

**MASTER OF ARTS
IN THEOLOGY
STUDENT HANDBOOK**



**SAINT LOUIS
UNIVERSITY.**

— EST. 1818 —

DEPARTMENT OF THEOLOGICAL STUDIES

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I. INTRODUCTION

This manual is intended for MA students in the Department of Theological Studies (“DTS”) at St. Louis University. Any questions regarding the MA programs not addressed here should be brought to the student’s mentor or to the Director of Graduate Studies (“DGS”).

1. ABOUT THE MA

The MA in Theology brings together two, complementary poles of theological reflection: retrieval and appropriation. The program at once equips students with the methodological and conceptual tools necessary for understanding classic theological texts within their historical, cultural, and ecclesial contexts and at the same time encourages students to bring these texts into critical conversation with the contemporary world, giving students the opportunities and skills necessary to engage in the project of theological reflection.

There are two tracks in the MA in Theology program: Research and Religious Education. Students apply for admission to the MA program in one of these tracks and, upon admission, commit to fulfilling the requirements and following the procedures for that particular track.

2. MENTORS

Upon entering the MA program, each student is assigned a faculty mentor whose academic interests best align with those of the student (subject to faculty availability). Mentors are responsible for understanding the MA program, fielding student questions about the program, advising students about coursework, deadlines, and procedures, and facilitating exit interviews. Students are expected to meet with their mentors at least once each semester, typically at the time of registration.

3. ANNUAL REVIEW

According to University policy, all graduate students are reviewed on an annual basis. Students must complete and submit a hard copy of the annual review form (see Appendix A) by March 15 of each year of study to the DGS. Failure to submit a signed Annual Review form to the DGS by March 15 will result in a “not meeting expectations” score for all relevant activities. In consultation with other faculty, the Graduate Studies Committee will complete the faculty portion of the form and file the form with the department. The DGS will then return the completed form to students and send a summary of the review to the Associate Dean of Graduate Education by May 15.

II. CONTACT INFORMATION AND GENERAL FACTS

DTS Office Hours

Monday – Friday 8:00 a.m. - 4:30 p.m.

Adorjan Building Hours

7:00 a.m. - 7:00 p.m.

To enter the building after hours, use your Banner ID card to activate the magnetic card swipe system to the right of the entrance doors.

Codes

Mail Room/Adjunct Office: 2881

Copy Machines and Printers: Access code available from departmental secretary

DTS Chair, Program Directors, and Office Staff

Peter Martens, Chair

Office: Adorjan 126

Phone: 977-2608

Email: pmarten1@slu.edu

To schedule an appointment with Dr. Martens, please contact Heather Venable at venablehv@slu.edu.

Mary Dunn, Director of Graduate Studies

Office: Adorjan 239

Phone: 216-1650

Email: mdunn12@slu.edu

Randall Rosenberg, Director of Undergraduate Studies

Office: Adorjan 348

Phone: 977-2864

Email: rrosenb3@slu.edu

Heather Venable, Departmental Secretary

Office: Adorjan 124

Phone: 977-2881

Email: venablehv@slu.edu

III. PROGRAM DESCRIPTION: RESEARCH TRACK

1. RESEARCH TRACK OVERVIEW

The Research track consists of a thirty-six (36) credit hour program of study designed to train students in the craft of academic theology in a manner that is both historically conscious and ethically engaged. All students take courses in Systematic Theology, Theological Ethics, Historical Theology, and scripture to deepen their understanding of the historical roots and practical implications of theological reflection. In addition to coursework, degree requirements include competency in at least one foreign language and a 50-70 page thesis. The Research track offers three areas of specialization: Systematic Theology, Theological Ethics, and Historical Theology.

2. AREAS OF SPECIALIZATION

Systematic Theology

This specialization offers a core of courses (9 credit hours) in the sub-discipline of Systematic Theology, supplemented by additional courses in Theological Ethics, Historical Theology, and scripture. Students specializing in this area must demonstrate competency in one foreign language (i.e., Latin, Greek, German, French, or Spanish).

