

GRADUATE STUDENT HANDBOOK
2019-2020

DEPARTMENT OF THEOLOGICAL STUDIES

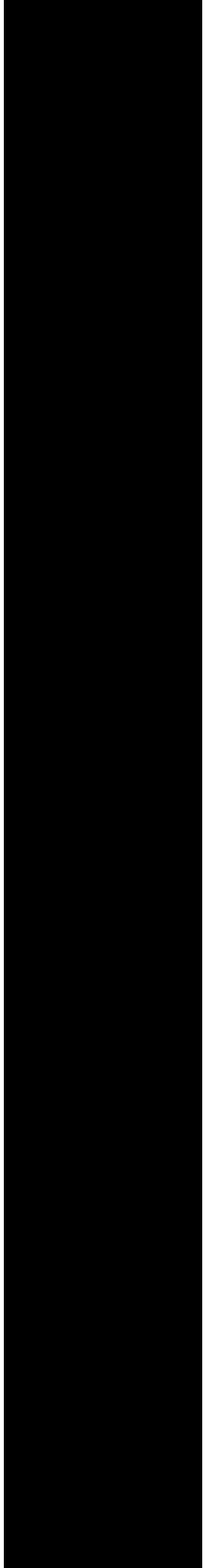
3800 LINDELL BOULEVARD • SAINT LOUIS, MO 63108-3414
PHONE: 314-977-2878

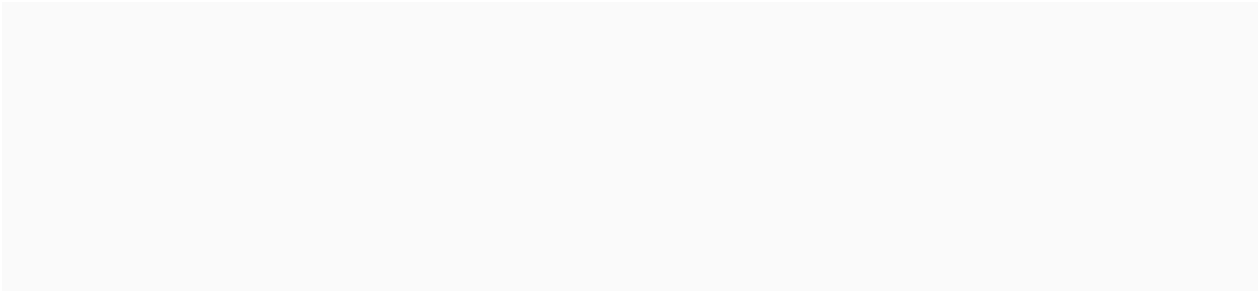
WELCOME

12.11.15 10 n

NOTE TO THE STUDENT

MASTER OF THEOLOGICAL STUDIES





MASTER OF RELIGIOUS EDUCATION

CHRISTIANITY IN ANTIQUITY (CA)			
<i>1</i>		<i>1</i>	
<i>2</i>		<i>2</i>	

DIRECTORY OF CAMPUS RESOURCES

Office of Graduate Education



College of Arts and Sciences

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.

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

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

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 review

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 review, if known.

Describe any specialized training in teaching. Have you completed or do you plan on completing the Certificate Program in Teaching from the 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.

Academic Quality of Coursework	Not Meeting Expectations	Meeting Expectations
---------------------------------------	---------------------------------	-----------------------------

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?

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

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.

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.

H: Literature Review Rubric

Student: _____

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

Primary Sources

Identifies diverse types of sources (if applicable)

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).

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)
-------------	-----------------	---------------------	-----------------------------

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.

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