SAINT LOUIS UNIVERSITY

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GRADUATE STUDENT HANDBOOK
2024-2025

DEPARTMENT OF THEOLOGICAL STUDIES

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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 graduate students enter our programs with a variety of research interests, skills, ecclesial backgrounds, and professional histories. This diversity 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.

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

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. I look forward to our work together in the years to come.

Peace,

Daniel L. Smith
Associate Professor of New Testament
Chair, Department of Theological Studies
Saint Louis University

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 (https://www.slu.edu/academics/graduate). A variety of policies, procedures and forms that pertain to graduate education will be found there under the heading "Information for 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 should direct their questions to their faculty advisors first or, if the advisor is unable to assist the student, secondarily to the Coordinator of Graduate Studies (CGS):

Elizabeth Block
Associate Professor of Christian Ethics
Coordinator of Graduate Programs
Adorjan Hall, Room 345
elizabeth.block@slu.edu

A Note about Disability Accommodations

Accessibility support for students is coordinated through the Center for Accessibility and Disability Resources (CADR). Reasonable academic accommodations may be requested for both course-related and non-course-related experiences (including graduate assistantship work, if applicable).

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 work, or simply exercise their intellectual curiosity. This program offers an ideal first professional 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/admission/graduate by January 1.

Application requirements include: transcript(s), three letters of recommendation, resume, a personal statement indicating academic and professional goals, and a writing sample of no more than twenty pages that demonstrates an appropriately academic style of writing.

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 Kathy Michael, 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 scholarships 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" on their record.

B. Research Assistantships

Students applying to the MTS program will be considered for a Research Assistantship. A small number of half- or full-assistantships are available. A full research assistantship stipend is currently $22,500. In exchange for the stipend, students work as research assistants for the faculty to whom they are assigned. Students on full assistantships provide 20 hours of work per week to faculty, while students on half-assistantships provide 10 hours of work per week. RAs typically assist faculty with research and, from time to time, help with teaching. With permission from the Dean of Graduate Education, students with assistantships may have other employment outside the university.

For specific details on the assistantships, see the Graduate Assistant Manual, Appendix N.

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 https://www.slu.edu/academics/graduate/current-students/.

B. Faculty Supervision

Upon entering the MTS program, each student is assigned a faculty advisor. Advisors 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 advisors 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 these faculty 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/Introduction to OT*	5/4	Christian Tradition II/Intro. to NT*
	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	Christian Tradition I/Introduction to OT*	5	Christian Tradition II/Intro. to NT*
	Elective	6/5	*Elective*
	World Religion *Elective*	5	Research Paper or *Elective*

* CT I/CT II and OT/NT are offered in alternate years, so students must take them in the sequence determined by the year they enter the program. For example, if CT I/CT II are offered in your first year, you must enroll in them in your first year then take OT/NT in your second year, or vice versa.

D. Research Paper or Thesis

Students in the MTS program have the option of writing a 30-40-page research paper. *This is not the same as a thesis.* Students who wish to pursue this option must register for "Research Topics" (Theo 5970, 3 credit hours) and select a faculty advisor 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 advisor in crafting a paper topic and in the process of researching and writing the paper. Students must submit the final paper to their advisor and second reader by May 1 of their second year. The advisor and second reader then evaluate the paper according to the Research Paper rubric (see Appendix A).

Students who want to write a full thesis (50 pages) must take at least 3 CR of Thesis research, preferably 6 CR, and create a thesis committee *by May 1 of their first year in the program.*

E. Language

Students in the MTS program must demonstrate competency in at least one foreign language. Language competency is demonstrated *either* by earning a grade of A- or higher in a DTS language course *or* by means of examination. In some cases, a passing mark on a doctoral-level proficiency exam received during the course of a Master's program suffices to demonstrate competency. 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 April 1 of each year of study. Please note that, at the least, students are required to maintain a GPA of 3.5 to remain on assistantship and a GPA of 3.0 to remain enrolled. 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 "Graduation and Diplomas" here. All graduating students must also schedule an exit interview with their advisors. For the exit interview, see Appendix D.

