SAINT LOUIS
UNIVERSITY
EST. 1818

GRADUATE STUDENT HANDBOOK
2017-2018

DEPARTMENT OF THEOLOGICAL STUDIES

3800 LINDELL BOULEVARD • SAINT LOUIS, MO 63108-3414
PHONE: 314-977-2878

GRADUATE STUDENT HANDBOOK
DEPARTMENT OF THEOLOGICAL STUDIES

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WELCOME

Welcome to the Department of Theological Studies at Saint Louis University!

Our Department is committed to excellence in research, teaching, and service. Together, we work toward these goals by building strong mentoring relationships, establishing dynamic and innovative classroom experiences, and disseminating research through conferences, workshops, exhibits, and publications.

Our graduates have gone on to a wide range of careers in academia, educational administration, museums, libraries, archives, and non-profit agencies. Our Department is committed to the professional preparation of every graduate student.

Our graduate students enter our programs with a variety of research interests, skills, ecclesial backgrounds, and professional histories. This is a true strength of our interdisciplinary community. At the same time, graduate students move together as a cohort through a rigorous curriculum designed to ground their efforts in a common experience and frame of reference.

Inside you will find details about our master's and doctoral degrees, as well as information about resources to aid you in timely progress to your degree.

Again, welcome to the Department. We look forward to our work together in the years to come.

Sincerely,

Peter W. Martens
Chair, Department of Theological Studies
Associate Professor of Early Christianity

NOTE TO THE STUDENT

Please note that students are responsible for the contents of this *Handbook*. Please also note that DTS amends this *Handbook* annually. Students should consult the most current edition of the *Handbook* for questions about the graduate programs. Should questions arise that are not clarified by this *Handbook*, students are advised to consult the website of the Office of Graduate Education (http://www.slu.edu/graduate-education). A variety of policies, procedures and forms that pertain to graduate education will be found there under the heading "Current Students." The most recent copy of the *Graduate Education Catalog* is also located here. In most cases, the *Catalog* will address outstanding questions.

Should this *Handbook* or the *Graduate Education Catalog* not address a particular programmatic issue, students are advised to direct their questions to their faculty mentors first or, if the mentor is unable to assist the student, secondarily to the Coordinator of Graduate Studies ("CGS"):

Mary C. Dunn
Assistant Professor of Modern Christianity
Adorjan Hall, Room 239
mdunn12@slu.edu

MASTER OF THEOLOGICAL STUDIES

I. Program Overview

The Master of Theological Studies ("MTS") program in the Department of Theological Studies is geared towards students who want to pursue focused scholarship, prepare for future doctoral work, or simply exercise their intellectual curiosity. This program offers an ideal first degree in Theology, orienting students to the major fields of theological study, including biblical studies, the history of Christianity, theological ethics and constructive theology.

Students in the MTS program find academic enrichment not only through coursework in our Department, but also by participating in the variety of lectures and workshops that are sponsored by our Department and the wider scholarly community. Students are also encouraged to participate in an array of pastoral and spiritual formation programs, shared worship, and university-wide social events.

The Department typically admits around 5 students each year to the MTS program. We welcome all qualified applicants and offer competitive funding for our top applicants.

II. Admission

Interested students should apply at http://www.slu.edu/graduate-admission-home by January 1.

Application requirements include: transcript(s), three letters of recommendation, GRE scores, resume, and a personal statement indicating academic and professional goals.

Successful applicants have a strong background in the humanities and/or social sciences. A theology degree is not a prerequisite for admission.

We welcome campus visits from those who are considering applying to the MTS program. Interested students should contact Ms. Heather Venable, Administrative Assistant for the program, to arrange a convenient time to visit classes and to meet with the CGS, faculty in their area of interest, and current students in the program.

III. Financial Aid

A. Tuition Scholarship

Full-time students are eligible for tuition scholarships. Occasionally, awards are given to part-time students as well. Tuition scholarship may be applied only to courses required for the degree. Although the Department attempts to meet the needs of all students, demands always exceed the available resources. Students are to investigate other sources of funding. The Office of Research Services at 314-977-2241 and the Office of Financial Aid at 314-977-2350 are two excellent services located on campus. Tuition scholarships are granted only to students in good academic standing and to those who have no delinquent "Incompletes" in their record.

B. Research Assistantships

Students applying to the MTS program will be considered for a Research Assistantship. A small number of half or quarter assistantships are available. A half assistantship is $9,000 and a quarter is $4,500. In exchange for the stipend, students work as research assistants for the faculty to whom they are assigned. Students on half-assistantships provide 10 hours of work per week to faculty. Students on quarter-assistantships provide 5 hours of work per week. RAs typically assist faculty with research and, from time to time, help with teaching. Stipends may be used to pay tuition and are often combined with tuition scholarship. With permission from the Dean of the Graduate School, students with half- or quarter- assistantships may have other employment outside the university.

IV. Requirements of the Program

A. General Requirements

For general information about regulations concerning all graduate programs at Saint Louis University, please consult the section "Academic Policies and Procedures" in the *Graduate Education Catalog* (available at http://www.slu.edu/graduate-education/current-students).

B. Faculty Supervision

Upon entering the MTS program, each student is assigned a faculty mentor. Mentors are responsible for understanding the MTS program, fielding student questions about the program, advising students about coursework, deadlines, and procedures, facilitating exit interviews, and preparing students for the job market. Students are expected to meet with their mentors at least once each semester, typically at the time of registration, to define their needs and to design a course of study which will best prepare them for their future. Although mentors serve in an advisory capacity to students, students themselves are ultimately responsible for fulfilling the requirements of the degree program and following appropriate procedures.

C. Coursework

Students take 36 credit hours broadly distributed across the theological curriculum: 6 credit hours of biblical studies (Introduction to OT and Introduction to NT); 6 credit hours of Christian history (Christian Tradition I and Christian Tradition II); 6 credit hours of theological ethics or constructive theology (Christian Theology Introduction and one elective); 6 credit hours of language; and 12 elective hours, of which 3 are in a non-Christian religion.[1] The typical sequence of courses is as follows:

Fall 1		***Spring 1***	
6/5	Christian Theology ("CT") Introduction		*Elective*
5/4	Christian Tradition I	5/4	Christian Tradition II
	Language I or *Elective*		Language II or *Elective*

[1] Up to 6 elective credit hours can be taken in other departments at SLU or with tuition remission from another institution in the area (i.e., Washington University). Students may also take up to 6 credit hours at the 4000-level.

Fall 2		*Spring 2*	
5	Introduction to OT	5	Introduction to NT
	Elective	6/5	*Elective*
	World Religion *Elective*	5	Research Paper or *Elective*

D. Research Paper

Students in the MTS program have the option of writing a 30-40 page research paper. Students who wish to pursue this option must register for "Research Topics" (Theo 5970, 3 credit hours) and select a faculty mentor and a second reader for the paper in the spring of their second year. The research paper must make an original argument on a subject of significance to the student's chosen area of specialization and must be anchored in careful and critical analysis of primary and secondary sources. Students are expected to consult regularly with their mentor in crafting a paper topic and in the process of researching and writing the paper. Students must submit the final paper to their mentor and second reader by May 1 of their second year. The mentor and second reader then evaluate the paper according to the Research Paper rubric (see Appendix A).

E. Language

Students in the MTS program must demonstrate competency in at least one foreign language. Students demonstrate competency by passing the relevant language competency exam within their first year in the program. The Department sets examination dates in October and March. Students must register for the examination they wish to take with the departmental administrative assistant at least 2 weeks prior to the scheduled date. The language examination consists of 400-500 words of original text in a modern language or 300-400 words of original text in an ancient language, which students must translate into clear English during a two-hour period with the aid of a print dictionary. Faculty both select the original text and evaluate the examinations according to the Language Competency Examination Rubric (see Appendix B).

V. Annual Reviews

The Graduate Studies Committee conducts annual reviews of all graduate students each spring. Students must submit to the CGS a signed, hard copy of their completed portion of the Annual Review form by March 15 of each year of study. For the MTS/MARE Annual Review form, see Appendix C.

VI. Graduation Procedures

In the spring semester of the second year of study or the equivalent, students will prepare to graduate following the procedures of the Office of Graduate Education. See Non-thesis Masters Final Degree Requirements. All graduating students must also schedule an exit interview with their mentors. For the exit interview, see Appendix D.

MASTER OF RELIGIOUS EDUCATION

I. Program Overview

The Master of Religious Education ("MARE") program is geared towards students who want to earn a degree that will prepare them to work in religious or other non-profit organizations, social justice agencies, or educational or community-based organizations.

The MARE program offers students an introduction to the major fields of theological study, including biblical studies, the history of Christianity, theological ethics and constructive theology. At the same time, by means of electives in the School of Education, the internship, and comprehensive exams, this program provides students with the academic background, skills, and practical experience to prepare them for future professional work in religious education and administration.

The Department typically admits up to 5 students each year to the MARE program. We welcome all qualified applicants and offer a range of financial aid to help cover the cost of tuition.

II. Admission

Interested students should apply at http://www.slu.edu/graduate-admission-home by January 1.

Application requirements include: transcript(s), three letters of recommendation, GRE scores, resume, and a personal statement indicating academic and professional goals.

Successful applicants have a strong background in the humanities and/or social sciences. A theology degree is not a prerequisite for admission.

We welcome campus visits from those who are considering applying to the MARE program. Interested students should contact Ms. Heather Venable, Administrative Assistant for the program, to arrange a convenient time to visit classes and to meet with the CGS, faculty in their area of interest, and current students in the program.

III. Financial Aid

A. Tuition Scholarship

Full-time students are eligible for tuition scholarships. Occasionally, awards are given to part-time students as well. Tuition scholarship may be applied only to courses required for the degree. Although the Department attempts to meet the needs of all students, demands always exceed the available resources. Students are to investigate other sources of funding. The Office of Research Services at 314-977-2241 and the Office of Financial Aid at 314-977-2350 are two excellent services located on campus. Tuition scholarships are granted only to students in good academic standing and to those who have no delinquent "Incompletes" in their record.

B. Employees of the Archdiocese of Saint Louis

Saint Louis University and the Catholic Education Office of the Archdiocese of Saint Louis sponsor a special program for religious educators working in the Archdiocese of Saint Louis, including primary or secondary school religion teachers and directors or coordinators of parish religious education programs. MARE students are eligible for a tuition discount up to 60% through this program.

C. Miscellaneous

In addition to the above, the Department has available to it limited funds to offset the cost of tuition and to cover other student initiatives. These funding opportunities are routinely communicated to students at the end of each spring semester.

IV. Requirements of the Program

A. General Requirements

For general information about regulations concerning all graduate programs at Saint Louis University, please consult the section "Academic Policies and Procedures" in the *Graduate Education Catalog* (available at http://www.slu.edu/graduate-education/current-students).

B. Part-Time Students

Although students normally complete the Religious Education track in four semesters, it is possible to complete the requirements for the degree on a part-time basis. The maximum length of time for the completion of the MARE degree is ten semesters from the time of matriculation.

C. Faculty Supervision

Upon entering the MARE program, each student is assigned a faculty mentor. Mentors are responsible for understanding the MARE program, fielding student questions about the program, advising students about coursework, deadlines, and procedures, facilitating exit interviews, and preparing students for the job market. Students are expected to meet with their mentors at least once each semester, typically at the time of registration, to define their needs and to design a course of study which will best prepare them for their future. Although mentors serve in an advisory capacity to students, students themselves are ultimately responsible for fulfilling the requirements of the degree program and following appropriate procedures.

D. Coursework

Students take 33 credit hours broadly distributed across the theological curriculum, as well as courses geared toward the specific theological and pedagogical tasks of a religious educator. Students are encouraged to take electives in the School of Education. Recommended courses in the School of Education include Methods of Catechesis, Foundations of Catholic Educational Administration, and Special Dimensions of Catholic Education. As part of their coursework, students in this program must complete six credit hours of field internship work. In addition to coursework, degree

requirements include a 20-25 page synthesis paper and comprehensive exams. The typical sequence of courses is as follows:

Fall 1		*Spring 1*	
6/5	CT Introduction	5	*Education Elective*
5/4	Christian Tradition I	5/4	Christian Tradition II
5	*Education Elective*	5	CT Seminar
		5	Internship Preparation
Fall 2		*Spring 2*	
5	Introduction to OT	5	Introduction to NT
5	World Religion *Elective*	5	Special Study for Exam
5	Internship	5	Internship

E. Internship

MARE students must take 6 credit hours of THEO 5910 (Internship in Religious Education) in the fall and spring semesters of the second year of study, spending a minimum of 200 hours working as interns in the field of religious education at two different locations.

