



# Doctorate in Sacred Theology

## PROGRAM HANDBOOK

### 2024-2025



Welcome to the Jesuit School of Theology of Santa Clara University!

Located in Berkeley, California, JST-SCU is an international center for the study of theology and ministerial formation. We are a graduate school of Santa Clara University. Students join us from across the nation and around the world to prepare for a broad range of ministries and service to the Church and the world. Our students represent a wide age range of lay women and men, Jesuits in formation, clergy, and members of various religious orders.

At JST-SCU, we believe with Pope Francis, that “Teaching and studying theology means living on a frontier, one in which the Gospel meets the needs of the people to whom it should be proclaimed in an understandable and meaningful way. We must guard against a theology that is exhausted in academic dispute or one that looks at humanity from a glass castle.” We strive to engage in a theological enterprise that shapes the Church and society with the values of the Gospel of Jesus Christ. In other words, theology as “an expression of a Church which is a ‘field hospital’, which lives her mission of salvation and healing in the world” (Pope Francis, “Letter to the Catholic University of Argentina,” 2015).



As a Jesuit theology center, we take to heart the call of the Society of Jesus to labor for justice as an extension of God’s mercy. As the Jesuits’ 36<sup>th</sup> General Congregation put it, “reconciliation is always a work of justice, a justice discerned and enacted in local communities and contexts” (Decree 1, n. 31). Our watchwords – “living theology, transforming our world” – express our commitment to a shared future where the good news of the Gospel lives in the communities we serve.

Our school is blessed with a variety of unique gifts and strengths – *intellectual* strength, JST-SCU is a constellation and concentration of expertise, competence, and creativity; *spiritual* strength, because we programmatically integrate theology and Ignatian spirituality, liturgical and community life into our core character and offerings; and *institutional* strength, because from its founding in 1934 to its relocation to Berkeley in 1969, JST-SCU has developed renown and pedigree within the lively interreligious, ecumenical, and intercultural contexts of the Graduate Theological Union, and forged strategic integration with Santa Clara University in line with the university’s pursuit of “high-tech innovation rooted in personal, humanistic formation, and social consciousness.”

The distinguished faculty members of JST-SCU are committed to achieving academic excellence, exploring the riches of the Catholic theological tradition, and helping our students appreciate the complex and fascinating ways in which faith finds a home in the many cultures around the globe. As a Jesuit school, we emphasize the social justice dimension of our faith and the Jesuit tradition of holistic education that engages all facets of the lives of our students as well as those we serve. Our students graduate prepared for leadership in the Church and society through the intellectual, spiritual, and pastoral formation they acquire here.

JST-SCU is a member of the Graduate Theological Union (GTU), a vibrant consortium encompassing eight graduate schools of theology in the Bay Area, most of them within a few minutes’ walk of our own campus in Berkeley. In addition, our education is enhanced by the GTU shared doctoral research library, our close relationship with the nearby University of California, and our proximity to the artistic and cultural diversity of the San Francisco Bay Area.

Our school has received the Vatican’s approval to grant licentiate and doctoral degrees that bring with them the Holy See’s recognition wherever our graduates of these two programs minister throughout the world. In this context, theological education and ministerial formation represent “a sort of providential cultural laboratory in which the Church carries out the performative interpretation of the reality brought about by the Christ event and nourished by the gifts of wisdom and knowledge by which the Holy Spirit enriches the People of God in manifold ways....” (*Veritatis Gaudium* “Apostolic Constitution On Ecclesiastical Universities and Faculties.”). As a “providential cultural laboratory,” JST-SCU offers a space for experimentation and innovation, creativity and audacity, and collaboration and partnership.

We invite you to make your distinctive contribution to our academic and faith community, as together we enliven faith, promote reconciliation, labor for justice, and participate in God’s mercy.

Welcome to JST-SCU!

Agbonkhianmeghe E. Orobator, S.J.  
Dean, Jesuit School of Theology of Santa Clara University

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# Introduction

## Doctorate in Sacred Theology

The Doctorate in Sacred Theology (STD) is the highest Roman Catholic ecclesiastical degree in advanced theological study, and is intended to further students' theological expertise in preparation for scholarly careers in service to the Church. In keeping with the intellectual tradition and apostolic priority of the Society of Jesus, the program cultivates a critical fidelity to the Roman Catholic tradition, in service of the faith that does justice. It enables students to understand the interplay between faith and culture, preparing them to address theological and pastoral issues that emerge in diverse cultural contexts. The STD is the third cycle in the program of ecclesiastical degrees (*Veritatis Gaudium*, part VII, articles 47-50), intended to complete the scientific theological formation, especially through the writing of a doctoral dissertation.

The Jesuit School of Theology offers the Doctorate in Sacred Theology (STD) in the following broad disciplinary areas:

- Biblical Studies (Old and New Testaments)
- Theological Ethics (including Social Ethics)
- Historical and Systematic Theology (including History of Christianity)
- Practical Theology (Missiology, Liturgical Studies, Christian Spirituality, Pastoral Theology)

Students' progress through the STD degree is guided by the academic advisor, who generally serves as the dissertation director; and the STD Program Director. Students are encouraged to meet regularly with their director to assure that they are making satisfactory progress toward completing the degree. This handbook presents program requirements to earn the STD degree as well as protocols and forms. All forms for the STD program can be found at the end of this handbook or on the JST website at: [Office of the Registrar](#).



# Goals & Objectives

## A) Institutional Learning Goals (Shared across all academic programs)

1. Students will gain a broad foundation in Christian theology, with a focus on the Roman Catholic tradition.
2. Students will demonstrate a critically-informed approach to faith that promotes social justice for the common good, especially for the benefit of those in greatest need.
3. Students will recognize the interplay between faith and culture in addressing issues that emerge in diverse cultural contexts.

