Regulations
of
The Graduate Division of Religion

Drew Theological School
2008

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Preface to the First Edition
The Graduate Division of Religion was formed in 2004. In 2006 the Board of Trustees voted to approve a shift of governance of the GDR from the Caspersen School of Graduate Studies to the Theological School. This shift of governance has necessitated the creation of this GDR Regulations book. The book is an adaptation of the Regulations of the Caspersen School of Graduate Studies. It seeks for the most part to conserve the body of regulations that have successfully ordered the interactions of graduate religion students, faculty, and administrators at Drew for so many years. Revisions to CSGS regulations that have been made reflect procedures and protocols that have been developed within the GDR since the time of its formation.

Stephen Moore
GDR Chair
August 2007
I. Faculty Membership in the Graduate Division of Religion

Expectations for GDR faculty and GDR affiliate faculty are as follows:

GDR faculty are directly appointed or elected to full membership (see further, Section I.A-B below). They offer GDR courses on a regular basis, serve as doctoral advisors/first readers, write and/or read comprehensive exams, and serve on dissertation committees and other GDR-related committees, all without additional compensation. They vote on GDR-related matters at faculty meetings and on GDR admissions decisions.

GDR affiliate faculty offer GDR courses, read comprehensive exams, and serve on dissertation committees, all with Area approval and monetary compensation. They do not serve as advisors/first readers of dissertations. They do not vote.

Membership in the faculty of the Graduate Division of Religion shall include:

A. Those who have been directly appointed to membership (i.e., hired as GDR faculty), in which case appointments shall be subject to the procedures prescribed in the Bylaws of the University and in the University Personnel Policy.

B. Those elected to membership by the faculty of the Graduate Division of Religion following their nomination by an Area. Eligibility for election shall be limited to persons holding the doctorate (or its equivalent in professional preparation or attainment) and who are, or are to be, involved in some aspect of current GDR instruction. Normally, membership in the GDR should be accorded to those offering graduate-level courses and who are at the rank of Assistant Professor or above. In special circumstances, however, the faculty may elect to membership individuals who do not fulfill all the normal criteria.

C. Ex-officio members, as provided by the Bylaws of the University, i.e., the President, the Provost, the Academic Deans, the Registrar, and the Director of the University Library.

D. From time to time, the Steering Committee of the Graduate Division of Religion may review the list of members of the GDR, removing the names of persons who no longer meet the qualifications for membership.

II. Faculty Meetings of the Graduate Division of Religion

A. Frequency

Business pertaining to the Graduate Division of Religion shall ordinarily be transacted at the regularly scheduled meetings of the Theological School faculty, which are normally held during the first week of every month of the Fall and Spring Semesters. Special meetings of the GDR faculty may be called by the Dean or Chair of the GDR as need arises. Special meetings may also be called the written request of twenty percent of the GDR faculty.

B. Quorum

A quorum shall be declared when one-third of the faculty is present.

C. Conduct of Business

The routine business of the GDR faculty shall be carried out through the Dean and Chair of the GDR, the GDR Steering Committee, and the other Standing Committees, operating under the mandate of faculty policy statements. The Steering Committee shall submit regular reports to the faculty and shall request faculty rulings when the matter before them is not covered by stated policy.
III. Election of the Chair of the Graduate Division of Religion

The Chair shall be elected from among the tenured members of the Graduate Division of Religion faculty, normally for a three-year term, during which time he or she shall be provided with one course release per year, also being released from committee service outside the GDR. The Chair may be reappointed for an additional two-year term. Supplemental compensation shall be provided, especially if the Chair is expected to work during the summer months.

Nominations for the position shall come from the faculty of the religion Areas to the GDR Steering Committee: each faculty member shall be invited to propose two names. From among these nominations, the Steering Committee shall, after consulting with the faculty persons in question to ascertain their willingness to serve, recommend two names to the Dean. The Dean shall select one of these nominees to chair the Division. Should the Dean approve neither nomination, the Steering Committee shall make a further nomination.

IV. Standing Committees of, or Relevant to, the Graduate Division of Religion

A. Election

Standing Committees shall be nominated by the Dean, in consultation with the GDR Chair and/or Associate Academic Dean, and elected by the faculty.

B. The Standing Committees

1. Steering Committee of the Graduate Division of Religion

The Steering Committee shall be composed of the Chair and the five faculty Conveners of the five Areas that make up the GDR. The Dean, the Associate Academic Dean, and the Director of Admissions and Placement shall serve as ex officio members of the Committee. The GDR Administrative Assistant shall provide support for the work of the Chair and Steering Committee, and shall ordinarily serve as Recorder at meetings of the Committee. The Committee shall meet approximately once a month. The Committee shall be the clearinghouse for discussion of all Division requirements—courses, comprehensive exams, etc.—with a focus on maintaining maximum flexibility and interdisciplinary exchange among Areas, while also honoring and protecting the integrity of Areas. The Committee shall help shape the agenda for Theological School faculty meetings as it pertains to the GDR, suggesting items for discussion and making proposals to the faculty that require a vote.

2. Committee on Academic Standing

The Academic Standing Committee of the Theological School shall include faculty and student representatives from the Graduate Division of Religion, and shall concern itself with monitoring the academic progress of the students in the Ph.D. programs as well as those in the masters programs.

a. Following the regulations on academic eligibility approved by the faculty (published in the Theological School Catalog and Daniel’s Directory), the Committee shall make decisions on student status: probation, dismissal, and readmission. The Committee shall also act on student petitions for exceptions to academic regulations or to modify degree requirements.

b. Membership. The Committee shall be composed of not less than three faculty at least two of whom hold membership in the seminary faculty and at least two of whom hold membership in the GDR faculty plus the
Registrar of the University, the Associate Academic Dean, the Chair of the GDR, and two elected representatives of the student body, one from the TSA and one from the GDR.

c. Chair. The Committee shall be chaired by the Associate Academic Dean.

3. Prospectus Committee

The Prospectus Committee of the Graduate Division of Religion shall be composed of faculty representatives elected by the Areas that make up the Division. The period of service on the Committee shall normally be two years. The Committee shall elect one of its members to serve as Chair. The Theological Librarian shall be an ex officio member of the Committee.

a. The purpose of the Committee is to review dissertation prospectuses submitted to it by students. Written guidelines for the preparation of the prospectus shall be available from the GDR Office, and students shall be required to adhere closely to them.

b. The Committee shall provide an assessment of the prospectus, with a formal evaluation (Approved or Resubmit). The student shall obtain the signature of the Dissertation Committee Chair prior to submitting the revised prospectus, and supply the entire Dissertation Committee with copies of the revised text. Even when the prospectus is approved, the assessment may contain suggestions for further development of the research. Suggested revisions of the prospectus are required in the case of a mandatory resubmission. The Committee Chair shall return the completed evaluation form to the GDR Administrative Assistant, who shall then send copies to the student and the Dissertation Committee Chair.

c. If the Prospectus Committee still does not approve a resubmitted prospectus, the prospectus shall be referred to the student’s Area. The Area shall formally review the prospectus and request further revisions if it deems it necessary. The student may proceed with the dissertation only if or when the Area has approved the prospectus. The Area shall report its decision to the GDR Administrative Assistant so that it may be entered into the student’s record.

d. The Committee shall meet once a month during the Fall and Spring Semesters, with the first meeting ordinarily held in September and the last in May. Students wishing to have their prospectus reviewed by the Committee in a given month should submit it to the GDR Administrative Assistant for circulation to the Committee no later than the first of the month.

e. Prior to submitting the prospectus, the student is required to meet with his or her entire Dissertation Committee (as distinct from meetings with individual members of the Committee) to discuss a full draft of the prospectus. This draft should be submitted to the Committee at least two weeks prior to the proposed meeting. The student shall be responsible for bringing to that meeting the prospectus approval form, available from the GDR Office, which the Dissertation Committee members sign to verify that the meeting has taken place, and if they are satisfied that the prospectus is ready for submission. The Prospectus Committee will not ordinarily
consider a prospectus when this requirement has not been met. In cases in which it is impossible for a Dissertation Committee member to be physically present at the meeting, his or her participation or input should be secured by other means (he or she should be invited to participate by conference call, or to submit comments to be a part of the discussion at the meeting). An e-mail from the absent member approving the prospectus shall suffice in lieu of a signature on the form.

4. Committee on Faculty
   The Theological School Committee on Faculty shall deal with all issues pertaining to promotion, tenure, three-year and senior reviews, and faculty accountability for the Graduate Division of Religion. See the Regulations of the Theological School for complete details.

C. Scheduling
   The administrative committees of the Graduate Division of Religion shall confine their meetings to the period beginning August 15th and ending June 15th. The only possible exception shall be the Committee on Academic Standing, which shall meet as soon as possible after the grades have been turned in (usually June) to review the second semester records of all students.

V. New Programs
   New programs for graduate study should originate in the discipline or disciplines concerned, before the faculty of the Graduate Division of Religion takes final action to approve or disapprove the proposed program. Final approval for a new academic program always rests with the President and the Board of Trustees.

VI. Student Participation in Governance of the Graduate Division of Religion
   The Graduate Division of Religion Student Association (GDRSA) is invited to send a representative to regular Theological School faculty meetings, to the Academic Standing Committee, and to other committees as deemed appropriate by the GDR Chair and/or Steering Committee. Further, the GDRSA serves a more general role in expressing and advancing student interests and concerns, and cooperates with the GDR Chair, Steering Committee, and other administrators for the benefit of students.

VII. Degree Courses and Requirements
   A. The Doctor of Philosophy (Ph.D.) degree is designed for students who, by ability and aim, will pursue prolonged intellectual activity that advances specific scholarly disciplines. Requirements for the Ph.D. degree are met by completing at least three years of full-time study, the first two of which are spent in course work completed by a series of comprehensive examinations. The third year is spent in dissertation research, preparation and writing. The requirements are:
      1. Completion of two years of course work (12 courses), with a grade point average of at least 3.1 for students entering before Fall 2009, at least 3.4 for students entering the GDR in or after Fall 2009. Students entering the GDR in or after Fall 2009 are also required to attend the GDR Interdisciplinary Colloquium during the first two years of course work.
2. Demonstration of a scholar’s reading competence in the foreign languages required by the student’s Area.
3. Completion of the comprehensive examinations.

B. The Master of Philosophy (M.Phil.) degree is offered to candidates who have completed all of the requirements for the Ph.D. degree except those relating directly to the dissertation.
   1. The M.Phil. degree is not awarded retroactively.
   2. The M.Phil. degree will not be awarded at the same time as the Ph.D.
   3. The M.Phil. degree will not be awarded as a matter of course. Upon recommendation of the Area, the Committee on Academic Standing must approve the student's eligibility to receive the degree; and the faculty must recommend to the President and the Board of Trustees that the degree be granted.
4. A Terminal Master of Philosophy (M.Phil.) degree may be conferred in all Areas if in the judgment of the Committee on Academic Standing a student’s doctoral candidacy is no longer sustainable.
   a. The student’s Area may recommend to the Committee on Academic Standing that the student be given terminal M.Phil. status.
   b. The Committee on Academic Standing may initiate the action itself in consultation with the Area and the student involved.
   c. The student may request the Area to recommend the action.
   d. Students given terminal M.Phil. status shall not be eligible to reapply for admission to a Ph.D. program in the Graduate Division of Religion.

VIII. Admission of Students

A. Notification
   All applicants whose folders are complete by January 1 shall be assured of prompt notification. Financial Aid and Scholarship decisions should be made in order to coincide with the letters of notification as closely as possible.

B. Language
   For students whose native language is not English, recent Test of English as a Foreign Language (TOEFL) and Test of Written English (TWE) scores must be submitted. The TOEFL score must be at least 585 (paper score) or 240 (computer score), and the TWE score must be at least 4. Scores no older than two years are accepted. Non-native English speakers whose primary language of instruction has been English may elect to submit GRE in lieu of TOEFL/TWE scores.

C. Master’s requirement for Ph.D.
   In order to be considered for admission to Ph.D. programs in the Graduate Division of Religion, applicants must have a Master’s degree in a relevant field, or the equivalent.

D. Unclassified Admission
   Students admitted to the Graduate Division of Religion are expected to have gained a broad mastery of fields pertinent to their graduate study. If, in the judgment of the Admissions Committee, a student’s record suggests uncertain or inadequate preparation, that student may be admitted as unclassified. The student’s academic record will then be
reviewed by the appropriate Area at the end of one semester’s course work. Thereafter, the student will either be classified as working toward a specific degree or will be asked to withdraw. In some cases, the Area may ask the student to sit for a special examination before the end of the first year in residence.

E. Graduate Record Exam (GRE)
The Graduate Record Examination (GRE) Aptitude Test is required of all students applying from within the U.S. and Canada, who are native English speakers. Scores no older than five years are accepted. To present a competitive application, a student should have a minimum score of 500 on both the quantitative and verbal sections and a minimum score of 4 on the analytical writing section.

F. Reinstatement/Readmission PolicyIf less than three years have elapsed since withdrawal, and the student was in good standing at the time of withdrawal, he or she may petition the Academic Standing Committee for reinstatement. Before submitting the petition, however, the student must first get the approval of his or her academic advisor. If there are concerns or questions regarding the student's status, the student shall be asked to submit a letter to the Committee on Academic Standing outlining previous academic work, future plans, and the basis for successfully completing the program. When more than three years have elapsed, the student must apply for readmission to the program through the GDR Admissions Office.

IX. Definitions of Student Status
A. All Graduate Division of Religion students must maintain enrollment in the Theological School until the completion of their degree program. To fulfill this requirement, each semester all matriculated graduate students must be either registered for course work, dissertation research, maintaining matriculation, or on an approved leave of absence.

1. Students registered for courses: While full-time status is strongly recommended for each student, circumstances may make less than full-time study necessary. The following definitions are given for academic purposes. NOTE: These definitions are not necessarily the same as those used by the Office of Financial Assistance.
   a. Full-time students carry 3 courses per semester. In rare instances a student may, with the approval of his/her adviser and the GDR Chair, register for four courses for credit in a given semester.
   b. Half-time students carry 2 courses per semester.
   c. Part-time students carry 1 course per semester.

2. Students in the dissertation year: Students registered for dissertation year (DISST 998 and DISST 999) are full-time students in each of the two semesters they are so registered, carrying 9 credits per semester. Students may not register for DISST 998 without an approved prospectus.

3. Maintaining Matriculation: [Note that numbers for Maintaining Matriculation categories are pending confirmation by the Registrar.]
   Graduate Division of Religion regulations require that all students in matriculated programs maintain enrollment until the completion of their degree program. To fulfill this requirement, each semester all graduate students who are not registered for course work or dissertation research must be either registered for maintaining matriculation or on an approved leave of absence. Students should register for maintaining matriculation statuses in sequence as they complete the
remaining requirements for their degree program. Most maintaining matriculation statuses are non-repeatable. In some exceptional cases, students can repeat certain statuses with the approval of the GDR Chair or Academic Standing Committee.

There are eleven different maintaining matriculation statuses (including both part-time and full-time versions of each), some of which can be repeated once. Ideally, however, students should not use them all, and cannot if they are to complete their program in the seven years allowed: these seven years include two years of course work, one year of dissertation work, and up to four years (8 semesters) of maintaining matriculation to complete comprehensive examinations and dissertation. Also, registration fees rise significantly when a student enters his or her fifth semester of maintaining matriculation.

Students require an adviser’s signature to register for all maintaining matriculation statuses. Additional signatures are also required for certain of these statuses, as detailed below.

a. Language preparation
Students who have been full-time while taking course work, but who cannot proceed with course work or the comprehensive examinations because they have not met the language requirement may be considered full-time students for no more than one semester while they maintain matriculation for a particular language preparation. Students who have been less than full-time during course work will retain the same status as they maintain matriculation, unless a change of status is approved by the Associate Academic Dean. Such approval may depend on submission of evidence that the circumstances which necessitated less than full-time study have changed, enabling the student to devote him/herself to a full-time schedule of study. The visa status of international students may be affected by such classification, as may the deferment of required repayment on federal student loans.

T P01F 001 MAINTAINING MATRICULATION., F.T., 1st LANG PREP. For Ph.D. students not registered for course work while preparing for the first language examination. Not repeatable. Full-time status.

T P02F 001 MAINTAINING MATRICULATION., F.T., 2nd LANG PREP. For Ph.D. students not registered for courses while preparing for the second language examination. Not repeatable. Full-time status.

T P01P 001 MAINTAINING MATRICULATION., P.T., LANGUAGE PREP. For Ph.D. students not registered for courses while preparing for the first language examination. Not repeatable. Part-time status.