In preparation for the internship, students must register for THEO 5911 (Internship Preparation) in the spring semester of the first year of study. Students enrolled in THEO 5911 begin the process of locating internships in the field of religious education for the fall and spring semesters of the second year of study, following the Pre-Internship Checklist. Adhering to the Procedure and Information for Obtaining an Internship and Observation Visits guide, students must identify and obtain at least two internships at different locations or in different areas of the field of religious education. In addition, students must follow the internship protocol established by the College of Arts & Sciences. According to this protocol, students must complete the Learning Contract form, the Internship Risk Acknowledgment and Release form, and the Professional Policy and Conduct Agreement (available at http://www.slu.edu/arts-and-sciences/student-resources/policies-procedures.php). Once these forms have been submitted to the College, the Registrar will enroll the student in the Internship course. Please note that students can no longer register for the Internship directly.

During the course of the internship in the second year of study, students must keep weekly logs of their teaching experiences for approval by the cooperating mentor in the field and the CGS. At the conclusion of the internship, students will be evaluated by the cooperating mentor in the field according to the Internship Evaluation Rubric provided by DTS (see Appendix E).

Additionally, at the end of the spring semester of the second year of study, students must write a 20-25 page synthesis paper proposing a theologically-informed pedagogy. This paper should demonstrate critical reflection on the intersection of and dialectic between students' theological education and internship experiences in the field of religious education. The synthesis paper will be evaluated according to the Synthesis Paper Rubric (see Appendix F).

F. Comprehensive Exams

MARE students must pass a comprehensive examination in the spring semester of the second year of study. The objective of the comprehensive exam is to ensure that graduating students have a strong knowledge of foundational texts in selected areas of theological study.

The comprehensive exam consists of both a written portion and an oral portion. The written portion consists of two questions from the area of religious education and two additional questions, each from different areas of concentration (scripture, constructive theology, ethics, and history).[2] DTS maintains a pool of exam questions, each of which has been developed on the basis of standard reading lists particular to the various areas of concentration (see Appendix G).

In the fall semester of year 2, students select three faculty members to serve as the exam committee. In the spring semester of year 2, students register for THEO 5950 (Special Study for Exam) and schedule both the written and oral portions of the exam with the departmental administrative assistant in consultation with the committee.

Exam questions will be selected by the committee and collected, approved, and submitted by the committee chair to the departmental administrative assistant at least 3 days prior to the exam. Students have five hours to complete the written portion of the exam, typically allotting three hours to respond to the two questions from the area of religious education and one hour each to respond to the questions from other areas of concentration. The oral portion of the exam lasts one hour and consists of questions directed to the students by the exam committee. Both the written and oral portions of the exam are evaluated according to DTS rubrics (see Appendices H and I). The committee chair communicates the results of the written and oral portions of the exam to students and CGS, and submits the completed rubrics to the departmental administrative assistant.

Students pass both the written and oral portions of the exam if they receive passing evaluations from a majority of Committee members. If the student fails either portion of the exam, the student may retake the exam only once either in whole or in part upon recommendation of the exam committee. Re-takes must be completed within six months of the original exam date.

V. Annual Reviews

The Graduate Studies Committee conducts annual reviews of all graduate students each spring. Students must submit to the CGS a signed, hard copy of their completed portion of the Annual Review form by March 15 of each year of study. For the MTS/MARE Annual Review Form, see Appendix C.

VI. Graduation Procedures

In the spring semester of the second year of study or the equivalent, students will prepare to graduate following the procedures of the Office of Graduate Education. See Non-thesis Masters Final Degree Requirements. All graduating students must also schedule an exit interview with their mentors. For the exit interview, see Appendix D.

[2] Students choosing Historical Theology as one of their areas of concentration will opt to focus in either the early, medieval, or modern period.

PH.D. IN THEOLOGICAL STUDIES

I. Program Overview

For over forty years, the Ph.D. program in the Department of Theological Studies has trained scholars who have made a lasting impact through their research and teaching. Our doctoral program offers two concentrations that reflect areas of research excellence and depth among our faculty: Christianity in Antiquity and Christian Theology.

The pursuit of a doctorate is an intensive apprenticeship into research and teaching. Students will make an original contribution based on rigorous and creative work. Regardless of their concentration, students are expected to explore a wide range of methodological approaches and cultivate a range of skills vital for an ongoing career in research. The Department works collaboratively with faculty in other departments and encourages students to use the rich resources available at Saint Louis University, including the Pius XII Memorial Library, the Vatican Film Library, the Center for Digital Humanities, and the Jesuit Archives.

Alongside equipping students to specialize within their chosen concentrations, the Department mentors students in the craft of teaching through a variety of opportunities and experiences, including individualized supervision, workshops, and diverse undergraduate teaching assignments. Students are also encouraged to participate in the programs offered by the Reinert Center for Transformative Teaching and Learning.

The Department typically admits four doctoral students per year, two in each of its concentrations. We welcome all qualified applicants and offer competitive funding for four years of the program to each of our admitted students, provided students continue to meet expectations. In the fifth year, students may be awarded Mentored Teaching Assistantships.

The Department also participates in the Joint Ph.D. in Theology and Health Care Ethics. Interested students should contact the Center for Health Care Ethics.

II. Concentrations of Study

A. Christianity in Antiquity (CA)

The focal point of this concentration is early Christianity, from its origins through the rise of Islam. This concentration deliberately bridges long-standing disciplinary boundaries between New Testament, patristics, and early medieval Christianity, situating Christianity within the Greco-Roman world and the wider religious cultures of the Mediterranean. Students in this area of concentration acquire expertise in Second Temple and Rabbinic Judaism, as well as the early Islamic period. Students are expected to take courses from faculty with relevant expertise outside the Department and university.

B. Christian Theology (CT)

The focal point of this concentration is Christian theology, broadly conceived. This concentration trains students to become Christian theologians by providing students with a strong background in

the history of Christianity as well the various subfields of Christian theology. Students in this area of concentration craft an integrated plan of study in one of several major theological disciplines by means of coursework and individualized exams. Students will have the opportunity to work with faculty in various interrelated disciplinary fields within and outside DTS: Biblical studies, the history of Christianity, theological ethics, liturgical studies, and constructive, philosophical and comparative theology.

III. Admission

A. Prerequisites

Students seeking admission to the Ph.D. program will have earned a Master's degree in theology, religious studies, classics, ancient history, or some other closely-related field.

Christianity in Antiquity

Students preparing for admission to this concentration will have studied more than one year of ancient Greek and at least one year of Latin or Syriac, as well as have acquired reading skills in French or German before enrolling in the program. Prospective students are also expected to have completed significant course work in subjects related to the concentration (e.g., New Testament studies, ancient philosophy, early Christian theology).

Christian Theology

Students preparing for admission to this concentration will have acquired reading skills in reading skills in French, German, or another one of their major research languages. Prospective students are also expected to have completed significant course work in subjects related to the concentration (e.g. the history of Christianity, moral theology, constructive theology).

B. Application Procedures

Interested students should apply at http://www.slu.edu/graduate-admission-home by January 1.

Application requirements include: transcript(s), three letters of recommendation, GRE scores, resume, professional goal statement, and three Personal Potential Index evaluations (recommended).

C. Final Decisions

In early spring, the Graduate Studies Committee will conduct an initial screening of all applicants. A list of CA and CT finalists will be determined after a consultation with faculty in those respective fields. After these applicants have been interviewed (e.g., in person or by Skype), the Graduate Studies Committee will finalize a list of admitted students in each concentration.

IV. Requirements of the Program

A. General Requirements

Continuous Registration

From the first semester of coursework until the final semester of graduation, students must be continuously registered. Students on 11-month assistantships must also register for the Summer Session, per the policies of the Office of Graduate Education. Registration is the responsibility of the student.

Residency

Students are expected to remain in residence throughout the entirety of their program unless they have received a fellowship that requires a change in residency or found an academic job prior to completion of degree. All other exceptions must be approved by the Director of Graduate Studies and Department Chair.

Professional Development

Students are expected to remain visible members of the scholarly community throughout their time in the program, e.g., participating in seminars after their formal period of coursework and attending departmentally-sponsored lectures. Additionally, they are expected to apply for internal and external funding, become members of professional organizations, present their research at professional conferences, and acquire specialized training in teaching.

Regulations for Graduate Study

For general information about regulations concerning all graduate programs at Saint Louis University, please see the section "Academic Policies and Procedures" in the *Graduate Education Catalog* (available at http://www.slu.edu/graduate-education/current-students).

B. Faculty Supervision

Upon entering the PhD program, each student is assigned a faculty mentor whose academic interests best align with those of the student (subject to faculty availability). Mentors are responsible for understanding the PhD program, fielding student questions about the program, advising students about coursework, deadlines, and procedures, facilitating exit interviews, and preparing students for the job market. Students are expected to meet regularly with their mentors early in their academic programs to define their needs and to design a course of study which will best prepare them for their research and teaching. Upon defending the prospectus, the student's dissertation director becomes her or his mentor. The director oversees the progress of doctoral students toward the timely completion of their degree. Although mentors serve in an advisory capacity to students, students themselves are ultimately responsible for fulfilling the requirements of the degree program and following appropriate procedures.

C. Coursework

Students register for all courses and ensure their continuous registration in the program through graduation.

Years 1-2

Students are required to complete 36 hours of coursework in the first two years of the program. Up to 6 hours can be taken outside of the Department or with tuition remission from another institution in the area (such as Washington University). The typical sequence of coursework in the first two years of each of the concentrations is outlined below:

CHRISTIANITY IN ANTIQUITY (CA)			
Fall 1		***Spring 1***	
6/5	CA Survey	6/5	CA Seminar
6/5	CA Seminar	6/5	Ancient Language
6/5	Ancient Language	6/5	Theories and Methods
Fall 2		***Spring 2***	
6/5	CA Seminar	6/5	CA Seminar
6/5	Ancient Language	6/5	Ancient Language
	Elective		*Elective*

CHRISTIAN THEOLOGY (CT)			
Fall 1		***Spring 1***	
6/5	CT Introduction	6/5	CT Seminar
6/5	CT Seminar	6/5	CT Seminar
	Elective or Christian Tradition I		Theories and Methods
Fall 2		***Spring 2***	
6/5	CT Seminar	6/5	CT Seminar
6/5	*Elective*	6/5	*Elective*
	Elective		*Elective* or CT II

Year 3

In their third year students register for "Prospectus" (Theo 6210, 3 credit hours) and "Dissertation Research" (Theo 6990, 6 credit hours) in both the fall and spring semesters under their dissertation director.

Years 4 and beyond

In years four and beyond, through graduation, students register each semester for "Dissertation Research" (Theo 6990, 0 credit hours) under their dissertation director.

D. Language Requirements

Students concentrating in Christianity in Antiquity must acquire competency in two of the following ancient languages: Greek, Latin, and Syriac. CA students must also acquire competency in French and German, and any other languages relevant to their research interests. Students concentrating in Christian Theology must acquire competency in French and German, and any other languages relevant to their research interests.

As noted above, students admitted to the CA concentration enter the program with introductory skills in two of the following languages: Greek, Latin, and Syriac. Ideally they should also have acquired reading skills in French or German prior to enrolling. Students admitted to the CT concentration enter the program with reading skills in French, German, or another one of their major research languages. Students in the CA concentration strengthen their skills in Greek, Latin, and Syriac by taking language courses during the first and second years of study. Students in both concentrations typically also dedicate the summers between their first and second years and between their second and third years to the study of one or more languages. The Department sponsors a number of funding opportunities to support the cost of summer language programs for graduate students (see pages 23-25 of this *Handbook*).

