



# Table of Contents

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<b>Quick View of Student Expectations</b>	<b>2</b>
<b>Quick View of Ph.D. Program Requirements</b>	<b>3</b>
<b>Completing the Doctor of Philosophy Program</b>	<b>5</b>
Coursework	6
Optional Concentration	8
Language Exams	8
Comprehensive Exams	9
Graduation	9
<b>Professional Development Opportunities</b>	<b>10</b>
Teaching Assistantships	10
Professional Assistantships	10
<b>Program Timeline</b>	<b>11</b>
<b>Frequently Asked Questions</b>	<b>13</b>
<b>Registration Status</b>	<b>17</b>
<b>Academic Standing</b>	<b>19</b>
<b>Standards of Academic Integrity</b>	<b>20</b>
<b>Appendix: Drew Theological School Teaching Assistant Policy</b>	<b>21</b>

# Quick View of Student Expectations

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## √ Plan for each stage of the Ph.D.

The three stages of the Ph.D.--coursework, comprehensive exams, and dissertation--are very different. Allow yourself to be immersed in the stage that you are in. For example, if your coursework phase is preoccupied by your focused dissertation plans, you might miss opportunities to learn broadly in your field.

## √ Build your professional profile mindfully

There are several kinds of professional experiences and skills that you can develop in your program: teaching, presenting at conferences, doing administrative work, publishing an essay or a book review, etc. A well-curated short list of professional experiences is worth as much or even more than a long list of disparate activities.

## √ Pay attention to Drew's deadlines and policies

While you will work closely with faculty and student colleagues, you are responsible for your own degree. You are expected to work within Drew policies and procedures. Familiarize yourself with the deadlines related to withdrawals, grade extensions, and academic petitions. Take note of the GDR exam periods. Information can be found on the Registrar's office page on the Treehouse website and on the Theological School's Current Student [webpage](#). You can access Treehouse with your Drew email account and ID number.

## √ Keep Drew informed

When you finish your coursework and go into the comprehensive exam, prospectus, and dissertation phases, be sure to stay in touch with Drew. Report changes in your address and phone number. Keep your advisor and the Director of Doctoral Studies updated about your progress and timetable.

# Quick View of Ph.D. Program Requirements

DEGREE REQUIREMENTS	NUMBER OF CREDITS
Required Courses	
<ul style="list-style-type: none"> <li>● REL 700 - History of the Study of Religions (3cr)</li> <li>● One Signature Area seminar in your major (choose one):               <ul style="list-style-type: none"> <li>○ INTD 710 - Africana and Black Studies and Religion</li> <li>○ INTD 712 - Women, Gender, Sexuality and Religion</li> <li>○ INTD 714 - Religion &amp; Ecology</li> <li>○ INTD 716 - Decolonial and Critical Theory</li> </ul> </li> </ul>	6
Electives	
Students complete ten elective three-credit courses from existing 600- and 700-level Theological School offerings as well from Caspersen School programs with approval by advisor.	30
Doctoral Colloquia	
Coursework: <ul style="list-style-type: none"> <li>● GDR 800 - Doctoral Colloquy (4 cr.)</li> </ul> Comps: <ul style="list-style-type: none"> <li>● GDR 810 - Comprehensive Exam Colloquy (2 cr.)</li> </ul> Dissertation: <ul style="list-style-type: none"> <li>● GDR 820 - Dissertation Colloquy (2 cr.)</li> </ul>	8
Signature Area Major and Enrichments	
Complete at least two courses in your Signature Area major, and at least one course in each of the other signature areas: <ul style="list-style-type: none"> <li>● Africana and Black Studies and Religion: AFBR or AFAM attribute</li> <li>● Religion and Ecology: RECO or ECO attribute</li> <li>● Women, Gender, Sexuality, and Religion: WGSR or WSTT attribute</li> <li>● Decolonial and Critical Theory: DECT attribute</li> </ul>	0

Courses with multiple attributes should not be used to fulfill more than one signature area enrichment.	
Languages	
Before beginning comprehensive exams, PhD students must pass examinations or demonstrate competence through coursework in research languages, as outlined by faculty in their disciplinary area of study. Students working on language exams after coursework register for continuous registration only until language exams are completed.	
Comprehensive Exams & Colloquy	
Complete four comprehensive exams demonstrating capacity in disciplinary and signature subjects, as outlined by the faculty. After two semesters of GDR 810 Comprehensive Exam Colloquy, students register for continuing registration only until exams are completed. Students may also elect to continue in GDR 810 Comprehensive Exam Colloquy for 0 credits. <ul style="list-style-type: none"> <li>● GDR 810 Comprehensive Exam Colloquy</li> <li>● GDR 994 - Doctoral Exams -- Continuous Registration</li> </ul>	
Dissertation & Colloquy	
Complete a dissertation prospectus and a doctoral dissertation. After two semesters of GDR 820 Dissertation Colloquy, students register for continuous registration only until the dissertation is complete. Students may elect to continue in GDR 820 Dissertation Colloquy for 0 credits. Students also register for GDR 999 in the final completion semester. <ul style="list-style-type: none"> <li>● GDR 998 - Dissertation Continuation FT</li> <li>● GDR 999 - Dissertation/Thesis Completion</li> </ul>	

