



GTU

Graduate Theological Union

Common MA Program Handbook

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CDS: The Mira and Ajay Shingal Center for Dharma Studies	
CIS: The Center for Islamic Studies	
CJS: The Richard S. Dinner Center for Jewish Studies	
CSS: The Center for Swedenborgian Studies	
CTNS: The Center for Theology and the Natural Sciences	
IBS: The Institute of Buddhist Studies	
NCB: New College Berkeley	
PAOI: The Patriarch Athenagoras Orthodox Institute	

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The MA Program Handbook provides an overview of the structure and organization of the GTU, a detailed explanation of the policies and procedures that guide the program, and a description of the various resources that augment the MA student's experience. Students should first consult the MA Program

Handbook on the [GTU MA Program Moodle page](#); it will always have the latest and most complete information. If you cannot find the information you need in the handbook, do not hesitate to consult with me, the MA Program Director, with any questions.

Wendy M. Arce, Ph.D.
Associate Dean of Students
MA Program Director
August 2021

COMMON MA PROGRAM

A. GTU Mission Statement

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 various different Christian Denominations and Buddhism 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.

B. 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.

C. THE MA PROGRAM

The Common MA is an academic degree offered in cooperation with the member schools of the GTU consortium. The purpose of the program is to provide a basic understanding of theological or religious studies as 1) 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 capstone statement that is supported by appropriate evidence from primary and secondary sources communicated in an effective scholarly presentation.

Coursework in the MA Program is by lecture and seminar courses and capstone work. Students are expected to have sufficient preparation in theology or religious studies to enter into seminar work, which is an integral part of the program from its first semester. Please direct any questions about admission to the program to the GTU Admissions Office.

Policies governing the MA Program, as documented in the MA Program Handbook, are established by the GTU Council of Deans and Consortial Faculty. The Deans govern the MA Program and ensure that standards are commonly understood and equitably applied to all MA students. Policies requiring review or change are brought to the Deans for consideration and decision. The MA Program Director oversees the routine

administration of the program, including maintenance of this handbook and coordinating GTU student orientations.

D. THE SCHOOL OF AFFILIATION

The School or Center of Affiliation provides the educational ethos, the community of learning, and the liturgical and denominational environment in which MA studies are pursued. The School of Affiliation assesses the academic preparation of incoming students and may require an entering student to take MA Distribution requirements in the first semester in order to establish a foundation for the MA Program, or extend coursework beyond the normal two-year minimum. The school provides academic advising and institutional financial aid, while the MA Program Director works in conjunction with the member school and affiliate deans and directors to oversee the students' progress through the program. The Dean of the School is typically the one required to sign forms, receive petitions, etc., but the MA Program Director must receive and process the information. The student's advisor and Capstone Committee Coordinator come from the faculty of the School of Affiliation. The school and advisor keep the MA Program Director apprised of student progress, but the fundamental advising occurs in the school.

E. ACADEMIC ADVISING

Advisors are assigned to students by the Dean of the school upon admission, and may be changed by the student later (see "Change of Advisor" section). The Academic Programs Coordinator enters the assigned advisor (and any future changes) into the student's computer record. If no advisor is assigned or chosen, a hold may be placed on the student's registration (see "Holds on Registration" section). The assigned advisor is the student's first link to the faculty of the school. Students should see their advisor during orientation week and should also check in with the Dean and/or Registrar of the school to become oriented to the academic ethos and procedures of the school.

Because the MA Program is an individualized program of study leading to a capstone project, the advisor is key to helping the student design the program. The advisor assesses the student's background and strengths, and the needs of the proposed program, and helps the student design a program that meets their goals and fulfills the course requirements of the program. The student and advisor consult the MA handbook about MA policies and procedures. Policy questions or other questions about the MA handbook can be consulted with the member school dean, but students can also bring questions to the MA Program Director, who will refer students to others as needed. If further clarification is needed, consult with the MA Program Director. The advisor meets regularly with the student to advise them and oversee progress toward the degree. They help the student form the MA Capstone Committee and devise the capstone topic. The Capstone Committee Coordinator is chosen by the student and takes the place of the student's advisor.

F. OVERVIEW OF PROGRAM REQUIREMENTS

The following are requirements for the Common MA Program. If your Concentration is in Buddhist Studies, Hindu Studies, Islamic Studies, Jain Studies, Jewish Studies or Yoga Studies, additional or alternate requirements apply. See the section "Special Concentrations in the GTU Common MA Program" for details. Likewise, if you are completing an MDIV at a member school and will add on the MA component, check the MDiv/MA Programs section for additional requirements. The MA Program Checklist (available on the [MA Program Moodle Page](#)) will help you plan your program according to the requirements.

The MA Program Director performs a semi-annual review of MA student files after reviewing grade reports for the fall and spring semesters, and sends a memo to the

Dean of each participating School of Affiliation, alerting them to student progress. This memo is also sent to the Consortial Registrar, Academic Programs Coordinator, and Financial Aid Office for their information. The GTU MA Program Director also sends the information to each student and advisor, and may request a meeting with the students to assess progress and timelines.

CREDIT HOUR POLICY: The GTU follows federal guidelines regarding credit units and credit hours. Federal Policy 34 CFR 600.2 defines a credit hour as follows:

A credit hour is an amount of work represented in learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as in paragraph 1 of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

GENERAL COURSE CRITERIA: Only academic courses of three units or more are counted toward the degree. Additionally, a B- or higher grade must be earned in each course. This means that courses of fewer than three units, courses in Functional Theology (FT) and Field Education (FE), and courses taken Pass/Fail do **NOT** count toward the MA degree. For a list of FT courses that are applicable for the MA program, please consult the [MA Program Moodle Page](#).

However, under **extraordinary** circumstances, the Dean of the School 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 as long as there is evidence that the readings, papers, and other assignments required a level of work equivalent to a full 3-unit academic course.

Also, if a student's program requires academic study and analysis of some practical or functional field, the student may complete a plan of academic reading and writing on the subject in conjunction with the course. Such work should be registered as a Special Reading Course. The student and professor should provide evidence of equivalent work of a 3-unit academic course.

TOTAL COURSE REQUIREMENT: 16 three-unit courses (or the equivalent) are required, two of which are capstone courses for the thesis option or one of which is a capstone course for the paper option. The majority of these should be intermediate and advanced courses.

Note: Course numbers refer to course levels as follows:

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

6000-6999 = doctoral only

TOTAL GPA REQUIREMENT: The student's cumulative GPA must be 3.0 or higher.

RESEARCH METHODS REQUIREMENT: One course in Research Methods (MA 1000 or 8100) must be taken prior to submission of the capstone proposal. Students are encouraged to take this course in their first or second semester.

INTERRELIGIOUS STUDIES REQUIREMENT: One course in Interreligious Studies (IR or other approved courses) that requires the student to engage in dialogue with one or more religious traditions.

COURSE DISTRIBUTION REQUIREMENT: One course must be taken in each of these Departments: Sacred Texts and Their Interpretation (BS, NT, OT 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), and Religion & Practice (ED, HM, LS, PS, PR, or other approved courses). Students in tradition-specific concentrations (i.e., those focused on the study of a particular religious tradition) must fulfill this requirement by taking a course on that tradition in each department. Courses taken in the student's concentration automatically fulfill the Course Distribution requirement in that Department. Depending on the background of the student or the program, the academic advisor may stipulate additional requirements.

CONCENTRATION REQUIREMENT: Four courses are required within the Concentration, two of which must be advanced (4000+) level courses.

CONSORTIAL REQUIREMENT: Of the fourteen or fifteen (3-unit) courses taken to complete the MA Program, two (2) courses must be taken outside the school or center of affiliation. Certain UC Berkeley courses may count toward the two outside the school. The academic advisor and the Capstone Committee Coordinator must come from within the School of Affiliation.

ONLINE COURSES: In order to differentiate between online and local courses, online courses will be numbered in the 8000's in course listings and on transcripts. **No more than seven online courses** may be used to fulfill MA requirements, as long as they are three (3.0) unit, letter-grade, academic courses. (The second number in the course number indicates the level. For example, a course numbered 84XX is considered a 4000-level course.) Courses offered using remote modalities do not qualify as online courses.

LANGUAGE COURSEWORK: Foreign European language courses (English, French, German, Italian, Spanish) do **NOT** count toward the MA degree, unless the course involves advanced language work (beyond basic language proficiency) in an academic subject and the student earns a B or better. The following other types of language courses DO count toward the degree:

- Specialized languages (for example, Hindi, Japanese, Modern Hebrew, Aramaic, etc.)
- Classical languages (Greek, Hebrew, Latin)

FOREIGN LANGUAGE REQUIREMENT: Proficiency in one foreign language must be certified by exam, coursework, or by petition. See Foreign Language Requirement section for full details.

CAPSTONE REQUIREMENT: Students may choose between a thesis or paper capstone requirement for their program. For the thesis, two courses (six units) of capstone work are required; no more than six total units count toward the degree. For the paper, one course (three units) of capstone work is required; no more than three total units count toward the degree. Students who complete the paper will have to take an additional elective course.

G. FOREIGN LANGUAGE REQUIREMENT

MA students are expected to demonstrate competence in one foreign language no later than the first semester of the second year of residence. Non-native speakers of English may certify English as their foreign language. Additional language requirements may be set by the academic advisor or Capstone Committee, depending on the student's proposed program of study. Ordinarily, at the MA level, students are advised to propose programs within the limits of their linguistic competence and to pursue language study as preparation for more advanced academic work.

MA students must successfully certify their language proficiency before they will be allowed to form their Capstone Committee; thus it is important to fulfill your language requirement as early in the program as possible. Do not make the mistake of leaving this requirement until the end of your program. You will not be allowed to propose or defend your capstone without meeting this requirement.

Students may fulfill the language requirement through examination, coursework, or petition. If you choose to fulfill through examination, you may attempt to pass the exam in any given language up to a maximum of three times.

MA students in the Buddhist Studies, Hindu Studies, Islamic Studies, Jain Studies, Jewish Studies, and Yoga Studies concentrations may have a different method of certifying language proficiency. (See the "Special Concentrations in the GTU Common MA Program" section starting on page 16 of the handbook.)

ROLE OF LINGUISTIC SKILLS FOR THE STUDY OF RELIGION

Without some linguistic skills, it is impossible to pursue academic theology and religious studies. Knowledge of various languages allows one to enter into different perspectives of theological thought that arise from differences of culture and philosophy.

The fostering of language skills is a responsibility of the various professors at GTU. Some professors teach at the doctoral level; many more teach at the master's level. The GTU Language Committee urges GTU professors who teach MA courses to encourage students to use languages other than English. The need for students to use linguistic skills is essential whenever the theme of their capstone, in a central way, involves an author whose basic works are not in English, and/or whenever it appears that the student plans to move on to doctoral work. Professors are urged to encourage, at their discretion, MA students to use languages other than English in the normal work of their courses.

MODERN FOREIGN LANGUAGE CERTIFICATION OPTIONS

Students can certify proficiency in a modern language in a variety of ways.

1) Modern Foreign Language Certification by Examination

One option is to successfully complete the modern foreign language exam offered by the GTU MA Program Director office. The purpose of this examination is to certify competency in the language's basic structures and grammar and in reading academic theological/religious research in a modern foreign language,

and to demonstrate an accurate understanding of key sentences in a discussion by means of a translation.

Characteristics of the Exam Format: Students choose between two 600 word passages provided by a language examiner and must summarize the main ideas of the passage in 100-150 words, with attention to the coherence of its discussion. Students must also translate 200 words highlighted by the examiner in the passage. The exam is graded pass/fail and is three and one-half hours long. Printed dictionaries may be used during the exam. Grammar and verb charts and personal notes are not allowed. All electronic devices, including electronic dictionaries and computers, are also not allowed. When health and safety concerns do not allow for an in-person exam, the GTU will follow remote protocol to administer the exam via Zoom. Please contact the Associate Dean of Students or Academic Programs Coordinator for a copy of the instructions. They can also report the modality for upcoming exams. GTU certifies proficiency in Chinese, French, German, Modern Hebrew, Italian, Japanese, Latin, and Spanish. Students wishing to certify proficiency by examination in other languages must submit a petition to the Associate Dean of Students and the Academic Programs Coordinator at least two weeks before the exam including in their petition the name and contact information of a qualified, impartial examiner.

Registration for the Language Exam: The language exam is offered at a pre-arranged date and time every September, February, and May. Students should consult the GTU Extended Calendar on www.gtu.edu for the dates and times of the exams. Students must register for the exam *no later than two weeks prior to the exam*. Contact the Academic Programs Coordinator to register.

Off-campus Language Translation Exam: Off-campus language examinations may be arranged on a case-by-case basis to accommodate students who live more than a day's journey from the GTU and/or are unable to participate in a remote proctored exam. The student must live a sufficient distance from the GTU to make it impossible to travel to the GTU, take the exam, and travel home in one day. In the case of a remote exam, they student may exercise this option if they do not have access to the technology needed for a Zoom proctored exam. The student must request approval for an off-site exam from the Associate Dean of Students and comply with the following procedures.

- The student must take the examination on the same day that the general exam is scheduled for all GTU students. The student must register for the exam no later than two weeks prior to the exam.
- The student should arrange for someone, such as a librarian or faculty member, to proctor the examination. It is the student's responsibility to set up a testing situation similar to that of GTU students taking the exam on campus.
- The GTU sends the exam to the proctor via email, fax or overnight mail in time for the examination.
- At the completion of the examination, the student may send a copy of the exam to the Academic Programs Coordinator via email or fax. They return the hard copy of the exam to the proctor, who should make a

copy, place the original work and appropriate passage in an envelope, seal it, and sign across the seal. The student returns this, along with a statement signed by the student and proctor that the agreed upon procedures had been followed, to the Academic Programs Coordinator via surface mail. The proctor should keep a copy of the exam on file in case the original translation is lost or damaged in transit.

- The exam is graded by the appropriate examiner for that language along with all the other student exams.

Criteria For Evaluating The Language Examination: The language examiner uses the following criteria to judge proficiency:

- **Accuracy of Comprehension:** The summary of the entire 600 word passage is intended to demonstrate comprehension not simply of what the passage is generally about (its topic), but what it says about the topic. In other words, it represents the level of comprehension required to be able to utilize the passage for research purposes: how would the student summarize the main points of the passage in a research paper they were writing?
- **Accuracy of Translation:** Examiners are not looking for a polished translation, but expect to see that the student has adequately translated the selected text. Examiners are looking for an appropriate rendering of each word, proper spelling and verb tenses. Free paraphrasing is not the same as accurate translation.

The verification of a student's ability to translate the selected text involves an understanding of the context, i.e., the theological issues which the text addresses. A rigidly literal translation can indicate that the student does not understand the context. Although the choice of a word or a phrase in the translation may be found in a dictionary, the theological context might disallow that particular choice. The examiner must determine, on the basis of the translated text, whether the student has understood, at least in a general way, the theological context of the text.

- **Completion of The Exam:** Any examination which is not completely summarized and/or includes an incomplete translation of the selected text is considered a fail. Students must complete the entire exam within the specified time-frame. The exam must also be written in a legible form.
- **Evaluation of Errors:** The examiner will indicate on each corrected examination the errors which they have found. Students would fail if they make major errors. Major errors include:
 - a) Consistent failure to correctly understand or translate key grammatical structures of the language;

- b) A misconstrual of a sentence (or its grammar) that leads to a domino effect of other misunderstandings throughout the passage;
- c) A failure to grasp either a major point of the passage, or the author's justification of that point.

- **Determination of the Final Grade:** The pass/fail grade is determined on the basis of a cumulative judgment of all the errors as described above. Students who pass the exam fulfill the GTU modern foreign language requirement, and the "pass" will appear on their transcript.

Multiple Attempts to Take and Pass a Modern Language Exam: Students are permitted to take a given language examination three times. A student may petition for a fourth attempt, either on the basis of further and substantial study of the language, which must be documented; or on the basis that there were extraordinary conditions which caused the third failure. This, too, must be documented. Neither of these petition-situations are pro forma. The Committee considers each request on a case-by-case basis. If the request is rejected, the committee will provide the student with the reasons for the rejection. This decision is final.

Student Requests to Not Grade a Language Exam: On occasion, a student may take a language exam but not wish to submit it for grading. Students may exercise this option with a language no more than two times. Ungraded exams are not counted as attempts. Following two ungraded attempts, a student must submit their exam for grading.

Recourse By a Student in Case of an Exam Failure: A student may contest a grade within two weeks after receiving notice of the examination result. To do this, the student should contact the GTU Academic Programs Coordinator and make an appointment to see their graded exam. To petition for reconsideration, the student must submit in writing the reasons for contesting the grade to the Academic Programs Coordinator. The Academic Programs Coordinator assigns a second examiner to review the exam, the first examiner's corrections and comments, and the student's petition. If the second examiner disagrees with the grade of the first examiner, a third examiner is selected, who will review all the material and make a final judgment. The decision of the third examiner will favor either retention of the original grade (failure) or a change of grade (pass).

2) Modern Foreign Language Certification by Coursework

Students may certify proficiency in a modern foreign language by coursework. Qualified courses should foster an understanding of the language's basic structures and grammar and develop reading, translation, and comprehension skills at the requisite level for GTU graduate programs.

Pre-Approved Courses: The GTU offers summer intensive language courses designed to assist students in acquiring the skills necessary to certify proficiency in French, German, or Spanish. Enrolled students must successfully complete the GTU summer intensive language course and pass the examination at the end of the course, which is equivalent to the GTU Modern Foreign Language Examination. GTU summer intensive language courses are typically 4 weeks long either during the month of July or during the last two weeks of July and first

two weeks of August; GTU courses meet 5 days a week, Monday through Friday, for three hours each day (60 contact hours).

Summer intensive language course instructors notify the Academic Programs Coordinator by email with the names of students who successfully pass the course and examination; the Academic Programs Coordinator will then update each student's academic files. Grades on exams taken as part of a Summer Language course cannot be contested or reconsidered because the exam is a part of the course.

Students may take courses with similar formats and culminating examinations at other institutions, pending approval from the Modern Foreign Language Committee. If an examination is not part of the course, students must certify with one of the regularly scheduled exams during the academic year.

Petition to Use Other Previous or Current Coursework: other coursework taken before or during a student's doctoral program may be used to certify proficiency in a modern foreign language. Students must petition to use these or other methods, approval is not pro forma.

Intensive language courses at other institutions: Only intensive language courses that focus on translation and reading comprehensive will qualify. Students can present the course syllabus, copy of graded exam, transcript or other information to request certification in the language.

Graduate studies in a foreign language: If a student matriculated as a graduate student in a foreign university in which the requested language for certification was used for both lectures and written work, and the student received a B grade or equivalent for a minimum of one full-time semester, they may petition to accept this work as evidence of proficiency in that language.

Undergraduate studies in a foreign language: If, within the past five years, a student studied a language at the undergraduate level for four semesters or the equivalent and received in the fourth semester a B or better grade, they can petition the committee to accept this work as evidence of proficiency in that language. The request should also include evidence that the student continues to use the language.

Students should submit an email petition to the Academic Programs Coordinator, addressed to the Modern Foreign Language Committee, clarifying the language involved and describing how the student gained proficiency, including course titles and the dates and places where courses were offered. If official record of this work is not in the student's GTU academic file, the student must secure and submit documentation (e.g. for coursework, an official transcript is required). The student should ask the Academic Programs Coordinator to include appropriate records from their GTU file. The Academic Programs Coordinator will submit the petition to the Committee on the student's behalf. The Academic Programs Coordinator will notify the student by email of the decision, with a copy to the advisor.

3) Procedures for Non-Native Speakers to Certify English as a Modern Foreign Language

Non-native speakers of English may certify English as one of their modern foreign languages. Certification is done one of two ways: 1) achieving a qualifying score on the TOEFL exam, taken as a part of the GTU admissions

process or 2) submitting a term paper from a GTU course for certification by the course professor to the member school dean and the MA Program Director.

- MA students whose native language is not English may certify proficiency in English by achieving a score of 600 (paper-based) or 250 (computer-based) on the TOEFL exam or 80 (internet-based) on iTOEFL. During the student's first semester, the Academic Programs Coordinator checks the academic file of each entering graduate student for whom English is their second language for their TOEFL score and, where appropriate, certifies proficiency. The GTU Academic Programs Coordinator will send a letter to the student (with a copy to the MA Program Director, the Dean of the School of Affiliation, and the student's advisor) notifying them of the certification.
- Students may also certify primary proficiency in English by submitting a term paper of at least 20 pages in length written for a GTU course to the MA Program Director, along with a written evaluation of the student's written and spoken English language abilities by the faculty member who taught the course. The student should attach a letter to the paper requesting an evaluation of their English skills. The MA Program Director will judge the student's proficiency in written English and may also require a conversation. The MA Program Director will notify the GTU Academic Programs Coordinator in writing that the student is proficient in English. Criteria for determining proficiency will include the following: correct use of English grammar and idioms; correct sentence structure and appropriate division into paragraphs; smooth rhetorical flow; accurate spelling; proper form for documentation.

CERTIFICATION

Students will receive email confirmation of language certification, with copies sent to the student's advisor and the GTU Consortial Registrar, and a copy placed in the student's file. Language certification is noted on the transcript. If certification is not listed on the grade report or transcript and ought to be, students should see the Academic Programs Coordinator immediately.

If a concentration requires a student to certify proficiency in an ancient language (other than Latin), the concentration faculty will specify the means for demonstrating proficiency at the required level (e.g., by course work or by an examination administered by the concentration faculty) and will be responsible for determining that the requirement has been met. Either the department chair or the advisor should notify the Academic Programs Coordinator when the requirement has been met.

H. SPECIAL CONCENTRATIONS IN THE GTU COMMON MA PROGRAM

1. MA IN BUDDHIST STUDIES

Students concentrating in Buddhist Studies must fulfill the Concentration and Course Distribution requirements with the following courses (or other courses approved by the IBS Dean):

Buddhist Studies Concentration: HR 1515 (Buddhist Traditions of South Asia), HR 1518 (Buddhist Traditions of East Asia), two additional courses at the 4000 level or above.

Sacred Texts and Their Interpretation (one of the following): HR 1525 (Buddhist Texts: Pali I), HR 1615/8160 (Readings in Early Buddhist Texts), HR 3017/8317 (Readings in Mahayana Texts), HRPH 4566 (Works of Shinran I), HRPH 4567 (Works of Shinran II), HRPH 4568 (Works of Shinran III), HRPH 4569 (Works of Shinran IV).

Theology and Ethics: HRPH 1614 (Introduction to Shin Buddhist Thought).

Religion and Practice (one of the following): HR 1508 (Introduction to Buddhist Meditation), HR 1570 (Ritual/Practice/Ceremony in Buddhism), HR 2990 (Meditation in Theravada Tradition), HRPH 4558 (Topics in Buddhist Practice).

Foreign language: reading proficiency in a modern or classical foreign language relevant to Buddhist studies. These include French, German, Japanese, Chinese, modern Southeast Asian languages (Thai, Burmese, etc.), and the canonic languages of Buddhism (Sanskrit, Pali, Tibetan, classical Chinese). Ministerial and chaplaincy students must consult their advisors for specific language requirements or recommendations.

The IBS Dean certifies fulfillment of the additional requirements and the MA Program Director certifies completion of the general requirements on the same Program Checklist.

2. MA IN HINDU STUDIES

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

The Center for Dharma Studies is considered the student's School of Affiliation. The CDS Director certifies fulfillment of the special Hindu Studies requirements and the MA Program Director certifies completion of the general requirements on the Program Checklist.

Students concentrating in Hindu Studies must fulfill the Concentration requirement with the following courses: one course on Sources/Foundations of Hindu Thought, one course on Hindu Studies Methods and Critique, and two additional courses. At least two of the four courses must be at the 4000 level or above.

Foreign language: Two courses in Sanskrit (or with approval of the Director, another language relevant to Hindu Studies such as Hindi, Tamil, Bengali, or Telugu) at the beginning, intermediate, or advanced level. The language requirement may be fulfilled simultaneously with the other requirements. For example, a student who enters the MA program with intermediate or advanced competence in Sanskrit might use a course on the Vedas with readings in Sanskrit to count as both a course in Sacred Texts and a course in Sanskrit. In that case, the student would take an additional elective to fulfill the total number of required courses.

Once the two language courses are completed, the student is eligible to certify language proficiency. To certify language proficiency, the student first petitions completion of the coursework with the Director of the Center for Dharma Studies with the "Language Proficiency Certification Petition" form. The petition must

include a transcript to show that the coursework has been completed. Once the Director reviews and approves the petition with their signature, the student submits the “Language Proficiency Certification Petition” with the attached transcript to the Academic Programs Coordinator. The Academic Programs Coordinator will then complete the process of language certification. Once language proficiency is certified, the student can then proceed with forming their Capstone Committee.

3. MA IN ISLAMIC STUDIES

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

For MA students affiliated with the Center for Islamic Studies, CIS is considered the student’s School of Affiliation. The CIS Director certifies fulfillment of the special CIS requirements and the MA Program Director certifies completion of the general requirements on the Program Checklist.

Students concentrating in Islamic Studies must fulfill the Concentration requirement with the following courses: one course that is an introduction to Islam, one course on Islam and modernity, and two additional courses. At least two of the four courses must be at the 4000 level or above.

Foreign language: Two courses in Arabic at the beginning, intermediate, or advanced level. The Arabic language requirement may be fulfilled simultaneously with the other requirements. For example, a student who enters the MA program with intermediate or advanced competence in Arabic might use a course on the Qur’an with readings in Arabic to count as both a course in Sacred Texts and a course in Arabic. In that case, the student would take an additional elective to fulfill the total number of required courses.

Once the two courses in Arabic are completed, the student is eligible to certify language proficiency. To certify language proficiency, the student first petitions completion of the coursework with the Director of the Center for Islamic Studies with the “Language Proficiency Certification Petition” form. The petition must include a transcript to show that the coursework has been completed. Once the Center Director reviews and approves the petition with their signature, the student submits the “Language Proficiency Certification Petition” with the attached transcript to the Academic Programs Coordinator. The Academic Programs Coordinator will then complete the process of language certification. Once language proficiency is certified, the student can then proceed with forming their Capstone Committee.

5. MA IN JEWISH STUDIES

The MA with a concentration in Jewish Studies is offered by the GTU’s Richard S. Dinner Center for Jewish Studies. The focus is on the history of Jewish thought and spirituality. Jewish/Non-Jewish dialogue is an implicit part of the program, so that the unique environment of the GTU contributes to, and at the same time benefits from such exchanges.

The Center for Jewish Studies is considered the student's School of Affiliation. The CJS Director certifies fulfillment of the special CJS requirements and the MA Program Director certifies completion of the general requirements on the Program Checklist.

Students concentrating in Jewish Studies must fulfill the Concentration and Course Distribution requirements with the following courses:

Jewish Studies Concentration: HSST 2022 (Ancient/Medieval Jewish Civilization), HSST 2024 (Modern/Contemporary Jewish Thought), two additional courses at the 4000 level or above.

Sacred Texts and Their Interpretation: one course in Hebrew Bible or Rabbinic Literature.

Foreign language: Two courses in Hebrew grammar or reading at the beginning, intermediate, or advanced level. The Hebrew language requirement may be fulfilled simultaneously with the other requirements. For example, a student who enters the MA program with intermediate or advanced competence in Hebrew might use a course in Rabbinics with readings in Hebrew to count as both a course in Sacred Texts and a course in Hebrew. In that case, the student would take an additional elective to fulfill the total number of required courses.

Once the two courses in Hebrew grammar or reading are completed, the student is eligible to certify language proficiency. To certify language proficiency, the student first petitions completion of the coursework with the Director of the Center for Jewish Studies with the "Language Proficiency Certification Petition" form. The petition must include a transcript to show that the coursework has been completed. Once the Center Director reviews and approves the petition with their signature, the student submits the "Language Proficiency Certification Petition" with the attached transcript to the Academic Programs Coordinator. The Academic Programs Coordinator will then complete the process of language certification. Once language proficiency is certified, the student can then proceed with forming their Capstone Committee.