Language competency is demonstrated by means of examination. The Department sets examination dates in October and March. Students must register for the examination they wish to take with the departmental administrative assistant at least 2 weeks prior to the scheduled date. The language examination consists of 400-500 words of original text in a modern language or 300-400 words of original text in an ancient language, which students must translate into clear English during a two-hour period with the aid of a print dictionary. Faculty both select the original text and evaluate the examinations according to the Language Competency Examination Rubric (see Appendix B).

By the end of their first semester of study, all students must demonstrate competency in at least one of their research languages, either modern or ancient. Before advancing to the prospectus examination in the third year of study, students must have completed all language requirements and demonstrated competency in each of their research languages.

E. Examinations

All doctoral students must take 4 written examinations: the first at the end of the fall semester of year 1, the second at the end of the spring semester of year 1, the third at the end of the fall semester of year 2, and the fourth at the end of the spring semester of year 2. Exam dates are set by the Department and will be communicated to students at the beginning of the academic year.

The content of each exam is as follows:

Exam 1: Primary Sources in the Study of Christianity in Antiquity *or* Primary Sources in the Study of Christian Theology
Exam 2: Theories and Methods
Exam 3: Context of Study (historical complex or theological subdiscipline; i.e., Rabbinic Judaism, Christian History, Theological Ethics, etc.)
Exam 4: Literature Review of Dissertation Topic

Preparation for the exams normally involves a combination of coursework and supplementary reading. At a minimum, students should strive for the level of knowledge and expertise required to teach a course on the subject. Questions for exams 1 and 3 will be developed, respectively, by faculty teaching CA Survey *or* CT Introduction and by faculty teaching Theories and Methods on the basis of standard departmental reading lists. Questions for exams 2 and 4 will be developed by students' mentors and will be based on reading lists developed by students in collaboration with their mentors.

For exams 1-3, the CGS will create a committee of three examiners, solicit questions from faculty, and submit exam questions to the departmental administrative assistant at least 3 days prior to the exam.

Exams are typically scheduled the first Monday of exam period. For each exam, students will be asked to answer two of three essay questions in three hours. Exam 4 is a 15-20 page (typed, double-spaced) literature review that students will prepare over the course of a semester. Examiners will evaluate the written exams according to the appropriate rubrics (see Appendices J-M) within two weeks and will communicate the results of the exams to the departmental administrative assistant. Students must receive two passing votes to successfully complete each exam. If a student fails the exam, the student may retake the exam once within six months of the original exam date.

F. Prospectus

In year three of the program, students register for "Prospectus" (Theo 6210) under their dissertation director in both the fall and spring semesters. In the fall semester and in consultation with their director, students select two faculty members to serve as readers on their dissertation committee. In exceptional cases a tenured faculty member from outside DTS or SLU may serve as a reader if the Department does not have a faculty member with relevant expertise. The dissertation director must petition the CGS for an external reader by October 1 of year 3.

By November 1, students must submit the antepenultimate draft of their prospectus to their director. The prospectus is a 20-25 page document that adheres to the Prospectus Template (see Appendix N). The prospectus should 1) pose a research question of significance to the field of historical theology and deserving of a dissertation-length response, 2) articulate a clear and concise thesis statement that responds directly to the question posed and drives the structure of the proposed dissertation, 3) demonstrate a familiarity with relevant primary sources, as well as a solid grasp of the existing scholarship on the question, and 4) articulate a research method appropriate to the question posed. The purpose of the prospectus is to demonstrate that the proposed dissertation will make a significant contribution to scholarship and can feasibly be completed in a three-year window.

After receiving feedback from the dissertation director (by November 15), students must revise and resubmit the penultimate draft of the prospectus to the entire committee by December 15. After receiving feedback from the entire committee (by January 15), students must 1) revise and submit the final draft of the prospectus by February 15, 2) complete the "Doctoral Examination Form," available at http://www.slu.edu/graduate-education/current-students (under "Forms and Deadlines"), and 3) schedule a two-hour oral defense of the prospectus with the departmental administrative assistant on or before March 1.

The purpose of the oral defense is to strengthen the student's proposed dissertation project. Students should dedicate the first 15 minutes of the two-hour period to a discussion of the proposed dissertation's anticipated conclusions and emphasize the contribution that the dissertation will make to knowledge in the field, especially its relationship to important current scholarly trajectories. Following the presentation, members of the Dissertation Committee ask questions based on their assessment of the written prospectus and evaluate the defense according to the Prospectus Oral Defense Rubric (see Appendix O). The committee then communicates the results of the defense to the departmental administrative assistant. The prospectus is evaluated on a "pass"/"fail" basis. If a student fails the prospectus, the student can resubmit and defend the prospectus once.

After students have passed the oral defense, students must submit the Application for Advancement to Candidacy (to be received by email) and a copy of the completed prospectus to the Doctoral Candidacy Advisor. Students must also give copies of both the application and the prospectus to the CGS. The Office of Graduate Education will then advance students to candidacy.

G. Dissertation

While candidates will consult with their directors at least once per semester, they are expected to work independently and complete their dissertations in a timely manner.

In most cases candidates will conduct a public, oral defense of the dissertation between April 15 of the fifth year and April 15 of the sixth year. Students who have not successfully defended their dissertation by April 15 of the sixth year may petition for a single, one-year extension on their time to degree, in accordance with the guidelines in the *Graduate Education Catalog*, provided that they have received no more than one "not meeting expectations" in "Research Quality" or "Research Quantity" in years 4-6 of the doctoral program (see page 21 of this *Handbook*).

Dissertation Guidelines

The dissertation is a significant piece of academic research totaling roughly 75,000 words in length (excluding front matter, footnotes, appendices, and bibliography). The departmental guidelines for a dissertation are the following:

1. Dissertations must not exceed 300 double-spaced, typed pages (100,000 words), must be fully documented (footnotes or endnotes), and must be accompanied by a properly formatted bibliography.

2. Appendices may be included in addition to the main text, but collectively they may not exceed 200 pages in length.

3. The dissertation must include a short abstract, table of contents, and continuous pagination. Numbering of notes should only be continuous for each chapter and not for the whole dissertation.

4. Citation of non-English sources should be in translation with the original text in the note – unless the presentation of the foreign language in the text is crucial to a particular argument.

5. The bibliography must be divided into the following categories: unpublished primary sources, published primary sources, and secondary sources.

6. For complete formatting guidelines, consult the "Saint Louis University formatting guidelines" (see "Formatting Guides" at http://www.slu.edu/graduate-education/current-students).

Dissertation Oral Defense

At the beginning of the semester in which candidates anticipate defending their dissertation, they must complete the "Application for Degree" form (instructions at http://www.slu.edu/graduate-education/current-students under "Doctoral Forms and Policies," "Forms and Deadlines").

The Department's administrative assistant will schedule the date, time and location of the defense in consultation with the dissertation committee and candidate. The defense must be completed by April 30 for candidates to participate in spring Graduate Ceremonies.

Candidates must submit the penultimate version of their dissertation to their director at least three months before the anticipated defense date to allow for assessment and the opportunity for revision. At this time the director will distribute the dissertation to the other committee members who will then have one month to assess the dissertation. If the committee deems the dissertation suitable for defense, the candidate will have one month to make all recommended revisions and complete the required formatting.

Once revisions and formatting are complete, the candidate must submit the final draft of the dissertation to each member of the committee at least one month before the scheduled date for the oral defense. At this time candidates must complete their portion of the "Notification of Readiness for the Public Oral Presentation of the Dissertation Defense" (available at http://www.slu.edu/graduate-education/current-students at "Doctoral Forms and Policies" under "Forms and Deadlines").

The oral defense of the dissertation must not exceed two (2) hours in length. The defense begins with the introduction of the candidate by his or her dissertation director. The candidate then gives a presentation of less than thirty (30) minutes on the subject of the dissertation. The candidate may use audio-visual materials or other appropriate materials in the presentation of her or his research project. In the presentation, the candidate should discuss the dissertation's major conclusions and emphasize the contribution that the dissertation makes to knowledge in the field, especially its relationship to important current scholarly trajectories. Following the formal presentation, the candidate's dissertation committee will have the first opportunity to ask questions, after which the candidate will be expected to field questions from the general audience. The director is responsible for the conduct of the question and answer period.

The Dissertation Committee evaluates the written dissertation according to the Dissertation Rubric (see Appendix P) and the oral defense according to the Dissertation Oral Defense Rubric (see Appendix Q). In both cases, the evaluation options are "pass with distinction," "pass," and "fail." A majority positive evaluation by the committee is required for final approval of the dissertation. The result of the committee will then be submitted to the College's Doctoral Candidacy Advisor. At this point, the dissertation director converts all Theo 6990 ("Dissertation Research") grades from "IP" to "Satisfactory." If the student fails the dissertation or the defense, the student can resubmit and defend the dissertation once.

Following a successful oral defense, the candidate must make an appointment with the Doctoral Candidacy Advisor for a format review. Once any additional corrections are made, the candidate must convert the document to a PDF file before submitting it electronically to Pro-Quest for digital archiving and publication of the abstract via Digital Abstracts International. This must be done before degree conferral.

V. Assistantships

All doctoral students are admitted on assistantship, with 54 credit hours of tuition remission, health insurance benefits, and an $18,000 stipend per nine-month contract or a $22,000 stipend per 11-month contract. In exchange, students provide 20 hours of work per each week of the contract period.

In their first two years, students will be assigned as Research Assistants to particular faculty members. Typically, RAs assist faculty in their research, and may from time to time help with teaching. RAs strengthen their research skills and contribute to an original research project.

In their third year, students typically serve as TAs for DTS faculty. In their fourth year, all students teach four introductory courses for the Department. When students begin teaching for the Department they will be mentored by faculty. The result of this mentoring will be a letter of recommendation that comments specifically on the student's teaching. Students are also strongly encouraged to regularly participate in a number of the ongoing programs offered by the Reinert Center for Transformative Teaching and Learning.

Assistantships are renewable at the discretion of the Department for four years, provided students remain in good academic standing and are meeting expectations. In the fifth year, students may be awarded Mentored Teaching Assistantships. By the terms of this assistantship, awardees receive an $18,000 stipend and health insurance benefits in exchange for teaching four courses in the Department.

VI. Annual Reviews and Benchmarks for Performance

The Graduate Studies Committee conducts annual reviews of all graduate students each spring. Students must submit to the CGS a signed, hard copy of their completed portion of the Annual Review form by March 15 of each year of study. For the Doctoral Annual Review form, see Appendix R.

In general, students are expected to "meet expectations" in each of the 8 evaluative categories of the Annual Review. Students may be placed on academic probation if they are deemed "not meeting expectations" in any category and must emerge from academic probation within one year. Students who are deemed "not meeting expectations" in any category for a *second* time will be dismissed from the program.

Specific benchmarks for performance at each stage in the program are as follows:

Coursework (years 1-2)

Students are expected to maintain a minimum 3.5 GPA for each semester of coursework. Students who fall beneath this GPA will be placed on academic probation. If they do not have a cumulative 3.5 GPA at the end of coursework, and/or have not completed all their courses at the end of the spring semester of their second year, they will be dismissed from the program.

Examinations (years 1-2)

If students fail an exam, they will re-take it before the end of the semester in which the exam was scheduled, or in the case of exams scheduled for the end of a semester, at the beginning of the next semester. A second failure of any exam results in dismissal from the program.

Languages (years 1-3)

All incoming students will be dismissed if they do not successfully complete one language exam before the end of their first semester.

Students are expected to complete all their language requirements by the end of the spring semester of their third year. If they have not passed their language requirements by this time, they will be dismissed from the program.

Prospectus (year 3)

Students must defend their prospectus on or before March 1 of their third year. If they do not pass their defense, they may defend the prospectus one more time, on or before September 15 of the following semester. Failure to successfully defend the prospectus by September 15 of the fourth year results in dismissal from the program.

Dissertation (years 4-7)

Students are expected to have successfully defended the dissertation by April 15 of their sixth year.

If students have not successfully defended their dissertation by April 15 of their sixth year, they may petition for a single, one-year extension on their time to degree, in accordance with the guidelines in the *Graduate Education Catalog*. They may do so provided that they have received no more than one "not meeting expectations" in "Research Quality" or "Research Quantity" in years 4-6 of the doctoral program. Students who have been granted a one-year extension on their time to degree, but who fail to satisfy the contractual terms of their extension will be dismissed from the program.