MASTER OF ARTS IN 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 MARE program has rolling admission and tends to have between 5-8 full-time students and 3-4 part-time students enrolled. 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/admission/graduate. The MARE program offers year-round admission, but priority in granting tuition scholarships is given to students who submit their application by January 1.

Application requirements include: transcript(s), three letters of recommendation, 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 Kathy Michael, 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 scholarships 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" on 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 https://www.slu.edu/academics/graduate/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 10 semesters from the time of matriculation.

C. Faculty Supervision

Upon entering the MARE program, each student is assigned a faculty advisor. Advisors 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 advisors 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. Advisors are responsible for helping to facilitate communication between students and faculty members from the School of Education who will advise the student in the selection of education courses, including the practicum. Although faculty 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 36 credit hours. Students who have not done prior work in education can take up to 15 hours of coursework in the School of Education. Those who desire a more theology-centered

curriculum should work with the program coordinator to map out that track within the Department of Theological Studies.

The typical sequence of courses is as follows:

Fall 1		*Spring 1*	
6/5	CT Introduction	5	CT Seminar
5/4	Christian Tradition I	5/4	Christian Tradition II
5	*Education Elective*	5	*Education Elective*
Fall 2		*Spring 2*	
5	Introduction to OT	5	Introduction to NT
5	World Religion *Elective*	5	Practicum
5	*Education Elective*	5	*Education Elective*

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 April 1 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 "Graduation and Diplomas" here. All graduating students must also schedule an exit interview with their advisors. For the exit interview, see Appendix D.

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 five years of the program to each of our admitted students, provided students continue to meet expectations.

The Department also participates in the Joint Ph.D. in Theology and Health Care Ethics. Interested students should contact the Albert Gnaegi 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, and to the end of the first millennium. 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 them 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 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/admission/graduate by January 1.

Application requirements include: transcript(s), three letters of recommendation, resume, professional goal statement, and a writing sample of no more than twenty pages that demonstrates an appropriately academic style of writing.

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 online), 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 Coordinator of Graduate Programs 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 https://www.slu.edu/academics/graduate/current-students/index.php).

B. Faculty Supervision

Upon entering the Ph.D. program, each student is assigned a faculty advisor whose academic interests best align with those of the student (subject to faculty availability). Advisors are responsible for understanding the Ph.D. 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 advisors 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. If a student selects a dissertation director other than their original faculty advisor, this change must be registered with the Coordinator of Graduate Studies. By the third year of the program, a student's dissertation director functions as their advisor. The advisor oversees the progress of doctoral students toward the timely completion of their degree. Although faculty 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. Registration proceeds as follows: students first receive their advisors' approval for the courses for which they intend to register; students then send this course list, along with their advisors' approval, to the CGS; the CGS gives the student permission to register.

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 from another institution in the area (such as Washington University) or outside the Department. In exceptional cases, students may petition the Graduate Studies Committee to take additional credit hours outside the Department. 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. Christian Theology students will ordinarily acquire competency in French and German, unless approval is granted by the Graduate Studies Committee to substitute one of these languages with a *modern* language more appropriate for the student's research. Petitions for modern language substitutions should be submitted by students, in consultation with their advisors, to the Director of Graduate Studies who will forward any requests for language substitution to the Graduate Studies Committee for final approval. Students whose research involves the use of ancient languages are encouraged to acquire those languages, but they may not use an ancient language to replace a modern language. 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. 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 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 *Handbook*).