T P02P 001 MAINTAINING MATRICULATION., P.T., LANGUAGE PREP. For Ph.D. students not registered for courses while preparing for the second language examination. Not repeatable. Part-time status.

b. Comprehensive exam preparation
Students may not register for comprehensive exam preparation until they have met all their course and language requirements. Students who have
been full-time while taking course work may be considered to be full-time students for two semesters while they maintain matriculation in preparation for comprehensive examinations; for these purposes the August examination period may be considered part of the prior spring semester and the January examination period part of the prior fall semester. In special circumstances (including but not limited to failing one or more of the comprehensive examinations), a student may be considered a full-time student for one additional semester upon approval of the GDR Chair, and for a second additional semester upon successful petition to the Academic Standing Committee. Students who have been less than full-time during course work will retain the same status as they maintain matriculation, unless a change of status is approved by the Associate Academic Dean. Such approval could follow on submission of evidence that the circumstances which necessitated less than full-time study have changed, enabling the student to devote him/herself to a full-time schedule of study.

T P03F 001 MAINTAINING MATRICULATION, F.T., COMP. EXAM PREP., 1st SEMESTER For Ph.D. students in their first semester of comprehensive exam preparation after courses and second language certification. Not repeatable. Full-time status.

T P04F 001 MAINTAINING MATRICULATION, F.T., COMP. EXAM PREP., 2nd SEMESTER For Ph.D. students in their second semester of comprehensive exam preparation after courses and second language certification. Not repeatable. Prerequisite: P03. Full-time status.

T P05F 001 MAINTAINING MATRICULATION, F.T., COMP. EXAM PREP. Additional Semester. GDR Chair’s approval required. In special cases for students in their third or subsequent semester(s) of comprehensive exam preparation after courses and after passing the second language. Repeatable once, by successful petition to the Academic Standing Committee. Prerequisite: P04. Full-time status.

T P03P 001 MAINTAINING MATRICULATION, P.T., COMP EXAM PREP., 1st SEMESTER. For Ph.D. students in their first semester of comprehensive exam preparation after courses and second language certification. Not repeatable. Part-time status.

T P04P 001 MAINTAINING MATRICULATION, P.T., COMP EXAM PREP., 2nd SEMESTER. For Ph.D. students in their second semester of comprehensive exam preparation after courses and second language certification. Not repeatable. Prerequisite: P03. Part-time status.

T P05P 001 MAINTAINING MATRICULATION, P.T., COMP. EXAM PREP. Additional Semester. GDR Chair’s approval required. In special cases for students in their third or subsequent semester(s) of comprehensive exam preparation after courses and after passing the second language. Repeatable twice, by successful petition to the Academic Standing Committee. Prerequisite: P04. Part-time status.

c. Dissertation prospectus preparation
   Students may not register for dissertation prospectus preparation until they have passed all their comprehensive exams. Ordinarily, students should
take no more than one semester to prepare the dissertation prospectus. However, a second semester of maintaining matriculation for students at this level is allowed upon presentation to the GDR Chair of a plan of study approved by the student’s adviser.

T P06F 001 MAINTAINING MATRICULATION., F.T., DISS PROSP. PREP., 1st SEMESTER
For Ph.D. students in the first semester of approved dissertation prospectus preparation or field research. Not repeatable. Full-time status.

T P07F 001 MAINTAINING MATRICULATION., F.T., DISS PROSP. PREP., 2nd SEMESTER. GDR Chair’s approval required. For Ph.D. students in the second semester of approved prospectus preparation or field research. Not repeatable. Prerequisite: P06F. Full-time status.

T P06P 001 MAINTAINING MATRICULATION., P.T., DISS PROSP. PREP., 1st SEMESTER
For Ph.D. students in the first semester of approved dissertation prospectus preparation or field research. Not repeatable. Part-time status.

T P07P 001 MAINTAINING MATRICULATION., P.T., DISS PROSP. PREP., 2nd SEMESTER. GDR Chair’s approval required. For Ph.D. students in the second semester of approved dissertation prospectus preparation or field research. Not repeatable. Prerequisite: P06P. Part-time status.

d. After dissertation year
These statuses are indicated as “after dissertation year,” and assume completion of DISST 998 and DISST 999. There are a maximum of four semesters allowed at this final maintaining matriculation level. After the first semester, additional approval from the GDR Chair or Academic Standing Committee is required; in each case, the student must present a satisfactory plan of study that has been approved by the dissertation director. Note that those students who successfully complete their oral defense before the first day of the Fall or Spring Semester can register for P11P for a minimal fee rather than maintain matriculation for the following semester in order to graduate.

T P08F 001 MAINTAINING MATRICULATION., F.T., AFTER DISSERTATION-YEAR WORK 1st SEMESTER. For Ph.D. students in the first semester after the dissertation year (DISST 998 and DISST 999). Not repeatable. Full-time status.

T P09F 001 MAINTAINING MATRICULATION., F.T., AFTER DISSERTATION-YEAR WORK 2nd SEMESTER. GDR Chair’s approval required. For Ph.D. students in the second semester after the dissertation year (DISST 998 and DISST 999). Not repeatable. Prerequisite: P08. Full-time status.

T P10F 001 MAINTAINING MATRICULATION, F.T., AFTER DISSERTATION-YEAR WORK 3rd SEMESTER. GDR Chair’s approval required. For PhD students in the third semester after the dissertation year (DISSTU 998 and DISST 999). Repeatable once, by successful petition to the Academic Standing Committee. Prerequisite: P09. Full-time status.

T P08P 001 MAINTAINING MATRICULATION., P.T., AFTER DISSERTATION-YEAR WORK 1st SEMESTER. For Ph.D. students in the first semester after the dissertation
year (DISST 998 and DISST 999). Not repeatable. Part-time status.

T P09P 001 MAINTAINING MATRICULATION., P.T., AFTER DISSERTATION-YEAR WORK 2nd SEMESTER. GDR Chair’s approval required. For Ph.D. students in the second semester after the dissertation year (DISST 998 and DISST 999). Not repeatable. Prerequisite: P08. Part-time status.

T P10P 001 MAINTAINING MATRICULATION., P.T., AFTER DISSERTATION-YEAR WORK 3rd SEMESTER. GDR Chair’s approval required. For Ph.D. students in the third semester after the dissertation year (DISST 998 and DISST 999). Repeatable once, by successful approval of the Academic Standing Committee. Prerequisite: P09. Part-time status.

T P11P 001 MAINTAINING MATRICULATION, P.T., AFTER DISSERTATION DEFENSE. GDR Chair’s approval required. For students who have already defended their dissertation, with only minor revisions required, and await the conferral of their degree. Not repeatable. Part-time status.

B. All students must either be enrolled in courses of study or must pay maintaining matriculation fees in order to be considered students in the Graduate Division of Religion who are proceeding toward a degree.

C. Withdrawal from the Graduate Division of Religion.
   1. A student who wishes to withdraw from the Graduate Division of Religion must submit a withdrawal form obtained at the Registrar’s Office. Students withdrawing must see the Associate Academic Dean to sign the form.
   2. Refunds are made only upon formal withdrawal and as indicated in the Graduate Division of Religion Catalog.
   3. A student who has withdrawn may be readmitted under III.F above. The reentry process is initiated in the Graduate Division of Religion Office by the student obtaining a reentry form from that Office.

D. A graduate student who wishes to enroll in another degree program at Drew shall formally withdraw from the Graduate Division of Religion program in which he/she is enrolled. The student may apply for readmission under VIII.F above, except that the maintaining matriculation fees will be waived.

X. Registration
   A. Procedure
      Registration is required of all candidates each semester on dates announced in the University calendar. Registration should take place in person or through Campus Web. No registrations will be accepted by telephone.

   B. Language Courses
      Normally, language courses will not satisfying course work requirements. However, in special cases, students may petition the Academic Standing Committee for permission to take a language course for credit. Such special cases might include, for example, study of relevant languages that go beyond and are in addition to those required by the Area.

   C. Tutorials
      Normally, only one tutorial per semester shall count as one of the three full-time courses. Normally, only two tutorials are allowed in the Ph.D. program.
1. Procedure for securing approval for a tutorial shall be as follows:
2. The student shall file a completed tutorial petition form in the Graduate Division of Religion Office, containing the requested details of the proposed tutorial and bearing the signatures of the proposed instructor and the student’s faculty adviser. The GDR Administrative Office shall then forward the petition to the Committee on Academic Standing.
3. Failure by the student to comply with this procedure at any point will mean loss of credit for the tutorial.
4. Tutorial petitions for the Spring Semester are due in the GDR Administrative Office by December 1. Petitions for Fall Semester tutorials are due in the Office by April 1.

D. Auditing
1. GDR students seeking to audit courses unofficially in the Theological School require the approval of the instructor and the Associate Academic Dean. Unofficial auditors do not register for courses, nor is audit credit entered in their permanent transcript record.
2. A spouse of a currently enrolled student may unofficially audit courses in the Theological School without charge, with the approval of the instructor and the Associate Academic Dean, and as space allows. Such auditors do not register for courses, nor is audit credit entered in their permanent transcript record.
3. In no case shall an auditor be allowed to displace a tuition-paying student.
4. If the student (or spouse) wishes to have the course recorded on his/her permanent transcript record, he or she must:
   a. secure permission from the instructor and the Associate Academic Dean to audit the course;
   b. register for the course as an audit;
   c. have the instructor certify to the Registrar that the requirements for an audit have been satisfied;
   d. pay the audit tuition (see the current Catalog for the charge).

E. Residence Credit at Other Institutions
1. Credit up to three courses for the Ph.D. may be given for courses taken at other graduate schools while the student is enrolled at Drew, if such courses are deemed essential to his/her program of study by the Area.
   a. The student must petition the Committee on Academic Standing to take such courses prior to enrollment.
   b. Such courses will be regarded as under the direction of the Graduate Division of Religion and as work done in residence.
2. This rule also applies to tutorials to be given by off-campus instructors. When such tutorials have been approved by the Committee on Academic Standing, the Chair of the Graduate Division of Religion shall send a letter of agreement to the instructor.

F. Advanced Standing
Ordinarily the Committee on Academic Standing does not honor a student’s request for advanced standing (credit transferred from other institutions) until the student has completed one year of full-time study (or the equivalent) and passed at least one language examination. Students are advised not to present requests for advanced standing until they have met these conditions.
1. Up to one semester (three courses/9 credits) of course credit may be given for previous work at graduate level in a student’s field on the recommendation of the Area concerned and with approval by the Committee on Academic Standing. Before making a recommendation to the Committee on Academic Standing, the Area should consider carefully not only whether the student’s previous work is appropriate for doctoral credit but also whether the student is likely to be sufficiently prepared to proceed to comprehensive examinations with less than 36 GDR-earned course credits. No student is guaranteed advanced standing and indeed advanced standing is normally discouraged, regardless of a student’s level of performance.

2. Any Area may recommend credit toward advanced standing for graduate courses (regardless of the degree earned) on a course-by-course basis. Normally, work undertaken for professional degrees such as the M.Div. or D.Min. degrees (or their equivalent) is not eligible for credit toward advanced standing unless the academic content of the courses is clearly demonstrated as appropriate for doctoral credit.

3. In the special case of transferring S.T.M. Credits to the Ph.D., note that:
   a. GDR candidates need to complete the S.T.M. before beginning a GDR program.
   b. A maximum of one semester (three courses/9 credits) of advanced standing in a GDR program may be granted on the basis of credits completed in the S.T.M. S.T.M. students, however, have no guarantee of advanced standing.
   c. Each Area may either a) designate courses not transferable for graduate credit, or b) individually evaluate S.T.M. candidates.
   d. Completion of the S.T.M. degree does not guarantee admission to the GDR Ph.D. program.

4. Students desiring credit for advanced standing must initiate the process by submitting to the GDR Administrative Office a written request supported by syllabi, transcripts, and other academic credentials as necessary (including, for example, copies of major papers written for the courses in question), which will then go to the Area for action, and finally to the Committee on Academic Standing.

G. Translation from One Degree Program to Another
   Translation from one course of study (Area or program) to another requires the approval of the receiving Area.

XI. Time Limits for Earning Each Degree
   A. All requirements for the Doctor of Philosophy degree must be completed within a period of seven (7) years.
   B. All requirements for the Master of Philosophy (M.Phil.) degree must be completed within a period of two (2) years after the completion of course work.

XII. Leave of Absence
   A. A student may take a leave of absence for a period not to exceed one year with the approval of the student's academic advisor and the Associate Academic Dean. In special cases, a second year of leave may be approved by the advisor and the Associate Academic Dean. A student requesting a leave of absence must meet with his or her advisor to seek approval before meeting with the Associate Academic Dean. Leaves of absence are ordinarily granted on only three bases: (1) physical illness, (2) mental or
emotional illness, or (3) extreme financial difficulty.

B. As the student pays no tuition or fees during a leave of absence, he or she is not entitled to use any of the resources of the University: library, faculty, housing, or grants-in-aid. Time spent in leaves of absence will not be counted as part of the seven-year time limitation for the Ph.D. Repayment for any student loans must begin in a leave of absence, by federal regulation.

XIII. Course Grades

A. The Grading System

1. Grades are given as letters including + or - as follows:
   - A+ Highest possible achievement
   - A Excellence
   - B Average
   - C Below average
   - U Unsatisfactory/Fail
   - I Incomplete (see E and F below)

2. Numerical equivalents are:
   - A+ = 4.33; A = 4.0; A- = 3.77
   - B+ = 3.33; B = 3.0; B- = 2.67
   - C+ = 2.33; C = 2.0; C- = 1.67
   - U = 0

3. Courses dropped between the end of the second and the end of the ninth week of classes are graded W (Withdrawn); courses dropped after the ninth week of classes are graded U.

B. Grade Requirements

1. Ph.D. candidates entering the program before Fall 2009 must have a GPA of at least 3.1, those entering in or after Fall 2009 a GPA of at least 3.4 [B+], and must manifest excellence at certain points in course work in order to (a) sit for the comprehensive examinations, and (b) undertake the dissertation.

2. Areas will review a student’s academic performance before approving the petition for the comprehensive examinations. The maintenance of the minimum required GPA, therefore, does not necessarily qualify the candidate to complete the doctoral degree inasmuch as the doctorate represents something more than an overall minimal performance.

3. Students who have not met the required average at the conclusion of the stipulated number of courses required for a given degree may not seek to meet the required average by taking additional courses without specific permission from the Committee on Academic Standing, in consultation with the Area.
   a. In evaluating a student’s standing, courses failed shall count as courses taken.
   b. Unresolved or permanent Incompletes shall be considered courses taken which did not meet Drew’s required standards.
   c. Students may retake a course when offered in which the grade of U was originally earned with the permission of the instructor and the Dean. The original and subsequent grades are both calculated in the grade point average. Courses with grades of C- or higher may not be retaken for credit.
C. Review of Candidacy

By the Areas:

Reviews of first and second year students in the Graduate Division of Religion shall be conducted by Area faculty and put in writing for communication with the student and entry in the GDR records. It shall be noted whether the student’s progress is excellent, satisfactory or not satisfactory, and specific areas of strength and weakness shall be identified.

By the Academic Standing Committee:

1. The candidacy of any given student whose record falls below the required averages or who fails to meet other standards of progress set by the Graduate Division of Religion (e.g., completion of the degree within the stipulated time limit) shall be reviewed by the Committee on Academic Standing.

2. The Committee shall ordinarily review such records as soon as possible following the conclusion of each semester. Review may also occur at other times.

3. The Committee is empowered to take the following actions relative to students who fail to meet the stipulated Grade Point Averages or other standards of progress: issue letters of academic warning (probation); in consultation with the student’s Area, recommend or require leaves of absence or withdrawal; enforce (or, where deemed warranted, grant limited exceptions to) the schedule for meeting the foreign language requirements. A letter of academic warning or probation notice serves as a warning to the student that unless the deficiencies noted in the letter are corrected, involuntary withdrawal from the program may result. It is not entered onto the transcript and it expires immediately upon the successful correction of the student’s academic deficiency (low GPA, excessive Incompletes, etc.).

4. The student, the GDR Chair, the student’s academic adviser, and the Area convener shall be notified of all actions taken with respect to a student’s academic status.

D. Failure to Maintain Required Grade Point Average

Students failing to maintain the required Grade Point Average normally will be dealt with as follows:

1. At the conclusion of the first semester in which a student’s average falls below the minimum required GPA, a letter of warning shall be issued; should the record be deemed seriously deficient, more stringent action may be taken. Should this occur in the semester in which the student would normally complete the course work stipulated for the degree, permission from the Committee on Academic Standing must be secured before additional course work is undertaken.

2. A student who fails to secure the required minimum average, or to demonstrate promise of excellence in some area of study, by the end of the semester following the first warning letter, may be advised or required to terminate his or her program.

3. A student whose average is deficient for a third semester normally will be required to terminate his or her program.

4. Normally, students allowed to undertake additional courses in order to rectify the Grade Point Average shall be expected to achieve good standing in no more than an additional full semester, failing which, they shall be involuntarily withdrawn from the program.
E. Incompletes

1. Students are expected to complete and submit all assigned work for a course no later than the end of the semester in which the course is taken.