Required Coursework

- THEO 5400: Resources & Methods in Theology (3 hours)
- THEO 54xx/55xx: Systematic Theology (9 hours)
- THEO 56xx: Theological Ethics (3 hours)
- THEO 52xx: Historical Theology (3 hours)
- THEO 50xx/51xx: Scripture (3 hours)
- Electives (9 hours)*
- THEO 5990: Thesis Research (6 hours)
- THEO 5950: Special Study for Exam (0 hours)

Theological Ethics

This specialization offers a core of courses (9 credit hours) in the sub-discipline of Theological Ethics, supplemented by additional courses in Systematic Theology, Historical Theology, and scripture. Students specializing in this area must demonstrate competency in one foreign language (i.e., Latin, Greek, German, French, or Spanish).

Required Coursework

- THEO 5400: Resources & Methods in Theology (3 hours)
- THEO 56xx: Theological Ethics (9 hours)
- THEO 54xx/55xx: Systematic Theology (3 hours)

* MA Students can take up to 2 electives outside of DTS. Students can use electives to enroll in a language course to facilitate passing the language competency exam.

- THEO 52xx: Historical Theology (3 hours)
- THEO 50xx/51xx: Scripture (3 hours)
- Electives (9 hours)
- THEO 5990: Thesis Research (6 hours)
- THEO 5950: Special Study for Exam (0 hours)

Historical Theology

This specialization offers a core of courses (9 credit hours) in the sub-discipline of Historical Theology, supplemented by additional courses in Systematic Theology, Theological Ethics, and scripture. Students specializing in this area theology choose a concentration in either early, medieval, or modern Christianity and must demonstrate competency in two foreign languages, one ancient (i.e., Latin, Greek) and one modern (i.e., German, French, or Spanish).

Required Coursework

- THEO 5400: Resources & Methods in Theology (3 hours)
- THEO 5200: Introduction to Historical Method (3 hours)
- THEO 52xx: Historical Theology (9 hours)
- THEO 56xx: Theological Ethics (3 hours)
- THEO 54xx/55xx: Systematic Theology (3 hours)
- THEO 50xx/51xx: Scripture (3 hours)
- Electives (6 hours)
- THEO 5990: Thesis Research (6 hours)
- THEO 5950: Special Study for Exam (0 hours)

3. LANGUAGE COMPETENCY EXAMINATIONS

General Description

Students in the research track must demonstrate competency in at least one foreign language (students specializing in Historical Theology must demonstrate competency in two). The chosen language must facilitate students' thesis research as determined by their mentors in consultation with the Thesis Committee. Students demonstrate competency by translating into clear English a text in the original language selected by the appropriate faculty during a two-hour examination with the aid of a print dictionary. Students will be asked to translate 400-500 lines of original text in a modern language, and 300-400 lines of original text in an ancient language.

Procedures

- DTS sets October and March examination dates.
- Students register for examinations with departmental secretary at least 2 weeks prior to scheduled exam.
- Faculty selects and submits the text to be translated to the departmental secretary at least three days prior to the exam.

- Students submit their completed exams to the departmental secretary, who then distributes the exams to appropriate faculty.
- Faculty evaluate the examinations according to the Language Competency Examination Rubric (see Appendix B) within 2 weeks. Faculty communicate the results of the examinations to the departmental secretary, who then informs students.

Policies

- If a student fails an examination, the student may retake the exam twice.

4. MA THESIS

General Description

Students in the Research Track must write a 50-70 page thesis. The thesis 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.

Procedures

Students will:

- Designate three faculty members to form the Thesis Committee and identify a Committee Chair, in consultation with the DGS in the spring semester of the first year of study.
- Submit a 3-5 page proposal describing the thesis topic, working argument, sources, and research method to Committee Chair by April 15 of the first year of study.
- Submit Thesis Proposal/Prospectus Form to Master's Candidacy Advisor (See [Master's Thesis Proposal/Prospectus](#)).
- Register for THEO 5990 (Thesis Research) in the fall and spring semesters of the second year of study and for THEO 5950 (Special Study for Exam) in the spring semester of the second year.
- Submit the final thesis to Committee Chair by April 15 of the second year of study.
- Schedule oral thesis defense with departmental secretary in consultation with Thesis Committee.
- Email Master's Candidacy Advisor to make a one-hour appointment for format review of the thesis *after* the defense date (For Office of Graduate Education Formatting Guide, see [Thesis Formatting Guide](#)).
- Submit the approved thesis to ProQuest at www.etsdadmin.com/slu.