# Completing the Doctor of Philosophy Program

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The Doctor of Philosophy is the most advanced research degree in the United States. The Drew program has a distinguished history and a distinctive scholarly ethos. The current Drew Theological School faculty bring a creative, relational, and transformative edge to their scholarly work. The program consists of disciplinary and interdisciplinary coursework, comprehensive examinations, and a dissertation.

The Theological School's Graduate Division of Religion supports doctoral study and research in the following disciplinary areas:

## **Theological and Philosophical Studies**

Emphasizes philosophical, constructive, pluralist, comparative and systematic approaches to theological themes and supported by the philosophical traditions of pragmatism, phenomenology, process and poststructuralism along with critical theories of religion.

## **Bible and Cultures**

Explores the Bible's rhetoric, its material and political contexts, its interpretation in diverse cultures, its representations of group identity and cultural Others. Students cultivate a biblical hermeneutic that is historically informed, theoretically infused, politically attuned and contextually relevant, and engage such contemporary resources as literary and cultural studies, postcolonial theory, gender studies and queer theory, ecological studies, racial/ethnic studies, and theological and pastoral studies.

## **Social Ethics**

Focuses on the social role and moral implications of religion and Christianities in relation to structures of oppression, struggles for liberation, visions of restored wholeness for individuals and communities, and planetary thriving. Engages methods, histories, and theories of social ethics that respond to human experience and nature as well as social science, theological, cultural studies, and transdisciplinary scholarship that include a concern with praxis.

To deepen transdisciplinary work, all students also declare a Signature Area major in one of the following:

## **Africana and Black Studies and Religion**

Explores African and African-derived religious practices and ideas, philosophical and intellectual traditions, and relationships among African ancestored persons in the U.S. and in other parts of the world. Examines issues of nationality, race, sexuality, and gender with a specific interest in the manifestation of these issues as African-American, African, and African Diasporic.

### **Women, Gender, Sexuality, and Religion**

Examines the diversity of expressions and constructions of gender, sex, and sexuality in religious texts, doctrines, practices, and communities, as always experienced in relation to class, race, ethnicity, age, ability, social location, ecological context, and cultural and national identity. Engages theoretical and methodological insights of feminist and womanist thought and gender and queer scholarship that include the lives, voices, and perspectives of women and gender and sexual minorities in order to expand justice practices and thought.

### **Ecology and Religion**

Examines the mounting planetary crisis of environmental degradation, mass extinctions, and climate change in relation to religious practices and discourses. Pursues ecological justice and planetary health in their intersections with struggles of race, economics, coloniality, gender, and queerness. Rethinks Earth with respect to theories and theologies of animality, space, matter, ethics, food, politics and ecospiritualities.

### **Decolonial and Critical Theory**

Explores an assemblage of interdisciplinary strategies that aim to decenter, deconstruct and decolonize Eurocentric paradigms of thought. Critical theory as recently unfolding in decolonial, (post-)poststructuralist, and new materialist perspectives, brings an intersectional pluralism of social, political, and ecological contextuality to theoretically undergird enquiry into the particularity of faith and the multiplicity of religions.

## **Coursework**

Students in the Doctor of Philosophy in Religion program complete 44 credit hours of required and elective credits from Theological School listings, as well as from approved Caspersen School courses.

Every Ph.D. student is required to take REL 700 - History of the Study of Religions. This course is offered on a two-year rotation.

Additionally, students are required to take the INTD seminar in their Signature Area major. These are offered in a four-semester rotation:

- INTD 710 - Africana and Black Studies and Religion
- INTD 712 - Women, Gender, Sexuality and Religion
- INTD 714 - Religion & Ecology
- INTD 716 - Decolonial and Critical Theory

Students participate in colloquies that support professional and cohort formation Throughout coursework, students register for GDR 800 - Coursework Colloquy.

Coursework is about exploration and widely surveying approaches to the study of religion and your major areas of study. While your coursework will prepare you for the intellectual work of the comprehensive exams, classes are not intended simply to deliver content for exams.

Coursework is also a time to explore across areas of study. It is common for students to take multiple courses from professors outside their area.

## **Course Formats**

As the Theological School also offers several masters degrees, Ph.D. students work with professors in multiple course formats.