2. In special circumstances, a student may request from the instructor of the course an extension of time for the completion of the work. If the instructor concurs, he or she should set an appropriate date for completion. The student shall fill out the Incomplete Request Form, have it countersigned by the instructor, and deliver it to the office of the Associate Academic Dean. Students should not request an Incomplete without having explored reasonable possibilities for completing the assigned work on schedule.

3. Requests for extensions must be initiated and settled before the end of the grading period (3 weeks after the end of the term). Exceptions must be approved by the Committee on Academic Standing.

4. Work left incomplete from the Fall Semester must be completed by April 15th. Work left incomplete from the Spring Semester must be completed by October 1st. Where work for a course has not been completed by those final dates, the instructor may submit a grade based on whatever work is in hand, with due deduction made for the work outstanding. In extraordinary circumstances, he or she may record a permanent I (Incomplete). After November 1st and June 1st respectively, any grades registered as Incomplete from the previous semester shall be converted automatically to U. Subsequent change of the grade will require the permission of the Committee on Academic Standing.

5. Students shall be limited to one incomplete per semester.

F. Submission of Grades

1. Grades for Graduate Division of Religion courses shall be submitted by the faculty no later than three weeks after the semester ends or by the deadline set by the University Registrar.

2. Where a student’s work is not completed by the final date for reporting grades and no process for an Incomplete has been initiated, a final grade shall be reported based upon the work submitted, with appropriate deductions for missing work.

XIV. Language Requirements

Candidates for the Ph.D. degree in the Graduate Division of Religion are required to demonstrate a scholar’s reading competence in the language or languages required by their Area. Unless noted, this demonstrated competence is not a prerequisite for admission into the program but may be attained during the course of the program, in accordance with the deadlines for completion of the language requirements (see Section XIV.B below).

A. Language Requirements by Area

1. Biblical Studies and Early Christianity

   Demonstrated reading competence at the appropriate level in the relevant ancient languages is a prerequisite for admission into the Biblical Studies and Early Christianity M.A. and Ph.D. programs. Proficiency in these languages is usually demonstrated by evidence of at least two semesters of prior course work in each language at a minimum of 3.0 grade level.

   Demonstrated reading competence in German and one of the following languages is also required: French, Dutch, Spanish, Italian, Swedish, or modern
Hebrew.

If another language of biblical scholarship is deemed 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 Committee on Academic Standing. This approval is contingent upon the availability of appropriate testing and grading resources.

2. Historical Studies

In Historical Studies, language requirements are necessarily tailored to the period and/or context of study. Students of Late Antiquity are required to demonstrate reading competence in two scholarly languages other than English and two ancient languages, typically Latin and Greek. Students of medieval Europe are required to demonstrate competence in medieval Latin as well as two scholarly languages other than English. Students of Wesleyan/Methodist Studies are required to demonstrate competence in two scholarly languages other than English. Students of American Religion and Culture are required to demonstrate reading competence in one language other than English.

Students in any specialty may pursue initial exams in German or French without petition. If another language is deemed 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 Committee on Academic Standing. This approval is contingent upon the availability of appropriate testing and grading resources.

Proficiency in ancient languages is usually demonstrated by evidence of at least two semesters of course work in each language at a minimum of 3.0 grade level.

3. Liturgical Studies

Demonstrated reading competence in two of the following languages is required: French, German, Latin, Koine Greek.

If another language is deemed 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 Committee on Academic Standing. This approval is contingent upon the availability of appropriate testing and grading resources.

4. Religion and Society

Demonstrated reading competence in two of the following languages is required: French, German, Portuguese, or Spanish. International students whose native language is other than English may use English as their second research language. They must, however, pass French, German, Portuguese, or Spanish before they commence their second year of coursework.

If another language is deemed 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 Committee on Academic Standing. This approval is contingent upon the availability of appropriate testing and grading resources.

5. Theological and Philosophical Studies

Demonstrated reading competence in both French and German is typically
If another language is deemed 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 Committee on Academic Standing. This approval is contingent upon the availability of appropriate testing and grading resources.

**B. Deadlines for Completion of Language Requirements**

1. A candidate for the Ph.D. cannot begin a second year of full-time study without having satisfied at least one of the language requirements. In exceptional cases, a student may take two additional courses (without petition), but no further exceptions shall be allowed.

2. Students cannot petition for advanced standing from courses taken elsewhere until they have passed at least one language examination.

**C. Additional Rights of Areas Pertaining to Languages**

By virtue of the important role played by linguistic competence in the various disciplines, a given Area may:

1. require competence in additional languages (e.g., Hebrew, Greek, Latin) and determine how such competence is to be demonstrated;

2. propose the examination texts to be used by candidates in its Area;

3. set an accelerated schedule for meeting language requirements, and determine its own sanctions for failure to meet this schedule;

4. require its candidates to achieve a higher level of competence in a foreign language or languages than that prescribed for the GDR as a whole, and determine the means by which such competence is to be demonstrated.

**D. Level of Proficiency Required in Language Examinations**

The candidate must be able to use the language as a dependable tool. A qualifying examination shall show understanding of the essential content of the passage at hand and shall avoid misconstruing the essential argument of the text being translated. No thought or idea is to be left out, added or changed. It is not required that the candidate demonstrate an ability to translate without error or write a polished translation; it is, however, expected that the translation will make sense in English and will show understanding of common idioms, grammar, syntax, and technical vocabulary appropriate to the candidate’s field.

**E. Language Substitution**

1. The initiative for substitution lies with the student, and the petition is addressed to the student’s Area. On recommendation of the Area and approval by the Committee on Academic Standing, a candidate may substitute another language, normally a modern language, for one, and only one, of the languages prescribed, when the faculty of the Area deems such a language especially relevant to the candidate’s program of study, including the dissertation.

2. Petitions for language substitution will be entertained only after a student has passed one of the required language examinations.

3. The following criteria will be the basis for the determination by the Area and the Committee on Academic Standing of the legitimacy of such petitions:

   a. the scholarly value of the proposed substitute language, that is to say:

   i. the importance of the subject matter for which the language will be
used in research; and

ii. the location of the literary corpus which is to be employed in such research;

b. the student’s knowledge of the proposed language;

c. whether the Graduate Division of Religion has funds to employ qualified scholars outside its faculty, when necessary, to supervise research in the substituted language.

4. Should the Area approve the student's petition for language substitution, it shall be responsible for appointing a qualified reader for the exam. (Should the result of the exam be disputed, the Area shall also be responsible for appointing a second reader.) The Area and/or the reader shall identify an appropriate text from which the passage for translation shall be drawn. The reader must be appointed and the text identified before the petition is sent on to the Committee on Academic Standing. The Area shall also be responsible for seeing that the Caspersen School staff overseeing the exam is provided with access to the text and/or passage for translation. The staff requires at least six weeks from the time the Committee on Academic Standing approves a language substitution to the date when the student sits the exam. The Committee shall notify the staff when a substitution is approved.

5. Should the student be petitioning to substitute his or her native language for one of the prescribed languages, and should that language meet the criteria stipulated in A.3 above, no examination in the language will be required. (English shall not be eligible for such substitution.)

F. Language Examination Procedures

1. Demonstration of a scholar’s reading competence in a foreign language is by written examination only.

2. One sitting of foreign language examinations will be administered four times a year, spaced so that there are no less than six weeks between sittings to allow for grading and further student preparation (normally August, October, January and April). These are announced in the University calendar. In special cases, at the discretion of the GDR Administrative Office in consultation with the Chair, examinations may be given on dates other than those officially set. Students must register for examinations at least four weeks before the scheduled date.

3. Lists of suitable texts for translation practice may be provided by individual Areas, at their own discretion. Sources from which examination passages are taken will not, however, be identified in advance.

4. The administration of language examinations and their grading will be the responsibility of the staff of the Caspersen School Office through April 2010 and thereafter the responsibility of the GDR Administrative Office, as follows:

   a. at least three weeks before the scheduled date, the Office will notify Area conveners of any students from their Area registered to take examinations in a given sitting;

   b. the convener will consult with Area members regarding suitable passages for the examinations and submit the passages at least one week before the scheduled date;

   c. the Office will reproduce passages for an examination;

   d. the Office will oversee the examinations;
e. the Office will send the examination papers to the readers, will record the results, and will notify students, advisers, the GDR Chair, and the Registrar.

5. Any printed translation tools may be brought to a language examination except previously translated practice examinations. Mechanical translation devices, cell phones, and briefcases may not be brought into the examination room.

6. Grading of language examinations will be done by members of the language departments of the College of Liberal Arts, chosen by the Chair of the GDR in consultation with the GDR Steering Committee, preferably persons who have not been involved in the instruction of graduate students. A grading rubric reflecting the required level of proficiency described above (XIV.D) shall be used by the reader; feedback—including specific examples—will be provided to any student who fails an examination.

7. Certification of successful completion, with a grade of B or higher, of language courses offered through the Princeton University Graduate School Summer Language Program or the CUNY Graduate Center Language Reading Program will be accepted as demonstration of a scholar’s reading competence in lieu of the examinations administered by the GDR. This certification should come directly to the GDR Administrative Office from the certifying institution. Students may petition their Area and the Academic Standing Committee for acceptance of certification from similar programs.

8. Failure of a language exam.
   a. A student who fails an exam may retake the exam without petition.
   b. On the third failure of a given exam, the GDR Administrative Office shall report the failure to the Convener of the student’s Area.
   c. The Area is then obligated to review the student’s status and to bring a recommendation to the Committee on Academic Standing such as the following:
      i. that the student be required to withdraw;
      ii. that the student will be involuntarily withdrawn from the program
      iii. that the student be permitted to take the exam a fourth time upon demonstrating an appropriate plan of action.
   d. If the student fails the fourth time, involuntary withdrawal from the program is automatic. However, if the Area is firmly convinced of that student’s scholarly potential, the Area may appeal the automatic involuntary withdrawal of student status and request the Committee on Academic Standing to approve a final retake. It states the grounds for this appeal in a letter to the Committee. If the Committee grants the retake, a member of the language faculty shall review the last failed exam. They may choose an appropriate alternative to the language exam, such as an oral examination on an assigned text conducted by a language instructor. Such an oral examination will be both thorough and comprehensive.

G. Non-Native Speakers of English

1. As English is the language of instruction in the Graduate Division of Religion, all students are expected to be fully competent in English as a condition of their acceptance and matriculation.
2. All non-native speakers of English are required to take field-specific English reading and writing competency examination prior to matriculating for the first semester of their graduate study. This examination shall be designed by the ESOL Coordinator in consultation with the student’s adviser. If the examination reveals deficiency, a program to address that deficiency will be formulated by the ESOL Coordinator, again in consultation with the adviser.

XV. Comprehensive Examinations: General Regulations

Once a student in a Ph.D. program of the Graduate Division of Religion has completed his or her coursework and fulfilled his or her language requirements, he or she then prepares to take a series of intensive examinations in major aspects of his or her field of concentration and in preparation for his or her dissertation research.

A. Procedure for Approval of Examinations

1. Preparation for comprehensive examinations begins with a conference between the student and adviser to discuss the topic of each exam and possible readers, and to clarify standards and expectations. (See Section XV.A.3.c below for guidelines regarding the selection of exam readers.) Subsequently, the student approaches the possible readers to determine their willingness to serve in this role and to discuss exam topics and bibliographies. (In the exceptional case of an external reader, the faculty adviser should make contact as well; subsequently, upon notification by the faculty adviser, the GDR Administrative Assistant will send a letter to the external reader with relevant information.) After these consultations, the student shall fill out a comprehensive examination petition form, appending the following:
   a. a framing statement of approximately 250 words locating the exam topics in the context of the student’s broad scholarly and teaching goals; note that if a student submits the comprehensive examination petition in two stages, each petition should include a framing statement and the second one should reference all four exams;
   b. descriptions of approximately 250 words and bibliographies of approximately 25 monographs (or the equivalent in chapters or articles) for each individual examination; in some Areas, description and/or bibliographies of disciplinary exams may be standardized but should still be included.
   c. names of proposed readers for each exam.

The form with appended descriptions and bibliographies, signed by the adviser, should be returned to the GDR office. Consult Section XVI below for Area-specific policies regarding the comprehensive examination requirements and petition process:

2. When the GDR Administrative Office receives the petition, it shall satisfy itself:
   a. that the student has met all of his or her language requirements;
   b. that he or she has met, or will meet, his or her course requirements by the end of the current semester.

Thus satisfied, it shall send the petition to the Area for approval.

3. Upon receiving the petition from the GDR Administrative Office, the Area shall satisfy itself:
   a. that the student’s academic record warrants the administration of the
examinations;

b. that the topics proposed for examination are appropriate to the Area and to
the student’s course of study and that the bibliographies are well-
researched and up to date;

c. that the proposed readers are appropriate to the topics and that they include
adequate faculty representation. No faculty member should read more than
three of a given student’s exams or be first reader on more than two; effort
should be made to include at least one non-Area faculty member as reader
of the interdisciplinary exam; and at least four faculty members should be
involved in the grading of the exams of a given student. Readers of exams
are typically GDR faculty. When deemed appropriate by the Area, affiliate
faculty or non-GDR faculty—the latter designated as an “Outside
Reader”—can be appointed as either first, second, or (when needed) third
reader of exams. In rare situations the Area may appoint affiliate faculty
or Outside Readers as both first and second readers of not more than one
exam

Thus satisfied, the Area shall forward the petition with its approval to the GDR
Chair (via the GDR Administrative Office) for final confirmation that the petition is
in conformity with GDR and Area requirements. If the Area is not prepared to
approve any aspect of the petition, it shall recommend changes to the student.

B. Area Responsibility for Examinations

Although an individual faculty member may compose a particular examination, an Area is
ultimately responsible for overseeing such exams. The Area should ascertain that its
examinations are appropriate to its programs and pedagogic goals, as well as the specific
time allowed for writing. If individually composed examinations are not reviewed by the
Area on a routine basis, they should at least be reviewed periodically. Examinations
composed by a faculty person outside the Area should be reviewed by the Area or its
representative(s) to ensure the exam’s appropriateness.

C. Scheduling of Examinations

1. Comprehensive exam proposals are typically submitted to the GDR Administrative
Office after the successful completion of course work and all required language
exams. In these cases, students may reserve exam dates with the GDR
Administrative Assistant upon submission of the proposal. These reservations are
provisional, to be confirmed or canceled depending upon whether the proposal is
approved by the Area.

2. In consultation with the student’s advisor, comprehensive exam proposals may be
submitted during the student’s final semester of course work, if language
requirements will also have been met before the start of the next semester. If and
when the proposals are approved, however, the student must wait to schedule exams
until their transcript shows that all required language exams have been passed and
all course work has been successfully completed.

3. Proctored comprehensive examinations shall be scheduled during certain weeks in
August, late October/early November, January, and April selected by the GDR
Administrative Assistant in consultation with the GDR Chair. Comprehensive
examination dates shall be filled on first come first served basis. Dates for take-
home examinations may be set at any time agreeable to the student and the writer of
the examination, and paper-format examinations may be turned in anytime during the examination year, which typically ends with the second August following completion of course work.

4. Once comprehensive exams have been scheduled, students may not reschedule them with less than two weeks notice and approval by the adviser and first reader.

5. The Areas should submit all written exams (whether proctored or take-home) to the Graduate Division of Religion Office at least a week prior to the examination date.

6. Ideally, all four comprehensive exam proposals should be submitted simultaneously. The Area has flexibility, however, to approve submission of petitions in two stages (with at least the two disciplinary exams being part of the initial proposal).

7. All four comprehensive examinations must be concluded within a period of fifteen months from the completion of coursework; under special circumstances, an extension of one semester may be granted by approval of the GDR chair, an extension of a second semester by approval of the Academic Standing Committee.

8. Any exam graded as Not Qualifying must be retaken within forty-five days.

9. Delays in completing exams may affect student status classification and therefore scholarship awards, visa eligibility, and federal loan obligations.

D. Administration of Examinations

1. The Graduate Division of Religion Office shall be responsible for administering the comprehensive examinations under guidelines approved by the faculty.

   a. Examinations may be handwritten or done on a laptop computer provided by the exam Proctor (ordinarily the GDR Administrative Assistant).
   b. Students may bring pens/pencils, watch/clock and snacks to the examinations. Nothing else is permitted except as specified in writing for a particular examination (e.g., a Greek-English New Testament; ordinarily such texts will be provided by the Proctor).
   c. A tablet for jotting down notes and any other necessary materials will be provided by the Proctor.
   d. Briefcases and cellular phones may not be taken into examination rooms.
   e. All computer disks will be provided by the Proctor. No other disks are permitted.

3. Time for writing examinations
   The established time for completion and submission of a given examination shall be clearly stated and strictly observed. No examination shall be accepted if it is submitted after the terminal hour announced. Areas should exercise care that examinations are appropriate to the time for writing specified in the examination slate.

