



Graduate Theological Union

Grow in knowledge.
Thrive in spirit.
Unite in solutions.



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1

OVERVIEW OF THE GTU

MISSION AND VALUES

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

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

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

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

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

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

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

GTU INSTITUTIONAL LEARNING GOALS

The academic programs of the GTU introduce students to the life and practice of intellectually and methodologically rigorous scholarship to prepare them for a diversity of occupations and vocations:

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

THE GRADUATE THEOLOGICAL UNION: A PIONEERING EDUCATION CROSSROADS

Founded by ecumenical pioneers in 1962, the Graduate Theological Union is the largest partnership of seminaries and graduate schools in the U.S.,



and is widely recognized as the most successful theological consortium in the country. Through the combined resources of eight seminaries representing a broad range of Roman Catholic orders, Protestant denominations, and Unitarian Universalism, and through academic centers and faculty in Jewish, Buddhist, Hindu, Sikh, Islamic, and Orthodox Christian studies, the GTU offers more than 700 courses each year. Students have access to the expertise of more than 100 full-time faculty members, numerous adjunct faculty, and visiting scholars. Our doctoral programs are offered consorcially, utilizing the rich pool of faculty expertise across various fields of study. The GTU thus provides a mechanism for programs stronger and deeper than those that could be offered by a single school. Our partnership with the University of California, Berkeley, one of the world's premier research universities, further expands our scholarly vision and influence.

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

The GTU is structured to balance ecumenical and interreligious partnership with clear denominational affiliations. The strength of individual member schools is a crucial component of the GTU structure. Each school offers its own professional programs to prepare people for lay and ordained ministries in its tradition. While students are encouraged to enrich their studies with all of the resources of the GTU, each school has a core curriculum, a community life, and a program of supervision and practical training carefully designed to steep its candidates in the specific traditions of ministry and scholarship suitable to its denomination or tradition.

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

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

A DIVERSE, ENGAGED COMMUNITY

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

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

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

RICH RESOURCES FOR STUDY AND RESEARCH

The GTU confers the academic degrees of Master of Arts and Doctor of Philosophy. Each of the eight member schools offers other degrees such as the Master of Divinity, Master of Theological Studies, and Doctor of Ministry. The GTU also provides opportunities not available in a single school setting through a variety of centers, institutes, and programs.

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

From the West Coast, it is natural to look toward Asia—the home of the world’s most rapidly-emerging religions and fast-growing populations. GTU is educating many scholars and ministers from Pacific Rim countries, and collaborating with religious leaders and faculty on programs both here and abroad. The GTU’s pluralism allows us to take the lead in exploring the theological and ethical implications of diversity. Ours is a model of cooperation in a diverse

environment. The GTU is rich in resources and rich in spirit, offering students the exciting possibility of educational opportunity and theological growth.

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

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

GTU STATEMENT OF DIVERSITY

The GTU, an academic and faith community, is committed to valuing difference, affirming individual uniqueness, and encouraging alternative points of view within an educational and working environment of mutual respect and discipline. The GTU is committed to trust and dialogue. This commitment requires that as a consortium and as individuals, we aggressively challenge:

- (1) Social formations, intellectual, and theological perspectives that intentionally and unintentionally exclude;
- (2) Behavior based on prejudice; and
- (3) Images that ignore, demean, and denigrate.

OPTIONS FOR STUDY

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

- [Master of Arts \(MA\)](#)
- [Doctor of Philosophy \(PhD\)](#)

GTU is accredited by:

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

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS)
10 Summit Park Drive Pittsburgh, PA 15275-11031
412/788-6505

THE GTU COMMON MA

The Master of Arts degree is granted by the GTU in cooperation with a member school, institute or center. Each student affiliates with a member school, institute, or center in order to study in a concentration that matches the faculty resources of that school. The member schools have agreed to a common set of requirements and standards, and the student makes use of the resources of the whole of the consortium. In the MA program, the Dean and faculty of the school of affiliation take primary responsibility for a student's advising and guidance. Although students must comply with the general requirements of the MA program, their degrees are also shaped by the distinctive educational philosophy and ethos of the school of affiliation. Because the Primary Capstone Advisor must come from the school of affiliation, and because the school of affiliation establishes the primary academic environment for the program, MA applicants are encouraged to take great care in selecting the appropriate school of affiliation.

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

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

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

See Section 3 of this catalog for

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

For further information about the Common MA:

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

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

EMAIL: admissions@gtu.edu

WEBSITE: www.gtu.edu

Prospective students are encouraged to contact schools that offer programs in their fields of interest to find out more about opportunities for study. See pages 25-26 for a list of contact persons at the schools.

DOCTORAL PROGRAMS

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

The PhD program places theology and religious studies in the context of university research disciplines. PhD students are required to engage such disciplines in order to provide an additional critical and theoretical dimension to their work. This allows our students to engage in course work in various departments of the University of California, Berkeley. PhD applications are reviewed by the Graduate Division of UCB to ensure they meet the academic standards for graduate course work at UCB. PhD students are expected to have a member of their comprehensive exams and dissertation committees who represents a discipline, theory, or methodology of the research university outside the field of theology. It is expected that PhD dissertations evidence engagement with the broader academic community, most often in disciplines such as anthropology, art

history, ethnic studies, history, linguistics, music, philosophy, psychology, rhetoric, and sociology. In most cases, this commitment is served by the inclusion of a faculty member from UC Berkeley (or another research university) on the dissertation committee.

Encouraging broad critical perspectives

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

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

Interdisciplinary Component

The GTU doctoral program enables students to pursue issues that matter and that are often not easily confined to a single discipline. The curriculum builds on the ec-umenical, interreligious, and interdisciplinary strengths of the GTU, and offers enhanced opportunities for both specialization and cross-disciplinary study. The program utilizes the depth of faculty expertise made possible by the member schools and academic centers and affiliates. Many GTU dissertations incorporate the perspectives and approaches of several disciplines and fields of study in order to pursue a topic in the manner it requires.

A strong, carefully balanced program

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

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

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

See Section 2 of this catalog

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

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

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

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

EMAIL: admissions@gtu.edu

WEBSITE: www.gtu.edu

CERTIFICATE PROGRAMS

The GTU offers a variety of certificate programs that can either be completed as part of a student's degree program or by individuals outside the GTU who want to have some systematic graduate training but are not seeking to undertake the MA or PhD. Students outside of the GTU should contact the GTU Admissions Office to inquire about the application process. Currently enrolled students must contact the Center Director or the Associate Dean of Students for more information.

Certificates available to current GTU students include:

Asian & Oceanic Cultures and Faith Traditions
Black Church/Africana Religious Studies
Buddhist Chaplaincy
Hindu Studies
Islamic Studies
Jewish Studies
Orthodox Christian Studies
Swedenborgian Studies
Women's Studies in Religion

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

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

SPECIAL STUDENT STATUS

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

VETERANS AFFAIRS BENEFITS

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

2

Doctoral Program

THE GTU PHD

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

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

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

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

Departments are comprised of Core Doctoral Faculty who have made a formal commitment of their time and energy to participate in and govern the doctoral program, and Consortial Faculty, member school faculty who are involved in the doctoral program.

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

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

DOCTORAL PROGRAM LEARNING OUTCOMES

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

SACRED TEXTS AND THEIR INTERPRETATION

This department provides a strong foundation for research and teaching in the fields of Hebrew Bible/Old Testament, New Testament, Hindu Sacred Texts, Islamic Sacred Texts, and Rabbinic Literature. Beginning with the acquisition of appropriate language skills, a student's study of primary texts includes a variety of methods, including transdisciplinary and contextual approaches. Students may focus their work on a single religious tradition or engage in a comparative study of texts and their interpretations.

CONCENTRATIONS OF STUDY

HEBREW BIBLE / OLD TESTAMENT

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

HINDU SACRED TEXTS

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

ISLAMIC SACRED TEXTS

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

NEW TESTAMENT

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

RABBINIC LITERATURE

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

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

HISTORICAL AND CULTURAL STUDIES OF RELIGION

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

CONCENTRATIONS OF STUDY

ANTHROPOLOGY OF RELIGION

Students in Anthropology of Religion study cultural contexts, beginning with conceptualizing “religion” itself as the product of Christian, European, and colonial genealogies in order to understand this concept's impact on the world. Key theoretical areas of study include modernity, liberalism, secularism, and the reorganization and regulation of religious, social, and political life, space and time, and individual and community. Reading a variety of ethnographic works, students study approaches to scripture, belief, faith, and religious practice, subjectivity, and affect. Contemporary debates and issues include violence, the nation-state, global capital, migration, justice, sustainability, identity, media and technology, aesthetics, spirituality, and culture.

ART AND RELIGION

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

BUDDHIST STUDIES

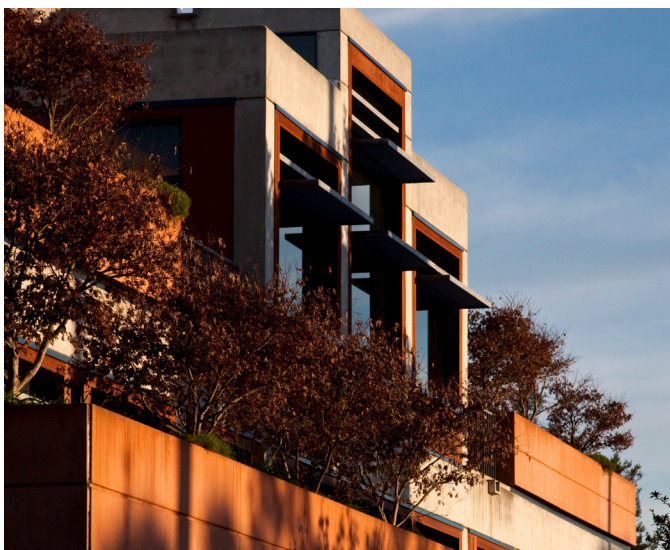
A necessarily interdisciplinary and often cross-cultural field, the historical study of Buddhism at the GTU is well balanced with anthropological, cultural, and area studies perspectives. Students may choose to focus on one or more Buddhist traditions from the origin of the tradition to the present,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

CHRISTIAN SPIRITUALITY

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

COMPARATIVE RELIGION

The Comparative Religion concentration encourages the joint study of different religious traditions by exploring their fundamental themes, beliefs, and concerns, their principal figures and texts, and their variety of rituals and practices. In a socio-cultural context characterized by an increasing degree of religious pluralism, students will acquire the methodological and conceptual tools to engage in



comparative studies of two or more religions from a thematic, analytic, or constructive perspective. Particular emphasis will be given to interdisciplinary approaches to the study of religion.

HISTORY OF CHRISTIANITY

Students in this concentration study the Christian religion through critical historical investigation of the unity, diversity, and development of Christian communities, their material cultures and spiritualities, and their relations to other religions. This concentration offers opportunities to study in ancient, medieval, Reformation, early modern, and nineteenth- and twentieth-century Christianity. Students in the History of Christianity concentration are strongly encouraged to engage with the historians and other students of religion at the University of California, Berkeley.

HINDU STUDIES

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

ISLAMIC STUDIES

Students in this concentration engage in the interdisciplinary study, research, and teaching of Islam in its theological, historical, cultural, and comparative contexts, with a focus on Islamic texts in contemporary contexts, Islam as a lived tradition, and the global expressions of Muslim diversity, both past and present. Key topics of study include Islam and Muslims in the West, secular modernity and religious formation, Islam and Muslims in interreligious contexts, and the public understanding of Islam and Muslims, especially through media and technology.

JAIN STUDIES

Students in the Jain Studies concentration study Jain philosophy, ethics, and living streams of religious experience based on non-harming. Students will have the opportunity to explore Jain culture's primary texts, doctrines, and their contemporary application. Research topics may include diaspora Jainism,

sacred and commentarial literature, pilgrimage, ritual, material culture, monastic traditions, lived Jainism and cultural exchange, Jainism and ecology, and Jainism and the natural sciences. The Jain tradition is studied in conversation with the other Dharma traditions (Hindu and Buddhist) in order to deepen understanding of their mutual illumination as well as the unique contributions of Jainism.

JEWISH STUDIES

Students in this concentration study Jewish history, culture, and literature from antiquity until the present. Students are trained in theoretical approaches such as literary and cultural criticism as well as historical and sociological analysis. Students acquire general competence in the history of Judaism from late antiquity to the present. Resources are particularly strong for study in rabbinics, medieval Jewish history, Jewish-Christian interactions, and Eastern European Jewish literature and culture. Students may focus on themes such as language, translation, secularization, gender, and sexuality. Advanced research in Jewish studies requires near-fluency in Hebrew and familiarity with major trends in Jewish history and literature.

NEW RELIGIOUS MOVEMENTS

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

RELIGION AND LITERATURE

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

SOCIOLOGY OF RELIGION

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

THEOLOGY AND ETHICS

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

CONCENTRATIONS OF STUDY

AESTHETICS

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

CHRISTIAN THEOLOGY

Students in this concentration engage in the ongoing task of interpreting Christian belief in response to modern and post-modern cultures. Students analyze the ancient biblical faith by tracing its influence on the history of ideas, its traditional reformulations, and its various contemporary or diverse cultural articulations. They can also focus on emerging forms of theology in specific local or regional settings, such as liberation,

African, or Asian theologies. Emphasis is given to the need for theology to be pursued in an ecumenical spirit and to the increasing attention to cross-cultural dimensions of understanding and patterns of thought.

COMPARATIVE ETHICS

Students in this concentration focus on a comparison of two or more theological approaches to topics in the field of ethics. Using descriptive and/or conceptual methods, students explore major moral teachings of Hinduism, Buddhism, Judaism, Christianity, Islam, and other traditions; engage in studies of social, business, health care, feminist, or sexual ethics; and address specific concerns or particular moral problems across these traditions.

COMPARATIVE THEOLOGY

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



and analytical tools that will enable them to undertake research and teaching in diverse aspects of comparative theologies and their related ethical models in an interreligious society.

ETHICS

The Ethics concentration prepares students to contextualize the major figures in the development of ethics and social theory, to interrelate ethics with a secondary concentration, to do research, and to construct an ethical argument. With these skills, students are prepared to teach in undergraduate and graduate programs in colleges, universities, and seminaries; to provide leadership to organizations, agencies, or corporations; and to serve churches at the local, regional, and national levels. As students make progress in their studies, they become increasingly capable of speaking and writing on ethical matters in the public sphere.

HINDU THEOLOGY

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

ISLAMIC PHILOSOPHY AND THEOLOGY

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

PHILOSOPHICAL THEOLOGY

Students in this concentration employ various philosophical traditions and resources to address theological questions and to explore the philosophical presuppositions and implications of theological doctrines. A broad range of questions, typical of the philosophy of religion, is opened here – from the existence and attributes of God to issues of divine providence, theodicy,

prayer, and divine action. Students develop competencies in the methodologies of both philosophy and theology as well as knowledge of the ways that philosophy and theology have interacted in various historical periods of their development.