### *600-level Courses*

Courses at the 600-level are often designed for mid-level master's students at Drew Theological School. Within these courses there can be students of different learning styles, degree programs, and intellectual and professional interests within one classroom. Faculty work with doctoral students in these courses to design extra readings or assignments, or to develop opportunities to participate in leading discussions or lecturing. Although the academic needs of your classmates in these courses may not align with yours, and can work with the faculty to ensure that your learning goals are also met.

### *700-level Courses*

A seminar is a 700-level course in which the pedagogical format and content is specifically geared toward doctoral students and qualified advanced master's students. Seminars are usually centered around the reading and discussion of foundational texts on a relevant topic within a particular subject area. Each semester the regular course offerings for the Ph.D. include one interdisciplinary seminar and at least one doctoral seminar per area.

### *Tutorials*

A tutorial is an independent course of study. Tutorials provide an opportunity to immerse in a particular research area for one semester with a faculty mentor who has expertise in that area. In tutorials, students meet periodically with the instructor—typically, once every week or every two weeks. The type and extent of the work expected for the tutorial varies from professor to professor. Students may only take one tutorial in any given semester and are limited to a total of two tutorials for the duration of their program. Ideally, you should think of tutorials as a way to fill a gap in your knowledge that is not otherwise met by regular coursework. For example, if, by your last semester of coursework if you feel as though you are still lacking in a particular area relevant to your research interests, you could develop a tutorial. Generally, tutorials should not take the place of regularly offered Ph.D. seminars or simply replicate the process of preparing for a particular comprehensive exam. To do a tutorial, students must fill out a Tutorial Petition Form. This form requires the submission of a completed syllabus for the proposed tutorial, indicating the schedule for meeting with the professor, the topics to be covered, texts to be read, and written assignments. This form is approved by the Graduate Academic Standing Committee. The proposal template and form is available on the Registrar's Office [webpage](#). The deadlines for tutorial petitions are indicated on the petition form.



## Optional Concentration

Given Drew's history and identity as a United Methodist seminary, Ph.D. students in the Theological School may elect to complete a concentration in Wesleyan/Methodist studies focusing on the U.S. and global Wesleyan/Methodist history, theology, practices, and organization. To do so, students complete three elective courses with the subject or attribute WESM. You may also do focused work on Wesleyan/Methodist studies in any course as long as your work is documented. One comprehensive exam should also focus on the area of concentration. Forms to verify this concentration and add it to the transcript can be found on the Theological School's Current Students [webpage](#).

## Language Exams

Before moving from coursework to comprehensive exams, Ph.D. students are required to complete two language examinations in modern research languages, demonstrating a scholar's reading competence. These languages include French, Spanish, Portuguese, or German. If another language is relevant to the student's program, the student may petition for a substitution, which requires the recommendation of the student's area and the approval of the Graduate Academic Standing Committee. This approval is contingent upon the availability of appropriate testing and grading resources. International students whose native language is other than English may use English as their second research language. Students are expected to pass one language exam before beginning the second year of coursework.

Language exams can be scheduled by submitting the Registration for PhD Language Exam [form](#). A non-refundable fee of \$50 is due with exam registration, which is submitted at least four weeks before the scheduled date of the exam. The non-refundable fee serves to discourage premature registration or last minute cancellations. Students prepare for language examinations by self-study, working with a language tutor, and/or by taking classes outside Drew. Exams are prepared by faculty in the student's area. Exams are graded by University language faculty according to the GDR Language Exam rubric available on the Theological School's Current Students [webpage](#).

Courses completed at external language programs can substitute for the language examination. The Princeton University Graduate School Summer Language Program, the CUNY Graduate Center Language Reading Program, the Summer Language Program at Harvard Divinity School, and the University of Wisconsin-Madison Online Language programs will all be accepted as demonstration of your reading competence in lieu of administered examinations, as long as you receive a grade of B or higher. This certification should come directly to the Office of Doctoral Studies from the certifying institution. Online courses taken through the Erasmus Academy NY may also be accepted in many cases, providing that an Honor Statement has been signed and filed with the Office of Doctoral Studies and that the Office's language graders verify that the translation examinations submitted to the Erasmus Academy instructors meet Drew's standards. Language certification completed prior to matriculating to Drew will be considered by the Graduate Academic Standing Committee on a case-by-case basis, with approval depending on grades, length of time since completion, and appropriateness to the program.

## Comprehensive Exams

After completing coursework and language exams, students move into the comprehensive exam phase. In the third year of the program, students complete four comprehensive exams that demonstrate capacity in disciplinary and interdisciplinary subjects as outlined by the faculty in your area of study.