4. Place for taking closed-book examinations
   All closed-book examinations, without exception, must be taken in rooms assigned by the GDR Office. If necessary, two or more students may be assigned to the same room. Students are expected to remain in the assigned examination area except for the necessary amenities.

5. Observance of regulations governing examinations
   Students are responsible for observing the regulations governing the writing of the comprehensive examinations, including the Standards of Academic Honesty. (See
Section XXI on “Academic Integrity”). Note that consultation with others is not permitted in the case of take-home examinations or paper-format examinations and will be considered a breach of academic integrity, with one exception, namely, proof-reading of paper-format examinations. If a proof-reader is consulted (whether a paid professional or a friend or family member), he or she must sign a statement verifying that corrections have been limited to minor mistakes of grammar, punctuation, or spelling and no help has been given with the content or structure of the exam or paper.

E. Grading Examinations

1. The Area is responsible for grading examinations in a timely fashion, ideally within two weeks for closed-book or take-home exams and four weeks for research papers, between August 15th and June 15th. Faculty member are not expected to grade examinations between June 15th and August 15th.

2. Two readers shall be appointed for each examination, and designated the first reader and the second reader. The first reader shall have primary responsibility for composing the examination. The examination shall be accorded one of three grades by the readers as follows: Qualifying (Q), Qualifying with Distinction (QD), or Not Qualifying (NQ). The criteria by which exams are evaluated are listed in the Sample Grading Rubric, located within the Guidelines for Taking Comprehensive Examinations (available on the GDR website). The criteria by which exams are evaluated are described on the Comprehensive Examination Grading Rubric available on the GDR website. The readers shall initially grade exams independently of each other but may confer subsequently. They may submit a single grade with a single set of merged comments; a single grade but two sets of comments; or two grades and sets of comments. In the latter case (two grades), the GDR Office will assign a single grade, based on the average of the two (QD, Q/QD, Q, NQ), unless one, but not both, of the grades is NQ, in which case a third reader will be consulted to decide whether the exam is qualifying or not. Third readers will remain anonymous and are not expected to submit comments. Students will receive one grade for each exam, together with any comments that have been submitted by the first and second readers; both grade and comments will come under the conjoined names of the first and second readers.

3. It is not necessary that the first and second readers agree that a qualifying paper be awarded a distinction or not. Once the student has completed all of his or her exams, if more than half the grades awarded by individual readers are QD, the Area may recommend to the Committee on Academic Standing that “Passed with Distinction” be recorded on the student’s transcript.

4. Each examination shall be treated as a separate unit with its own integrity. No pattern of excellence or of failure shall be read out of the examinations as a whole. The candidate must demonstrate competence in each examination.

5. With respect to each examination, failure to qualify will allow the candidate one additional opportunity to take the examination. In the case of paper-format exams, the student will be given specific guidelines for revising the paper; no further retakes will be allowed if the initial revisions are not deemed acceptable. With all other exam formats, the student may apply to his or her Area in writing for permission to sit for a second retake if he or she does not qualify with the initial retake.
retake. The Area shall decide whether or not to permit the second retake. The second retake may be administered in a different format, at the Area’s discretion. The Area shall report its decision on the student’s petition to the Committee on Academic Standing.

6. If the Area decides not to permit the candidate to sit for a second retake examination, or if the candidate fails the second retake examination, the Area can recommend that:
   a. the examination results qualify the candidate to receive a terminal M.Phil.;
   b. his or her connection with the Graduate Division of Religion should be terminated without any degree being awarded.

7. Announcement of examination results
   Although the Committee on Academic Standing oversees final approval of the results, readers' grades shall be made available to the student approximately two weeks after an exam. No report can be issued, however, until all grades have been received on an exam. When all of a student’s exams have been completed, the Area shall discuss the results and forward a report to the Committee on Academic Standing. If the examination results are not deemed strong enough cumulatively to indicate readiness to proceed to write a dissertation, the student may be recommended for a terminal M.Phil., even if he or she has received a qualifying grade for each individual exam.

XVI. Comprehensive Examinations: By Area
Comprehensive examinations, as indicated below, vary according to the Ph.D. candidate’s field of study within the Graduate Division of Religion. The exams are ordinarily taken at the completion of two years of residence coursework and the fulfillment of the language requirements. The subjects of the exams, chosen by the student in consultation with his or her adviser, must be submitted, with the endorsement of the Area, through the GDR Office for approval by the Committee on Academic Standing well in advance of the anticipated time of writing (see Section XV.A above for further details). GDR comprehensive examinations shall ordinarily be administered during four exam periods distributed throughout the academic year. At the appropriate time each year, the GDR Administrative Assistant in consultation with the GDR Chair shall select certain weeks in August, November, January, and April to be the designated exam periods.

The common template for comprehensive examinations in the GDR is as follows. Four comprehensive examinations are required of each candidate for the Ph.D.:
   two Area-based disciplinary exams, in formats that the given Area deems appropriate;
   one interdisciplinary exam, the format to be determined by a consultation between the student, the advisor, and the exam writer;
   one topical exam, which may be directly related to the student’s dissertation interests, in the format of a 30-35 page research paper.
Each Area has adapted this common template to meet the specific needs of its own programs and students.

A. Biblical Studies and Early Christianity
   1. The Area-based disciplinary exams
   The two Area-based disciplinary exams for both Hebrew Bible: Critical Issues in Biblical Literature, and Religion in Ancient Israel: Popular and Official, are as
follows:

The Literature of the Hebrew Bible;
The Religion and Culture of Ancient Israel.

The two Area-based disciplinary exams for New Testament and Early Christianity are as follows:

The Literature of the New Testament;
The History and Formation of Early Christianity.

All four are closed-book exams.

2. Length of time allowed for closed-book exams

All closed-book exams in the Biblical Studies and Early Christianity Area are six-hour exams, the intention being to create conditions in which the student shall have ample time to display his or her knowledge of the subject. Students shall, however, identify one or other of their two Area-based disciplinary exams as their major exam. More extensive preparation shall be expected for the major exam than for the minor one, and it may contain more questions.

3. The interdisciplinary exam

The format of the interdisciplinary exam is variable (e.g., closed-book, forty-eight hour take-home), and shall be determined by the first reader of the exam in consultation with the student. A range of options is also possible with regard to the content of the exam. It could be a matter of a Hebrew Bible/Ancient Israel student taking one of the Area-based disciplinary exams offered by New Testament and Early Christianity, for example, or conversely of a New Testament and Early Christianity student taking one of the Area-based disciplinary exams offered by Hebrew Bible/Ancient Israel. Or it could be a matter of the student taking one of the comprehensive exams offered by another GDR Area, or of him or her taking an exam outside the field of religion or religious studies altogether—e.g., in anthropology, literary theory, sociology, or women's studies.

4. Exam proposals

With their comprehensive exam petition form (see Section XV.A.1 above), Biblical Studies and Early Christianity students shall also submit proposals for their interdisciplinary and topical exams for approval by the Area and the Committee on Academic Standing. (No such proposals are required for the two Area-based disciplinary exams.) The proposal shall consist of 50-100 words for each exam. In addition to a clear description of the scope of the proposed exam and its potential value to the student, each proposal shall include the name of the proposed first reader. The student shall have consulted beforehand with the proposed first readers for both the interdisciplinary and topical exams and secured their agreement to write the exam or set the research paper topic. A policy of anonymity will be maintained for second readers, however. In other words, the student shall not ordinarily know the identity of the second reader.

5. The topical exam

When the student is ready to embark on the topical exam (which shall consist of a 30-35 page research paper, as stipulated above), he or she shall consult with the proposed first reader to develop a viable topic, proposal, and bibliography, and settle on an appropriate deadline for completion. Neither the first nor second reader shall read and comment on drafts of the paper prior to the final draft, however, so
that its production will be a true examination of the student’s scholarly capabilities.

6. Exam bibliographies
Students shall compile a bibliography of 30-40 works (books and significant articles and/or essays) for the Area-based disciplinary examination that they designate as their major one (see A.2 above). Students shall compile a bibliography of 20-25 works for each of the remaining three examinations. Students shall be encouraged to include in their bibliographies at least some items in the modern languages in which they will already have been examined. The bibliography for each exam shall be discussed with, and approved by, the proposed first reader. Following his or her approval, the bibliographies shall be submitted with the petition and proposals for the exams for the approval of the Area and the Committee on Academic Standing.

7. Petitioning for fewer than four exams
Students should be encouraged to petition for all four of their comprehensive exams together. The Area and the Committee on Academic Standing shall, however, have latitude to approve a petition for the two Area-based disciplinary exams only, the student deferring petitioning for the interdisciplinary and topical exams until a later date.

B. Historical Studies
After the completion of coursework and the two language exams, two closed-book examinations, an interdisciplinary exam, and a research essay are required. Working in consultation with his or her adviser, a student shall develop a proposal for the first three exams. That proposal should include a rationale and bibliography for each exam, and should be no longer than ten pages. The document is then submitted to the Area for approval. The research essay may be proposed at the same time, or at any time up until one month following the completion of the third exam.

1. The period exams
The student shall select two periods on which to be examined from among the following options:
   - Early Antiquity: From Christ to Constantine
   - Late Antiquity: From Constantine to Chalcedon
   - Early Medieval: From Augustine to 1054 C.E.
   - High Medieval: From 1054 C.E. to 1500 C.E.
   - Reformation and Post-Reformation: 16th and 17th Centuries
   - Modern Period: 18th and 19th Centuries
   - American: 17th and 18th Centuries*
   - American: 19th and 20th Centuries*
   - The 20th Century
     * Required for American Religion and Culture

2. The interdisciplinary exam
The interdisciplinary examination may address a discipline or sub-discipline outside History (e.g., feminist theology; social ethics; ritual studies; literary theory); a topic that straddles History and other disciplines (e.g., historiography); or a sub-field within Historical Studies (e.g., a theoretical or methodological topic, including a historical period/context, different from the student's primary expertise).

3. The research paper
A 30-35 page essay on the contemporary scholarly discussion that underlies a
central issue in the student’s prospective dissertation, including a survey of the historical antecedents of this discussion. The essay should not so much argue a thesis as define a field of discourse (although the definition of such a field of discourse may itself constitute a kind of argument, or set of arguments). The scholarly discussion or field of discourse mapped by the essay may be confined largely to one traditional academic discipline; it may engage an ongoing interdisciplinary exchange; or it may seek to open up new exchanges across disciplines. Overlap between the essay and the other three comprehensive examinations should be minimal. As in the case of the other examinations, a definite time frame for completing the exam is set at the time the examination topics are approved.

*The Wesleyan and Methodist Studies Concentration*

Three four-hour examinations and an extended research essay are required as follows:

1. The period exam  
   British and American Methodism, 18th-20th centuries.  4 hours
2. The Wesley exam  
   John and Charles Wesley approached in terms of either theological or historical studies.  4 hours
3. The options exam  
   Another figure, movement or topic within British or American Methodism, or a regional exam with the focus on the development of Methodism in Asia, Australia, Africa, Europe, or South America.  4 hours
4. The research paper  
   A 30-35 page paper which should be in an area closely related to the prospective dissertation. The essay should demonstrate the student’s capacity for original research and an awareness of the relevant primary and secondary resources. A definite time frame for completing the exam is set at the time the exam topics are approved. A comprehensive bibliographic essay should be attached as an appendix.

C. Liturgical Studies

Three six-hour closed book examinations and one research paper are required as follows:

1. The interdisciplinary exam  
   An interdisciplinary examination is understood to include disciplines within the Liturgical Studies field such as: Homiletics, Liturgics, and Music as well as disciplines taught by faculty outside the Area. First readers who are not Liturgical Studies faculty members may request an alternative exam format.
2. The period exam  
   Liturgical developments in one of the following historical periods: Early Christian, Medieval, Reformation, or Modern.
3. The figure or movement exam  
   One figure or movement of importance to liturgical or homiletical development chosen from options outside the Period examination.
4. The topical research paper  
   This 35 page research paper shall be the final comprehensive requirement. The paper research shall begin the semester immediately following the last examination
and the time limit for its completion is one semester. It should be relevant to the student’s dissertation interests, and demonstrate a critical and systematic analysis of a topic of significance in Liturgical Studies.

Further regulations specific to the Liturgical Studies Area and pertaining to comprehensive examinations:

1. A student may submit the proposal for the comprehensive examinations to the Area at the end of his or her final semester of coursework, presuming the successful completion of those courses. Failure to complete the coursework at the end of the semester will require a resubmission of the proposed examinations.

2. If a comprehensive examination is considered marginal on the basis on one of the answers being considered as Not Qualifying, but the rest of the exam is considered as Qualifying, the readers shall have the option of offering the student the opportunity to write a substantial essay (15–20 pages) in response to the given question. The essay shall be turned in for review no later than three weeks after the date on which the comprehensive exam was taken. If the essay satisfies the readers as meeting the requirement for a Q, then the final grade will be changed to a Q.

D. Religion and Society

1. There are four required exams in the Religion and Society Area:
   a. History and Theory Exam: An exam on the history and theory of the student’s area of concentration (6 hr closed book)--sociology of religion; psychology and religion; Christian social ethics.
   b. A Major thinker and/or a School of Thought: An exam relative to major figure(s) or a school of thought in the student’s area of concentration – For this exam, students should also be able to discuss the social and intellectual context of the figure(s). If a student chooses two figures, they will be expected to compare the figures. (6 hr closed book or 48 hr open book).
   c. Interdisciplinary Exam: An exam exploring the intersection between the student’s area of concentration and another field within R&S, or another discipline within GDR. Students may petition to include other relevant disciplines. (all formats).
   d. Topical Exam: A contemporary issue related to the area of the student’s concentration. In this exam, students are encouraged to be interdisciplinary in their approach. This exam may be directly related to the student’s dissertation interests (30-35 page paper).

2. There are four possible formats for the comps from which the student can choose (with certain limitations):
   a. A 6-hour closed-book exam
   c. A 3-hour oral exam.
   d. A 48-hour take-home exam.

3. Special notes
   a. Exam proposals should include a one-page doubled spaced statement and a bibliography.
   b. Only one of the exams can be an oral exam.
   c. The History and Theory exam can only be a 6-hour closed-book exam.
d. Taking an oral exam is not required, but it is recommended.
e. Students with special needs may petition the Area for exceptions to these comprehensive examination regulations.
f. In evaluating exams, faculty will be attentive to the format of the exam. For example, more extensive citations will be required in a take-home exam or a footnoted essay than in an oral or a closed-book exam.

E. Theological and Philosophical Studies
After the completion of course work and the two language exams, three written examinations and a research essay are required (see details under each concentration). Working in consultation with his or her adviser, a student shall develop a proposal for the first three exams. That proposal should include a rationale and bibliography for each exam, and should be no longer than ten pages. The document is then submitted to the Area for approval. The research essay may be proposed at the same time, or at any time up until one month following the completion of the third exam.

1. Theological Studies
   The concentration requires two six-hour examinations, an interdisciplinary exam and a research essay, distributed as follows:
   a. School, method or figure
      A method, school of thought, or figure that exemplifies a significant approach to theology within the modern period.
   b. Theological theme or doctrine
      The development of a theological theme or doctrinal issue pertinent to the student’s current interest will be traced through two historical periods and put in critical relation to contemporary theological discussion on that theme or doctrine.
   c. The interdisciplinary exam
      An exam on a theological figure, topic, or movement, focusing on the intersection and cross-fertilization of theology with another discipline, either within or outside the Area – e.g., philosophy, historical studies, biblical studies, ethics, liturgical studies, sociology or anthropology of religion, psychology, etc. The exam is to be constructed in consultation with faculty of that other discipline when possible. Interdisciplinary engagement with the natural sciences is also a possibility, given availability of appropriate faculty.
   d. The research paper
      A 30-35 page essay on the contemporary scholarly discussion that underlies a central issue in the student’s prospective dissertation, including a survey of the historical antecedents of this discussion. The essay should not so much argue a thesis as define a field of discourse (although the definition of such a field of discourse may itself constitute a kind of argument, or set of arguments). The scholarly discussion or field of discourse mapped by the essay may be confined largely to one traditional academic discipline; it may engage an ongoing interdisciplinary exchange; or it may seek to open up new exchanges across disciplines. Overlap between the essay and the other three comprehensive examinations should be minimal. As in the case of the other examinations, a definite time frame
for completing the exam is set at the time the examination topics are approved.