THEOLOGY AND SCIENCE

The primary goal of the concentration in Theology and Science is to promote creative mutual interaction between natural science and academic theology. Students explore the implications of fields such as physics, cosmology, evolution, genetics, neuroscience, and astrobiology for constructive research in philosophical theology, systematic theology, and ethics. They learn to monitor and critically assess debates and controversies arising in the broader field of Science and Religion. A concentration in Theology and Science may be combined with work in Buddhist Studies, Christian Theology, Ethics, Hindu Theology, Jewish Studies, Islamic Philosophy and Theology, or Philosophical Theology.

RELIGION AND PRACTICE

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

CONCENTRATIONS OF STUDY

HOMILETICS

Students in the Homiletics concentration work to become scholar-teachers who are conversant with the body of literature associated with the history, theology, theories, and practices of preaching. They engage in dialogue with other disciplines (e.g., theological, biblical, cultural, rhetorical and performative studies) in order to interpret and construct theories of proclamation for diverse public, cultural, and ecclesial contexts.

LITURGICAL STUDIES

Students in the Liturgical Studies concentration engage in critical research into the historical evo-



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

MISSIONOLOGY

This concentration within the field of Christian theology explores the nature, purposes, methods, history, and contemporary approaches to mission as it relates to global Christianity. Mission studies are interdisciplinary in method, drawing from biblical, theological, and historical foundations, as well as the cultural and social sciences. Topics to be explored include interactions between global and local churches, evangelism and witness, faith and cultures, ecumenism and interreligious dialogue, as well as issues of justice, liberation, and the spirituality of empowerment. Students develop social, historical, cultural, liturgical, and theological tools in order to contribute to current and innovative approaches to mission.

PRACTICAL THEOLOGY

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

theology for academic and public discourse directed toward individual and social transformation.

RELIGIOUS EDUCATION

The Religious Education concentration integrates theology and religious studies with educational theories and practices available for study at the GTU and the University of California, Berkeley. From a critical pedagogy perspective, students are expected to develop competency in the theology of their own religious traditions and the literature and practices of education, as well as relevant social sciences such as education, sociology, and psychology. Integrating scholarly reflections and practical educational concerns out of their own religious contexts, students will develop their ability to research and teach religious and interreligious education in both academic and pastoral contexts.

YOGA STUDIES

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

GENERAL REQUIREMENTS OF THE DOCTORAL PROGRAM

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



RESIDENCE AND COURSE WORK

The residence requirement is defined as full-time graduate study during the first two years of the degree program under the direction of the faculty of the Graduate Theological Union. Four semesters of residency enable students to gain the maximum benefit of the educational opportunities provided by the GTU. The residency period also allows students to build working relationships with faculty who may later serve on exam or dissertation committees. In the majority of cases, this is done through course work or supervised reading courses. Whatever combination of classes and/or supervised reading courses a student undertakes during a given semester of residency, they are expected to spend substantial time on campus in face-to-face interaction with faculty during the residency period in order to develop and sustain the foundation for the doctoral program.

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

LANGUAGE AND OTHER RESEARCH TOOLS

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

All PhD students are required to demonstrate

proficiency in at least two scholarly research languages that are not the student's native language. This requirement must be met before starting the comprehensive examination process.

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

Students can expect to fulfill the language requirement through a translation and comprehension examination, or through college level course work that includes a comparable exam. The policies and procedures for certifying language proficiency are provided in the Doctoral Program Handbook. Non-native speakers of English may certify English as one of their foreign languages in one of two ways. First, a student can certify in English with a score of 90 (internet-based) or better on the TOEFL exam. Second, they may submit to the Dean a course paper of at least 20 pages in length written for a GTU course, along with a written evaluation of the student's written and spoken English language abilities by the faculty member who taught the course.

Research Readiness Review In the fall semester of a doctoral student's second year in the program, the faculty advisor will review the student's research readiness. On occasion, the advisor might determine that a student should be reviewed in the fall semester of the third year. During the year(s) prior to the review for research readiness, students should submit research papers from courses taken while in the doctoral program and evaluation forms to two faculty members. Students then submit the graded papers and these evaluations to the faculty advisor who confers with the student and presents a summary and statement of approval to the Associate Dean of Students. Failure to demonstrate research readiness by the time of the review may disqualify the student for financial aid and may be grounds for academic probation, and in some cases, termination from the program.

The Comprehensive Examinations After the student meets language requirements and completes the research readiness review, a committee of at least three faculty members is constituted to meet and work with the student in the formulation of the comprehensive examination proposal. The committee Coordinator must be a member of the Core Doctoral Faculty (CDF). The second reader must be either a

PROTOCOL AND NORMATIVE TIMEFRAME: DOCTORAL PROGRAM

Requirement	Timeframe	Evidence for Certification	Responsible for Certifying
Research Readiness Review (RRR)	Year One	<ul style="list-style-type: none"> Written evaluation using RRR rubric by two course instructors Paper evaluations then reviewed by Advisor 	Course Instructors, Advisor
Coursework	By end of second year	<ul style="list-style-type: none"> Four semesters of coursework (48 units) Normal load is 3 three-unit courses plus 3 units of "Preparation for comps" Includes Seminar on Interdisciplinarity and Department Seminar plus other courses in primary and secondary concentrations and outside discipline 	Advisor and Course Instructors
Languages	By end of second year	<ul style="list-style-type: none"> Certification in 2 scholarly research languages through: Translation and comprehension examinations (offered September, February, May once each semester) or course work 	GTU Language Committee
Comprehensive Exam Proposal	By end of third year	<ul style="list-style-type: none"> Formation of a Comprehensive Examination Committee consisting of a coordinator (CDF member from the student's primary concentration), a second GTU member (consortial faculty from a different school than the coordinator), and a third/outside reader – See doctoral handbook for details Exam proposal, including bibliographies, developed in consultation with committee and submitted for approval to department chair. See "Procedures for Comprehensive Examination Proposal Approval" in Doctoral Handbook 	Comps Committee approved by GTU Dean, Committee and Department Chair approve proposal
Comprehensive Exams	Complete within one academic year of proposal/end of fourth year	<ul style="list-style-type: none"> Four exams At least one is a research paper of 30-40 pages Format options for other exams: four-hour closed book, student designed/taught course, 24 hour take home, or two papers-two courses. 	Comps Committee
Oral/Comprehensive Exam	Nor earlier than two weeks after submitting completed exams to committee	<ul style="list-style-type: none"> Three hour examination by committee One of the following assessments will be made: pass with distinction, pass, fail with recommendation for re-exam, fail with recommendation for terminal MA, fail terminal, no decision. 	Comps Committee
Dissertation Proposal	By end of fifth year	<ul style="list-style-type: none"> Formation of a Dissertation Committee consisting of a coordinator, second GTU reader, and third/outside reader – dissertation committee must be approved by the GTU Dean Dissertation proposal with a short bibliography developed in consultation with committee and submitted for approval to the Doctoral Council – proposal must meet with requirements detailed in the Doctoral Handbook Human Subjects protocol (if relevant) should be submitted along with proposal 	Committee, Department Chair, and Doctoral Council approve the proposal, and human subjects protocol (if relevant)
Dissertation	By end of seventh year	<ul style="list-style-type: none"> All committee members must approve final draft 	Dissertation Committee
Dissertation Oral Defense	Four weeks (minimum) after final draft is submitted to committee	<ul style="list-style-type: none"> All committee members must approve defense 	Dissertation Committee

Core Doctoral Faculty or consortial faculty member, normally from a GTU institution other than that of the Coordinator. The third reader must represent the research disciplines of the university. External readers other than UCB faculty must be approved by the GTU Dean. Students must submit a Curriculum Vitae for the external reader unless they are UCB faculty. The committee must be approved by both the GTU Dean and the Department Chair. Students are provided with further information on committee structure in the Doctoral Program Handbook.

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

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

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

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

The comprehensive examinations may be judged as being passed with distinction, passed, failed with the possibility of re-examination, failed terminally, or no decision. A terminal failure ends a student's program at the GTU, although the examining committee may recommend the awarding of the MA degree based on one of the comprehensive exams research papers. Two failures of the comprehensive exams end a student's program at the GTU.

The Dissertation After completion of the comprehensive examinations, the student develops a dissertation proposal with the guidance of at least three faculty members who agree to serve on the dissertation committee. The committee consists of a Coordinator, who must be a member of the Core Doctoral Faculty (CDF) in the student's department, and two readers. The second reader must be a

consortial faculty or Core Doctoral Faculty member, normally from a GTU institution other than that of the Coordinator. The third reader of a PhD committee is usually a faculty member from UCB or another research university, who will represent a discipline, theory, or methodology of the research university outside the field of theology or religious studies.

After the proposal is approved by the committee, it is submitted to the Doctoral Council for final approval. When this approval has been granted, the student is advanced to candidacy and proceeds to the writing of the dissertation. An oral defense is conducted on a completed draft of the dissertation.

For all students, two approved copies of the dissertation on archival paper, typographically perfect and bearing the original signatures of the committee, must be filed with the Associate Dean of Students by the filing deadline. The Core Doctoral Faculty approve the list of graduates in October or April.

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

Awarding of Degrees When it is certified that the candidate has completed all required work and met all financial obligations for the degree of Doctor of Philosophy, the degree will be recommended by vote of the Core Doctoral Faculty of the Graduate Theological Union and the GTU Board of Trustees. The Board of Trustees grants degrees in October and May.

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

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

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

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

The GTU Honor Code The GTU doctoral program operates on an honor code. As responsible adults, students police the integrity of their own academic work. By virtue of registration in the program, students pledge to work in accordance with policies, procedures, and expectations as defined in the Doctoral Program Handbook, and the catalog.

Students are required to observe rubrics of exams such as time limitations and closed book requirements. On-campus exams are not proctored since it is assumed that students will comply with the honor code in good faith. Violations should be reported to the Department Chair and by them to the Associate Dean of Students. Documented evidence that a student has violated the honor code may result in immediate expulsion from the program. Students accused of violating the honor code may file a grievance with the Dean to contest the accusation.

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

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

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

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

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

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

Withdrawn students may apply for reinstatement or re-admission, but such reinstatement is not automatic, and faculty members are not obligated to agree to return to committees that have been dissolved. Detailed information about how to register full-time or to request and receive an alternative status in the program is provided to students in the *Doctoral Program Handbook*.



Inclusive Language Policy The GTU has adopted a policy mandating the use of gender-inclusive language in all academic work relating to human individuals and groups. However, in scholarly writings about these issues it is important to note the dimensions of the controversy, the position the author is taking, and the reasons for the position. For a fuller statement on the inclusive language policy, see the *Doctoral Program Handbook*.

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

ADMISSIONS REQUIREMENTS AND APPLICATION PROCEDURES

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

DEGREE REQUIREMENTS FOR ADMISSION

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

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

- a) **Determine the appropriate Department and Concentration of study** Perhaps the most critical factor in the admissions decision has to do with the “fit” between the student and the department to which they are applying. In addition to being a field of study, a department represents a distinctive methodology or approach to scholarship. Read the general descriptions of the departments carefully and study the type of research and teaching undertaken by the faculty listed. It may also be important and helpful to contact the Department Chair. The Admissions Office is happy to assist in making that connection.
- b) **Fulfill all of the steps of the admissions process** Be sure to satisfy any additional admissions requirements stipulated by your chosen department as well.
- c) **Statement of academic purpose** This statement should succinctly and specifically articulate the goals and plans for doctoral level study, intellectual interests, language background, and the compatibility of those specific interests with the faculty resources of the GTU doctoral program. The statement is used by the committee to determine both preparation for doctoral studies and “fit” with the specific resources of the program.
- d) **Academic writing sample** Applicants are to submit a sample of their academic writing. The sample should not exceed 20 pages and should demonstrate the ability to frame an argument and address an issue related to one’s stated research goals.
- e) **Three academic letters of recommendation** These should be from persons with academic credentials who can speak knowledgeably about the applicant’s academic performance and

potential, and their suitability for doctoral level studies. Academic references are not the same as character references; they should speak directly to academic strengths and potential.

- f) Official transcripts from all previous institutions** Applicants must submit official transcripts from every school attended since high school. International transcripts must be accompanied by a certified English translation. Order these well in advance, as some institutions need time to fill requests. Applicants who have completed a Master's Degree at the GTU must still request official transcripts from the Registrar's office.
- h) GRE or TOEFL examination** Applicants must have Official Graduate Record Examination (GRE) scores from within the last five years. For those whose native language is not English, TOEFL scores from the past two years are required. GRE scores are required of all applicants who are from countries in which English is the official language. Doctoral applicants are usually expected to have a minimum Verbal Reasoning score of 150. International applicants are expected to have a TOEFL score of at least 90 (internet based) from an exam taken within the last two years. Register early so that scores will be available to the Admission Committee no later than the last week of December. This is a firm deadline.
- i) Application fees:**
1. A non-refundable fee of \$135 for domestic students and \$155 for international students is payable to the GTU. This should be paid by credit card with the online application or by check from a U.S. bank or international postal money order, payable to the Graduate Theological Union.
 2. The GTU will send a portion of the payment to the Graduate Division of UCB along with the student's application for review once the application has been admitted to the GTU.
- j) Meet deadlines** All materials must be postmarked or transmitted electronically no later than the December deadline in order to be presented to the Admissions Committee, which meets only once per year. Plan ahead to meet the deadline. Late applications will not be considered until the following year. All parts of the application will become the property of the GTU and will not be returned to the applicant. If you

applied to or completed an MA at the GTU you must submit all required items as stated; the doctoral application is a completely separate file.

If you have questions or would like further information:

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

TELEPHONE: 510/649-2460 or 800/826-4488
EMAIL: admissions@gtu.edu
WEBSITE: www.gtu.edu

Status of Admissions Files & Student Files

Materials submitted for admission become the basis of the GTU student record. Application materials become the property of the GTU and will not be returned. File materials are available to enrolled students upon request unless the student has signed a form waiving access to duly approved authorities of the GTU and to Buckley Amendment, unless the student provides a written person or agency. Annually, the Graduate Theological Union informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

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

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

U.S. Citizens and Eligible Non-Citizens Applicants must submit the Free Application for Federal Student Aid (FAFSA) and the GTU Financial Aid Application no later than the priority deadlines listed on the Financial Aid pages of the GTU website. The application and the FAFSA are available on October 1, each year.