Thesis Committee Chair will:

- Advise students on crafting a thesis proposal.
- Evaluate the thesis proposal according to the Thesis Proposal Rubric (See Appendix C).
- Inform the DGS when thesis proposal and final thesis have been approved or in the event that student is not making satisfactory progress on the thesis.
- Meet regularly with students in the second year of study to monitor progress and to set appropriate deadlines for the thesis.

- Evaluate the thesis according to the Thesis Rubric (see Appendix D).
- Facilitate the oral defense of the thesis, evaluate the defense according to the Thesis Oral Defense Rubric (see Appendix E), collect the Committee's evaluations of the oral defense, submit the evaluations to the DGS, and communicate the results of the evaluations to students.

Thesis Committee Members will:

- Evaluate the thesis according to the Thesis Rubric (See Appendix D).
- Lead 20 minutes of the oral defense based on prepared questions from the assessment of the thesis.
- Evaluate the defense according to the Thesis Oral Defense Rubric (see Appendix E) and submit evaluation to the Committee Chair.

5. GRADUATION PROCEDURES

In the spring semester of the second year of study, students will prepare to graduate following the procedures of the Office of Graduate Education. See: [Thesis Masters Final Degree Requirements](#).

In addition to following the procedures for the writing and defense of the thesis, students must:

- Complete Application for Degree (See: [Application for Degree](#))
- Complete Degree Audit Form (to be received by email)
- Complete Master's Exit Questionnaire (to be received by email)
- Schedule Exit Interview with mentor

IV. PROGRAM DESCRIPTION: RELIGIOUS EDUCATION TRACK

1. RELIGIOUS EDUCATION TRACK OVERVIEW

The Religious Education track consists of a thirty-three (33) credit hour program of study designed to provide students with a strong background in the discipline of theology, as well as training in the specific theological and pedagogical tasks of a religious educator. As part of their coursework, students in the Religious Education track must take a course in Ignatian spirituality and pedagogy and complete six credit hours of field internship work. In addition to coursework, degree requirements include a 20-25 page synthesis paper and comprehensive exams.

2. REQUIRED COURSEWORK

- THEO 5400: Resources & Methods in Theology (3 hours)
- THEO 5150: Biblical Interpretation Study (3 hours)
- THEO 5810: Ignatian Spirituality & Pedagogy (3 hours)
- THEO 5911: Internship Preparation (0 hours)
- THEO 5910: Internship in Religious Education (6 hours)
- THEO 54xx/55xx: Systematic Theology (6 hours)
- THEO 56xx: Theological Ethics (3 hours)
- THEO 50xx/51xx: Scripture (3 hours)
- Electives (6 hours)
- THEO 5950: Special Study for Exam (0 hours)

3. INTERNSHIP

General Description

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

The objectives of the internship are to 1) provide students with practical experience in the field of religious education, 2) provide students opportunities to observe a variety of educational contexts and pedagogical methods, 3) provide students opportunities to integrate their theological knowledge with the actual practice of teaching and to develop a personal pedagogy, and 4) strengthen collaborative relationships between Saint Louis University and local educational institutions.

Procedures

In the spring semester of the first year of study, students must register for THEO 5911 (Internship Preparation). Students enrolled in THEO 5911 begin the process of locating internships in the field of religious education for the fall and spring semesters of the second year of study, following the Pre-Internship Checklist. Adhering to the Procedure and Information for

Obtaining an Internship and Observation Visits guide, students must identify and obtain at least two internships at different locations or in different areas of the field of religious education.

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

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

4. COMPREHENSIVE EXAM

General Description

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

The comprehensive exam consists of both a written portion and an oral portion. The written portion consists of two questions from the area of Religious Education and two additional questions, each from different areas of concentration (scripture, Systematic Theology, Theological Ethics, and Historical Theology).^{*} DTS maintains a pool of exam questions, each of which has been developed on the basis of standard reading lists particular to the various areas of concentration (see Appendix J). Exam questions will be selected by the Exam Committee. Students have five hours to complete the written portion of the exam, typically allotting three hours to respond to the two questions from the area of Religious Education and one hour each to respond to the questions from other areas of concentration.

The oral portion of the exam lasts one hour and consists of questions directed to the students by the Exam Committee. These questions are designed to encourage students to defend their written answers and to make connections between them.

^{*} Students choosing Historical Theology as one of their areas of concentration will opt to focus in either the early, medieval, or modern period.