The exam purposes and modes are outlined as follows:

<p><b>Disciplinary 1</b> Demonstrate advanced ability to research, synthesize, and analyze the history, theories, methodologies, and/or competence in practices of substantive aspects of the disciplinary area of study, including major voices and mainstream perspectives as well as traditionally marginalized perspectives/social identities.</p>	<p><b>MODE:</b> Open book written exam (time allowed varies by discipline)</p>
<p><b>Disciplinary 2</b> Demonstrate ability to survey, curate, and orally interpret substantive aspects of the disciplinary area of study for a particular teaching context or in scholarly discussion</p>	<p><b>MODE:</b> Students fulfill this exam in <b>one of the following ways:</b></p> <ul style="list-style-type: none"> <li>● Craft a semester-long syllabus with teaching and learning materials, followed by an oral exam (1 hour) with two faculty members</li> <li>● Identify key topics and relevant bibliography and sit for a 1.5 hour oral examination with two faculty members (not normally available for BBCL students)</li> </ul>
<p><b>Signature Exam</b> Demonstrate ability to analyze and discuss major figures, theory, method, or school of thought related to their signature area of study, and reflect on its significance and interplay with student's disciplinary area and/or religious and theological studies</p>	<p><b>MODE:</b> A written exam in one of the following formats:</p> <ul style="list-style-type: none"> <li>● 48-hour open book exam</li> <li>● Encyclopedia article</li> <li>● Bibliographic essay</li> </ul>

<p><b>Topical Exam</b>          Demonstrate ability to research and write a generative engagement with a historical or contemporary theme, question, or topic related to the disciplinary or signature area or their intersections</p>	<p><b>MODE:</b>          30-35 page analytical essay (specifics vary by discipline; may be related to focus of dissertation)</p>
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The proposal process for each exam as well as sample rubrics can be found on the Resources for Current Theological Students [webpage](#).

During the comprehensive exam phase, students are required to register for comprehensive exam preparation (GDR 994) and the comprehensive exam colloquy (GDR 810)

## Dissertation and Defense

The dissertation is an exercise that allows you to demonstrate expertise both in your areas of study and in the skill of academic writing. The dissertation is not your life’s work. Rather, it proves to the academy that you are capable of performing “scholar.” The best dissertation is a done dissertation. Everything you need to know pertaining to the dissertation may be found in the Resources for Theological School’s Current Students [webpage](#).

During the dissertation phase, students are required to register for dissertation writing (GDR 998) and the dissertation colloquy (GDR 820).

## Graduation

Students may complete the degree in August, December, or May of each year. Commencement exercises are held in May of each year for all students who have completed their degrees in the August or December prior to each Commencement. Be sure to check the deadlines regarding defense, copy submission, etc. on the Theological School’s Current Students [webpage](#).

The Theological School usually holds a hooding ceremony and graduation luncheon at which both Ph.D. and master’s graduates are individually honored. Students are encouraged to invite their friends and families to this important celebratory moment. Graduates still process in the University commencement ceremony.

# Professional Development Opportunities

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During their time at Drew, Ph.D. students have several opportunities to develop skills, knowledge, and wisdom for careers in teaching, research, and leadership in college, university, and seminary-level education. Throughout your time here you should aim to engage in as many of the following opportunities as possible. All positions are compensated.

## *Teaching Assistantships*

Ph.D. students who have completed their first year of coursework are eligible to serve as teaching assistants in Drew Theological School master's level courses. Every student has at least one opportunity to serve as a TA, in the second or third year of the program. The process for TA appointments is managed by the Office of Doctoral Studies. In the spring of each year, students are invited to apply for a Teaching Assistantship in the next academic year. Students express interest in working in particular courses based on their area of study, professional goals, and previous experience. The faculty and administration then make assignments based on a range of criteria including what is needed in a certain course, student access to opportunities, and student academic needs and goals. Because the TA program is a part of the administration of the Theological School academic program, Ph.D. and master's students may be invited to serve as TAs outside of the parameters of the TA selection process based on needs or changes in the curriculum. For further information about Teaching Assistantships, see the appendices.

## *Professional Assistantships*

Assistantships are offered to each student as a part of their admissions package. These positions require 8-10 hours of regular weekly work during the school year. All positions are for one year, and are renewable to two years based on work evaluations and continuing institutional needs. Assistantships are designed around skills and experiences that enhance professional preparation for work in academic contexts, including writing tutoring, academic program coordination, communications, student services, or student ministerial and personal formation. The Theological School has supported GDR assistantships in the Theological Language and Learning Center, the Drew University Center for Global Education, Craig Chapel, the Center for Academic Excellence, the Center for Religion, Culture, and Conflict, etc. The process for assistantship appointments is managed by the Office of Doctoral Studies. In the spring of each year, students are invited to apply for assistantships that will be open in the next academic year. The administration makes appointments based on student applications, fair access to opportunities, and student professional capacities and goals.

# Program Timeline

This sample schedule provides an overview of the timeline for completing the entire program:

	Fall Semester	Spring Semester	Summer
<b>Year One</b>	Register for three courses plus colloquy (10 credits)	Register for three courses plus colloquy (10 credits)	Prepare for language exam; take exam in August

You are strongly encouraged to complete one language exam before your second year of coursework begins.