Language competency is demonstrated *either* by earning a grade of A- or higher in a DTS language course *or* by means of examination. In some cases, a passing mark on a doctoral-level proficiency exam received during the course of a Master's program suffices to demonstrate competency. 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 their third semester of study, all students must demonstrate competency in at least one of their research languages, either modern or ancient. (Students in CA will typically demonstrate competencies in at least one ancient language during the first year.) 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 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 in collaboration with the CA Survey, CT Introduction, and Theories & Methods instructors 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.

Exams 1-2 will be developed by the faculty teaching CA Survey, CT Introduction, and Theories & Methods and will be administered by a minimum of two examiners, one of whom will be the student's advisor. Exams 1 and 2 may be written exams requiring students to answer two of three questions in three hours *or* may require students to create an artifact, such as a syllabus or review essay, that prepares them for research, teaching, and the job market. All exams will be designed by examiners in consultation with students.

Exams 3 and 4 will be administered by a minimum of three examiners whom the student expects to form their prospectus committee, one of whom will be the student's advisor

Exam 3 requires students to answer two of three essay questions drawn from their Context of Study bibliography. Questions for this exam should be submitted to the departmental administrative assistant at least 3 days prior to the exam, typically scheduled for the first Monday of exam period. Exam 4 is a 15-20 page (typed, double-spaced) literature review, prepared over the course of a semester, that contributes to students' development of their dissertation prospectus.

Bibliographies for exam 3 are due to students' directors by the end of the spring semester of year 1. Bibliographies for exam 4 are due to students' directors at the start of the spring semester of year 2. If the student has not yet selected a dissertation director by the time the bibliographies are due, the student's advisor will substitute.

Students arrange the date and time of the exam in consultation with the primary examiner and Kathy Michael, who reserves space and monitors the exam. Written, timed exams may be taken remotely, at the discretion of the primary examiner. Students will receive their questions by email and be required to return the exam within the allotted time. In some cases, faculty may use a Google doc to administer an exam. Google doc access is limited to the window of time given for the exam.

Examiners will evaluate the written exams according to the appropriate rubrics (see Appendices E-H) within four weeks and will communicate the results of the exams to the Coordinator of Graduate Studies. 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 directors in both the fall and spring semesters. In the fall semester and in consultation with their directors, 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. At the same time and in consultation with their directors, students select one additional faculty reader to serve on their prospectus committee. The CGS serves as the final member of the five-person prospectus committee.

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 I). The prospectus should 1) pose a research question of significance to the field 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 dissertation committee by December 15. After receiving feedback from the dissertation committee (by January 15), students must 1) revise and submit the final draft of the prospectus to the prospectus committee by February 15, 2) complete the "Doctoral Oral Examination Form," available at https://www.slu.edu/academics/graduate/current-students/index.php (under "Forms and Petitions"), 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 prospectus committee ask questions based on their assessment of the written prospectus and evaluate the defense according to the Prospectus Oral Defense Rubric (see Appendix J). 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 18 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 https://www.slu.edu/academics/graduate/current-students/index.php).

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 https://www.slu.edu/academics/graduate/current-students/index.php under "Doctoral Forms and Policies," "Forms and Petitions").

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 https://www.slu.edu/academics/graduate/current-students/index.php at "Doctoral Forms and Policies" under "Forms and Petitions").

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 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. 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 and health insurance benefits. In the current academic year (2024-25), the stipend is $22,500 stipend per nine-month RA contract and $25,000 per ten-month TA contract. In exchange, students provide 20 hours of work per week during the contract period. Please note that the Provost's Office is making ongoing changes to assistantships, including increasing the length of contracts and the stipend amount. This information is current for the 2024-25 academic year only.

Assistantships are renewable at the discretion of the Department for five years, provided students remain in good academic standing and are meeting expectations.

For specific details on the assistantships, see the Graduate Assistant Manual, Appendix N.

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 M.

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 may 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 may 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 may 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)

In most cases, students will be dismissed if they do not successfully complete one language exam by the end of their third 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 15 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 may result 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 seventh 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

According to university policy, students who enter the Ph.D. program with a master's degree have 7 years to complete the Ph.D. program.