2. Philosophical Studies
The concentration requires two six-hour examinations, an interdisciplinary exam and a research essay, distributed as follows:

   a. Field and figure
   The history of a single field of philosophy approached in light of the work of one or more major figures in that field. Possible fields include: philosophy of religion, metaphysics, epistemology, hermeneutics, or ethics. The historical scope of the field within which the key figure or figures are set is from ancient Greece to the present.

   b. Period
   A single period in the history of philosophy: Ancient Greece through the 13th century; Renaissance through Kant; or Hegel to the present. The exam addresses theological and religious, as well as philosophical, issues, introducing into philosophical studies work from the other concentrations.

   c. The interdisciplinary exam
   An exam on a philosophical figure, topic, or movement, focusing on the intersection and cross-fertilization of philosophy with another discipline, either within or outside the Area – e.g., theology, historical studies, ethics, sociology or anthropology of religion, psychology, etc. The exam is to be constructed in consultation with faculty of that other discipline when possible. Interdisciplinary engagement with the natural sciences is also a possibility, given availability of appropriate faculty.

   d. The research paper
   As described above for Theological Studies.

XVII. Doctor of Philosophy Dissertation and Defense
A dissertation demonstrating the student’s ability to perform and creatively to interpret advanced research is an essential requirement of the doctorate. The student should expect that it will take at least a year of full-time work to research and write the dissertation. The student must register for two semesters of dissertation research (18 credits total).

   A. Formation of the Dissertation Committee

   1. The selection of a dissertation topic and preliminary definition and exploration of that topic may commence at any time in the student’s graduate program.

   2. After all comprehensive examinations have been passed, the student should discuss the proposed dissertation project with the faculty member (not necessarily the student’s current academic adviser) likely to be the Dissertation Committee Chair. The Chair must be a full-time member of the Graduate Division of Religion faculty.

   3. The Dissertation Committee shall have at least three faculty members. After the student and probable Dissertation Committee Chair have mutually chosen the other potential members of the Committee, the student should ask those who are members of the Graduate Division of Religion whether they are willing to serve. In the case where a scholar from outside Drew is proposed for membership on the Committee, it is the responsibility of the Committee Chair to initiate contact if and when the Committee is approved. If the external scholar accepts the invitation, the
Committee Chair shall inform the GDR Chair, who shall issue the official letter of invitation.

4. The student shall submit a completed Dissertation Committee form to the GDR Office, from which it is sent to the Area for action.

5. If the Area approves the proposed Committee, it shall be sent to the Dean for final approval. If the Area does not approve the proposed Committee, it shall recommend further discussion among the relevant parties. If problems arise at any point in the process, the student, or members of the Committee, may bring the matter to the attention of the Area or the GDR Chair and request assistance in solving the matter. Should such negotiations fail to bring about a resolution satisfactory to all parties, the Dean shall make the final decision on the membership of the Dissertation Committee. If, for any reason, a faculty member leaves a Dissertation Committee, the GDR Chair, in consultation with the Area and the student, shall make arrangements for a new reader.

B. The Dissertation Prospectus

1. The student shall develop a dissertation prospectus in consultation with the Dissertation Committee. The prospectus must follow the standards outlined in the “Guide for Writing the Prospectus” (available from the Graduate Division of Religion Office.)

2. The student is required to meet with the Dissertation Committee to discuss a full draft of the prospectus. At this meeting, it is also advisable to discuss how the student will interact with the committee members during the dissertation writing process. Following approval by the Committee, the prospectus shall be submitted to the Prospectus Committee for its approval. For full details on the requirement to meet with the Dissertation Committee and the procedures to be followed by the Prospectus Committee, see Section IV.B.3 above.

3. Should the Prospectus Committee return the prospectus to the student for revision, the student shall obtain the signature of the Chair of the Dissertation Committee prior to submitting the revised draft to the Prospectus Committee. The signatures of the remaining members of the Dissertation Committee are not necessary for resubmission. The student shall, however, supply the entire Committee with copies of the revised prospectus.

C. Writing the Dissertation

1. The student and the Chair of the Dissertation Committee, in consultation with the other members of the committee, should determine how they will interact during the dissertation writing process. For example, it may be decided that the Chair will review and comment on the student’s work chapter by chapter while the other committee members await a final draft; alternately, the entire committee may read and comment chapter by chapter. When a chapter is submitted, the Chair (and, if agreed, the other members of the committee) is responsible for getting back to the student in a timely fashion, ideally within four weeks during the academic year (August 15 to June 15). Faculty members are not obliged to read dissertations between June 15 and August 15, a period set aside for the purpose of study, writing, and course development.

2. The dissertation should be formatted according to the guidelines of The Chicago Manual of Style (Chicago: University of Chicago Press). The current edition is the
D. Final Reading and Oral Examination of the Dissertation

1. Three copies of the dissertation, in final form, contained in spring binders (borrowed from the Drew library), shall be submitted by the Ph.D. candidate to the GDR Administrative Assistant for the purpose of final reading and oral examination. The deadlines are set in the GDR calendar. The deadlines for May, August, and December graduations are set in the GDR calendar. Faculty time shall be protected from June 15 to August 15.

2. On receipt of the dissertation in final form, the GDR Administrative Assistant will forward copies to the Dissertation Committee.

3. A ballot will be attached to each copy of the dissertation in its final form. Each member of the Dissertation Committee must mark and return the ballot, stating whether or not the dissertation is ready for examination. If the Dissertation Committee reports two negative judgments, the dissertation will be considered not ready for examination. If the three members of the Dissertation Committee agree that the dissertation is ready for examination, and so indicate on the ballots provided, then the student shall proceed to arrange a day and time for an oral defense through the GDR Administrative Assistant. Once the date and time is established with the Committee members, the Administrative Assistant shall reserve a room where the defense will take place. If conference call technology is required to enable participation by an external reader, the Administrative Assistant shall also make the necessary arrangements.

4. A 350-word abstract of the dissertation shall be prepared by the candidate and submitted in three copies to the GDR Office no later than the time of the oral defense.

5. The Administrative Assistant shall provide the Chair of the Dissertation Committee with the Oral Examination Certificate used in an oral defense.

6. The members of the Dissertation Committee shall question the candidate on the dissertation, hear his or her defense, and reach a judgment by majority vote in accordance with the following schedule of evaluations:
   a. Pass
      Certain minor typographical and/or stylistic changes to the dissertation may be required.
   b. Pass with Major Revisions
      The dissertation is essentially sound and the candidate shows strength in its defense, but portions of it may need to be recast or more extensively elaborated. Such revisions must be approved by the Dissertation Committee.
   c. Pass with Distinction
      The Dissertation Committee may recommend to the GDR faculty that "Distinction" be recorded on the student's transcript.
   d. Fail
      Submission of a rewritten or new dissertation is permissible. This is a clear failure; however, the committee will advise the student how this judgment is to be construed in his or her case.
e. Final Fail
   No provision for resubmission is permitted.
7. Following a successful defense, the candidate shall meet with the Administrative Assistant regarding the final submission of the dissertation on at least 25% cotton fiber content or acid-free paper.

E. Further Customs of the Doctoral Defense
   1. The defense of a doctoral dissertation shall be open to members of the faculty of Drew University, to students of the Graduate Division of Religion of Drew University, and to whichever appropriate members of the public the candidate chooses to invite. With regard to invitations extended to the public, consultation with the dissertation advisor is recommended.
   2. The examining committee shall meet privately before and after the public defense—before, to review the candidate's academic record and to discuss the main questions to be put to the candidate and other matters of procedure; after, to determine the outcome of the defense. The candidate is not present at either of those meetings.
   3. It shall be at the discretion of each examining committee whether to permit questions to be put to the candidate from other members of the University faculty who are not on the examining committee.
   4. Under very special circumstances, on written recommendation of a Dissertation or Thesis Committee, the Dean is empowered to declare an oral defense private, in which case only the candidate and the Committee are permitted to attend.

F. Microfilming the Dissertation
   The contract with University Microfilms for microfilming the dissertation and including the abstract in Dissertation Abstracts must be signed and the fees for this service paid in order for the degree to be conferred.

XVIII. Policy Governing Retention of Student Records
The following is the policy of the Graduate Division of Religion with regard to the retention of student records:
   A. An academic folder shall remain "active" until the student has been graduated or withdraws. Then it shall become “inactive” and shall be stored for a period of an additional five years, after which it shall be offered to the University Archives.
   B. Comprehensive examinations shall be retained for one year after their disposition by the Committee on Academic Standing.
   C. Language examinations shall be retained for one month after their grades are reported to the student and the Registrar.
   D. Proposals and prospectuses shall be retained in a student's academic folder, as such shall be subject to the process outlined in A. above.
   E. Admissions folders shall be treated as follows. The folders of students who are accepted are given to the Registrar. The folders of those who do not enroll are returned to the GDR Admissions Office where they are retained for a period of three years. The folders of those who do enroll are retained by the Registrar for a period of five years. Thereafter parts of the folder are microfilmed and retained in perpetuity. The folders of students who are rejected are retained in the Admissions Office for a period of three years.
   F. All documents pertinent to financial aid shall be kept in the office of the Director of Financial Aid for a period of seven years.
XIX. Transcripts and Dossiers
A. Transcripts of Drew students and graduates are mailed to other schools or potential employers at student or alumni/ae request only when financial records are clear and no outstanding bills are owed the university.
B. For dossier needs, GDR students and graduates are advised to use Interfolio, a well-respected online credentials service. Interfolio offers a secure dossier service, acting as a third-party depository for letters of recommendation, writing samples, curriculum vitae, and other pertinent documents, for their clients. Upon request, Interfolio will deliver the dossier to the requested institution by either electronic or hard copy. Express delivery options are available. Clients are able to track the progress of their request, and confirm shipment of the documents.

XX. Appealing a Grade
A. Responsibility for Grades
The assignment of final grades for a course shall be the responsibility of the instructor in charge of the course.
B. Appeal of grades
A student who believes a final course grade to be in error, unfair, or inappropriate should take the following steps:
1. The student shall first seek to resolve the matter in conversation with the instructor of the course.
2. If after conferring with the instructor of the course the issue is still not resolved, the student should confer with the Area Convener, or with the GDR Chair, if the course falls outside the Area or if the instructor of the course is also the Convener of the Area. If the course is within the Area and the instructor is not the Convener, the Convener may confer with the instructor or convene a meeting of the Area faculty to consider the matter. If the instructor is also the Convener of the Area, the GDR Chair shall confer with the instructor/convener. If deemed desirable, the GDR Chair may convene a meeting of the Area faculty to consider the matter, either chairing the meeting or asking a member of the Area other than the Convener to chair the meeting.
3. If the matter is not resolved through the Area, or the course falls outside the student’s Area, the student may appeal to the GDR Chair with a request that the complaint be heard by the Committee on Academic Standing. If the GDR Chair deems that the matter cannot be otherwise resolved, he or she will forward the appeal to the Committee.
4. No complaining instructor or student who is party to the appeal shall sit as a member of the Committee while it is hearing the appeal.
5. A student appealing to the Committee on Academic Standing shall submit a written statement setting forth the reasons he/she believes the grade to be in error, unfair, or inappropriate. This statement shall be forwarded to the instructor, who shall submit a statement explaining the reasons the grade was given and why a change is not appropriate. The instructor’s statement shall be furnished to the student prior to the hearing. The Committee may require of both the instructor and the student copies of all documents it judges to be relevant to its deliberations.
6. The Committee shall invite both the student and the instructor to attend the hearing. The student and the instructor may be counseled, advised, and represented before the Committee by any Drew faculty member, administrator, or student who is not a member of the Committee and who agrees to serve. Using such representation is optional.

7. With the approval of the Committee, either party may invite Drew faculty members, administrators, and/or students other than the principals to make either written or personal statements to the Committee, provided their relevance to the issue can be demonstrated in advance.

8. In its conduct of the hearing and in its deliberations, the Committee shall seek to determine to what extent the issue is one of procedure in the treatment of a particular student, and to what extent the issue is one of substance, i.e., the evaluation of the quality of the student’s work.

9. After the hearing, the Committee, in executive session, shall determine its conclusions.
   a. If the issue is determined to be basically procedural, the Committee will decide whether the grade has been fairly assigned. If it decides that a change should be made, it may request the Registrar to do so. The Committee’s decision shall be put in writing and copies forwarded to the GDR Chair, the Area Convener, the student, and the professor.
   b. If the issue is determined to be basically substantive, the Committee may recommend that the instructor reconsider the grade in light of considerations that the Committee sets forth, or it may recommend that the GDR Chair appoint a panel of faculty to review the student’s work and recommend a grade. In the latter instance, work of other students enrolled in the course should be included in the review, if at all possible, in order to relate the work of the student under review to the instructor’s evaluation of the work of other students in the course. Such a review panel shall communicate its decision to the Committee on Academic Standing, which will make a decision and recommend a grade to the Registrar. This decision will be reported in writing to the instructor, his/her Area Convener, the GDR Chair, and the student.

10. The sequence of any appeal can be outlined as follows:
    a. to instructor
    b. to Convener
    c. to Area
    d. to Committee on Academic Standing and Curriculum

11. Time Limit
    Any appeal of a grade must be made within the semester immediately following its assignment.

XXI. Academic Integrity
    Standards of honesty in the academic world derive from the nature of the academic enterprise itself. Scholars use writing both to record and create knowledge, and students are invited into the academic enterprise through an intellectual conversation that occurs primarily in writing. Through contributing to this academic conversation, students develop their intellectual skills.
Since academic dishonesty violates the basic principles of the conversation, it cannot be tolerated under any circumstances. Accordingly, Drew University has established standards of academic integrity and procedures governing violations of them. These basic standards apply to all work done at Drew. Students are expected to study and comply with these principles as stated below.

A. Categories of Academic Dishonesty

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

**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 acknowledgment. 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.

**Duplicate Submission:** Submitting one 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 for more than one course or submitting material previously used to meet another requirement.

**Cheating on Examinations:** Cheating on examinations by copying material from another person or source or by gaining any advance knowledge of the content or topic of an examination without the permission of the instructor is another breach of academic integrity. In the case of take-home examinations, the guidelines under collaboration (below) apply; failure to follow those guidelines constitutes academic dishonesty.

**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. This includes attributing fabricated material to a real or fictitious source.

B. Basic Requirement for Acknowledging Sources

**Quotation:** All quotations, however short, must be identified as such. In written texts they must be placed in quotation marks or be clearly indented, and the complete source must be cited either in the text or in a footnote or endnote.

**Paraphrase:** Any borrowed material that is summarized, restated, or reworked must be cited as such, whether it is used in written or oral form. The paraphrased material must be clearly indicated by a signal phrase (including the author’s name) at the beginning and a page citation or footnote/endnote marker at the end. Students should take careful notes when reading and researching so that they properly acknowledge sources and produce them upon request. Lapse of time or substantial reworking of researched material does not eliminate the obligation to give due recognition.

**Collaboration:** If a student has collaborated with another person or group of people and used research data gathered by others or significant ideas developed in collaboration (via notes, conferences, conversations, e-mail communications, etc.) as part of a paper or assignment, the extent and nature of the contribution must be clearly indicated. Students collaborating on an assignment must give proper acknowledgment both to the extent of the
collaboration and to any team member whose specific ideas or words played a significant role in the development of the thesis, the argument, or the structure of the finished work. Unless a paper or assignment is collaboratively authored (and acknowledged as such), the presentation of the ideas, the interpretation of the data, and the organization of sentences and paragraphs should be original and should differ significantly from those in the papers or assignments of others who have collaborated on the research.

**Material in the Public Domain:** While facts and concepts borrowed from a source should be properly acknowledged, certain well-known facts, proverbs, and famous quotations are regarded as in the public domain and their source need not be cited. That the First World War started in 1914 does not require citation, nor does “To be or not to be” call for citation of its exact whereabouts in Hamlet. What constitutes “public domain” varies according to discipline; if in doubt, students should consult the instructor.

**Bibliography/Works Cited:** All sources consulted in preparing a paper or assignment are to be listed in the bibliography or works cited list, unless other instructions are given. While in some disciplines works listed in the bibliography may not necessarily be directly referred to in the paper or notes, all sources included in the works cited list must appear in the paper. Simply listing a work in the bibliography or works cited list does not remove the obligation to give due recognition for specific use in the body of the paper.

**Forms of Reference:** If individual departments or instructors require that a particular style be used for quotations, footnotes, endnotes, bibliographies, etc., students should be made aware of that requirement. For most theses and dissertations, students will be asked to follow the guidelines to be found in *The Chicago Manual of Style* (CMS), 15th ed. (University of Chicago Press, 2003) or the version of CMS in *A Manual for Writers of Research Papers, Theses, and Dissertations* (Turabian), 7th ed. (University of Chicago Press, 2007). Otherwise, for standard forms students may consult *The MLA Handbook for Writers of Research Papers* (MLA), 6th ed. (Modern Language Association of America, 2003) in the humanities, or the *Publication Manual of the American Psychological Association* (APA), 5th ed. (American Psychological Association, 2001) in the social sciences.

**C. Examples of Plagiarism**

The following examples, from Rebecca Moore Howard’s “A Plagiarism Pentimento” (*Journal of Teaching Writing*, Summer 1993), are provided to help prevent any misunderstanding. Please read and analyze them carefully.

