# GRADUATE STUDENT HANDBOOK 2019-2020

# DEPARTMENT OF THEOLOGICAL STUDIES

3800 Lindell Boulevard • Saint Louis, MO 63108-3414 Phone: 314-977-2878

#### 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,

Fr. David J. Suwalsky, S.J., Ph.D. Chair, Department of Theological Studies Saint Louis University

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#### Note to the Student

Please note that students are responsible for the contents of this

DTS amends this

annually. Students should consult the most current edition of the
for questions about the graduate programs. Should questions arise that are not clarified by
this

#### MASTER OF THEOLOGICAL STUDIES

#### I. Program Overview

The Master of Theological Studies (MTS) program in the Department of Theological Studies is geared toward students who want to pursue focused scholarship, prepare for future doctoral wor or simply exercise their intellectual curiosity. This program offers an ideal first degree in Theolog 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 our Department and the wider scholarly community. Students are also encouraged to participate 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 qualified applicants and offer competitive funding for our top applicants.

#### II. Admission

Interested students should apply at <a href="http://www.slu.edu/admission/graduate">http://www.slu.edu/admission/graduate</a> by January 1.

#### 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 , available at <a href="http://www.slu.edu/academics/graduate/current-students">http://www.slu.edu/academics/graduate/current-students</a>.

#### 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.<sup>1</sup>

#### MASTER OF RELIGIOUS EDUCATION

#### I. Program Overview

The Master of Religious Education (MARE) program is a joint degree program housed in the Department of Theological Studies in partnership with SLU's School of Education. This program is geared toward 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 (s) 0.3.06 0 0 0.06 72.0599 48 -0, soss

#### 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

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.

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).

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 <a href="http://www.slu.edu/admission/graduate">http://www.slu.edu/admission/graduate</a> 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

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)		
	1		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
	2		2
6/5	CA Seminar	6/5	CA Seminar
6/5	Ancient Language	6/5	Ancient Language

submitted by students, in consultation with their mentors, to the Director of Graduate Studies who will forward any requests for language substitution to the Graduate Studies Committee for final approval. Requests for substitutions should outline why the proposed language substitution is more relevant to the student's field of research and course of study. Students will be notified of the committee's decision within 2 weeks of the substitution request. Students may request one language substitution.

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. I deally 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 DTS language courses during the first and second years of study, typically two consecutive semesters of Greek and two consecutive semesters of Latin. Students whose research interests require it may substitute Syriac for the second semester of Latin. 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 20-22 of this

Language competency is demonstrated course

by earning a grade of A- or higher in a DTS language

The Dissertation Committee evaluates the written dissertation according to the Dissertation Rubric (see Appendix K) and the oral defense according to the Dissertation Oral Defense Rubric (see Appendix L). 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.

Dissertation Research

Mentored Teaching

The Saint Louis University Dissertation Fellowship is awarded to competitive Ph.D. 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 Ph.D.

#### 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 <a href="http://www.slu.edu/academics/graduate">http://www.slu.edu/academics/graduate</a>.

College of Arts and Sciences

In addition to the Office of Graduate Education, each school and college at SLU has an Associate

The Student Health Center (<a href="http://www.slu.edu/student-health-center">http://www.slu.edu/student-health-center</a>) 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

The University Counseling Center (<a href="https://www.slu.edu/life-at-slu/university-counseling/index.php">https://www.slu.edu/life-at-slu/university-counseling/index.php</a>) 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-

: 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.

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### 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.

#### 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.

# C: MTS/MARE Annual Review Form

# Masters' Student Annual Review Form

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**

<u>Support</u>: 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

<u>Research</u>: 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 113 sults of 3 ditorial 13 vi3 sw

List below all int3rnal or 3xt3rnal grant submissions (or your participation in submissions) this academic year, indicating the funding sourc3 to which they were submitted and the113sults of the 13vi3ws, if known.

Describe any sp3cializ3d training in t3aching. Have you compl3t3d or do you plan on compl3ting the C3rtificat3 Program in T3aching from the R3inert C3nt3r for Transformative T3aching and L3arning?

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

Not Meeting	Meeting
<b>Expectations</b>	<b>Expectations</b>

**Academic Quality of Coursework** 

## D: Exit Interview

	t Name:	Interviewer Name:
	m:	Date:
1.	How would you rate your overall experience	e at SLU in terms of theological education?
2.	Please comment on the interaction with fact received as a graduate student.	alty and the quality of instruction and mentoring you
3.	<del>-</del>	Which were least? Were there any courses you have enough flexibility to take the courses that were

## **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.

#### I. Instructions

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

II.

# G: Context of Study Examination Rubric

Student:		
Examiner:		
Context under Examination:		
Learning Goals		
<ul> <li>Students will demonstrate an integrated and comprehensive understanding of the material included on the reading list.</li> <li>Students will demonstrate an awareness of major historiographical themes and issues, as well the contours of contemporary scholarly discourse on the exam subject.</li> <li>Instructions</li> <li>Read the exam.</li> <li>Using the rubric key, evaluate the exam and provide a total score.</li> <li>II. Rubric Indicator</li> </ul>	as	
emonstrates knowledge of source material on reading list		
emonstrates ability to analyze and synthesize material		
nswers directly respond to the questions posed and argue a central point or position		
nswers are well organized and logically coherent		
nswers employ correct English grammar and syntax		
Total Score		

III. Evaluation Score (Please List Number Score)

IV.

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<b>Student:</b>		

Faculty Name

# J: Prospectus Oral Defense Rubric

Student:	 	
Committee Chair:		

#### K: 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 their fields.
- 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 their fields and of relevance to the particular question that drives the thesis.
- Students will make an original contribution to n the

	L: Dissertation Oral Defense Rubric
Student: _	

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).

<u>Teaching</u>: 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)** 

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.				

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