## B) STD Student Learning Outcomes

In addition to the Institutional Learning Goals listed above,

4. Students will acquire a depth of knowledge, practical skills, and strong preparation for research and teaching within a particular area of concentration, and hone these in preparation for scholarly careers in service to the Church.
5. The STD is the third cycle in the program of ecclesiastical degrees (*Veritatis Gaudium*, part VII, articles 47-50), intended to complete the scientific theological formation, especially through the writing of a doctoral dissertation, which demonstrates original and independent research and that represents advanced scholarly achievement.



# Admission to the STD Program

To complete the application to the STD program, applicants must:

- Submit a completed application, which is generally submitted online through the JST admission site, at <https://slate.scu.edu/apply/>.
- Submit a statement of purpose designating the intended field of concentration and stating reasons for choosing the program as well as how the STD will support subsequent career plans.
- An official transcript documenting an earned Licentiate in Sacred Scripture (SSL) or Licentiate in Sacred Theology (STL). Note: the SSL or STL with a Grade Point Average not less than 3.7 is a prerequisite for admission.
- Arrange for two letters of recommendation, preferably from a recent professor or instructor, which address the applicant's academic qualifications for the STD.
- Evidence of proficiency in (1) Latin; (2) one modern language (other than the students' first language) which is suitable for theological research in the intended area of study; and (3) for Biblical Studies applicants, one Biblical language. A transcript documenting coursework or a language translation exam is generally sufficient.
- Submit one major research paper from the SSL or STL Program, which demonstrates the applicant's research and writing abilities.
- Students whose first language is not English must submit TOEFL (Test of English as a Foreign Language) scores, including scores for the reading, writing, and speaking portions of the examination. Applicants who have successfully completed a degree program where English is the medium of instruction may petition for a waiver of the TOEFL exam.

NOTES:

- Preference for admission will be given to applicants from Africa, Asia and Latin America. Applications from persons from other regions of the world are welcome and will be given serious consideration. Students accepted into the STD program may defer matriculation for one-year without being required to re-apply.
- Successful applicants to the STD program will generally *not* be awarded advance standing for credits earned at other institutions.

# Degree Requirements

To earn the STD degree, students must complete all of the requirements listed below:

- 1 Complete the term of residency which is generally two-years of full-time enrollment at JST, normally after the passing the comprehensive exams.
- 2 Complete all requirements for the STD degree within five calendar years of first enrollment.
- 3 Complete a diagnostic interview during the first semester of study. The interview, which the student should arrange, will be conducted by her or his academic advisor/dissertation director and the STD program director and should cover such topics as future professional aspirations, academic and disciplinary strengths and weaknesses coming into the program, course work, needed languages, possible dissertation topic and potential committee members, and projected timeline. The advisor should write a summary report letter and send it to the director, registrar, and student for their files.
- 4 Complete four courses or seminars in the area of specialization or related topics, beyond the STL during the first year of STD studies. If the student has an STL thesis in an area not related to the STD dissertation, they may be required to do additional relevant coursework. Students in the Spirituality concentration must complete five courses. The course should normally be at the 4000 and above or its equivalent (upgraded, SRC-8888). Student may opt for a Special Reading Course - SRC 9999 as appropriated. Except for the Research Practicum, students may not opt for a pass/no pass grade.
- 5 Engage in pastoral work for the duration of their program and enroll in the Research Practicum, FE-4401, every semester. All students will have a ministry placement each semester. (International students in F-1 status must complete a [Curricular Practical Training \(CPT\) Cooperative Agreement](#). FE-4401 provides a forum for theological reflection on this practical experience, as students deepen their understanding of how faith is inculturated in real-world contexts and how culture shapes one's approach to ministry and theology. The course also supports and guides students through the research and writing process as they move towards completion of their dissertation (see Degree Requirement on page 6).
- 6 Demonstrate proficiency in one additional foreign language (other than English and other than the language proficiency achieved for the STL). See [FORMS – Language Proficiency Forms](#).
  - Required languages must be approved by the student's advisor and dissertation director. They are normally drawn from primary/secondary sources that are used for scholarly research in theology and religious studies. Other languages may be considered if relevant to the dissertation research.
  - Language proficiency is demonstrated by:
    - passing a written language proficiency exam offered by the GTU, by the University of California (Berkeley), or by JST;
    - four semesters of undergraduate language study with a B in the final semester;
    - one semester of full-time graduate study in a foreign university in which the language of certification was used for instruction and written work, and for which the student earned the equivalent of a B grade;
    - or, in certain cases, orally.
- 7 Students are normally expected to take the comprehensive exams unless they are waived due to previous completion as part of an SSL or STL. The decision will be made on a case-by-

case basis. (See the Comprehensive Exam Requirements on page 11 for the preparation and taking the exams.) In the semester in which they take comprehensive exams, students must register for STD 6600 Comprehensives (6 credits). Students will not be allowed to submit a dissertation proposal unless they have completed their comprehensive exams.

- 8 Register for at least six (6) credits of registration in STD 6601 Dissertation Preparation. Please see the Dissertation Requirements on pages 11 and following.