**Source**


**Original Wording**

“Such ‘story myths’ are not told for their entertainment value. They provide answers to questions people ask about life, about society and about the world in which they live” (10).

**Misuse of Source (1)**

Specifically, story myths serve as answers to questions people ask about life, about society, and about the world in which they live, not for entertainment purposes.

**Comment**

This is an example of plagiarism as defined above (XXI.A). The student copied words and phrases from the original without acknowledging their source. Although the student has rearranged some phrases and made minor stylistic changes, this version still follows
the basic wording and structure of the original while the student repeats ideas as if they were his or her own.

**Misuse of Source (2)**

Davidson explains that story myths answer questions people ask about life, about society and about the world that we live in (10).

**Comment**

Less obviously, this example is also classified as plagiarism. Although the student cites the source of the ideas, he or she presents Davidson’s exact words as if he or she authored them. As is often the case in such plagiarism, where the words are changed, the changes render the material less clear (shifting from “people” to “we” for example).

**D. How to Avoid Unintentional Plagiarism**

Unintentional plagiarism is also a breach of academic integrity and may be punished accordingly. Unintentional plagiarism, also known as patchwriting, occurs when students depend too heavily on textual material to make a point rather than making the point themselves and using the text to support it. The second example of plagiarism above is an example of patchwriting; it may be rewritten in several different ways:

**Misuse of Source (2)**

Davidson explains that story myths answer questions people ask about life, about society and about the world that we live in (10).

**(a) Rewritten with Correct Citation**

Davidson explains that “story myths” answer “questions people ask about life, about society and about the world in which they live” (10).

**(b) Paraphrased**

As Davidson explains, the importance of “story myths” is in their relevance to the everyday lives of their readers (10).

**(c) Use of Paraphrase and Quotation in a Paragraph**

“Story myths” are powerful because they deal with phenomena that people cannot understand in any other way. As Davidson explains, story myths have direct relevance to the everyday lives of their readers by “provid[ing] answers to questions” (10).

**Comment**

In the rewritten version of the plagiarized sentence (a), the student has quoted all of the words that came directly from Davidson. Although this is an acceptable sentence, obviously such extensive quotation would not be acceptable throughout a research paper. In the sample paraphrase (b), the writer has maintained and correctly cited the essential idea in Davidson’s sentence, but the articulation of that idea is original, very different from the source. This is an example of an appropriate use of source material. In the final example (c), the writer has used Davidson’s analysis to support a point he or she is making about the role of “story myths,” and combined paraphrase and quotation to show how Davidson supports the assertion. This is the most common way to use source material in academic papers. Notice that in all three examples the writer introduces the source material with a signal phrase naming the author and marks the end of the use of that source material with a parenthetical page reference (a footnote or endnote would be equally appropriate). Although the exact method of citation varies across the disciplines, the purpose—to mark the beginning and end of material drawn from another source—remains the same.

**E. Policy on Academic Dishonesty**
The University holds academic honesty and scholarly integrity to be indispensable to genuine learning and true scholarship.

1. Breaches of academic honesty and integrity are inimical to the learner or scholar personally and are infringements of the mutual faith and trust essential to the academic enterprise.

2. Examples of such breaches are: cheating on examinations or papers; misrepresenting the nature and extent of one's research; offering work done by others as one's own; plagiarism--employing words and/or ideas originating with others without proper acknowledgment; improperly providing information, papers or projects to others; falsifying the nature or results of one's research.

3. It is the explicit policy of the Graduate Division of Religion never to accept the same paper for more than one course without the clear, written, and prior consent of all instructors involved.

4. Responsibility
   All members of the academic community, faculty and students, are obliged, by that membership, to report observed instances of presumed academic dishonesty to the Dean.

5. Sanctions
   a. Sanctions are provided for demonstrated breaches of academic honesty or scholarly integrity.
   b. Where dishonesty has been determined, sanctions may range from requiring an assignment to be redone, to automatic failure for a course, to dismissal from the University.

F. Procedures for Dealing with Alleged Academic Dishonesty

1. Instructors or others suspecting plagiarism shall report alleged cases of academic dishonesty to the Associate Academic Dean. Students should help to maintain the standards of the University by reporting all cases of academic dishonesty that they observe.

2. When a charge of academic dishonesty is brought, the Associate Academic Dean shall notify the student, and convene an Academic Integrity Committee. The Academic Integrity Committee shall be chaired by the GDR Chair and shall also include one faculty member from the Academic Standings Committee, the Convener of the student’s Area (these three constituting the voting members), the reporting instructor, the student's adviser, and, should the student desire it, one other person of the accused student's choosing, usually a member of the University community. When the GDR Chair is the student's adviser or the reporting instructor, the Associate Academic Dean shall chair the committee. Other substitutions or additions to the committee shall be made as necessary in the case of overlapping roles or possible conflicts of interest.

3. The student may request, and shall be granted, up to a week to prepare his or her response before being called before the Committee. In the first stage of the hearing, both the faculty member bringing the charge and the accused student shall be present and each shall make an oral statement to the Committee and answer any questions. At this stage, either may ask to address the Committee without the other's being present and will be granted the right to do so.

4. The student, the reporting faculty member, and the student's adviser shall be asked
to wait outside the room while the voting members of the Committee discuss the case, and any of the three may be called back into the room to answer questions. At the end of their deliberations on the case, the GDR Chair, the Academic Standings Committee member, and the student's Area Convener shall vote on the charge.

5. A decision of guilt or innocence shall be based on a preponderance of the evidence in the case. Other factors, however, such as any prior accusations or any mitigating circumstances, may be taken into account in the determination of the penalty.

6. In all cases, both the student and the faculty member bringing the charge may appeal the decision, as described below. All documents relating to the case shall be placed in the student’s file in the GDR Office, where they will remain so long as the file exists.

7. The procedures apply retroactively for dissertations accepted in good faith by the Graduate Division of Religion toward completion of a degree, but later suspected of being plagiarized in part or in full.

G. Penalties for Academic Dishonesty
The individual merits of each case are weighed by the Committee, which determines the penalty accordingly. The Committee considers the purpose both of the hearing and the penalty to be educational; penalties are determined with that in mind.

First Offense
The maximum penalty is a failing grade for the course or comprehensive examination and a suspension for one semester from the Theological School. Other penalties may include, but are not limited to, denial of some or all honors conferred by the University, and loss of credit for the assignment or the course. When the Committee finds that a violation has occurred, a letter stating the Committee's ruling will be placed in the student's permanent file in the Registrar's Office. Any such letters will be a part of the record in subsequent cases and appeals.

Second Offense
The maximum penalty is expulsion from Drew and/or the revocation of a degree issued by Drew.

I. Appeal Process

1. Decisions of the Academic Integrity Committee may be appealed only if new evidence has been found, or if the original hearing overlooked specific evidence, or committed procedural errors.

2. The GDR Steering Committee is the final appeals board for cases of academic dishonesty. The appeal, whether sought by the faculty member who brought the charge or by the student, must be submitted in writing. On the basis of the written appeal, the Steering Committee may decide to hear the case or to uphold the original decision if no new evidence has been presented, if no evidence has been shown to have been overlooked, and/or if no procedural errors have been shown to have occurred. Whatever its decision, the Steering Committee must provide reasons in writing to both parties. If the Steering Committee agrees to hear the case, it has the right to reverse the decision of an earlier hearing.

3. When any member of the Steering Committee believes he or she should not hear the matter under appeal because of a possible conflict of interest, that member may be excused.

4. During the hearing of the appeal, the faculty member who brought the original
5. Decisions will be based on a preponderance of the evidence and will be provided in writing to both parties.

XXII. Housing
[This section retrieved from Drew University’s Housing, Conferences and Hospitality web site on February 26, 2010. http://www.drew.edu/depts/hch.aspx]

Graduate and Theological Housing
A limited amount of housing is provided for full-time Graduate and Theological School students. Single students usually reside in single or double rooms located in suites or houses that have shared common areas, kitchens, and bathrooms. Small efficiency, large efficiency, one-, two-, and three-bedroom apartments are available for families and married couples. Student housing is not guaranteed for graduate or theological school students.

Coordinator
Mette Gomez
mgomez@drew.edu, (973) 408-3037

Living On Campus
Drew University provides a limited amount of housing for graduate and theological students in three different facilities; Green Villa suites, Tipple Hall and Wendel Hall. Since housing is limited, it is not guaranteed. Housing is available for both single and married students. The University will make every effort to satisfy the needs of each applicant within our policies but reserves the right to make final decisions regarding housing assignments. Do not plan to arrive on campus without a confirmed housing assignment!

How to Apply
Housing is available for:
- Students who have officially accepted admission into the University;
- Students who have paid an enrollment deposit and housing deposit;
- Students who are full-time and degree-seeking. A minimum of nine (9) credits per semester or maintenance and matriculation are required to qualify a student as full-time for the academic year.

To apply for housing, a student needs to submit a completed Housing Application and a $250 housing deposit to the Housing Office. There is no deadline for the application, but those received by mid-May for the fall semester and mid-November for the spring semester have a better chance of receiving an assignment than later applicants. Applicants will be matched to units according to University policies and capacity guidelines.

Housing Assignments
Housing assignments are made in conjunction with the Dean's Office of the appropriate school. Such factors as scholarship, date the application is received, degree program, and availability of
space are considered in assigning incoming students. Most housing decisions are made in June for the fall semester and in December for the spring semester. Most notifications are sent to students by July 15 for the fall semester and January 15 for the spring semester. If no housing is available by July 15 for the fall semester and January 15 for the spring semester, housing deposits will be returned to the students and applications withdrawn. If a student wishes to remain on the waiting list, he or she needs to re-submit an application and deposit after July 15.

**2009/10 Rates**

Unit: Academic Year, Semester, Month*

(9 months) (4½Months)

Single Student Housing (does not include telephone service, cable or internet connection)

- Single Room $7,048, $3,524, $783
- Double Room $6,664, $3,332, $740
- Commuter Room $3,632, $1,816, $404

Family Housing (includes basic telephone service, cable and internet connection)

- Wendel Small Efficiency $7,864, $3,932, $874
- Wendel/Tipple 1BR $9,550, $4,775, $1,061
- Wendel/Tipple 2BR $11,892, $5,946, $1,321
- Wendel/Tipple 3BR $13,806, $6,903, $1,534

Summer 2009 Rates

- Weekly: Single- $194, Double- $183, Commuter- $100
- Entire Summer: Single- $2,320, Double- $2,193

*Monthly figures are presented for comparison only. Housing is charged by the semester.

**Single Student Housing Units**

Furnished rooms for single students are available for either 9 or 12 months of the year. Students staying over the summer are charged a weekly rate. Drew also offers commuter space (at a commuter rate) for a maximum of three nights a week in 1 bedroom apartments shared with up to 3 students.

Bedrooms are furnished with a bed, dresser, desk, and chair for each student. In GreenVilla, common areas have dining and lounge furniture. Students must make individual arrangements for internet connection and telephone service (see “Telephones” section in Daniel’s Directory for details). In GreenVilla, internet, telephone, and cable tv service is provided in singles in Tipple and Wendel (2 single units).

**Family Housing Units**

Apartments are available for couples and families. Single students needing special accommodations may apply for small efficiencies as available. All apartments are unfurnished. Housing is very limited for families of four or more people. All units are assigned based on family size and the University's policy on capacity limitations. Basic telephone service, cable tv, and internet service are provided through Drew University. Family housing is available for the full year.
Only spouses, partners or dependents under age 18 may live in University housing with a
student. No more than two children may share a bedroom in a two- or three-bedroom housing
unit. If two children sharing a bedroom are under the age of ten, then they may be of the opposite
sex. If one child is ten or older, then he or she may only share a bedroom with another child of
the same sex. Children who reach their tenth birthday before July 1 will be affected by this
policy for the start of the academic year.

XXIII. Students with Disabilities
[This section retrieved from Drew University’s Disability Services web site on February 26,

General Policy
Drew University, in accord with the policies underlying Section 504 of the Rehabilitation
Act of 1973, the Americans Disability Act of 1990, and in compliance with the Association of
Higher Education and Disability guidelines, works to ensure that reasonable accommodations are
implemented for enrolled students with documented disability to function in the academic
environment. All admitted students are judged by the appropriate admissions officer to have the
ability to succeed academically, and all students are required to meet the same academic
standards. At the same time, the University recognizes that documented disability and potential
learning differences may require accommodations. We are committed to helping all students
develop fully and complete successfully their degree requirements.

Self-Identification
The University acknowledges that the decision to self-identify is a personal matter and
makes no pre-admission inquiry about candidate's disability.

If a candidate wishes to inquire about disability services offered by the University, a
confidential meeting with the Office of Educational Affairs may be arranged by contacting the
office at 973/408-3327.

Upon acceptance to a degree program and a minimum of one month prior to enrollment
in classes, admitted students are encouraged to discuss the nature of their disability with and to
submit documentation of their disability to the Office of Educational Affairs. Accommodations
can then be determined, thereby allowing students the appropriate resources to assist them in
achieving their academic potential at the start of their program of study. Admitted students
requesting accommodations are required to complete and submit a Self-identification form
(along with appropriate documentation) to the Office of Educational Affairs.

Please note: It is the student's responsibility to initiate contact with the Office of
Educational Affairs. Accommodations are not permitted on a retroactive basis.

Confidentiality
Information is released to University staff and/or faculty strictly on a need to know basis.

Please note: Any documentation voluntarily submitted to an admissions officer is not
forwarded to the Office of Educational Affairs. No action on documentation is taken until the
student requesting accommodations meets with the Office of Educational Affairs.

Support Services
The Office of Educational Affairs works to provide reasonable accommodations for students with disabilities so they can achieve their academic potential. The Office of Educational Affairs is available to meet with self-identified students on an as needed basis. Appropriate accommodations are determined and course instructors are informed accordingly. At the student's request, a meeting with course instructors will be scheduled on an as needed basis to discuss appropriate accommodations.

Among the reasonable accommodations provided to help enrolled students with disabilities meet the degree requirements are:
- Counseling services
- Peer tutoring
- Services of the Writing Center, staffed by peer tutors
- Note takers
- Examination accommodations
- Tape recorders
- Lap-top computers for in class use
- There are no charges for the aforementioned support services.

Guidelines for Documentation of Disability

The Office of Educational Affairs requires self-identified students to submit disability-related documentation from the appropriate licensed professional both to verify a self-identified student as having a disability and to determine reasonable disability related accommodations. The student is responsible for any costs associated with obtaining appropriate documentation of disability. If documentation submitted is deemed inadequate or incomplete to determine the extent of the disability and/or reasonable accommodations, additional documentation may be requested at the discretion of the Office of Educational Affairs. The student is also responsible for any costs associated with obtaining additional documentation.

The following should be considered when submitting documentation:
- Documentation must be from a licensed professional, qualified in the appropriate specialty area for which accommodations are being requested. Documentation for learning disabilities or AD/HD must include submission of raw test score data which may be needed if the University seeks a second professional opinion.
- Documentation must be less than three years old. However, the University may use discretion in the following cases: (a) documentation greater than three years old when it involves a permanent condition, or (b) conditions that will warrant more current documentation and/or more frequent updates in order to reflect a student's level of functioning most accurately.
- Documentation must include specific diagnostic information (e.g., DSM-IV multiaxial diagnosis, ICD diagnosis).
- Documentation must provide clear explanations of the current impact of disability on the student's ability to function in an academic environment. All functional limitations in such an environment must be clearly stated.
- Documentation must clearly state the reasonable accommodations being requested. In addition, the documentation must provide a clear rationale for each accommodation being requested. All accommodations are determined based upon the impact of disability on a student's academic performance.
- Documentation, as appropriate, must include investigation and discussion of the
possibility of dual diagnoses, behavioral, neurological, and/or personality disorders, which may confound a diagnosis.

- As indicated, documentation should discuss the impact of medication on the student's ability to function in an academic environment.
- As indicated, documentation should discuss the impact of other treatments on the student's ability to function in an academic environment.
- In some circumstances it may be warranted to provide accommodations on a provisional basis; for example, if adequate documentation has not been received and it has been established that a student has a disability but more current information on functioning is needed. Such decisions are made at the discretion of the Office of Educational Affairs on a case-by-case basis.

Some information adopted from:

**Contact Information**
Allison Leddy, Disability Specialist
Phone: 973/408-3962
email: aleddy@drew.edu
Fax: 973/408-3768

**XXIV. Theological School Grievance Policy**

[Introduction]

Drew Theological School has established the following grievance procedures to give the community a process with which to deal with matters perceived as unfair or discriminatory between individuals within the community. This policy is to be used in settling grievances involving faculty members, students, staff, and/or administrators who are part of the Theological School community. These procedures assume the principle that ways should be found to work out our differences fairly and amicably within our community and when possible without resorting to University procedures for dealing with misconduct or abuse of human rights. (Violations of the Sexual Harassment Policy are specifically excluded from this policy. That policy offers both an informal and a formal procedure already. The specific appeal of a grade is already cared for in our regulations.) In no case do the procedures listed below preclude the possibility that the grievant will take more formal action through University channels.