6. MA IN YOGA STUDIES

The MA with a concentration in Yoga Studies is offered by the GTU's Mira and Ajay Shingal Center for Dharma Studies. The primary foci are on 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.

The Center for Dharma Studies is considered the student's School of Affiliation. The CDS Director certifies fulfillment of the special Yoga Studies requirements and the MA Program Director certifies completion of the general requirements on the Program Checklist.

Students concentrating in Yoga Studies must fulfill the Concentration and Course Distribution requirements with the following courses:

Yoga Studies Concentration: HRST 4610 (Yoga Beyond the Mat), one course on Tantra Yoga, and two additional courses. At least two of the four courses must be at the 4000 level or above.

Sacred Texts and Their Interpretation: one course on Yoga Sutra of Patanjali.

Historical and Cultural Studies of Religion: one course on Yoga Psychology.

Theology and Ethics: one course on Bhakti Yoga: Soteriology of Love.

Foreign language: Two courses in Sanskrit (or with approval of the Director, another language relevant to Yoga Studies such as Hindi, Tamil, or Bengali) at the beginning, intermediate, or advanced level. This requirement may be fulfilled simultaneously with the other requirements. For example, a student who enters the MA program with intermediate or advanced competence in Sanskrit might use a course on the Yoga Sutra of Patanjali with readings in Sanskrit to count as both a course in Sacred Texts and a course in Sanskrit. In that case, the student would take an additional elective to fulfill the total number of required courses.

Once the two language courses are completed, the student is eligible to certify language proficiency. To certify language proficiency, the student first petitions completion of the coursework with the Director of the Center for Dharma Studies with the “Language Proficiency Certification Petition” form. The petition must include a transcript to show that the coursework has been completed. Once the Director reviews and approves the petition with their signature, the student submits the “Language Proficiency Certification Petition” with the attached transcript to the Academic Programs Coordinator. The Academic Programs Coordinator will then complete the process of language certification. Once language proficiency is certified, the student can then proceed with forming their Capstone Committee.

I. MDIV/MA OPTION

For students desiring a combination of academic and professional programs, the following Member Schools offer the opportunity to add a Master of Arts after they complete their Master of Divinity programs: BST, CDSP, DSPT, JST, PLTS, PSR, and SFTS. Once the student completes the MDIV program at their member schools, they may officially enroll in an accelerated 24 unit GTU MA affiliated with any of the GUT member schools (with the exception of IBS). The student will be able to complete two separate degrees in four years. The accelerated MA can be completed after the student completes their MDiv degree at their member school. MDiv students interested in this option can apply to the MA program at any point after the first year. Students will be on a deferred status until after they complete their MDiv degree, but it is highly recommended that MDiv students begin taking courses with the MA in mind as they complete electives for their MDiv program. A total of eight courses will be transferred from the MDiv to the MA and will count towards both programs. The remaining eight courses will be completed when the student enrolls in the accelerated MA program.

1. ADMISSION AND MATRICULATION

A Common MA student wishing to enroll in the MDiv program applies through the Admissions Office of their School of Affiliation once they have completed the requirements for the MA. This process is completely separate from admission to the MA Program, and requires all original documentation (transcripts, etc.). The student will be able to transfer coursework into the MDIV program from the completed MA Program.

An MDiv student wishing to enroll in the program must apply to the MA Program through the GTU Admissions Office. The student may apply at any time, but will only be converted into an active MA student once they have completed the requirements of the MDiv and graduate from the program. The student is encouraged to talk to their advisor and the GTU MA Program Director to plan the coursework from the MDiv that is

pertinent to the MA as well as plan the coursework and capstone writing for the year that the student is enrolled at the GTU. A new student may apply to both at once, then defer the MA Program up to three years while working on the MDiv.

Matriculation in the MDiv/MA program can only be done sequentially (first the MDiv and then the MA). **However, a student must apply and be admitted to the second program the year before completing the requirements of the first.** All coursework specific to the MDiv must be completed prior to the start of the accelerated MA program.

2. UNITS REQUIRED

ATS standards require MDiv/MA programs to comprise no fewer than 24 units (one academic year) above and beyond the requirements of the School's MDiv program. MDiv degree requirements vary from school to school. The Common MA Program requires a total of 48 units, 24 of these units will be transferred from the MDiv coursework to fulfill MA course requirements. The remaining 24 units will be completed in the fourth and final year. The School of Affiliation certifies the student's MDiv program while they are in the school's Student Information System (SIS). Once the student completes the MDiv, they will become active in the GTU MA program and be transferred into the GTU SIS to complete the remaining 24 units.

3. TUITION

Students in the MDiv/MA program will enroll and pay tuition for their MDiv degree to their School of Affiliation. Once the student completes the MDiv, they will enroll in the GTU MA program and pay GTU MA tuition for one year of full-time study (24 units). If a student has not completed both programs after paying 24 units of study in the GTU MA program, they will pay MA continuing fees for further work. (See "Continuing Registration" under the Registration heading for further information.)

4. CERTIFICATION OF REQUIREMENTS

In the first term in the MA, the student should submit a Petition to Transfer Coursework Form with an official transcript to the MA Program Director that must be approved by the Dean of the School of Affiliation. The MA Program Director and Center Director also certifies fulfillment of the MA requirements (on MA Program Checklist) and checks that the student has the correct number of units required the MA degree. The School of Affiliation certifies completion of MDiv requirements.

5. WITHDRAWAL FROM MDIV

If a student decides to withdraw from the MDiv program, and complete the MA only, they may submit an additional Petition to Transfer Coursework form to transfer courses completed in the MDiv program into the MA Program. Only three-unit, academic courses with a B- or higher grade may be transferred into the MA Program. The Dean of the School of Affiliation or Center Director determines what courses may be counted toward MA requirements and how many of the transferred units (36 maximum) may be applied to the 48-unit MA tuition/residency requirement.

6. TRANSCRIPTS

The student will have two transcripts, one from the Member School and one from the GTU. The student will not be an active student in the GTU Student Information System (SIS) until after they complete the requirements of the MDiv. Requests for MDiv transcripts go to the Member School; requests for MA transcripts go to the GTU Consortial Registrar.

7. DIPLOMAS

There is a separate diploma for each degree. The MDiv degree is conferred at the Commencement ceremony at the member school; the MA degree may be conferred at either Commencement, the member school's or the GTU's.

J. CONCURRENT MA PROGRAMS AT GTU AND DSPT

It is possible for qualified students enrolled in the GTU Common MA to enroll jointly in the DSPT MA program in Philosophy. A detailed protocol for the program is available from the DSPT website.

K. INTERRELIGIOUS CHAPLAINCY CERTIFICATE

MA students might find the Interreligious Chaplaincy Certificate an interesting addition to their studies, but they must first complete the MA prior to officially starting the ICP. MA students can take up to three ICP courses as electives in their MA program, but these courses will not count towards the certificate. Once the MA is completed, the students will enroll in the ICP program and complete the courses associated with the certificate.

MA PROGRAM POLICIES

A. GTU Honor Code

The GTU Common MA program operates on an honor code. As responsible adults, students police the integrity of their own academic work. By virtue of registration in the program, students pledge to work in accordance with policies, procedures and expectations as defined in the Common MA Program Handbook and the GTU Catalog. Students are required to observe rubrics of exams such as time limitations and closed-book requirements. On-campus exams may not be proctored since it is assumed that students will comply with the honor code in good faith. Remote exams offered via Zoom will be proctored by a member of the Associate Dean of Students staff. Documented evidence that a student has violated the honor code may result in immediate expulsion from the program.

B. Attention to Paperwork

The requisite paperwork must be completed and on file with the MA Program Director' office in order for a student's accomplishment to be considered official and, when appropriate, recorded on the transcript. **This is the student's responsibility.** Students will receive email confirmation from the Academic Programs Coordinator when languages are certified, committees are officially formed and proposals have been received and approved. **The Academic Programs Coordinator requires up to 10 to 14 working days to process paperwork.** Failure to receive written confirmation means that paperwork is missing or incomplete.

C. Exceptions to Standard Examination Requirements

If English is not the student's primary or first language, the student may qualify for up to 50% additional time to write their examinations. A student with a diagnosed disability may also qualify for additional time for exams. The degree of time extension should be based on the student's facility

in English or the nature of their disability. The purpose of this extension is to remove or lessen the disadvantage of non-native speakers having to write lengthy examinations in a foreign tongue. It is also to provide students with comparable educational experiences when their disabilities do not accommodate time-intensive evaluations.

D. Accommodations for Students with Disabilities

The GTU policy strives for consistent and equitable student access to educational opportunities throughout the GTU. 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 papers and theses. 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), verifies accommodation eligibility and recommends accommodation options. In some cases, the DRO works with Students With Disabilities Program staff at UCB.

Student Request: The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The student who wishes to request accommodations with their academic work submits a request form to the GTU DRO (the procedure is outlined on the GTU [website](#)) prior to exam dates or due dates, preferably at the start of the term.

The student needs to include official written documentation with the form from a professional who has the credentials and expertise to diagnose the student's condition (the procedure is outlined on the GTU [website](#)) as well as the necessary accommodations. The student is responsible for incurring any cost associated with the documentation. The GTU DRO assesses the student's documentation, judges whether or not the student's disability is eligible for accommodation and recommends a variety of possible accommodations.

Accommodations are not intended to give an unfair advantage, but to remove barriers that prevent students with a disability from learning and from demonstrating what they have learned, in the context of their formal degree or certificate program.

The Timing of a Student Request: The student should request accommodations in advance of when the accommodation is needed. The student needs to factor in the amount of time required to secure written documentation from an appropriate professional. They need to appreciate that the DRO has other responsibilities and require a reasonable amount of time to integrate student requests within their workload. They also need to appreciate the time required for GTU to collaborate with UCB on the verification and recommended accommodations process, if needed.

Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved no more than three weeks after submitting the request.

Decision: The DRO finalizes accommodation options in the context of institutional resources, culture, and to assure consistency and equity across the

consortium. An accommodation is not “reasonable” if it will necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution.

The DRO conveys the official decision and, if appropriate, recommended accommodations to the student by email, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations.

Next, the DRO works with appropriate faculty to make sure recommended accommodations can be implemented and do not compromise the academic integrity of the educational opportunity (the procedure is outlined on the GTU [website](#)). The student is required to submit a form every term with the names of the professors they wish to notify of their disability. The DRO is not authorized to contact professors without the student’s permission.

Implementation: Accommodations will apply to all educational events described in the DRO’s email for up to three years. Students should use the DRO’s email to work with faculty and staff to arrange accommodations as needed.

Appeal: The student and/or faculty involved with the student may not agree with the DRO’s decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the DRO should work with the faculty member to resolve their concerns. The DRO can consult with UCB’s Students With Disabilities Program and their section 504 compliance officer for advice on ways to resolve the conflict with the faculty member. If a resolution is impossible, the student with disabilities can seek remedy from the GTU or the faculty member’s school’s academic grievance policy.

If a student disagrees with the DRO’s decision and/or recommended accommodations, they can appeal by pursuing the GTU academic grievance policy.

E. Assessment of Academic Programs: Taskstream

Taskstream is the cloud-based electronic portfolio system that the GTU uses for the collection and evaluation of student work for assessment purposes. GTU MA and PhD students submit specified examples of their work for evaluation by faculty, and the cumulative results of those evaluations are analyzed by faculty and administrators in order to ensure the continuous improvement of academic programs at the GTU.

A Taskstream “author” account is created for each student entering the M.A. and Ph.D. programs. The Director of Assessment provides instructions about logging in to the Taskstream website and submitting work for evaluation at the appropriate points in a student’s course of study.

Assessment, which is different from the grading of individual students, is how schools evaluate the overall effectiveness of courses and other program components in order to make improvements that will benefit future students. The GTU’s accrediting agencies require the school to use evaluations of samples from students’ academic work as a regular part of the assessment process.

These are the examples of student work that M.A. students are required to submit on Taskstream, and the designated evaluators to whom the work should be submitted:

- MA 1000 Research Paper – submit to course instructor
- Interreligious Engagement Course Paper or Project – submit to advisor
- Advanced (4000 or above) Course in Concentration Research Paper – submit to advisor
- Capstone Proposal (approved version) – submit to advisor
- Capstone (final version as submitted to committee before the oral defense) – submit to advisor

Feedback received on Taskstream is for the student's information and possibly for discussion with the advisor. Evaluations on Taskstream do not affect a student's Grade Point Average, course credits, or progress toward graduation. All data generated from the assessment process are reported to the faculty and administration only in the aggregate and strictly for the purposes of program review and continuous improvement.

F. TRANSFER OF COURSEWORK

If students have applicable coursework that can be transferred to the MA program, a Petition to Transfer Coursework form should be submitted before or during your first semester in the GTU Common MA Program. Courses to be transferred must appear on official transcripts from the institutions where they were taken. These transcripts will be found in your official GTU file, if received during the admissions process, but on occasion, the transcript may not reflect the completed grade of a recent program. In such an occasion, the student will need to provide an updated transcript to reflect completed coursework.

Complete the Petition to Transfer Coursework form with courses to be transferred, the type of transfer desired, the signature of the Dean of your School of Affiliation approving the transfer, and your signature, and submit the completed form to the MA Program Director for your official GTU file. The MA Program Director will apply the transferred coursework to your academic record.

1. TRANSFER OF CREDIT

Courses that were not used toward a previous degree which are academically appropriate (see details below) for the GTU Common MA may be petitioned for transfer of credit. Transferred courses are entered on the student's GTU transcript for the Common MA Program and become part of the permanent record.

Transfer of credit is limited to 12 units from a school outside the GTU, and up to 36 units, at the discretion of the member school dean from a school within the GTU. **The maximum number of transfer units is 36 units total.** Students should declare their intent to apply for admission to the GTU Common MA Program before completing their second semester of work in another program, so they may be advised about transfer of credit.

Courses eligible for transfer credit fall into three categories: 1) courses taken as a special student or non-degree student; 2) courses taken above and beyond any degree requirements; 3) courses taken for a degree program which the student did not and will not complete. If the courses were taken while a student was in a degree program, their eligibility for transfer based on the above-stated criteria needs to be explicitly addressed.

The courses to be transferred must be academic courses in theology or closely related fields. The student must supply documentation about course requirements. Academic courses should have a substantial reading list, and substantial written assignments and/or examinations. Professional or practical ministry courses are not transferable into the Common MA Program. Courses must be the equivalent of three academic units. 1.5 unit courses may not be counted towards the MA degree. In rare exceptions, two 1.5-unit courses in the same area of study can be combined if and only if it is documented that the amount of reading and written work was comparable to a three-unit academic course. The Dean of the School of Affiliation may request additional information (syllabus or written work) to verify eligibility for transfer.

2. TUITION/RESIDENCY REQUIREMENT

The Tuition/Residency requirement is 48 units at full MA tuition. Although the GTU sets tuition rates for the GTU MA, the fee policy should be checked with the School of Affiliation.

Once the Tuition/Residency requirement is fulfilled, students enrolling in additional courses pay the MA **continuing fee**, a flat fee calculated at one-half of full (12 units) tuition. Part-time status is not available once students are paying continuing fees.

3. ADVANCED STANDING

Advanced Standing applies previous academic work to Distribution or Concentration requirements. Normally, Advanced Standing only applies a course to a specified requirement; it does not transfer coursework onto the transcript or apply units toward the Tuition/Residency requirement. However, persons admitted to the MA program who have completed graduate level course work in theological or religious studies may petition the member school dean for permission to apply up to 16 units of this prior course work toward the Tuition/Residency requirement. In addition to transcripts, the member school dean may require further documentation such as course syllabi.

4. ACCELERATE PROGRAM ON BASIS OF EXTENSIVE UNDERGRADUATE STUDY

Persons admitted to the MA program who have completed extensive undergraduate studies in theology or religious studies may petition the member school dean for permission to apply up to 18 units of prior advanced or upper division undergraduate course work toward the Tuition/Residency requirement. In addition to transcripts, the member school dean may require further documentation such as course syllabi. The student must have received a grade of B- or above in any undergraduate course considered under this policy, and the subject matter of the course must have been relevant to the student's planned course of studies at the GTU.

G. FINANCIAL AID

Financial Aid Application and Deadlines

Eligibility for financial aid is determined on an annual basis and students should apply for financial aid by the published deadlines. Limited sources of aid, such as, tuition-restricted funding intended to reduce the cost of tuition and/or Federal Work-Study is limited. Late applicants may not have access if all of the funds have been allocated.

U.S. Citizens and eligible non-citizens who are affiliated with a GTU center must complete and submit the Free Application for Federal Student Aid (FAFSA) and GTU Financial Aid Application by the published priority deadline (<http://gtu.edu/admissions/financial-aid/financial-aid-priority-deadlines>).

U.S. Citizens or eligible non-citizens affiliating with a member or affiliate school must complete and submit the FAFSA, GTU Financial Aid Application, and the member or affiliate's financial aid application, if applicable.

International students affiliated with a GTU Center must complete and submit the Financial Aid Application for International Students along with Foreign and Domestic Bank Statements from the most current three-month period to the Financial Aid Office. International students affiliated with a member or affiliate school should consult their school for information on financial assistance. International students are not eligible for Title IV federal student aid.

Members of Religious Orders must submit a letter from the Superior of their Order specifying the level of financial support they will receive.

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

Grants & Scholarships

The GTU Financial Aid Office packages all financial aid, which includes tuition assistance, Title IV Federal Student Aid, and self-reported external grants, scholarships and outside payments; this is inclusive of tuition aid scholarships and grants that are provided by the member and affiliate schools of the GTU Consortium. These tuition-restricted funds, sometimes referred to as “gift-aid,” and eligibility is based on merit and/or need and do not need to be repaid.

External/Outside Resources

Federal regulations require students and the institution to report any external aid sources the student will receive for any given academic year. Outside resources include, but are not limited to: scholarships, grants, denomination support, Vocational Rehabilitation, AmeriCorps, or other sources of financial assistance such as payments made to the institution from any person other than the student. These resources, with the exception of Veteran’s Benefits and Vocational Rehabilitation, must be factored into the calculation of a student’s eligibility for both need-based and federal aid. A student’s financial aid package will be adjusted to account for the additional assistance, as required. Seeking outside funding to offset the cost of direct and indirect educational expenses is strongly encouraged. Students may access the GTU External Scholarships Database at: <https://scholarships.gtu.edu/>.

Veterans Administration Benefits

The Registrar is the certifying official for Veterans benefits. Students with previous graduate level coursework/training in the program to be pursued will be evaluated upon enrollment and given appropriate credit. Evaluation will be based upon review of academic transcripts. Credit allowed will be recorded in enrollment records, and the length of the program shortened proportionately. In addition, the student and the Department of Veteran’s Affairs shall be notified. (Note: All prior graduate level coursework and training will be evaluated.) Upon completion of the course of study a degree will be conferred.

Federal Work-Study

GTU participates in the Federal Work-Study (FWS) program which is a federally funded financial aid program designed to help students meet their educational expenses through part-time employment. Students may be employed by the institution itself; a federal, state, or local public agency; or a private nonprofit organization. FWS is paid as an hourly wage or by stipend. By federal law, institutions are required to use at least seven percent (7%) of its overall allocation to support students working in community service jobs with at least one student employed as a reading tutor for children in a reading tutoring project or performing family literacy activities, that may include: reading tutors for preschool age or elementary school children; mathematics tutors for students enrolled in elementary school through ninth grade; literacy tutors in a family literacy project; or emergency preparedness and response.

To be eligible for work-study, a student must be a U.S. citizen or permanent resident and have demonstrated financial need as it is defined by the Federal Methodology (FM)

calculation of the FAFSA. U.S. citizens and eligible non-citizens who are members of a religious order or society are not eligible for need-based aid, including federal work-study. Priority consideration is given to full-time students who express an interest in off-campus employment as a literacy or mathematics tutor or at an eligible non-profit community service organization.

Federal Direct Unsubsidized Loan: Eligibility is based on the Federal Methodology (FM) calculation as regulated by the U.S. Department of Education and is not based on demonstrated financial need. Educational expenses that will not be met by other sources of aid may be covered by borrowing an unsubsidized loan.

Interest begins to accrue from the time each loan disbursement is first paid out. Students may choose to pay down the interest while in school and during grace and forbearance periods. Electing not to pay the interest as it accrues will increase the total amount a borrower will have to repay and any accrued interest is capitalized once the loan enters repayment.

Per federal regulation, unsubsidized loans are limited to the annual maximum borrowing limit. Furthermore, graduate and professional students are subject to a lifetime, aggregate loan limit.

Federal Direct Graduate PLUS Loan: An additional loan provided under the Direct Loan Program is the PLUS Loan for graduate and professional degree students. The terms and conditions include a federal determination that the applicant does not have adverse credit. The Financial Aid Office must first determine the maximum eligibility for the Direct Unsubsidized Loan before a student will be considered for a PLUS Loan. The maximum PLUS Loan amount an eligible student can borrow is the cost of attendance minus any other financial assistance received. Like the unsubsidized loan, interest begins to accrue at the point of disbursement.

Fixed interest rates are established on an annual basis for federal Direct Unsubsidized and Graduate PLUS loans for which the first disbursement is on or after July 1 through the following June 30.

Additionally, a loan origination fee is charged against the total amount borrowed and is deducted from loan proceeds by the federal processor before a loan is disbursed. Therefore the net loan amount received will be less than the gross amount to be repaid. Please visit <https://studentaid.ed.gov/sa/types/loans/interest-rates> for the current loan origination fees for the federal Unsubsidized and Graduate PLUS Loan programs.

Deferment of Prior Federal Student Loans: To defer prior student loans, students must be enrolled at least half-time in a qualified program. Students should contact their loan servicer regarding any enrollment changes. The GTU Registrar submits enrollment information to the National Student Loan Clearinghouse on a federally regulated schedule, each semester. This information is accessible to all lenders and loan servicers via the National Student Loan Data System (NSLDS). It is the student's responsibility to verify deferment procedures with your lenders/servicers and to comply with their deadlines to avoid delinquency and defaults of student loan repayment. Likewise, it is the student's responsibility to submit the appropriate deferment form(s) to the Registrar in a timely manner. To ensure current deferment status, please respond to any mail directed from your federal student loan lender(s) or servicer(s).

Federal Student Loan Credit Balance Refunds

- a) If you are receiving a federal loan, you must complete all necessary paperwork with the Financial Aid Office. First-time direct loan borrowers must also complete Direct Loan entrance counseling. This requirement may be completed online at <http://studentloans.gov>. Exit counseling is required of all students in

- their last semester of registration and of those who otherwise drop below half-time enrollment at any point in the program.
- b) Loan proceeds are received electronically at the beginning of the fall and spring terms and are processed through the Financial Aid Office and posted to the student's account by the Business Office. Students must be registered at least half-time and must have completed all financial aid requirements in order for loan funds to be processed. If there is a credit balance after existing charges are deducted, students may receive their refund by paper check. Students who entered their bank account information in GTU SONIS prior to disbursement will receive their refund via Direct Deposit. Students should contact the Business Office for information regarding the schedule for their refunds.
 - c) A hold placed on your registration will result in a delay in the processing of your loan funds until the registration hold is resolved.

Return of Federal Aid Policy

The Financial Aid Office is required to perform a Return of Title IV (R2T4) calculation when a student takes a leave of absence or withdraws from all coursework prior to the scheduled end date of any given semester/payment period. The R2T4 calculation is completed in accordance with the federal regulations set forth in the Higher Education Act of 1965. The standard formula for R2T4 is calculated on a percentage basis by comparing the total number of days the student completed to the total number of days in the payment period. The payment period is defined as the semester from which the student withdraws or takes a leave. Official and unofficial withdrawal/leave of absence dates are defined as the last documented date of academically-related activity by the student as defined by the U.S. Department of Education. If an R2T4 calculation return creates a balance due on the student's school account, the student will be responsible for payment to the school. The student will not be allowed to reenter or register until the outstanding balance has been paid in full. Please review the Return to Title IV Policy for more detailed information.

Federal Student Loan Repayment Plans

The Federal Student Aid Division (FSA) of the U.S. Department of Education offers several repayment plans that are designed to meet the different needs of individual borrowers. Generally, borrowers have 10 to 25 years to repay a loan, depending on the repayment plan that is chosen. A borrower will receive detailed information on repayment options upon completion of the required online federal loan entrance and exit counseling sessions. To retrieve federal student loan history, students may log into the National Student Loan Data System (NSLDS) at www.nsls.ed.gov by using their FSA ID. The federal student loan Repayment Estimator Tool and Direct Loan information as well as available repayment option information may be found online at <https://studentaid.ed.gov/sa/> and <http://studentloans.gov>.

General Policies Guiding the Office of Financial Aid

The Financial Aid Administration adhere to institutional policies and the rules and regulations of the Title IV federal student aid program. The GTU has developed the following operating policies for the Financial Aid Office.

- a) Students who meet published application deadlines have priority over late applicants. Late applicants will be evaluated on a case-by-case basis as funds allow. Because financial aid funds are fully allocated during the initial awarding process, there will be no tuition aid grants or federal work-study available to late applicants.
- b) Full-time enrollment is 12.00 units per semester. Half-time enrollment is 6.00 units per semester.
- c) Full-time students who drop to half-time or three-quarter status will have their grant-in-aid reduced in proportion to the reduction of their tuition charge. Federal Work-Study and Federal Direct Loans will be reduced as required by federal law.

- d) Students enrolled less than half-time are **not** eligible to receive financial aid.
- f) Students receiving external funding from non-GTU sources will **not** have their tuition aid reduced **except in cases where total need is exceeded**.
- g) Members of religious orders are eligible to receive grants or scholarships and federal unsubsidized education loans but not federal work-study.
- h) Annual awards will be disbursed equally between the fall and the spring semesters.

SATISFACTORY ACADEMIC PROGRESS

The Higher Education Act of 1965 requires that institutions of higher education establish a reasonable Satisfactory Academic Progress (SAP) Policy to determine whether an otherwise eligible student is making SAP in their educational program. The SAP policy must include a qualitative and a quantitative measure of the completion of work within a maximum timeframe. Students must meet both measures to maintain their eligibility during all periods of enrollment. The SAP policy must apply to all students in the program including those who are not receiving financial aid. Initial and continuing eligibility for all sources of student funding or support, such as grant-in-aid, other GTU-sponsored merit and/or need-based awards, scholarships, or fellowships and federal aid such as federal work-study and direct loans, require GTU verification of satisfactory academic progress.

Qualitative Measure: Students must maintain an overall cumulative GPA of 3.0 (B) or above. If the student’s GPA falls below 3.0, the student will be notified that it must be brought back up by the end of the following semester. If the overall GPA has not been raised to a 3.0 by the end of the next semester, the student will not be eligible for any additional financial aid.

Quantitative Measure: Students must make acceptable progress toward completion of the degree within the maximum time periods (excluding leaves of absence) outlined below:

- MA 6 semesters (Full-time)
 9 semesters (Part-time)
- MA after MDIV 2 semesters (Full-time)
 4 semesters (Part-time)

Students must complete their degree within 150% of the published length of the program. The normative timeframe is 3 years. The maximum timeframe to complete an MA is 4.5 years. In order to make academic progress, MA students must successfully complete least 67% of all attempted credits in any given term. The successful completion of a course is to obtain a B- or greater. Unsuccessful completion occurs when a student earns a C+ or below. Full-time students are expected to enroll in at least 12 units each term or a total of 24 units in one academic year. Part-time students are expected to enroll in at least 6 units per term or a total of 12 units in an academic year. Appropriate pace for a full-time student to complete the MA degree is at least 8 units a term (16.5% of the total unit requirement a term) or a total of 16 units in one academic year (33% of the total units in one academic year). Appropriate pace for a part-time student to complete the MA degree is at least 6 units a term (12.5% of the total unit requirement in one term) or a total of 12 units in an academic year (25% of the total unit requirement in one academic year. For full-time students who have completed an MDiv program at a member or affiliate school, 24 eligible units will be transferred into the program, leaving a required 24 units to be completed at the GTU. Appropriate pace for the MA portion of a full-time student who has completed an MDiv

at a member school or affiliate is 8 units a term (34% of the total unit requirement) or a total of 16 units in an academic year (68% of the total unit requirement in an academic year). Similar students with a member school or affiliate MDiv and completing the MA with part-time status will have to complete 6 units a term (25% of their total unit requirement in one term) or 12 units in one academic year (50% of their total unit requirement in one academic year). A student must complete 100% of the units required to obtain the MA.