# Timelines

1. The **First Year** should be concentrated on **coursework, research readiness, and language preparation**. During this year, the student will gain deeper knowledge in the selected area of specialization, gain greater familiarity with JST/GTU faculty who may serve on the Comprehensive and/or Dissertation Committees, as well as develop the required mastery in scholarly research and writing.
2. The **Second Year** should mostly focus on **comprehensive examination** and taking additional coursework as appropriate. Through the comprehensive examination, normally taken in **the third or fourth semester**, the student demonstrates a deep knowledge and integration of both the general area of the field of study as well as the mastery of the pertinent literature in the area of specialization, which will be further developed in the dissertation. The research readiness must be completed by the summer of the second year.
3. Either also in the second year, or carrying on into the **Third Year**, the student should work on the **dissertation proposal**. Once the proposal is approved by JST, the student's status is changed to "STD candidate," and they can start writing the dissertation. Students must complete all language requirements prior to submitting their dissertation proposal.
4. **The Fourth Year** is to complete the **dissertation and successfully defend it**. The student concentrates on the research, writing, and revision of the dissertation itself, in close contact with the dissertation director and the other members of the dissertation committee.
5. If the dissertation is not finished and defended in the fourth year, this project **must be completed** in the **Fifth Year**.

# Faculty Roles to Advise Students

Faculty members play a number of roles for students in addition to teaching.

## *Academic Advisor*

All students have an academic advisor. Faculty advisors must be permanent faculty (tenured, tenure track, senior lecturer or lecturer). Academic advisors guide students as they pick courses to meet degree requirements. Generally, the academic advisor is in the student's area of concentration. Students should meet with their academic advisor during each registration period (early registration and regular). The advisor will help the students pick classes, set up SRCs, and consult with the student in case of academic questions and difficulties (incompletes, accommodations, pass/no pass, or leaves of absence). The academic advisor is the first faculty member the student should consult on any academic matter.

## *Dissertation or thesis advisor*

This faculty member guides STD students during the completion of their major paper. This professor also guides students as they prepared for doctoral comprehensive exams. The thesis advisor must be qualified with academic expertise in the student's concentration area. This expertise will be complemented by readers' expertise when the thesis readers are selected. Very often the thesis advisor is also the academic advisor, but not always. The thesis advisor is responsible for keeping the student moving toward completion of the project and, in consultation with the readers, determining if the student's thesis meets the requirements for earning the degree. The thesis advisor will consult with the Program Director and then the Associate Dean when necessary about a student's work and progress toward degree.

## *Initial Academic Advisor*

Students are assigned an initial academic advisor during the application process. All applications for STD degree program are reviewed by the Assistant Dean of Enrollment, the STD director, the potential advisor, and the Associate Dean and the Dean.

During the admission process, the STD director invites one or more faculty members in the applicant's area of interest to consider working with the student as the initial academic advisor and potential but not necessarily the dissertation advisor. The Associate Dean assigns the academic advisor and the Dean makes the final determination of admission based on inputs from all reviewers.

## **Changing Advisors**

### **Changing Academic Advisors**

For reasons of personality, expertise or availability, students sometimes need to change advisors. This begins as an informal process where the student consults the current academic advisor, other faculty members who might serve as academic advisor and the Program Director. If everyone agrees, the student will email the Associate Dean a request to change advisors, copying the current advisor, the new advisor and the Program Director. If there is some uncertainty or difficulty consulting with the current advisor, students should consult with the Program Director who can help them identify a new advisor. Changes will be shared with the Registrar who tracks academic advisors.

### **Changing Thesis or Comps Advisors**

If a student is finding difficulty working with a current thesis advisor, s/he should first consult with the advisor directly to discuss difficulties. The Program Director is available to help negotiate difficult conversations and suggest paths forward. If it is not possible for the student and the thesis advisor to continue working together (because of content developments, availability or interpersonal matters), the student should work first with the Program Director to identify a suitable director. Then the Program Director should make a formal recommendation to the Associate Dean to change thesis advisors, which are usually honored.

### **Temporary Advisor Changes**

When a thesis advisor or an academic advisor is on leave, it is the advisor's responsibility to:

- Help the student make preliminary selections for classes for one or two semesters in advance.
- Help the student to identify a substitute advisor and notify the Program Director about the arrangement.

**NOTE:** If no other arrangement has been made, the Program Directors shall serve as the advisor for the students in their programs when faculty members are on leave.



# Comprehensive Examination Requirements

STD students should consult with their academic advisor to determine when they are ready to take the comprehensive exams. The exams must be completed before the student can submit a dissertation proposal. The general procedures for comprehensive exams are as follows:

1. Students must register for six (6) credits of STD 6600 Comprehensives for the semester in which they take comprehensive exams.
2. Academic advisors will manage the coordination of the STD comprehensive examinations and their administration for their respective students.
3. The student's advisor in the area of concentration will oversee the preparation of the relevant bibliographies for the exams. In addition, the advisor consults with the student about the procedures and preparation for exams and attends to the student's particular interests and the theologians most relevant to the student's work.
4. Examinations will be administered by an exam board of minimum two faculty (the academic advisor, another faculty member in the student's area, suggested by the STD director, and if necessary, a third examiner from another area or school) with assistance from the Associate Dean's Office. The exam board is responsible for writing the exam questions, and the office of the Associate Dean will help proctor them.
5. The written comprehensive exam covers two days. The first day will be on the general subject areas, cover the methodology, issues, authors, and concern of the concentration field. The second day will be more specific in the areas of student's focus and the background for dissertation. Students generally have three hours per day to write; students whose native language is not English may petition for an extension of time to 4.5 hours per day.
6. An oral comprehensive will be required in all circumstances; this will be a one-hour oral with the readers incorporating the content of all written exams and time permitting, including some relevant aspects in terms of focusing the dissertation topic.
7. The two possible grades for the comprehensive examinations are pass and no pass, as determined by the board. The academic advisor is responsible for communicating the results of the exams to the Registrar and the student.
8. If a student does not pass the comprehensive examination, one further attempt may be undertaken, but no sooner than 90 days after the first written examination.