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

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

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

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

Grant-in-Aid (GIA) is a need-based source of institutional aid intended to reduce the cost of tuition and is available during the first two years of the doctoral program while paying per credit tuition. GIA is determined by the completion of the institutional financial aid application and the Free Application for Federal Student Aid (FAFSA). Students are required to apply for financial assistance on an annual basis and must maintain a full-time load of 12 semester hours each term. Students that enroll less than full-time will have their aid prorated based on their actual cost of tuition. The Financial Aid Application and the FAFSA are available beginning on October 1, each year.

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

Other Funding Sources Students are encouraged to seek outside assistance from civic organizations, trust funds, foundations and denominational sources. The External Scholarship Resources link is located in the Financial Aid section of the GTU website and is an



online database of external scholarships and funding sources.

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

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

Federal Work Study (FWS) Federal work study is a need-based federal program administered by the institution to assist students who have demonstrated financial need. The program was established to stimulate and promote part-time employment of students in need of earnings to finance the cost of education and to encourage students receiving federal student aid to participate in community service

activities that will benefit the nation and engender in students a sense of social responsibility and commitment to the community. Students may work on or off-campus at eligible not-for-profit organizations. To be considered for federal work-study, applicants must indicate their interest by submitting a “yes” response to questions #31 of the FAFSA.

Estimated Expenses The following are estimated living expenses for the nine-month, 2019-2020 academic year. This budget serves as the foundation for determining a student’s financial need, as well as, the amount of qualified institutional grant/scholarship and federal student aid that can be offered. The standard budget is also provided to assist students in estimating their budgetary requirements. Individual budgets may vary.



Student Standard Budget	Monthly	Semester	9-month Academic year
Books/Supplies		\$500	\$1,000
Housing	\$1,250	\$5,625	\$11,250
Food	\$330	\$1,485	\$2,970
Transportation	\$250	\$1,150	\$2,300
Medical		\$1,500	\$3,000
Miscellaneous	\$140	\$560	\$1,260
Loan Fees		\$110	\$220
Total	\$720	\$10,930	\$22,000

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Common MA Program

THE GTU COMMON MA

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

Students who complete the MA program will be able to:

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

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

SACRED TEXTS AND THEIR INTERPRETATION

This department provides a strong foundation for research and teaching in the fields of Hebrew Bible/Old Testament, New Testament, Hindu Sacred Texts, Islamic Sacred Texts, and Rabbinic Literature. Beginning with the acquisition of appropriate language skills, a student's study of primary texts includes a variety of methods, including transdisciplinary and contextual approaches. Students may focus their work on a single religious tradition or engage in a comparative study of texts and their interpretations.

CONCENTRATIONS OF STUDY

HEBREW BIBLE / OLD TESTAMENT

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

HINDU SACRED TEXTS

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

ISLAMIC SACRED TEXTS

Students in this concentration work to develop competencies in the study of the Qur'an and the Prophetic Tradition. Contextualizing these foundational sources through their historical development and the contributions of generations of Muslim scholars, students study related texts

and traditions, including Islamic law, theology, and spirituality that together inform the textual and interpretative community of Islam.

NEW TESTAMENT

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

RABBINIC LITERATURE

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

HISTORICAL AND CULTURAL STUDIES OF RELIGION

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

CONCENTRATIONS OF STUDY

ANTHROPOLOGY OF RELIGION

Students in Anthropology of Religion study cultural contexts, beginning with conceptualizing “religion” itself as the product of Christian, European, and colonial genealogies in order to understand this concept’s impact on the world. Key theoretical areas of study include modernity, liberalism, secularism, and the reorganization and regulation of religious, social, and political life, space and time, and individual and community. Reading a variety of ethnographic works, students study approaches to scripture, belief, faith, and religious practice, subjectivity, and affect. Contemporary debates and issues include violence, the nation-state, global capital, migration, justice, sustainability, identity, media and technology, aesthetics, spirituality, and culture.

ART AND RELIGION

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

BUDDHIST STUDIES

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

CHRISTIAN SPIRITUALITY

Students in this concentration focus on Christian Spirituality in the context of the broad contemporary understanding of spirituality. Students prepare to interpret the biblical text on its own terms for spirituality; to contextualize major figures, texts, and themes in the historical development of Christian

Spirituality; to achieve a dialogical understanding of other spiritualities not within the Christian tradition; and to do research and develop analytical arguments from an interdisciplinary perspective. Students are encouraged to be interdisciplinary and cross-cultural in their study as they prepare for positions in academia and/or various religious institutions and ministries.

COMPARATIVE RELIGION

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

HISTORY OF CHRISTIANITY

Students in this concentration study the Christian religion through critical historical investigation of the unity, diversity, and development of Christian communities, their material cultures and spiritualities, and their relations to other religions. This concentration offers opportunities to study in ancient, medieval, Reformation, early modern, and nineteenth- and twentieth-century Christianity. Students in the History of Christianity concentration are strongly encouraged to engage with the historians and other students of religion at the University of California, Berkeley.

HINDU STUDIES

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

ISLAMIC STUDIES

Students in this concentration engage in the interdisciplinary study, research, and teaching of Islam in its theological, historical, cultural, and comparative contexts, with a focus on Islamic texts in contemporary contexts, Islam as a lived tradition, and the global expressions of Muslim diversity, both past and present. Key topics of study include Islam and Muslims in the West, secular modernity and religious formation, Islam and Muslims in interreligious contexts, and the public understanding of Islam and Muslims, especially through media and technology.

JAIN STUDIES

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

JEWISH STUDIES

Students in this concentration study Jewish history, culture, and literature from antiquity until the present. Students are trained in theoretical approaches such as literary and cultural criticism as well as historical and sociological analysis. Students acquire general competence in the history of Judaism from late antiquity to the present. Resources are particularly strong for study in rabbinics, medieval Jewish history, Jewish-Christian interactions, and Eastern European Jewish literature and culture. Students may focus on themes such as language, translation, secularization, gender, and sexuality. Advanced research in Jewish studies requires near-fluency in Hebrew and familiarity with major trends in Jewish history and literature.

NEW RELIGIOUS MOVEMENTS

Students in this concentration study New Religious Movements as organizational movements, religious ideas, and distinctive spiritualities that emerged in the nineteenth century (metaphysical churches, Latter Day Saints, Bahá'í, occult and esoteric movements) and in the upsurge of non-traditional and alternative movements from the mid-twentieth century forward (Western appropriations of Hinduism,

Buddhism, Sikhism, Sufism; neo-paganism; New Age movements; human potential movements). Drawing upon such disciplines as anthropology, sociology, literary studies, theology, history, and spirituality, students develop projects that interpret New Religious Movements from many possible angles in studies of modern culture.

RELIGION AND LITERATURE

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

SOCIOLOGY OF RELIGION

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

THEOLOGY AND ETHICS

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

CONCENTRATIONS OF STUDY

AESTHETICS

Students in this concentration apply the resources of religious and theological traditions to the study of beauty – in its enrapturing power, in its perception as graceful manifestation of divine truth and

goodness, and in its presentation as art. Students in this concentration investigate issues related to the aesthetic dimensions of faith, theology, religion, or ethics, or to the religious, theological, or ethical dimensions of aesthetics or art. They learn the methods of philosophical, fundamental, systematic, or moral theology for engaging in disciplined theological investigation, analysis, and evaluation of these issues, and for proposing synthetic, explanatory, or constructive approaches to them.

CHRISTIAN THEOLOGY

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

COMPARATIVE ETHICS

Students in this concentration focus on a comparison of two or more theological approaches to topics in the field of ethics. Using descriptive and/or conceptual methods, students explore major moral teachings of Hinduism, Buddhism, Judaism, Christianity, Islam, and other traditions; engage in studies of social, business, health care, feminist, or sexual ethics; and address specific concerns or particular moral problems across these traditions.

COMPARATIVE THEOLOGY

Inspired by an increasingly pluralistic global context that brings diverse religious worlds into contact, this concentration prepares students to engage in the study of the distinct theologies, practices, and ethics of different religions from a dialogical perspective. Students follow systematic, thematic, or constructive approaches to the comparative exploration of global faith traditions and religious cultures as they reflect on the meaning of religious pluralism for practitioners and theologians alike. Students gain the conceptual and analytical tools that will enable them to undertake research and teaching in diverse aspects of comparative theologies and their related ethical models in an interreligious society.

ETHICS

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

a secondary concentration, to do research, and to construct an ethical argument. With these skills, students are prepared to teach in undergraduate and graduate programs in colleges, universities, and seminaries; to provide leadership to organizations, agencies, or corporations; and to serve churches at the local, regional, and national levels. As students make progress in their studies, they become increasingly capable of speaking and writing on ethical matters in the public sphere.

HINDU THEOLOGY

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

ISLAMIC PHILOSOPHY AND THEOLOGY

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

PHILOSOPHICAL THEOLOGY

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

THEOLOGY AND SCIENCE

The primary goal of the concentration in Theology and Science is to promote creative mutual interaction between natural science and academic

theology. Students explore the implications of fields such as physics, cosmology, evolution, genetics, neuroscience, and astrobiology for constructive research in philosophical theology, systematic theology, and ethics. They learn to monitor and critically assess debates and controversies arising in the broader field of Science and Religion. A concentration in Theology and Science may be combined with work in Buddhist Studies, Christian Theology, Ethics, Hindu Theology, Jewish Studies, Islamic Philosophy and Theology, or Philosophical Theology.

RELIGION AND PRACTICE

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

CONCENTRATIONS OF STUDY

HOMILETICS

Students in the Homiletics concentration work to become scholar-teachers who are conversant with the body of literature associated with the history, theology, theories, and practices of preaching. They engage in dialogue with other disciplines (e.g., theological, biblical, cultural, rhetorical and performative studies) in order to interpret and construct theories of proclamation for diverse public, cultural, and ecclesial contexts.

LITURGICAL STUDIES

Students in the Liturgical Studies concentration engage in critical research into the historical evolution of Christian rites, theological reflection about Christian ritual practice (historical and contemporary), and analysis/interpretation of the ritual practices and embodied faith expressions of particular liturgical traditions. They develop familiarity with the major figures, themes, and tasks in liturgiology, as well as research skills that include a critical use of primary sources, textual analysis, and ritual interpretation. In addition,

they integrate perspectives from the social sciences and the humanities - including such fields as cultural anthropology, sociology of religion, ethno-musicology, cultural studies, and cognitive linguistics.

MISSIONOLOGY

This concentration within the field of Christian theology explores the nature, purposes, methods, history, and contemporary approaches to mission as it relates to global Christianity. Mission studies are interdisciplinary in method, drawing from biblical, theological, and historical foundations, as well as the cultural and social sciences. Topics to be explored include interactions between global and local churches, evangelism and witness, faith and cultures, ecumenism and interreligious dialogue, as well as issues of justice, liberation, and the spirituality of empowerment. Students develop social, historical, cultural, liturgical, and theological tools in order to contribute to current and innovative approaches to mission.

PRACTICAL THEOLOGY

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

RELIGIOUS EDUCATION

The Religious Education concentration integrates theology and religious studies with educational theories and practices available for study at the GTU and the University of California, Berkeley. From a critical pedagogy perspective, students are expected to develop competency in the theology of their own religious traditions and the literature and practices of education, as well as relevant social sciences such as education, sociology, and psychology. Integrating scholarly reflections and practical educational concerns out of their own religious contexts, students will develop their ability to research and teach religious and interreligious education in both academic and pastoral contexts.



YOGA STUDIES

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

MA PROGRAM REQUIREMENTS

RESIDENCY AND COURSE REQUIREMENTS

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

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

languages, or advanced work in a language beyond the language requirement level may be counted toward the 14 full-credit courses. Under extraordinary circumstances the Dean or Director of the school, center, or institute of affiliation, with the approval of the GTU Dean, may allow a student to combine two 1.5-unit courses in the same field of study to count as 3-unit course on the basis of evidence that the readings, papers, and other assignments required level of work equivalent to a full 3-unit academic course. MA students who have taken GTU courses for credit as a non-degree student may petition to transfer a maximum of twelve units (four 3-unit courses) in the MA Program. Likewise, MA students previously enrolled in another degree program at the GTU may transfer a maximum of thirty-six units (twelve 3-unit courses) into the MA program.

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

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

COURSE REQUIREMENTS

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

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

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

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

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

- a. Certification of completed undergraduate or graduate level courses at an accredited college or university within the past five years. If an MA student achieves a grade of B in the fourth semester or sixth quarter of language instruction, they may petition the committee to accept this work.
- b. If a student whose primary language is English has matriculated as a graduate student in a foreign university where the language in which certification is requested was used both for lectures and written work, and the student has received a minimum grade of B or equivalent for a minimum of one semester’s work of full-time graduate work, they may petition the committee to accept this work.

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



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

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

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

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

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

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

Joint MA/MDiv MDiv students at a GTU member school may elect to apply for admission into the GTU Common MA program in the third year of their MDiv to complete a shortened 24 unit MA after their MDiv. The Joint MA/MDiv will utilize pertinent transferrable courses from the MDiv and allow the students to focus on their concentration requirements, electives and thesis during their fourth year at the consortium. Those interested in the Joint MA/MDiv program should seek guidance from their academic advisor and the GTU Associate Dean when they are registering for courses in their MDiv program to ensure that they will take 24 units of coursework that is applicable to their MDiv and their MA. Students may apply for admission at any time, but they will only become an active student in the GTU MA program after they have completed all of the requirements and graduate from the MDiv program. In the fourth year, students will continue to refine their research and write their MA Capstone. Students are recommended

to think towards their MA prior to enrolling in the program to ensure the successful completion of these requirements within one academic year of full time status. Students interested in the Joint MA/MDiv will have to intentionally pick courses that fulfill their MDiv requirements as well as the general requirements of the MA. Oftentimes, introductory courses in Biblical Studies and Theology, to name a couple, will fulfill requirements for both degrees. Maintain open communication with your advisor and the GTU Associate Dean.

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

option by the student, may be from inside the GTU, or outside the GTU with approval.

Cross-registration MA students who are enrolled at least half-time (6 units) may register for one course each semester at the University of California, Berkeley. However, access to a specific course may not be possible if the UCB course is over-enrolled. This cross-registration privilege may make available studies in specialized languages, or courses in areas beyond those offered by the GTU faculty. These courses may count toward the completion of the MA degree. Courses taken in preparation for fulfilling the general language requirement may not count toward the required courses.

CHOOSING A SCHOOL OF AFFILIATION

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

ADMISSION REQUIREMENTS AND PROCEDURES

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

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

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

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

APPLICATION FORMS ARE AVAILABLE ONLINE AT WWW.GTU.EDU.

Application Deadlines are October 1 for admission to spring semester and March 1 for admission to fall semester. It is important to begin the process well in advance, as collecting all of the required materials for the application takes some time. All components of the application become the property of the GTU, and will not be returned to the applicant.