Probation and Reinstatement: Following a determination that progress standards have not been met, the student will be placed on probation for one semester. If the student regains a B average or better, they will be reinstated. If the student's GPA improves but does not achieve a B average, they will be placed on probation for an additional semester. If the student fails to improve their GPA after the semester on probation, they will be withdrawn from the program.

Incompletes (I), Failures (F), and Withdrawals (W): An Incomplete (I) grade must be made up within three weeks of the end of the current semester. Faculty must turn in the grade three weeks after the submission of the student's work. If no grade is turned in by the end of the sixth week after the semester ends, the "I" will automatically change to a grade of "F" and will not count toward graduation requirements. Only academic courses of three units or more with a B- or above are counted toward the degree. Courses with a C+ or below cannot be counted towards the MA. Students can choose to retake the course or take another course that fulfills the same requirement.

Transfer Credits: Students are eligible to transfer units into the MA program, ranging from 18-36 units, depending on the transfer. These units count toward the overall unit requirement and the student's pace in the program.

Financial Aid Warning: SAP evaluations will be completed at the end of each term and cannot take place until final grades have been posted. Students who have not met the qualitative and/or quantitative requirements will be placed on Financial Aid Warning for one semester. During the semester a student is on Financial Aid Warning, they remain eligible for financial aid, but the student must meet with the GTU MA Program Director to discuss an academic plan for meeting SAP by the end of that semester. If the student has not met the requirements of SAP by the end of that semester, they will be suspended from receiving financial aid in the subsequent term.

Financial Aid Probation: Students suspended from receiving financial aid may regain eligibility by submitting an appeal to be placed on financial aid probation for the subsequent semester to the GTU MA Program Director. Probation is not given automatically and is for one semester only.

Appeal Process: Appeals for SAP will be considered only under special circumstances such as injury or illness, the death of a relative or other extenuating circumstances. Students requesting an appeal must submit a letter to the MA Program Director. The letter should explain the mitigating circumstances influencing progress, why they did not meet SAP, what has changed in their situation that would allow them to meet SAP at the end of the next semester and if applicable, an academic plan that outlines how the student will meet the requirements in the upcoming semester. The GTU Academic Dean, in consultation with Member School Deans, may decide to restore eligibility, noting the reasons for doing so in the student's academic and financial aid files.

Financial Aid Suspension: Students who fail to make SAP at the end of their probationary semester are suspended from receiving financial aid for the following

semester and may not appeal the decision. They may regain eligibility by successfully completing the GPA and pace requirements.

Reestablishing Financial Aid Eligibility: Students who are suspended from receiving financial aid can reestablish eligibility by successfully appealing a SAP decision and making SAP by the end of the probationary semester or if an appeal is not allowed, the student must meet SAP requirements by the end of the next review.

H. STUDENT HEALTH INSURANCE

For the most current information on how students should seek out health insurance, please check the [MA Program Moodle Page](#).

I. REGISTRATION

1. GENERAL POLICIES AND PROCEDURES

MA students must register by the General Registration deadline published in the Extended Calendar **OR** request part-time status, request a leave of absence, or formally withdraw from the program before the end of the General Registration deadline. (See the appropriate handbook section for the policy and instructions on each of these options.) MA students who do not register, take a leave of absence, withdraw, or respond to inquiries from their School of Affiliation or the MA Program Director regarding their status in the program will be terminated. A student whose program has been terminated may petition for reinstatement within two years. This process will be the same as for withdrawn students, but if reinstated, terminated students pay a reinstatement fee of \$150 and may be liable for intervening tuition, up to 100%.

The GTU Course Schedule is available on the GTU website immediately prior to Early Registration for the next academic year. The online Course Schedule is updated frequently to reflect changes, cancellations, and additions, and is always the best and most current source for course information. For more information on specific courses, contact the faculty members directly. Registration instructions and an instructional video are available at <https://gtusonis.jenzabarcloud.com/GENSRsC.cfm>.

2. CONTINUING REGISTRATION

If a student has registered and paid MA tuition for two years (or a total of 48 units) and has not yet completed the program, they automatically enter “continuing registration” status. While in continuing registration, students must be registered for at least 12 units per semester and may **not** register for part-time status. Tuition for students in continuing registration is half of regular MA tuition. Students in continuing status can take courses as well as work on the capstone. If all course requirements have been completed, a student may choose to register for 12 units of “MA 5000C: In Capstone” only.

3. TUITION PAYMENT POLICY

MA students pay tuition on a per credit basis for the first two years of the program, or until the first two years requirements are met if not full-time (24 credits per academic year). After that time, they pay continuing registration fees each semester. (See “Continuing Registration” section.) Tuition and fees are detailed at <https://www.gtu.edu/admissions/tuition-financial-aid>. Enrollment in the GTU constitutes a financial contract between you and the Graduate Theological Union. As such, all tuition and fees for each term are due as described below. A student’s rights to GTU services and benefits, including access to classes, academic advising, use of the library and its online resources, and other student activities and services, are contingent upon making all payments in a timely manner. Tuition and fees for the current term of enrollment are due in full on or before the last day of the registration

period for fall and spring semesters. Summer session tuition is due no later than the first day of class.

Tuition or continuing fees will be refunded to students who withdraw from the program, with appropriate approval, on the basis of the following schedule:

- Prior to the end of general registration: *full tuition or fees;*
- During the 1st and 2nd week of classes: *full tuition or fees less withdrawal fee;*
- During 3rd, 4th, or 5th week of classes: *50% full tuition or fees;*
- After 5th week of classes: *no refund.*

4. TUITION PAYMENT OPTIONS:

Students can make payments

- on-line by accessing their Sonis Account/Billing,
- by mail sent to the GTU or
- in person at the Business Office (if health and safety permit)

Credit card payments are only accepted online. The mailing address is Graduate Theological Union, Attention: Business Office, 2400 Ridge Road, Berkeley, CA 94709. International students can also make payments using a non-US currency by going to <https://payment.flywire.com/pay/payment>. Flywire offers competitive exchange rates and secure transaction methodology.

Payment for continuing education courses, including summer language intensives, is due at the time of registration.

Please consult with the Business Office if you have questions about the tuition or fees that are charged to your account. Students can review their account at any time as well.

The GTU provides a payment plan option for students who qualify. Payment plans are monthly payments divided such that they are paid in full by the end of the current term. The payment plan form is located at <https://www.gtu.edu/admissions/paying-tuition-fees> or from the Business Office. Please complete the form and return to the Business Office for processing. Students are eligible for payment plans unless they have not paid timely in the past. If students miss payments, students must pay in full by the due date each semester.

The GTU provides a payment plan option for students who qualify. Payment plans are monthly payments divided such that they are paid in full by the end of the current term. The payment plan form is located at <https://www.gtu.edu/admissions/paying-tuition-fees> or in the Business Office. Please complete the form and return to the business office for processing. Students are eligible for payment plans unless they have not paid timely in the past. If the past payment history is not timely, students must pay in full by the due date each semester.

DELINQUENT ACCOUNT PENALTIES

Students whose accounts are not paid in full by the due date will not be permitted to register for a new term until the balance owed is paid in full. The GTU will not release diplomas of graduating students until all financial obligations to the GTU are met. Exceptions to this policy may only be made and confirmed by a signed letter from the GTU's Chief Financial Officer.

In addition, students whose accounts are not paid in full by the due date of the current term risk having their library access revoked and may lose other certifications of academic progress and access to other student services.

IF YOU ARE HAVING FINANCIAL DIFFICULTIES

If you are having difficulty meeting your financial obligations to the GTU, we encourage you to contact the Financial Aid Office who can assist you in finding any available sources for additional funds. This may include additional federal loans, work study on campus and outside resources you can apply for. You should also work with any religious organizations you are associated with.

5. Intersession and Summer Terms:

The GTU does not officially offer courses in the intersession and summer terms (with a few exceptions). If there are courses offered by member schools that you would like to take, please consult with the MA Program Director to discuss course eligibility, registration and financial aid implications.

6. Special Reading Courses

Registering for a Special Reading Course requires some steps beyond those needed to register for other courses. Complete a Special Reading Course form and follow the directions on it. Remember that Special Reading Courses are not designed to take the place of regular courses, but rather to supplement them. A Special Reading Course:

- may not be used for MA Course Distribution requirements, but up to two may be used for electives as long as they are three (3.0) credit courses with appropriate academic requirements and course levels. (Exceptions can be granted by the member school dean, who reports that decision to the MA Program Director.)
- may also be the means to add academic content to practical ministry courses (which do not count toward the MA degree) and thus earn academic credit.
- may also be the means to “upgrade” an introductory or intermediate class to an advanced level by doing additional work as assigned by the professor. (The course will be designated SRC 8888 both on the SRC form and on your transcript.)

Special Reading Course forms are available online and from the Registrar’s Office. They must have all required signatures. **COMPLETED SRC FORMS ARE DUE TO THE GTU REGISTRAR NO LATER THAN THE LAST DAY OF THE REGISTRATION PERIOD.** The MA Program Director must have an approved copy of Special Reading Course form in the student’s file in order to evaluate the course’s application to program requirements.

7. Student Library/ID Card

Photo IDs for incoming M.A. students will be issued during orientation. Upon presentation of proof of registration, the GTU Registrar or Academic Programs Coordinator will place a sticker on the card confirming registration for the upcoming semester. Incoming students should then take this card to the GTU Library Circulation Desk in order to have it barcoded (to receive library privileges). Books cannot be checked out of the GTU Library without a bar-coded ID/Library card. If you have early registered, you can receive your semester sticker on or after the first day of General Registration. If you are registering early for fall, you can get your sticker (generally in mid-late August) shortly before General Registration.

8. UCB Cross-Registration

MA students may register for one course each semester at the University of California, Berkeley. These courses may count as electives toward the completion of the MA degree, and they also count as courses outside of the School of Affiliation. (In general, courses

at the graduate and upper division level are eligible to be considered MA Program electives. In order to consider lower division courses, the Dean of the School of Affiliation must be petitioned.) In some circumstances, UCB courses may fulfill a concentration requirement; a student who would like a UCB course to satisfy a concentration requirement should petition the Dean of the School of Affiliation who sends a copy of the accepted or rejected petition to the MA Program Director for review and filing. Courses taken in preparation for fulfilling the general language requirement may not count toward the 48 units of academic coursework. (Those MA students writing theses will be taking 6 units of MA 5000C and those students writing papers will be taking 3 units of MA 5000C as part of the 48 total units.) Please be aware that cross-registration is a privilege dependent on availability of space in courses and departmental policies at UCB. Given budget constraints at UCB, course accessibility may be limited. You must be enrolled at least half-time, and in at least one GTU course in order to cross-register at UCB. Taking courses at UCB involves some very specific procedures. Keep in mind that the UCB semester starts earlier than the GTU semester.

A form is required for cross-registration. This form is available online, from the Academic Programs Coordinator or the Registrar. The form must be signed by the MA Program Director. Fill in the top part of the form clearly and completely. Make sure that both the five-digit class number and the course number are clearly written. If the course you're taking also requires you to be enrolled in a separate lab or discussion group, you must also include the class number for the lab or discussion group. Without the class number/s you will not be registered for the course; they are absolutely necessary.

You must also get the signature of the instructor offering the course in order to be registered for the class. UCB course information is available at <http://schedule.berkeley.edu>. Submit the completed form to the Consortial Registrar by the deadline in the GTU Extended Calendar. This is a firm deadline. Any change in enrollment status for a cross-registered course can be problematic if you do not follow directions carefully. If you want to add or drop a class, or change your grading option, paperwork has to be filled out for the GTU and in certain circumstances UCB. The GTU Consortial Registrar has all the forms needed for any change in enrollment. Please note that UCB deadlines are not flexible in any way.

9. OTHER CROSS-REGISTRATION INSTITUTIONS

Cross-registration at Mills College, Dominican University of California, and Holy Names University is also available. Consult the Consortial Registrar about these options.

MAINTAINING OR CHANGING YOUR ACADEMIC STATUS

AUDITS

All Full-Time students (registered in 12 units) may audit an additional course per term. Additional audits or audits for part-time students will incur a cost.

CHANGE OF ADDRESS

Please keep your address current at the GTU by updating your Biography page on GTU Sonis. You will be prompted to update your information before registering each semester.

CHANGE OF ADVISOR

A student may choose an academic advisor other than the one assigned when they began their program. The advisor must be a faculty member within the student's current School of Affiliation and with expertise in the student's concentration. The

student should speak with the faculty member with whom they wish to work, to confirm their willingness to accept a new advisee, then write a letter to the Dean of their school notifying them of the change, with a copy to the MA Program Director. If there is any problem with the change, the student will be notified.

If the student needs help choosing an advisor whose work is more compatible with their interests, they may make an appointment with the Dean of their school, speak with their current advisor, or consult the GTU faculty listing available on the GTU Faculty webpage.

CHANGE OF CONCENTRATION

Requests to change your Concentration should be submitted in writing to the Dean of your School of Affiliation, with a copy to the MA Program Director. The Dean of the school will send a copy of their response to the MA Program Director. You will want to meet with the faculty in the new concentration for advising before requesting a change of concentration. The Dean of your school of affiliation will send a copy of their response to your request to the MA Program Director for review and filing.

CHANGE OF ENROLLMENT (ADDING AND DROPPING)

Change of enrollment (adding a class, dropping a class, or changing the grading option or units) from General Registration through Late Registration are done using Sonis. After late registration (the end of the second week of instruction) all changes of enrollment require the use of the "Change of Enrollment" forms. This form must be signed by the instructor, the student's advisor, and the member school dean or the MA Program Director. No change in enrollment will be permitted after the tenth week of the term, except under circumstances approved by the Dean or an appropriate committee of the student's school.

CHANGE OF SCHOOL OF AFFILIATION

In rare cases a student may wish to change the School of Affiliation after admission to the program. Requests for such transfer need to be made in writing to the Dean of the new School of Affiliation, with a copy to the MA Program Director, and the Dean of the current School of Affiliation. The petition should clearly state the reasons for the transfer, and should summarize how far along the student is in the program (how many semesters have been completed).

The student must also submit a Petition to Transfer Coursework form requesting the application of units from the old school to the Tuition/Residency requirement at the new school. (See the Tuition/Residency requirement section for full details.) The student should also check with the Financial Aid office for financial implications of the change.

The new school may request a copy of the student's GTU file from the MA Program Director in order to facilitate their decision about admitting the student to their school. If the Dean of the new School of Affiliation approves the petition, they must also assign the student a new academic advisor from their faculty. The Dean then sends a copy of the accepted or rejected petition which includes the name of the newly assigned advisor for review and filing to the MA Program Director (where the change will be made in the student's computer record) and to Dean of the school from which the student is transferring.

EXTENSIONS

If the four-year time limit is to be exceeded, students must petition in writing for a program extension, based on specified extenuating circumstances, before they may

register for another semester. The petition should be made to the Dean of the School of Affiliation and the MA Program Director, stating the reason for requesting the extension and including a realistic and detailed schedule of completion of the program, which has been approved by the student's advisor. (This schedule should be consulted in future advising to monitor progress.) A copy of the accepted or rejected petition is sent to the MA Program Director for review, filing, and posting in the student's record. If the student does not petition for an extension, a hold may be placed on the student's registration until the extension is granted (in writing, with a copy to the MA Program Director). **(NOTE: Students are required to redo or re-certify all work more than seven years old.)**

INCOMPLETES

Students are responsible for finishing their work within the term. Students must petition to take an incomplete no later than the last day of the term. Petition forms can be found on the GTU website. Incomplete work is due to the instructor by the third (3rd) Friday after the term. The instructor is required to submit a new grade by the sixth (6th) Friday after the end of the term. The incomplete becomes an "F" if no new grade is received by the end of the sixth week. If students need an additional extension, the Student and faculty should fill out a new incomplete form to be filed with the GTU Registrar's Office.

LATE REGISTRATION

The deadline for late registration is the end of the second week of instruction. No registrations will be accepted after the second week except upon petition by the student to the MA Program Director in consultation with the member school dean.

LEAVES OF ABSENCE

A student who is unable to continue academic work must submit a Leave of Absence form **for each semester of leave** to the Dean of the School of Affiliation or Center Director specifying grounds of personal, medical, or financial exigency so that the Dean may determine if the leave is warranted. The Dean of the School of Affiliation or Center Director grants or denies the request, signs the form and returns it to the MA Program Director for review and filing. The MA Program Director will also communicate the decision in writing to the student. **If a leave is not officially requested, approved and on file in the MA Program Director each semester the student is away, the student may be terminated.**

A leave of absence requires a break in all academic work including library privileges, coursework, examinations, capstone work, and interaction with faculty. It is not appropriate to take a leave of absence to work on a capstone.

Students with an outstanding balance at the GTU Business Office will not be approved for a leave of absence.

LIMITS ON LEAVES

Students are not normally granted more than four total semesters of leave, and no more than two semesters consecutively, in the course of their degree program. Accrediting agencies require institutions to enforce a reasonable continuity in the program. Leaves of absence taken once matriculation in the MA Program has begun **do** count toward the total four years allowed in the program. Semesters deferred before beginning the program are not considered leaves and do not count. If it becomes necessary for a student to request an extension of their program beyond the four-year limit, further explanation of leaves taken may be required.

LEAVE OF ABSENCE FEE

Students who request their leave by the deadline will be charged a \$100.00 records maintenance fee for each semester.

FINANCIAL IMPLICATIONS OF LEAVES

Students are advised to consult with the Financial Aid Office about whether a leave is the best financial decision. Students with educational loans need to check carefully that a leave will not jeopardize their deferment of payment. Payments on all state and federal loans will go into repayment within six months.

CANNOT GRADUATE WHILE ON LEAVE

Students cannot graduate while on leave of absence. They must be registered in the semester in which they graduate unless they have paid tuition in the previous semester and successfully defended the capstone by the end of late registration of the next semester and filed the capstone by the filing deadline in the semester they intend to graduate.

PART-TIME STATUS

Students wishing to register for fewer than 12 units may petition in writing to the Dean of the School of Affiliation (with a copy to the MA Program Director) for part-time status, with an explanation of both the reasons and the number of credits requested. If the Dean approves the petition, the student will be notified in writing, and the student will be expected to take the reduced course load.

Part-time status is not available to students in continuing registration.

Students receiving financial aid are advised to consult with the Financial Aid Office before deciding to enroll part-time. Financial aid is reduced by the same proportion as the reduction from full-time status, i.e., half-time students receive one-half the aid. All financial aid is canceled if you drop below half-time. Reduction below half-time status also places most loans into repayment.

TERMINATION OF MA PROGRAM

MA students who do not register, take a leave of absence, withdraw, or respond to inquiries from their School of Affiliation or the MA Program Director regarding their status in the program will be terminated. The MA Program Director is responsible for closing the student's file and computer record. A student whose program has been terminated may petition for reinstatement within two years. This process will be the same as for withdrawn students; if reinstated, such students must pay a \$150.00 reinstatement fee and may be liable for intervening tuition, up to 100%.

TIME LIMIT

Two years of residence are required for completion of the MA, but maximum time for completion is four years (eight semesters) of full-time work. The total time limit for the accelerated MA completed in conjunction with an MDiv at a member school in two semesters of full-time study or four semesters of part-time study. If the student is granted tuition credit, the four-semester minimum time required is reduced by one semester per 12 units (see "Tuition Residency" section below).

TUITION REQUIREMENTS

TUITION RESIDENCY

You are required to pay 48 units at full MA tuition. This is the equivalent of paying for 16 three-unit classes. Students should consult with their School of Affiliation to find

out whether Intersession courses can be used to fulfill tuition residency as well as course requirements.

CONTINUING REGISTRATION

If, after completing your tuition residency, you have not finished all the other requirements for the degree, you move into continuing registration status. Students with this status pay half of the full tuition rate and are entitled to enroll in classes as well as prepare for the capstone. They should be registered for at least 12 units in each semester of continuing registration. If the course work requirement has been completed but the capstone requirement has not, you may register for 12 units of “MA 5000C: In Capstone.”

WITHDRAWAL

To withdraw from the program, the student sends a letter to the Dean of the School of Affiliation or Center Director. The Dean of the School of Affiliation will send a copy of the letter to the MA Program Director for review, filing, and posting in the record. The student will be formally withdrawn from the program as of the date of the letter. The MA Program Director is responsible for closing the student’s file and computer record. Withdrawal will affect a student’s eligibility for disbursed and/or anticipated federal financial aid. See the section entitled Return of Federal Aid Policy for the implications of withdrawal on financial aid. Students with an outstanding balance with the GTU Business Office will not be approved for withdrawal in good standing.

Withdrawal severs the relationship between the student, the School of Affiliation and the GTU. Committees are dissolved. It is intended to be a permanent decision. Withdrawn student files are kept for seven years and then destroyed.

If a student has withdrawn, they may petition the Dean of the School of Affiliation for reinstatement within two years. Such petitions are extraordinary; there is no presumption of a right to reenter, and the following should be kept in mind:

- The Capstone Committee will have been formally dissolved; faculty are under no obligation to return to the Committee.
- Language exams passed more than seven years prior to reinstatement may have to be revalidated; the process of revalidation is determined by the faculty.
- The School of Affiliation will be asked to make a formal decision on whether or not to reinstate, in consultation with the MA Program Director.
- In questions of protocol, it will be assumed that the reinstated student will be bound by the catalog and policies current at the time of reinstatement.
- Students will be liable for a \$150.00 reinstatement fee.

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

COMPLETING YOUR PROGRAM

A. GTU COMMON MA PROGRAM OVERVIEW

****This overview assumes a four semester (beginning in a fall and ending in a spring semester), full-time (12 units per semester) program.** Part-time (PT) and MDiv/MA students' timelines are structured differently.

FIRST SEMESTER

- Appointment with your advisor to discuss your program goals and ask any questions about the MA Program
- Begin to track your requirements using your **MA Program Checklist** (Buddhist, Hindu, Islamic, Jain, Jewish, and Yoga Studies each have own particular checklist)
- Think about the timeline that is needed to complete the program requirements
- Plan on how you will fulfill the foreign language requirement
- See the GTU Extended Calendar on the GTU website, available via the search function at www.gtu.edu

SECOND SEMESTER

- Review your Program Checklist with your advisor and discuss with them your plan for formulating a capstone topic
- Fulfill the foreign language requirement through examination, coursework or petition (see the GTU Extended Calendar for examination dates)
- Establish a research strategy and seek out resources such as the GTU Library Reference Librarian and inquire about GTU Library Workshops

THIRD SEMESTER

- Review your Program Checklist with your advisor and discuss your progress with your capstone topic formulation and timeline
- If you have not already done so, fulfill the foreign language requirement through examination, coursework or petition (see the GTU Extended Calendar for examination dates)
- Complete your capstone proposal and form your Capstone Committee with the **Capstone Proposal** form and submit it to MA Program Director. (Forms are due 90 days before the date of your capstone defense.)
- Register for capstone units and use this time to do concentrated work on your capstone. Keep your Capstone Coordinator and other Committee Members informed of your progress.
- Meet with the MA Program Director to evaluate your MA Program Checklist
- By the end of the semester submit your **Intent to Graduate** form through the online digital form found on the GTU website.

FOURTH SEMESTER

- You are still enrolled in 12 units of coursework and completing your capstone
- Meet with your Capstone Coordinator and communicate with your other Capstone Committee Member(s) about your progress and timeline toward your defense date
- If you have not already done so, complete your **MA Program Checklist** and meet with the MA Program Director to be sure you will meet all the MA Program requirements for graduation
- Complete the **Statement of Readiness and Scheduling Request** form at least 4-6 weeks before your proposed defense or exam date and turn in to the Academic Programs Coordinator to schedule your defense
- Capstone filing deadline for Fall graduation is October 1 and for Spring is April 1.
- Defense must be done at least two weeks prior to the filing deadline.
- If you will not be able to defend and file your capstone by the filing deadline, submit a **Capstone Filing Extension Agreement** form to the MA Program Director and

defend your capstone by the late registration deadline the following semester. (You will not have to register/pay for that following semester if you defend by the late registration deadline, or the second Friday of the term).

B. PROGRAM CHECKLIST

This form is a tool you and your advisor can use to assess your progress in meeting program requirements and plan ahead toward graduation. By the end of the third semester of full-time study, you should make an appointment with the MA Program Director to go over your Program Checklist. Be sure to bring a draft of your checklist to review with the MA Program Director.

Before you come in for your appointment with the MA Program Director, indicate on your most current grade report from which school/center the instructor who taught the course is affiliated. Also, your advisor must review and approve concentration courses with an authorizing signature. If your concentration is Buddhist Studies, Hindu Studies, Islamic Studies, Jain Studies, Jewish Studies, or Yoga Studies, you must have your center director review and sign your Program Checklist where indicated. These signatures verify the courses you have taken to fulfill the requirements in your particular concentration.

If you have any questions, it is wise to ask the MA Program Director well in advance, so that you do not have to spend an extra semester fulfilling a requirement. We recommend having the MA Program Director examine your Program Checklist during the third semester of full-time work, when you could still drop or add a course to meet an overlooked requirement.

C. MA CAPSTONE

The MA Capstone is designed to be a culminating project at the end of the student's program. MA students can choose between two options for their capstone: 1) a 75-90 page thesis that is the equivalent of two three-unit courses; 2) a 30-40 page paper that is the equivalent of one three-unit course. Students interested in pursuing future academic work are encouraged to choose the first option while students interested in work outside of academia are encouraged to choose the second option.

The MA capstone is expected to show the competence of the student for independent investigation, scholarly judgment, and creativity. It should demonstrate that the student is able to deal with research materials and to organize a problem in acceptable academic form. A general understanding of the problem is required as well as knowledge of the standard reference works and journals that focus on the subject. An adequate bibliography for either project must be included.

All requirements for the capstone—forming the committee, passing the oral defense, and filing the capstone—must be completed while the student is registered (unless you have completed a Capstone Filing Extension Agreement—see that section for details). The student must be enrolled to consult with professors about the capstone. Your defense should be done at least two weeks before the capstone filing deadline so you have time to complete revisions.

1. SELECTING A CAPSTONE TOPIC

The capstone topic, **which must be in the student's concentration**, is drawn up in consultation with the Capstone Committee, and must be approved by them. It is essential that the Capstone Committee be appointed during the planning stages of the capstone so they have a chance to express concerns about any substantial issues before the capstone is fully in progress. All members should have the

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

2. FORMING A CAPSTONE COMMITTEE

The “MA Capstone Proposal” form with attached capstone proposal must be submitted at least 90 days prior to the defense (see the Extended Calendar for the capstone filing deadline). This is normally around the same time you do your Program Checklist, during your third semester of full-time work. You must fulfill your Foreign Language requirement before officially forming your committee. If you have any trouble forming your committee, please consult with your advisor, the MA Program Director or the Dean of your School of Affiliation for assistance. This form requires your signature, signatures of your committee members indicating their willingness to work with you, and signatures of the Dean of your School of Affiliation, and the Dean of GTU. The deans’ signatures certify that you have complied with the rules for formulating a committee, that they are comfortable with your choice of committee members, and that they are confident that these particular scholars can be helpful to your work.

If health and safety issues do not allow for physical signatures, students may request email approval of their committee members. Students should compile all approval emails and send them in one packet or in quick succession to the MA Program Director. The MA Program Director will review your capstone and forward the signed form to the Academic Programs Coordinator to update your record. MA students are required to have **two members** on the Capstone Committee, both regular GTU (Core Doctoral or Consortial, not Adjunct or Visiting) faculty. The Coordinator must be from the School of Affiliation with competence in the student’s concentration. The second reader can also be from the School of Affiliation, though students are encouraged to choose a faculty member from another member school to facilitate ecumenical and interreligious engagement. A third reader, who may be required by the Capstone Coordinator or may be elected as an option by the student, may be from inside the GTU, or outside the GTU with approval. An outside reader’s curriculum vitae must be submitted with your Capstone Proposal form for the deans’ consideration, unless they are a regular UC Berkeley professor. (Adjunct and visiting UCB professors must submit a CV.) All readers must hold a doctorate or equivalent degree. Outside readers are expected to have a publishing/teaching record, and, preferably, an academic appointment.

