2019 ends

December 25

December 20 – December 31
Christmas:
Administrative holiday / Library closed

January 1
New Year's:
Administrative holiday / Library closed

INTER-SESSION, 2022

January 3 – 28
(General Registration prior to first day of the course

January 17
Martin Luther King, Jr. Day:
Academic and Administrative holiday / Library closed

SPRING SEMESTER, 2022

January 17– 29
General Registration for Spring Semester 2022

January 31
Instruction begins for Spring Semester 2022

January 30 – February 11
Late Registration
Spring Semester 2019

February 21
Presidents' Day:
Academic and Administrative holiday / Library closed

March 21 – 25
Spring break

April 2
Good Friday:
Academic and Administrative holiday / Library closed

April 15
Easter:
Library closed
Early Registration for Fall Semester 2022

April 4 – 15

May 20
Spring Semester 2022 ends

May 30

June 4
Independence Day Observed:
Administrative holiday / Library closed
ADMINISTRATIVE OFFICERS & STAFF

Office of the President
Uriah Y. Kim, President
Melissa Haddick, Executive Assistant to the President
Elizabeth S. Peña, Interim Dean and Vice President for Academic Affairs
Arthur Holder, Associate Dean for Academic Affairs
Wendy Arce, Associate Dean of Students
Sabrina Kennedy, Executive Assistant to the Dean and Administrative Assistant
Chaitanya Motupalli, Director of Student Life and Liaison for International Students & Scholars
Fredonia Thompson, Academic Programs Coordinator
Diandra C. Erickson, Director of Digital Learning
John G.M. Seal, Consortial Registrar

Office of Marketing and Enrollment Management
Sephora Markson, Chief Strategy Officer
Katherina Bell, Manager of Strategic Initiatives
Mark Guevarra, Communications Assistant
Reem Kosba, Admissions Assistant
Zulunungsang Lemtur, Visits Coordinator
Denise Morita, Senior Director of Financial Aid and Enrollment
Emily Morrow, Director of Marketing, Communications, and Brand
Ryan Pemberton, Marketing and Communications Manager
Michelle Simon, Assistant Director of Financial Aid
Benjamin Woehler, Assistant Director of Recruitment and Admissions

Business Office
Michael Cairns, Chief Financial Officer
Maggie Allen, Accounting Assistant
Nina Galvan, Senior Accountant
Thanh Vo, Accounting Specialist

Office of Operations Management
Marie Lucero, Chief Operating Officer
Mary Tomagan, Operations Administrative Specialist
Sylvie Tisnado, Manager of Human Resources
Danny Wilson, Director of Information Technology
Iakopo “Jake” Yan Lan, IT Assistant
C. Osborne, Building Engineer
José Palacios, Assistant Facilities Manager
Armando Aguilar Michel, Maintenance Assistant/Janitor

Flora Lamson Hewlett Library
Colyn Wohlmut, Director of Library Services
Caryl Woulfe, Assistant to the Library Director
David Stiver, Special Collections Librarian
Elizabeth Kramer, Serials and Digital Resources Specialist
Michael Markwell, Acquisitions Assistant
Gillian Boal, Library Conservator
Naw San Dee KD, Reference and Outreach Librarian
Beth Kumar, Learning and User Experience Librarian
Stephanie Miller, Branch Librarian
Kathy Farrell, Systems Manager and Metadata Librarian
Jeffrey Jackson, Head of Access Services
Marie Hempen, Circulation Assistant
Eric Gerlach, Circulation Assistant
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Dale Walker
Khalia Williams

Faculty Representative
Rita Sherma

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James Brenneman, BST
Kathy Ogren, SFTS/Redlands
Uriah Kim, GTU
David Matsumoto, IBS
Raymond Pickett, PLTS/CLU
W. Mark Richardson, CDSP
Peter Rogers, DSPT
David Vásquez-Levy, PSR

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Dr. LeAnn Snow Flesher, Dean

The Church Divinity School of the Pacific
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Rev. Dr. Ruth Meyers, Dean of Academic Affairs

Dominican School of Philosophy and Theology
Father Peter Rogers, OP, President
Father Bryan Kromholtz, OP, Academic Dean

Institute of Buddhist Studies
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Dr. Scott Mitchell, Dean of Students and Faculty Affairs

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Father Joseph Mueller, SJ, Dean
Dr. Jean-François Racine, 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
Kathy Ogren, Provost
Dr. Christopher Ocker, Assistant Provost and Interim Dean

Starr King School for the Ministry
Rev. Rosemary Bray McNatt, President
Rev. Dr. Gabriella Lettini, Dean of Faculty
Map of Holy Hill

Graduate Theological Union

Berkeley Locations

GTU Flora Lamson Hewlett Building
Financial Aid
Admissions
Center for the Arts & Religion
2400 Ridge

GTU Annex
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)
2452 Virginia

GTU MEMBER SCHOOLS AND AFFILIATES

Berkeley School of Theology (BST)
2606 Dwight

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

Church Divinity School of the Pacific (CDSP)
2451 Ridge

Dominican School of Philosophy and Theology (DSPT)
2140 Durant

Institute for Buddhist Studies (IBS)
2140 Durant

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

New College Berkeley (NCB)
2029 Durant

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

Pacific School of Religion (PSR)
1798 Scenic Ave.

Patriarch Athenagoras Orthodox Institute (PAOI)
2311 Hearst

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

School of Applied Theology (SAT)
5890 Birch Ct., Oakland (not shown on map)

Starr King School for the Ministry (SKSM)
Mills College Campus (not shown on map)

See Campus Detailed Map for a close-up of the area above.