Procedures

Students will:

- Designate three faculty members, each of whom specializes in a different area of concentration under examination, to serve on the Exam Committee in consultation with the DGS in the fall semester of the second year of study.
- Register for THEO 5950 (Special Study for Exam) in the spring semester of the second year of study.
- Schedule the written portion of the exam with the departmental secretary.
- Submit the completed written exam to the departmental secretary, who then distributes the exam to the Exam Committee members.
- Schedule the oral portion of the exam with the departmental secretary, in consultation with Exam Committee members.

Exam Committee Chair will:

- Collect, approve, and submit exam questions to departmental secretary at least 3 days prior to the exam.
- Evaluate the written exam according to the Written Comprehensive Examination Rubric (see Appendix H).
- Communicate results of the written exam to students and the DGS prior to the oral exam.
- Facilitate the oral exam, evaluate the exam according to the Oral Comprehensive Examination Rubric (see Appendix I), and collect the Committee's evaluation of the oral exam, submit the evaluations to the DGS, and communicate the results of the evaluations to students.

Exam Committee Members will:

- Submit one exam question to the Committee Chair.
- Evaluate the written exam and submit the evaluation to the departmental secretary.
- Lead 20 minutes of the oral portion of the exam.
- Evaluate the defense and submit evaluation to Committee Chair.

Policies

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

6. GRADUATION PROCEDURES

In the spring semester of the second year of study, students will prepare to graduate following the procedures of the Office of Graduate Education. See [Non-thesis Masters Final Degree Requirements](#).

In addition to following the procedures for the comprehensive exam, students must:

- Complete Application for Degree (See: [Application for Degree](#))
- Complete Degree Audit Form (to be received by email)
- Complete Master's Exit Questionnaire (to be received by email)
- Schedule Exit Interview with mentor

V. FINANCIAL AID

1. RESEARCH ASSISTANTSHIPS

Students in the research track will be considered for Research Assistantships. A small number of half- or quarter-assistantships are available. A half-assistantship provides students with a \$9,000 stipend per nine-month contract; a quarter-assistantship provides students with a \$4,500 stipend per nine-month contract. In exchange for the stipend, students work as research assistants for the faculty to whom they are assigned. Students on half-assistantships provide 10 hours of work per week to faculty. Students on quarter-assistantships provide 5 hours of work per week. RAs typically assist faculty with research and from time to time help with teaching. Stipends may be used to pay tuition and are often combined with tuition scholarship.

2. TUITION SCHOLARSHIP

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

3. EMPLOYEES OF THE ARCHDIOCESE OF ST. 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. Students in this program are eligible for a tuition discount up to 60% if they enroll in the Religious Education track.

4. 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.

VI. CALENDAR AND TIMETABLES

1. ANNUAL CALENDAR FOR MA STUDENTS

Black: All MA Students

Red: MA Research Track Students

Blue: MA Religious Education Track Students

AUGUST	<ul style="list-style-type: none"> Orientation for incoming students Classes begin
SEPTEMBER	<ul style="list-style-type: none"> Form Comprehensive Examination Committee
OCTOBER	<ul style="list-style-type: none"> Language Competency Exams
NOVEMBER	<ul style="list-style-type: none"> Register for Spring courses
MARCH	<ul style="list-style-type: none"> Annual Review Form due 3/15 Language Competency Exams
APRIL	<ul style="list-style-type: none"> Register for Fall courses Comprehensive Examinations (Spring option) Synthesis Paper due Year 1: Form Thesis Committee Year 1: MA Thesis proposal due 4/15 Year 2: MA Thesis due 4/15 Year 2: MA Thesis Oral Defense
MAY	<ul style="list-style-type: none"> Classes end Exit interviews Graduation

2. SAMPLE TIMETABLE FOR MA RESEARCH TRACK STUDENTS

	FALL	SPRING
YEAR 1	Coursework <ul style="list-style-type: none"> THEO 5400 THEO 5xxx THEO 5xxx Language Competency Exam*	Coursework <ul style="list-style-type: none"> THEO 5xxx THEO 5xxx THEO 5200* or Elective Form Thesis Committee Thesis Proposal due Thesis Proposal/Prospectus form due
YEAR 2	Coursework <ul style="list-style-type: none"> THEO 5990 THEO 5xxx Elective Elective Language Competency Exam	Coursework <ul style="list-style-type: none"> THEO 5990 THEO 5950 THEO 5xxx Thesis due Thesis Defense