Other Considerations

The expectation is that graduate students will provide appropriate quality and quantity of service through their Assistantship, make a conscientious effort to develop themselves professionally, and exemplify collegiality, that is, respectful and civil interactions with all other members of the University community, and the ability to work collaboratively in achieving common goals. Students who violate codes of professional conduct or standards of collegiality may be dismissed from the program.

VII. Time to Degree

Doctoral students are responsible for staying apprised of and meeting all dates and deadlines required by the Office of Graduate Education as well as those indicated in this *Handbook*. Forms mentioned below are available at: http://www.slu.edu/graduate-education/current-students.

The following table provides an overview of the typical sequence toward earning the doctoral degree:

	Progress toward Degree	*Source of Funding*
Year 1: Fall	Coursework (9 hours) Pass 1 language exam Exam 1 (end of semester)	Research Assistant
Year 1: Spring	Coursework (9 hours) Exam 2 (end of semester) Annual Review: March 15	Research Assistant
Summer	Language acquisition	None
Year 2: Fall	Coursework (9 hours) Exam 3 (end of semester)	Research Assistant
Year 2: Spring	Coursework (9 hours) Exam 4 (end of semester) Annual Review: March 15	Research Assistant
Summer	Language acquisition	None
Year 3: Fall	Coursework (9 hours) Select Dissertation Director Form Dissertation Committee Antepenultimate draft of Prospectus due: November 1 Penultimate draft of Prospectus due: December 15	Teaching Assistant
Year 3: Spring	Coursework (9 hours) Pass all language examinations (end of semester) Submit Doctoral Examination Form Final draft of Prospectus due: February 15 Prospectus Defense on or before March 1 Annual Review: March 15	Teaching Assistant
Year 4: Fall	Dissertation Research	Teaching Assistant
Year 4: Spring	Dissertation Research Annual Review: March 15	Teaching Assistant
Year 5: Fall	Dissertation Research	Mentored Teaching Assistant
Year 5: Spring	Dissertation Research Submit Application for Degree Form Submit Notification of Readiness Form Dissertation Defense Annual Review: March 15	Mentored Teaching Assistant

VIII. Graduation Procedures

In the beginning of the semester in which they intend to graduate, candidates must follow the procedures of the Office of Graduate Education (see http://www.slu.edu/Documents/graduate/graduate_education/Process%20for%20PhD%20Students.pdf).

All graduating students must also schedule an exit interview with their dissertation directors. For the exit interview, see Appendix D.

The doctoral degree is conferred on the day that all requirements are met (i.e., all grades posted, dissertation accepted on ProQuest, defense ballots submitted), not on the day candidates defend their dissertation.

IX. Special Opportunities

There are a number of special opportunities available through DTS, SLU, and beyond that can enhance the experience of doctoral students at all stages of the program.

Language Reading Groups

Language Reading Groups meet informally upon availability of faculty throughout the semester to encourage development and retention of language skills. These groups are usually led by faculty and tend to focus on the reading and translation of primary texts in languages other than English.

Brown Bag Lunches

On Tuesdays during the academic year, DTS hosts brown-bag lunches for all graduate students and faculty in the Department. Brown-bag lunches provide opportunities for faculty or graduate students to present ongoing work or to discuss some aspect of the profession. These lunches are intended to foster community in the Department and to contribute to the formation of DTS graduate students as scholars.

Professional Development Series

DTS runs a Professional Development Series for its first- and second-year doctoral students. The series consists of a 28-week program that runs on a two-year cycle, meeting 14 times (every other week) each academic year. The first half of the 28-week program focuses on the general subject of "Becoming a Professional Academic," addressing topics such as "Networking and Etiquette," "Grantsmanship," and "The Academic Job Search." The second half of the program focuses on preparing students for careers outside of professional academia, an area widely known as alt-ac. Students are required to complete this series as part of the degree audit.

Jesuit Language Scholarship

The Jesuit Community at SLU has made available funds (up to $3000) for doctoral students in Historical Theology to be used for language immersion programs. Students who have already demonstrated competency in one foreign language may apply for these funds. Upon completion of a language immersion program, students must submit a brief written report to the chair of the

Department. Interested students should request an application from the departmental secretary early in the spring semester prior to the summer in which they intend to use the funds.

Graduate Student Action Committee

The DTS-SAC is a committee of four graduate students in Historical Theology in service to all the graduate students in the Department. The goal of DTS-SAC is to enhance the graduate student experience within the Department. To find out more about DTS-SAC, see https://sites.google.com/a/slu.edu/dtssac/.

Graduate Student Association

The GSA represents all full-time and part-time students enrolled in the Graduate School. The GSA sponsors the annual Graduate Student Research Symposium and assists with funding for travel to academic conferences. One student from DTS serves as the representative of the Department to the GSA and acts as a liaison between DTS graduate students and the other graduate students in the university. To find out more about the GSA, see https://sites.google.com/a/slu.edu/graduate-student-association/.

Center for Medieval and Renaissance Studies

The Center for Medieval and Renaissance Studies supports, coordinates, and promotes the extraordinary array of scholars, students, and resources devoted to medieval and early modern research at Saint Louis University. One of the largest in America, the Center is home to more than sixty full-time faculty members. By supporting students, conferences, speakers, fellowships, library acquisitions, and professorships the Center enriches the intellectual environment for medievalists and early modernists on campus and around the world. To find out more about the CMRS, see http://www.slu.edu/center-for-medieval-and-renaissance-studies-home.

Reinert Center for Transformative Teaching and Learning

The Reinert Center for Transformative Teaching and Learning offers a Certificate in University Teaching Skills that enables doctoral students to strengthen their pedagogical skills. All students are encouraged to enroll by their fourth year in the program. To find out more about the Reinert Center for Transformative Teaching and Learning, see http://www.slu.edu/cttl.

Dissertation Fellowship

The Saint Louis University Dissertation Fellowship is awarded to competitive PhD candidates whose work demonstrates outstanding academic achievement and whose dissertation will significantly extend the body of knowledge within their discipline. Students interested in being nominated should contact their Department or PhD Mentor. For eligibility requirements, deadlines, and application, see http://www.slu.edu/graduate-education/dissertation-fellowships.

GSA Conference Award

Graduate students are eligible to apply for awards given by the GSA to fund conference presentations and attendance. For eligibility requirements, deadlines, and application see http://gsa.slu.edu/awards/conference-awards.

Funding Database

DTS maintains a catalog of internal and external grants and funding opportunities available to graduate students. See http://www.slu.edu/Documents/arts_sciences/theological_studies/FundingDissertationResearch.pdf.

Miscellaneous

In addition to the above, the Department has available to it limited funds to offset the cost of tuition and to cover other student initiatives. These funding opportunities are routinely communicated to students at the end of each spring semester.

DIRECTORY OF CAMPUS RESOURCES

Office of Graduate Education

The Office of Graduate Education is located within Office of the Vice President for Academic Affairs. It coordinates SLU's more than 80 graduate programs, along with graduate minors and dual degree programs. For information on policies and procedures, along with required forms, please see http://www.slu.edu/graduate-education.

College of Arts and Sciences

In addition to the Office of Graduate Education, each school and college at SLU has an Associate Dean or Director of Graduate Education who oversees the day-to-day operations of graduate programs in their school or college. Theological Studies is located in the College of Arts and Sciences: http://www.slu.edu/college-of-arts-and-sciences-home. Contact information for Jan Barber, the Associate Dean of Graduate Education in the College of Arts and Sciences is as follows:

Jan Barber, Ph.D.
Associate Dean, Graduate Education
barberjc@slu.edu
314-977-2973

University Libraries

Theological Studies graduate students most often use the main library on campus, the Pius XII Memorial Library (http://lib.slu.edu). The Theological Studies librarian is Dr. Ron Crown, who will help graduate students get acquainted with SLU's library system, research databases, interlibrary loan, and MOBIUS (the Missouri academic library loan system). Contact information is as follows:

Ronald Crown, DPhil, MSLS
Philosophy, Theological Studies, and Classical Languages Liaison Librarian, Pius XII Library
crownrw@slu.edu
314-977-3083

University Bookstore

The main bookstore on campus is the Saint Louis University Barnes and Noble Bookstore (www.slu.bncollege.com), located in the Busch Student Center at 20 N. Grand Blvd. Contact information is as follows:

bksustlouis@bncollege.com
314-531-7925

Reinert Center for Transformative Teaching and Learning

The Reinert Center for Transformative Teaching and Learning (http://www.slu.edu/x63406.xml) offers workshops, consultations, and mentorship programs for graduate students and faculty seeking to enhance teaching and learning. For graduate students, the center also offers a Certificate in

University Teaching Skills (the CUTS program), earned by participating in a series of seminars and workshops, as well as through mentorship and the development of a teaching portfolio. Contact information is as follows:

Debra Lohe, Ph.D.
Director
dlohe@slu.edu
314-977-3485

Gina Merys, Ph.D.
Associate Director
gmerys@slu.edu
314-977-2197

Mary Cook, M.A.
Office Administrator
mcook25@slu.edu
314-977-3944

Office of Research Development and Services

The Office of Research Development and Services (https://www.slu.edu/division-of-research-administration-home/office-of-research-services) enhances the success of Saint Louis University researchers in securing external research support by providing tools, systems, information and training aimed at maximizing the competitiveness/quality of proposals, while minimizing administrative requirements. Contact information is as follows:

Vicki Moreland
ORDS Representative to American Studies
vmorelan@slu.edu
314-977-7733

University Writing Services

University Writing Services (http://www.slu.edu/retention-and-academic-success/university-writing-services) is located on the third floor of the Busch Student Center. It offers writing consultation to both graduate and undergraduate students both in-person and online, as well as additional writing resources such as dissertation writing retreats. Contact information is as follows:

Alex Wulff
Director of University Writing Services
wulffam@slu.edu
314-977-5176

Student Wellness

Health Insurance

SLU requires all full-time graduate students to have basic health insurance.

If you do *not* have a graduate assistantship, you will be enrolled in the University Health Plan (http://www.slu.edu/x46428.xml), a self-insured health and medical care cost coverage plan sponsored by SLU. Coverage is available to eligible full-time undergraduate, graduate/professional, and medical students, as well as graduate assistants and medical residents. UPH insurance covers 9 months per year. Summers are not covered, nor is summer health insurance required for the general student population. Contact information for the UHP is as follows:

University Health Plan
314-977-5666

If you have other health insurance coverage, you may waive your UHP coverage. To waive UHP coverage, a completed Health Insurance Waiver Form must be submitted along with evidence of other coverage in effect (a front and back copy of a current insurance card or a letter of verification from current plan). Evidence of other coverage documents must specifically list your name and a policy number. Completed Health Insurance Waiver Forms and evidence of other coverage documents are only applicable to the academic year in which they are submitted. Students who do not submit a Health Insurance Waiver Form and evidence of other coverage during orientation, an open enrollment period, or a special enrollment period will be charged for UHP coverage. Graduate and professional students must submit Health Insurance Waiver Forms and evidence of other coverage documents to the Student Health and Counseling Center staff.

If you have a graduate assistantship, UHP insurance is included as part of your assistantship package.

Student Health Center

The Student Health Center (http://www.slu.edu/student-health-center) provides medical treatment and health education for full-time and part-time undergraduate and graduate students at SLU. Contact information is as follows:

Student Health Center
shc@slu.edu
314-977-2323

University Counseling Center

The University Counseling Center (http://www.slu.edu/university-counseling-center) provides psychological counseling for full-time and part-time undergraduate and graduate students at SLU. Contact information is as follows:

University Counseling Center
314-977-8255, option 1

For mental health emergencies, call the 24-hour on-call line at 314-977-8255, option 0.

SELECTED PROFESSIONAL RESOURCES

Research, Writing, and Publishing

The Craft of Research, by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams.

The Chicago Manual of Style.

Authoring a Ph.D. Thesis: How to Plan, Draft, Write, and Finish a Doctoral Thesis or Dissertation, by Patrick Dunleavy.

Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis, by Joan Bolker.

Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success, by Wendy Laura Belcher.

Getting it Published: A Guide for Scholars and Anyone Else Serious about Serious Books, by William Germano.

Teaching

First Day to Final Grade: A Graduate Student's Guide to Teaching, by Anne Curzan and Lisa Damour.

Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom, by John C. Bean.

Student Engagement Techniques: A Handbook for College Faculty, by Elizabeth F. Barkley.

What the Best College Teachers do, by Ken Bain.

The Job Search

The Academic Job Search Handbook, by Judith Miller Vick and Jennifer S. Furlong.

Professional Societies

American Academy of Religion: https://www.aarweb.org/

American Historical Association: https://www.historians.org/

Society of Biblical Literature: http://www.sbl-site.org/

Society of Christian Ethics: https://scethics.org/home

Catholic Theological Society of America: http://www.ctsa-online.org/

North American Patristics Society: http://patristics.org/

APPENDICES

A: Research Paper Rubric

Student: _____

Mentor: _____

Second Reader: _____

Learning Goals

- Students will formulate a research question of significance to their chosen field of specialization.
- Students will articulate a clear and concise thesis statement that responds directly to the question posed and drives the structure of the proposed thesis.
- Students will demonstrate familiarity with primary sources and existing scholarship on point.
- Students will articulate a research method appropriate to the question posed.

I. Instructions

- Read the paper.
- Using the rubric key, evaluate the paper and provide a total score.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

II. Rubric Indicator

Articulates a research question of significance to chosen field of specialization	
Articulates a clear, concise, and direct thesis that drives the structure of the proposed paper	
Substantiates argument with recourse to relevant primary sources	
Situates argument within context of and critically assesses existing scholarship on the question	
Employs a research method appropriate to the question posed	
Logically and coherently structures the argument in defense of the thesis	
Employs correct English grammar and syntax	
Includes properly-formatted Chicago-style footnotes and bibliography	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the paper

- Pass (a score of 24 or above)
- Fail (a score of 23 or below, with option for one retake)

_____ Faculty Name

_____ Faculty Signature

B: Language Competency Examination Rubric

Student: _____

Examiner: _____

Language under Examination: _____

Learning Goals

- Students will demonstrate competency in the selected language with the aid of a print dictionary in a two-hour time period.
- Students will demonstrate the ability to conduct research in the selected language for the purposes of dissertation research.

Rubric Key
2 = Pass
1 = Fail

I. Instructions

- Read the exam.
- Using the rubric key, evaluate the exam, keeping in mind that the object of the exam is to assess students' ability to read an original-language text both accurately and independently for purposes of advanced research. Passing in each category requires about 90% accuracy.

II. Rubric Indicator

Length of translation	
Grammar and syntax	
Vocabulary	
Intelligibility and coherence	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Exam

- Pass (a score of 8)
- Fail (a score of 7 or below, with option for two retakes)

_____ _____
Faculty Name Faculty Signature

C: MTS/MARE Annual Review Form

MASTERS' STUDENT ANNUAL REVIEW FORM

Students: Please complete electronically, sign, and submit hard copy to the Director of Graduate Studies by ***March 15.***

STUDENT INFORMATION

Date of Evaluation: _____	
Name: _____	Phone:_____
Email: _____	Banner ID: _____
Graduate Program: _____	Mentor: _____
Area of Specialization: _____	

Are you on Academic Leave? ☐ Yes ☐ No

If Yes, please attach a copy of your Leave Agreement to this review.

ACADEMIC COURSEWORK

Previous courses: List chronologically all previous courses you have taken since enrolling at SLU, including the grades you received. Lines can be added to the table as you progress. You can find this information using Banner.

Term	Course #	Course Title	Credits	Grade

Current courses: Which courses are you taking now? Lines can be added to the table as you progress.

Course #	Course Title	Credits

LANGUAGE ACQUISITION

If applicable, list any language competency exams you have taken, the dates of those exams, and their results. Provide an expected timeline for the fulfillment of all language requirements (indicating in which languages you intend to demonstrate competency, how you intend to acquire competency, and when you plan to take the competency exams).

THESIS RESEARCH

If applicable, describe your current progress with the research requirements of the program (i.e., thesis, dissertation). Provide expected timelines, with dates, for completion of the major components of your thesis or dissertation (i.e., prospectus defense, written drafts of individual chapters, final written version, committee approval, oral defense).

ASSISTANTSHIP ACTIVITIES

Support: Have you received financial support from either SLU or external organizations? If so, what is the source (teaching assistantship or research assistantship from department, presidential scholarship, external fellowship, etc.)? Indicate whether your source of support included a stipend and the duration of the support contract. If none, leave blank.

Term	Source and Type of Support

Teaching: In which courses and semesters have you been a Teaching Assistant? In which courses and semesters have you been the Primary Instructor? If none, leave blank.

Term	Course #	Course Title	Role

Research: With which faculty and in which semesters have you been a Research Assistant? If none, leave blank.

Term	Faculty Member	Main Activities

PROFESSIONAL DEVELOPMENT

List below all presentations at professional meetings and conferences for the current academic year. Include any presentations to occur over the rest of the academic year, including summer.

List below all articles or manuscripts submitted for publication this academic year, indicating the journal to which they were submitted and the results of editorial reviews.

List below all internal or external grant submissions (or your participation in submissions) this academic year, indicating the funding source to which they were submitted and the results of the reviews, if known.

Describe any specialized training in teaching. Have you completed or do you plan on completing the Certificate Program in Teaching from the Reinert Center for Transformative Teaching and Learning?

List below all internships that you have had this academic year, indicating the place, time commitment, and activities of the program.

List all professional organizations of which you are a student member, including any offices held.

Describe any professional service and/or leadership positions associated with the university, graduate education, department or program. Indicate your title and dates of service.

List any awards, honors and achievements you have received this academic year.

Are there any other factors that you would like to have included in your evaluation?

EVALUATION: TO BE COMPLETED BY THE FACULTY

Based upon the faculty's discussion, the quality of your work was rated in each of the following areas.

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	Not Meeting Expectations	Meeting Expectations
Academic Quality of Coursework		
Language Acquisition (if applicable)		
Assistantship Quality and Quantity (if applicable)		
Collegiality		

Commentary

_____ _____

Student's signature Date

_____ _____

Director of Graduate Studies' signature Date

D: Exit Interview

Student Name:_____ Interviewer Name: _____
Program:_____ Date: _____
Track: _____

1. How would you rate your overall experience at SLU in terms of theological education?

2. Please comment on the interaction with faculty and the quality of instruction and mentoring you received as a graduate student.

3. Which courses were most valuable for you? Which were least? Were there any courses you wished could have been available? Did you have enough flexibility to take the courses that were of interest to you?

4. For MA students: did the program enable you to develop a general theological literacy by providing you with a basic background in the main areas of Catholic theology?

   For PhD students: did the program train you to research and teach at a high level?

5. Did you find the DTS to be a supportive community, both socially and spiritually?

6. Please comment on the structure and operation of the program. What worked well? What could be improved?

7. Is there anything else that you would like to add about the structure of our programs, student satisfaction or ideas for improvement?

8. What are your plans for after graduation?

9. Please provide your post-graduation contact information:

   Address:
   Telephone:
   Email address (non-SLU):

E: Internship Evaluation Rubric

Student: _____ Internship Location: _____

Cooperating Mentor: _____ Dates of Internship: _____

Faculty Supervisor: _____

Learning Goals

- Students will demonstrate the ability to effectively plan and prepare classroom instruction.
- Students will demonstrate the ability to effectively manage the classroom.
- Students will demonstrate the ability to deliver effective instruction.

I. Instructions

- Observe student-teacher over the course of the internship.
- Using the rubric key, evaluate the student-teacher and provide a total score.

Rubric Key
4 = Outstanding
3 = Very Good
2 = Acceptable
1 = Needs Work
n/o = No Opportunity to Observe

II. Rubric Indicator

Demonstrates ability to effectively plan and prepare classroom instruction (i.e., identifies appropriate instructional goals, understands available resources, designs appropriate lessons, etc.)	
Demonstrates ability to effectively manage the classroom (i.e., shows familiarity with classroom procedures, organizes classroom space, cultivates respect for learning and rapport with students, manages student behavior, etc.)	
Demonstrates ability to deliver effective instruction (i.e., demonstrates mastery of lesson content, communicates clearly, engages students in questioning and discussion, gives appropriate feedback to students, responds respectfully and accurately to student questions, etc.)	
Demonstrates professional maturity (i.e., maintains accurate records, diligently completes assigned tasks in timely manner, communicates and behaves appropriately with non-students, takes initiative to improve skills and to contribute to the classroom, etc.)	

III. Evaluation Score (Please List Number Score) _____

Cooperating Mentor Signature:

Faculty Supervisor Signature:

Cooperating Mentor: Please see page 2 to give comments and feedback on the internship experience.

V. Comments

VI. Feedback on Internship Experience

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I enjoyed working with this intern.						
I enjoyed collaborating with SLU's Department of Theological Studies.						
I would participate in future internships with the Department of Theological Studies.						
I would recommend this intern for employment.						

F: Synthesis Paper Rubric

Student: _____

Faculty Instructor: _____

Learning Goals

- Students will formulate and articulate a theologically-informed pedagogy.
- Students will critically reflect on their theological education in dialogue with their internship experience.

I. Instructions

- Read the paper.
- Using the rubric key, evaluate the paper and provide a total score.

II. Rubric Indicator

Articulates a theologically-informed pedagogy, or approach to teaching	___/20
Demonstrates thoughtful reflection on the internship experience	___/20
Demonstrates critical engagement with the substance of student's theological coursework and with the scholarship on religious education, as reflected in the Comprehensive Exam Reading List	___/20
Integrates the internship experience with coursework and scholarship on religious education	___/20
Employs correct English grammar and syntax	___/10
Fulfills the formatting requirements as determined by the instructor	___/10
Total Score	

III. Evaluation Score (Please List Number Score): ___/100

Faculty Signature: _____

G: MARE Comprehensive Exam Reading Lists

I. Scripture

Anderson, Bernhard W. *Understanding the Old Testament*. 4th ed. Englewood Cliffs, NJ: Prentice-Hall, 1986.
Baker, David W. and Bill T. Arnold, eds. *The Face of Old Testament Studies: A Survey of Contemporary Approaches*. Grand Rapids, MI: Baker Academic, 1999.
Béchard, Dean P., ed. and trans. *The Scripture Documents: An Anthology of Official Catholic Teachings*. Collegeville, MN: Liturgical Press, 2002.
Blenkinsopp, Joseph. *The Pentateuch: An Introduction to the First Five Books of the Bible*. Anchor Bible Reference Library. New York: Doubleday, 1992.
Brown, Raymond E. *An Introduction to the New Testament*. New Haven: Yale University Press, 1997.
Donelson, Lewis R. *From Hebrews to Revelation: A Theological Introduction*. Louisville, KY: Westminster John Knox Press, 2001.
Dunn, James D. G. *Theology of Paul the Apostle*. Grand Rapids, MI: Eerdmans, 1998.
Harrington, Daniel J. *Invitation to the Apocrypha*. Grand Rapids, MI: Eerdmans, 1999.
King, Philip J., and Lawrence Stager. *Life in Biblical Israel*. Louisville, KY: Westminster John Knox, 2001.
Matera, Frank J. *New Testament Theology: Exploring Diversity and Unity*. Louisville, KY: Westminster John Knox Press, 2007.
Matthews, Victor H. *The Social World of the Hebrew Prophets*. Peabody, MA: Hendrickson, 2001.
Senior, Donald, Paul J. Achtemeier, Robert J. Karris, George W. MacRae, and Daniel J. Harrington. *Invitation to the Gospels*. New York: Paulist Press, 2002.
Weeks, Stuart. *An Introduction to the Study of Wisdom Literature*. London: T & T Clark, 2010.

Questions

1. Describe the nature of the biblical text, paying careful attention to its revelatory function, authorship, inspiration, and the relationship between the testaments. Please substantiate your answer with reference to landmark ecclesial documents of the past century, such as *Divino Afflante Spiritu*, "Dei Verbum," and the Pontifical Biblical Commission's *The Interpretation of the Bible in the Church*.

2. Discuss the purpose(s) of biblical exegesis. Explain the primary hermeneutical methods employed in the study of scripture, focusing especially on the historical-critical and literary methods. Please substantiate your answer with examples drawn from both testaments and with reference to the documents listed in Question 1.