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 https://www.slu.edu/academics/graduate/current-students/index.php.

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) 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) Pass language exam 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	Prospectus (9 hours) Select Dissertation Director Form Dissertation Committee Antepenultimate draft of Prospectus due: November 1 Penultimate draft of Prospectus due: December 15 Pass remaining language exams	Teaching Assistant
Year 3: Spring	Prospectus (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	Teaching Assistant
Year 5: Spring	Dissertation Research Submit Application for Degree Form Submit Notification of Readiness Form Dissertation Defense Annual Review: March 15	]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 https://www.slu.edu/academics/graduate/pdfs/ph-d-student-process.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 a handful of 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 runs on a two-year cycle, meeting at least once per month during the academic year and coinciding with Brown Bag Lunches. The first year of the 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 $3,000) for doctoral students in Theological Studies 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 administrative assistant 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 Theological Studies 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.

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

60 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 https://www.slu.edu/arts-and-sciences/medieval-renaissance-studies/.

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 https://www.slu.edu/cttl/.

Dissertation Fellowship

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. advisor. For eligibility requirements, deadlines, and application, see https://www.slu.edu/academics/graduate/graduate-scholarships-fellowships-assistantships.php.

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 https://gsa.slu.edu/awards/conference-awards.

Additional Funding Opportunities

DTS maintains a catalog of internal and external grants and funding opportunities available to graduate students. See https://www.slu.edu/academics/graduate/graduate-scholarships-fellowships-assistantships.php

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 https://www.slu.edu/academics/graduate.

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: https://www.slu.edu/arts-and-sciences. Contact information for Jennifer Popiel, the Associate Dean of Graduate Affairs in the College of Arts and Sciences is as follows:

Jennifer Popiel, Ph.D.
Associate Dean for Research and Graduate Affairs
Jennifer.Popiel@slu.edu

University Libraries

Theological Studies graduate students most often use the main library on campus, the Pius XII Memorial Library (https://www.slu.edu/library/).

University Bookstore

The main bookstore on campus is the Saint Louis University Barnes and Noble Bookstore (https://slu.bncollege.com/shop/slu/home), 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 (https://www.slu.edu/cttl/) offers workshops, consultations, and mentorship programs for graduate students and faculty seeking to enhance teaching and learning skills. 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.

Office of Research

The Office of Research (https://www.slu.edu/research) 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 and quality of proposals, while minimizing administrative requirements.

University Writing Services

Whether you are brainstorming your first assignment at Saint Louis University or putting the final touches on your dissertation, SLU's University Writing Services can offer individualized feedback on your writing and composition process. If you need help scheduling appointments, check out this step-by-step guide for using EAB Navigate - Student under Applications on the Okta dashboard. For questions, email writing@slu.edu.

Writing for graduate level work at Saint Louis University should show a deep level of exploration, analysis, and comprehension. It needs to meet higher standards than those for undergraduate students in regard to style, diction, and critical thinking. University Writing Services offers a range of resources to help you meet these elevated expectations, including a bibliography of books to assist with graduate level writing. https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/graduate-writing-resources.php

Student Success Center

The Saint Louis University Student Success Center (SSC) supports students in reaching their goals. The Student Success Center houses both **Academic Support** and the **Center for Accessibility and Disability Resources** (CADR) in the Busch Student Center, Suite 331. SLU students can make an appointment with SSC resources via EAB Navigate. https://www.slu.edu/life-at-slu/student-success-center/index.php

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 (https://www.slu.edu/life-at-slu/student-health/_uhp/index.php), 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 (https://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 UCC's goal is to provide affirming and compassionate care, a visible presence throughout the campus, and a recognized partner in the larger well-being ecosystem — to contribute to student success. The UCC is located on the second floor of the **Wuller Hall** above the **Eckelkamp Center for Campus Ministry** (just west of the Clock Tower). Once you exit the elevator or staircase, make a left and follow the directional signs. https://www.slu.edu/life-at-slu/university-counseling/index.php