* Only for students specializing in Historical Theology

		Follow graduation procedures Exit interview
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3. SAMPLE TIMETABLE FOR MA RELIGIOUS EDUCATION TRACK STUDENTS

	FALL	SPRING
YEAR 1	Coursework <ul style="list-style-type: none"> • THEO 5400 • THEO 5150 • THEO 5810 	Coursework <ul style="list-style-type: none"> • THEO 5911 • THEO 5xxx • THEO 5xxx • Elective
YEAR 2	Coursework <ul style="list-style-type: none"> • THEO 5910 • THEO 5xxx • THEO 5xxx Form Exam Committee	Coursework <ul style="list-style-type: none"> • THEO 5910 • THEO 5950 • Elective Synthesis Paper due Comprehensive Examinations Follow graduation procedures Exit interview

VII. APPENDICIES

1. APPENDIX A: ANNUAL REVIEW FORM

MASTERS’ STUDENT ANNUAL REVIEW FORM

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

STUDENT INFORMATION

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

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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		
Assistantship Quality and Quantity		
Professional Development		
Collegiality		

Commentary

Student's signature

Date

Director of Graduate Studies' signature

Date

2. APPENDIX B: LANGUAGE COMPETENCY EXAMINATION RUBRIC

Language Competency Examination Rubric

Student: _____

Examiner: _____

Language under Examination: _____

I. 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.

II. Instructions

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

Rubric Key
 4 = High Pass
 3 = Pass
 2 = Low Pass
 1 = Fail

III. Rubric Indicator

Length of translation	
Grammar cases	
Verb tenses	
Vocabulary	
Idioms	
Flow and readability	
Employs correct English grammar and syntax	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Exam

- Pass (a score of 14 or above)
- Fail (a score of 13 or below, with option for two retakes)

 Faculty Name

 Faculty Signature

3. APPENDIX C: THESIS PROPOSAL RUBRIC

Thesis Proposal Rubric

Student: _____

Committee Chair: _____

I. 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 a familiarity with relevant primary sources, as well as a solid grasp of the existing scholarship on the question.
- Students will articulate a research method appropriate to the question posed.

II. Instructions

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

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

III. 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	
Demonstrates familiarity with relevant primary sources and existing scholarship on the question	
Articulates a research method appropriate to the question posed	
Outlines the structure of the argument proposed in defense of the thesis	
Employs correct English grammar and syntax	
Includes properly-formatted Chicago-style bibliography	
Total Score	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Proposal

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

 Faculty Name

 Faculty Signature

4. APPENDIX D: THESIS RUBRIC

Thesis Rubric

Student: _____

Committee Chair: _____

First Reader: _____

Second Reader: _____

I. 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.

II. Instructions

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

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

III. 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	

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Thesis

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

 Faculty Name

 Faculty Signature

5. APPENDIX E: THESIS ORAL DEFENSE RUBRIC

Thesis Oral Defense Rubric

Student: _____

Committee Chair: _____

First Reader: _____

Second Reader: _____

I. Learning Goals

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

II. 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

III. Rubric Indicator

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

IV. Evaluation Score (Please List Number Score) _____

V. Evaluation Possibilities for the Defense

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

 Faculty Name

 Faculty Signature

6. APPENDIX F: INTERNSHIP EVALUATION RUBRIC

Internship Evaluation Rubric

Student: _____ Internship Location: _____
 Cooperating Mentor: _____ Dates of Internship: _____
 Faculty Supervisor: _____