Once students obtain the approvals from their committee members and the member school dean, submit the completed “MA Capstone Proposal” form (accompanied by the proposal) to the MA Program Director for final approval. Once the MA Program Director approves, the Academic Programs Coordinator will send you confirmation that your committee is approved by the Deans (with copies to your committee members), directions for scheduling your defense, information on where to find guidelines for the physical format of your capstone, and other forms required for completing your degree and graduating. The MA Program Director sends a copy of your form to the Academic Programs Coordinator, with whom you will schedule your defense date. The original form goes into your official GTU file. If during this process a problem with your committee is detected, you will be contacted immediately to begin the process of rectifying the error.

Note: If your research for the capstone involves human subjects, there are strict guidelines and a review procedure to follow. **Read the section 4 below carefully and follow these directions before beginning your research.**

3. MA CAPSTONE PROPOSAL

The request to form a capstone committee should be accompanied by a capstone proposal that has been developed in consultation with the proposed committee members and approved by them.

The proposal should be no more than 3 double-spaced pages with one-inch margins and 12 point readable type. Footnotes should appear at the bottom of the appropriate page(s), in the same 12 point readable type, and can take up to but not exceed 2 inches of space above the bottom margin. The footnote should be single spaced; the space between two footnotes should be double spaced. The proposal should include the following sections and accompanying headings in the following order:

- **Scope and Nature of Capstone:** Define what the project is about, the field in which it is located, background of the topic, outer limits (things that the capstone will not cover that might be expected).
- **Thesis Statement:** In one or two sentences, state what the work will attempt to demonstrate or accomplish (that is, if not accomplished, the capstone changes drastically). Put another way: explain where the weight of the capstone lies.
- **Methodology:** Explain the theoretical frameworks and specific methodological tools that will be used for research and/or analysis. This is not a question about how the text/research will be organized but the tools used to accomplish the work.
- **Significance:** Discuss the significance of the work within the discipline and possibly other communities (religious, local, political, national, etc.) and possibly for the scholar. Clarify the distinctive contribution of this capstone and the student's role as author.
- **Chapter Outline:** Give a clear indication of what each chapter of the capstone will include. (NOTE: the chapter outline must comply with the spacing requirements of the proposal, that is, double and not single spaced text.)
- **Short Bibliography:** In addition to the 3 page proposal, the student must include a short bibliography consisting of at least 15 entries representing the most significant works/materials that will be used in the research/work, including at least 3 entries in languages other than English.

4. RESEARCH INVOLVING HUMAN SUBJECTS

Students who intend to use human subjects as part of their capstone research (e.g., qualitative research, such as interviewing) must develop a “Human Subjects Protocol” to assure that human subjects will be treated in a manner consistent with their dignity and autonomy, that subjects consent freely and in an informed manner to participate in the research, and that human subjects are either not at risk or are protected from any risks or harms posed by the research. Students should consult the “**Guidelines and Procedures for Review of Research Involving Human Subjects,**” available on the [MA Program Moodle Page](#), for the criteria necessitating a protocol and details about the process.

If a protocol is required, students must receive approval from a member of the Human Subjects Protocol Review Committee. **Approval must occur prior to beginning the research, normally as soon as possible following certification of foreign language and the formation of the capstone committee, but prior to submitting the capstone proposal for the MA Program Director’s approval.**

5. THE DEFENSE

You must be registered in the semester in which you defend the capstone (unless you have signed a Capstone Filing Extension Agreement—see that section for details). If the course requirements have been completed, you may register for “in capstone” units only.

The defense should be scheduled at least two weeks before the filing deadline to allow ample time for revisions. Of course, the time required between the defense and the filing deadline will depend on the amount of revision that the Capstone Committee deems necessary: some capstones require no revision and can be filed immediately, while others need major revisions. It is up to you to gauge how much time you will need to revise your capstone. It might be helpful to show one or more Capstone Committee members your work as it develops, chapter by chapter, so that you can have a better idea how the defense will go.

At least eight weeks before you wish to defend the capstone, contact your committee members to arrange a date and time, and write this on a “Statement of Readiness and Scheduling Request” form. The Capstone Committee Coordinator must sign this form, to confirm that you have worked with your committee at least 90 days and that the capstone is ready to defend. The MA Program Director signs to show that you will be completing all other MA Program requirements by the end of the semester and are in fact eligible to defend your capstone. Submit the “Statement of Readiness and Scheduling Request” form to the Academic Programs Coordinator four to six weeks before the defense. They will confirm with you and your committee members that a room has been reserved for you at the time requested (or let you know if there is any conflict). You should pick up your paperwork from the Academic Programs Coordinator prior to the defense and return it to them with your result and appropriate signatures afterwards.

You must also submit the final draft of your capstone to your Capstone Committee members four to six weeks prior to the defense so that they have ample time to read it. (You and your committee will need to agree on how “final” the draft must be. In some cases, directors want you to be able to incorporate minor revisions suggested during the defense into the final version; in other cases, they may want you to have a close-to-perfect copy for the defense.)

Ask your Capstone Committee Coordinator about the format for the defense: what will happen, the order of events, etc. Generally, three hours are allowed, but unless there are problems requiring extended discussion, the defense or exam itself takes about two hours.

The student should do everything possible including planning and consulting with committee members well in advance to make sure that they and all their committee members are able to be physically present for the defense. Exceptions are rare and should only occur for good cause. Any exception must be approved by the Committee Coordinator and the Dean of the student’s school of affiliation and are only possible if effective technology is available.

A student may need audio-visual equipment for an in-person defense. There is such equipment and a suitable room available in the Hewlett building. Be sure to specify your needs on the “Statement of Readiness and Scheduling Request” form.

When health and safety issues do not allow for an in-person defense, the Associate Dean of Students office will host a Zoom Defense for the student and their committee members. The Zoom defense will simulate an in-person defense whereby

the student will be placed in a separate break out room up to twice so that the committee can deliberate privately. A defense results form will be sent digitally to the student and all of the committee members to be filled out after the defense. In these situations, the GTU will also engage in remote filing procedures as well. Contact the Associate Dean of Students for more information.

6. CAPSTONE FILING EXTENSION AGREEMENT

You must be registered in any semester in which you will complete a requirement for your program (i.e., forming the Capstone Committee, language certification, defending your capstone), and you should complete all MA Program requirements (except for the final semester's courses) by the capstone filing deadline of the semester in which you intend to graduate.

However, if you do not complete all the requirements by the filing deadline, the Dean of your School of Affiliation may grant you a Capstone Filing Extension as long as you have confirmed with each member of your capstone committee that they are willing and available to work with your proposed schedule. **(NOTE: capstone committee members are not obligated to serve during breaks in the academic calendar).** This extension will allow you to graduate in the following semester **without registering or paying the continuing registration fees for that semester** by meeting several conditions as listed below. If the Capstone Filing Extension Agreement form is submitted and any of the stated conditions are not met, the student will be liable for tuition for the entire semester.

- Submitting a Capstone Filing Extension Agreement form (available on the [MA Program Moodle Page](#)),
- Completing all course requirements by the end of the late registration period of the semester in which you wish to graduate (the second Friday of the Spring or Fall terms),
- Satisfactorily completing and filing an MA Program Checklist with the MA Program Director,
- Meeting the Tuition/Residency requirement (48 units at full MA tuition),
- Successfully defending the capstone by the end of the late registration period of the semester in which you wish to graduate. A successful defense is defined as passing “with honors,” “as it stands,” or “with minor revisions.” (See “Capstone Result Certification” in the next section for the criteria.) A defense result of “with major revisions” will require registration in one more term to complete revisions.
- Filing the capstone by the filing deadline for the semester in which you wish to graduate.

Warning: This will affect your loan repayment. If you do not register for that semester, the last month of the previous semester will mark the end of your status as a student in loan deferment. The six-month countdown (grace period) before repayment of loans will begin at that time, not at graduation. If you have any questions, please consult the Financial Aid Office.

7. CAPSTONE RESULT CERTIFICATION

The Capstone Committee may grade the defense as follows: approved with honors, approved as it stands, approved subject to minor revisions, returned for major revisions, or rejected (major rewriting required). Your Capstone Committee Coordinator will mark the result on a **“Certification of Master’s Capstone”** form immediately after the defense and the student returns it to the Academic Programs Coordinator. In a situation where health and safety concerns do not allow for in-person sessions, a member of the Associate Dean of Students office will electronically submit a defense results form to the student and each committee

member. The digital signatures will be authenticated with each member's email address.

The defense is not complete until this form is submitted.

The distinction "**with honors**," according to the Council of Deans is granted to theses deemed to be outstanding works at the master's level, distinguished by their scholarly sophistication, creativity, and clarity of expression, and whose oral defense has reflected these characteristics. There must be a unanimous vote by all examiners for a capstone to qualify for honors.

If **approved as it stands**, there must be agreement among all members of the capstone committee.

If **minor revisions** are required, they must be approved by one of your Capstone Committee members (agreed upon by the other members), who will submit a supplementary letter of approval to the Academic Programs Coordinator when the paper is properly revised. The degree cannot be awarded until this final approval is recorded.

If **major revisions** are required, they must be approved by all members of the Capstone Committee and a second copy of the "Certification of Master's Capstone" form, signed by all members, must be submitted. The degree cannot be awarded until this final approval is recorded. (If defending the capstone by extension, the student will be required to pay tuition for that semester in order to graduate.)

If the capstone is **rejected and major re-writing required**, another oral defense is scheduled and another copy of the "Certification of Master's Capstone" form must be submitted.

8. FILING THE CAPSTONE

There are two graduation dates, one in October and one in May. The corresponding capstone filing deadlines are in early October and April. Exact filing deadlines are found in the GTU Extended Calendar. **The capstone and all supplementary materials must be submitted by the capstone filing deadline for graduation in that semester. The filing deadlines are not flexible. Students who do not file by the deadline will not graduate that semester.**

Go to the GTU Website (in the "Current Students" section) for the link to the most current information on the MA Graduation Fee. (This fee is paid by all students graduating from the GTU MA Program.) Remember that the capstone can be filed only after it has been defended and any necessary revisions made, with the approval of the proper Capstone Committee members.

Capstones (theses and papers) must be typed according to the *Manual for the Writers of Term Papers, Theses, and Dissertations*, 9th edition, by Kate Turabian, revised by Wayne E. Booth, Gregory G. Colomb, Joseph M. Williams and the University of Chicago Press Editorial Staff, published by University of Chicago Press, 2018.

In-person filing procedures are as follows: Two typographically correct copies of the MA capstone bearing original 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 in two separate envelopes. These copies must follow the guidelines found in the document "Master's Capstone and Doctoral Dissertation Guidelines" located on the [MA Program Moodle Page](#) in the "Student Life" section. **The page limit for six unit capstone is 75-90 pages, and the limit for the three unit capstone is 30-40 pages.**

On or before the filing date, submit two copies of your capstone along with several other web-based forms to the Academic Programs Coordinator. One of the web-based forms is a 50-60 word abstract of your capstone to be presented to the GTU Board of Trustees for approval of degrees.

In situations where health and safety concerns do not allow for in-person filing, the GTU will enact remote filing procedures. Remote filing will involve the same web-based forms, email approvals for the graduation checklist and two PDF copies of the student's work sent to the Associate Dean of Students Office. The final and approved project will be sent to all committee members for an email-authenticated digital signature. Please contact the Associate Dean of Students with any questions about remote filing procedures.

D. GRADUATION

1. PAPERWORK

You must submit an "**Intent to Graduate**" digital form at the beginning of the semester in which you plan to graduate (September 1 for fall graduation, January 15 for spring).

On or before the day of your capstone defense, you must see the Academic Programs Coordinator (2400 Ridge Road, second floor), to obtain all necessary paperwork for proceeding toward graduation. Several signatures will be required before you are permitted to graduate.

2. PROCEDURES

Once all requirements are fulfilled (except perhaps current coursework), your capstone is filed, all fees are paid and all necessary forms are submitted, your name will be added to the GTU graduation list. Because the MA is granted by the GTU in cooperation with the School of Affiliation, both the School of Affiliation and the GTU must approve the degree. Check with your school regarding their graduation deadlines and procedures.

The MA Program Director must certify that all program requirements have been completed before you receive your degree. If you are completing coursework in the final semester, your name will go on the graduation list for approval, and you may participate in GTU ceremonies, but you will not receive your degree until your final grades have been reported and your requirements officially fulfilled. At that time the MA Program Director will sign off on your Program Checklist, approving you to receive your degree, which will then be mailed to you.

In the event that there is still unfinished work at the end of the semester for Spring prospective graduates, the student must petition for an Incomplete. If the petition is approved, the deadline to submit unfinished work must be met (three weeks after

the end of the semester) or the student jeopardizes their graduating status for that semester.

Please be sure the Academic Programs Coordinator has a current address for you, as they will be sending your diploma.

3. COMMENCEMENT ANNOUNCEMENTS

Commencement announcements will be available from the GTU Academic Programs Coordinator by early April. Each graduate may request, at no cost, up to 10 announcements. More may be available after the office has received all requests.

4. GRADUATE RECEPTION

We urge you to bring your friends and family and join your peers and colleagues (MA, and PhD graduates) at the graduate reception the night before GTU Commencement. The reception features refreshments and a time for your Capstone Committee Coordinator to say a few words about your work and your future plans.

5. COMMENCEMENT CEREMONIES

MA students are invited to attend the School of Affiliation commencement and/or the GTU commencement. Be sure to inform each about your intention to attend. We hope that all students will plan to attend the GTU commencement.

It is traditional for the advisors, if they are available, to hood their advisees at graduation. Schools differ with regard to whether graduates are hooded at commencement or not. Check with the School of Affiliation about their practice. At GTU commencement, each graduate is hooded individually by their advisor. You should ask them, but be sure that the GTU Academic Programs Coordinator is informed in advance of hoodings for the GTU commencement, because that will affect their place in the faculty processional.

The cap and gown for the GTU ceremony may be rented from the GTU Academic Programs Coordinator. The deadline for renting cap and gown is normally in March; the exact deadline will appear in your graduation mailing, which you will receive IF you fill out an Intent to Graduate form. The GTU hood may be purchased or borrowed from the Associate Dean of Students' Office; contact the GTU Academic Programs Coordinator.

In situations where health and safety concerns prevent us from having an in-person graduation, the GTU Associate Dean of Students' Office and the Marketing Department will partner to create a commencement website that showcases each graduate.

INSTITUTIONAL POLICIES

A. Crime Awareness and Campus Security Policy

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the Clery Act") (20 U.S.C. § 1092(f)), and the *Violence Against Women Reauthorization Act* ("VAWA") of 2013, are the federal laws that require colleges and universities receiving federal funding to disclose policy information and crime statistics as part of a campus security report published annually. The California State Legislature also passed student safety laws that mandate the compilation of records of certain reported crimes committed on campus and the reporting by colleges and universities to local law enforcement of any report of a Part

1 violent crime, sexual assault, or hate crime, committed on or off campus. (Education Code § 67380, § 67383). The GTU publishes these statistics in the annual Campus Crime and Safety Report and makes it available to all registered students, faculty and staff in early fall. The GTU also publishes the information on the website of GTU.

The GTU does not have a campus law enforcement staff. No employee of the GTU has police authority, including the authority to arrest individuals, within their scope of employment. Law enforcement of GTU's campus is the province of the Berkeley Police Department. It is the responsibility of each member of the GTU community to be alert to the potential for criminal activity on the campus. All students, faculty, staff, administration, and tenants are expected to participate actively in maintaining the best level of security possible and to be aware of security at all times. All students, faculty, staff, administration, and tenants of GTU should accurately and promptly report instances of criminal activity to the Berkeley Police Department and to the GTU administrators.

Any questions regarding this policy, and requests for information, should be directed to the GTU Chief Operating Officer. Students should also refer to the GTU Student Sexual Misconduct Policy in section L below for information pertaining to the reporting of sexual misconduct against students.

B. Non-Discrimination Policy

The GTU is a community where all persons are entitled to equal treatment and opportunity. GTU does not discriminate against any person because of race, color, national origin, ancestry, sex or gender, sexual orientation, gender identification or preference, religious affiliation, age, marital status, veteran status, disability, medical condition or any other characteristic protected by law.

The GTU does not discriminate on the basis of sex in admission to or employment in its education programs or activities. Inquiries concerning the application of Title IX of the Education Amendment of 1972, 20 U.S.C. 1681 et seq. and its implementation regulations, 34 C.F.R. Part 106 are referred to the GTU Title IX coordinator or to United States Department of Education Office for Civil Rights. Please refer to the GTU Student Sexual Misconduct Policy in section L for the contact information of GTU's Title IX Coordinator.

C. Drug-Free Campus Environment

The GTU strives to maintain its campus communities and workplaces free from illegal use, possession, or distribution of alcohol or of controlled substances. Employees and students shall not use illegal substances or abuse legal substances in a manner that impairs work performance, scholarly activities, or student life.

D. Student Files

Students have a right to review their academic file in accordance with the GTU FERPA policy. Successful application becomes the base of the student academic file, with the exception of the letters of recommendation solicited for the application. In accordance with GTU policy, these letters are shredded upon matriculation. The sole purpose of letters of recommendation is to assist the Admissions Committee in assessing an applicant's skills and fit with the GTU

program. After admissions decisions are made, this purpose has been served and letters for admitted applicants are destroyed.

E. Academic Grievance Procedures

Academic Grievance Procedure

The Core Doctoral Faculty and doctoral students elect a Standing Academic Grievance Committee to hear grievances about the implementation of policies and procedures of the Common MA and Doctoral Program that are of an academic nature. The Committee consists of three faculty and two doctoral students, with at least two alternates appointed at the same time as the regular members (one faculty member; one student). If any of the members of the Committee are party to a particular grievance they must disqualify themselves from hearing that case, ceding their place on the committee to one of the appointed alternates.

A student with a grievance should first approach the Associate Dean of Students who should make a formal decision in writing. If the Chair is unable to resolve the grievance, the student and/or Chair should bring the issue to the GTU Dean. If the student wishes to appeal the Associate Dean of Student's decision, they can submit a written appeal to the Dean within ten days. The Dean will work with the Chair and the faculty involved to clarify GTU policy and procedures in regard to the issues and to try and resolve them.

If the student is still not satisfied, they should submit a formal written Grievance to the Dean, who will refer it to the Grievance Committee, along with all documentation of efforts to resolve the grievance. It is not appropriate for a student to approach members of the Grievance Committee before completing the regular channels of appeal outlined above. The committee will submit its formal recommendations to the President of the GTU, who will make the final determination on the issue.

F. GTU Consortium Protocols for Responding to Student Complaints

Cross-registration of students in courses within the consortium is a valuable feature of the Graduate Theological Union. The GTU and all the member schools are committed to ensuring that students have appropriate recourse in the event that they have a complaint about some aspect of their experience while taking courses at a school other than their own. The following protocol is to be followed in any such cases, including but not limited to complaints concerning unfair discrimination, cultural insensitivity, and disputes over grades and other forms of academic evaluation.

1. Each school of the GTU is committed to giving students from all other schools access to its normal complaint process whenever they are taking courses or studying with faculty at the host school.
2. Students are encouraged to attempt to resolve the complaint directly by raising the issue with the individual at the host school whose conduct is the focus of the complaint.
3. If the matter cannot be resolved directly, the student should bring the complaint to the attention of the Dean of the student's own school.

4. The Dean of the student's school will contact the Dean of the host school in order to help the student determine which policies and procedures at the host school are relevant in the situation.
5. The normal policies and procedures of the host school will be followed, with the added proviso that the Dean of the student's school will be kept informed of the progress made in addressing the complaint.
6. At the conclusion of the complaint resolution process, the Dean of the host school will report the outcome in writing to both the student and the Dean of the student's school.

For "community life" rather than "academic" complaints the GTU and all the member schools will use this same protocol, substituting the Associate Dean of Students or staff person responsible for student services at each institution.

For instances involving reports of possible sexual misconduct, including but not limited to sexual assault or sexual harassment, please refer to the GTU's Student Sexual Misconduct Policy, which can be found in section K and on the GTU website.

G. GTU Statement on Inclusive Language

The GTU affirms the policy on inclusive language adopted by the American Academy of Religion as appropriate to all scholarly and written work within our common programs. The AAR statement and policy is as follows:

"For the purposes of this policy, *exclusive language* is defined as a consistent pattern of English usage where the male is taken to be the normative human person, i.e., the "man" connotes both the male and the human being as such. The term "woman" and female pronouns are never used as generic references for human beings, but are exclusive to females. This definition is adopted from *The New Dictionary of Liturgy and Worship*, J.G. Daves, SCM Press, 1986.

It shall be the editorial policy of the publications of the American Academy of Religion to avoid the use of the term "man" (including also "men," "mankind," "family of man," "brotherhood," and the compounds "chairman," "clergyman," etc. as a *generic* term, and to use *inclusive* terms (e.g., "human being," "human," "humanity," "humankind," "people," "minister," etc.) to designate both individuals and groups.

Consistent with this policy, the pronoun he is not regarded as generic. Editorial policy is to use appropriate pronouns when the antecedent is known, and to use the gender neutral third person plural (e.g., they, them) when the antecedent of the pronoun is not known. The use of duplicate pronouns or alternated pronouns (e.g., he/she, him/her, s/he consistently or she in one sentence, alternating with he in the next) is permissible, but not preferred. Recommended as a guide to good inclusive style for both editor and author is: Casey Miller and Kate Swift, *The Handbook of Nonsexist Writing*, (New York: Barnes and Noble, 1980)."

There is also the issue of exclusive language in reference to God, in translations of scripture, or in formal liturgy. The GTU as a multi-faith

institution respects the fact that different communities have taken different stands on these issues; it intends to enforce no orthodoxy on any religious community. However, in scholarly writing about the theology, scriptures, and liturgies of the communities, it is at least appropriate to note the dimensions of the controversy. Whether inclusive language should be adopted in reference to deity, scripture, or liturgical language depends upon the topic under discussion and the tradition out of which the student is writing. If there are viable reasons why inclusive language is not appropriate, it is well to note them, at least in a footnote or aside.

H. Policy on Military Activation of Students

It is GTU policy that students in the military reserves who are called to active duty not be penalized academically. Depending on the circumstances, the MA Program Director will arrange for them to complete the work of the semester on their return or to apply tuition credit to another semester of work so that they will be able to advance toward their degree without penalty.

Any loans of students called to active duty go into immediate military deferment. The student will fill out a form at the time of activation; the length of the deferment will be determined by the legislature in terms of the military situation. It is the student's responsibility to contact the GTU promptly after they have been deactivated to reestablish student status.

In the unfortunate event of a student's death or disability prohibiting return to the program, the student or their estate will receive a tuition rebate for the portion of the semester for which they were absent.

I. GTU Plagiarism Policy

The Context for a Policy

Plagiarism is a crime set within the context of the contemporary academic community. For many in this community, one's words and thoughts are one's property. To use someone else's words and thoughts without ascription is theft and misrepresentation, for the assumption is that the work is the writer's/speaker's own, unless a citation is given. But the issue of plagiarism may be construed outside the discourse of private property. It may be seen within the context of honest scholarship, in which honor demands that one identify (as much as possible) the traditions, communities and individuals from which one's own work derives.

There are many aspects of contemporary scholarship which complicate any attempt to pin down the parameters of the act of plagiarism. The multi-cultural context of the academy reveals certain Western culturally determined presumptions about originality in one's work. In Asian cultures, there may be a tendency to view words in writing as public property that is open. Particularly with regard to religious subjects, one's work may be considered better for belonging to the tradition. This conception of scholarly work may help to balance the Western focus on originality, for scholarly work is both one's own thinking and the result of one's engagement in a particular history of discourse. The key, in order to avoid plagiarism, is to cite the tradition and the scholars invoked.

Keith Miller in the essay “Redefining Plagiarism: Martin Luther King’s Use of an Oral Tradition” (*Chronicle of Higher Education*, 1/20/93, p. A60), points out how borrowed language may be the accepted tradition among folk and seminary-trained preachers, for they “strive to deliver the same Gospel message, not an original world view.” He lifts up the constraints minority scholars may work under who, in order to be heard in mainstream society, have problems “sound[ing] like themselves.” The case of the 17th century New Spain intellectual, Sor Juana Inés de la Cruz, is a case in point. Her works are studded with Latin citations—the authorities—giving her work the clout that she, as a woman, could not claim for herself. Indeed, she was not to speak from her position as a woman. In cases where borrowed language is the accepted tradition, the assumption is not that the work is one’s own, but that of the tradition, so this may not fall under the category of plagiarism.

In cases where minority voices are attempting to be heard within mainstream discourse, the key to avoiding plagiarism lies in citing those whose voices are used as authorities.

In the arts, quoting others without citation may be commonly acceptable. Can the listener, reader, viewer catch the quote, remember the context and discern hidden meanings? Even without catching the reference, some allusions are so embedded in the culture that they speak without conscious registering and this adds to the subtlety and artistry of a piece. In this context, the quotes may not be considered plagiarism, unless the artist is not using the quote as quote or allusion, but passing off the material as their own.

Lectures and oral presentations at professional meetings pose other problems. Here endless citations might seem to clutter up the talk and consume too much time. Yet, work presented as one’s own scholarly advance must distinguish itself from its sources while situating itself within the tradition. Classroom lectures have the added weight of a professor’s modeling of honest scholarship. Citing the main sources of a lecture helps to underscore to students that teachers depend on other’s work, are not shy to highlight this and express their gratitude for the work of other scholars. This makes new scholars aware of their own responsibility and dependence on others.

Technology is also changing the face of scholarship today. With increasing use of electronic sharing, e-mail and other technology as tools for research and collegiality, it may grow increasingly cumbersome and nearly impossible to sort out the threads of one’s own research and thought. The computer’s capacity to assist in the creation of texts will surely challenge any paper-oriented definition of plagiarism. As access to information increases, information itself may come to be viewed more as public property. Yet acknowledgment of one’s web of sources and networks is necessary.

It is also important to consider the issue of power. One must be particularly careful not to use the work of students or employees as one’s own. Those who are under another’s authority may have to submit their work to a professor or employer, but it constitutes an abuse of power and status for it to be used without acknowledgment. The GTU does not tolerate such abuses of power.

The charge of plagiarism is extremely serious. Penalties can be harsh and public. Therefore, the GTU must have a policy that sets a standard against plagiarism, despite the complexity of the situation in the

contemporary academy. This contextualization is an attempt to clarify the limits against which the policy holds itself.

The Definition

Plagiarism is the presentation of another's ideas, methods, research or words without proper acknowledgment. It runs the gamut from failing to cite a reference (sloppy scholarship) to passing off another's work as one's own. It includes close paraphrasing as well as lifting of entire lines nearly verbatim without acknowledgment. As the effects of the plagiarism will be the same regardless of intent, intent will not be construed as essential to the act, although it may be considered in determining whether the charge of plagiarism should be pursued or what the penalty may be.

For general requirements for proper acknowledgment in written work, see the most current edition of Kate Turabian, *Manual for the Writers of Term Papers, Theses, and Dissertations* and *The Chicago Manual of Style*.

Examples of Plagiarism

Examples of Faculty Plagiarism

- **Lecture:** A faculty member delivers a lecture to a seminar describing a new methodology in the field. The faculty member does not claim the method as their own, but neither do they credit another source. Students ask for a copy of the presentation following the class. The faculty member seems reluctant to give a copy of the presentation but agrees. In doing research on the presentation, a student discovers the entire lecture and methodology published in a journal article by another scholar earlier in the year.
- **Written Article:** A faculty member leading a seminar requires that students write papers on various topics. During the following semester, students from the seminar discover a newly published article by the faculty member which borrows extensively from several students' papers without attribution, although in the introduction the professor gives a general acknowledgment to the seminar participants.