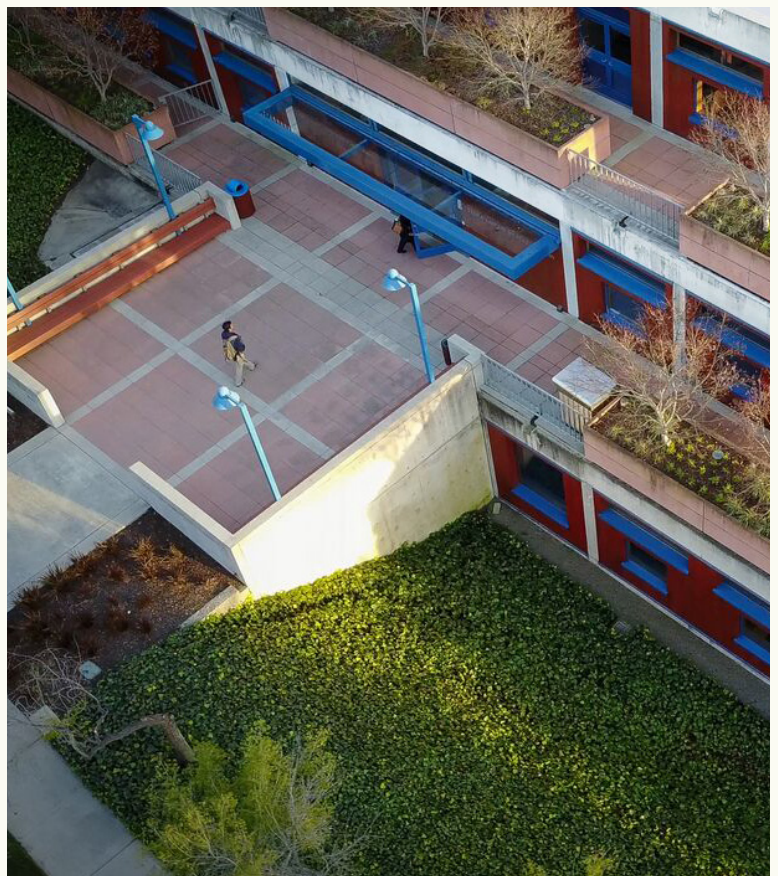
Send Application materials to:

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

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

EMAIL: admissions@gtu.edu

WEBSITE: www.gtu.edu



MA CONCENTRATIONS OFFERED BY MEMBER SCHOOLS

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

MEMBER SCHOOLS, CENTERS, AND INSTITUTES

ABSW
American Baptist Seminary of the West

CDSP
Church Divinity School of the Pacific

DSPT
Dominican School of Philosophy and Theology

JST-SCU
Jesuit School of Theology of Santa Clara University

PLTS
Pacific Lutheran Theological Seminary

PSR
Pacific School of Religion

SFTS
San Francisco School

SKSM
Starr King School for the Ministry

MA SPECIALIZED CONCENTRATIONS OFFERED BY CENTERS AND AFFILIATES

	CARe	CDS	CJS	CIS	CTNS	IBS	PAOI	CSS	CENTERS AND AFFILIATES
SACRED TEXTS AND THEIR INTERPRETATION									CARe Center for the Arts and Religion
Hindu Sacred Texts		•							CDS Mira and Ajay Shingal Center for Dharma Studies
Islamic Sacred Texts				•					CJS Richard S. Dinner Center for Jewish Studies
Rabbinic Literature			•					•	CIS Center for Islamic Studies
HISTORICAL AND CULTURAL STUDIES OF RELIGION									CTNS Center for Theology and the Natural Sciences
Art and Religion	•						•	•	IBS Institute of Buddhist Studies
Buddhist Studies						•			PAOI Patriarch Athenagoras Orthodox Institute
Christian Spirituality									CSS Center for Swedenborgian Studies
Comparative Religion		•	•	•	•			•	
History of Christianity	•				•		•	•	
Hindu Studies		•							
Islamic Studies				•					
New Religious Movements		•						•	
Religion and Literature	•		•						
Interreligious Studies		•	•	•					
THEOLOGY AND ETHICS									
Aesthetics	•								
Christian Theology	•				•		•	•	
Comparative Ethics			•						
Comparative Theology		•		•				•	
Ethics		•			•				
Islamic Philosophy and Theology				•					
Philosophical Theology					•				
Theology and Science					•				
RELIGION AND PRACTICE									
Liturgical Studies	•				•		•		
Practical Theology	•	•			•	•	•		
Yoga Studies		•							

GTU

Natalie Store

DIRECTOR OF ENROLLMENT

Kelly Colwell

ASSISTANT DIRECTOR OF ADMISSIONS

2400 Ridge Road, Berkeley, CA 94709

510/649-2460 • gtuadm@gtu.edu

ABSW

2606 Dwight Way, Berkeley, CA 94704

510/841-1905 • admissions@absw.edu

CDSP

Spencer Hatcher

DIRECTOR OF DIOCESAN RELATIONS AND RECRUITMENT

2450 LeConte Avenue, Berkeley CA 94709

510/204-0738 • admissions@cdsp.edu

DSPT

Aaron Anderson

DIRECTOR OF ADMISSIONS

2301 Vine Street, Berkeley, CA 94708

888/450-3778 • admissions@dspt.edu

JST-SCU

Memphis Latchison

SENIOR ASSOCIATE DIRECTOR FOR ENROLLMENT AND RECRUITMENT

1735 LeRoy Avenue, Berkeley, CA 94709

510/549-5013 • jstadmissions@scu.edu

PLTS

Sara Schultz

DIRECTOR OF ADMISSIONS

2000 Center Street, Berkeley CA 94704

510/559-2730 • admissions@plts.edu

PSR

Keaton Andreas and Cora Manuel

CO-DIRECTORS OF ADMISSIONS

1798 Scenic Avenue, Berkeley, CA 94709

510/849-8231 • admissions@psr.edu

SFTS, University of Redlands

105 Seminary Road, San Anselmo, CA 94960

415/451-2831 • admissions@sfts.edu

SKSM

Rain Jordan

VICE PRESIDENT OF ACADEMIC ENROLLMENT AND STUDENT SERVICES

2441 LeConte Avenue Berkeley, CA 94709

510/845-6232 • recruitment@sksm.edu

STUDENTS INTERESTED IN BUDDHIST STUDIES SHOULD CONTACT:

Scott Mitchell

DEAN, INSTITUTE OF BUDDHIST STUDIES

2410 Durant Avenue, Berkeley, CA 94707

510/809-1444 • admin@shin-ibs.edu

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

Rita Sherma

DIRECTOR, CENTER FOR DHARMA STUDIES

Graduate Theological Union
2400 Ridge Road, Berkeley, CA 94709

510/649-2579 • rsherma@gtu.edu

STUDENTS INTERESTED IN ISLAMIC STUDIES SHOULD CONTACT:

Munir Jiwa

DIRECTOR, CENTER FOR ISLAMIC STUDIES

Graduate Theological Union
2400 Ridge Road, Berkeley, CA 94709

510/649-2562 • cis@gtu.edu

STUDENTS INTERESTED IN JEWISH STUDIES SHOULD CONTACT:

Deena Aranoff

DIRECTOR, RICHARD S. DINNER CENTER FOR JEWISH STUDIES

Graduate Theological Union
2400 Ridge Road, Berkeley, CA 94709

510/649-2482 • cjs@gtu.edu

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

2311 Hearst Avenue, Berkeley, CA 94709

510/649-3450 • paoi@gtu.edu

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

APPLICATION REQUIREMENTS FOR THE GTU COMMON MA

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

The application requires:

- a. A Bachelor's degree from an accredited Institution (completed prior to matriculation).
- b. A completed application form and a 300-500 word academic statement of purpose. This is not a personal biography, but a statement of goals, study interests, and reasons the GTU and the school of affiliation are an appropriate place for the proposed program of study.
- c. Three academic letters of recommendation. Choose people who can speak knowledgeably and articulately about your academic and intellectual potential and will write specific letters. Academic references are different from general character references.
- d. One official transcript from each undergraduate and graduate school. Applicants are expected to have a minimum grade point average of 3.0 (on a scale of 4.0) for the bachelor's degree. Transcripts should show a range of undergraduate courses that demonstrate solid preparation in the humanities and knowledge of a religion. Applicants currently studying at a member school of the GTU must still submit all transcripts for the MA application.
- e. Official Graduate Record Examination (GRE) scores from within the last five years. Non-native speakers of English who have not completed a degree in the U.S., Canada, the U.K., Ireland, Australia, or New Zealand may substitute the TOEFL examination for the Graduate Record Examination. Applicants to the

MA program are expected to have a TOEFL score of 79 (internet) from an exam taken within the last two years. GRE scores are required of all applicants who are from countries in which English is the official language. Students are strongly advised to sign up early for the examinations so that scores will be available to the Admissions Committee.

The GTU's institution code is 4336.

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

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

FINANCIAL AID

The GTU is responsible for all aspects of managing student financial aid. Financial aid packages are communicated to applicants by the GTU Financial Aid Office and includes federal student aid in addition to tuition aid assistance provided by a student's member or affiliate school.

Prospective and current students who are U.S. citizens or eligible non-citizens and are affiliating with a GTU Center must complete and submit the annual GTU Financial Aid Application and the Free Application for Federal Student Aid (FAFSA) by the priority deadline. U.S. citizens or eligible non-citizens affiliating with a member or affiliate school must complete the annual GTU Financial Aid Application, the FAFSA, and the member/affiliate school's financial aid form (if applicable). Additionally, students who are members of a religious order must submit a letter from their community detailing the level of financial support they expect to receive.

International applicants who are affiliating with a GTU Center must complete and submit the annual GTU Financial Aid Application along with foreign and domestic bank statements from the most current three-month period by the priority deadline. Prospective and current international students affiliating with a member or affiliate school must consult with their member or affiliate school with regard to their financial forms and procedures in order to determine eligibility for tuition aid assistance. International students are not eligible for Title IV federal student aid.

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

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

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

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

Estimated Expenses The following are estimated living expenses for the 2019-2020 academic year. This budget serves as the foundation for determining student's financial need as well as the amount of qualified institutional grant/scholarship and federal

student aid that can be offered and is provided to assist students in estimating their budgetary requirements for the nine (9) month academic period.

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

Student Standard Budget	9 Months	Monthly
Housing and Household	\$10,800	\$1,200
Transportation Costs	\$2,250	\$250
Personal Expenses	\$1,280	\$142
Food Costs	\$2,970	\$380
Medical/Dental Costs	\$3000	
Books & Supplies	\$1000	\$500
Loan Fee		\$200
Total	\$21,500	\$2,389

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Certificate Programs

THE GTU CERTIFICATE PROGRAMS

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

The GTU offers the following stand-alone certificates for applicants not currently enrolled in a GTU degree program. All applicants must submit official transcripts from institutions in which a degree was earned to the Admissions office. International students who have not earned a degree from an English-speaking institution are required to submit official TOEFL scores with an expected minimum score of 80 (internet based). Deadlines for all applications and transcripts for certificate program are two weeks before the first day of any semester.

CERTIFICATE IN THE ARTS & RELIGION

The Certificate in the Arts & Religion (CARE) is designed for community members with an interest in the arts, including recent graduates of area universities, museum docents and volunteers, religious school teachers, religious leaders, retirees, musicians, artists, art therapists, and others. Participants take courses in a full array of arts offerings, encompassing many art forms -- visual art, music, theater, dance, film, and more.

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

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

CERTIFICATE IN BUDDHIST CHAPLAINCY

This program is available to students enrolled in degree programs across the GTU, or as a stand-alone certificate supplementing significant previous academic and/or clinical studies. It is particularly appropriate for students enrolled in programs through the Institute of Buddhist Studies or the Common MA in Buddhist Studies. Together with the MA in Buddhist Studies, this certificate meets the requirements for chaplaincy certification. This certificate is appropriate for students wishing to pursue a chaplaincy career in hospice or health care, prison outreach, or the armed services. The certificate indicates that the student has completed a course of study focusing on the application of Buddhist thought and

practice in pastoral care and chaplaincy. Applications are available online.

CERTIFICATE IN HINDU STUDIES

The Certificate is intended for two types of students:

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

Interested GTU students should contact Dr. Rita Sherma, Director of Hindu Studies, regarding their intent as soon as feasible during the course of their degree program. Students can apply online.

CERTIFICATE IN ISLAMIC STUDIES

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

CERTIFICATE IN JEWISH STUDIES

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

bachelor's degree. Letters of recommendation may be requested. Students can apply online.

CERTIFICATE IN ORTHODOX CHRISTIAN STUDIES

This program is designed to enhance the academic offerings available to students throughout the GTU as well as clerical and lay students from the community by providing a rigorous and interdisciplinary program in the study of Orthodox Christianity. Students complete the equivalent of two semesters of full time study (6 three unit classes, or 24 units of study) at the PAOI to earn the Certificate. The introductory courses, Orthodox Christian History and Theology, and Orthodox Christian Spirituality provide a basic grounding in approaches to the study of Orthodox Christianity. Applicants not already enrolled in a GTU program may apply by submitting a Certificate Application, statement of purpose, and official transcripts showing completion of a bachelor's degree. Areas of emphasis include religious education, liturgical studies, liturgical music, pastoral studies, missions and evangelism, and youth ministry. Students can apply online.

CERTIFICATE OF SWEDENBORGIAN STUDIES

In collaboration with the Center for Swedenborgian Studies (CSS), the Graduate Theological Union offers a 6-course certificate program designed for two types of students:

- 1) GTU consortial students (MDiv, MA, PhD, etc.) in any field who wish to develop expertise in Swedenborgian Studies;
- 2) Students from outside the GTU who wish to engage in graduate level work in Swedenborgian Studies to enhance their current work.

The six courses required for the certificate are to be selected from among any of the courses offered by the faculty at the Center for Swedenborgian Studies, except that with the approval of the Dean of the GTU as many as two of the six courses may be taken with non-CSS faculty. One course may be devoted to a thesis. No more than two courses may be directed study (in addition to a thesis course if that is selected).

The Certificate must be completed within four years.

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

Students who wish to apply for the Certificate in

Swedenborgian Studies as a stand-alone certificate should apply to the Dean of CSS, Dr. James Lawrence, jlawrence@gtu.edu.

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

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

CERTIFICATE IN ASIAN AND OCEANIC CULTURES AND FAITH TRADITIONS

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

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

CERTIFICATE IN BLACK CHURCH/AFRICANA RELIGIOUS STUDIES

This program has a particular methodological orientation that reflects the global, ecumenical, and interreligious perspective of the GTU. The Black Church is but one expression of the broader phenomenon of African American Religion. Spatially, the phenomenon of African American Religion encompasses West Africa, the Caribbean, and Latin America and North America. Requirements include the Black Church/Africana Religious Studies seminar for a basic grounding of approaches, and then three additional 3-unit approved courses at the GTU or the UC Berkeley African American Studies Department, and participation in one colloquium series.