# Satisfactory Academic Progress While in Continuing Registration Status

*Generally, Satisfactory Academic Progress for STD students is governed by the Academic Policies and Procedures, posted on [JST's website](#). This policy pertains only to students who are in continuing registration status.*

- While a student is in continuing registration for the STD program, the program director in consulting with the dissertation director will review whether the student is making satisfactory academic during each semester. This determination will be based on: (a) the frequency and quality of contact between the student and their director and (b) the student's making progress in research and writing of their dissertation. The director will inform the student is a letter communicating their progress, and if necessary, will inform the Associate Dean if the student fail to make satisfactory progress.
- If the student is not making satisfactory academic progress, the Associate Dean will place the student on academic probation, informing the Registrar, the director and the student of this change in status. Students on academic probation will not be eligible for institutional aid from the school.
- Students who are on academic probation will be permitted to enroll in one additional semester of continuing registration in order to make progress toward their degree. If any student does not make satisfactory progress during the semester on academic probation, the Associate Dean will consult with the student's director to determine whether to dismiss the student for academic reasons or to continue the student and on what terms. The student, the director, and the Registrar will be informed of the outcome of the determination.



# Dissertation Requirements

This section describes in greater detail the process and requirements for completing the dissertation for the STD degree. The major steps are demonstrating research readiness, the formation of the dissertation committee, the submission of the proposal, the completion of the dissertation and defense, and the final submission of the dissertation to JST, SCU and the GTU.

## 1. Research Readiness:

To ensure that students are given concrete, constructive feedback early in their STD Program, there will be a Research Readiness Review of each student generally at the beginning of the third semester of enrollment.

- The STD Program Director will send a letter of notification to every student who must meet the Research Readiness Review. The Director will direct such students to arrange an appointment with their academic advisor at the beginning of the semester. A copy of the letter will be sent to the academic advisor and the Registrar.
- Students should request that professors in TWO courses submit an evaluation of a paper of at least 20 pages completed in the professors' respective courses. Note: Students who earned the STL at JST need only submit ONE form to be completed by a faculty member other than the person who directed the student's STL thesis/paper. Students who completed the STL at another institution may, with the advisor's approval, submit their STL thesis for Research Readiness Review by a JST faculty member, and submit one other paper for review.
- Using the Research Readiness Form, faculty members will evaluate the student's paper and forward the completed form to the student's academic advisor. The academic advisor, in conjunction with one other faculty member, evaluates the review materials with particular attention to identifying strengths and weaknesses, and to offering suggestions for addressing the weaknesses and promoting the strengths. The academic advisor will communicate the substance of this evaluation to the student in writing and to STD Program Director.
- The Research Readiness forms, the graded papers provided by the student and the academic advisor's evaluation will become part of the student's research readiness file, which is maintained in the JST Registrar's Office. The academic advisor is responsible for gathering and submitting the materials.
- Successful completion of this research readiness review is required before the students submit their dissertation proposal.

## 2. Forming the Committee:

- All STD dissertations will be directed by a committee of three scholars, the chair of which must ordinarily be a member of the JST full-time permanent faculty and will serve as the dissertation director.
- Working with the dissertation director, the student will choose two other committee members, who have expertise in the proposal subject matter, at least one of whom is also a fulltime JST faculty member. The third reader may be from JST, or from an accredited university or graduate theological school other than JST.

- With approval from their dissertation directors, students may request approval for other qualified readers from the Associate Dean, submitting a curriculum vitae with this petition.

### 3. Dissertation Proposal:

All students must submit a dissertation proposal before commencing work on the dissertation. See [FORMS – Dissertation Proposal](#).

A dissertation proposal should adhere to the following guidelines:

- The proposal should be 5-7 double-spaced pages (excluding the bibliography) with one-inch margins and 12 point readable type. Footnotes should appear at the bottom of the appropriate page(s). The proposal should include the following sections and accompanying headings in the following order:
  - **Title page:** (Should include not only student name and proposed title of the dissertation but also the name of the director, readers, and the date the proposal is being submitted). Names of director and that of readers may only appear if they have read and given their approval to the proposal in its present form.
  - **Introduction:** Introduce your topic and why/how you became interested in it.
  - **Scope and Nature:** Situate the topic in the field of discourse in which it is located/give its context/background (internal boundaries); indicate the history of this topic in prior literature; that is, to what conversation are you trying to make a contribution? Indicate the limits of your work, things that won't be covered that might be expected (external boundaries).
  - **Thesis Statement:** In one or two sentences, state what the work will attempt to demonstrate or accomplish (that is, if not accomplished, the dissertation changes drastically). Put another way, indicate the question (a gap, a problem, a puzzle to be solved) your thesis will attempt to answer: Then state the claim you will defend: your argument/thesis as answer to the question.
  - **Methodology:** Explain the theoretical frameworks and specific methodological tools that will be used for research and/or analysis. This is not a question about how the text/research will be organized.
  - **Significance:** Discuss the significance of the work within the discipline and possibly other communities (religious, local, political, national, etc.) and possibly for the scholar. That is, why is this work important? What difference will it make and to whom?
  - **Chapter Outline:** Give a clear indication of what each chapter of the dissertation will include. (NOTE: the chapter outline must comply with the spacing requirements of the proposal, i.e. that it is double- and not single-spaced text.)
  - **Short Bibliography:** In addition to the 5-7 page proposal, the student must include a short bibliography (no more than 4-6 pages) consisting of the most significant works/materials that will be used in the research/work, preferably arranged by topical heading. Students should include references in languages other than English when appropriate.
  - The dissertation proposal must be written in English, although the dissertation may be written in other languages familiar to the director and committee.