Examples of Student Plagiarism

- **Exam:** In formulating an answer for a take-home exam in Church History, a student borrows heavily from an encyclopedia article on a given topic. Although a bibliographic citation for the article appears at the end of the examination paper, the analysis offered is in fact that of the article's author. There is no direct citation of the original author's work, and they present the analysis as original.
- **Dissertation:** In the dissertation a student employs the same methodology in analyzing a text that was formulated by another scholar, but does not cite that original work. Even though the texts being analyzed are different, the student is still required to give proper credit when his own analysis borrows from another scholar's work. Methods of analysis, and not just interpretations and conclusions, require proper citation when they are the creative contribution of another.

Actionable Plagiarism

As specified in the “Procedures for Resolving a Charge of Plagiarism,” members of the Grievance Committee will determine if a charge of plagiarism is actionable—that is, if proven, is it sufficiently serious to be punished by institutional sanction. The considerations listed here to help determine whether a charge is actionable should also guide those who are considering bringing a charge of plagiarism.

A charge of plagiarism is judged actionable if the alleged infraction involves serious levels of the following components:

- misuse of power—was the perpetrator in a position of power over those whose work was plagiarized?
- extent of claim by perpetrator—was the plagiarized material used to make an original claim or to offer original analysis, OR was it used to offer a general statement of an issue or summary of scholarship?
- intent/extent of plagiarism—as difficult as it is to determine another’s intention, was there a distinguishable pattern of plagiarism throughout a work with intricate efforts to mislead the reader, OR were they isolated instances that could have been accidental or due to sloppy scholarship?
- “verbatim quality”—was the plagiarized material taken virtually word for word OR were general ideas expressed in broad statements?
- instance—is there confirmed or confirmable evidence of a previous instance of plagiarism OR is this an isolated incident?

If the alleged infraction involves only one or two of these components but does so to an extreme degree, it may well be judged actionable. If, however, another alleged infraction involves one or two of them but only to a very minor degree, it may be dismissed.

Reporting Complaints of Plagiarism

This plagiarism policy applies only to the GTU doctoral and master program, and thus only to Core Doctoral Faculty and GTU Rostered and In-Residence Faculty (hereafter, CDF and GTU Faculty) and to doctoral and GTU MA students. The reporting procedures are distinguished along these lines. The person making the charge addresses the complaint according to the alleged offender’s status.

Core Doctoral Faculty Member

Plagiarism of Another Scholar In cases where plagiarism of published/unpublished work of another scholar is detected in a CDF or GTU Faculty member’s scholarly work:

- report the complaint either to the GTU Dean or the dean of that faculty member’s school; in either case, the dean who receives the report will notify the other dean immediately.

Plagiarism of a Student In cases where plagiarism of published/unpublished work of students of the GTU is detected in a CDF or GTU Faculty member’s scholarly work:

- If the plagiarized work is that of a doctoral student: report the complaint to the GTU Dean (who will inform the CDF member’s school dean)
- If the plagiarized work is that of a GTU MA student: report the complaint to the GTU Dean (who will inform the dean of the student’s school of affiliation and the CDF member’s school)

- If the plagiarized work is that of any other GTU consortial student: report the complaint to the dean of the student's school of affiliation (who will inform the dean of the CDF member's school and the GTU Dean)

MA Student

In cases where plagiarism of published/unpublished work of another scholar or of other students is detected in a GTU doctoral student's scholarly work:

- report the complaint to the GTU Dean. The Dean then informs the student's advisor and Department Chair.

For the manner in which to bring a complaint of plagiarism to the GTU Dean, see "Procedures for Resolving a Charge of Plagiarism, Charges."

Procedures for Resolving a Charge of Plagiarism

Charge: Persons wishing to bring to the GTU Dean a complaint of plagiarism against a Core Doctoral Faculty member or a Common MA/Doctoral Student shall file a formal, written statement of the charges with the GTU Dean within one month after discovery of the evidence, naming the person so charged and stating the nature and circumstances of the alleged violation.

Notification: As soon as possible, the person charged with plagiarism should be provided with a written statement concerning the charges as well as a copy of the procedures governing the investigation and the range of possible penalties. At this time the person charged is invited to submit a written response to the charges.

Determination of Disposition: The GTU Dean will receive complaints of plagiarism and determine whether the GTU is the appropriate venue for action (in the case of a member school faculty member). If GTU is the appropriate venue, the GTU Dean appoints two members of the Grievance Committee to assess the evidence and determine whether the case is actionable. These two Grievance Committee members should not be from the same member school as either party to the complaint.

- **Not Actionable:** If the Grievance Committee members determine that the complaint is not actionable, the issue is settled unless the party bringing the charges wishes to appeal this determination and requests a formal hearing by the full Grievance Committee.
- **Actionable but minor:** If the Grievance Committee members determine that the complaint is actionable, but minor, they may instruct the GTU Dean to issue appropriate warnings, if both parties (the accused and the person bringing the charge) accept the judgment. If either the accused or the person bringing the charges do not accept this judgment they may request a formal hearing by the full Grievance Committee.
- **Actionable and serious:** If the Grievance Committee members determine that the complaint is actionable and may be serious, they alert the GTU Dean to initiate a formal hearing by the full Grievance Committee to investigate and resolve the case.

Actionable and Serious Charge

- **Dean Initiates Hearing:** If the alleged infraction is judged to be serious, or if either the person charged or the person(s) bringing the charge have appealed the preliminary determination of disposition, the GTU Dean will initiate a formal hearing by the full Grievance Committee.
- **Grievance Committee Charge:** The GTU Dean will convene the Grievance Committee, a standing committee of the GTU Doctoral Faculty, and charge them with investigating and resolving the complaint by conducting a formal hearing. The GTU Dean will apprise the Grievance Committee of GTU policies, procedures and precedent. While continuing to act as consultant to the Grievance Committee on matters of procedure, the GTU Dean turns over responsibility of resolving the complaint to whomever is elected chairperson of the committee's formal hearing process.
- **Composition of Committee:** The Grievance Committee will elect from among its Doctoral Faculty members a chairperson for the formal hearing of the complaint. Any members of the Grievance Committee who are associated with the member school or the Department/Concentration of any party to the complaint should dismiss themselves from the entire formal hearing process. This committee should have a minimum of three members, two faculty and one student.
- **Statement of Charges:** As soon as possible the chairperson will send committee members a copy of the formal statement of charges and a copy of the procedures governing the investigation and the range of possible penalties.
- **Scheduling Pre-hearing Conference:** The chairperson will arrange a date and place of the pre-hearing conference (if such is deemed necessary, see below), to be held within two weeks of the convocation of the Grievance Committee by the GTU Dean. The chairperson will notify the participants of the pre-hearing conference.

Pre-hearing Conference

- **Reasons for Holding Pre-hearing Conference:**
 - to make sure that the person charged fully understands their rights, the charges against them and the nature of the supporting evidence
 - to clarify for all parties the procedures to be followed by the committee in hearing and deciding upon the case
 - to obtain from the parties involved 1) a list of any witnesses who may be called to give testimony and an indication of the relevance of their testimony; and 2) copies of any material evidence pertaining to the alleged plagiarism.
- **Attendees:** The pre-hearing conference will be attended by the chairperson of the Grievance Committee, at least two other members of the committee, the person charged and any advisor they wish to bring, the person bringing the charges and any

advisor they wish to bring, and any other persons the committee may invite. If the person charged or the person(s) bringing the charges wishes to bring a lawyer to this conference, they must inform the chairperson one week prior to the conference so that the GTU might also have legal counsel present.

- **Dispensing with Pre-hearing Conference:** If there is good reason, namely that the clarification of rights, charges, witnesses, evidence and procedures has been otherwise assured, the chairperson may judge the pre-hearing conference unnecessary and may dispense with it.
- **Distribution of Evidence:** The chairperson will also see that copies of the list of witnesses and copies of the material evidence are distributed to the committee members and all parties in the case.

Hearing

- **Closed Session:** The hearing will be a closed session unless the person being charged requests, and gives good reasons for, an open session. The committee will rule on any such request.
- **Attendees:** Present at a closed hearing will be the members of the Grievance Committee, the person charged and any advisor they wish to bring, the person(s) bringing the charges and any advisor they wish to bring, any witnesses and any other persons the committee may invite.
- **President:** The chairperson of the Grievance Committee shall preside at the hearing and is responsible for its orderly conduct.
- **Questioning of Person Charged and One Bringing Charges:** The person charged and the person(s) bringing the charge may be questioned by the members of the committee and by the other parties in the case. The person charged may decline to answer questions without prejudice.
- **Questioning of Witnesses:** All witnesses may be questioned by all parties in a case and their advisors and any member of the committee. The chairperson may rule any question out of order.
- **Evidence:** All material evidence pertaining to the alleged plagiarism shall be formally introduced and its credibility may be challenged by any party in the case.

Judgment

- **Basis for Judgment:** The judgment of the committee shall be based entirely upon testimony and evidence presented formally during the course of the hearing. The person charged shall be presumed innocent until the committee is convinced beyond a reasonable doubt by the evidence presented during the hearing that they are guilty. In determining innocence or guilt the committee will disregard any previous history of disciplinary action with respect to the person charged. If the person charged is found guilty, the committee may, in

determining a penalty, take into account any previous disciplinary action.

- **Reaching Judgment:** After the party charged in the case has had a reasonable opportunity to present their arguments and question opposing witnesses, and the committee has completed its questioning, the committee shall meet in private to reach a decision and, if it finds the charges to have been sustained, to assign an appropriate penalty.
- **Quorum:** Three members of the committee shall constitute a quorum. All decisions shall be made by a majority of those present.
- **Notification:** When the committee has reached its decision, the chairperson will notify the GTU Dean who will in turn notify the parties in the case. The Dean may request a meeting with the chairperson of the Grievance committee to ask questions about the report and the committee's procedures in hearing the complaint. The chairperson must see that an official report of the hearing, including its vote and a majority opinion, is submitted to the GTU Dean, who in turn should insure that copies are placed on file and sent to the parties in the case.
- **Review and Approval:** The Dean refers the Grievance Committee's report to the GTU President and the Academic Committee of the GTU Board for review and approval. When the Academic Committee approves the decision, the Grievance Committee is relieved of any further responsibility in regard to the complaint.
- **Appeals:** Appeals of the Grievance Committee's decision may be made to the GTU Dean and may be made only on the basis of violations of procedures.

Penalties

Rationale: Penalties should be assigned relative to the seriousness of the infraction. This should be determined in light of those criteria used to judge whether the plagiarism is actionable.

Penalties are assigned primarily to protect: 1) the integrity of the Common MA and Doctoral Program and its degree, 2) the integrity of the Core Doctoral Faculty, and 3) in certain cases the students in the Common MA or Doctoral program. In determining the type of penalty, those assigning the penalty should be guided by concerns for rehabilitation and deterrence.

Levels of Penalties

- **"Minor"**
For faculty: a formal reprimand from the GTU Dean with notification sent to the appropriate Department Chair and to the Dean of their school. For students: a formal reprimand from the GTU Dean with notification sent to their advisor
- **"Serious"**
For faculty: removal from the Core Doctoral Faculty for three years, with notification sent to the CDF members, the students in the faculty member's department and any other students on whose committee the faculty member serves. For students:

academic probation for 2 years with notification sent to advisor and Department Chair/Dean of the School of Affiliation

- **“Extreme”**
For faculty: permanent dismissal from the Core Doctoral Faculty, with notification sent to the CDF members, the students in the faculty member’s department and any other students on whose committee the faculty member serves. For students: expulsion from Common MA or Doctoral program
- **After completion of the dissertation/capstone:** the penalty for serious and extreme infractions—removal of degree and withdrawal of dissertation/capstone from GTU records; written notification to employer; suspension of placement services; notification on transcript.

J. Student Sexual Misconduct Policy

This document discusses the Graduate Theological Union’s (GTU) policies and procedures when addressing prohibited sexual misconduct and issues related to Title IX, the Campus SaVE Act, and the Violence Against Women Act. Title IX refers to a section of the Education Amendments of 1972 law that prohibits sex discrimination in educational programs and activities at schools that receive federal financial assistance. Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students and other persons at the GTU are subject to and protected by this policy, regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, national origin or other protected category, in all aspects of the GTU’s educational programs and activities.

The Violence Against Women Reauthorization Act of 2013 (VAWA) (20 U.S.C. 1092(f)) amended the Jeanne Clery Disclosure of Campus Security and Crime Statistics Act (Clery) under the Campus Sexual Violence Elimination Act provisions (Campus SaVE Act). These laws changed the violations that must be reported by the GTU to include domestic violence, dating violence and stalking as well as to expand the categories of reportable hate crimes.

This document addresses the GTU’s policy and complaint procedure for sexual harassment against any person in the United States in a GTU education program or activity, including sexual assault and sexual misconduct, dating violence, domestic violence, and stalking. This policy and procedure applies to any such sexual harassment involving students, faculty and staff of the Graduate Theological Union, regardless of whether the alleged perpetrator is a student, faculty, staff or third party.

All proceedings and actions under this policy by the Title IX Coordinator, any Deputy Coordinator, and the GTU shall be undertaken neutrally, objectively, and without favoring any party over any other party.

This policy is effective as of August 14, 2020. The GTU may review and revise this policy from time-to-time.

Non-Discrimination Policy

The GTU does not discriminate on the basis of race, color, national or ethnic origin, ancestry, sex, age, disability, religion, sexual orientation, gender identity or expression, veteran status, medical condition, marital status or any other characteristic protected by law in its programs or activities. The GTU prohibits unlawful harassment, including sexual harassment and sexual violence and will respond to complaints of potential violations of Title IX by conducting a prompt and thorough investigation and conducting an adjudicatory hearing when warranted.

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

Authority

The GTU has a Title IX Coordinator whose responsibility it is to ensure that this policy is followed and all the requirements of Title IX are met. The Title IX Coordinator may have one or more deputy coordinators to assist in the reporting, investigating and determination of findings related to a concern addressed by this document. In dealing with allegations and alleged perpetrators (Respondents) or victims (Complainants) it may be appropriate for the Title IX Coordinator to consult with other GTU offices and departments.

Respondent is a Student

In cases where the Respondent and the Complainant are both GTU students, the Title IX Coordinator or Deputy Coordinator is responsible for coordinating investigations and resolution proceedings, and for making decisions on corrective action, if any. In cases where only the Respondent is a GTU student, the Title IX Coordinator or Deputy Coordinator is responsible for coordinating investigations and resolution proceedings, and for making decisions on corrective action, if any. In both these cases the Dean and Vice President for Academic Affairs will manage and decide appeals. In cases where the Complainant is a GTU student but the Respondent is a student of another member school of the GTU, the Title IX Coordinator or Deputy Coordinator is responsible for coordinating with the Title IX Coordinator or designee of the member school to ensure the complaint is heard and addressed at that school.

Respondent is a Staff Member

In cases where the Respondent is a member of the GTU staff, the Title IX Coordinator or Deputy Coordinator is responsible for coordinating investigations

and resolution proceedings, and for making decisions on corrective action, if any. The Title IX Coordinator or Deputy Coordinator may consult with the supervisor of the Respondent. The President may designate one of the Vice Presidents of the GTU to manage and decide appeals, but not the Vice President overseeing the Respondent's department.

Respondent is a Faculty Member

In cases where the Respondent is a member of the faculty the Title IX Coordinator or Deputy Coordinator will work jointly with the Dean and Vice President for Academic Affairs to manage concerns and make decisions under this policy. The President will manage and decide appeals.

Respondent is from Another School

Cross registration of students in courses within the consortium is a valuable feature of the GTU, and students, faculty and staff from the schools of the consortium frequently interact with one another. Interactions may take place in shared classes, advising, student groups, meetings and events, and in shared facility spaces such as the library.

In cases where the Respondent is a member of another school or affiliated institution, the Title IX Coordinator or Deputy Coordinator will work jointly with the Title IX Coordinator or designee of the other school or affiliated institution to manage concerns and make decisions under this policy. In these cases the Complainant is encouraged to report the concern directly to the Title IX Coordinator of the other school or institution. If the other institution does not have a Title IX Coordinator the Complainant is encouraged to report the concern directly to the president, dean or chief administrator of the institution. In all cases, the Complainant should also report the concern to the GTU's Title IX Coordinator or a Deputy Coordinator. This also applies to cases where the Respondent is a member of another institution with which the GTU has cross registration agreements, such as UC Berkeley, Dominican University and Holy Names University.

While the GTU Title IX Coordinator or Deputy Coordinator will work jointly with officials of the other school or institution, the prohibited sexual misconduct and Title IX policies and procedures of the Respondent's institution will prevail and the Respondent's institution will have control over the proceedings. The GTU may, at its discretion, conduct an investigation and take corrective action separate from that of the Respondent's institution.

Respondent is a Vendor, Contractor or Third Party

The GTU encourages members of its community to report harassing or inappropriate conduct by a vendor, contractor or third party. In cases where the Respondent is not a student or employee of the GTU, but is on campus as a vendor or contractor or other party providing goods or services to the GTU, the Title IX Coordinator or Deputy Coordinator will work jointly with the Vice President for Administration and Finance to address complaints and make decisions under this policy.

Applicability

The policies and procedures in this document apply to all students, faculty and staff of the GTU, and it applies to any alleged conduct occurring against any person in the United States in an education program or activity of the GTU, whether occurring on or off campus. Students enrolled in the common MA program and affiliated at a member school are covered under this policy, not that of the member school. Students who are enrolled in a member school but who work at the GTU are covered under this policy.

How to Report a Concern

The GTU encourages all individuals to seek assistance from a medical provider and law enforcement as soon as possible after an incident that may be sexual misconduct. Prompt reporting helps to ensure preservation of evidence and facilitates the identification and location of witnesses. The GTU encourages anyone who has been a victim of conduct prohibited by this policy to report concerns immediately. Complaints should be filed as soon as possible.

A report of sexual misconduct or a Title IX concern may be reported in a variety of ways, including:

- Reporting directly to the GTU's Title IX Coordinator or one of the Deputy Coordinators, either in person, by telephone, by mail, or by email (address and contact information is provided at the end of this policy)
- Submitted, anonymously or otherwise, on the third party website designed to host comprehensive and confidential reporting at <https://secure.ethicspoint.com/domain/media/en/gui/33916/index.html>
- By calling a toll free number to submit a report: 855-433-9924

The GTU will promptly review and thoroughly consider all reports of incidents that may be sexual misconduct, violations of Title IX, or other matters addressed in this policy. The GTU will consider all complaints, and the GTU will take prompt action to investigate and resolve all complaints, and to prevent, correct and discipline behavior that is found to violate this policy, where appropriate, in the judgment of the GTU.

The making of a report or complaint under this policy is independent of any criminal investigation or proceeding that may take place by governmental authorities or law enforcement, and both the GTU and criminal investigations may be pursued simultaneously.

General Information About Addressing Title IX Complaints

Confidentiality

The GTU will make reasonable and appropriate efforts, consistent with applicable law and the obligation to take appropriate steps to address complaints under this policy, to preserve the Respondent's and Complainant's privacy and protect the confidentiality of information. The GTU will keep confidential from disclosure outside of the GTU and outside of the processes under this policy, the identity of the Complainant, the Respondent, and witnesses, except as may be permitted by FERPA, required by law, or necessary to carry out the requirements and

procedures of this policy. Should the Complainant request confidentiality of his or her identity from the Respondent or other witnesses, the Title IX Coordinator or Deputy Coordinator will inform him or her that the GTU's ability to respond or take further steps under this policy will likely be very limited, but that where feasible, it will take reasonable steps to prevent prohibited conduct and limit its effects. The Title IX Coordinator or Deputy Coordinator will also inform the Complainant that it is not always possible to provide confidentiality and that the GTU's decision to share information with others is subject to other considerations.

The GTU is required by law to report certain types of reported sexual misconduct in its annual crime statistics report. Names and other identifying details of the incident are not made public in the annual crime report. The GTU may also be required by law under certain circumstances to report any incident which might be classified as a violent crime, hate crime, or sexual assault to law enforcement. While the GTU strongly encourages Complainants to file a report with law enforcement and/or other trauma services, ultimately it is up to the Complainant whether or not to take this action.

Except if required by law, the GTU will not disclose a victim's identity to governmental authorities unless the victim consents to being identified after being informed of his or her right to have identifying information withheld. If a victim does not consent to disclosing his or her identity, the alleged perpetrator's identity will not be disclosed either, unless required by governmental authorities.

Discussing Possible Sexual Misconduct without Making a Report or Record of the Incident

If a person would like to discuss the details of an incident of possible sexual misconduct or other possible violation of this policy, without making a report or record of the incident, or in an otherwise confidential manner, the person should speak with persons who hold a relationship with the person of which there is a legal duty of confidence, such as with their physicians, mental health therapists, priests, or clergy members. These persons generally will maintain confidentiality if they are acting in their capacity as your physician, mental health therapist, or clergy member, except in extreme cases of immediacy of threat or danger, or abuse of a minor, or in the case of proper legal compulsion from a subpoena in a criminal or civil legal proceeding.

Generally speaking, the faculty and administrators of the GTU, even if they are ordained clergy or pastoral counselors, are not acting in their capacity as members of the clergy and do not have such a relationship with GTU students, and thus, they are required under this policy to promptly forward all reports of possible sexual misconduct or other violations of this policy to the Title IX Coordinator for consideration and response.

Anonymous Reporting

Anonymous reports, or reporting without disclosing the reporter's name, can be made, but anonymous reporting is not the preferred way. Depending on the information received, the GTU's ability to respond to an anonymous report may be limited. The Title IX Coordinator or Deputy Coordinator will review anonymous reports received by GTU and determine whether an investigation and response is feasible and appropriate.

Alcohol, Drugs and/or Other Misconduct

The GTU encourages the reporting of all conduct prohibited under this policy. An individual who reports sexual misconduct or discrimination, either as a Complainant or a third-party witness, or who participates as a witness in an investigation or resolution process under this policy, will not be subject to disciplinary action by the GTU for his or her own personal consumption of alcohol or drugs, or other non-sexual misconduct, that happened at or near the time of the incident, unless the GTU finds the violation to be egregious. Egregious includes but is not limited to an action that places the health or safety of any other person at risk or involves plagiarism, cheating or academic dishonesty.

Prohibition Against Retaliation

It is a violation of GTU policy to retaliate against any person making a report of possible sexual misconduct or other violation of this policy, or against any person cooperating in the investigation or resolution proceeding of any report of possible sexual misconduct. Retaliation against any member of the GTU community may result in disciplinary action, including termination of employment or expulsion from the GTU.

Conflict of Interest

The GTU will take action to make sure that officials handling a complaint do not have a conflict of interest in the outcome of the complaint. Any Complainant or Respondent who has reason to believe that an official has conflict of interest, should bring that to the attention of the Title IX Coordinator or a Deputy Coordinator immediately.

What Happens When a Complaint is Made

Initial Intake

Upon receipt of a complaint or a report of an alleged violation of this policy, a designated person will promptly schedule a meeting with the Complainant to take place as soon as possible to go over this policy and to identify available forms of non-punitive and non-disciplinary supportive services, and the Complainant's wishes in regard to support, with or without the filing of a formal complaint under this policy. The initial intake meeting shall be conducted by the Title IX Coordinator, Deputy Coordinator, or by an external designee selected by GTU, each of whom shall have training in the handling of Title IX and related matters (hereinafter, "Intake Officer").

At this meeting, the Intake Officer will consider whether there are any interim measures that should be implemented at the discretion of the GTU. The preferences of the Complainant and the Respondent on such measures may be stated and will be taken into consideration by the Intake Officer.

At the intake meeting, the Intake Officer will also discuss the following:

- The right to report the incident to local law enforcement agencies.

- The right to seek medical treatment and the importance of preservation of evidence.
- Requests for confidentiality, if any.
- The GTU's obligation to consider all reports of incidents and the inability of the GTU to guarantee complete confidentiality.
- The GTU's policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy.
- The possibility of an investigation by an outside impartial and neutral fact-finder selected by the GTU.
- The possibility for sanctions as determined by the GTU.
- The use of an Advisor or Support Person in any meeting or proceeding under this Policy.
- The GTU's obligation to report crime statistics in its daily crime log.
- The process for filing a Formal Complaint.
- Whether the Complainant wishes to file a Formal Complaint under the policy.

The Intake Officer will consider the nature of the report or complaint, the safety of the individuals involved and of the campus community, the Complainant and Respondent's expressed preferences for resolution, and if the Intake Officer is not the Title IX Coordinator, will make a recommendation to the Title IX Coordinator on whether interim measures should be taken and, in the event a Formal Complaint is filed, whether the matter should be considered for potential informal resolution. In the event law enforcement is conducting an investigation or other activity in connection with matters relating to or overlapping with allegations made under this policy, the Title IX Coordinator may temporarily delay or suspend proceedings under this policy while law enforcement activities occur, or may decide to conduct proceedings under this policy simultaneously.

Formal Complaint

A Formal Complaint is a written document, either filed by the Complainant or signed by the Title IX Coordinator, that sets forth the alleged incident and conduct constituting a violation of this policy, and that requests the GTU to investigate the matter. The Formal Complaint is the predicate step to proceeding with an investigation and an adjudicatory hearing under this policy. At the time the Formal Complaint is filed or signed, the Complainant must be participating in or attempting to participate in an educational program or activity of the GTU.

A Formal Complaint may be filed by a Complainant with the Title IX Coordinator in person, by mail, or by email. The Complainant's wishes regarding whether to

file a formal complaint generally will be respected. In rare circumstances where, in the judgment of the Title IX Coordinator, the larger interests of the GTU community are deemed to be compelling and the signing of a Formal Complaint over the wishes of the Complainant is deemed not to be clearly unreasonable under the known circumstances, the Title IX Coordinator may sign and file a Formal Complaint in regard to the Complainant's allegations in order to initiate an investigation and other potential steps under this policy.

The Title IX Coordinator or the Deputy Coordinator will provide notice and a copy of the Formal Complaint to the Respondent, and will do so prior to proceeding with the informal resolution and/or investigation stage below. This notice will refer the recipient to this policy, will include a summary of the procedural steps (informal resolution, investigation, formal resolution) that may be taken under the policy, and will advise of the right to designate an advisor and support person.

In the event the allegations in the Formal Complaint do not meet the definition of sexual harassment or other prohibited conduct under this policy, the Formal Complaint will be dismissed by the Title IX Coordinator without further action under this policy.

The GTU may in its discretion dismiss a Formal Complaint at any time during the process under this policy in the event the Complainant informs the Title IX Coordinator or Deputy Coordinator in writing that he or she wishes to withdraw the Formal Complaint or the allegations therein, if the Complainant is no longer enrolled in or employed at the GTU, or if circumstance prevent the GTU from gathering sufficient evidence to reach a determination of the matter.

Dismissal does not preclude potential action that may be taken by the GTU under other policies or procedures.

Informal Resolution

Informal resolution may be offered by the GTU to the Complainant and Respondent in appropriate matters in the judgment of the Title IX Coordinator. The informal resolution process requires the informed written consent of both the Complainant and Respondent, and it will be conducted by an individual trained in alternative dispute resolution and Title IX. The process may take place at any stage of a matter under this policy, but only after a Formal Complaint has been filed. Participation in an informal resolution process is entirely voluntary, and there will be no consequences to any party for declining to participate, at any time, in the informal resolution process. Once started, either the Complainant or the Respondent may withdraw from, and the GTU may cancel, the informal resolution process at any time. Cases involving alleged sexual assault or rape generally will not be offered informal resolution, and cases involving alleged misconduct under this policy by a GTU employee against a student will not be offered an informal resolution process. If a matter is resolved informally, the agreed-upon terms of the resolution will be considered final and binding, and the matter will be deemed closed with no further action or proceedings to take place.