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

CERTIFICATE IN WOMEN'S STUDIES IN RELIGION

This program is for enrolled GTU students who wish to concentrate on women's studies in theology and religion, and draws upon the innovative work of women faculty and students at both the GTU and UC

Berkeley. Completion of the certificate requires the Women's Studies in Religion seminar offered every year, completing three additional courses (at least two with a religious or theological component) at the GTU or UC Berkeley, and participate in three colloquia of Women's Studies in Religion series.

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

SPECIAL STUDENTS

Prospective degree students who are not certain which degree program best suits their interests, community members, or individuals who may have missed an application deadline and want to begin course work may apply to the GTU or one of the member schools for Special Student status.

Take a Class at the GTU as a Special Student

If you have a bachelor's degree you may apply to take a course through the GTU or one of its member schools. Review the Schedule of Courses and contact the school of the faculty member offering the course to apply, at least two weeks before classes begin in a term. If the instructor is from the GTU or a Center, apply to the GTU and submit an official transcript to the GTU Admissions Office, 2400 Ridge Road, Berkeley, CA 94709.

Cost per course can be found on the tuition and fees page. All applicants must submit official transcripts from institutions in which a degree was earned to the Admissions office. International students who have not earned a degree from an English-speaking institution are required to submit official TOEFL scores with an expected minimum score of 80 (internet based).

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

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

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Faculty

ALPHABETICAL LISTING OF ALL FACULTY

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

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

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

KATHRYN BARUSH • Graduate Theological Union and Jesuit School of Theology, Associate Professor of Art History and Religion, Roman Catholic; DPhil, Oxford University, 2012

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

SOFIA BETANCOURT • Starr King School for the Ministry, Assistant Professor of Unitarian Universalist Theologies and Ethics, Unitarian Universalist; PhD Candidate, Yale University

PURUSHOTTAMA BILIMORIA • Graduate Theological Union, Distinguished Teaching and Research Fellow; PhD, La Trobe University, 1981

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

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

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

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

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

JANA CHILDERS • San Francisco Theological Seminary, Dean of the Seminary and Professor of Speech Communication and Homiletics, Presbyterian; PhD, Graduate Theological Union, 1992

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

JENNIFER WILKINS DAVIDSON • American Baptist Seminary of the West, Associate Professor of Worship & Theology and Director of Chapel, Chair, Women Studies in Religion Certificate Program, American Baptist; PhD, Graduate Theological Union, 2011

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

MEGAN R. DOWDELL • Starr King School for the Ministry, Assistant Professor of Ethics and Society, Unitarian Universalist; PhD, University of California San Francisco, 2020

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

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

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

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

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

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



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

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

LAURIE GARRETT-COBBINA • San Francisco Theological Seminary, Assistant Professor, Shaw Family Chair in Clinical Pastoral Education, and Assistant Professor of Pastoral Care and Education Presbyterian; PhD, Graduate Theological Union, 2016

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

DEVORAH GREENSTEIN • Starr King School for the Ministry, Associate Professor of Religion and Psychology, Unitarian Universalist; Ph.D., Cornell University, 1991

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

NANCY E. HALL • American Baptist Seminary of the West, Associate Professor of Ministry and Congregational Music and Director of the Contextual Education, American Baptist; DMin, San Francisco Theological Seminary, 1995

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

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

ARTHUR G. HOLDER • Graduate Theological Union, Professor of Christian Spirituality, Episcopalian; PhD, Duke University, 1987

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

CAROL JACOBSON • Pacific Lutheran Theological Seminary, Associate Professor of Practical Theology; Diaconal Ministry Program Director, Lutheran; PhD, Graduate Theological Union, 1997

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

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

JAY EMERSON JOHNSON • Pacific School of Religion, Professor of Theology & Culture, Episcopalian; PhD, Graduate Theological Union, 1998

URIAH Y. KIM • Graduate Theological Union, Dean and Vice President for Academic Affairs; John Dillenberger Professor of Biblical Studies; PhD, Graduate Theological Union, 2004

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

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

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

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

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

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

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

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

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

CAROLINE F. MCCALL • Church Divinity School of the Pacific, Director of Field Education and Assistant Professor of Congregational Studies, Episcopalian; MTS, Church Divinity School of the Pacific, 2015

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

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

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

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

VALERIE MILES-TRIBBLE • American Baptist Seminary of the West, Associate Professor of Ministerial Leadership and Practical Theology; PhD, Walden University, 2014

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

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

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

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

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

KEVIN O'BRIEN, SJ • Jesuit School of Theology, Dean, Roman Catholic; STL, Weston Jesuit School of Theology, 2006

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

SANGYIL PARK • American Baptist Seminary of the West, Professor of Preaching, United Methodist; PhD, Graduate Theological Union, 2004

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

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

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



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

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

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

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

ANSELM RAMELOW, OP • Dominican School of Philosophy and Theology, Professor of Philosophy; PhD, [38] University of Munich, 1995

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

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

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

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

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

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

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

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

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

SUSANNA J. SINGER • Church Divinity School of the Pacific, and Director of the Doctor of Ministry Program, Episcopalian; PhD, Boston College, 2007



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

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

DEVIN PHILLIP ZUBER • Center for Swedenborgian Studies, Associate Professor of American Studies, Religion, and Literature; PhD, The Graduate Center, City University of New York, 2010

EMERITAE/EMERITI

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

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

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

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

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

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

JAMES CHUCK • American Baptist Seminary of the West, Professor Emeritus of Theology and Church Ministries

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

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

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

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

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

WILLIAM STAFFORD • Church Divinity School of the Pacific, Visiting Professor of Church History, Episcopalian; PhD, Yale University, 1976

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

AUGUSTINE THOMPSON, OP • Dominican School of Philosophy and Theology, Professor of History, Roman Catholic; PhD, University of California, Berkeley, 1988

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

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

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

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

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

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

ELDON G. ERNST • American Baptist Seminary of the West, Professor Emeritus of American Church History

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

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

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

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

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

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

KAREN LEBACQZ • Pacific School of Religion, Professor Emerita of Theological Ethics

WARREN W. LEE • San Francisco Theological Seminary, Professor Emeritus of Ministry in the Asian American Context

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

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

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

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

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



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

WILLIAM MCKINNEY • Pacific School of Religion, President Emeritus

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



5

SCHOOLS, CENTERS, AFFILIATES, INSTITUTES, & OTHER RESOURCES

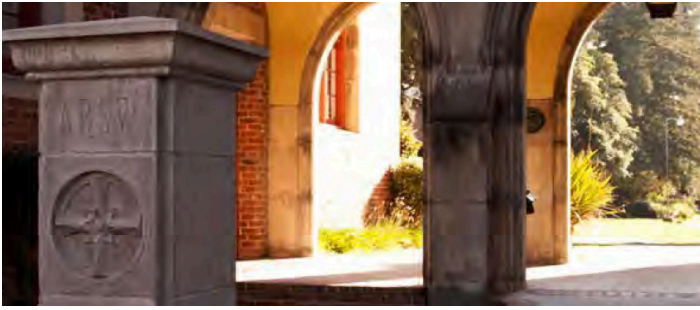
GTU MEMBER SCHOOLS

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

In the 1930s, several Protestant seminaries had relocated to Berkeley, drawn by the proximity of the University of California and the availability of its vast educational resources. With the post-World War II period, however, came a rise in ecumenical sensitivities and cooperation. In this atmosphere, around 1958, negotiations to form a cooperative degree program began among the Protestant seminaries in Berkeley, and the San Francisco Bay Area. The ad hoc committee consisted of representatives from the Berkeley Baptist Divinity School (now American Baptist Seminary of the West), Church Divinity School of the Pacific (Episcopal), Pacific Lutheran Theological Seminary, San Francisco Theological Seminary (Presbyterian), and Pacific School of Religion (multi-denominational). Agreement among four of the schools was achieved, and the Articles of Incorporation forming the Graduate Theological Union were signed in 1962. The Pacific School of Religion chose not to enter the GTU until 1964. In that same year, the Starr King School for the Ministry (Unitarian) also joined.

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

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



AMERICAN BAPTIST SEMINARY OF THE WEST

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

Accreditation Association of Theological Schools

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

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

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

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

The Masters in Community Leadership (MCL) is a professional degree designed for persons who have

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

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

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

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

For further information, contact:

American Baptist Seminary of the West
2606 Dwight Way, Berkeley, CA 94704

TELEPHONE: 510/841-1905

EMAIL: admissions@absw.edu

WEBSITE: www.absw.edu

CHURCH DIVINITY SCHOOL OF THE PACIFIC

Denominational Affiliation Episcopal Church

Accreditation Association of Theological Schools

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

Mission and Goals The Church Divinity School of the Pacific is a graduate theological seminary and center of theological study of the Episcopal Church, and is a founding member of the ecumenical Graduate Theological Union in Berkeley, California.

Responding to the challenges of contemporary society with the good news of Jesus Christ, CDSP is rooted in our Anglican identity and tradition, and provides quality theological education that integrates scholarship, reflection, worship, spirituality, and the practice of ministry.

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

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

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

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

The Master of Theological Studies deepens students' capacity for lay vocations, including chaplaincy, but is not intended to prepare students for ordination. Offered in residential and online formats, the MTS is a flexible program that provides solid academic grounding in theological disciplines and provides students with opportunities to integrate their interests and expertise

in other fields. If undertaken on a full-time basis, the program can be completed in as little as two academic years.

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

The Certificate of Theological Studies is a flexible program especially appropriate for persons in a process of vocational discernment or who are participating in a program of ministry development, as well as those seeking study for personal spiritual enrichment. The certificate requires eight three-credit courses in any subject, taken either online or in the residential classroom.

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

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

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

For further information, contact:

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

TELEPHONE: 510/204-0738

EMAIL: admissions@cdsp.edu

WEBSITE: www.cdsp.edu

DOMINICAN SCHOOL OF PHILOSOPHY AND THEOLOGY

Denominational Affiliation Roman Catholic, an approved Center of Studies of the Order of Preachers

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

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

Mission The Dominican School of Philosophy & Theology, a member of the Graduate Theological Union, is a community of scholars committed to the pursuit of truth as revealed in the Gospel and discovered by human reason. Inspired by the Dominican practice of disciplined inquiry and learned preaching, the School draws its students into the rich tradition of classical philosophy and Catholic theology, especially as exemplified by St. Thomas Aquinas, and from this tradition engages contemporary scholarship and culture in mutual enrichment. As a Center of Studies of the Order of Preachers and an apostolate of the Western Dominican Province, the School is committed to preparing women and men for academic and apostolic vocations.

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

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

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

such as business, law, healthcare or fine arts - takes seriously the professional experience of its students, and weaves that experience into the ongoing philosophical and theological conversations of our community of scholars.

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

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

For further information, contact:

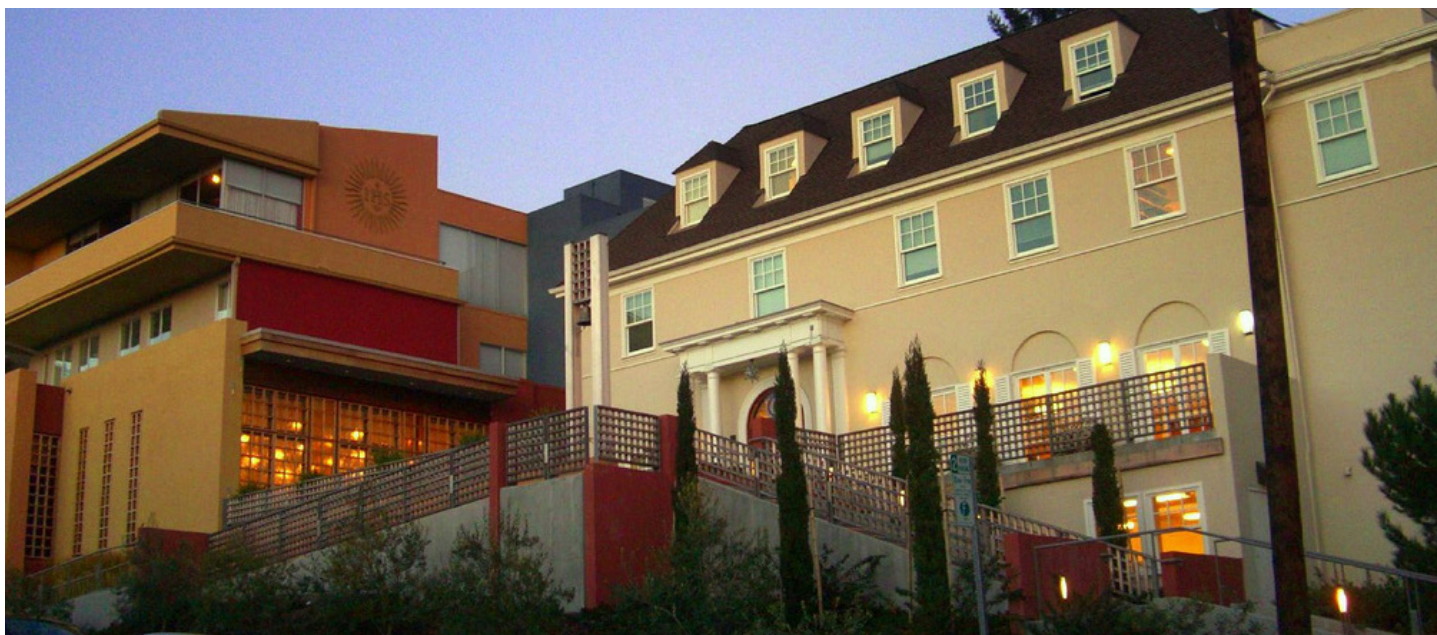
Dominican School of Philosophy and Theology
2301 Vine Street, Berkeley, CA 94708

TELEPHONE: 888/450-3778

EMAIL: admissions@dspt.edu

WEBSITE: www.dspt.edu





JESUIT SCHOOL OF THEOLOGY OF SANTA CLARA UNIVERSITY

Denominational Affiliation Roman Catholic (Society of Jesus)

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

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

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

Academic Programs JST offers a two-year Master of Theological Studies (MTS) degree, the Master of Divinity (MDiv) and the Master of Theology (ThM). The MTS program provides the student with a broad theological education and an opportunity to concentrate in Christian spirituality or another appropriate area of theology.