Individuals within the Theological School community who perceive that another member of the community has acted in an unfair or discriminatory way should request a meeting with that colleague in order to discuss the matter and express their concern. All members of the community are encouraged to attempt to resolve differences between themselves and others in
this manner.

**Informal procedure**

If the grievant has not reached a resolution through a direct conversation he/she may invite a third person into the conversation for an informal procedure of resolution. If a student or a staff person is involved, that person might be a dean. If both parties are faculty members the third party might be another faculty member--possibly someone from the Committee on Faculty. If either person is an administrator, the third person might be a faculty member or a dean. All parties to this conversation should agree to keep the conversation confidential. If either or both of the parties is not a native speaker of English, it may be helpful to have someone who speaks the native language present to help avoid miscommunication.

If a resolution cannot be achieved through this informal process, the grievant may decide not to proceed with the complaint or may begin the more formal grievance procedures below.

**Formal procedures**

While this is called the formal procedures, it does not move the situation out of the Theological School community into University policy. All people participating in these procedures are required to keep the information presented and the content of the conversations confidential.

First, both parties are asked to put in writing their own interpretation of the grievance. After the Dean of the Theological School has read these reports, the dean will request the two parties to sit together with the dean and attempt reconciliation. The goal of this meeting is to try to find the truth within the remembrance and through this rehearing of the details help the individuals reach reconciliation. Written material will not be saved from this meeting.

If reconciliation is not reached, the next step will be to gather a group of peers to hear the individuals involved. Again, the goal will be to resolve the issue within the community. While the group will have no authority to penalize anyone it is hoped that the wisdom of the group will help all to reach reconciliation. The group might include five people with two chosen by each of the two individuals involved. The fifth person could be a dean or a member of the Committee on Faculty at the request of the grievant.

This process does not exclude the grievant from access to University procedures at any time along the process, or at this stage, when these steps have been completed without an acceptable resolution. Nor is this policy to be construed to inhibit or prevent the grievant from reconsidering an informal resolution with the individual at any time in the process.

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**XXV. University Human Rights Policy**


**Drew University Human Rights Policy:**

*Policy on Discrimination, Harassment and Assault*

**PURPOSE OF THE POLICY**

The purpose of this policy is to guarantee to all members of the university community and their
guests and visitors equal educational and employment opportunity, access and benefits in an environment free from harassment, assault, intimidation, and discrimination of all kinds. The policy seeks to protect the atmosphere of trust and collegiality in the university community, to educate the community, and to provide students, faculty and staff who believe that they have been subject to harassment, discrimination or sexual assault with an effective and reliable process for seeking a remedy, while affording those accused of violations a fair opportunity to be heard.

**POLICY**

Discrimination in education or employment on the basis of any dimension of diversity as defined in the University Diversity Statement is prohibited. Therefore, each member of the University community is expressly prohibited from verbal or physical conduct that has the intent or effect of creating an intimidating, hostile, or offensive environment for living, working or learning. Sexual assault and attempted sexual assault are also prohibited. This policy applies to all members of the Drew community whether on campus or participating in a Drew-sponsored program off campus. Complaints of discrimination or bias against university policies and/or practices should be referred to the Affirmative Action/Equal Employment Officer.

**DEFINITIONS**

**Diversity**

Diversity encompasses multiple dimensions, including, but not limited to, race, culture, nationality, ethnicity, geographic origin, class, sexual orientation, gender, disability, age, and religion.

**Harassment**

Verbal or physical conduct that has the intent or effect of unreasonably interfering with an individual’s work or academic performance or that creates an intimidating, hostile, or offensive working or educational environment.

**Hostile Environment Harassment**

Includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent and patently offensive that it alters the conditions of education or employment, from both a subjective (the alleged victim’s) and an objective (reasonable person’s) viewpoint. The determination of whether an environment is “hostile” must be based on all of the circumstances. These circumstances could include:

- the frequency of the conduct;
- the nature and severity of the conduct;
- whether the conduct was physically threatening;
- whether the conduct was humiliating;
- the effect of the conduct on the alleged victim’s mental or emotional state;
- whether the conduct was directed at more than one person;
- whether the conduct arose in the context of other discriminatory conduct;
- whether the conduct unreasonably interfered with the alleged victim’s educational or work performance; or
- whether the statement is a mere utterance of an epithet which engenders offense in an
employee or student, or offends by mere discourtesy or rudeness:
• whether the speech or conduct deserves the protections of academic freedom.

Retaliation
Because this policy seeks to empower students, staff, and faculty to report and pursue a complaint whenever there is a violation of the policy, the University will sanction any member of the community who harasses or intimidates a person because of her/his participation in a complaint. Retaliation includes acts of reprisal, interference, restraint, penalty, discrimination, coercion or harassment—overtly or covertly—by a University employee or student against a person who uses the policy, including retaliation at any point during or after the process against a complainant or her/his friends or supporters, retaliation against a person complained against or her/his friends or supporters, or retaliation against a member of the Committee or a witness.

Sexual Misconduct

• **Nonconsensual sexual intercourse.** Sexual intercourse or penetration (anal, oral or vaginal) however slight with any object without effective consent;
• **Nonconsensual sexual activity.** Any actual or attempted non-consensual sexual activity, such as attempted rape, fondling, kissing, groping, touching another person’s intimate parts or compelling a person to touch his or her own or another person’s intimate parts without effective consent. Any previous social relationship between the perpetrator and the recipient of the unwanted sexual act, including a dating relationship or previous sexual involvement, does not diminish the severity of the act.

Effective Consent
Effective consent is informed, freely and actively given mutually understandable words or actions which indicate a willingness to participate in mutually agreed upon sexual activity. Consent may never be given by minors, mentally disabled persons and those who are incapacitated as a result of alcohol or other drug consumption (voluntary or involuntary) or those who are unconscious, unaware or otherwise physically helpless. Consent as a result of coercion, intimidation, threat of force or force is not effective consent.

Alcohol
If you have sexual activity with someone you know to be—or should know to be—mentally or physically incapacitated due to alcohol or other drug use, unconsciousness or blackout, you are in violation of this policy.
• Any time sexual activity takes place between individuals, those individuals must be capable of controlling their physical actions and be capable of making rational, reasonable decisions about their sexual behavior.
• This policy also covers someone whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of a so-called “date-rape” drug. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another student for the purpose of inducing incapacity is a violation of this policy.
• Use of alcohol or other drugs will never function to excuse behavior that violates this policy.
PRIVACY
All proceedings, documents, activities and meetings related to a specific complaint before the human rights Committee are private. Disclosure of any information related to a complaint by the complainant, person complained against, a Committee member or a witness in a complaint will be considered a violation of the human rights policy and will be subject to sanction.

FRIVOLOUS OR MALICIOUS COMPLAINTS
This policy will not be used to bring frivolous or malicious complaints against students, faculty or staff members. Disciplinary action under the appropriate university policy may be taken against any person bringing a complaint in bad faith.

FREE ACADEMIC INQUIRY
Academic freedom is central to the University's educational mission. All language and conduct that are pedagogically appropriate are protected by academic freedom and are not subject to sanction under this policy.

PROCEDURES
This policy provides both an informal process, designed for mediation and education, and a formal process which can lead to a recommendation of a sanction. Both processes are outlined below. A complainant who pursues the informal process may not, at the end of that process, decide to take the same complaint through the formal process except in two instances: 1) when no agreement can be reached, a complaint may be referred to a formal hearing; 2) if the agreement reached at the end of an informal process or mediation is violated, the complaint may file a formal complaint if she/he chooses.

PROCEDURES
1) Initial Interview
Someone who believes that she/he has been the object of a violation may request an interview with one of the co-chairs or with any member of the Committee. In that interview, the Committee member will:
• listen to the account of what occurred;
• give the person information about the Committee's policies and procedures;
• outline the person's options beyond that interview;
• if appropriate, set a second interview within five days.

2) Fact Finding
If the committee member first contacted is not a co-chair, that member contacts one of the co-chairs immediately after the first meeting with the complainant. The co-chair conduct an investigation to confirm the basic facts of the complaint as presented by the complainant (e.g. the student is enrolled in the course about which the complaint is brought or lives where and with whom he/she claims; an incident report was in fact filed as the student asserts; the staff members is supervised by the person complained against etc.) and to establish that there is reasonable cause to believe that a violation of the policy occurred. If further investigation is required later in the process of the complaint, the co-chair involved at this point, along with another co-chair will be responsible for that investigative process. Co-chairs who are involved in fact-finding and investigation cannot later chair a formal hearing on the same case.
3) Second Meeting: Determination of How to Proceed

A) The committee member originally contacted holds a second meeting with the complainant to hear how she/he wants to proceed. The committee member is prepared to present one of the following three assessments of the complaint to the complainant:

- A formal complaint would be appropriate;
- An informal procedure which aims at mediation or education would be appropriate; an informal process is never recommended for complaints of sexual assault or other forms of assault, attempted assault or physical violence.
- Pursuing a complaint is not recommended for one of several reasons: basic facts could not be verified; something clearly occurred but it doesn't fall under the purview of this policy; the university does not have jurisdiction over the person complained against. In some complaints, the committee member might refer someone to another process or body within the university (e.g. Academic Standing, Judicial Board)

B) The complainant decides what course she/he wishes to pursue. She/he can take up to five days to consider this decision unless an extension is granted. Before she/he decides whether to proceed, the complainant will be informed by committee member that her/his name will be revealed to the person complained against unless extraordinary circumstances of the complaint indicate that it would be dangerous to the complainant to do so.

C) At this point, the complainant decides whether to go forward with an informal or formal process. If the complainant decides to pursue a complaint, the Committee member gets a statement of the facts of the complaint from her/him. The statement is most often a narrative written by the complainant but it may be taped by the complainant or responses to questions recorded by the Committee member. The complainant chooses the means of recording the statement. By the end of this step, the Committee member will have a written statement signed by the complainant. If he/she chooses the informal process, he/she decides whether the complaint will be pursued through a mediation or through separate meetings between the co-chair and both the complainant and person complained against.

Absence of a Complainant
In the absence of a complainant or when the University sees a clear danger to the community at large, the University may act as the complainant in a formal process and is represented by the appropriate university officer.

INFORMAL PROCESS
The objective of the informal process is education about community standards of conduct, mediation, resolution of misunderstandings or cross-cultural misperceptions, and changed behavior. The informal process will not be used for complaints of sexual assault or other forms of assault, attempted assault or physical violence. The informal process does not lead to the imposition of a sanction. If no resolution can be reached at the end of an informal hearing or if the resolution agreed upon at the end of an informal process is violated, the complaint may be referred to the formal process. These are the only two instances in which an informal complaint may become a formal one.
4) **Contact Person Complained Against**  The co-chair contacts the person complained against, tells her/him the nature of the complaint and then arranges sequential meetings or mediation.

5) **Meeting or Mediation**

A) Meetings:

- Having read her/his statement and other information, one of the co-chairs of The Committee meets with the complainant to discuss the resolution of the complaint that she/he seeks (e.g. no further contact, no phone calls, no e-mails, stopping comments or harassment).
- The co-chair then meets with the person complained against and:
  - reports the complaint and explains that this is an informal process;
  - outlines the policies and procedures of the Committee and explains why the reported behavior could be a violation of the policy;
  - asks for a response from the person complained against, giving her/him the option of responding immediately or within five days.
- The co-chair seeks an appropriate resolution or change in behavior by the person complained against.

B) Mediation

- The co-chair arranges a mediation process for which the complainant and the person complained against are present.
- The co-chair seeks an appropriate resolution or change in behavior by the person complained against.

6) **Resolution**

The Committee co-chair records the resolution of the informal procedure and includes as part of this record the complainant's statement and any statement the person complained against wishes to include. The co-chair writes a letter documenting the resolution of the mediation to the person complained against and the complainant. If no resolution can be reached, the complainant has the option of requesting that the complaint be referred to a formal hearing.

7) **Non-compliance**

Non-compliance with the procedures of the Committee is in itself a violation of the policy. If the person complained against, refuses to respond to the informal hearing co-chair, that person may be referred to the appropriate sanctioning officer for his/her constituency for disciplinary action.

**FORMAL PROCEDURE**

4) **Contact the person complained against**  The co-chair contacts the person complained against and tells her/him the nature of the complaint, sets up a meeting within five working days, and follows up immediately with a letter which states the complaint (including names) and summarizes the complainant's statement. The letter should also include information on the policies and procedures of the Committee, the range of possible sanctions that can be recommended by the Committee, and a copy of the policy.

5) **Investigation**  All five co-chairs will be trained as investigators. Two of them will be jointly responsible for conducting an investigation before the formal hearing. A co-chair involved in
investigating a case may be not later serve as chair of the formal hearing but may be called as a witness.

6) Meeting The co-chair meets with the person complained against and:
   • outlines the specifics of the complaint;
   • outlines the policies and procedures of the Committee;
   • asks for a written response and a list of witnesses from the person complained against, within five days;
   • discusses a hearing date.

7) Preparation for Hearing The co-chair first identifies a hearing chair and, in consultation with that chair, sets a hearing date within twenty one working days of his/her meeting with the person complained against (i.e., the meeting in step 6). The co-chair confirms the date with the complainant and the person complained against and requests the names of both parties’ witnesses. Within one day, the co-chair has a letter delivered to both parties to confirm the hearing date and the request for names of witnesses. Within five days, both parties should provide the co-chair with the names and contact information of the witnesses they wish to have contacted.

Each party may bring to the hearing a supporter; the supporter will be a member of the university community, though exceptions may be granted at the discretion of the co-chair and hearing chair. The function of this supporter is to provide support for the person not advocacy. The name of the supporter should be provided to co-chair along with the names of witnesses. The co-chair and/or hearing Committee may also designate witnesses they wish to have present.

The co-chair prepares files for the hearing, including both parties’ statements and any other relevant information, which will be available to the hearing committee one day before the hearing. The co-chair contacts all witnesses and informs them of the time and date of the hearing and of their obligation, as members of the university community, to attend. Witnesses who for good reason (no longer at the university, away from the university on leave) are not able to attend may, at the discretion of the hearing chair, provide a written statement or, preferably, participate by phone. All witnesses will be informed that only information relevant to the complaint is sought not statements about the character of the person complained against or the complainant.

8) Hearing Committee Selection The hearing committee will be composed of five members and a non-voting hearing chair, i.e. one of the Committee co-chair. The co-chair selects, by rotation through the list of members of the full Committee, the members of the hearing committee for the complaint. The co-chair will make every effort to guarantee the impartiality of the hearing committee. Members of the Committee whose close connection to either the person complained against or the complaint suggest that they will not be able to serve impartially will be skipped in the selection process. Once the hearing committee members have been selected, both the complainant and the person complained against are shown the list; each may request, on the basis of demonstrable bias, that a member or members be removed from the hearing committee and replaced with another member of the same constituency.

9) Hearing Committee Membership Hearing committees consist of five voting members and a
non-voting hearing chair: two members each from the constituency of the complainant and the person complained against and one member selected from the third constituency. In the case of faculty-faculty complaints or staff-staff complaints, either party may request a committee composed entirely of members of their own constituency. In the case of student-student complaints, either party may request a hearing committee that does not include students.

10) Hearing The purpose of the hearing is for the members of the hearing committee, by listening to the parties and witnesses, to determine what happened and to make a recommendation on the basis of that finding. The hearing is an investigation by the hearing committee, not a trial; therefore, the hearing committee asks the questions etc. not the parties involved. The hearing committee has the right to limit witnesses, to ask for written statements instead of appearances. The hearing will be taped.

Present: Hearing committee 5 members + hearing chair); complainant and supporter; person complained against and supporter; witnesses (witnesses are only present for their own statements). Lawyers may not be present at the hearing; supporters of either party may not also be witnesses and may not speak in the hearing.

Hearing Procedures
A) At the beginning of the hearing, both the complainant and the person complained against make brief statements presenting any information or raising any issues they wish the committee to consider. The hearing committee may ask questions of both parties. Both parties may submit questions in writing to the hearing committee.

B) The committee members ask the questions and interview witnesses; each witness is in the hearing room only while she/he is being questioned by the hearing committee.

C) Both the complainant and the person complained against make a final statement. No further questions are asked after the two statements are completed; the chair has the discretion to allow the committee to ask further questions for clarification at this point.

D) Once the final statements are completed, the hearing committee deliberates. Only the hearing committee and the chair are present during the deliberations. The deliberations are not taped. The committee members have the option of asking witnesses to be available during deliberations or of dismissing witnesses, complainant and person complained against.

E) Formal rules of evidence will not apply to the committee deliberations. Information considered must, however, be relevant to the complaint; no character witnesses will be heard. Decisions will be based on a preponderance of evidence.