Possible Interim Measures

Interim measures will be considered and implemented at the discretion of GTU when deemed important to preserving safety, to maintaining an appropriate

educational environment for the community, to maintaining access for the parties or others in the community to the GTU's educational programs or activities, and/or to preserve the status quo. Interim measures will not restrict a Complainant or Respondent's ability to discuss the allegations in the case or to gather evidence. Interim measures, which may be applied to the Complainant and/or the Respondent, include such things as:

- Issuance of a "no-contact" or "stay away" directive that restricts persons from having contact with one another in person or through electronic means.
- Change in class schedule.
- Change in student related employment.
- Rescheduling of exams or assignments (in conjunction with appropriate faculty).
- Voluntary leave of absence.
- Providing escort services for movement between classes and GTU activities.
- Interim suspension or GTU imposed leave.
- Administrative hold on student accounts, including a hold on the release of transcripts while an investigation is pending.
- Denial of access to campus, campus facilities and GTU activities.

Investigation

All matters in which a Formal Complaint is filed and not otherwise dismissed will be investigated. Investigations will be conducted in accordance with the procedures described below. All investigations will be conducted neutrally, objectively, and impartially.

The Title IX Coordinator or the Deputy Coordinator will inform the Complainant and Respondent of the investigation. They may also meet separately with the Complainant and the Respondent to provide information about the process of the investigation and the expectation that each will participate and cooperate in it.

Purpose of an Investigation

The purpose of an investigation of a Formal Complaint is to determine:

- The basic facts relating to the alleged incident(s) and conduct.
- Whether any conduct potentially occurred that is prohibited under this policy.
- Whether there is ongoing risk of harm of further prohibited conduct.
- Whether the GTU should implement an interim measures.

Conducting the Investigation

The GTU will endeavor to conduct an investigation that is prompt, thorough, and impartial. Under normal circumstances an investigation should be completed within two months' time. If the investigation involves a large number of witnesses, involves a matter that is unusually complex factually, or takes place over extended GTU breaks, the amount time for the investigation may extended.

Investigator and Investigation

The Title IX Coordinator or Deputy Coordinator will investigate or contract with an external investigator who has specific training and experience to conduct such an investigation. The investigator will be impartial, that is, not only will the investigator have the necessary skills to conduct the investigation, but they will also have no stake in the outcome of the imatter. The investigation will also be conducted in good faith, and it will include an interview, or an attempt to interview, all of the critical witnesses in the matter. The role of the investigator is to be a neutral fact gatherer. The investigator may also designate other trained colleagues to assist in interviewing parties, identifying and locating witnesses, and in gathering other facts and evidence. The investigator will conduct an investigation in their good faith and experienced judgment in a manner deemed appropriate in light of the circumstances of the case and will cooperate with law enforcement authorities to the extent necessary or requested.

A typical investigation will include interviews with the Complainant, the Respondent and third-party witnesses, and of the collection of available physical, documentary and other evidence. Photographs may be taken. The Complainant and the Respondent will have a full and equal opportunity to present fact and expert witnesses and any other evidence to the investigator for consideration, and neither party shall have the burden of gathering facts and evidence for the investigation. Information collected during the initial intake and assessment will also be forwarded to the investigator. If any law enforcement agency is also investigating the incident, the GTU investigator may defer to the agency for the collection of some of the evidence. Medical treatment records of a party will not be considered or disclosed in the investigation or any subsequent process under this policy unless the treated party consents.

The investigator, the Title IX Coordinator, or the Deputy Coordinator will provide written notice to the Complainant and the Respondent of the investigative interviews and meetings being conducted in the investigation. They will also provide the Complainant and the Respondent and their advisors with an electronic or hard copy of all evidence directly relevant to the allegations in the Formal Complaint, and the parties will have ten (10) days to submit a response to that evidence. The response will be provide to the investigator.

The investigator will compile the details of the investigation into a written investigative report, which will contain summaries of the interviews of the parties and other witnesses, photographs (if any) and other relevant evidence, along with summaries of relevant portions of any responses to the directly relevant evidence received from the parties.

The investigative report will be prefaced with a summary of the allegations in the Formal Complaint and the steps taken to conduct the investigation.

The investigator will provide the investigative report to the Title IX Coordinator or Deputy Coordinator, and the Title IX Coordinator or Deputy Coordinator will provide an electronic or hard copy of the investigative report the Complainant and the Respondent at the same time.

The Complainant and Respondent will be given ten (10) days thereafter to submit a written response to the investigative report.

Cooperation

All GTU faculty, staff and students are expected to cooperate with the investigation process. Students and others have the right not to incriminate themselves.

Participation

Both parties will have the right to request that the investigator meet with them to present facts directly to the investigator, to identify witnesses for the investigator to consider interviewing, and to present any documentary or other evidence to the investigator for consideration. An investigation will not be dependent on participation by either party, and the investigation will proceed irrespective of whether a party refuses to be interviewed or otherwise participate in the investigation.

Support

The Respondent and the Complainant have the right to have their advisor and/or support person accompany him or her at any step in the investigation and through any of the processes outlined in this policy. A support person may attend any meeting or other aspect of the procedures specified in this document, but may do so in an advisory or emotional support capacity only, and may not directly participate or intervene in meetings, an investigation or other aspects of this process.

Formal Resolution

Formal resolution of the allegations in a Formal Complaint is accomplished through an adjudicatory hearing. This is a live hearing conducted by a hearing officer who will hear and consider evidence, make fact and credibility determinations, and make a finding of responsibility or no responsibility under this policy with respect to the allegations set forth in the Formal Complaint. Only the alleged policy violations stated in the Formal Complaint may be decided in the formal resolution process, and the hearing officer(s) may not make determinations of responsibility or no responsibility on any alleged violation of this policy that is not identified in the Formal Complaint. The adjudicatory hearing and final determination of the hearing officer normally should be conducted and made within two months after the completion of the investigation.

The hearing officer may be an appropriately trained individual from within the GTU community or may be a contracted third party trained and experienced in conducting adjudicatory hearings and making decisions in Title IX matters. In the discretion of the Title IX Coordinator in matters involving more complexity or larger amounts of witnesses or facts, the adjudicatory hearing may be conducted

and determined by a panel of three hearing officers, with any determination or decision of such a panel requiring a majority of at least two hearing officers. The hearing officers will be neutral and impartial, and will not be the Title IX Coordinator, a Deputy Coordinator, or anyone who conducted the investigation in the matter.

The Title IX Coordinator or Deputy Coordinator will provide at least two weeks' notice to the Complainant and Respondent of the adjudicatory hearing, the date of the hearing, and the identity of the hearing officer(s). The Title IX Coordinator or Deputy Coordinator will also provide the Complainant and the Respondent access to the investigative report and any other evidence that will be provided to the hearing officer(s) in advance of the hearing. This access to the investigative report and other evidence will be provided to both parties at least ten days prior to the date of the adjudicatory hearing and maintained for each of the ten days thereafter preceding the hearing. Access will be provided in a manner to help ensure its confidentiality, and the Complainant and the Respondent will maintain the materials in confidence and will not distribute or disclose them to anyone other than their advisor who shall also maintain the confidentiality of the materials. The investigative report provided to the hearing officer(s) will include any underlying interview summaries and other evidence obtained during the investigation as well as any responses to the directly relevant evidence or investigative report received from the Complainant and the Respondent.

At the request of either the Complainant or the Respondent, the adjudicatory hearing will be conducted with the parties in separate rooms and able to see and hear each other through remote electronic means. Although all aspects of the hearing will be conducted live and in real time, the GTU may conduct some or all of the hearing virtually in its discretion through the use of remote technology. The hearing will be video and sound recorded, and the recording may be transcribed by the Title IX office. The Complainant must attend the adjudicatory hearing unless such attendance is physically impossible. In the event the Respondent refuses to attend, the adjudicatory hearing will proceed, and the Respondent's refusal to attend may be taken into account by the hearing officer(s) but may not, in itself, be determinative of the outcome or otherwise alter the standard of evidence.

The hearing officer(s) will conduct a prompt, thorough, and good faith adjudicatory hearing in accordance with the rules and requirements of this policy. The hearing will be conducted live with testimony from the parties and other relevant witnesses. The parties will have until one week before the hearing to submit names of witnesses they would like to attend the hearing, and the Title IX Coordinator or Deputy Coordinator will request in writing the attendance of all witnesses with potentially relevant testimony identified by the parties and/or the hearing officer(s). The Title IX Coordinator or Deputy Coordinator may also request the attendance of other relevant witnesses in addition to those identified by the hearing officer(s) or a party. The Complainant and the Respondent may, but are not required to, personally deliver an opening statement at the beginning of the hearing and/or a closing statement at the end of the hearing. The Complainant and Respondent may present documents and other tangible evidence to the hearing officer(s) during the hearing for consideration in making a determination and decision.

The investigator generally will appear as a witness at the hearing to testify to the investigation conducted, the facts gathered, the responses to the evidence and investigative report given by the parties, and the matters as to which the facts gathered from the investigation were in accord or were in conflict.

Questioning of the witnesses may be conducted by the hearing officer(s) and by the parties' advisors. Either party may elect to have the hearing officer(s) ask questions provided by that party in lieu of the party's advisor asking questions directly. Neither party will be permitted to question the other party or any witnesses directly as part of the hearing process. Only relevant questions are permitted to be asked and answered, and the hearing officer(s) will permit all relevant questions that a party wishes to ask to be asked. A repeat question by a party that has already been asked by that party and answered by the witness is not relevant. The hearing officer(s) will determine the relevancy of questions before the party or other witness answers them and, in the event of a decision that the question is not relevant and should be precluded, will explain the basis for that decision.

Both the Complainant and the Respondent will be expected to submit to questioning by the other party (either through the advisor or the hearing officer(s) but not by the party directly) as part of the hearing process. If a party refuses to submit to questioning by the other party, the hearing officer(s) will not rely on any statement of that party in making a determination on responsibility, and the hearing officer(s) will not draw an inference about responsibility based solely on a party's refusal to submit to questioning by the other party.

The hearing officer(s) will determine the specific order of the proceedings, and will be empowered to control the procedural and evidentiary aspects of the hearing so that it runs fairly, impartially, efficiently, professionally, and in accordance with the requirements and objectives of this policy. This will include decisions regarding the potential exclusion of evidence or the limiting of witness examination that is clearly not relevant to any issue in the case or is excludable for other reasons (such as the Complainant's sexual history or prior sexual behavior, which should be excluded unless it is offered to prove consent or to prove that someone other than Respondent committed the alleged misconduct). Information that is subject to a legally protected privilege will not be used, requested, or relied upon in connection with the hearing or determination unless the privilege is waived by the holder of that privilege.

The standard of evidence for a finding of responsibility will be a "preponderance of the evidence" standard, meaning that the hearing officer(s) must find that, based on the evidence and record as a whole, it is more likely than not in the judgment of the hearing officer(s) that one or more of the alleged policy violations occurred.

Upon the conclusion of the adjudicatory hearing, the hearing officer(s) will deliberate in private, make a determination of responsibility or no responsibility on the allegations in the Formal Complaint, and prepare and submit to the Title IX Coordinator or Deputy Coordinator a written decision setting forth in the detail the determination and basis for the decision, including findings of fact, conclusions about whether the alleged conduct occurred, and the basis and rationale for each such conclusion.

Sanctions

After completion of the adjudicatory hearing, the Title IX Coordinator (and Deputy Coordinator, if involved) will review the written determination of the hearing officer and consult as appropriate. The Title IX Coordinator or Deputy Coordinator will issue the Respondent and Complainant a written Outcome Letter that states the determination of the hearing officer, provides information on how to submit an appeal, and if applicable, describes any actions the GTU will take to provide accommodations to the Complainant, and any safety measures taken or to be taken by the GTU. The Outcome Letter may also include a recommendation that the matter be referred for corrective action and disciplinary review by other GTU offices, such as the Dean of Students, Academic Dean, or Human Resources. If prohibited conduct has been determined to have occurred and responsibility has been found against the Respondent, the matter will be referred to the Respondent's Dean, supervisor, and/or HR office for corrective action. At the time of sending the Outcome Letter, the Title IX Coordinator or Deputy Coordinator will also simultaneously provide the Complainant and the Respondent a copy of the written adjudicatory hearing determination.

The Title IX Coordinator or Deputy Coordinator can also issue or recommend to a GTU officer any sanctions or other corrective action he or she believes appropriate based on the results of the adjudicatory hearing, including but not limited to warnings, censure, disciplinary probation, extension or imposition of interim measures, suspension, expulsion, revocation of admission or degree, withholding a degree, and termination of employment.

Past violations of the Respondent may be considered in the determination of appropriate corrective action. The GTU will also consider whether the sanctions or other corrective action will bring an end to the violation in question, whether it will reasonably deter and prevent a recurrence of a similar violation, or whether it will remediate or mitigate any effects the violation had on the Complainant and/or the GTU community.

Any sanctions or other corrective action imposed under this Policy will be effective immediately. In event sanctions or other corrective action are taken against the Respondent, these will be communicated in writing simultaneously to the Respondent and to the Complainant.

Appeal

Either the Respondent or Complainant may appeal the final determination of the hearing office from the adjudicatory hearing or the earlier dismissal of a Formal Complaint. An appeal must be made in writing within two (2) weeks of the date of the Outcome Letter. The appeal should follow the standards for review outlined in this document and should clearly state the the grounds for the appeal and the relief sought by the appealing party. The written appeal should be delivered to the President of the GTU, who will assign an appeal officer to review and make a determination on the appeal. The appeal officer will be a faculty member or administrator from within the GTU trained in this policy and Title IX matters or, in the discretion of the President, an outside professional trained and experienced in deciding Title IX matters. In determining the appeal, the appeal officer will recommend that the underlying decision should be affirmed and the appeal dismissed, or that the appeal should be sustained and certain relief (e.g., a

rehearing should be conducted, the hearing officer(s) should re-evaluate or reconsider a determination, finding, or other aspect of the case without a full re-hearing, etc.).

Appeals should normally be completed within three weeks unless there is good reason to extend the time necessary to review the appeal. Normally, the grounds for granting an appeal will be limited to the following considerations:

- Newly discovered evidence that was not available previously that could have affected the outcome of the matter.
- One or more procedural irregularities occurred that affected the outcome of the matter.
- Personnel involved in coordinating, investigating, or determining the matter had a conflict of interest or bias that affected the outcome of the matter.

False Accusations and False Statements

While the GTU encourages everyone to report harassing or inappropriate conduct, anyone who knowingly makes a false accusation of harassment, discrimination, sexual misconduct, retaliation, or other conduct prohibited under this policy will be subject to appropriate sanctions. Failure to prove a claim of harassment, discrimination or retaliation under this policy, or a finding of no responsibility, does not itself constitute proof of a knowingly false or bad faith accusation. The Complainant, the Respondent, and all witnesses are obligated under this policy to tell the truth, and knowingly making a false factual statement within the process for addressing complaints and concerns under this policy is grounds for disciplinary action.

Coordination with Law Enforcement

The GTU encourages everyone in this community to report criminal actions that are violations of California law, such as sexual assault, to the Berkeley Police Department. The GTU will cooperate with law enforcement agencies to the extent permitted by law and requested by the agency.

Legal actions that may be taken by local law enforcement agencies, including criminal investigations, work independently of the GTU's obligation to conduct its own investigation and grievance processes. If requested by law enforcement authorities, or otherwise in the GTU's discretion in the event law enforcement activities are occurring in regard to matters that relate to or overlap with a complaint or concern raised under this policy, the GTU may pause or extend its investigation and grievance process. The GTU's internal grievance processes are not subject to change, and the GTU's decision on a Formal Complaint is not determined, by the outcome of any criminal proceeding, including a decision by law enforcement authorities not to bring criminal charges against the Respondent, or because any such charges are dismissed.

Accommodations

If prohibited conduct is found to have taken place the GTU will, to the extent reasonable and feasible, consult with the Respondent and Complainant in

determining accommodations and safety measures. Appropriate actions may include:

- Class reassignments
- No contact letters and directives
- Limitations on non-course activities
- Removal from the GTU community
- Referral for disciplinary processes
- Review of GTU policies, practices, procedures and training
- Other appropriate actions necessary to lessen the incidence of prohibited conduct

Retaliation

Retaliation against any person making a complaint of prohibited conduct, or against any person participating in an investigation, hearing, or any other process under this policy, is a violation of GTU policy. Retaliation by any student, faculty or staff member is grounds for disciplinary action, up to and including dismissal from the GTU and/or termination of employment for cause. A complaint filed in good faith will not be considered as retaliation, nor will the exercise of rights protected under the First Amendment of the United States Constitution or principles of academic freedom. A good faith complaint or charge of making a knowingly false accusation of under this policy or knowingly making a false statement in connection with a matter being addressed under this policy will not be considered as retaliation. However, a complaint or charge of misconduct not involving sexual harassment or other misconduct addressed by this policy, even if arising from the facts and circumstances of a complaint made under this policy, will be considered as retaliation if it made for the purpose of interfering with or impairing any rights provided under this policy or under Title IX.

Berkeley Police Department and Criminal Investigations

Since the GTU does not maintain a police force it encourages everyone to report all violations of the law involving sexual assault, rape, domestic violence, stalking and any other violation to the Berkeley Police Department. The Berkeley Police Department is not required to notify the GTU of violations of the law that involve GTU students, faculty or staff, so the GTU will not have notice of the incident unless it is also reported as indicated elsewhere in this document. The GTU will, to the extent allowed by law, cooperate with any investigation by the Berkeley Police Department.

Privacy of Records

The Title IX Coordinator will retain records of reports and related documents under this policy for at least seven years. In addition, records relating to a

determination of misconduct under this Policy may become a part of a students' academic record.

Documents which are prepared in anticipation of and in connection with the investigation and resolution/determination of the matter (including the investigative report, adjudicatory hearing determination, and any other documents) will not be disclosed outside of the processes under this policy, except as required by law. The Complainant and the Respondent are required to maintain the confidentiality of these documents as well.

The final Outcome Letter will be issued concurrently to both the Complainant and the Respondent. The GTU neither encourages nor discourages the further disclosure of the Outcome Letter by either the Complainant or the Respondent.

Prevention, Training and Dissemination of this Policy

As a part of the GTU's commitment to maintaining its campus and programs free from sexual misconduct and discrimination, this Policy will be disseminated widely to the GTU community through publications, websites, student orientations, and other appropriate channels of communication.

The Title IX Coordinator is responsible for overseeing the GTU's efforts at training, prevention and education as it relates under this Policy. The Title IX Coordinator and the Deputy Coordinators will receive appropriate training for the intake and handling of reports of sexual misconduct under this Policy, including those that are victim-centered and trauma informed.

GTU will also provide other employees with online training relating to this Policy every two years.

In addition, in an effort to deter and prevent all forms of sexual misconduct from occurring on the GTU campus or within the GTU community, the GTU will provide incoming students and faculty, at the start of the academic year, with a copy of this Policy, and may also provide additional materials designed to educate students on sexual misconduct and how to prevent it from occurring. Education programs shall promote the awareness of rape, acquaintance rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking, and shall be designed to deter and prevent all misconduct prohibited under this Policy from occurring, to empower victims, to identify safe and positive options for bystander intervention, and to help recognize warning signs of abusive behavior and how to avoid potential attacks.

Students, faculty and staff of GTU are all encouraged to take part in education and training designed to prevent sexual misconduct.

Prohibited Conduct, Definitions and Examples

The GTU prohibits all forms of sexual misconduct, including sexual and gender related violence of any form, assault, sexual harassment, domestic violence, dating violence, and stalking. These terms each encompass a broad range of behavior. The following behaviors are among the forms of sexual misconduct that

violate GTU policy. Definitions and examples are provided to assist in the understanding of prohibited conduct.

CLOSE PERSONAL RELATIONSHIPS AFFECTING TEACHING, MENTORING AND SUPERVISORY FUNCTIONS — Except where explicit and advanced authorization has been obtained in writing from the Vice President for Administration and Finance, no person who is employed by GTU may participate in a close personal relationship with an individual who is a member of the GTU community for whom the person provides or may (by virtue of GTU assigned position or functions) reasonably be expected in the future to provide teaching, mentoring or supervision. Supervision includes grading or other academic evaluation, job evaluation, decisions pertaining to promotion, the direct setting of salary or wages, and job, internship, educational, or employment references or recommendations.

Close personal relationships include dating, sexual and similar close personal relationships that are or are not consensually undertaken by the supervisor and the individual. Such relationships do not include the usual and customary socializing at GTU of teacher-student; mentor-mentee; supervisor-employee; faculty member-graduate student; co-workers; and supervisor-student employee. A person provides supervision when she or he oversees, directs or evaluates the work of others, including but not limited to, managers, administrators, directors, deans, chairs, advisors.

DATING VIOLENCE — means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

DOMESTIC VIOLENCE — This is a form of sexual violence and is abuse committed against someone who is a current or former spouse, current or former cohabitant, someone with whom the abuser has a child, someone with whom the abuser ha or had a dating or engagement relationship, or someone similarly situated under California domestic or family violence law.

FORCE — is the use of physical violence or imposing on someone physically to gain sexual access. Other forms of force include intimidation (implied threats), threats and coercion that overcome resistance or produce consent. For example, “Have sex with me or I’ll hit you.” “Okay, don’t hit me; I’ll do what you want.”

FORCIBLE FONDLING — The touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person’s will or not forcibly or against the person’s will in instances where the victim is incapable of giving consent because of youth or because of temporary or permanent mental or physical incapacity.

FORCIBLE SEX OFFENSE — Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

FORCIBLE RAPE— (EXCEPT STATUTORY RAPE) The carnal knowledge of a person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because temporary or permanent mental or physical incapacity.

FORCIBLE SODOMY — Oral or anal sexual intercourse with another person, forcibly or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of youth or because of temporary or permanent mental or physical incapacity.

INCEST— Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

PROHIBITED CONDUCT — In the context of this policy, Prohibited Conduct refers to matters of sexual assault, sexual harassment, sexual misconduct, dating violence, domestic violence, stalking, discrimination based on race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or any other characteristic protected by law.

RAPE — is defined as “penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.” This definition includes any gender of victim or perpetrator. Sexual penetration means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person. This definition also includes instances in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity (including due to the influence of drugs or alcohol) or because of age. Physical resistance is not required on the part of the victim to demonstrate lack of consent.

The following scenarios illustrate incidents that are classified as Rape:

- A female college student attended an off-campus party. She drank heavily until she had difficulty standing and was slurring her speech. Two male students offered to walk her home. Once in her dorm room, she passed out. She awoke the next day in pain and found used condoms in her bed. She reported that she was raped to the local police department.
- One night, a woman's husband was very drunk and he accused her of sleeping around. He became enraged and pushed her onto the bed and penetrated her with an object. She was too afraid to struggle.
- A student was drinking with a classmate. The classmate gave her a pill that he said would make her “feel really good.” After taking the pill, the woman did not recall what happened. A rape kit indicated semen from sexual penetration.

RAPE - ATTEMPTS TO COMMIT RAPE — are assaults or attempts to commit rape and are classified as Attempts to Commit Rape.

The following scenarios illustrate incidents that are classified as Attempts to Commit Rape:

- A man attacked a woman on the street, knocked her down, and attempted to rape her. A pedestrian frightened the man away before he could complete the attack.
- At a local bar, a man slipped gamma-hydroxybutyrate (GHB), a drug sometimes used to facilitate sexual assault, into the drink of his date. However, the man could not convince the woman to leave her friends and go home with him. After an investigation, detectives concluded that the man intended to rape the woman.

SEX OFFENSES, NONFORCIBLE— (Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

SEXUAL ASSAULT — is defined as the imposition of non-consensual sexual conduct excluding rape, including but not limited to oral copulation, penetration by a foreign object, or touching, caressing, fondling, or touching of a person's genitalia, buttocks, or breasts.

SEXUAL ASSAULT WITH AN OBJECT— To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of youth or because of temporary or permanent mental or physical incapacity.

SEXUAL CONTACT – NON-CONSENSUAL— Any intentional sexual touching, however slight, with any object, by any person upon any other person, that is without consent or is by force. "Person" is regardless of gender status.

SEXUAL EXPLOITATION — is defined as taking non-consensual or abusive sexual advantage of another person for one's own advantage or benefit or advantage of another person. The following scenarios illustrate incidents that are sexual exploitation:

- Causing or attempting to cause another person to become drunk, drugged or otherwise incapacitated with the intent of engaging in a sexual behavior.
- Recording, photographing or transmitting images of sexual activity and/or the intimate body parts (groin, genitalia, breasts or buttocks) of another person without their consent.
- Allowing third parties to observe sexual acts and voyeurism (spying on people who are engaging in sexual acts or who are doing other intimate activities such as undressing, showering, etc.)
- Exposing one's genitals in non-consensual circumstances or inducing someone to expose their genitals.
- Knowingly transmitting a sexually transmitted disease or virus to another person without his or her knowledge.

- Sexually-based stalking and bullying.

SEXUAL HARASSMENT — consists of unwelcome conduct of a sexual nature falling into one of the two categories below (“quid pro quo” and “hostile environment”) and can include unwelcome sexual advances, requests for sexual favors, and other visual, verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes any actual or attempted instance of sexual assault, sexual violence, rape, dating violence, domestic violence, or stalking as more specifically defined herein. Sexual harassment can take different forms depending on the harasser and the nature of the harassment. The conduct can be carried out by school employees, other students, and non-employee third parties, such as a visiting speaker. Students of any sex can be victims of sexual harassment and the harasser and the victim can be of the same sex.

The conduct can occur in any GTU program or activity and can take place in school facilities or at off-campus locations such as a member school classroom, office or apartment.

One category of sexual harassment is quid pro quo or “this for that.” This consists of any instance of unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature submission to which is implicitly or explicitly conditioned on access to or benefits in education or the avoidance of adverse educational action. An example is a student advisor asking a student to have sex in exchange for keeping quiet about a student’s violation of the plagiarism policy. Another example is a faculty member telling a student that his or her grade can be improved if the student performs a sexual act for the faculty member.

Another category of sexual harassment is hostile environment sexual harassment. This consists of any unwelcome conduct of a sexual nature that is so severe and pervasive and objectively offensive to a reasonable person that it denies a person equal educational access. In addition to conduct of a sexual nature, such conduct can include unwanted verbal, physical, or visual behavior that makes someone feel uncomfortable because of their gender, gender identity, or sexual orientation. Conduct that may constitute sexual harassment may include one or more of the following:

- Physical conduct — unwanted touching, blocking normal movement, or interfering with studies or work.
- Verbal conduct — epithets, derogatory comments, slurs, or humor of a sexual nature.
- Visual conduct — leering, making sexual gestures, displaying sexually suggestive or explicit objects or pictures, cartoon posters in a public space or forum.
- Written conduct — letters, notes, or electronic communications containing comments, words or images as described above.

SEXUAL INTERCOURSE, NON-CONSENSUAL (OR ATTEMPTS TO COMMIT THE SAME) — Any sexual intercourse, with any object or body part, by any

person upon any other person, that is without consent or is by force. “Person” is regardless of gender status.

STALKING — is the act of willfully, maliciously, and repeatedly following or willfully and maliciously harassing another person and making a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family or suffer substantial emotional distress. For the purpose of determining whether stalking has occurred, harass means “engages in a knowing and willful course of conduct directed at a specific person that seriously alarms, annoys, torments, or terrorizes the person, and that serves no legitimate purpose. Course of conduct means two or more acts occurring over a period of time, however short, evidencing a continuity of purpose. Credible threat means a verbal or written threat, including that performed through the use of an electronic communication device, or a threat implied by a pattern of conduct or a combination of verbal, written, or electronically communicated statements and conduct.

STATUTORY RAPE—Non-forcible sexual intercourse with a person who is under the statutory age of consent.

Other Definitions

ADVISOR – IS A PERSON WHO PROVIDES ADVICE AND SUPPORT TO A COMPLAINANT OR A RESPONDENT AND WHO MAY BE PRESENT IN A PARTICIPATING ROLE DURING ANY MEETING OR PROCEEDING UNDER THIS POLICY. The advisor may be a currently enrolled student, parent or other family member of the student, a GTU faculty or staff member, or other individual designated by the Complainant or Respondent, including an attorney. The advisor will generally be copied on notices and other communications sent in connection with proceedings under this policy. Participating means that the advisor may speak at the meeting or proceeding and, during the adjudicatory hearing process, may examine the other party and witnesses with relevant questions. Advisors are not permitted to disrupt, interfere with, or impair any of the processes under this policy. Advisors are not permitted to function as substitutes for the Complainant and the Respondent providing their percipient account of what occurred and other relevant facts during an investigation or adjudicatory hearing under this policy. If a party does not have an advisor at the adjudicatory hearing, the GTU will provide an advisor of GTU’s choice (who may or may not be an attorney), without charge, to the party to conduct questioning of the other party and witnesses on his or her behalf at the hearing.