	Fall Semester	Spring Semester	Summer
<b>Year Two</b>	Register for three courses plus colloquy (10 credits)	Register for three courses plus colloquy (10 credits)	Prepare for second language exam; take exam in August (if you haven't already)

You must pass both language exams before your petition for comprehensive exams can be approved.

Note: Doctoral faculty meet monthly only from September to May. Plan the submission of your comprehensive exam petition and proposals carefully in order to allow adequate time for their approval. If you have not completed your proposal by the end of the summer, you may register for one of the continuing registration options under the Maintaining Matriculation section below.

	Fall Semester	Spring Semester	Summer
<b>Year Three</b>	Register for comprehensive exam colloquy and continuing registration (1 credit)	Register for comprehensive exam colloquy and continuing registration (1 credit)	Begin putting your dissertation prospectus together

Up to two semesters of Dissertation Prospectus Preparation are permitted. However, it is a relatively short document (approx. 12 pages) and students should aim to complete it and obtain approval within one semester.

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer</b>
<b>Year Four</b>	Register for dissertation colloquy and continuing registration (1 credit)	Register for dissertation colloquy and continuing registration (1 credit)	Continue to work on your dissertation

	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer</b>
<b>Year Five</b>	Register for continuing registration	Register for continuing registration	Graduate at the May Commencement!

# Frequently Asked Questions

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The Theological School Academic Policies are published annually in Drew University's Theological School Catalog. This document can be accessed in its entirety from the Registrar's [webpage](#). If there is any contradiction between this Catalog and this handbook, the Catalog dated to the student's semester of entrance takes precedence.

## **How long do I have to complete the program?**

The Drew Ph.D. program is designed to be completed in 5-6 years, comprised of 2-years (4 semesters) of coursework, 1 year of comprehensive exams, and 2 years of dissertation research and writing. Students may utilize the continuing registration options for comprehensive exams and the dissertation period in order to maintain matriculation while completing the degree. All candidates must complete the program in 7 years. Leaves of absence are not included in the 7-year total time (see the Registration Status section below).

## **Who is my advisor?**

All students in the GDR are assigned an academic advisor upon entering the program. Your academic advisor's approval is needed for most forms as well as for registration. Each semester they will provide you with a pin which you will use to register for courses.

You may request to change your advisor. The Change of Advisor Form does not ask for the reasons for the requested change, nor does it require the signature of your current advisor. The request is reviewed for approval by the Director of Doctoral Studies. The form can be found on the Theological School's Current Students [webpage](#).

The term "advisor" is also frequently used for the first reader of your dissertation. Because an academic advisor is often assigned to you upon the basis of your research interests, that same faculty member may well go on to become the first reader of your dissertation and the chair of your dissertation committee. Know, however, that it is possible, and not uncommon, to have a faculty member other than your initial academic advisor serve as the first reader of your dissertation.

Meredith Hoxie Schol ([mhoxieschol@drew.edu](mailto:mhoxieschol@drew.edu)) is the Director of the Office of Doctoral Studies, which manages the post-coursework and professional development processes and programs for doctoral students at Drew Theological school. Dr. Hoxie Schol serves as a secondary advisor for all doctoral students and is available to discuss your progress through the program or professional development and goals.

## **Can I transfer credits into my degree?**

It is possible to transfer credits into the Ph.D. degree under certain circumstances. Please consult the Academic Catalog on the Registrar's [webpage](#).

## **Can I audit a course?**

GDR students are allowed to officially audit one course per year. To do so, get permission from the faculty member and then contact the Director of Doctoral Studies. Each professor will have particular expectations for your participation as an auditor. Generally, auditors are not expected to write papers and if you wish to participate in class discussion you are expected to have completed the assigned readings. To officially audit a course more than once per year carries a hefty tuition charge and is not generally recommended.

## **What should I do if I cannot complete a course?**

In extenuating circumstances, a student may request and be granted an extension of time in which to complete a course, known as an Incomplete. Before the course ends, speak with your professor and submit a petition for an Incomplete through the Graduate Academic Standing petition on the Registrar's page.

There are official deadlines on the Academic Calendar for completing incomplete courses. If this deadline is approaching and you cannot complete the coursework, petition to the Graduate Academic Standing Committee for an Extended Incomplete. If you miss the incomplete deadline without taking action, your grade will change to F. You can still contact the professor to complete the work and change the grade, but if the Graduate committee deems that a student is carrying "excessive Incompletes" - which may be as few as two or three - the committee may place the student on a mandatory leave of absence. Note that students are not entitled to university housing or employment during leaves of absence, and, by federal regulation, are required to begin repayment on student loans.