- A yearly appointed committee of three faculty members, one being the program director, will be assigned to review and approve each dissertation proposal after it has been approved by the Dissertation Director and the readers on the committee. The Dean will appoint faculty members to serve on this committee. The Committee will review proposals and determine whether to approve, reject or recommend a revised proposal, providing brief feedback to the student via the dissertation director. For the present, the faculty approval committee should use the JST's "Dissertation Proposal Evaluation Form" which appears in this handbook's form section.
- The dissertation director will inform the JST Registrar when a proposal receives approval, making sure that the necessary "Dissertation Proposal Approval" form is signed and submitted (see forms sections of this handbook).

#### **4. Writing and Defending the Dissertation:**

- The STD dissertation should be written between **60,000 to 80,000** words in length, including notes, bibliography and appendices. It should be typed double-space with letter quality printing following The Chicago Manual of Style/Turabian Manual for Writers.
- Students must submit all completed chapters for review to their dissertation director before circulating them to members of the dissertation committee. Some readers will prefer to see the entire first draft when it is ready, others, with the approval of the director, will opt to read the dissertation chapter by chapter.
- When the director deems the dissertation ready for oral defense, s/he will seek agreement from all committee members that the dissertation is defensible in their professional academic judgment before directing the student to schedule the defense.
- Students must register for at least six (6) semester units of STD 6601. They will continue to register in STD 6601 thereafter, with enough units to remain full time, until they move into Continuing Registration status.
- Upon receiving approval to defend the dissertation, it is the student's responsibility, under the supervision of the advisor, to schedule the defense on the JST campus. The student will defend her/his dissertation in a session with the committee, open to the academic community of JST and GTU faculty and students. The grade (and honors, if any) will be communicated to the student after the defense. After passing the defense, the student will have an opportunity to give a public lecture on their dissertation in an event organized by JST to share the fruit of their scholarship to the public.
- The defense is generally scheduled for two hours at a date agreed upon by all the members and at least two of the three readers must be present in person. (The third reader may be present by means of a video conference call)
- The defense must be scheduled at least three weeks prior to the proposed defense date.
- Students must work with the Academic Operations Associate to schedule a room at JST, submit an abstract, and make provisions for publicizing the event in a public manner.

#### **The defense will be conducted as follows:**

- At the beginning of the defense, the student will have between 15 to 20 minutes to explain the content of the dissertation to the assembled group.
- The committee will have appropriate time to question the student both individually and as a group.



- Once the committee has finished its own questioning, the chair of the committee may invite questions from the audience. This public question period should not last more than about 10 minutes.
- Once the public questioning is completed, the committee will go to another room and meet privately for post-defense deliberations with the program director. During this deliberation, the committee determines the following matters:
  - whether the student demonstrates that he or she has met the standard of a doctoral dissertation both in written work and oral performance. Each member of the committee completes a separate ballot.
  - whether revisions must be made in the written dissertation. It is the director's responsibility to follow up with the students for the revision. Major revisions to the dissertation must be approved by the whole committee before the final submission. Minor revisions need to be approved by the director only.
  - whether to award honors to the dissertation. There is a separate form for it.
  - during the post-defense meeting, the STD director will ensure that all appropriate forms are completed and signed, i.e., the STD ballots and the form for the award of honors. The STD director will collect them and return them to the registrar.
  - After their deliberations, the dissertation committee reconvenes the oral defense. The STD director will publicly announce whether the student has passed the STD or not. The STD director will also inform the honor (if there is any) privately to the student in an email. No public announcement of honor occurs at the defense.
  - The defense is ended, hopefully within two hours of the scheduled time.

## 5. Honors and Revisions:

The granting of honors (if any) will be considered *after* dissertation is satisfactorily defended as determined by the dissertation committee. The decision to confer honors must be agreed unanimously by the whole committee, based on the quality and creativity of the written work and the quality of performance at the oral defense and not taking into account the student's GPA. The committee will NOT announce publically at the dissertation defense whether or not the candidate has been awarded honors. The STD director will inform the student of the committee's deliberation privately via e-mail, copying the Registrar on the notification.

STD Dissertation may be awarded honors as follows:

- *Pass*: Dissertation is accepted with major or minor revision and *satisfactory* performance at the oral defense.
- *Pass cum laude*: Dissertation is accepted with no or little revision and *outstanding* performance at the oral defense (equivalent to A- grade).
- *Pass magna cum laude*: Dissertation has the *potential* for publication and *excellent* performance at the oral defense (equivalent to A grade).
- *Pass summa cum laude*: Dissertation constitutes a substantial contribution to the field and *exceptional* performance at the oral defense (equivalent to A+ grade).

## 6. Filing of the Dissertation:

- For style, formatting, copies and other requirements for submission of STD dissertation, please see the [Master's Thesis and Doctoral Dissertation submission guidelines](#) and [associated forms](#) here and available online on the Registrar's page at <http://www.scu.edu/jst/academics/registrar>.
- **Filing Deadline:** STD dissertations must be defended, graded, corrected, signed, approved by the GTU Library and submitted to the Registrar for May graduation with all fees paid by the **first Monday in May** and for Fall graduates by **the late registration deadline** for Fall Semester registration.

Approved by the JST Academic Council on May 14, 1997; edited and re-approved on February 13, 2002; Research Readiness Evaluation modified and approved on September 10, 2008. Additional modifications, as approved by the Academic Council, were made in Spring/Fall 2009, Fall 2017, Fall 2018, and Spring 2023.



# DISSERTATION ORAL DEFENSE

S.T.D.

## GRADE REPORT

Doctorate of Sacred Theology

Student's Name:

**Instructions to the Student:**

1. Fill in your name and thesis title.
2. Give one copy to each thesis reader or project committee member including the director.