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

Billiken Bounty Food Pantry

The mission of Saint Louis University's Billiken Bounty is to provide a sustainable on-campus resource to help alleviate food insecurity among SLU students. The values of privacy, professionalism, respect and dignity guide the project. SLU students have created a safe place to obtain groceries, where Saint Louis University students can choose from a variety of healthy foods to attain food security. https://www.slu.edu/center-for-social-action/on-campus-opportunities/billiken-bounty.php

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: https://www.sbl-site.org/

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

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

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

APPENDICES

A: Research Paper Rubric

Student: _____

Advisor: _____

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

MASTER'S STUDENT ANNUAL REVIEW FORM

Students: Please complete electronically, sign, and submit hard copy to the Director of Graduate Studies by ***April 1.***

STUDENT INFORMATION

Date of Evaluation: _____
Name: _____ Phone:_____
Email: _____ Banner ID: _____
Graduate Program: _____ Advisor: _____
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.

.

	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 MTS/MARE 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 Ph.D. 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: 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.

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

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.

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

F: 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

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.

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

H: 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

I: 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.

J: 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 significance of the proposed dissertation to the broader field.

I. Instructions

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

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

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 broader field	
Shows awareness of the limits of his or her knowledge	
Demonstrates an understanding of the nature of the discipline	
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

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 their fields.

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

I. Instructions

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

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 • 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	
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

L: 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 the significance of their dissertation to the broader field.

I. Instructions

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

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

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 significance of the dissertation to the broader field	
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

M: Ph.D. Annual Review Form

DOCTORAL STUDENT ANNUAL REVIEW FORM

Students: Please complete electronically, sign, and submit hard copy to the Director of Graduate Studies by ***April 1.***

STUDENT INFORMATION

Date of Evaluation: _____
Name: _____ Phone:_____
Email: _____ Banner ID: _____
Graduate Program: _____ Advisor: _____
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		
Teaching Quality		
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

Appendix N:
Graduate Assistantship Manual
2024-2025

The Department of Theological Studies typically offers two types of Graduate Assistantships (GAs): Teaching Assistantships (TAs) and Research Assistantships (RAs). Each carries with it a unique set of responsibilities and expectations that are outlined in this manual. In addition, the manual offers an outline of the orientation, training and mentoring activities for each assistantship and a plan for evaluation of job performance.

The Coordinator of Graduate Studies (CGS) has primary responsibility for the graduate assistantships in the department. The CGS is in charge of coordinating departmental orientation activities for graduate assistants, making assistantship assignments, and ensuring that graduate assistants have appropriate resources, encounter reasonable expectations, and receive helpful feedback in the course of their work as a graduate assistant.

In addition to the below information, see also The Policies and Procedures Manual for Graduate Assistants and Fellows and the Regulations Governing Graduate Awards/Appointments.

Research Assistantships

Job Description

Research assistants are assigned to individual professors based upon the needs of the department and the interests of the students. RA positions may be divided between multiple professors in any given semester. The actual tasks of an RA are determined by the professor with which the student works. At a most basic level, research assistants aid the professor with current research projects. The tasks included can vary widely, from project conception, to bibliographic research, to scanning, to proofreading, and to assisting in bringing works to published completion. In each case, it is the professor's task to construct the RAs' duties in such a way that the assistantship functions to teach research and professional skills.

RAs can assist professors with teaching duties. However, teaching duties should not take up more than 10% of the RA's time and should be intentionally geared toward mentoring the RA as a future teacher.

In some cases, RAs may also be assigned to aid the Coordinator of Graduate Studies, the Coordinator of Undergraduate Studies, or the department's administrative staff with work of a more administrative nature.