## **When should I start developing comprehensive exam proposals?**

During the second semester of coursework, you should consult with your academic advisor, obtain the comprehensive exam guidelines and advice, and begin having informal conversations with faculty and colleagues about your interests and preparation for exams. In your second year, you should make a timeline with your advisor for developing and submitting your proposals. It is best to submit all necessary proposals by September of your third year at the latest, so you can begin taking your comprehensive exams in the fall semester.

## **When should I start thinking about my dissertation?**

During your coursework, pay attention to areas of your field or particular research questions that animate your thinking or you feel particularly invested in. Research essays that you write in particular classes may form the basis of your dissertation research, or a particular theme may develop across your coursework. Use your comprehensive exams to deepen an area of study that



may be related to your dissertation topic. It is common for students to research and write about topics that are different than the ones they entered intending to pursue. The coursework and comprehensive exam phases are an important part of clarifying and identifying your dissertation topic.

### **What financial assistance and scholarships are available to me?**

All Ph.D. students in the Graduate Division of Religion receive 100% tuition scholarships plus a fellowship and are offered an assistantship. Students are encouraged to seek outside funding from organizations such as the Fund for Theological Education (FTE), the United Methodist Church, the Louisville Institute, etc.

### **What additional fees do I need to be aware of?**

University and some program-related fees are not covered by tuition scholarships. Students are routinely responsible for the following types of fees:

- Language preparation and exam fees: Students pay for external preparation courses as well as to sit for the Drew exam.
- Several University fees are applied to a student bill in each semester depending on the registration status. Information is available on the Student Accounts [webpage](#).
- When not in coursework or the dissertation year, students maintain matriculation. A flat fee is charged for this registration status. See the Student Accounts [webpage](#).

### **How do I share a concern or grievance?**

Drew University is committed to creating a positive environment for all students. The institution has established policies and procedures to foster such an environment. Information about raising concerns can be found in the Academic catalog under Complaint Process.

### **How do I get accommodations for a disability?**

Students who require accommodations should contact the Office of Accessibility Resources (OAR), in Brothers College, 973-408-3962, for a private, confidential appointment. Accommodation Request Letters are issued to students after documentation, written by a qualified professional, is reviewed and accommodations are approved by OAR. For more information, see: <http://www.drew.edu/academic-services/disabilityservices>. Accommodations are implemented by faculty only after the student presents the Accommodation Request Letter issued by OAR. Letters should be presented to the faculty at least one week before the accommodation is needed. Students' requests for accommodations thus should be submitted to OAR within the first two weeks of a course. Returning students with previously approved accommodations should make letter requests for the current semester to Accessibility Resources within the first two weeks of class.

### **Am I expected to use inclusive language in my work for this program?**

The Drew University Theological School affirms the full equality of all persons in God's all-inclusive love, regardless of gender, race, nation, class, age, ability, religion, or sexual orientation (Galatians 3:28). This theological conviction finds social expression in spoken and written language. In order to live out a crucial practical dimension of our equality in Christ and to avoid marginalizing members of our community, the Theological School expects students to use non-discriminatory and mindfully inclusive language for humanity both in the classroom (that is, in writing assignments, presentations, and classroom discussions) and in the chapel liturgy (that is, in prayers and sermons). Students are also encouraged to use a variety of metaphors when referring to God. While students will not receive grade deductions on specific assignments, they will be evaluated on their overall efforts to engage the theological and social problems of discriminatory and exclusive language. This policy thus encourages students to work to integrate a theology of God's love and justice with the everyday practice of leadership.

# Registration Status

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Students in the Ph.D. program are expected to maintain communication and connection with Drew throughout the entire program. Different registration statuses indicated your progress through the program.

## **Active**

Students who are consistently registered for classes (9 credits per semester of coursework) or continuous registration will maintain “active” status with Drew. This status allows students access to all academic, support, and student life services at the University. Students who fail to register in any semester will have their status revised to “inactive.” Students not registered two semesters will be automatically withdrawn from the program and will have to petition for re-entry through the Registrar’s [webpage](#). Ph.D. students are not required to register for January or summer terms.

## **Continuous Registration (or, maintaining matriculation)**

Students register for a continuous registration course at various times in the program, such as during language exam preparation, comprehensive exams, and dissertation writing. All continuous registration is counted toward the total time allotted for the completion of the program. Students who are not taking 9-credits of courses must either register for continuous registration or have an official leave of absence. A continuous registration course fee is charged per semester.

## **Leave of Absence**

Unexpected life events or personal challenges can interrupt a student’s ability to make progress in the degree. At times like this, students might reduce the number of credits they plan to take or consider a complete leave of absence. This status stops the clock on your allowed time to completion of your degree. In addition to the 7 years allowed to complete the degree, students are allowed two semesters of official leave from the program. In special cases, a second year of leave may be approved by the Graduate Academic Standing Committee in consultation with the student’s advisor. As a leave of absence is intended to provide time away from the work of the degree, students do not have access to academic, support, and student life services at the University.