3. Describe the God of the Old Testament as well as the covenantal relationship between God and human beings.

4. Construct a composite portrait of the Jesus of the canonical gospels. Discuss how the early Church understands the significance of Jesus' life, death, and resurrection.

II. Systematic Theology

Doyle, Dennis M. *Communion Ecclesiology: Vision and Versions*. Maryknoll, NY: Orbis, 2000.
Fiorenza, Francis Schüssler, and John P. Galvin. *Systematic Theology: Roman Catholic Perspectives*. Minneapolis: Fortress Press, 2011.
Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis, 2008.
Haight, Roger. *Dynamics of Theology*. Maryknoll, NY: Orbis, 2001.
LaCugna, Catherine Mowry. *God for Us: The Trinity and Christian Life*. San Francisco: HarperSanFrancisco, 1993.
Lonergan, Bernard. *Method in Theology*. 2nd ed. Toronto: University of Toronto Press, 1990.
Lubac, Henri de. *The Mystery of the Supernatural*. New York: Crossroad Publishing Company, 1998.
Rahner, Karl. *Foundations of Christian Faith: An Introduction to the Idea of Christianity*. New York: Crossroad Publishing Company, 1982.
-----. *The Trinity*. New York: Crossroad Publishing Company, 1997.
Sobrino, Jon. *Christ the Liberator: A View from the Victims*. Maryknoll, NY: Orbis, 2001.
-----. *Jesus the Liberator: A Historical-Theological Reading of Jesus of Nazareth*. Maryknoll, NY: Orbis, 1994.

Questions

1. In *The Trinity*, Karl Rahner argues that one could dispense with the doctrine of the Trinity and most religious literature would remain virtually unchanged. So what? What is the deeper point Rahner is making here? How is this relevant to the practice of theology?

2. The bishops present at the Extraordinary Synod of 1985 affirmed that the proper hermeneutic for reading the documents of Vatican II is through the lens of an ecclesiology of communion. In *Communion Ecclesiology*, Dennis Doyle suggests that there are distinctive varieties of ecclesiologies of communion. Describe two of these ecclesiologies, explain the differences between them, and indicate how they draw their inspiration from the documents of Vatican II. Which do you find most satisfactory? Why?

3. Identify at least two characteristics of the post-modern intellectual ethos that challenge the assumptions of modernity. What are their implications for the practice of theology?

4. Describe and analyze some of the chief characteristics of the Christologies of Karl Rahner and Jon Sobrino in terms of their respective starting points, methods, and thematic emphases. In what ways do these Christologies compliment and/or correct each other? What are some of the implications of Rahner's and Sobrino's work for the future of Christology?

III. Theological Ethics

Curran, Charles E. *Catholic Moral Theology in the United States: A History*. Washington, DC: Georgetown University Press, 2008.
Hauerwas, Stanley. *The Peaceable Kingdom: A Primer In Christian Ethics*. Notre Dame, IN: University of Notre Dame Press, 1991.
Keenan, James F. *A History of Catholic Moral Theology in the Twentieth Century: From Confessing Sins to Liberating Consciences*. New York: Bloomsbury Academic, 2010.
Mahoney, John. *The Making of Moral Theology: A Study of the Roman Catholic Tradition*. Oxford: Oxford University Press, 1989.
Murray, John Courtney. *We Hold These Truths: Catholic Reflections on the American Proposition*. Lanham, MD: Sheed & Ward, 2005.
Niebuhr, H. Richard. *Christ and Culture*. San Francisco: Harper & Row, 2001.
Niebuhr, Reinhold. *Moral Man and Immoral Society: A Study in Ethics and Politics*. 2nd ed. Louisville, KY: Westminster John Knox Press, 2013.

Choose one of the following areas of applied ethics:

A. Social ethics:

Curran, Charles E. *Catholic Social Teaching, 1891-Present: A Historical, Theological, and Ethical Analysis*. Washington, DC: Georgetown University Press, 2002.
Gutierrez, Gustavo. *A Theology of Liberation: History, Politics, and Salvation*. Translated by Caridad Inda and John Eagleson. Maryknoll, NY: Orbis Books, 1988.
Yoder, John Howard. *Christian Attitudes to War, Peace, and Revolution*. Grand Rapids, MI: Brazos Press, 2009.

B. Family ethics:

Cahill, Lisa Sowle. *Sex, Gender, and Christian Ethics*. New York: Cambridge University Press, 1996.
Farley, Margaret A. *Just Love: A Framework for Christian Sexual Ethics*. New York: Continuum, 2006.
McCarthy, David Matzko. *Sex and Love In The Home: A Theology of the Household*. London: SCM Press, 2004.

C. Bioethics:

McCormick, Richard A. *The Critical Calling: Reflections on Moral Dilemmas Since Vatican II*. Washington DC: Georgetown University Press, 1989.
Meilaender, Gilbert C., Jr. *Body, Soul, & Bioethics*. Notre Dame: University of Notre Dame Press, 2002.
Panicola, Michael R. *An Introduction to Health Care Ethics: Theological Foundations, Contemporary Issues, and Controversial Cases*. Winona, MN: Anselm Academic, 2007.

Questions

1. Briefly describe the development of Catholic social thought in the papal encyclical tradition. Comment upon the sources utilized by this tradition, and discuss this tradition's approach concerning two of the following topics:
    a. the understanding of the "right" to private property
    b. the understanding of human rights
    c. the ethical critique of communism and capitalism
    d. the role of the family in society

e. the understanding of justice and charity.

2. Present an analysis of how the sources of Christian ethical reflection (scripture, church tradition, natural law/human reason, and experience) are utilized for one moral issue (i.e., gender, racism, homosexuality, war and peace, capital punishment, or prolonging life).

3. How distinctive are Christian ethics? Delineate and discuss the principal sources and themes that mark a distinctively Christian approach to and understanding of theological ethics. Describe the major positions on the question of distinctiveness and defend one.

4. Compare and contrast virtue ethics with the manualist natural law tradition. Illustrate the differences between these two approaches to ethics by analyzing one issue in social, family, or bioethics.

IV. Historical Theology

A. Early Christianity

Augustine. *On Christian Belief*. Edited by Michael Fiedrowicz, 15-104; 265-343. Hyde Park: New City Press, 2005.
Basil of Caesarea. *On the Holy Spirit*. Translated by David Anderson. Crestwood, NY: St. Vladimir's Seminary Press, 1980.
Ephrem the Syrian. *Hymns Against Julian*. Translated and edited by Kathleen E. McVey. New York: Paulist Press, 1989.
Hardy, Edward R., ed. *Christology of the Later Fathers*, 327-374. Philadelphia: Westminster, 1995.
Jerome. *Letter 133*. In *Christianity in Late Antiquity, 300-450 C.E.*, edited by Bart D. Ehrman and Andrew S. Jacobs, 200-212. New York: Oxford University Press, 2004.
Justin Martyr. *First Apology*. Translated and edited by Leslie William Barnard. New York: Paulist, 1996.
Irenaeus. *Demonstration of Apostolic Preaching*. Translated and edited by Iain M. MacKenzie. Burlington, VT: Ashgate, 2002.
Origen, *On Prayer*. Translated and edited by Rowan Greer. New York: Paulist Press, 1979.
Wilken, Robert. *The Spirit of Early Christian Thought*. New Haven: Yale University Press, 2003.

Questions

1. Throughout *On the Holy Spirit* Basil refuses to call the Holy Spirit "God" explicitly. If the purpose of this treatise is not to argue for the Holy Spirit as "God," what exactly is its purpose? How does Basil nonetheless argue for the divinity of the Holy Spirit and how does his method in *De Spiritu Sancto* reveal wider concerns of the later fourth century?

2. Early thinkers such as Justin Martyr, Irenaeus, and Origen are oftentimes accused of a Trinitarian subordinationism. Consider Origen's reference to "two Gods," his counsel against praying to Christ (*On Prayer*, XV.4), and Justin Martyr's argument that the Logos is God "in the second place" (*1 Apol*. §13). With these early steps in mind, discuss the significance of the Nicene Symbol and how pro-Nicene thinkers came to argue against any suggestion subordinating the Son to the Father.

3. Augustine's *On True Religion* is usually considered his last work where Neoplatonism is inextricably influential. Here, Augustine argues that all true Platonists could become Christians with the alteration of only a few words (§4.7). Discuss how Platonic and Neo-Platonic principles are used in this text 1) to argue against the Manichaean view of evil, 2) to show Christianity's embrace of reason wherever found, and 3) to present the end of religious engagement as divine assent and appropriation.

4. Ephrem's four *Hymns against Julian* mark a unique chapter in the history of Syriac Christianity. While the latter is often noted for its isolation from Greek literary models and theological concerns, the *Hymns* show Ephrem intimately engaged with the religio-political concerns of the fourth-century Roman Empire. Discuss the ways in which the *Hymns* conceive of empire and its relationship to Christianity and the role played by scripture in the articulation of this conception.

B. Medieval Christianity

Anselm of Canterbury. "*Proslogion*" and "Why God Became Man." In *Anselm of Canterbury: The Major Works*, edited by Brian Davies and G.R. Evans, 82–104; 260–356. Oxford: Oxford University Press, 1998.

Bede. “Life of Cuthbert.” In *The Age of Bede*, edited by D.H. Farmer and translated by J.F. Webb, 41–104. New York: Penguin Books, 1998.
Benedict of Nursia. *The Rule of St. Benedict in English*. Edited by Timothy Fry. Collegeville, MN: Liturgical Press, 1982.
Bernard of Clairvaux. “On Consideration” and “On Loving God.” In *Bernard of Clairvaux: Selected Works*, edited by G.R. Evans, 145–206. New York: Paulist Press, 1987.
Boethius. *The Trinity is One God Not Three Gods*. http://www.ccel.org/ccel/boethius/trinity.html.
Bonaventure. *Breviloquium*. Translated by D. Monte. St. Bonaventure: Franciscan Institute, 2006.
Columbanus of Bobbio. “Epistle IV.” In *Sancti Columbani Opera*, edited and translated by G.S.M. Walker. 26–37. Dublin: Dublin Institute for Advanced Studies, 1957.
Columbanus of Bobbio. “The Rule for Monks.” In *Celtic Spirituality*, edited by Oliver Davies and Thomas O’Loughlin, 246–56. New York: Paulist Press, 1999.
Francis of Assisi. “The Earlier Rule.” In *Francis of Assisi: Early Documents*, Vol. 1: *The Saint*, edited by Regis J. Armstrong, J.A. Wayne Hellmann, and William J. Short. 63–86. New York: New City Press, 1999.
Gregory the Great. *The Book of Pastoral Rule*. Translated by G. Demacopoulos. Crestwood, NY: St. Vladimir’s Seminary Press, 2007.
Gregory VII. *The* Epistolae Vagantes *of Pope Gregory VII*. Edited and translated by H.E.J. Cowdrey. Oxford: Clarendon Press, 1972.
Hildegard of Bingen. *Hildegard of Bingen: Selected Writings*. Translated by Mark Atherton. New York: Penguin, 2001.
Hugh of Saint Victor. *The Didascalicon of Hugh of St. Victor: A Medieval Guide to the Arts*. Translated by Jerome Taylor. New York: Columbia University Press, 1961.
John Scottus Eriugena. “Homily on the Prologue to *The Gospel of John*.” In *Celtic Spirituality*, edited by Oliver Davies and Thomas O’Loughlin, 411–32. New York: Paulist Press, 1999.
Julian of Norwich. *Showings*. Edited by Edmund Colledge and James Walsh. Mahwah, NJ: Paulist, 1978.
Pseudo-Jerome. *The First Commentary on Mark: An Annotated Translation*. Translated by Michael Cahill. New York: Oxford University Press, 1998.
Thomas Aquinas. *Thomas Aquinas: Selected Writings*. Translated by Ralph McInerny. 5–17, 50–141, 243–56, 290–342, 360–67, 482–709, 749–85. New York: Penguin, 1989.
Van Engen, John. “The Christian Middle Ages as an Historiographical Problem.” *The American Historical Review* 91 (1986): 519-52.
-----. “The Future of Medieval Church History.” *Church History* 71 (2002): 492-523.