I. Learning Goals

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

II. Instructions

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

Rubric Key

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

III. Rubric Indicator

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

IV. Evaluation Score (Please List Number Score) _____

 Cooperating Mentor Signature

 Faculty Supervisor Signature

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

V. Comments

--

VI. Feedback on Internship Experience

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

VII. Comments

--

7. APPENDIX G: SYNTHESIS PAPER RUBRIC

Synthesis Paper Rubric

Student: _____

Faculty Instructor: _____

I. Learning Goals

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

II. Instructions

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

III. Rubric Indicator

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

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

Faculty Signature

8. APPENDIX H: WRITTEN COMPREHENSIVE EXAMINATION RUBRIC

MA Written Comprehensive Examination Rubric

Student: _____
Committee Chair: _____
 First Reader: _____
 Second Reader: _____

Major field: _____
Minor fields: _____

I. Learning Goals

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

II. 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

III. Rubric Indicator

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

IV. Evaluation Score (Please List Number Score) _____

V. 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

9. APPENDIX I: ORAL COMPREHENSIVE EXAMINATION RUBRIC

MA Oral Comprehensive Examination Rubric

Student: _____

Committee Chair: _____

First Reader: _____

Second Reader: _____

I. Learning Goals

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

II. Instructions

- Listen to the oral 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

III. Rubric Indicator

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

IV. Evaluation Score (Please List Number Score) _____

V. 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

11. APPENDIX J: MA COMPREHENSIVE EXAMINATION READING LISTS

I. Scripture

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

Questions

1. Describe the nature of the biblical text, paying careful attention to its revelatory function, authorship, inspiration, and the relationship between the testaments. Please substantiate your answer with reference to landmark ecclesial documents of the past century, such as *Divino Afflante Spiritu*, “*Dei Verbum*,” and the Pontifical Biblical Commission’s *The Interpretation of the Bible in the Church*.
2. Discuss the purpose(s) of biblical exegesis. Explain the primary hermeneutical methods employed in the study of scripture, focusing especially on the historical-critical and literary methods. Please substantiate your answer with examples drawn from both testaments and with reference to the documents listed in Question 1.
3. Describe the God of the Old Testament as well as the covenantal relationship between God and human beings.
4. Construct a composite portrait of the Jesus of the canonical gospels. Discuss how the early Church understands the significance of Jesus’ life, death, and resurrection.

II. Systematic Theology

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

Questions

1. In *The Trinity*, Karl Rahner argues that one could dispense with the doctrine of the Trinity and most religious literature would remain virtually unchanged. So what? What is the deeper point Rahner is making here? How is this relevant to the practice of theology?
2. The bishops present at the Extraordinary Synod of 1985 affirmed that the proper hermeneutic for reading the documents of Vatican II is through the lens of an ecclesiology of communion. In *Communion Ecclesiology*, Dennis Doyle suggests that there are distinctive varieties of ecclesiologies of communion. Describe two of these ecclesiologies, explain the differences between them, and indicate how they draw their inspiration from the documents of Vatican II. Which do you find most satisfactory? Why?
3. Identify at least two characteristics of the post-modern intellectual ethos that challenge the assumptions of modernity. What are their implications for the practice of theology?
4. Describe and analyze some of the chief characteristics of the Christologies of Karl Rahner and Jon Sobrino in terms of their respective starting points, methods, and thematic emphases. In what ways do these Christologies compliment and/or correct each other? What are some of the implications of Rahner's and Sobrino's work for the future of Christology?

III. Theological Ethics

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

Choose one of the following areas of applied ethics:

A. Social ethics:

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

B. Family ethics:

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

C. Bioethics:

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

Questions

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

- c. the ethical critique of communism and capitalism
 - d. the role of the family in society
 - e. the understanding of justice and charity.
2. Present an analysis of how the sources of Christian ethical reflection (scripture, church tradition, natural law/human reason, and experience) are utilized for one moral issue (i.e., gender, racism, homosexuality, war and peace, capital punishment, or prolonging life).
 3. How distinctive are Christian ethics? Delineate and discuss the principal sources and themes that mark a distinctively Christian approach to and understanding of theological ethics. Describe the major positions on the question of distinctiveness and defend one.
 4. Compare and contrast virtue ethics with the manualist natural law tradition. Illustrate the differences between these two approaches to ethics by analyzing one issue in social, family, or bioethics.