SUPPORT PERSON — is a person who provides emotional support to a Complainant or Respondent and who may be present in a non-participating role to provide moral support during any meeting or proceeding under this policy. The support person may be a currently enrolled student, parent or other family member of the student, a GTU faculty or staff member, or other individual designated by the Complainant or Respondent. Non-participating means that the support person is silent and does not speak or present information during the meeting or proceeding under this policy. Support persons are not generally copied on notices and other communications sent in connection with proceedings under this policy.

CLERGY MEMBER — means “ a priest, minister, religious practitioner, or similar functionary of a church or of a religious denomination or religious organization.” Communications made in confidence with a clergy member may be privileged under the “clergy-penitent privilege” described in Evidence Code sections 1032-1034. A person who meets this statutory definition may also meet the definition of a pastoral counselor for purposes of Title IX and Clery Act, which dictate various campus officials’ obligations to report sexual assault to campus authorities.

COERCION — is a form of force which comprises unreasonable pressure for sexual activity. When someone makes clear that they do not want to participate in a sexual activity, that they want to stop, or that their limit is at a certain point, continued pressure to act beyond that point can be coercive.

COMPLAINANT — A student, faculty or staff member who has made an allegation against another person of Prohibited Conduct.

CONSENT — is defined as affirmative, conscious, and voluntary agreement to engage in sexual activity. The individuals consenting must act freely and voluntarily and have knowledge of the nature of the act or transaction involved. A current or previous dating relationship is not sufficient to constitute consent. Lack of protest or resistance does not mean consent, nor does silence mean consent. Consent must be affirmative and be ongoing throughout a sexual activity and can be revoked at any time. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other to engage in the sexual activity.

INCAPACITATION — is a state where someone cannot knowingly give consent, such as where the individual is unconscious or is conscious but is unable to appreciate the nature and significance of what is occurring or is about to occur. It may arise as the result of alcohol or other drug use. This Policy also applies to a person who is incapacitated as a result of sleep, mental disability, or from taking or being given rape drugs (Rohypnol, GHB, Burundanga, Ketamine, etc.)

PASTORAL COUNSELOR — means a person who is associated with a religious order or denomination, is recognized by that religious order or denominations as someone who provides confidential counseling, and is functioning within the scope of that recognition. 34 C.F.R. §§ 668.46(a). In this context, a pastor who is functioning as an administrator of GTU or as a student advocate would not be exempt from the reporting obligations under Clery and Title IX.

PREPONDERANCE OF EVIDENCE — The standard used by the GTU. Preponderance of evidence means the greater weight of evidence, that the evidence on one side outweighs the evidence on the other side.

RESPONDENT — A student, faculty or staff member who is accused of engaging in Prohibited Conduct.

RETALIATION — Retaliation means any adverse action taken against a person because, in whole or in part, he or she reported a concern or conduct that may

be prohibited or participated in an investigation of such a report or assisted another person in making such a report.

STANDARD OF EVIDENCE — In determining whether the elements of a complaint of sexual harassment or any other conduct prohibited by this policy (or a complaint for the same alleged conduct under any other GTU policy) are sustained and support a finding of responsibility, the GTU will use a “preponderance of evidence” standard.

VAWA — refers to the Violence Against Women Reauthorization Act of 2013 (20 U.S.C. 1092(f)). This act amended the Jeanne Clery Disclosure of Campus Security and Crime Statistics Act (Clery) under the Campus Sexual Violence Elimination Act provisions (Campus SaVE Act).

WITNESS — refers to any individual who either witnessed an incident or who has relevant information regarding a case that is being investigated under this Policy.

Resources

The GTU encourages all members of the GTU community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention where appropriate.

The GTU also encourages all members of the GTU community to report any incident(s) of possible sexual misconduct to the GTU under this policy and to get help from as many resources as possible.

For Emergency Needs

- **911** – Police
- City of Berkeley Police Department: Emergency 510/981-5911
- Rape Crisis Center 24-hour helpline: 800/670-7273
- Bay Area Women Against Rape 24-hour hotline: 510/845-7273
- National Domestic Violence Hotline: 800/799-SAFE (7233)

Other Resources

GTU does not maintain an on-campus counseling center or staff with professional qualifications to provide counseling. There are however, other services available in the Berkeley area, including:

- Bay Area Women Against Rape provides free 24-hour comprehensive services to victims of sexual assault. Website: <http://www.bawar.org>
Telephone: 510/845-7273 or 510/845-RAPE.
- Alameda County Medical Center, Highland Hospital Sexual Assault Center, 1411 E. 31st Street, Oakland provides 24-hour assistance, including medical treatment and examination, advocacy and counseling support for victims of sexual assault. Website: <http://www.highlandahs.org/our-services/specialty-services/medical-counseling>. Telephone 510/437-4688.

- City of Berkeley Adult Clinic, 2640 Martin Luther King Jr. Way 510/981-5290.
- City of Berkeley Domestic Violence Crisis Line 510/562-3731.
- City of Berkeley Mobile Crisis Team (MCT) is available every day from 10:30 AM to 11:00 PM at 510/981-5254.
- East Bay Crisis Support Services and Suicide Prevention 800/309-2131.
- Men Overcoming Violence, 1385 Mission Street, Suite 300, San Francisco 415/626-6704.

There are also several national organizations that may be able to provide the GTU community with important information and assistance:

- National Domestic Violence Hotline, 800/799-SAFE (7233)
- National Sexual Assault Hotline, 800/656-HOPE (4673)
- Stalking Resource Center, 202/467-8700
- National Teen Dating Abuse Helpline, 866/331-9474

GTU Campus Services

- Title IX Coordinator: Marie Lucero, Chief Operating Officer, mlucero@gtu.edu, 2400 Ridge Road, Berkeley, CA 94709, 510/649-2437,
- Deputy Coordinator (for students): Wendy M. Arce, Ph.D., Associate Dean of Students, warce@gtu.edu, 2465 LeConte Avenue, Berkeley, CA 94709, 510/649-2440; and
- Deputy Coordinator (for faculty and staff): Sylvie Tisnado, Manager of Human Resources, stisnado@gtu.edu, 2400 Ridge Road, Berkeley, CA 94709, 510/649-2577.

Off Campus Counseling Services

While there are many Bay Area resources for counseling services, two counseling centers may be of interest to the GTU community.

The Interfaith Counseling Center of the Bay Area <http://interfaithcc.org/> offers a variety of services including psychotherapy, pastoral counseling, spiritual direction, and other counseling services. Trained and licensed therapists and counselors are available. Reduced fees may be available to GTU students, faculty, staff and families. There are two Bay Area locations. An office is located in San Anselmo at 15 Austin Avenue, San Anselmo, CA 94960 and may be reached at 415/256-9701. In Berkeley the offices are at Durant House at First Congregational Church of Berkeley, 2345 Channing Way, Berkeley, CA 94709 and may be reached at 510/225-5595

4614 California, formerly the California Counseling Institute, is a collective of psychotherapists in private practice who share in a mission to aid the healing transformation of individuals, couples, and families from all backgrounds through the integration of psychotherapy and spirituality. 4614 California is not

itself a business, but rather it is a place for independently operating therapists to work in community. 4614 California has offices in San Francisco at 4614 California Street and in Kensington at 4562 Oakview Avenue. Call 415/379-4591 to speak with someone to set up an appointment or visit <http://www.4614california.com/>.

Confidential Discussion Options

Persons who would like to speak to someone in confidence about an experience of sexual misconduct or about another's experience of sexual misconduct, should contact off-campus rape crisis counselors, domestic violence resources, private agencies, external mental health agencies and external clergy members.

Part of our efforts to ensure that you have a safe environment include providing you with an on-line course that will explore these issues in some depth. The GTU has partnered with United Educators to provide you with a course called *Impressions* that address the topics of sexual harassment and abuse, fostering healthy relationships, and will give you tools to respond if you are a victim of harassment or see someone else in trouble.

Each of these courses takes about 30 minutes to complete. They will provide you with information that you will find helpful in both your personal and professional lives as an academic. You do not have to complete the course(s) in one sitting.

To begin training, follow these steps:

- 1) Go to <https://learn.ue.org/NZ30K497048/GTUincomingstudents>
- 2) Complete the Registration form.
 - a. Enter your first name, last name, and email address and click Register.
 - b. You will receive a welcome email with your username and a temporary password.
 - c. Follow the link in the email to sign on.
 - d. You will be prompted to:
 - i. Enter your temporary password
 - ii. Create a new password
 - iii. Create and answer a security question
- 3) Once you are logged in, be sure to complete all courses assigned to you.
- 4) A history of your completed courses is available in "My Completions." You will also receive an email containing a link to your completion certificate, upon successful completion of the course.

The GTU requires entering students to take the *Impressions* course. Although none of us expect to be victim or witness to harassment, assault or abuse, knowing what to do in the event of such an act, and knowing what you can do to prevent it, will make the GTU a safer place to work and study.

Your faculty and staff at the GTU will be taking similar courses. Let's all work to keep the GTU a safe environment. If you have any questions please contact one of the GTU's Title IX deputy coordinators: Wendy Arce 510/649-2440.

K. CALIFORNIA DISCLOSURE STATEMENT

If you believe the GTU's administrative processes or educational programs are compromised and not up to the required minimum standards, you may notify the State of California, Department of Consumer Affairs, Bureau for Private Postsecondary Education. An individual may contact the Bureau to file or review of a complaint.

The Bureau may be contacted at:
Bureau of Private Postsecondary Education
Suite 400
2535 Capitol Oaks Drive
Sacramento, CA 95833
Telephone: (916) 431-6924
Fax: (916) 263-1897
For Information on how to file a complaint, visit:
<https://www.bppe.ca.gov/enforcement/complaint.shtml>
Website: <http://www.bppe.ca.gov>

LIFE AT THE GTU

A. Resources for Students in the Common MA Program

1. The Faculty

a. Consortial Faculty

The majority of GTU faculty are employed by and obligated primarily to the GTU member schools; they are also involved in and committed to many programs and projects both in their respective churches and in the academic world. **Faculty that hold a regular appointment with the GTU or a member school and, therefore, teach classes, advise students, regularly attend faculty meetings, serve on committees, etc. are members of the GTU Consortial Faculty.** Consortial faculty classification is left to the faculty member's employer (the GTU or a member school) or, in the case of faculty from some of the Centers and Affiliates, to the GTU.

2. Academic Staff

This section is intended to introduce students to the people who work both on the Student Affairs Staff and in the Dean's Office of the GTU and to offer them a brief description of their responsibilities. This will help the student to determine who best can answer their questions.

The Offices of Student and Academic Affairs are both located in the Hewlett Building, 2400 Ridge Road.

For staff telephone phone numbers and email addresses, students should consult the GTU website.

- a. Student Affairs Office** (Hewlett Building, 2400 Ridge Road, Berkeley, CA, 8:30 a.m. – 5:00 p.m.; examinations in this building must finish by 4:30 p.m.). The Student Affairs Staff is overseen by the Associate Dean of Students, the Academic Dean and Vice President of Student Affairs, and the Vice President of Marketing and Enrollment Management.

When going to the Student Affairs Office, it is good to check in with the Student Workers first to determine who can help quickly and effectively.

Associate Dean of Students and MA Program Director (510-649-2440)

- Coordinates all offices and programs relating to the doctoral program, common MA, and consortium-wide academic activities (including procedures involving Admissions, Financial Aid, Consortial Registrar, Student Professional Development)
- Answers questions about policies and protocols of the doctoral and MA program
- Oversees implementation of department protocols and procedures
- Grants student leaves, program and comprehensive exams extensions, part-time status
- Oversees language certification procedures, certifies MA and doctoral language proficiency
- Oversees administration of research readiness review process
- Ascertains Satisfactory Academic Progress
- Manages Human Subjects Protocol review process
- Certifies graduation for MA and doctoral candidates
- Coordinates annual MA and doctoral student summer mailings
- Maintains Doctoral and MA Program Handbook
- Publishes Extended Calendar
- Attends Doctoral Council, CDF, Faculty Council meetings
- Assist in planning and implementing new MA and doctoral student orientation
- Organizes GTU Commencement
- Oversees management of MA and doctoral student support and professional development workshops
- Responds to student problems and manages probation process
- Serve as GTU doctoral program ADA compliance officer
- Title IX Deputy

Director of Student Life, International Students and Scholars (510-649-2464)

- Manages international MA and doctoral student issues, produces I-20s for F visas
- Advises GTU-wide student organizations
- Works with Student Advisory Committee on institutional issues relating to students
- Oversees elections to determine doctoral student committee assignments
- Works with the Associate Dean in management of MA and doctoral student support and professional development workshops
- Handles new international student I-20 status issues

Academic Programs Coordinator (510-649-2461)

- Answers switchboard and directs traffic Takes messages
- Manages doctoral and Common MA student address changes
- Takes and processes transcript requests
- Distributes information and routes questions regarding financial aid, graduation, language certification, etc.
- Keeps items to be picked up by students
- Maintains bulletin board in student lounge
- Manages sign-up for modern language exams
- Updates student address list
- Helps receive and process graduation paperwork

- Answers questions about procedures of the doctoral program
- Maintains paper and computer files on students
- Communicates with students about status of student leaves, program and comp exams extensions, part-time status
- Implements language certification procedures, communicates with students about certification of MA and doctoral language proficiency
- Administers research readiness review process
- Distributes and collects doctoral student forms
- Schedules oral and written examinations and oral defenses
- Receives written comprehensive questions
- Collects proposals to be presented to the Doctoral Council
- Receives completed dissertations for filing
- Receives and processes graduation paperwork

Consortial Registrar (510-649-2462)

- Designs and implements the registration process
- Assists with technical cross-registration problems and certifies cross-registration applications with UCB, Holy Names, Dominican University, Mills College
- Handles difficult registration issues
- Processes student loan deferment certification; resolves requests for incompletes and late registration, and changes in enrollment (pass/fail; drop-add; withdrawal; etc.)
- Produces schedule of classes
- Assigns and reassigns classroom spaces
- Issues transcripts
- Complies and maintains GTU Directory of Faculty, Staff, and Students
- Certifies students who qualify for VA benefits

Senior Director of Financial Aid and Enrollment (510-649-2459)

- Manages the development of and answers questions related to financial aid policies and procedures
- Ensures institutional compliance with the U.S. Department of Education's Federal Student Aid regulations
- Plans and coordinates the annual financial aid application and awarding process
- Determines annual cost of attendance (student budget)
- Determines student eligibility for federal and institutional aid
- Oversees federal student loan processing
- Oversees the administration of the Federal Work-Study program
- Manages the development institutions' default prevention policies and procedures
- Responsible for the administration, oversight and coordination of scholarship resources
- Counsels students on financial aid eligibility and planning
- Assists students with the completion of financial aid Requirements
- Maintains student financial aid files and records

Assistant Director of Financial Aid (510-649-2463)

- Assists in the development of and answers questions related to financial aid policies and procedures
- Examines changes to current regulations to maintain institutional compliance with the U.S. Department of Education's Federal Student Aid program requirements.
- Determines student eligibility for federal and institutional aid
- Assists with the federal student loan processing
- Assists in overseeing institutions' default prevention programs
- Assists in the administration of the Federal Work-Study programs
- Counsels students on financial aid programs and eligibility
- Assists students with the completion of financial aid requirements
- Provides student loan debt management and repayment counseling
- Maintains student financial aid files and records

Admissions Team (510-649-2465/510-649-2460)

- Answers questions regarding admissions policies and procedures
- Arranges visits for prospective students (may ask current students to meet them)
- Implements recruitment strategies for the M.A. and doctoral programs
- Coordinates doctoral and master's admissions process and follow-up
- Coordinates new student orientation
- Contact for information on GTU Admissions web page

Associate Dean for Academic Affairs (510-649-2495)

- Coordinates academic assessment and program review
- Manages the Taskstream electronic portfolio system
- Serves as Accreditation Liaison Officer
- *Handles governance issues of Core Doctoral Faculty*
- *Appoints and reviews Core Doctoral Faculty*
- *Works with Student Advisory Committee on institutional issues related to students*
- *Chairs Doctoral Admissions process*
- *Approves comprehensive examinations and dissertation committees*
- *Supervises Core Doctoral Faculty, Departments, and Doctoral Council*

Executive Assistant to the Dean's Office (510-649-2440)

- Organizes the GTU Fall Welcome Reception
- Publishes the Dean's Newsletter.
- Schedules appointments with the Dean
- Supervises Newhall Award Competition, Essay Contests, Travel Awards
- Oversees Dossier Services

It helps if the student states their business so that the Executive Assistant to the Dean's Office can determine whether the student needs to see someone else before seeing the Dean. In most circumstances, the Office of Student Affairs is able to assist the student most expeditiously.

Academic Dean and Vice President for Academic Affairs

- Coordinates Council of Deans
- Represents GTU in academic relations with UCB and other institutions

- Authors Dean's Newsletter

Students normally see the Dean for specific issues involving academic aspects of their program, or after being referred for a complex problem or special issue by the Associate Dean of Students, advisor or Department Chair.

3. Student Awards

The Offices of the President and Dean of Academic Affairs have a limited number of special research and project awards that become available from time to time, particularly in the early stages of the program.

Chan Essay Prize in Religion and Economics: All students in the GTU and its member schools are eligible to submit work for this prize of around \$2,500, established in 1987 by the Lionel Chan Family Endowment. Submissions are due by September 15, and the topic alternates from year to year. In the fall semester of odd-numbered years, the topic is "Identity and Practice across Religious Boundaries: exploring a particular concept, theme, or practice that is common to two or more religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism, etc.*)" In the fall semester of even numbered years, the topic is "Religion and Economics." To enter, students submit an original essay, a term paper for a course, or a chapter of a capstone or dissertation with an introduction and conclusion to frame it as an independent essay. The GTU Dean of Academic Affairs and Core Doctoral Faculty Awards Committee select recipients for this award. There is no application form.

4. THE LIBRARY WEB SITE - More Information about Remote Procedures and Operations are available here: <http://www.gtu.edu/library>

Information about hours and other services may be found on the GTU Library web site. From the home page, you may link to SUMMON, the library search engine, GRACE- the GTU Library catalog, and individual electronic resources and databases, and tutorials and guides on a variety of research topics. Notices regarding special closings or other news will also appear on the library's home page.

***Recommended Resource: Getting Started with Library Research.** On the library website, you'll find many guides and tutorials on all kinds of research. We'd recommend checking out the getting started guide for more information (<http://libguides.gtu.edu/start>) including the reciprocal borrowing programs, using specific resources like WorldCat, and links to video tutorials.

HOW TO GET A LIBRARY CARD

Your Student ID card is your library card, and you will receive it at Library Orientation. The first time you check out books from the GTU library we will put a barcode on the back. You can use this barcode number or your student ID number to login to library resources remotely, such as ebooks and online journal articles.

You'll need to get a semester sticker from your registrar to use the UC-Berkeley libraries. Once you have your Student ID card and semester sticker, you can visit the Privileges desk in the Doe Library at UCB to obtain a borrowing card for their library.

The GTU Library card may be used for borrowing materials from both the Hewlett Library in Berkeley (commonly called "the GTU Library") and its branch library at the San Francisco Theological Seminary ("the SFTS Library") in San Anselmo. Patrons may visit either location, and a courier delivers materials between locations and from off-site

storage. Fines are charged on overdue, lost, or damaged materials. For more information about recalling materials, placing holds, or other borrowing procedures, see the web page above.

Both the GTU library and SFTS library are focused on religion and theology, so UC-Berkeley library's collection will help you in your research for areas outside of our subject scope. For example, psychology, art, and education resources might be a complement to your research interest and they have 11 million items in their collection. You'll see UCB students in our stacks looking for items on religion. Our collections are intentionally complementary.

MANAGING YOUR ONLINE LIBRARY ACCOUNT

Patrons can manage their materials and personal information from anywhere by signing into their online library account. From here you can renew materials and see your due dates. To sign in to your account you may use your library barcode number (no spaces), or your GTU Student ID number. For help accessing your online library account, contact the circulation desk.

SUMMON: search for books, articles, and more

Summon is the GTU Library's search engine. Think of it as a Google search for the things you have access to, including print books, ebooks, journal articles, microforms, and media collections. Summon is the search box you will find on the library webpage, and once inside you can narrow by type (for example: books only) or format (such as full-text online) and specify publication year or find peer-reviewed articles only. Summon will save you time by searching both GRACE (our library catalog) and all 90+ subscription databases simultaneously.

GRACE, THE LIBRARY CATALOG

You can see what materials the library owns by searching the library's online catalog, GRACE. Books may be looked up by author, title, subject, keyword, form/genre or call number. Searches can be further restricted by using Advanced Keyword Search. All items in GRACE also appear in Summon.

RESEARCH DATABASES

The GTU Library subscribes to databases that provide access to journal indexes, full-text journal articles, electronic encyclopedias, and images. Remote access is available for GTU students, faculty, visiting scholars, and staff by logging in using your library barcode number (no spaces), or your GTU Student ID number when prompted. These are searchable from the A-Z electronic resource list, or search them all at the same time using Summon.

COURSE RESERVE BOOKS

Books placed on reserve for a class are shelved at the Circulation Desk. To pick up an item on reserve, you must know its call number. Look up the call number from the library homepage either by the course number or the professor's name.

RESEARCH ASSISTANCE

The Reference Desk is located on Level 2, the entry level, of the GTU Library and is generally staffed six days a week during the school year; see the website for exact hours as these may vary depending on availability of the librarians. You can reach a librarian on chat via the library homepage, on email at library@gtu.edu, by calling 510-649-2501, or by visiting the desk.

For assistance with renewing books or questions about your account (including fines), please contact the circulation desk at 510-649-2500 or visit the library. The Circulation desk is staffed all of the hours the library is open.

WORKSHOPS

Library workshops, conducted in the Collaborative Learning Space of the GTU Library, are offered in the fall, spring, and online. Topics include: using the citation management software Zotero, searching the library resources, using databases to find journal articles, and getting started on Biblical research. See the current semester's schedule and a full description of each workshop on our webpage. Some workshops, such as Zotero, have been recorded and are available anytime.

AUDIO-VISUAL MEDIA

The Library has a variety of non-book materials: videos, DVDs, CDs, audiocassettes, filmstrips, kits, and slides. Most materials circulate, but they may also be viewed or listened to in the library, just ask at the circulation or reference desks.

COMPUTERS IN THE LIBRARY

Computers are located on level 2 or connect to wifi with your laptop and sit anywhere. Wifi passwords are available at the circulation and reference desks. Printing is 5 cents per page (cash or check only) and should be paid at the Circulation desk.

Computers in the public areas of the SFTS Branch Library may be used for research, and computer lab adjacent to the library is available for general use.

PHOTOCOPIERS and SCANNERS

Photocopy machines are located on Levels 1, the downstairs level, and 2, the entry level. These machines only accept cash and copy cards (which may be purchased from a vending machine located on the book return desk on Level 2). There is a Book Scanner on level 2 that can scan face-up, to better protect the spine of your book, or you can scan photographs and documents at a higher resolution. Downstairs, there is a microfilm and microfiche scanner located on Level 1. Scans from all of our machines are free and can be saved to USB or emailed.

STUDY AREAS

The library is divided into two zones. Level 1, the lower level, is for silent solitary study- and features study carrels and quiet corners. The upper level, the level you enter on, is for collaboration- feel free to work with a group at a table, have conversation, and meet with your classmates. The upper level is generally noisy, as there are classrooms, and two service desks, reference and circulation, are on this level.

On Level 1, two reserveable study rooms are available to GTU students and faculty. These rooms are equipped with whiteboards and large monitors to work on group work or do presentations. Seminar A (the smaller room) seats 5, while Seminar B can accommodate up to 10 people.

LOCKERS

GTU students may check out a locker from the Circulation Desk at the beginning of each semester. Lockers are located on Level 1 behind the stairs. Please note that the number of lockers is limited and available on a first come basis.

INTERLIBRARY LOAN

Materials not found at the GTU Library or UC Berkeley Library may be obtained for you from another library. This service is called Interlibrary Loan (ILL). ILL requests may be made at the Reference Desk or by completing an ILL request form, or directly from WorldCat.org. This service is only available to GTU students, faculty, visiting scholars, and staff.

LIBRARY SAFETY

Please be especially mindful of your possessions while visiting the library. We suggest that you take the same precautions that you would take when visiting any public place. Do not leave personal belongings out of your sight, and we recommend taking your valuable belongings to the restroom with you. The Library will not take responsibility for theft, damage or loss of property.

As you would in any urban environment, please be especially observant when walking to and from the library after dark. If possible, walk with others. If returning to a car, always have your keys ready and check the surroundings. The GTU has a security guard who is available in the library. If you are in need of assistance or escorting, inform the Circulation desk for arrangements.

5. Consortial Events

There are few consortial-wide events during each academic year, but they are important moments for building the community and ritually reaffirming the ideals of the consortium. Each of them has its own special charms and traditions, MA and doctoral students should plan to attend them.

Opening Fall Reception: Watch the Dean's Newsletter for an announcement about this event. The reception is open to students, faculty and staff throughout the consortium and is traditionally held **the second Wednesday in September**. The GTU Dean introduces new faculty and acknowledges the many new students at this event.

GTU Distinguished Faculty Lecture: Watch the Dean's Newsletter for an announcement about this event. Each year the faculty of each of the member schools nominates distinguished faculty from outside their school who they feel embody the scholarly standards, teaching excellence, and commitment to ecumenism that defines the GTU. The nominations are considered by the Council of Deans, who elect the next year's lecturer. There is a formal faculty respondent, some time for questions, and then a reception to honor the lecturer.

Surjit Singh Lecture on Religion and Culture: Watch the GTU Dean's Newsletter for an announcement about this event. The lecture is usually held in February or March. This endowed lectureship brings to the GTU a distinguished scholar/church leader to address religion and culture from a cross-cultural perspective. This is one of the major inter-religious or "broader ecumenical" events of the GTU year.

GTU Commencement: The first annual GTU commencement was held in 1987. The ceremony includes a formal academic procession with school banners, music, distinguished speakers, and a celebration of the achievements of GTU graduates. Students are encouraged to attend commencement to celebrate the culmination of fellow students' work. It usually takes place the second or third Thursday of May.

6. Communications

The Extended Calendar: Each year the GTU publishes an extended calendar that lists major administrative and academic deadlines, and dates and times of major events and lectures. The Extended Calendar is found on the GTU website.

Dean's Newsletter: The GTU Dean's Office issues a Newsletter the first week of September, October, November, December and the first week of February, March, April, and May **posted on the GTU website.** The Newsletter is an attempt to maintain communication about significant consortial events and activities, issues and developments in the Dean's Office and Student Affairs Office, and fellowship and award opportunities.

WEBSITE

A wealth of information about the GTU consortium, the library, member schools, academic centers, affiliates, faculty, and GTU programs can be found on the GTU website. Visit www.gtu.edu for news of alumni, faculty, and students; the most complete and updated events calendar; consortial chapel services; recent lectures and addresses; and more.

The [MA Program Moodle Page](#) provides information about the MA Program, including forms, the student handbook, best practices and more! Please refer to this resource regularly.

SOCIAL MEDIA

You can stay in touch with the GTU via Facebook (GraduateTheologicalUnion), Twitter (@tweetGTU), or LinkedIn (Graduate Theological Union).

GET INVOLVED

The communication department for the GTU is always interested in contributions MA students can make to these and other GTU programs and publications. If you are interested in becoming a member of the editorial team, want to recommend events or assist in our social media efforts, or have any other ideas, please email communications@gtu.edu.