The three-year MDiv program provides theological preparation for pastoral ministry and the academic and professional requirements for ordination to the Roman Catholic priesthood. The ThM is a one-year advanced program, concentrated in an area of the

student's interest, and presupposes the MDiv degree or its equivalent for admission. In addition, JST participates in the Graduate Theological Union Master of Arts (MA) degree program as a school of affiliation. As an ecclesiastical faculty,

JST offers advanced ecclesiastical degrees: the three-year Bachelor of Sacred Theology (STB), the two-year Licentiate in Sacred Theology (STL), and the Doctor of Sacred Theology (STD).

Sabbatical and Non-Degree Options JST offers programs for those seeking quality theological education without pursuing a degree. The Renewal Program offers a one or two semester sabbatical for rest, reflection and academic theological renewal. Qualified applicants may be admitted as non-degree students to take one or two courses in areas of special interest. The Instituto Hispano en Estudios Teológicos y Pastorales is a two-week summer program, taught in Spanish, which prepares women and men for ministry in Hispanic/Latino communities.

For further information, contact:

Jesuit School of Theology
1735 LeRoy Avenue Berkeley, CA 94709

TELEPHONE: 510/549-5013

EMAIL: jstadmissions@scu.edu

WEBSITE: www.scu.edu/jst



PACIFIC LUTHERAN THEOLOGICAL SEMINARY OF CALIFORNIA LUTHERAN UNIVERSITY

Denominational Affiliation Evangelical Lutheran Church in America

Accreditation Association of Theological Schools

Degrees and Certificates Offered The Master of Divinity (M.Div.) degree for ordination in the ELCA is earned after three years of classroom study with concurrent field experience and one year of supervised internship. A non-ordination M.Div. can be earned after three years of study.

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

The concurrent Master of Arts (M.A.) and Master of Divinity (M.Div.) degree, earned by applying and being admitted to each program, requires a minimum of four years in residence plus the internship year.

The Master of Theological Studies (M.T.S) is earned after completing two years of theological study.

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

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

Theological Education for Emerging Ministries

The seminary offers the Theological Education for Emerging Ministries (TEAM) program, serving the ELCA's goal to provide more pastors and lay workers from African American, Hispanic American, Asian American, and Native American communities. Those interested should contact their Synod offices.

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

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

For further information, contact:

Pacific Lutheran Theological Seminary
2000 Center Street, Berkeley, CA 94704

TELEPHONE: 510/559-2730

EMAIL: admissions@plts.edu

WEBSITE: www.plts.edu





PACIFIC SCHOOL OF RELIGION

Denominational Affiliation Multidenominational. A seminary of the United Church of Christ, PSR has a historic relationship with The United Methodist Church and Christian Church (Disciples of Christ).

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

Degrees Offered Master of Divinity, Master of Arts in Social Transformation, Master of Theological Studies, Master of Arts (through the GTU), Doctor of Ministry, and seven certificate programs.

Direction Statement (abridged) Pacific School of Religion is committed to serving God by equipping historic and emerging faith communities for ministries of compassion and justice in a changing world. We affirm our historic mission to educate people for ministry and other forms of religious leadership and to be a center and resource for Christian thought in an interfaith and pluralistic context. We affirm our ecumenical and Christian heritage and commitment as an open and affirming community that honors diversity and presses toward racial/ethnic, gender or gender identity, sexual, sexual orientation, ecological, and economic justice. PSR's commitments find expression in innovative programs of scholarship and education for clergy and laity. Strong faith communities require an integration of faith and reason, theory and practice, piety and critical intellect, tradition and creativity. We seek to embody these values and disciplines in our programs and our common life.

Academic Programs **The Master of Divinity**, a graduate professional degree that prepares students for lay and ordained ministry, related vocations, and further academic study while meeting the educational requirements for ordained ministry in most major Protestant denominations. PSR offers a "stackable curriculum," which is a new course sequencing, awarding credentials after each year of full-time study. The new path offers students a Certificate of Spirituality and Social Change (CCSC) in their first year, the Master of Arts in Social Transformation (MAST) the second year, and the Master of Divinity (MDiv) in the third and final year. **The Master of Arts in Social Transformation**, using the tools and methods of social theory and constructive theology, equips students to think critically about socio-political dynamics and

reflect constructively on the role played by religion and theological traditions in movements for social change. **The Master of Theological Studies** offers a broad yet comprehensive education in theological studies across a range of disciplines. **The Master of Arts**, in cooperation with the Graduate Theological Union, is an opportunity for students to explore theology and religion in response to the challenges posed by contemporary cultures. **The combined Master of Divinity/Master of Arts** is designed for students preparing for ministry who wish to pursue an additional academic area of study or interest.

The Doctor of Ministry program is an advanced professional degree in ministry that brings together theory and praxis rooted in the academy and the community of faith.

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

Affiliated Centers PSR has a supportive relationship with Metropolitan Community Church, The Center for LGBTQ and Gender Studies in Religion, Ignite, BADE and the Disciples Seminary Foundation.

For further information, contact:

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

TELEPHONE: 510/849-8253

E-MAIL: admissions@psr.edu

WEBSITE: www.psr.edu



SAN FRANCISCO THEOLOGICAL SEMINARY, UNIVERSITY OF REDLANDS

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

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

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

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

Academic Programs offers a first professional degree, The Master of Divinity, a general academic degree, the Master of Arts in Theological Studies, a specialized Diploma in the Art of Spiritual Direction, and a general Diploma in Spiritual Formation Studies. The Master of Divinity program serves those who want to become ordained ministers or to practice other professional ministries in the church. It combines a thorough grounding in academic disciplines—Bible, theology, history, homiletics, liturgics, counseling spirituality—with practical experience in ministry through a required internship.

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

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

The Advanced Pastoral Studies program offers the Doctor of Ministry degree for those engaged in the practice of ministry who seek specialized post-MDiv professional development without giving up their employment. It includes opportunities for ministry-oriented spiritual formation, contextual theological reflection, and advanced skills development through peer group reflection, intensive academic course work, and independent research and creative activities which culminate in a dissertation/project intended to enable innovation in addressing an issue in contemporary ministry. The Certificate in Advanced Pastoral Studies serves qualified students who wish to update their theological education and refresh or develop new skills for ministry. The Certificate in Trauma & Spiritual Care provides working professionals in both clinical and pastoral settings with the skills needed to care for people during life's most difficult situations. The program is offered in a combination of online offerings and on campus weekends and can be combined with the MDiv, MATS or DMin degree programs.

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

For further information, contact:

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

TELEPHONE: 415/451-2800

EMAIL: admissions@sfts.edu

WEBSITE: www.sfts.edu



STARR KING SCHOOL FOR THE MINISTRY

Denominational Affiliation: Unitarian Universalist and multi-religious

Accreditation: Association of Theological Schools

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

Certificates offered: Unitarian Universalist Studies and Multi-Religious Studies

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

Academic Program Starr King's educational design offers a graduate school experience that is global in its scope, relational in its educational practices and adaptive in its modes of teaching and learning. Each student works in relationship with a faculty advisor who guides and accompanies their personalized learning process. Cohort groups invite students into creative interchange with one another. Working within a counter-oppressive and multireligious framework, Starr King students and faculty continually consider the relationships and intersections of religions, the arts, race, class, gender, embodiment, ecologies, cultural representations, sexualities, spiritual practices, justice and peace issues, technologies, and global economic realities. Relational learning cultivates right relationship with self, with others, with

communities of accountability, and with the sacred "ground of all relating" which is understood and honored in many ways in diverse religious traditions and spiritual practices.

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

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

For further information, contact:

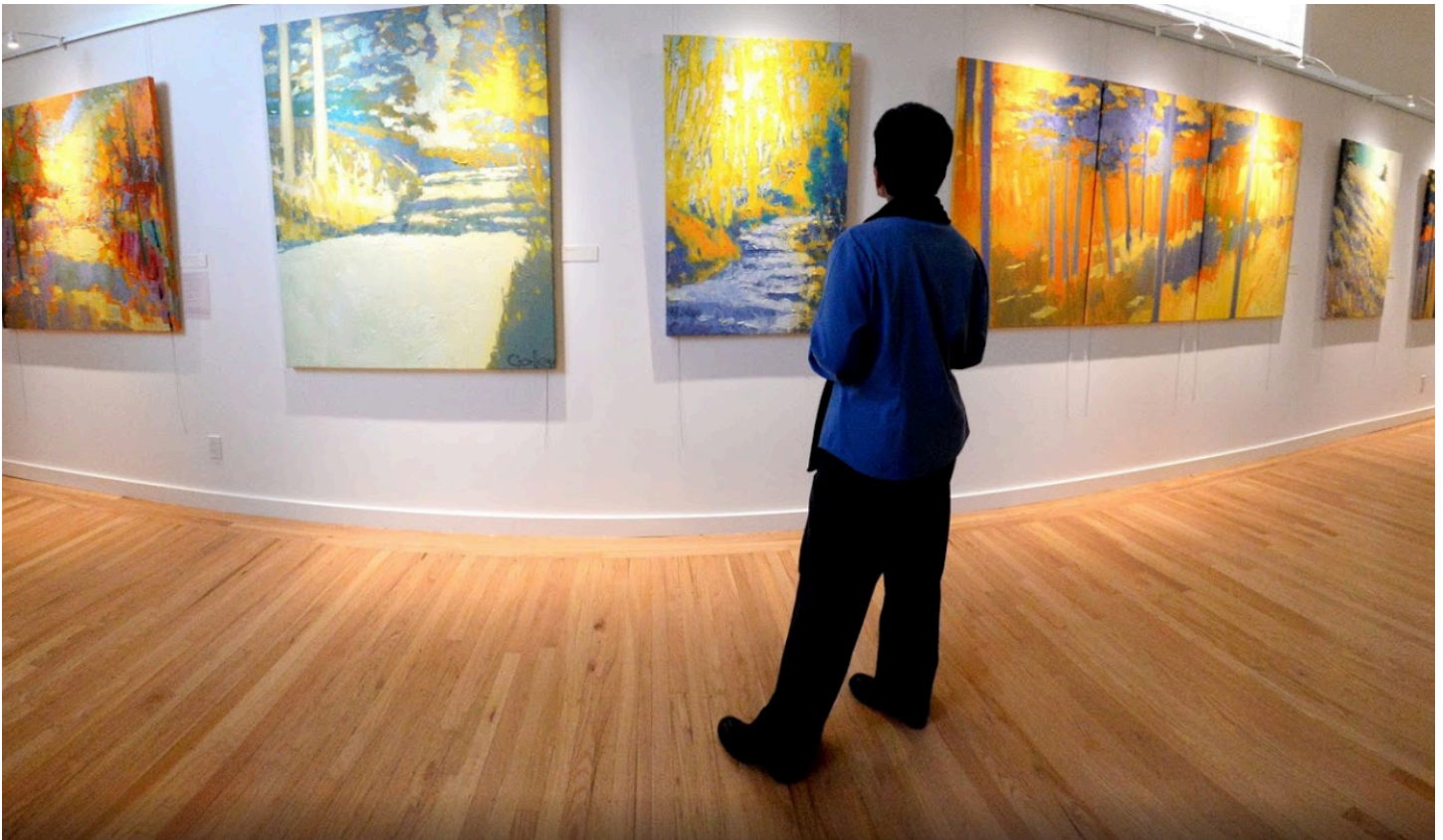
Starr King School for the Ministry
2441 Le Conte Ave., Berkeley, CA 94709

TELEPHONE: 510/549-4711

EMAIL: admissions@sksm.edu

WEBSITE: www.sksm.edu





GTU Centers

PROGRAM UNITS

THE CENTER FOR THE ARTS & RELIGION (CARE)

Purpose The Center for the Arts & Religion (CARE) promotes scholarship, reflection, and practice in the arts and religion to serve the Graduate Theological Union and to benefit the community.

Study Opportunities and Resources CARE offers a slate of courses that link religion and spirituality with the arts, including literature, drama, dance, music, media arts, art history, and art practice. CARE sponsors grants to support projects that integrate the arts and religion, as well as a writing prize for an exemplary student project in the arts and religion.

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

Other Contributions to GTU Life The Doug Adams Gallery, located at 2465 LeConte Ave, presents

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

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

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

For further information, contact:

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

TELEPHONE: 510/649-2470

EMAIL: info@care-gtu.org

WEBSITE: <http://www.care-gtu.org/>



THE MIRA AND AJAY SHINGAL CENTER FOR DHARMA STUDIES (CDS)

Purpose The Center for Dharma Studies (CDS) offers a leading edge graduate programs presenting the wide diversity and multidisciplinary experience of the Hindu world for scholars and students of diverse backgrounds. It highlights Hindu traditions, theology, philosophy, ethics, spiritual practices, arts, in-depth study of Hindu texts, and religious life in a global context. Through the Center, the GTU offers courses in Indian Philosophy, Gandhi Studies, Jain Studies, and Indian Religions. CDS seeks to foster dialogical relationships between Hindu denominations and other religious traditions, with an aim towards collaborative projects for a more equitable and sustainable world.

Study Opportunities and Programs

CDS offers courses in Hindu Studies, Hindu Theology & Ethics, and Sacred Texts & their Interpretation that span several academic fields, and incorporate multidisciplinary explorations and innovative research methodologies. The Center also offers a Graduate Certificate in Hindu Studies, and the unique Yoga Studies MA & PhD programs (Philosophy, Practices, & Ethics) with the first accredited doctorate in Yoga Studies in the West. Opportunities to study in India are possible within the programs.

Other Contributions to GTU Life The Center for Dharma Studies sponsors conferences, symposia, cultural events, art exhibits, lectures, research projects to foster understanding across the boundaries of faiths and cultures. CDS also engages in outreach with Hindu heritage religious centers in the USA and India

to build bridges of understanding. Three journals are published under the auspices of the CDS: *the Sophia: International Journal of Philosophy and Traditions*; *the Journal of Vaishnava Studies*, and *The Journal of Dharma Studies: Philosophy, Theology, Ethics, & Culture*. An important component of research and activity for CDS is Dharma and Sustainability—examining the relationship of between a Sustainable Planetary Future and Dharmic Faiths (the now global religions that emerged in ancient India). CDS convened the International Conference on Sustainable Societies I: Interreligious Interdisciplinary Responses, with a symposium on Ecology & Hindu Theology, in April 2017, as the inaugural public events of the Sustainability Initiative.

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

CDS Faculty Purushottama Bilimoria, PhD, Distinguished Teaching and Research Faculty in Dharma Studies; S. Saraswati, PhD, Senior Sanskrit Studies Faculty; Graham M. Schweig, PhD, Distinguished Research and Teaching Faculty in Hindu Theology.