Questions

1. Aquinas asserted that “those who employ philosophical texts in sacred doctrine, putting it to the service of the faith, do not mingle water with wine, but change water into wine” (Exposition of Boethius’s *On the Trinity*, 2.3). Discuss the medieval understanding of the relationship of philosophy and the liberal arts to the discipline of theology.

2. Provide a brief outline of the medieval understanding of *one* of the following subjects, making reference in your answer to *at least three* of the works you studied in preparation for this exam:
    a. the interpretation of the scriptures,
    b. the role and function of the papacy,
    c. the monastic life, or
    d. the soul’s journey into God.

3. Discuss the significance of the Incarnation in medieval theology.

4. John van Engen claims that the "historical conjunction between the making of Europe and the spread of Christian allegiance rested upon an ever-changing mix of custom, law, and conviction, religious in coloration but political, social, and cultural in expression. Diverse practices and patterns, worked out over centuries, became so tightly interwoven that to pull on one was to stretch or unravel another" ("The Future of Medieval Church History," 492). Is this an accurate portrayal of the realities of medieval Christianity, and how does it relate to medieval ideals regarding the cohesion of Christian society?

C. Modern Christianity

Ahlgren, Gillian T. W. *Teresa of Avila and the Politics of Sanctity*. Ithaca, NY: Cornell University Press, 1998.

Anderson, Emma. *The Betrayal of Faith: The Tragic Journey of a Colonial Native Convert*. Cambridge: Harvard University Press, 2007.

Cholenec, Pierre. *Catherine Tekakwitha: Her Life*. Translated by William Lonc. Hamilton, ON: W. Lonc, 2003.

Kant, Immanuel. "Religion within the Boundaries of Mere Reason." In *Kant: Religion within the Boundaries of Mere Reason: And Other Writings*, 31-192. Cambridge: Cambridge University Press, 1999.

Livingston, James C., Francis Schussler Fiorenza, et al. *Modern Christian Thought, 2 Vols.* Minneapolis: Fortress Press, 2006.

Luther, Martin, and Desiderius Erasmus. *Luther and Erasmus: Free Will and Salvation*. Edited by E. Gordon Rupp and Philip S. Watson. Philadelphia: Westminster John Knox Press, 1969.

MacCulloch, Diarmaid. "Western Christianity Dismembered" and "God in the Dock." In *Christianity: The First Three Thousand Years*, 551-1016. New York: Penguin Books, 2011.

Rauschenbusch, Walter. *Christianity and the Social Crisis*. https://archive.org/details/christianityandt028107mbp.

Sanneh, Lamin O. *Disciples of All Nations: Pillars of World Christianity*. New York: Oxford University Press, 2007.

Questions

1. Please describe and distinguish the Lutheran and Tridentine views on justification. In what ways and in what directions have these sixteenth-century theologies of justification developed over the course of the modern period? Although your response may reference any of the texts on the required bibliography, please consider at least those of Erasmus, Luther, Kant, and Rauschenbusch.

2. Please discuss the relationship between Christianity and culture in the modern period. In what ways has Christianity challenged culture? Accommodated culture? To what extent has the influence of particular cultures given rise to novel theological ideas? Material practices? Iconographical representations? Although your response may reference any of the texts on the required bibliography, please consider at least those of Cholenec, Ahlgren, Anderson, and Sanneh.

V. Religious Education

Aschenbrenner, George. *Examination of Consciousness*. Chicago: Loyola Press, 1972.
Buckely, Michael J. *The Catholic University as Promise and Project: Reflections in a Jesuit Idiom*. Washington, DC: Georgetown University Press, 1999.
Carey, Patrick W. *Catholics in America: A History*. Lanham, MD: Rowman & Littlefield, 2008. 55–140.
"Colloquium 2013: A Fire That Kindles Other Fires: The Profile of an Ignatian Educator." Jesuit Secondary Education Association, 2013.
http://www.jsea.org/resources/colloquium-2013-general-materials-and-presentations\
Cook, Tim. *Architects of Catholic Culture: Designing and Building Catholic Culture in Schools*. Arlington, VA: National Catholic Educational Association, 2001.
Daley, Brian E. "'To Be More Like Christ': The Background and Implications of 'Three Kinds of Humility,'" *Studies in the Spirituality of Jesuits* 27, No. 1 (1995): 1–45.
Freire, Paulo. *Pedagogy of the Oppressed*. London: Bloomsbury Academic, 2000.
Ganss, George. *Saint Ignatius' Idea of a University*. Milwaukee, WI: Marquette University Press, 1956.
Go and Make Disciples: A National Plan and Strategy for Catholic Evangelization in the United States. United States Conference of Catholic Bishops, 2002. http://www.usccb.org/beliefs-and-teachings/how-we-teach/evangelization/go-and-make-disciples/go-and-make-disciples-a-national-plan-and-strategy-for-catholic-evangelization-in-the-united-states.cfm
John Paul II. *Apostolic Exhortation on Catechesis in Our Time* (*Catechesi Tradendae*). October 16, 1979. http://www.vatican.va/holy_father/john_paul_ii/apost_exhortations/documents/hf_jp-ii_exh_16101979_catechesi-tradendae_en.html
The Ratio Studiorum: The Official Plan for Jesuit Education. Translated by Claude Pavur. Saint Louis, MO: Institute of Jesuit Sources, 2005.
The Religious Dimension of Education in a Catholic School: Guidelines for Reflection and Renewal. Sacred Congregation for Catholic Education, 1988. http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html
Smith, Christian. *Soul Searching: The Religious and Spiritual Lives of American Teenagers*. New York: Oxford University Press, 2005. 118–71, 193–217.
Smith, Christian, Kyle Longest, Jonathan Hill, and Kari Christoffersen. "Introduction,"; "Emerging Adult Catholics, Their Faith, and the Church in Their Own Words; "Excursus: Who Actually *Is* Catholic?; "Catholic High School and Religiousness in Emerging Adulthood"; "Conclusion." In *Young Catholic America: Emerging Adults In, Out Of, and Gone from the Church*. 1–8; 89–125; 126–54; 231–63; 264–74. New York: Oxford University Press, 2014.

Questions

1. In paragraph or outline form, map out how you would teach a section on *one* of the topics listed below. Indicate a particular demographic and context of your choice and feel free to broaden or narrow the topic as you see fit. At the end, or throughout, give your pedagogical reasoning for each aspect of the lesson.
    a. Catholic Social Teaching
    b. Church History
    c. Creed
    d. Ecumenism
    e. Incarnation
    f. Justice
    g. Liturgy
    h. Revelation
    i. Sacraments

j. Scripture
k. Virtue

2. In chapter 2 of *Pedagogy of the Oppressed*, Freire critiques the "banking" concept of education. Briefly, describe this concept, summarize Freire's critique, and then evaluate it. Describe Freire's alternative concept of education, what he calls the "humanist revolutionary" approach, and identify its chief goal and major characteristics. What is the role of "*conversion*" and "*conscientization*" in this concept of education? And how well does Freire's model relate to the pedagogical principles laid down in magisterial and/or Ignatian documents?

3. Based on your understanding of the *Ratio Studiorum* (1599), identify the general aim of Jesuit education. Describe what current cultural realities might 1) facilitate that aim, or 2) frustrate that aim. Then analyze contemporary Catholic education in the United States in order to evaluate how the existing structures facilitate or impede Jesuit pedagogy, suggesting adaptations for making the *Ratio* more relevant for the contemporary context.

4. Juxtapose the current state of faith practice among youth and young adults in the United States with your understanding of Catholic education as expressed in relevant magisterial documents. How do you understand the educator's role in navigating these two poles? How might different contexts influence the pedagogical strategies employed?

H: **MARE Written Comprehensive Examination Rubric**

Student: _____ **Major field:** _____

Committee Chair: _____ **Minor fields:** _____

First Reader: _____ _____

Second Reader: _____

Learning Goals

- Students will demonstrate an integrated and comprehensive understanding of their chosen major and minor fields, as reflected in the reading lists.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of theology.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

I. Instructions

- Read the exam.
- Using the rubric key, evaluate the exam and provide a total score.

II. Rubric Indicator

Directly and correctly answers the questions posed by the examiner	
Each answer argues a central point or position	
Answers are well organized and logically coherent	
Marshals detailed evidence to substantiate the answers given	
Avoids extraneous detail ("filler") in answers	
Demonstrates knowledge of relevant material from the assigned reading lists	
Employs correct English grammar and syntax	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Exam

- Pass (a score of 21 or above)
- Fail (a score of 20 or below, with option for one retake)

_____ _____
Faculty Name Faculty Signature

I: MA Oral Comprehensive Examination Rubric

Student: _____

Committee Chair: _____

First Reader: _____

Second Reader: _____

Learning Goals

- Students will demonstrate an integrated and comprehensive understanding of their chosen major and minor fields, as reflected in the reading lists.
- Students will demonstrate the ability to defend, clarify, and expand upon answers given in the written portion of the comprehensive examination.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of theology.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

I. Instructions

- Listen to the oral exam.
- Using the rubric key, evaluate the exam and provide a total score.

II. Rubric Indicator

Defends, clarifies, and expands upon written answers with further evidence and argument	
Directly and correctly answers the examiner's questions	
Identifies and analyses concepts, arguments, and theories in the relevant field	
Synthesizes or draws connections between various topics addressed in exam	
Shows awareness of the limits of his or her knowledge	
Demonstrates an understanding of the nature of the discipline of theology	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Exam

- Pass (a score of 18 or above)
- Fail (a score of 17 or below, with option for one retake)

_____ _____
Faculty Name Faculty Signature

J: Primary Sources Examination Rubrics

Christianity in Antiquity

Student: _____

Examiner: _____

Learning Goals

- Students will demonstrate an integrated and comprehensive understanding of the primary sources.
- Students will demonstrate an awareness of major historiographical questions provoked by the sources.
- Students will demonstrate an understanding of the nature of the academic study of Christianity in Antiquity.

I. Instructions

- Read the exam.
- Using the rubric key, evaluate the exam and provide a total score.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

II. Rubric Indicator

Demonstrates knowledge of source material on reading list	
Demonstrates ability to analyze and synthesize material	
Answers directly respond to the questions posed and argue a central point or position	
Answers are well organized and logically coherent	
Answers employ correct English grammar and syntax	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Exam

- Pass (a score of 15 or above)
- Fail (a score of 14 or below, with option for one retake)

_____ _____
Faculty Name Faculty Signature

Christian Theology

Student: _____

Examiner: _____

Learning Goals

- Students will demonstrate an integrated and comprehensive understanding of the primary sources.
- Students will demonstrate an awareness of major historiographical questions provoked by the sources.
- Students will demonstrate an understanding of the nature of the academic study of Christian Theology.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

I. Instructions

- Read the exam.
- Using the rubric key, evaluate the exam and provide a total score.

II. Rubric Indicator

Demonstrates knowledge of source material on reading list	
Demonstrates ability to analyze and synthesize material	
Answers directly respond to the questions posed and argue a central point or position	
Answers are well organized and logically coherent	
Answers employ correct English grammar and syntax	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Exam

- Pass (a score of 15 or above)
- Fail (a score of 14 or below, with option for one retake)

_____ _____
Faculty Name Faculty Signature

K: **Theories and Methods Rubric**

Student: _____

Examiner: _____

Learning Goals

- Students will demonstrate an understanding of major theoretical and methodological issues in the study of theology and religion.
- Students will demonstrate the ability to situate their anticipated dissertation research within these broader theoretical and methodological currents.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

I. Instructions

- Read the exam.
- Using the rubric key, evaluate the exam and provide a total score.

II. Rubric Indicator

Demonstrates knowledge of source material on reading list	
Demonstrates ability to analyze and synthesize material	
Demonstrates understanding of the significance of themes and issues presented by the sources to anticipated dissertation research	
Answers directly respond to the questions posed and argue a central point or position	
Answers are well-organized and logically coherent	
Answers employ correct English grammar and syntax	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Exam

- Pass (a score of 18 or above)
- Fail (a score of 17 or below, with option for one retake)

_____ _____
Faculty Name Faculty Signature

L: Context of Study Examination Rubric

Student: _____

Examiner: _____

Context under Examination: _____

Learning Goals

- Students will demonstrate an integrated and comprehensive understanding of the material included on the reading list.
- Students will demonstrate an awareness of major historiographical themes and issues, as well as the contours of contemporary scholarly discourse on the exam subject.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

I. Instructions

- Read the exam.
- Using the rubric key, evaluate the exam and provide a total score.