Newsletters of Member Schools, Centers, Affiliates, and Programs: Many of the schools, centers, affiliates, and programs in the GTU consortium have their own publications and newsletters which offer a wealth of information. Students seeking to stay up to date on the events and opportunities offered by these groups, should visit them via the web and get on their mailing lists.

7. Internet

Email: GTU provides MA and PhD students with GTU branded G-Suite accounts. Your GTU email address is an important communications link with the GTU. The GTU Associate Dean of Students Office will use this address to contact you with information you will not receive by any other medium. It is the primary way to notify you of upcoming events, policy and procedure changes, as well as to communicate to you directly concerning your program. It is required that you set up your account and check it regularly.

The system provides not only email, but additional services such as calendaring, chat, document storage and word processing applications. The Registrar will send instructions on how to access and set up the account at the email address you gave us when applying for admission. Your email address will be based on your first initial, last name, occasionally combined with a number in cases where there is a conflict with an existing address.

This account is your official school email address and as such will be used by GTU to contact you directly, as well as for important general announcements.

The GTU uses a 3-tiered strategy to communicate with students:

- 1) Messages from the Associate Dean of Students will usually only pertain to specific academic program issues. All MA and doctoral students are required to receive and review these messages in a timely fashion;
- 2) Messages from the Director of Student Life usually pertain to professional development opportunities. All MA and Doctoral students are required to receive these messages and encouraged to review them in a timely fashion.
- 3) Messages from the SAC usually pertain to “community life” opportunities. Students are encouraged to review these messages in a timely fashion.

Further information about your G-Suite account such as setting up forwarding, accessing email on mobile devices, etc., is covered on the GTU website at: <https://www.gtu.edu/students/support-services#emailwifimoodle>

Wireless: Wireless networks are available at all of the member schools for use by GTU-Consortium faculty, staff and students. There is wifi in the Hewlett Building. Ask for login information at the main desk or each building.

GTU-ALERTS Emergency Notification System: The Higher Education Opportunity Act (HEOA) of 2008 requires that all institutions of higher education provide an emergency notification and warning system to alert their campus community in case of an emergency. GTU has contracted with Omnilert to provide this service for the GTU Community. Our system, called **GTU-ALERTS**, is available to faculty, staff and students of all GTU Member Schools and Centers on an opt-in basis. In the event of an emergency announcements will be sent out via text message, email and voice recording, as deemed necessary. In order to participate in this system, you will need to sign up at: <https://gtu.omnilert.net/subscriber.php>. You may configure multiple email addresses and telephone numbers within your account if you wish to provide more than one way for the system to contact you in the case of an emergency.

Your account expires one year from the date of creation unless you renew it. Notices will be sent out by the system via email and text message reminding you of your account expiration and providing a link for you to renew. Twice yearly tests are sent to all subscribers. In the event that your account information is incorrect or your account has expired we will remove you from the system.

If you need assistance in signing up or configuring your GTU-Alerts account, please contact GTU IT staff at it@gtu.edu.

B. Student Community Life

MA students are encouraged to tap into the community life of their School of Affiliation, but it is recommended that the MAs use their time in MA 1000 as a way to build a cohort with others in the program.

Parking

As with housing, parking is at a premium in Berkeley. Pacific School of Religion (PSR) provides limited parking for a fee: check with PSR for more details. All street parking near the GTU is either metered or requires a residential permit in order to park for more than two hours. There is limited

unrestricted street parking at some distance from the GTU. If you must drive, try to carpool and be prepared to park and walk at some distance. (Remember that we are located on a hill.) If you can take public transportation, we encourage you to do so.

GTU and member school staff and faculty members pay for parking spaces in the lot behind the GTU Annex Building. Three spaces are reserved for vans that shuttle between GTU and SFTS. The parking lot spaces are never available to other constituencies, including students. Please be aware that an empty space, even if it is empty repeatedly or over the summer, is not available for parking. GTU Facilities will “boot” an unauthorized vehicle in the lot and will have the vehicle towed.

UCB Services

MA students are welcome to take one course per term at UCB. It does not entitle students to any special privileges, and there are certain services of which you can take advantage. Not all of these services are permanent or guaranteed, but previous students have been able to use them, and it is worth the effort to avail yourself of them. Unless otherwise noted, these services are available without cross-registering for classes at UCB.

Housing

- Access to CalRentals as a Newcomer/Affiliate student
 - o See <https://calrentals.housing.berkeley.edu/>
 - o There is a fee for access
- Eligible for housing at International House – ihouse.berkeley.edu

ESL and International Students

- All students have access to *International House's* workshops, housing, and meal events
 - o See <http://ihouse.berkeley.edu>
- The *Visiting Scholars and Postdoc Affairs* website at UCB has many helpful resources on integrating into US academic life.
 - o See <http://vspa.berkeley.edu>
- Berkeley International Office* is specifically designed for international students and faculty and has excellent information on every aspect of life as an international student. They have especially good information about visas and offer workshops on a regular basis.
 - o See <http://internationaloffice.berkeley.edu>

Disabled Students Program

- See <http://dsp.berkeley.edu>, also speak to the GTU Associate Dean of Students for more information

Cal Rec Club

- GTU students are considered “associates” and may join the Rec Club at considerable savings.
 - o See <http://calbears.berkeley.edu>

Night Escort Service

- The UCB Night Escort Service will walk students to their car, a shuttle bus,

public transportation, or home if they live nearby. Call 642-WALK from 6:00 p.m. to 2:00 a.m. The boundaries are: Cedar (north), Parker (south), Shattuck (west), and Prospect (east).

GTU AFFILIATES AND PROGRAMS

A variety of specialized centers, programs, and institutes have become a part of the life and identity of the GTU. Some of these organizations originated within and have been sponsored by the GTU; others have entered into informal association or contractual affiliation with the GTU from outside.

As a group, the affiliate organizations and programs provide important perspectives and resources to the GTU community. They 1) broaden the ecumenical and interreligious representation in the GTU beyond the denominations represented in the Member Schools; 2) express and advocate the interests of sexual and ethnic minorities within the GTU—academically, culturally, and socially; 3) conceive, sponsor, and produce forums, public lectures and conferences, bringing outside scholars and religious leaders into conversation with the GTU community.

The GTU catalog has brief descriptions of the GTU affiliates and programs. Listed below is some information which highlights ways in which each affiliate or program may be of assistance to master's students.

CARe: THE CENTER FOR THE ARTS & RELIGION

The Center for the Arts & Religion promotes scholarship, reflection, and practice in the arts and religion to serve the Graduate Theological Union and to benefit the community. In the Doug Adams Gallery (2465 LeConte), CARe presents exhibitions and public programs, and offers opportunities for student participation and class projects. CARe presents courses in the arts and religion, awards modest grants to GTU community members, offers a writing prize, and sponsors a wide variety of arts events at the GTU and in the community. CARe is an academic program unit of the GTU.

Director: Elizabeth S. Peña, Assistant Curator: Lydia Webster, care@gtu.edu.

CDS: THE MIRA AND AJAY SHINGAL CENTER FOR DHARMA STUDIES

The GTU's Mira and Ajay Shingal Center for Dharma Studies is the first such center in the nation. The Center houses Hindu Studies, Jain Studies, and Yoga Studies, and also offers courses in Indic Philosophy and Cultural Studies. In addition to conventional descriptive methodologies used in Dharma Studies (sociology, anthropology, ethnography, and other related approaches) the Center offers additional research methods such as textual studies and exegesis, contemplative studies, philosophy of religion, social justice, ethics and theology that open up and expand the exploration of Dharma Studies. Dharma Studies refers to the multidisciplinary examination of the ancient religious traditions of India and their derivative movements, in terms of their life-worlds in India and across the global diaspora.

Through the Center for Dharma Studies, the Graduate Theological Union offers certificates and MA and PhD degrees in Hindu Studies, Jain Studies, and Yoga Studies. Courses focus on the multidimensional study of the thought and practice of the Dharma traditions in their diversity. Advanced Sanskrit and major Indian languages are offered to enable comprehensive research.

Hindu Studies at the Graduate Theological Union employs textual and contextual exploration towards an in-depth understanding of the lived experience of the Hindu world and its engagement with the challenges of a global era. Hindu Studies at the GTU provides preparation for academic professions, Hindu-American leadership training, and an invaluable background for careers in international relations or global business.

In the field of Jain Studies, the GTU and its Center for Dharma Studies offer a unique opportunity for the cultural and theological study of Jain texts, teachings, and traditions of transmission in an interreligious and interdisciplinary context that provides the conceptual space for constructive dialogue and collaboration that extends across religious traditions. Innovative approaches encourage critical reflection on the ways in which Jain principles such as radical non-violence and pluralism can contribute to a more balanced, equitable, sustainable, and compassionate human society.

The Mira and Ajay Shingal Center for Dharma Studies at the GTU also sponsors lectures, conferences, symposia, academic journals, book series, and research projects as well as liturgical music and dance performances to enrich the academic study of the Hindu and Jain Dharmic heritage communities and to generate cross-cultural and interreligious understanding. **Director: Rita Sherma. Email: rsherma@gtu.edu.**

CIS: THE CENTER FOR ISLAMIC STUDIES

The purpose of CIS is to enhance the presence and work of Muslim scholars and students within the GTU, and to build an academic platform that will help scholars and students of many faiths to understand Islam as a living world religion. Working in cooperation with several GTU member schools, CIS offers introductory and advanced courses in Islamic history, theology, philosophy, culture, arts, and religious practice. The center sponsors conferences, symposia, workshops and research projects that foster interfaith dialogue and scholarly exchange in order to build bridges of understanding across religious divides. It also serves as a liaison with local Muslim communities and study centers, especially with Muslim religious leaders who wish to strengthen their knowledge in areas such as pastoral counseling, pastoral psychology, homiletics, and interfaith scholarship. **Director: Munir Jiwa. Email: cis@gtu.edu.**

CJS: THE RICHARD S. DINNER CENTER FOR JEWISH STUDIES

CJS's chief contribution to the GTU is providing interchange between Jewish and Christian scholars and promoting Jewish-Christian relations by encouraging Christian as well as Jewish students to participate in Jewish Studies. Only those students enrolled in the MA in Jewish Studies program have formal affiliation with CJS, but all students are welcome and encouraged to take their courses and join in their programs. Besides its respected regular faculty, the Center often has distinguished visiting faculty. It also offers course work with UCB faculty specializing in Jewish Studies. In addition, GTU students can benefit from the many cultural and educational events sponsored by CJS that involve and serve the Bay Area Jewish community. **Director: Deena Aranoff. Phone: 510.649.2482; e-mail: cjs@gtu.edu.**

CSS: THE CENTER FOR SWEDENBORGIAN STUDIES

The mission of the Center for Swedenborgian Studies is: to prepare consecrated leadership for religious and spiritual vocations in the Swedenborgian Church and other contexts; to provide a leading-edge collective in Swedenborgian scholarship; and to share the Swedenborgian resources of theological education with the wider church and community. CSS offers several classes and tutorials each year in Swedenborgian Studies. **Dean: James Lawrence. Phone 510-849-8228; email jlawrence@gtu.edu.**

CTNS: THE CENTER FOR THEOLOGY AND THE NATURAL SCIENCES

Since its inception in 1981, the Center for Theology and the Natural Sciences has actively encouraged a creative and interactive dialogue between theology and the natural sciences. CTNS programs promote this dialogue through research, teaching, and public service. The scientific interests of CTNS lie in mainstream research in physics, cosmology, evolutionary and molecular biology, and environmental sciences. The theological focus is on the living beliefs and practices of those who stand within the

rich Western religious traditions. Doctoral, MA, and MDiv level courses are taught at the GTU by Robert John Russell and other faculty associated with CTNS. The Center supports doctoral and post-doctoral research. CTNS convenes international research conferences, public forums, and parish teaching events in the Bay Area. Through its Russell Fellowship, CTNS annually invites a senior scholar in science and religion to the GTU community for rigorous dialogue, teaching, and study. The Center is a program unit of the GTU with an international membership of over 300. Its quarterly publication, *Theology and Science*, features scholarly articles and book reviews in the field, and the quarterly *CTNS News* keeps members informed of science and religion events around the world. Student memberships are offered at a discount. **Director: Robert Russell. Phone: 510.649.2564; e-mail: ctns-info@gtu.edu.**

IBS: THE INSTITUTE OF BUDDHIST STUDIES

The mission of IBS is to provide graduate level education in the full breadth of the Buddhist tradition with specialized education supporting Pure Land and contemporary Shin Buddhist Studies, while advancing Jōdo Shinshū Buddhist ministry and Buddhist chaplaincy. IBS offers two degree programs, six certificate programs and participates in the GTU MA program. These core programs offer a systematic treatment of the diversity of Buddhist traditions, a precise study of the writings of Shinran, and preparation in classical and modern Japanese. Degree program students have the opportunity to study abroad in either Japan or Taiwan. IBS publishes *Pacific World*, an annual journal that treats a broad range of subject matter, including religious, cultural, historical and social/political topics, bearing on the Buddhist tradition. The Institute also hosts symposia, conferences, and colloquia promoting the development of contemporary Buddhist thought. IBS affiliated with GTU in 1985. **Dean of Students and Faculty Affairs: Scott Mitchell. Phone: 510.809.1443; e-mail: info@shin-ibs.edu.**

NCB: NEW COLLEGE BERKELEY

New College Berkeley offers programs and certificates in lay studies with an evangelical orientation. **Executive Director: Susan Phillips. Office: 2029 Durant Avenue. Phone: 510.841.9386. Fax: 510.841-9776; e-mail: newcollege@aol.com**

PAOI: THE PATRIARCH ATHENAGORAS ORTHODOX INSTITUTE

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 1987. In 1993, by formal action of the Holy and Sacred Synod of the Ecumenical Patriarchate, it was named a Patriarchal Institute. PAOI is directly under the ecclesiastical jurisdiction of the Ecumenical Patriarchate of Constantinople, and is representative of the various Orthodox jurisdictions in the country. Its purpose is to embody a strong and visible presence within the GTU, interpreting the ancient and rich tradition of the Christian East. Its primary objective is to be an important center for the study and dissemination of Orthodox thought and culture. The Institute supports a full professorial chair at the GTU, the Alexander G. Spanos Chair in Eastern Orthodox Christianity. This faculty position enriches the possibilities for study of Orthodox Christianity by students throughout the GTU and provides programs in continuing education for Orthodox clergy. The Institute's library contains one of the best collections of materials relating to Eastern Orthodoxy in the United States, including more than 100 journals and serials. Endowment support provides for the Annual Distinguished Lectureship Series, symposia and other lectures covering the full range of Eastern Orthodox history, thought, and culture. The Chapel of St. Demetrios, located at the Institute, is the site for the regular celebration of the Divine Liturgy and provides a campus ministry for Orthodox and other students at the GTU and UC Berkeley. **Office: 2311 Hearst Avenue. Phone: 510. 649.3450. Fax: 510.841.6605; e-mail: paoi@ses.gtu.edu.**

Common Wisdom and Advice

A. ON BEING AN MA STUDENT

The MA student is a graduate student engaged in an academic program of study and reflection. The MA is not the structured, guided general education of undergraduate studies. Faculty presume that the MA student is mature, intellectually motivated, has basic study skills, and self-discipline.

The PhD degree is the primary mission of the GTU faculty, but the MA student benefits from the courses and academic resources amassed for the PhD. Although the program is structured with requirements, it is also deliberately flexible to allow each student to work with an academic advisor to design a program that fits their goals. More like the doctoral programs in this regard, it is an individually tailored course of study leading to a specialized piece of research and reflection—the MA capstone.

Students are urged to use the freedom of the program, under the close guidance of their advisors and their School of Affiliation faculty, to explore the academic opportunities of the GTU.

B. ESTABLISHING YOUR TIME LINE

Your first months here are a good time to get to know faculty and other students in the program – particularly those in your field of specialization. Give yourself some time to get adjusted, to land here, to get the “feel” of the place.

Talk to the faculty who offer courses on topics that you are interested in, ask questions, and soak up impressions and facts. Get to know your advisor: in most cases, they will be a very good source of information. Also, go to the Library and check on reserve materials for courses you may be interested in taking at some point in your program. And test the data that you gather from the faculty, Course Schedule, catalog, and reading list against what other students have to say about their own experiences here.

During the first semester, work to create a (tentative) time line for your program. This is best done in conversation with your advisor. Within the framework of this proposed time line, you can begin to see what type of study needs to be done first, second, etc. By beginning to fill in the pieces of the “big picture” as you see it, decisions along the way become easier to make.

Early in your second year, you and your advisor should review your progress toward completion of requirements and draw up a sound plan for completion. It is advisable to review the MA Program Checklist with the MA Program Director in the third semester of full-time study so that you are confident that you will have completed requirements in a timely fashion.

C. IMPORTANCE OF COURSES/FACULTY/OTHER STUDENTS

1. COURSEWORK

Taking courses is not just about learning material. Learning the material covered in a course is important, certainly, but there is more to course work in a well-planned GTU master’s program. There is great value in a classroom setting simply because it creates an opportunity for people to get to know one another.

2. FACULTY RELATIONSHIPS

The classroom is the context in which the faculty will get to know you and your work, and you will get to know the faculty. This is important as you look forward to the eventual formation of your Capstone Committee. Faculty members are much more likely to be willing to work on your Capstone Committee if they already have some experience of you, your academic interests, and your capabilities. And knowing a faculty member's style and area of specialization is valuable information, helping you to make wise and confident decisions.

3. STUDENT RELATIONSHIPS

Other students are also a great source of information on the GTU master's program. Where better to meet them than in the classroom? When gathering information about courses and faculty, do not overlook the ever-present, often-changing oral tradition. "The word on the street" has time and again helped both new and continuing students to make wise choices in their programs. Additionally, there are opportunities to use technology to make student-to-student connections.

D. LANGUAGE REQUIREMENT

The language requirement must be fulfilled before you can form your Capstone Committee. Some common wisdom may help you in dealing with the language requirement.

1. GOALS OF LANGUAGE STUDY

Beyond the fact that everyone must fulfill the requirements, you would do well to decide on your own personal goal regarding language study. Do you want to do only what is necessary to satisfy the requirements as quickly as possible? Do you want to acquire a usable skill, even a highly developed skill for your future work? Consider the needs of your field or area of research, and if you plan to continue your academic career. Ask your professors and other students about their experiences in language study.

2. PREPARATION

The following suggestions may help reduce any anxiety you feel about taking the language exams.

Coursework

Courses are useful to help prepare for the translation exam.

Practice Exams

Practice translating previous exams; though some exams are more difficult than others, this may help you measure your progress concretely. You can find examples of the 600 word exams in the GTU Library (Ref. BV 4070.G763 L3). They allow you to see the range of exams given and to test your own skills against them. You can also contact the Academic Programs Coordinator.

Talk with Students who have taken the Exam

Talk with as many people as possible about the experience of taking whatever exam you intend to take. This includes mainly students, but faculty may also be of help.

Tutors

Tutors are readily available; check bulletin boards and other channels of communication for information. The GTU Student Affairs Office may have a list of a few tutors in some languages who have been recommended by other students.

3. EXAM STRATEGIES

Some strategies may be helpful to you when you take the exam.

- Take some time to **look over the two texts from which you may choose one to translate**. Often the subject matter will influence your ability to follow the article's argument and thus to provide a good translation. Shorter does not always mean easier.
- Try to balance conveying the overall coherence and sense of the article with attention to specific words and phrases to be translated. **It is important that your final product read well in English while accurately translating the original language for the translation portion.**
- **You are allowed three and one half hours for the exam. Consider ahead of time the best way to use the time allotted:** whether you will do better to work fast through a first version, then take time to "polish" and recopy; or to work slowly with little need to revise or recopy.
- Provide a short and succinct 100-150 word summary of the entire passage. Think about allotting 50 words for each 200 words of the passage so that you will be sure to cover the entire passage in your short summary.

A Final Word: No matter what this stage of the program means for you, the common wisdom is to get through it as early as you possibly can. Putting off this requirement can severely impede your progress in the program.

E. CAPSTONE

1. HOW TO SELECT A TOPIC

Perhaps one of the most difficult steps in the capstone process is selecting a topic. Some students have already formulated a question in their minds before entering their MA Program while other students need some time to explore various areas of interest. In either case, your first year of graduate work at the GTU generally raises many important questions, each containing the seeds of a potential capstone topic.

You might begin by making a list of subjects that have sparked your interest and that you might like to spend more concentrated time studying. Once this list has been generated, it is time to begin narrowing it down. Here are some things that you might want to consider in making this decision.

Determine the Feasibility of Doing This Study

- Are there adequate library and faculty resources available for your research?
- Do you have the methodological skills and tools to work well with the material?
- Is the topic manageable?
- Is it so limited that you will not be able to say anything substantial about it or is it so broad that you cannot get a handle on what aspects are important enough to investigate?
- Do you have a clear enough focus to adequately address it in a reasonable time frame?

Determine Your Level of Interest in This Study

- Does this topic engage you?
- Will you be able to sustain interest in this topic for the long-haul, through the research and through the writing?
- Does it have some connection with your life (previous to graduate school or in the future)?
- Will this study in some way contribute to your professional plans?

Determine the Intellectual Merit of This Study

- Will your capstone make a contribution to your academic field?
- Will it help to clarify some issues for your own intellectual development?
- A capstone normally will not involve original *discovery*, but it does require disciplined reflection.

Clearly, no one topic will be able to fulfill all these qualifications; however, it should have a strong grounding in each of these areas.

2. HOW TO PICK A CAPSTONE COMMITTEE

Identifying your Capstone Committee members is the next logical step after your capstone topic has been selected.

Which faculty have the expertise my topic requires?

Generate a list of professors working in your chosen field or in a related field by consulting the catalog, faculty pages on the GTU website, or by seeking the recommendations of other students and professors. Make appointments with them to introduce yourself and your topic. Afterwards, go through your list of professors and ask yourself: How do I feel about working with this individual? Am I comfortable with this person and is this person comfortable with me? Does this person have a genuine interest in me and my work? **Do not forget that your Capstone Committee Coordinator must come from your School of Affiliation and the second member can either be from a GTU School outside your School of Affiliation or from your School of Affiliation. Check with your Capstone Committee Coordinator to see if a third member is required; if so the third member can be from either inside or outside the GTU (with proper credentials).**

Does this person have time to work with me?

Will this person be available for the duration of my project or are they retiring, going on sabbatical, etc.?

How do the potential members of my Capstone Committee get along with each other?

It is important that the members of your **Capstone Committee** work well together and that they think along similar lines. Obviously, members will have differing opinions and that is both healthy and expected. However, you do not want to get yourself in the position of writing three different pieces of work. Be sure that your Capstone Committee Coordinator concurs with your choice of the other **Capstone Committee** members.

3. HOW TO WORK WITH THE CAPSTONE COMMITTEE

Set up an initial meeting with each of your Capstone Committee members and decide how you are going to work together. If this is not possible, clarify the issues listed here with each of them. If there are serious differences in expectations, work these out with your Capstone Committee Coordinator. As for many other students, this may be your first time working with an academic committee and you may feel a bit awkward and perhaps even intimidated by negotiating with a professor face to face. Relax. Much of the anxiety is simply in not knowing what to expect. Therefore, begin by clarifying your expectations. By the end of your first meeting, all parties should clearly understand how they will be contributing to this capstone project.

Positive Capstone Committee interaction is no accident. Producing clear expectations that are mutually agreed upon during the initial meetings with your committee members is key to a successful committee experience. Therefore, we have provided some suggested questions that may help you in clarifying working relationships with your committee members.

- When can Capstone Committee members expect to see some of your work? Create a time line for your capstone with your committee members.
- How much lead time does each professor need to examine your work? Obviously, a lot depends on how lengthy your work is and at what time of year you turn it in. Do not expect to be a professor's top priority. You may, in fact, need to do some reminding. Both graduate students and professors have tight schedules. However, this is your project and what gets done is largely due to your initiative. Planning for these types of delays can relieve some of the stress for both you and your committee members.
- Ask your professor about their style of feedback. Will it be written or verbal or both?
- What kind of work should be turned in? Only turn in work that has already been proofread and is in an acceptable academic form.
- How much work should be turned in at a time? This question varies depending upon your stage in the writing process and what kind of time line you have worked out with your individual committee members.

During the initial stages of your writing, you will probably want to consult more frequently with Capstone Committee members as you begin focusing in on your project. However, it is not uncommon for second or third readers to wait until after your capstone is completed before actually reviewing it. Perhaps, too, it is important to ask yourself, "How often do I need feedback?" Some people need more direction and encouragement than others. However, to avoid any last-minute surprises, it is a good idea to let your committee critique your work at regular intervals.

Remember to use your Capstone Committee members' time wisely. Come prepared for your meetings and have your questions ready. Keep in mind that the more clearly you are able to state your needs, the more likely you are to have them met.

4. RESEARCH

Once your topic has been clearly identified and your Capstone Committee members are in place, move on to your research. Begin by identifying your primary bibliographic resources. Your Capstone Committee members can help you with this task. Selecting key sources is perhaps the most time saving task you can accomplish. Most people, when beginning research on a topic they are passionately interested in, want to read everything they can get their hands on. However, unfocused research may cost valuable time. Once your capstone outline has been created, decide which sources you will use for each chapter. As your work progresses, your plan, of course, may change. The point is to set some limits by deciding which materials contribute most to your project.

Also, be sure to consult with the GTU library staff. They can acquaint you with the latest research tools and techniques, again saving you a great deal of time and energy.

5. WRITING

Eventually, you will look down on your pile of notes and look up at the calendar and ask yourself, "Am I done with my research?" Of course not! Research is never done; but there comes a time when you simply have to draw the line and commit yourself to the writing process.

This is your work! Writing a capstone is plain hard work – and work which has its own kinds of "blocks", including writer's block. The reprint from UCB's "The Graduate" called "Writing Your Thesis" (available from the Academic Programs Coordinator in the Student Affairs Office and at UCB's Graduate Division Office)

offers some valuable tips for getting the writing done. To summarize its main point: write! – no matter how little at a time or how much what you write seems like what you “ought” to be writing, just get something down on paper. And for GTU students, many of whom feel called to other work, another key point is to “respect capstone writing as your job,” for whatever time you have decided to spend on it in a given day or week.

6. TYPING THE CAPSTONE

Before your writing gets underway, you will need to determine your typing and computer needs.

Computer Needs: A practical matter: Think through the electronic device or other means with which you will produce your capstone. Does it have all the capabilities you will need not just to begin but to finish? This includes memory capacity, capability of handling long documents, bibliographical capabilities, print quality. Become familiar with saving word documents as PDFs to facilitate the printing process. PDFs are the best way to share your document to a printing service without jeopardizing your formatting. Finally, plan to keep multiple copies of your work in various places as you go along. Saving it directly to a web-based cloud storage system can help protect you from the horror stories of lost manuscripts, erased or flawed files, etc.

7. DEVELOPING A WRITING SCHEDULE

Time management skills become increasingly important when working independently. Some students, while formulating their semester course schedules, find it helpful to incorporate blocks of time for their writing as they would for any other course they planned on taking. Only you know how much time you are going to need to complete your capstone. Develop your own personal time line. Chances are you will need to readjust your time line as you go along, but this gives you a framework in which to begin. Map out your deadlines for each chapter and share the prospective dates with your Capstone Committee members so they know when they can expect to see some of your work. You may also want to consider sharing your deadlines with others who will help support you in keeping them.

8. FORMING A SUPPORT NETWORK

Working independently for long periods of time can become lonely and frustrating at times. Some students have found it helpful to meet with other MA capstone writers in order to share ideas and offer one another support. There may be a capstone writers or other MA student group at your school of affiliation; check with your advisor or other administrator at your school. If none exists, ask some friends at other member schools and perhaps you may be able to join a group there.

9. YOUR DEFENSE

Once your research and writing have been completed, try to relax for the defense. You will not, of course, want to be completely idle in the weeks beforehand. Do review your work, and especially try to anticipate areas of it that one or more of your committee members will want to question you about or challenge you. Some students find that they can actually discuss these points with the members beforehand – at least to get some idea of potential problems or discussion topics.