Students may apply for a leave of absence at any time during matriculation in the program. To obtain a leave of absence from the program--whether for medical, financial, or personal reasons--students must file a leave of absence application online. This form is found on the Registrar’s web page. Any leave of absence that is approved becomes effective as of the date it is processed and is not applied retroactively.

Students who take the leave during a semester should be aware of the grading and refund policies of the university. A leave of absence does not exempt a student from receiving grades for courses they have been registered for nor does it guarantee a refund of tuition paid. The date a leave is requested determines the amount of tuition refund (if any). For example, a leave of absence requested and received in the middle or at the end of a semester will not be effective from the beginning of the semester. If you are considering a leave of absence, please review the leave policies and deadlines found on the [Registrar](#) and [Business Office](#) webpages.

*RE-ENTRY FOLLOWING LEAVE OF ABSENCE:* When a student plans to return to the program following a leave of absence, s/he must submit a Re-Entry form, which can be found on the Registrar's [webpage](#). If a student does not return from a leave of absence in the semester following the leave, the student's status will be revised to "inactive." If the student is inactive for two semesters, s/he will be withdrawn from the program by the University.

### **Medical Withdrawal from a Semester**

Students with personal emergencies that occur after the drop/add dates have passed may apply for a medical withdrawal from an entire semester. The student must provide documentation of the medical situation. Upon approval by the Associate Dean for the Theological School, the student will be put on leave of absence and receive "W"s for all courses in the semester. Regular tuition refund policies apply to medical withdrawals as to leaves of absence.

### **Voluntary Withdrawal from the Program**

If for any reason a student finds it necessary to withdraw from the program, it is important that this decision be discussed with the Director beforehand and that an appropriate and timely written notice is given to the Director and the University. In order to withdraw from the program, a student completes a Withdrawal form on the Registrar's page. Any notice of withdrawal from the program becomes official as of the date it is received. A student who has withdrawn from the program has no access to academic, support, and student life services at the University. A student wishing to re-enter a program after withdrawing must re-apply to the program through the Graduate Admissions office.

All withdrawals are subject to the Drew University refund and grading policies and deadlines. Students are encouraged to review these policies with the Director of Doctoral Studies, the Registrar, and the Business Office before submitting an application for withdrawal.

# Academic Standing

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In addition to regular course grading and assessments, students are evaluated each semester according to the standards of academic achievement and progress. The Graduate Academic Standing Committee reviews each student's academic performance after each semester and may revise student standing based on this review.

## Good Standing

The successful Doctor of Philosophy student must complete coursework with an overall average of 3.4 or better, and a professional doctoral project approved (with "pass") by his or her faculty adviser and assigned reader.

## Warning or Probation

Students who do not achieve a 3.4 GPA in any semester will be placed on warning or probation based on the criteria outlined in the Theological School Academic Catalog posted on the Registrar's [webpage](#). Students placed on academic probation are returned to good standing if they achieve an overall 3.4 GPA average or better at the next time of review.

Students in the Doctor of Philosophy program must attain a cumulative minimum 3.4 GPA based on the completion of at least nine credits per academic term. A student who fails to achieve this G.P.A. minimum is placed on warning or academic probation for one semester. If the student is placed on warning or academic probation for the following semester, she/he may be ineligible for financial assistance.

## Required Withdrawal

A student may be withdrawn from the program by the University for any of the following:

- A violation of the University's Academic Integrity or Human Rights policies
- Receiving all "F" grades in any one semester
- Being on probation and not returning to Good Standing at the end of the probationary semester
- Having two or more non-consecutive semesters on Warning or Probation.

Under exceptional circumstances only, a student on Required Withdrawal may appeal to the Academic Standing Committee to be re-admitted in the next term. If the appeal is approved, the student will be reinstated and placed on Probation. Such re-admissions are granted only in unusual cases, and in no cases may a student be readmitted twice.

# Standards of Academic Integrity

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## Drew University Standards

Drew University has established standards of academic integrity and procedures. These basic standards apply to all work done at Drew. Students are expected to study and comply with these principles. You can find the Academic Integrity policy for the Theological School in the academic catalog on the Registrar's [webpage](#).

The standards of academic integrity apply to information that is presented orally, in writing, or via the computer, in any format ranging from the most informal comment to a formal research paper or the writing of the final paper in reference to the project. These standards apply to source material gathered from other people, from written texts, from computer programs, from the Internet, or from any other location.

The following are examples of academic dishonesty, as defined in this policy:

**Duplicate Submission** – Submitting one's work in identical or similar form to fulfill more than one requirement without prior approval of the relevant faculty members is a breach of academic integrity. This includes using a paper or a substantial portion for more than one course or submitting material previously used to meet another requirement.