Dissertation Title:

**Instructions to Director and Readers:**

1. Please check one of the following grade options.
2. Return the signed form to the JST Registrar

**Pass** with No Revisions     **Returned** for **Major** Revisions     Pass with **Minor** Revisions  
 **Does Not Pass**

\*If the student must make major revisions in the dissertation before it is finally approved, each examiner will be required to submit a new Grade Report form once the dissertation is in acceptable form.

**Honors and Revisions:**

The granting of honors (if any) will be considered *after* dissertation is satisfactorily defended as determined by the dissertation committee. The decision to confer honors must be agreed unanimously by the whole committee, based on the quality and creativity of the written work and the quality of performance at the oral defense and not taking into account the student's GPA. The committee will NOT announce publicly at the dissertation defense whether or not the candidate has been awarded honors. The chair of the committee must inform the student of the committee's deliberation about honors within 24 hours after completion of the defense, copying the Registrar and the STD Program Director on the notification.

STD Dissertation may be awarded honors as follows:

- **Pass:** Dissertation is accepted with major or minor revision and *satisfactory* performance at the oral defense.
- **Pass cum laude:** Dissertation is accepted with no or little revision and *outstanding* performance at the oral defense (equivalent to A- grade).
- **Pass magna cum laude:** Dissertation has the *potential* for publication and *excellent* performance at the oral defense (equivalent to A grade).
- **Pass summa cum laude:** Dissertation constitutes a substantial contribution to the field and *exceptional* performance at the oral defense (equivalent to A+ grade).

**Distinction:** The dissertation committee unanimously recommends that, in addition to having completed the dissertation and passed the oral defense, this student be granted the following level of distinction:

The Dissertation Director should check one, as appropriate:

No recommendation     Cum Laude     Magna Cum Laude     Summa Cum Laude

Name of Examiner (Please print):

Signature of Examiner:       Date

# JESUIT SCHOOL OF THEOLOGY

## Upgrade Form - Special Reading Course (8888)

**Student's Name**  **Degree Program**

Register for the lower-level class on Workday. (MA students register for SRC 8888 in SONIS). Submit a copy of this form for each SRC to the Academic Office, **BY FRIDAY THE FIRST WEEK OF CLASS.** If the form is not submitted by this deadline, a Change of Enrollment form will also be required and the regular Change of Enrollment fee will be charged.

<b>Academic Year</b>	<b>Term</b>	<b>Number of Units</b>	<b>Grade Option</b>	<b>Method of Evaluation</b> <i>(Check all that apply)</i>
<input type="text"/>	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession	<input type="checkbox"/> 3.0 <input type="checkbox"/> 1.5 <input type="checkbox"/> Other <input type="text"/>	<input type="checkbox"/> Pass/ No Pass <input type="checkbox"/> Letter Grade	<input type="checkbox"/> Written/Oral Reports <input type="checkbox"/> Paper/Exam <input type="checkbox"/> Other <input type="text"/>
<b>Original Course Number</b>	<input type="text"/>	<b>Original Course Title</b>	<input type="text"/>	
<b>Faculty Name</b>	<input type="text"/>		<b>Faculty School</b>	<input type="text"/>

1. Specific advanced learning outcomes:

2. A list of additional course readings & materials:

3. A specific statement of advanced assignments (e.g., extended research paper, bibliography, teaching field work):

Faculty Signature:

Date:

Advisor Signature:

Date:

Associate Dean Signature:

Date:

Revised 2/13/2024





# COURSE UPGRADES

## Special Reading Course (SRC) 8888

A course upgrade (SRC 8888) is an enhanced learning experience for students in introductory courses (1000-3000, and 8000 levels) who are seeking more developed content and assignments equivalent to an advanced class (4000 level). An upgrade is not simply adding more of the same level and type of readings and assignments. Students seeking an upgrade are responsible for suggesting the enhanced learning outcomes, readings and assignments, which faculty members can approve or augment, as needed. In requesting a course upgrade, students should keep the following in mind:

1. The decision to upgrade a course to SRC 8888 is solely within a faculty member's discretion. In deciding whether or not to allow an upgrade, a faculty member should consider how the content and assignments of the course can be deepened. Faculty are encouraged to consider the following as additional requirements for students seeking to upgrade a course:
  - a. An extended research paper, with additional learning outcomes beyond those expected of students taking the course in its existing format. These should give attention to methodology, theological content, and scope.
  - b. An extended bibliography with additional readings beyond those required on the existing course syllabus.
  - c. Additional one-on-one meetings between the student and the instructor, for in-depth discussion of a book relevant to the course topic.
  - d. Requiring the student to lead a class session, focused on a topic relevant to the student's paper or broader research interests.
  - e. Additional practical research, such as interviews or fieldwork related to the course topic. that will expand and extend a student's competence and knowledge in the discipline.
2. Students must submit the SRC Course Upgrade form to the Associate Dean by the end of the first week of classes. The form must be completely filled in, including:
  - a. Specific advanced learning outcomes beyond the learning outcomes of the 2000, 3000, or 8000 level course.
  - b. A list of additional course readings and materials for the semester. An upgrade is not simply adding more of the same level and type of readings and assignments.
  - c. A specific statement of the assignments that will be evaluated for the student's grade, as agreed to in consultation with the instructor, taking into account the guidelines provided in Item 1 above.
  - d. Signatures of the faculty member of record and the student's advisor.