IV. Historical Theology

A. Early Christianity

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

Questions

1. Throughout *On the Holy Spirit* Basil refuses to call the Holy Spirit "God" explicitly. If the purpose of this treatise is not to argue for the Holy Spirit as "God," what exactly is its purpose? How does Basil nonetheless argue for the divinity of the Holy Spirit and how does his method in *De Spiritu Sancto* reveal wider concerns of the later fourth century?
2. Early thinkers such as Justin Martyr, Irenaeus, and Origen are oftentimes accused of a Trinitarian subordinationism. Consider Origen's reference to "two Gods," his counsel against praying to Christ (*On Prayer*, XV.4), and Justin Martyr's argument that the Logos is God "in the second place" (*1 Apol.* §13). With these early steps in mind, discuss the significance of the Nicene Symbol and how pro-Nicene thinkers came to argue against any suggestion subordinating the Son to the Father.
3. Augustine's *On True Religion* is usually considered his last work where Neoplatonism is inextricably influential. Here, Augustine argues that all true Platonists could become Christians with the alteration of only a few words (§4.7). Discuss how Platonic and Neo-Platonic principles are used in this text 1) to argue against the Manichaean view of evil, 2) to show Christianity's embrace of reason wherever found, and 3) to present the end of religious engagement as divine assent and appropriation.
4. Ephrem's four *Hymns against Julian* mark a unique chapter in the history of Syriac Christianity. While the latter is often noted for its isolation from Greek literary models and theological concerns, the *Hymns* show Ephrem intimately engaged with the religio-political concerns of the fourth-century Roman Empire. Discuss the ways in which the *Hymns* conceive of empire and its relationship to Christianity and the role played by scripture in the articulation of this conception.

B. Medieval Christianity

- Anselm of Canterbury. "Proslogion" and "Why God Became Man." In *Anselm of Canterbury: The Major Works*, edited by Brian Davies and G.R. Evans, 82–104; 260–356. Oxford: Oxford University Press, 1998.
- Bede. "Life of Cuthbert." In *The Age of Bede*, edited by D.H. Farmer and translated by J.F. Webb, 41–104. New York: Penguin Books, 1998.
- Benedict of Nursia. *The Rule of St. Benedict in English*. Edited by Timothy Fry. Collegeville, MN: Liturgical Press, 1982.
- Bernard of Clairvaux. "On Consideration" and "On Loving God." In *Bernard of Clairvaux: Selected Works*, edited by G.R. Evans, 145–206. New York: Paulist Press, 1987.
- Boethius. *The Trinity is One God Not Three Gods*. <http://www.ccel.org/ccel/boethius/trinity.html>.
- Bonaventure. *Breviloquium*. Translated by D. Monte. St. Bonaventure: Franciscan Institute, 2006.
- Columbanus of Bobbio. "Epistle IV." In *Sancti Columbani Opera*, edited and translated by G.S.M. Walker. 26–37. Dublin: Dublin Institute for Advanced Studies, 1957.
- Columbanus of Bobbio. "The Rule for Monks." In *Celtic Spirituality*, edited by Oliver Davies and Thomas O'Loughlin, 246–56. New York: Paulist Press, 1999.
- Francis of Assisi. "The Earlier Rule." In *Francis of Assisi: Early Documents*, Vol. 1: *The Saint*, edited by Regis J. Armstrong, J.A. Wayne Hellmann, and William J. Short. 63–86. New York: New City Press, 1999.
- Gregory the Great. *The Book of Pastoral Rule*. Translated by G. Demacopoulos. Crestwood, NY: St. Vladimir's Seminary Press, 2007.
- Gregory VII. *The Epistolae Vagantes of Pope Gregory VII*. Edited and translated by H.E.J. Cowdrey. Oxford: Clarendon Press, 1972.
- Hildegard of Bingen. *Hildegard of Bingen: Selected Writings*. Translated by Mark Atherton. New York: Penguin, 2001.
- Hugh of Saint Victor. *The Didascalicon of Hugh of St. Victor: A Medieval Guide to the Arts*. Translated by Jerome Taylor. New York: Columbia University Press, 1961.
- John Scottus Eriugena. "Homily on the Prologue to *The Gospel of John*." In *Celtic Spirituality*, edited by Oliver Davies and Thomas O'Loughlin, 411–32. New York: Paulist Press, 1999.
- Julian of Norwich. *Showings*. Edited by Edmund Colledge and James Walsh. Mahwah, NJ: Paulist, 1978.
- Pseudo-Jerome. *The First Commentary on Mark: An Annotated Translation*. Translated by Michael Cahill. New York: Oxford University Press, 1998.
- Thomas Aquinas. *Thomas Aquinas: Selected Writings*. Translated by Ralph McInerny. 5–17, 50–141, 243–56, 290–342, 360–67, 482–709, 749–85. New York: Penguin, 1989.
- Van Engen, John. "The Christian Middle Ages as an Historiographical Problem." *The American Historical Review* 91 (1986): 519-52.
- "The Future of Medieval Church History." *Church History* 71 (2002): 492-523.