II. Rubric Indicator

Demonstrates knowledge of source material on reading list	
Demonstrates ability to analyze and synthesize material	
Answers directly respond to the questions posed and argue a central point or position	
Answers are well organized and logically coherent	
Answers employ correct English grammar and syntax	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Exam

- Pass (a score of 15 or above)
- Fail (a score of 14 or below, with option for one retake)

_____ _____
Faculty Name Faculty Signature

M: **Literature Review Rubric**

Student: _____

Examiner: _____

Dissertation Topic: _____

Learning Goals

- Students will demonstrate a comprehensive and integrated knowledge of the texts included on the bibliography.
- Students will demonstrate familiarity with the major historiographical and interpretative issues to which these texts give rise.
- Students will demonstrate the ability to situate their proposed dissertation research within this body of scholarship, attending to the ways in which their own research complements, contests, or otherwise modifies the existing scholarly landscape.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

I. Instructions

- Read the exam.
- Using the rubric key, evaluate the exam and provide a total score.

II. Rubric Indicator

Demonstrates knowledge of the sources on reading list	
Demonstrates ability to analyze and synthesize material	
Demonstrates familiarity with major historiographical and interpretative issues raised by the sources	
Demonstrates ability to situate proposed research within the body of scholarship considered	
Answers directly respond to the questions posed and argue a central point or position	
Answers are well organized and logically coherent	
Answers employ correct English grammar and syntax	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Exam

- Pass (a score of 21 or above)
- Fail (a score of 20 or below, with option for one retake)

_____ _____
Faculty Name Faculty Signature

N: Prospectus Template

The dissertation prospectus is a 20-25 page document that gives a road map for the proposed dissertation, arguing for its feasibility and significance to the field. Below you will find a template outlining the elements of a strong prospectus. Please be advised that one of the crucial ingredients of a successful prospectus is a willingness to collaborate with and seek regular feedback from your dissertation director and members of your committee.

I. Introduction

At a minimum, the introduction must include a statement of the question animating the proposed dissertation. The question posed should be one that has not yet been answered or has been answered inadequately, that can be answered, and that deserves a dissertation-length response. The introduction must also include a thesis statement that directly responds to the question posed, is clear and concise, advances the field, and orients and drives the structure of the dissertation.

II. State of the Question/Literature Review

This section situates the proposed dissertation within the context of contemporary scholarship on point. In this section, you must review and critically assess approaches to the question you pose above, identifying trends, patterns, or major themes and evaluating the merits and limitations of existing scholarship. In this section, too, please comment on the ways in which your own proposed response to the question develops, challenges, departs from, or fills in the gaps of existing scholarship.

III. Primary Sources

In this section, you must identify the primary sources upon which you intend to rely for your dissertation research. You should discuss the location and accessibility of these sources, demonstrate your ability to use these sources in their original languages, and critically assess (where applicable) published editions of such primary sources.

IV. Method

In this section, you must articulate a methodological approach to the sources that inform your dissertation project. The methodological approach should be appropriate to both the types of sources upon which you will be relying as well as your proposed thesis. You should also consider the ways in which your methodological approach to the question compares to, contrasts with, or otherwise relates to the approaches of existing scholarship on your topic.

V. Chapter outline

In this section, you must provide a tentative outline of the chapters that will constitute your dissertation. Chapters should be arranged in such a way that demonstrates a logical and progressive argument in defense of your thesis.

VI. Bibliography

The bibliography consists of two sections—one for primary sources and one for secondary scholarship. All entries must be formatted in proper Chicago style.

O: Prospectus Oral Defense Rubric

Student: _____

Committee Chair: _____

First Reader: _____

Second Reader: _____

Learning Goals

- Students will demonstrate the ability to defend, clarify, and expand upon arguments made in the written prospectus.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of historical theology.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

I. Instructions

- Listen to the oral defense.
- Using the rubric key, evaluate the defense and provide a total score.

II. Rubric Indicator

Defends, clarifies, and expands upon written prospectus with further evidence and argument	
Directly and correctly answers the examiner's questions	
Demonstrates knowledge of proposed dissertation subject, primary sources, and background scholarship	
Demonstrates ability to argue for significance of proposed dissertation topic to the field of historical theology	
Shows awareness of the limits of his or her knowledge	
Demonstrates an understanding of the nature of the discipline of historical theology	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Defense

- Pass with distinction (a score of 27 or above)
- Pass (a score of 18 or above)
- Fail (a score of 17 or below, with option for one retake)

_____ _____
Faculty Name Faculty Signature

P: **Dissertation Rubric**

Student: _____

Committee Chair: _____

First Reader: _____

Second Reader: _____

Learning Goals

- Students will present an original thesis in response to a question of significance to the field of historical theology.
- Students will craft a dissertation of substantial length that logically and persuasively argues in defense of the thesis.
- Students will demonstrate a critical grasp of major issues and themes in the field of historical theology and of relevance to the particular question that drives the thesis.
- Students will make an original contribution to the field of historical theology.

I. Instructions

- Read dissertation.
- Using the rubric key, evaluate the dissertation and provide a total score.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

II. Rubric Indicator

A. Foundational Elements	
Statement of the Question • Articulates a question that has not yet been answered or has been answered inadequately • Articulates a question that can be answered • Articulates a question that deserves a dissertation-length response	
Thesis • Directly answers the question • Clear and concise • Advances the field of historical theology • Orients and drives the structure of the dissertation	
State of the Question/Literature Review • Reviews literature in English and other languages • Identifies schools, trends, patterns, or other relationships in the existing scholarship • Recognizes relative significance of various scholarly contributions	

Primary Sources • Identifies diverse types of sources (if applicable) • Demonstrates use of sources in their original language • Places logical and coherent limit on sources • Demonstrates knowledge and use of unpublished sources (if applicable) • Critically assesses published primary sources	
Method • Articulates coherent method that fits the sources and thesis • Situates method in the context of existing scholarship	
B. Formal Elements	
Style • Employs clear, correct English grammar and syntax • Employs accurate vocabulary and technical terminology appropriate to the question • Effectively transitions from section to section, chapter to chapter, etc.	
Organization and Argumentation • Outlines the structure of the argument proposed in defense of the thesis • Adheres to the outline given • Presents appropriate and persuasive evidence in defense of the thesis • Constructs a logical argument in defense of the thesis on the basis of evidence presented • Demonstrates significance of thesis to the field of historical theology	
C. Functional Elements	
Formatting • Employs footnotes formatted in Chicago Style and according to the conventions of the discipline • Includes footnotes containing original text from foreign-language sources that have been translated into English in the body of the dissertation • Includes appendices (if applicable) presenting relevant documentary materials, datasets, etc.	
Bibliography • Follows Chicago Style and the conventions of the discipline for bibliographic citations • Separates primary and secondary sources into discrete sections • Includes all sources cited in notes and appendices, as well as other works consulted • Arranges citations in alphabetical order	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Dissertation

- Pass with Distinction (a score of 40 or above)
- Pass (a score of 27 or above)
- Fail (a score of 26 or below, with option for one retake)

_____ _____

Faculty Name Faculty Signature

Q: **Dissertation Oral Defense Rubric**

Student: _____

Committee Chair: _____

First Reader: _____

Second Reader: _____

Learning Goals

- Students will demonstrate the ability to defend, clarify, and expand upon arguments made in the written dissertation.
- Students will demonstrate the ability to articulate their understanding of the nature of the discipline of historical theology.

Rubric Key
5 = Outstanding
4 = Very Good
3 = Acceptable
2 = Needs Work
1 = Unacceptable

I. Instructions

- Listen to the oral defense.
- Using the rubric key, evaluate the defense and provide a total score.

II. Rubric Indicator

Defends, clarifies, and expands upon written dissertation with further evidence and argument	
Directly and correctly answers the examiner's questions	
Demonstrates knowledge of dissertation subject, primary sources, and background scholarship	
Demonstrates ability to synthesize dissertation topic with broader topics in the discipline of theology	
Shows awareness of the limits of his or her knowledge	
Demonstrates an understanding of the nature of the discipline of historical theology	
Total Score	

III. Evaluation Score (Please List Number Score) _____

IV. Evaluation Possibilities for the Defense

- Pass with distinction (a score of 27 or above)
- Pass (a score of 18 or above)
- Fail (a score of 17 or below, with option for one retake)

_____ _____
Faculty Name Faculty Signature

R: PhD Annual Review Form

DOCTORAL STUDENT ANNUAL REVIEW FORM

*Students: Please complete electronically, sign, and submit hard copy to the Director of Graduate Studies by **March 15.***

STUDENT INFORMATION

Date of Evaluation: _____	
Name: _____	Phone:_____
Email: _____	Banner ID: _____
Graduate Program: _____	Mentor: _____
Area of Specialization: _____	

Are you on Academic Leave? ☐ Yes ☐ No

If yes, please attach a copy of your Leave Agreement to this review.

ACADEMIC COURSEWORK

Previous courses: List chronologically all previous courses you have taken since enrolling at SLU, including the grades you received. Lines can be added to the table as you progress. You can find this information using Banner Self Service.

Term	Course #	Course Title	Instructor	Credits	Grade

Current courses: Which courses are you taking now? Lines can be added to the table as you progress.

Course #	Course Title	Instructor	Credits

LANGUAGE ACQUISITION

List any language competency exams you have taken, the dates of those exams, and their results. Provide an expected timeline for the fulfillment of all language requirements (indicating in which languages you intend to demonstrate competency, how you intend to acquire competency, and when you plan to take the competency exams).

COMPREHENSIVE EXAMINATIONS

List the comprehensive exams you have taken, the dates of those exams, and their results. Provide an expected timeline for the completion of all exam requirements.

DISSERTATION RESEARCH

Describe your current progress with the research requirements of the program (i.e., thesis, dissertation). Provide expected timelines, with dates, for completion of the major components of your thesis or dissertation (i.e., prospectus defense, written drafts of individual chapters, final written version, committee approval, oral defense).

ASSISTANTSHIP ACTIVITIES

Support: Have you received financial support from either SLU or external organizations? If so, what is the source (teaching assistantship or research assistantship from department, presidential scholarship, external fellowship, etc.)? Indicate whether your source of support included a stipend and the duration of the support contract. If none, leave blank.

Term	Source and Type of Support

Teaching: In which courses and semesters have you been a Teaching Assistant? In which courses and semesters have you been the Primary Instructor? If none, leave blank.

Term	Course #	Course Title	Instructor (for TAs)	Role

Research: With which faculty and in which semesters have you been a Research Assistant? If none, leave blank.

Term	Faculty Member	Main Activities

PROFESSIONAL DEVELOPMENT

List below all presentations at professional meetings and conferences for the current academic year. Include any presentations to occur over the rest of the academic year, including summer.

List below all articles or manuscripts submitted for publication this academic year, indicating the journal to which they were submitted and the results of editorial reviews.

List below all internal or external grant submissions (or your participation in submissions) this academic year, indicating the funding source to which they were submitted and the results of the reviews, if known.

Describe any specialized training in teaching. Have you completed or do you plan on completing the Certificate Program in Teaching from the Reinert Center for Transformative Teaching and Learning?

List below all internships that you have had this academic year, indicating the place, time commitment, and activities of the program.

List all professional organizations of which you are a student member, including any offices held.

Describe any professional service and/or leadership positions associated with the university, graduate education, department or program. Indicate your title and dates of service.

List any awards, honors and achievements you have received this academic year.

Are there any other factors that you would like to have included in your evaluation?

EVALUATION: TO BE COMPLETED BY FACULTY

Based on the faculty's discussion, the quality of your work was rated in each of the following areas.

	Not Meeting Expectations	Meeting Expectations
Academic Quality of Coursework		
Research Quality of Thesis, Prospectus or Dissertation		
Research Quantity (timely completion of project)		
Comprehensive Examinations		
Language Acquisition		
Assistantship Quality and Quantity		
Professional Development		
Collegiality		

Commentary (Include specific, written goals for the upcoming year if a student is "not meeting expectations" in any area.)

_____ _____

Student's signature Date

_____ _____

Director of Graduate Studies' signature Date