Student's Name \_\_\_\_\_

I.D. #: \_\_\_\_\_

(To be submitted to your Professor with your research paper)

Course Number & Name: \_\_\_\_\_

Semester & Year: \_\_\_\_\_

Paper Title: \_\_\_\_\_

Paper Length: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Grade: \_\_\_\_\_

Student's JST Academic Advisor: \_\_\_\_\_

Dear Professor: The above named student is writing a scholarly research paper in your course. Please enter the grade for the paper above, complete the back of the form, and send it to the student's Academic Advisor at the Jesuit School of Theology.

The purpose of the form is to aid the Academic Advisor in evaluating the student's current level of competence in research writing and to identify strategies for promoting further growth in preparation for writing a dissertation for a Doctorate in Sacred Theology. Your candid evaluations will be most helpful. Feel free to add further commentary. If you have questions, contact the STD Program Director, Jesuit School of Theology, (510) 549-5000.

How do you assess the student's potential for doing scholarly research and writing? Please consider some or all of the following elements: the student's ability to make adequate use of the English language; to perform basic research; to present differing positions and arguments clearly and fairly; to employ primary and secondary sources. Moreover, if possible, assess the student's familiarity with current theological and religious journals, and with the breadth of library resources. How well does the student conceptualize and define a topic; organize writing with a focus. Is the student conversant with established documentation procedures for foot/endnotes and bibliographies? What skills require further development?

Please return this form to the student's Academic Advisor. Thank you for your cooperation!

**For each item, please check the box of the most appropriate response category.**

- 1.** Fulfills scholarly standards
- 2.** Satisfactorily meets scholarly standards
- 3.** Does not meet scholarly standards
- 4.** Unable to discern

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Adequate use of English language: grammar, diction, style, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrated ability to perform basic research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrated ability to state differing positions and arguments clearly, fairly and evenhandedly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ability to employ primary resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ability to employ secondary or critical sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Familiarity with current theological & religious journals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Familiarity with the breadth of library resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ability to conceptualize and define a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Skill at organizing writing with a focus & according to a visible structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Knowledge of proper footnote/endnote or other documentation procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Neat, clean, professional looking work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Potential for future achievement in scholarly research and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professor Name (Please print): \_\_\_\_\_

**Professor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# PETITION FOR LANGUAGE CERTIFICATION

**S.T.D.**

## Doctorate of Sacred Theology

Student's Name \_\_\_\_\_

***Requirement:*** *Students will need to establish proficiency in an additional modern language suitable for theological research other than English and other than the modern language for the STL. Students in Biblical Studies must also establish proficiency in Greek or Hebrew, the biblical language not presented for admission to the program.*

To fulfill the modern language requirements (and biblical language requirements for those specializing in biblical studies) for the S.T.D. program, language proficiency may be demonstrated by successfully completing:

1. Oral examination.
2. GTU Language Examination.
3. Evidence of the completion of this language requirement at another school. This evidence may be in the form of a transcript notation (make sure the JST Academic Dean's Office has a copy), or in some other form acceptable to the JST Academic Dean.
4. By transcript: Completion of the second year of college course work in the language, with a grade not less than B (3.0); such course work must be completed not more than seven years prior to matriculation at JST.
5. Certification in a language taught where the language is native.
6. One semester of full-time graduate study at a university in which the language being requested for certification was used for instruction and written work, and for which the student earned the equivalent of a B grade. In the case of English, the certification must be obtained prior to matriculation at JST.

\*\*\*\*\*

Please indicate below in which language you plan to demonstrate proficiency, and by which of the above means:

LANGUAGE(S): \_\_\_\_\_

HOW WILL YOU DEMONSTRATE PROFICIENCY? \_\_\_\_\_

WHEN & WHERE THIS REQUIREMENT WAS OR WILL BECOMPLETED: \_\_\_\_\_

Signature

Date

OFFICE USE ONLY

Certification signature: \_\_\_\_\_ Date: \_\_\_\_\_



# COMPREHENSIVE EXAMS

S.T.D.

## GRADE REPORT FORM

Doctorate of Sacred Theology

Student's Name: \_\_\_\_\_

Examiners Names (Please Print): \_\_\_\_\_

: \_\_\_\_\_

### *Instructions to Comprehensives Committee:*

Please check one of the following grade options and return form to the JST Registrar's office.

**Note:** The grade must be agreed on by both members of the committee.

\_\_\_ **Pass**

\_\_\_ **Does Not Pass**

---

(1) Signature of Faculty Examiner

Date

---

(2) Signature of Faculty Examiner

Date



# DISSERTATION PROPOSAL APPROVAL

**S.T.D.**

**Doctorate of Sacred Theology**

Student's Name: \_\_\_\_\_

Proposal Title: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

Dissertation Director: \_\_\_\_\_

Dissertation Committee/Readers: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Faculty Approval Date: \_\_\_\_\_

\_\_\_\_\_  
**Student's Signature** **Date**

\_\_\_\_\_  
**Dissertation Director's Signature** **Date**

\_\_\_\_\_  
**S.T.D. Faculty Committee Chair** **Date**

\_\_\_\_\_  
Received by JST Associate Dean Date

**SUBMIT THIS COMPLETED FORM TO THE JST ASSOCIATE DEAN'S OFFICE.**





# DISSERTATION ORAL DEFENSE

S.T.D.

## GRADE REPORT

Doctorate of Sacred Theology

Student's Name:

**Instructions to the Student:**

1. Fill in your name and thesis title.
2. Give one copy to each thesis reader or project committee member including the director.

Dissertation Title:

**Instructions to Director and Readers:**

1. Please check one of the following grade options.
2. Return the signed form to the JST Registrar

**Pass** with No Revisions     **Returned** for **Major** Revisions     Pass with **Minor** Revisions  
 **Does Not Pass**

\*If the student must make major revisions in the dissertation before it is finally approved, each examiner will be required to submit a new Grade Report form once the dissertation is in acceptable form.