Questions

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

2. Provide a brief outline of the medieval understanding of *one* of the following subjects, making reference in your answer to *at least three* of the works you studied in preparation for this exam:
 - a. the interpretation of the scriptures,
 - b. the role and function of the papacy,
 - c. the monastic life, or
 - d. the soul's journey into God.
3. Discuss the significance of the Incarnation in medieval theology.
4. John van Engen claims that the "historical conjunction between the making of Europe and the spread of Christian allegiance rested upon an ever-changing mix of custom, law, and conviction, religious in coloration but political, social, and cultural in expression. Diverse practices and patterns, worked out over centuries, became so tightly interwoven that to pull on one was to stretch or unravel another" ("The Future of Medieval Church History," 492). Is this an accurate portrayal of the realities of medieval Christianity, and how does it relate to medieval ideals regarding the cohesion of Christian society?

C. Modern Christianity

- Ahlgren, Gillian T. W. *Teresa of Avila and the Politics of Sanctity*. Ithaca, NY: Cornell University Press, 1998.
- Anderson, Emma. *The Betrayal of Faith: The Tragic Journey of a Colonial Native Convert*. Cambridge: Harvard University Press, 2007.
- Cholenec, Pierre. *Catherine Tekakwitha: Her Life*. Translated by William Lonc. Hamilton, ON: W. Lonc, 2003.
- Kant, Immanuel. "Religion within the Boundaries of Mere Reason." In *Kant: Religion within the Boundaries of Mere Reason: And Other Writings*, 31-192. Cambridge: Cambridge University Press, 1999.
- Livingston, James C., Francis Schussler Fiorenza, et al. *Modern Christian Thought, 2 Vols*. Minneapolis: Fortress Press, 2006.
- Luther, Martin, and Desiderius Erasmus. *Luther and Erasmus: Free Will and Salvation*. Edited by E. Gordon Rupp and Philip S. Watson. Philadelphia: Westminster John Knox Press, 1969.
- MacCulloch, Diarmaid. "Western Christianity Dismembered" and "God in the Dock." In *Christianity: The First Three Thousand Years*, 551-1016. New York: Penguin Books, 2011.
- Rauschenbusch, Walter. *Christianity and the Social Crisis*.
<https://archive.org/details/christianityandt028107mbp>.
- Sanneh, Lamin O. *Disciples of All Nations: Pillars of World Christianity*. New York: Oxford University Press, 2007.

Questions

1. Please describe and distinguish the Lutheran and Tridentine views on justification. In what ways and in what directions have these sixteenth-century theologies of justification developed over the course of the modern period? Although your response may reference any of the texts on the required bibliography, please consider at least those of Erasmus, Luther, Kant, and Rauschenbusch.
2. Please discuss the relationship between Christianity and culture in the modern period. In what ways has Christianity challenged culture? Accommodated culture? To what extent has the influence of particular cultures given rise to novel theological ideas? Material practices? Iconographical representations? Although your response may reference any of the texts on the required bibliography, please consider at least those of Cholenec, Ahlgren, Anderson, and Sanneh.

V. Religious Education

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

Questions

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

- h. Revelation
- i. Sacraments
- j. Scripture
- k. Virtue

2. In chapter 2 of *Pedagogy of the Oppressed*, Freire critiques the “banking” concept of education. Briefly, describe this concept, summarize Freire’s critique, and then evaluate it. Describe Freire’s alternative concept of education, what he calls the “humanist revolutionary” approach, and identify its chief goal and major characteristics. What is the role of “*conversion*” and “*conscientization*” in this concept of education? And how well does Freire's model relate to the pedagogical principles laid down in magisterial and/or Ignatian documents?
3. Based on your understanding of the *Ratio Studiorum* (1599), identify the general aim of Jesuit education. Describe what current cultural realities might 1) facilitate that aim, or 2) frustrate that aim. Then analyze contemporary Catholic education in the United States in order to evaluate how the existing structures facilitate or impede Jesuit pedagogy, suggesting adaptations for making the *Ratio* more relevant for the contemporary context.
4. Juxtapose the current state of faith practice among youth and young adults in the United States with your understanding of Catholic education as expressed in relevant magisterial documents. How do you understand the educator’s role in navigating these two poles? How might different contexts influence the pedagogical strategies employed?