**False Citation** – Listing an author, title, or page reference as the source for obtained material, when the material actually came from another source or from another location within that source, is a breach of academic integrity. See the *Turabian Manual of Style* (latest edition and/or online quick guide) for how to cite quotations within the body of another author.

**Plagiarism** – Plagiarism is the act of appropriating or imitating the language, ideas, or thoughts of another and presenting them as one's own or without proper acknowledgement. This includes submitting as one's own a thesis, a paper, or part of a paper written by another person, whether that material was stolen, purchased, or shared freely. It also includes submitting a paper containing insufficient citation or misuse of source material. When in doubt, err on the side of referencing material. See the Drew Theological School catalog for a fuller discussion.

**Sanctions** – Sanctions are imposed for demonstrated breaches of academic honesty or scholarly integrity. See the section of the catalog on procedures for dealing with allegations of academic dishonesty. If dishonesty is determined, the sanctions may range from requiring that an assignment be redone to automatic failure of a course to dismissal from the Theological School.

# Appendix: Drew Theological School Teaching Assistant Policy

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## Ph.D. Teaching Assistants

### 1) *Eligibility*

- Ph.D. students who have completed their first year of coursework are eligible to serve as TAs; in rare cases, a student may serve as TA in the second semester of his or her first year.

### 2) *Process for Selection*

- On or around April 15, the Director of Doctoral Studies sends an email to all GDR students, listing the courses that typically use TAs and inviting students to consider the possibility of serving as TA in another Area or discipline. Interested students are instructed to confer with their advisers and then to contact the faculty convenors of the relevant Areas, explaining their interest, prior TA experience, and any other relevant background or experience they might have.
- At the end-of-year Doctoral Studies Area meetings, Area faculty members discuss Area student needs for teaching assistantship experience within the Area or discipline and make assignments. This process is typically, but not necessarily, relevant to a student's first and perhaps also second TA assignment. Priority is given to second and third year students who have not yet served as TAs within the Area or discipline.
- If students outside the Area or discipline have contacted the convenor expressing interest in serving as a TA for one or more of the Area's courses, and if those students are deemed fit for the task, these requests are also taken into consideration by the Area.

### 3) *Expectations of faculty mentors*

- Course design: TAs should be oriented with regard to what the design of the course is and to why it has been designed that way (how did the faculty mentor choose texts or topics, design assignments, make decisions about use of class time for lecture versus discussion, etc? what other options might have been considered?). In some cases, TAs might collaborate with faculty mentors in course design.
- Classroom experience: TAs should be given experiences that will help them develop a range of skills, e.g., assisting with Moodle or A/V, scanning and photocopying, leading small-group discussions, assessing assignments, presenting material or leading a learning activity, presenting entire lectures, holding office hours--all as

appropriate to their prior experience. Ideally, a student's TA experiences should present the student with progressively broader and more challenging tasks.

- Ongoing reflection: TAs should be given chances routinely to reflect with their faculty mentor (and, where relevant, other TAs in the course) on dynamics and events in the classroom, as well as on their own performances in leading discussions, assessing, presenting, etc.
- Cumulative reflection: There should be some kind of cumulative and collaborative assessment at the end of the course, not simply of the TA's own performance, but also of how the course itself went, what worked, what didn't, how things might be done differently, etc.

#### 4) *Expectations of Teaching Assistants*

- TAs are required to attend any Orientation and Workshop sessions offered by the GDR. They are required to familiarize themselves with the following policies of the institution: Academic Integrity, Human Rights, FERPA, and Learning Disability policy.
- TAs are expected to meet with their teaching mentors regularly.
- Because the TA experience is oriented toward apprenticeship in course instruction, TAs may be expected to perform only the range of tasks that support the course for which they are assisting--e.g., scanning or photocopying, assisting with Moodle or A/V, leading small group discussions, assessing assignments, presenting material or leading a learning activity, presenting entire lectures, holding office hours, and undertaking any preparation required to carry out those tasks. TA roles will vary from course to course.
- TAs may be expected to spend *up to ten* hours per week on TA duties throughout the duration of the semester, i.e., until grades are due at the Registrar's office; in no case should a TA spend *more than ten* hours in a given week.
- Ordinarily, every GDR student is expected to serve as TA at least once, preferably twice.

#### 5) *TA for Masters level criteria:*

- In the limited cases when a master's student is invited to serve as a TA, only upper level MDIV or second year MAs are eligible.
- These students can provide peer feedback but do not assign grades.
- These students can lead peer review processes, precepts, and lead general discussion, but do not "teach" a class.



- Consideration of masters students for TAs should include particular relevant degrees, qualifications, or certifications that relate to the subject area (e.g. counseling degree, preaching prize, ministry position).