For further information, contact:

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

TELEPHONE: 510-649-2579

EMAIL: rsherma@gtu.edu

WEBSITE: <http://gtu.edu/category/center-dharma-studies>



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

Leadership Director: Munir Jiwa, PhD, Associate Professor of Islamic Studies and Anthropology

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

For further information, contact:

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

TELEPHONE: 510/649-2563

EMAIL: cis@gtu.edu

WEBSITE: www.gtu.edu/cis

THE CENTER FOR ISLAMIC STUDIES (CIS)

Purpose: The Center for Islamic Studies (CIS) educates scholars and students of many faiths about the richness of the Islamic tradition and the diversity of Muslims. It emphasizes study and dialogue within and across religious traditions, where pluralism, interreligious understanding, and public engagement are the basis of scholarship and service.

Study Opportunities and Resources In cooperation with several GTU member schools and the University of California, Berkeley, the CIS offers introductory and advanced courses in Islamic Studies in a range of academic disciplines, including interdisciplinary approaches, theories, and methods. The GTU offers a Master of Arts through the CIS and a Certificate in Islamic Studies, and a with a primary focus on the study of contemporary Islam in its theological, historical and cultural contexts. CIS also supports Islamic Studies in various GTU doctoral departments.

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





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

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

Study Opportunities and Resources The GTU currently offers two degrees through the Center for Jewish Studies: an MA in Jewish studies and a PhD with a specialization in Jewish history through the Historical and Cultural Studies of Religion Department at the GTU. The CJS also offers a certificate in Jewish studies. This certificate is helpful for professional advancement in the field of Jewish education or Jewish communal life. The certificate requires the completion of six courses at the CJS, including a two-semester course on the foundations of Jewish civilization.

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

The MA and PhD programs at CJS encourage interdisciplinary and comparative research.

Students work closely with professors who specialize in medieval and modern Jewish history and culture. Dissertations and Master's theses may focus on themes such as language, Biblical hermeneutics, translation, secularization, sexuality, cultural exchange, and Jewish-Christian and Jewish-Islamic interaction. Students may work within the discipline of history as well as literary, religious, or cultural studies.

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

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

For further information, contact:

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

TELEPHONE: 510/ 649-2482

EMAIL: cjs@gtu.edu

WEBSITE: <http://gtu.edu/cjs>



THE CENTER FOR THEOLOGY & THE NATURAL SCIENCES (CTNS)

Purpose Since 1981 the Center for Theology and Natural Sciences has actively encouraged dialogue and creative mutual interaction between theology and the natural sciences. CTNS programs promote this dialogue through research, teaching, and public service. CTNS pursues its mission within the broader ecumenical and interfaith community of the wider GTU where issues of faith and science interact with all world religions and spiritualities.

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

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

In 2006 the CTNS Board of Directors created the Ian G. Barbour Chair in Theology and Science. In 2015 CTNS gifted the Barbour Chair fund to the GTU as part of CTNS becoming an integral program of the GTU. This Chair will ensure that the GTU's seminary and doctoral students will be empowered to teach and minister to a world struggling with the relationship between science and faith. The Chair also oversees two annual fellowships: The Charles H. Townes Graduate Student Fellowship offers grants to outstanding doctoral students studying theology and science at the GTU, and the Russell Family Fellowship brings internationally distinguished scholars in religion and science to the GTU to conduct research, teach doctoral and seminary courses, and present public lectures. In 2015 CTNS also gifted the two fellowship funds to the GTU. CTNS also offers public lectures to the GTU and the local community on various aspects of the intersection between science and religion.

In 2016 CTNS received a major gift from Francisco J. Ayala, for which the Center has been renamed, to help endow the Center by completing the endowment of the Barbour Chair and by endowing staff to administer the CTNS annual program and to serve as the managing editor of the CTNS refereed journal, *Theology and Science*

Leadership Director: Robert John Russell, PhD, Ian G. Barbour Professor of Theology and Science, GTU

For further information, contact:

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

TELEPHONE: 510/649-2564

EMAIL: ctns-info@gtu.edu

WEBSITE: www.ctns.org

AFFILIATES

THE CENTER FOR SWEDENBORGIAN STUDIES (CSS)

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

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

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

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

Leadership Rev. James F. Lawrence, DMin, PhD is Dean of the Center and also Faculty Associate in Spirituality at Pacific School of Religion. In addition to Swedenborgian Studies, he pursues research interests in the Protestant mysticism, Western Esotericism, the history of biblical interpretation, and New Religious Movements.



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

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

For further information, contact:

Center for Swedenborgian Studies
1798 Scenic Ave, Berkeley CA 94709

TELEPHONE: 510/849 8228

EMAIL: cssinfo@gtu.edu

WEBSITE: www.css.gtu.edu

THE INSTITUTE OF BUDDHIST STUDIES (IBS)

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

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

Study Opportunities and Resources In addition to participating in the GTU Common MA program and overseeing the concentration in Buddhist Studies, IBS offers two additional graduate-level degrees: a Master in Buddhist Studies (MBS), and Master of Divinity (MDiv). Students interested in studying for chaplaincy can pursue either the three year MDiv or combine an MA with the Certificate in Buddhist Chaplaincy.

The curriculum offered includes a systematic introduction to the entire breadth of the Buddhist tradition. Specific topical courses cover more detailed surveys of various aspects of Buddhism, such as Zen, Chinese, Theravada, textual study, and more. In keeping with the Institute's role as a seminary for the Buddhist Churches of America, courses are offered on Pure Land and Jodo Shinshu Buddhism, and graduate level study of classical and modern Japanese.

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

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

History IBS was originally founded as the Buddhist Studies Center in 1949 and was a key institution in

the development of Buddhist Studies and popular Buddhism through the 1950s and early 1960s. In 1969, the Studies Center was incorporated with the State of California as a graduate school and seminary, the Institute of Buddhist Studies. Since 1985, IBS has been an affiliate member of the GTU.

Leadership President: Rev. Dr. David Matsumoto
Dean of Students and Faculty Affairs: Scott A. Mitchell, PhD
Director, Chaplaincy Program: Rev. Daijaku Kinst, PhD.

For further information, contact:

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

TELEPHONE: 510/809-1444

WEBSITE: <http://www.shin-ibs.edu/>





NEW COLLEGE BERKELEY (NCB)

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

- To enable Christians to work out the practical implications of the faith for life and work.
- To prepare men and women for active ministry in those settings to which God calls them.
- To promote conversations among Christians and others concerning the moral sources underlying our social practices and cultural values.

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

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

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

Leadership Executive Director: Susan S. Phillips, PhD. Faculty Executive Committee: Margaret Alter, PhD; Sharon Gallagher, MTS; Margaret Horwitz, PhD; Bonnie Howe, PhD

For further information, contact:

New College Berkeley
2029 Durant Avenue, Berkeley, CA 94704

TELEPHONE: 510/841-9386

EMAIL: newcollegeberkeley@gmail.com

WEBSITE: www.newcollegeberkeley.org



THE PATRIARCH ATHENAGORAS ORTHODOX INSTITUTE (PAOI)

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

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

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

Other Contributions to GTU Life The PAOI regularly offers the Distinguished Lecture Series that has covered the full range of Eastern Orthodox history, theology, culture, and thought. The Institute hosts a campus ministry program (OCF) for students at the University of California and the GTU.

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

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

Leadership Metropolitan Nikitas Lulias John Klentos, PhD, Associate Professor of Eastern Orthodox Christian Studies

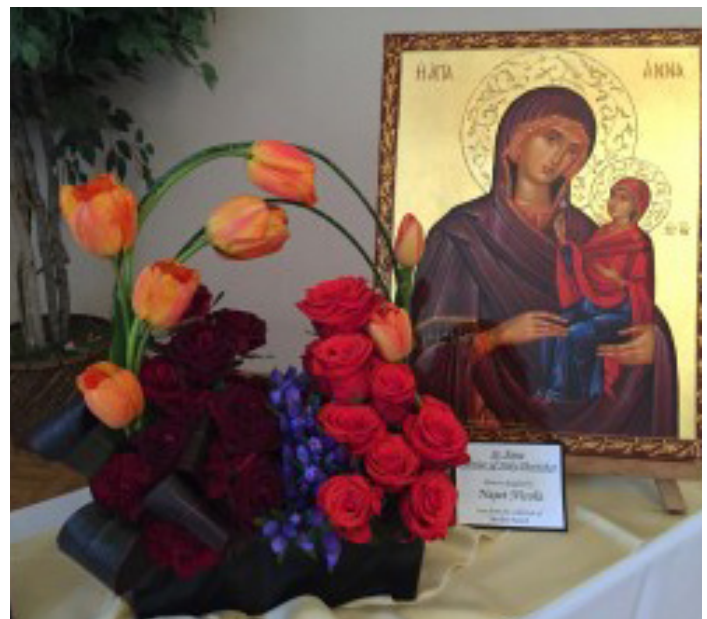
For further information, contact:

The Orthodox Institute
2311 Hearst Avenue, Berkeley, CA 94709

TELEPHONE: 510/649-3450

EMAIL: paoi@ses.gtu.edu

WEBSITE: www.orthodoxinstitute.org





RESOURCES AT THE FLORA LAMSON HEWLETT LIBRARY

The library of the Graduate Theological Union provides students and faculty with a rich and unique learning environment, including open study carrels, wireless internet access, and a wide array of book and electronic resources. The library was created in 1969, when each of the member schools contributed its library collection to form the GTU common library. These combined resources reflect the breadth of theological tradition represented by the member schools as well as the depth to support a full range of theological education programs, including doctoral work. Special areas of strength are denominational traditions and ecumenical studies; practical theology; biblical studies; theology, including art and theology and theology and the natural sciences; Christian and religious spirituality; interfaith dialogue; women and religion; and racial-ethnic ministries. The materials located at the Flora Lamson Hewlett Library in Berkeley, combined with materials at the GTU Branch Library at San Francisco Theological Seminary (SFTS) in San Anselmo, make the total library collection nearly 700,000 items. It is one of the largest theological collections in the United States. The library's Archives and Special Collections provide research materials on religious bodies in the western United States. These materials include regional denominational records, materials related to the GTU and its member schools, and the personal papers of faculty and leading thinkers in the fields of religion and theology. In addition, the library holds more than 10,000 rare books that extend

from the Reformation period to the mid-19th century. Works include numerous printed Bibles, Catholic and Protestant liturgical works and books of devotion, and denominational materials, such as the Franciscan Collection.

The library's catalog, "GRACE" (grace.gtu.edu), lists the library's extensive holdings of books and special collections. Library databases provide online access to journal literature (including full-text articles), ebooks, online texts, images, and music. Both the library's catalog and electronic databases can be queried together using the library search engine Summon, making the research process more efficient and accessible from anywhere. The Library staff provides assistance with research and the use of library materials. Workshops and class instruction on the research process and the use of electronic research tools are offered during the fall term. Instructional sessions and doctoral seminars are taught in the Library's Collaborative Learning Space, a flexible facility designed with technology and interaction in mind. Further information about the library's resources, services, and programs can be found on its website: www.gtu.edu/library.

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

RESOURCES AT THE UNIVERSITY OF CALIFORNIA, BERKELEY

The founding member schools of the GTU deliberately located the consortium in proximity to the University of California, Berkeley, because that a great research institution offers a wealth of resources for theological students. Agreements forged with the University over the years have made these opportunities a reality for GTU students. Most important are the library resources. All GTU students may obtain a UCB library card that enables borrowing from the rich UCB collections in a variety of fields. Because the GTU and UCB libraries coordinate their library collection policies, the combined resources of both the university and the GTU collections are considerably strengthened.

The second vital resource provided by UCB is cross-registration privileges. Students in the Common M.A. or other degree programs of a member school may register for one course per semester at UCB to pursue the study of specialized languages, or to take advantage of specialized courses in such fields as anthropology, history, education, sociology, urban studies, racial-ethnic studies, Jewish studies, literary theory, rhetoric, philosophy, and others. Ph.D. students may cross-register for any number of courses, although some professors or departments may limit access to courses to UCB students inside their department. Third, GTU students have access to UCB recreational facilities for a fee.

Finally, Ph.D. students are encouraged to find UCB faculty members to work on their comprehensive and dissertation committees so as to represent the perspectives of the research disciplines of the university.



ADDITIONAL GTU RESOURCES & SERVICES

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

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

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

Facilities for Students with Disability/Disabilities. The GTU doctoral program and the Common MA program participate in a policy that benefits from a collaborative arrangement with the University of California at Berkeley. The policy strives for consistent and equitable student access to educational opportunities. In particular, it addresses a student's ability to fulfill degree and certificate course and program requirements. The policy covers GTU library use, student advising, GTU classroom activities and requirements, program exams, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g. registration, access to facilities, etc.)

The GTU Associate Dean of Students serves as the Disabilities Resource Officer (DRO). The DRO serves as a resource to develop expertise, provide information and consultation, and answer questions. The DRO works with Students with Disabilities Program staff at UCB who verify accommodation eligibility and recommends accommodation options.



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

GTU Professional Development Program

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

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General Information

TUITION AND FEES

TUITION SCHEDULE EFFECTIVE FALL TERM, 2019

TUITION	
PhD and ThD tuition	\$1,425 per credit
\$34,200 per year (12 credits per semester)	
PhD and ThD continuing relations fee	\$4,775 per semester*
GTU Common MA tuition	\$780 per credit /
\$18,720 per year (12 credits per semester)	
MA continuing relations fee	\$4,665 per semester*
Certificate and Undesignated Students	\$780 per credit
Continuing Education Courses	\$150 per credit
OTHER FEES	
MA Application Fee:	\$50
Doctoral Application Fee	\$135
Doctoral Application Fee for International Students	\$155
Records Maintenance Fee during leave of absence	\$100 a semester
Reinstatement Fee	\$200
Doctoral Graduation Fee	\$300
MA Graduation Fee	\$150
Terminal MA Fee	\$100
Certificate Fee	\$50
Placement Dossier Fee	\$25
ID Card Replacement	\$25

TUITION REFUND POLICY

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

Note: If you withdraw or fall below half-time status you may no longer be eligible for financial aid or student loans. Your account will be adjusted accordingly and the aid returned to the source. If you have received a refund for these funds, you must reimburse the school immediately. For more information on financial aid forfeiture, please visit the Financial Aid office.

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

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

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

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

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

HEALTH INSURANCE Most people are required by law to have health insurance, and the GTU encourages all students to maintain coverage. Covered California is the state's health insurance marketplace, and many students will qualify for a subsidy for the plan that works best for them. Students can also apply directly for individual coverage with insurance companies such as Kaiser or Blue Shield.