**Honors and Revisions:**

The granting of honors (if any) will be considered *after* dissertation is satisfactorily defended as determined by the dissertation committee. The decision to confer honors must be agreed unanimously by the whole committee, based on the quality and creativity of the written work and the quality of performance at the oral defense and not taking into account the student's GPA. The committee will NOT announce publicly at the dissertation defense whether or not the candidate has been awarded honors. The chair of the committee must inform the student of the committee's deliberation about honors within 24 hours after completion of the defense, copying the Registrar and the STD Program Director on the notification.

STD Dissertation may be awarded honors as follows:

- **Pass:** Dissertation is accepted with major or minor revision and *satisfactory* performance at the oral defense.
- **Pass cum laude:** Dissertation is accepted with no or little revision and *outstanding* performance at the oral defense (equivalent to A- grade).
- **Pass magna cum laude:** Dissertation has the *potential* for publication and *excellent* performance at the oral defense (equivalent to A grade).
- **Pass summa cum laude:** Dissertation constitutes a substantial contribution to the field and *exceptional* performance at the oral defense (equivalent to A+ grade).

**Distinction:** The dissertation committee unanimously recommends that, in addition to having completed the dissertation and passed the oral defense, this student be granted the following level of distinction:

The Dissertation Director should check one, as appropriate:

No recommendation     Cum Laude     Magna Cum Laude     Summa Cum Laude

Name of Examiner (Please print):

Signature of Examiner:       Date

**FORM FOR TITLE PAGE OF THESIS, DISSERTATION, PROJECT, SYNTHESIS  
PAPER, or EXTENDED RESEARCH PAPER**

----- (Title in CAPS) -----  
-----

A (*dissertation, thesis, project, synthesis paper, or extended research paper*) by

----- (*Your Name*) -----

presented to

The Faculty of the

Jesuit School of Theology

of Santa Clara University

in partial fulfillment of the

requirements for the degree of

----- (*Degree*) -----

Berkeley, California

--- (*month & year of filing*) ---

Committee Signatures

\_\_\_\_\_  
(Type first and last name below line), Director    Date

\_\_\_\_\_  
(Type first and last name below line), Reader    Date

\_\_\_\_\_  
IF THERE IS A THIRD READER (Type first and last name below line), Reader    Date

## STD DISSERTATION PROPOSAL REVIEW FORM

**Title of Dissertation:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Please check or fill out your comments in the appropriate box as you go through each rubric:**

<b>Rubrics (see STD Dissertation Proposal Guidelines)</b>	<b>Meets Expectations (2 points)</b>	<b>Requires Additional Work (1 point)</b>	<b>Does Not Meet Expectations (0 points)</b>
<p><b>1. Introduction</b> <i>Introduce your topic and why you became interested in it.</i></p>	<p>In other words, whether the proposal is clear with respect to the context and topic of research.</p>		
<p><b>2. Scope and Nature (including Literature Review)</b> <i>Situate the topic in the field of discourse in which it is located. Indicate the history of this topic in prior literature.</i></p>	<p>In other words, whether the proposal delineates a coherent scope, is situated within the appropriate boundaries of the field of study and whether it demonstrates engagement with relevant scholarship.</p>		
<p><b>3. Thesis Statement</b> <i>Clearly state the question/issue your dissertation will attempt to address. Then state the claim you will defend.</i></p>	<p>In other words, whether the thesis statement articulates clearly and succinctly what the dissertation will demonstrate or accomplish in one or two sentences</p>		
<p><b>4. Methodology</b> <i>Explain the theoretical frameworks and methodological tools that will be used for research and/or analysis.</i></p>	<p>In other words, whether the proposal utilizes sound research methods that supports the purposes of the project and whether it demonstrates rigorous scholarship in terms of engaging incisive theoretical frameworks.</p>		
<p><b>5. Significance</b> <i>Explain why this work is important. What difference will it make and to whom?</i></p>	<p>In other words, whether the proposal demonstrates a sufficient contribution to the field of study and helps to address key issues and questions in that field of study.</p>		

<b>6. Chapter Description</b> <i>Give a clear indication of what each chapter of the dissertation will include.</i>	In other words, whether the chapters are organized with a clear trajectory.		
<b>7. Bibliography</b> <i>Include the most significant works that will be used arranged by topical heading. Include references in languages other than English when appropriate for the project.</i>	In other words, whether the proposal demonstrates appropriate engagement with primary and secondary sources relevant to the student’s discipline, and, when appropriate, provides entries in languages other than English.		
<b>8. Professional Appearance</b> <i>Reflects the scholarly writing of the field while being broadly accessible. It should be free of grammatical, typographical, formatting and citation errors.</i>	In other words, whether the proposal utilizes a writing style that demonstrates command of the discipline while avoiding undue jargon.		

**Quantitative Assessment** (0 to 16 scale): \_\_\_\_ / 16.

Note: Students will typically need an overall average score of **10 or above** in order to pass.

**Categorical Assessment:**

Mark one: a) \_\_ Pass, b) \_\_ Pass with **Minor** revisions, c) \_\_ Revised and **Re**-submit

*Note: In the case of “Pass with minor revisions,” only the chair of review board needs to see the proposal again. “Revised and re-submit” requires the whole committee to review it.*

**Qualitative Assessment:**

Note: Please give an *overall assessment* of the merit of the proposal, noting its strengths and weaknesses. Then, add whatever comments you think might be helpful for strengthening this proposal and, in doing so, please be sure to address whichever areas you deem to require additional work or that, in your estimation, do not meet program expectations.

1. **General:** (type your assessment here)
  
2. **Particular:** (type your assessment here)