The contract period for RAs is August to May. For PhD students in their first two years of study, research assistantships involve no more than 20 hours of work per week during the dates stated on their signed contracts.

Faculty will be asked to submit a form at the end of the academic year listing the work completed by their RA. Additionally, faculty will review RA work at our Graduate Student Annual Review meeting each April.

Orientation and Mentoring

RAs participate in an orientation to working in the department at the beginning of the fall semester. During the year, faculty supervisors guide RAs in developing relevant skills in research and writing. Faculty supervisors and research assistants will regularly communicate for the duration of their assignment together.

Evaluation

At the beginning of each semester, faculty supervisors will meet with RAs to introduce the type of work to be done in the semester. At the midpoint of the assignment with a professor, the faculty member and RA will meet to discuss the student's progress in the assistantship. At the end of the year, the faculty member will provide a formal report to the CGS on research activities and the progress made on the research projects with the assistance of the research assistant.

Teaching Assistantships

Job Description

Teaching assistantships work in two ways. In year three, students are assigned each semester as an assistant to a primary instructor of, typically, THEO 1600, "Ultimate Questions: Theology." Each TA will be assisting with two sections per semester, totaling 20 hours per week of work. The goal of this year is to mentor students to be primary instructors in year four. It is expected that TAs will attend all classes, do some portion of the primary instruction, and handle some of the daily tasks related to the course (e.g., grading, emailing, meeting with students, managing online discussions on Canvas, etc.).

In years four and five, teaching assistants are assigned as primary instructors for two courses per semester. Teaching assignments depend upon departmental needs, but TAs generally will be assigned to THEO 1600, "Ultimate Questions: Theology." Occasionally, students with relevant experience may be asked to serve as TAs for other courses.

The contract period for TAs is now a full ten months, August to May. Teaching assistants are expected to be available to address any situations related to the courses they teach during the dates stated on their signed contracts. All TAs, whether they are assistants or primary instructors, work 20 hours per week.

Orientation, Training, and Mentoring

In addition to one day of general orientation to teaching in the department, TAs participate in their first and second years in a number of seminars focused specifically on orienting and preparing them for third- and fourth-year teaching. These seminars cover topics such as designing syllabi, constructing and grading assignments, and leading discussions. They also lead students to reflect on the unique place of THEO 1600 in SLU's core. Every May, a "Teaching Theo 1600" workshop is required for doctoral students in year 3, who are preparing to become primary instructors in year 4, but strongly encouraged for all doctoral students in order to become familiar with Theo 1600 as early as possible.

During the third year, the TA and the primary instructor meet at least twice per semester to discuss teaching and to continue to refine skills like lecturing, leading discussion, evaluating assignments, and interacting with students. Additionally, TAs in their third and fourth years are encouraged to participate in at least one workshop in the Reinert Center for Transformative Teaching and Learning's Certificate for University Teaching Skills (CUTS) program each semester. We also strongly encourage TAs to complete the Certificate program during the third and fourth years.

The Office of Graduate Education also requires TA trainings, typically held in early August each year before the semester begins.

See also this new Teaching @ SLU Start-Up Guide for the 2024-2025 school year.

Evaluation

During the third year, students will be engaged in an on-going process of evaluation by the instructor(s) of record to whom they are assigned (see above). These faculty members will provide an evaluation of the TAs work at the end of the academic year.

In year four, TAs are assigned a teaching mentor. Each TA should meet with the assigned mentor at the beginning and end of each semester and should be observed by the assigned mentor in the classroom once during the Fall semester and again during the Spring semester. At the end of each semester, once student course evaluations have been completed, the evaluations of the TA's sections will be shared with the assigned mentor, so that she or he can see both the numerical evaluations and the qualitative comments from students. This information, in combination with the class observations completed by the assigned mentor, will form the basis of a formal written evaluation letter created by the assigned mentor at the end of the school year. This written evaluation will be shared with the student and CGS and placed in the TA's departmental record.