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

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

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

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

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

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

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



ACADEMIC AND ADMINISTRATIVE CALENDAR

2019 - 2020

FALL SEMESTER, 2019

August 26 – August 30	Orientation Week
August 19 – August 30	General Registration Fall Semester 2019
September 2	LABOR DAY: <i>Administrative holiday / Library closed</i>
September 3	Instruction begins for Fall Semester 2019
September 1 – 13	Late Registration Fall Semester 2019
October 21 – 25	Reading Week
November 4- 15	Early Registration for Intersession 2020 & Spring Semester 2020
November 28, 29	Thanksgiving: <i>Academic and Administrative holiday / Library closed</i>
December 13	Fall Semester 2019 ends
December 25	Christmas: <i>Administrative holiday / Library closed</i>
December 25 – January 1	<i>GTU Administrative holiday / Library closed</i>
January 1	New Year's: <i>Administrative holiday / Library closed</i>

INTER-SESSION, 2020

January 6 – 31	Inter-session 2020 (General Registration prior to first day of the course)
January 20	Martin Luther King, Jr. Day: <i>Academic and Administrative holiday / Library closed</i>

SPRING SEMESTER, 2020

January 20– 31	General Registration for Spring Semester 2020
February 3	Instruction begins for Spring Semester 2020
February 1 – February 14	Late Registration Spring Semester 2018
February 17	Presidents' Day: <i>Academic and Administrative holiday / Library closed</i>
March 23 – 27	Spring break
April 10	Good Friday: <i>Academic and Administrative holiday / Library closed</i>
April 11-12	Easter: <i>Library closed</i>
April 6 – 17	Early Registration for Fall Semester 2020 (tentative)
May 22	Spring Semester 2020 ends
May 25	Memorial Day: <i>Administrative holiday / Library closed</i>
July 4	Independence Day Observed: <i>Administrative holiday / Library closed</i>

ADMINISTRATIVE OFFICERS & STAFF

Office of the President:

Daniel L. Lehmann	President
Anne Stone	Executive Assistant to the President

Office of the Dean:

Uriah Kim	Dean and Vice President for Academic Affairs
Wendy Arce	Associate Dean of Students
Melissa Haddick	Executive Assistant to the Dean
Diandra C. Erickson	Director of Digital Learning
Chaitanya Motupalli	Director of Student Life
John G.M. Seal	Consortial Registrar
Fredonia Thompson	Academic Programs Coordinator
Thomas Calobrisi	Student Assistant

Office of Marketing and Enrollment :

Sephora Markson	Vice President of Marketing and Enrollment
Natalie Stone	Director of Enrollment
Kelly Colwell	Assistant Director of Admissions
Zulunungsang Lemtur	Admissions Associate /Visits Coordinator
Reem Kosba	Admissions Associate
Marinda Chan	Visits Coordinator
Denise Morita	Director of Financial Aid
Michelle Simon	Assistant Director of Financial Aid
Sheryl Johnson	Scholarships Coordinator
Doug Davidson	Director of Communication
Laura Johnson	Digital Communications
Victoria Price	Student Assistant, Communications

Office of Institutional Advancement:

Alison Mundy	Vice President of Advancement
Christopher Cox	Associate Director of Development
Jess Jones	Advancement Events Coordinator

Business Office:

Ellen Peterson	Chief Financial Officer
Maggie Allen	Accounting Assistant
Nina Galvan	Senior Accountant

Facilities:

Armando Aguilar Michel	Maintenance Assistant/Janitor
José Palacios	Maintenance Assistant/Janitor
C. Osborne	Building Engineer

Flora Lamson Hewlett Library:

Clay-Edward Dixon	Director of Library Services
Caryl Woulfe	Assistant to the Library Director
Naw San Dee KD	Reference and Outreach Librarian
Jeffrey Jackson	Head of Access Services
Eric Gerlach	Circulation Assistant
Marie Hempen	Circulation Assistant
Beth Kumar	Learning and User Experience Librarian
Michael Markwell	Acquisitions Assistant
Mary Moore	Library Assistant
David Stiver	Special Collections Librarian

Human Resources

Vickia Brinkley	Director of Human Resources
Bobbie Lewis	HR Coordinator

BOARD OF TRUSTEES

Officers

Susan Cook Hoganson, Chair
William Glenn, Vice Chair
David O'Neill, Treasurer
Josefina Card, Secretary

Trustees-at-Large

William D. Glenn
Abid Farooq
Rabbi Douglas Kahn
Judith K. Larsen
Dale Lum
John O'Connor
Mary Jo Potter
LaRae Quy
Peter Teague
Robert V. Thompson
Dale Walker
Rita R. Semel

Faculty Representative

Munir Jiwa

MEMBER SCHOOLS' PRESIDENTS

Alison Benders, JST Interim Dean
Rosemary Bray McNatt, SKSM
James Brenneman, ABSW
Ralph Kuncl, SFTS/University of Redlands
Daniel Lehmann, GTU
Raymond Pickett, PLTS/CLU
W. Mark Richardson, CDSP
Peter Rogers, DSPT
David Vásquez-Levy, PSR

ADMINISTRATIVE OFFICERS OF MEMBER SCHOOLS

American Baptist Seminary of the West

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

The Church Divinity School of the Pacific

Rev. Dr. W. Mark Richardson, President and Dean
Rev. Dr. Ruth Meyers, Dean of Academic Affairs

Dominican School of Philosophy and Theology

Father Peter Rogers, OP, President
Father Christopher Renz, OP, Academic Dean

The Jesuit School of Theology of Santa Clara University

Father Kevin O'Brien, SJ, President
Dr. Alison M. Benders, Interim Dean

Pacific Lutheran Theological Seminary

Dr. Chris Kimball, President
Rev. Dr. Ray Pickett, Rector
Rev. Dr. Alicia Vargas, Dean

Pacific School of Religion

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

San Francisco Theological Seminary

Dr. Ralph Kuncl, President
Rev. Dr. Jana Childers, Dean and Vice President
of Academic Affairs

Starr King School for the Ministry

Rev. Rosemary Bray McNatt, President
Rev. Dr. Gabriella Lettini, Dean of Faculty

Map of Holy Hill



Graduate Theological Union

Berkeley Locations

GTU Flora Lamson Hewlett Library ■
2400 Ridge

GTU Le Conte Building ■
Center for the Arts & Religion (CARe)
Doug Adams Gallery
2465 Le Conte

GTU Annex ■
Center for Islamic Studies (CIS)
Center for Jewish Studies (CJS)
Center for Dharma Studies (CDS)
Center for Theology and the Natural Sciences (CTNS)
2452 Virginia

GTU MEMBER SCHOOLS AND AFFILIATES

American Baptist Seminary of the West (ABSW) ■
2606 Dwight

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

Church Divinity School of the Pacific (CDSP) ■
2451 Ridge

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

Institute for Buddhist Studies (IBS) ■
2140 Durant

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

New College Berkeley (NCB) ■
2029 Durant

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

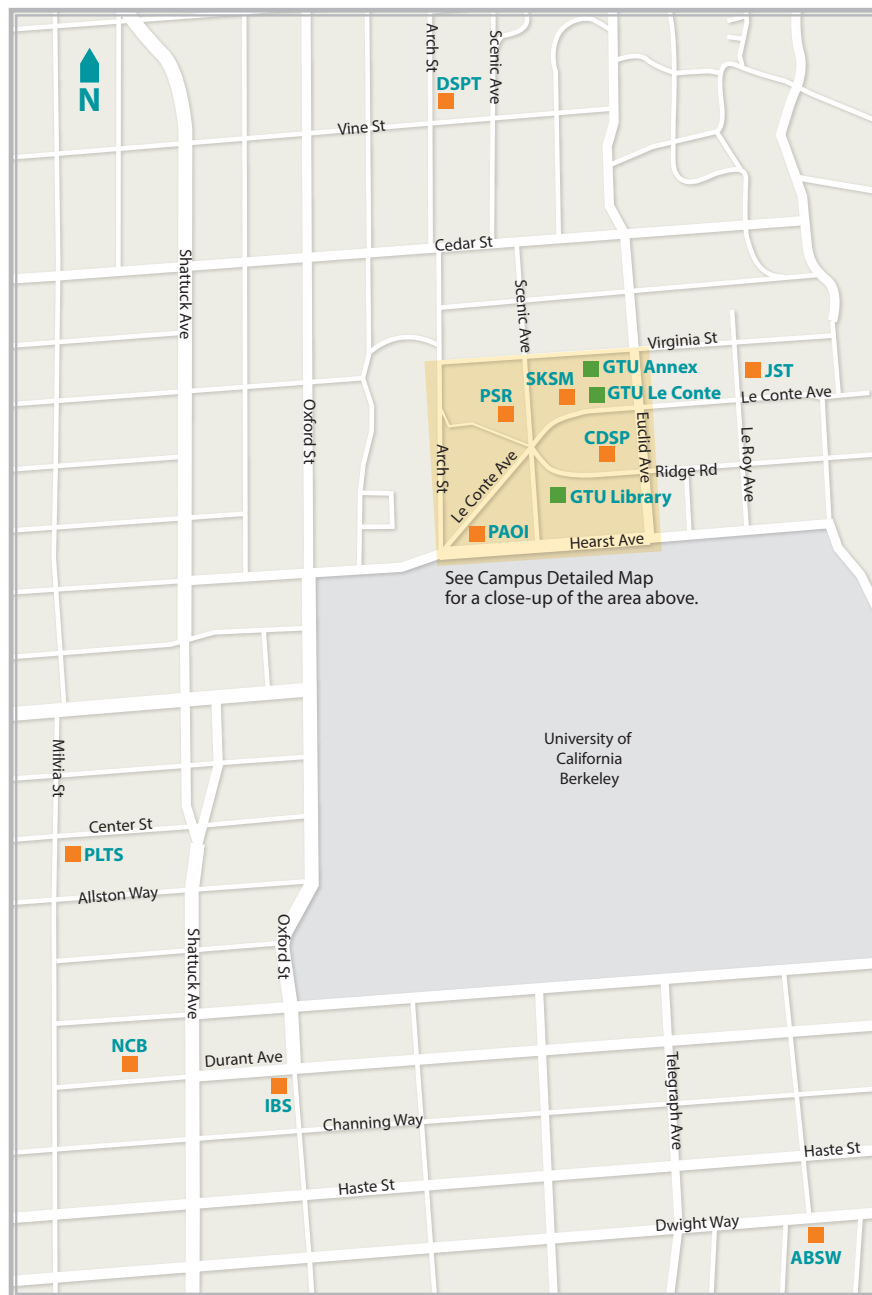
Pacific School of Religion (PSR) ■
1798 Scenic Ave.

Patriarch Athenagoras Orthodox Institute (PAOI) ■
2311 Hearst

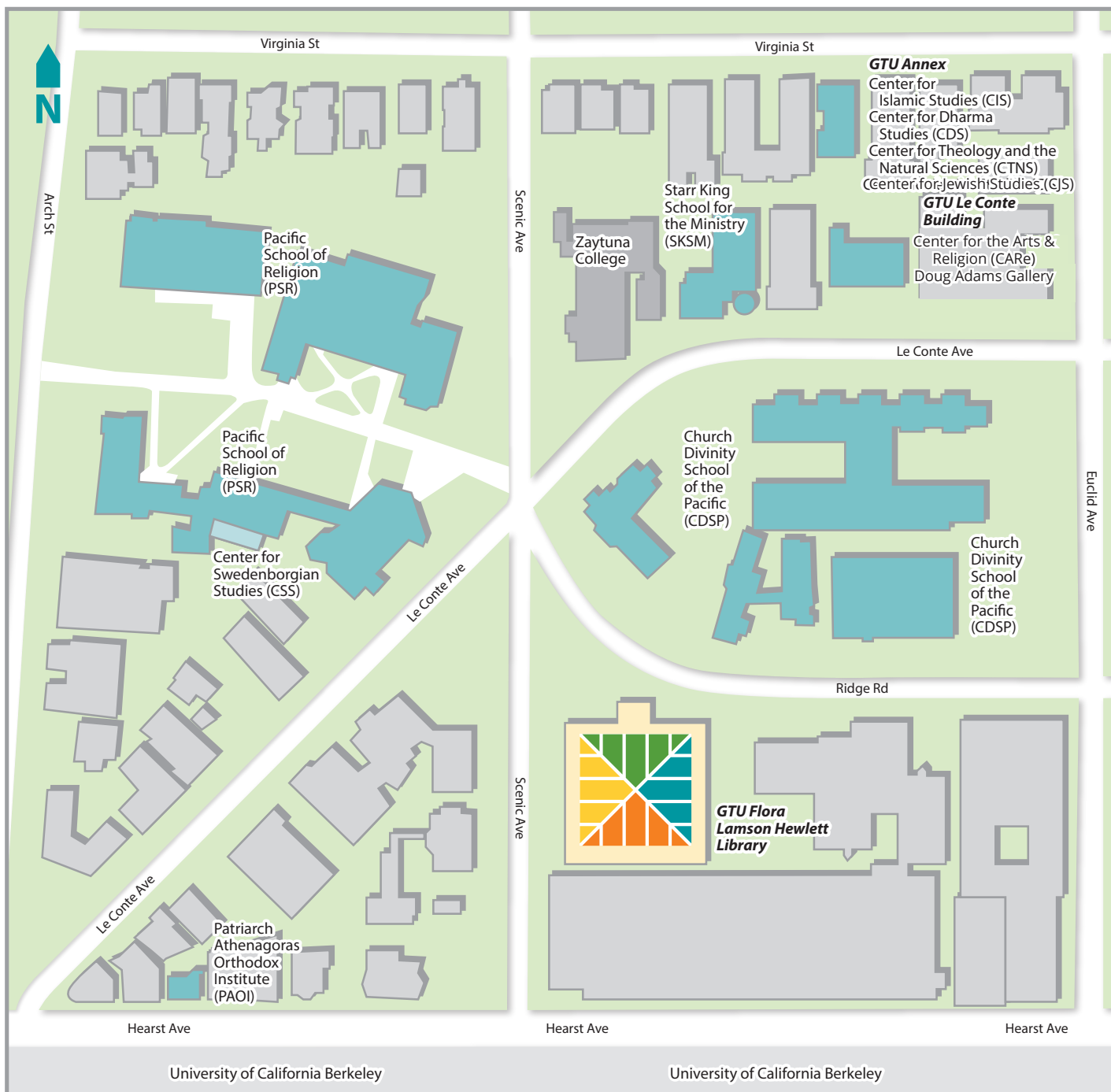
San Francisco Theological Seminary (SFTS)
105 Seminary Rd., San Anselmo (not shown on map)

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

Starr King School for the Ministry (SKSM) ■
2441 LeConte



Map of Holy Hill



Graduate
Theological
Union

Campus Detailed Map

GTU Flora Lamson Hewlett Library
2400 Ridge

GTU Le Conte Building
Center for the Arts & Religion (CARE)
Doug Adams Gallery
Admissions office
2465 Le Conte

GTU Annex
Center for Islamic Studies (CIS)
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See Berkeley Map for the locations of all GTU Member Schools and Affiliates