11) Recommendations The hearing committee can reach one of two conclusions:

A) The complaint is substantiated; events occurred substantially as the complaint describes them;

B) There is no basis for the complaint; events did not occur as described in the complaint.

If the hearing committee substantiates the complaint, the members agree on the level of sanction they wish to recommend to the appropriate sanctioning officer of the university. The committee should strive for unanimity both in findings and recommendation of sanctions, but where
unanimity cannot be achieved a simple majority will decide. The vote should be reported with the recommendation. The committee may also recommend appropriate redress for the complainant.  

12) Notice of Findings  
The complainant and person complained against should be notified of the hearing committee's findings orally at the end of the deliberations. Within two days, the committee also reports its findings and recommendation for sanctions by letter to the appropriate sanctioning officer of the university, a dean, or a vice president. Recommendations for sanctions against staff members should be made to the cabinet-level supervisor. A letter reporting the recommendation is also delivered to the person complained against and, where appropriate, to the complainant.

13) Imposition of Sanctions  
The hearing committee has the power to recommend but not to impose sanctions. Sanctions will be imposed by the appropriate sanctioning body. For faculty, the dean of the appropriate school will act on recommendations for further education or reprimands; for recommendations of severe sanctions, the Professional Conduct Committee will be convened; the Committee will confine its deliberations to assessing the appropriateness of the sanction. For students, the Dean of Campus Life will act on recommendations. For staff, recommendations will be acted on by the cabinet-level supervisor. The sanctioning officer will inform the hearing committee chair of what action was taken on the hearing committee's recommendation.

14) Appeal of Committee Findings  
A) An appeal by either the complainant or the person complained against will be allowed within seven days of the notice on findings on two grounds: procedural errors that could be outcome determining or significant new information that could have an impact on the outcome and that was unavailable at the time of the hearing.  
B) Appeals are filed with the Academic Vice President who will determine the validity of the appeal. If the Academic Vice President finds that the appeal is justified, a new hearing committee will be convened, chaired by a co-chair who did not chair the original hearing.

COMPOSITION OF THE HUMAN RIGHTS COMMITTEE  
The Committee will be composed of up to 45 members chosen by the constituencies they represent (e.g. CLA divisions, SGA) in consultation with the Committee members. The Committee will have 5 co-chairs, 16 student members (4 CLA plus 4 CLA alternates, 2 graduate students (GDR or CSGS) plus 2 alternates, and 2 theological students plus 2 alternates), 15 faculty members (8 CLA, 2 from each division, 5 theological school faculty and 2 library faculty), and 9 staff members (representing a diversity of staff positions). Members will serve for two year terms; half the membership will change each year. Members can serve consecutive terms.

Committee members can be dismissed by the constituency that elected them on the recommendation of a two-thirds vote of the entire Committee. Grounds for dismissal are: failure to fulfill obligations as a Committee member or to maintain privacy; being found to have violated the policy.

Co-Chairs  
The Policy will be administered and the Committee led by a committee of five co-chairs. Co-chairs serve for four-year terms and are selected from among faculty and staff members who have served a two-year term on the Committee in the last five years. Co-chairs
terms should be staggered; co-chairs may also serve more than one term but no more than three consecutive terms. A five member Committee is required so that a chair can always be found for a hearing even when conflicts of interest require a chair(s) to recuse her/himself from serving on a hearing. All co-chairs will be trained as investigators.

New co-chairs will be nominated by the committee of co-chairs. The nominee must be endorsed by a vote of a majority of the full Committee. At least two co-chairs should be faculty members.

**TRAINING OF THE COMMITTEE** All Committee members will be expected to attend a minimum of 8-10 hours of training annually. Committee members who have not been trained may not serve on a hearing Committee. If Committee members consistently fail to appear for training, their constituency will be notified and given the option of replacing them.

**RESPONSIBILITIES OF THE COMMITTEE** The Committee is responsible for: administering the policy; pursuing all complaints brought to the attention of any member of the Committee; maintaining records of all complaints; developing and implementing on-going educational programs for the entire campus community; developing and distributing educational materials related to the policy; reviewing and updating the policy as needed.

**RECORDKEEPING AND REPORTING**

The Committee files are private and are kept by the co-chairs and they alone have access to them. Files of the Committee are kept for seven years. Files should contain:

- All letters, documents and tapes from formal procedures;
- Final letter and statements from informal procedures;
- Minutes of business meetings (not confidential);
- Log maintained by co-chair of all contacts; Committee members report each contact to a co-chair even if no action results.
- Log by co-chair of calls;
- Yearly specific record of complaints including:
  - Person involved
  - Sanctions
  - Who served on the hearing committee

At the end of the year, the Committee should compile a report of its activity which is presented to the University Senate and made available to the university community. The report includes the number of complaints heard, the nature of the hearing (formal or informal), and the resolution recommended. All data are reported anonymously.

**XXVI. University sexual harassment policy**

[This section retrieved from the web site for the Dean of Drew University’s College of Liberal Arts on February 26, 2010. http://depts.drew.edu/cladean/SHP.htm#FOR]

The committee shall determine whether there has been discrimination as alleged, and be submitted in writing within five working days of the close of the hearing to the president and (if
appropriate) the Affirmative Action Review Board (for staff) or the full Professional Policies and Conduct Committee (for faculty). These bodies shall recommend sanctions to the president.

A student who believes himself or herself discriminated against by the University itself or believes that the University or some office, program, procedures or faculty thereof is not in compliance with the University’s human rights policy or applicable state or federal laws may lodge a complaint with the University Senate Affirmative Action Committee, the University Senate Committee on Student Affairs or the Affirmative Action Officer.

Sexual harassment, which has been considered tantamount to sexual discrimination under state and federal law, undermines the education and employment of the University. The purpose of this policy is to guarantee all students equal educational access and all employees equal employment opportunity in an environment free from sexual harassment of all kinds. This policy seeks to protect the atmosphere of trust and collegiality in the University community, to educate the community about sexual harassment, and to provide students, faculty and staff who believe that they have been sexually harassed with a reliable and effective process for seeking a remedy, while affording those accused of a violation a fair opportunity to be heard.

**DEFINITION**

Sexual harassment is physical or verbal conduct of a sexual nature which has the intent or effect of creating an intimidating or hostile educational or employment environment. Sexual harassment includes a range of behaviors specified below. Common to all of these is that non-compliance or objection by the person(s) being harassed carries with it an implied threat to an individual's employment or academic status or access and/or compliance carries an implicit or explicit offer of advantage or preference.

1) **Overt Sexual Advances**  Demands for sexual favors; pressure for sexual activity; physical molestation; sexual assault; coerced sexual intercourse or attempted rape.

2) **Other Verbal and Physical Conduct**  Behaviors in these categories are most often sexual harassment when they are frequent and repeated or when they continue after someone has asked that they stop.

A) **Harassment of an Individual**  Pinching and other inappropriate touching; rubbing and brushing against the body; remarks about an individual's body, sexuality or sexual preference; sexist remarks or humor directed at an individual.

B) **Harassment of a Group**  Sexist humor or jokes; use of derogatory, denigrating or belittling terms or stereotypic generalizations of a sexual nature; repeated differential treatment based on gender or sexual preference.

**CONFIDENTIALITY**

All proceedings, documents, activities and meetings related to a specific case before the sexual harassment committee are confidential. Disclosure of any information related to a case by the complainant, person complained against, a committee member or a witness in a case will be considered a violation of the sexual harassment policy and will be subject to disciplinary action.

**RETAIlATIoN**
This policy seeks to encourage students, staff, and faculty to express freely and responsibly their opinions and feelings about any problem or complaint of sexual harassment. Any act of reprisal, interference, restraint, penalty, discrimination, coercion or harassment--overtly or covertly--by a University employee or student against a person who uses the policy and procedures responsibly interferes with free expression and openess. This includes both retaliation against a complainant at any point during or after the process and retaliation against a person complained against at any point during or after the process. Accordingly, such acts violate this policy and require appropriate and prompt disciplinary action.

FRIVOLOUS OR MALICIOUS CHARGES
This policy shall not be used to bring frivolous or malicious charges against students, faculty or staff members. Disciplinary action under the appropriate university policy may be taken against any person bringing a charge of sexual harassment in bad faith.

FREE ACADEMIC INQUIRY
Academic freedom is central to the university's educational mission. Charges that would undermine free academic inquiry or expression will not be considered under this policy.

PROCEDURES

1) Initial Interview
Someone who believes that she/he has been sexually harassed may request an interview with any member of the sexual harassment committee. In that interview, the committee member will:
--listen to the account of what occurred;
-give the person information about the committee's policies and procedures;
--outline the person's options beyond that interview;
--if appropriate, set an appointment to talk again within five days.

2) Fact Finding and Consultation
A) Committee member calls one of the co-chairs and informs her/him that an interview has occurred and repeats the person's account.
B) The co-chair attempts to verify basic facts reported. No one checks at this point with the person complained against or with his/her department chair or supervisor.
C) The committee member and co-chair discuss the case and agree on the recommendation to be made to the person at the second meeting.

3) Second Meeting: Determination of How to Proceed
A) The committee member first approached holds a second meeting with the person and presents one of the following three assessments of the case:
--A formal complaint is appropriate;
--An informal procedure which aims at education is appropriate;
--Pursuing a complaint is not recommended for one of several reasons: basic facts could not be verified; something clearly occurred but it doesn't fall under the sexual harassment definition; not enough evidence to pursue a charge. In some cases, the committee member might refer someone to another process or body within the university (e.g. Academic Standing, Judicial Board)
B) Before she/he decides whether to proceed, the committee member will inform the complainant that her/his name will be revealed to the person complained against unless extraordinary circumstances of the complaint indicate that it would be dangerous to the complainant. The complainant decides what course she/he wishes to pursue. She/he can take several days to consider.

C) If the complainant decides to pursue a complaint, the committee member gets a statement of the facts of the case from her/him. The statement may be written or taped by the person or responses to questions recorded by the committee member. The complainant chooses the means of recording the statement. By the end of this step, the committee will have a written statement signed by the complainant.

**INFORMAL PROCEDURE**

4) **Contact Person Complained Against**
The co-chair meets with the person complained against and: --reports the complaint; --outlines the policies and procedures of the committee and makes it clear that this is an informal procedure; --asks for a response from the person complained against, giving her/him the option of responding immediately or within several days.

5) **Meeting**
The co-chair meets with the person complained against and: --reports the complaint; --outlines the policies and procedures of the committee and makes it clear that this is an informal procedure; --asks for a response from the person complained against, giving her/him the option of responding immediately or within several days.

6) **Resolution of Informal Procedure**
A) **Resolution by Agreement**
   6A) The person complained against agrees with the complainant's report of what occurred and says she/he was unaware of its impact and will modify the language or behavior complained about. At this point, even if the two accounts of events differ, the parties may agree that the complaint arose from a misunderstanding and that it need go no further.
   7A) The committee co-chair records the resolution of the informal procedure and includes as part of this record the complainant's statement and any statement the person complained against wishes to include. Letters are sent to both complainant and person complained against informing them of the resolution of the procedure.

B) **Resolution with a Committee Review**
   6B) The account of the person complained against does not agree with that of the complainant; they offer two different versions or interpretations of the occurrence. The committee member refers the complaint to an informal committee review. At this point, the person complained against should be cautioned/requested not to contact the complainant.
   7B) The committee co-chair convenes a review committee of three members not previously involved in the case. The complainant and the person complained against are expected to attend. If the person complained against refuses to cooperate with the committee in any way, the co-chair may ask a dean or supervisor to intervene. The committee may look at
evidence but witnesses should not be brought in. Minutes will be taken at the hearing.

8B) Both the complainant and the person complained against make brief statements presenting any information or raising any issues they wish the committee to consider. The review committee may ask questions of both parties. In its deliberation, the committee agrees on one of the following findings: --that the report has foundation. The committee recommends that the person complained against modify language or behavior or seek some further education in this area. --that the report is unfounded, or that there is insufficient evidence to confirm it, and that the conduct of the person complained against was acceptable professional conduct.

9B) After the hearing, the committee reports its finding to the person complained against and the complainant. The records are filed in the committee's files only. No appeal of the findings of an informal procedure is possible.

**FORMAL PROCEDURE**

4) Contact Person Complained Against
The committee co-chair contacts the person complained against; The chair tells her/him the nature of the complaint, sets up a meeting within 5 working days, and follows up immediately with a letter which states the complaint (including names) and summarizes the complainant's statement. The letter should also include information on the policies and procedures of the committee.

5) Meeting
The co-chair meets with the person complained against and: --reports the complaint; --outlines the policies and procedures of the committee; --asks for a written response from the person complained against, within several days; --discusses a hearing date.

6) Preparation for a Hearing
The co-chair sets a hearing date within seven working days of his/her meeting with the person complained against (i.e., the meeting in step 5). The co-chair confirms the date with the complainant and, then, within one day, delivers a letter to both parties to confirm the hearing date. At least four days before the hearing, both parties should provide the co-chair with the names of any witnesses they wish to have contacted. Each party may bring a supporter who is a member of the university community. The function of this supporter is to provide support for the person, not advocacy. The name of the supporter should be provided to the committee along with the names of witnesses. The hearing committee may also designate witnesses it wishes to have present. Documentation is available in a file for committee members to read.

7) Committee Selection
The hearing committee will be composed of five members and a non-voting chair. The co-chair of the sexual harassment committee who has not been involved in the proceedings to this point serves as chair of the hearing committee. The co-chair selects, by rotation through the list of members of the full committee, the members of the hearing committee for the case and informs them of the background of the case.

In all cases, both the complainant and the person complained against may request that one person
be removed from the committee and replaced with another member of the same constituency. In the event that the complainant does not want her/his constituency represented on the hearing committee, the chair should replace those members with members of the uninvolved constituency. Members of the sexual harassment committee with connections to the complainant (e.g. in their department) or the person complained against will be skipped in the selection process. The chair will make every effort to guarantee the impartiality of the committee.

A) Complaints against Faculty
When a faculty member is the person complained against, the hearing committee will consist of five voting faculty members. The hearing committee will also include two members of the constituency of the complainant (staff or students) who will have no vote but will be present, with voice, throughout the hearing and the committee deliberations. If both the complainant and the person complained against are faculty, the hearing committee will consist of five voting faculty members only.

B) Complaints against Staff Members
When a staff member is the person complained against, the hearing committee will consist of five voting staff members. The hearing committee will also include two members of the constituency of the complainant (faculty or students) who will have no vote but will be present, with voice, throughout the hearing and the committee deliberations. If both the complainant and the person complained against are staff, the hearing committee will consist of five voting staff members only.

C) Complaints against Students
When a student is the person complained against, the hearing committee will consist of three students, and two members selected from the two other constituencies. If both parties are students, four members of the hearing committee will be students and one is selected from another constituency.

8) Hearing
The purpose of the hearing is for the members of the committee, by listening to the parties and witnesses, to determine what happened and to make a recommendation on the basis of that finding. The hearing is an investigation by the committee, not a trial; therefore, the hearing committee asks the questions etc. not the parties involved. The committee has the right to limit witnesses, to ask for written statements instead of appearances. The hearing will be taped.

Present: Hearing committee; complainant and supporter; person complained against and supporter; witnesses (witnesses are only present for their own statement). Lawyers may not be present at the hearing; supporters of either party should not also be witnesses.

Hearing Procedures
A) Supporting documentation. Written statements are preferred; however if person complained against makes an oral statement, the complainant may respond.

B) At the hearing, both the complainant and the person complained against make brief statements presenting any information or raising any issues they wish the committee to consider. The hearing committee may ask questions of both parties. Both parties may
submit questions to the hearing committee.
C) The committee members ask the questions and interview witnesses; witnesses are not all in the room at the same time.
D) Each person can make a final statement.
E) Everyone except the hearing committee members leaves for the deliberations. The committee members have the option of asking witnesses to be available during deliberations or dismissing witnesses, complainant and person complained against.
F) Formal rules of evidence will not apply to the committee deliberations. Evidence considered must, however, be relevant to the charge.

9) Recommendations
The committee can reach one of four conclusions:
   A) It can substantiate the complaint finding that events occurred substantially as the complaint describes them;
   B) It can find that there is no basis for the complaint and that events did not occur as described in the complaint;
   C) It can find that there is insufficient information to substantiate or to refute the complaint; or
   D) It can find that the complaint is malicious or frivolous.

If the committee determines that sexual harassment has occurred, the members agree on the level of sanction they wish to recommend to the appropriate sanctioning officer of the university. The committee should strive for unanimity both in findings and recommendation of sanctions, but where unanimity cannot be achieved a majority of 4-1 can decide. The vote should be reported with the recommendation. Unanimity is required for a recommendation of severe sanctions. The committee should also recommend appropriate redress for the complainant.

10) Notice of Findings
Complainant and person complained against should be notified of the committee's findings orally at the end of the deliberations. Within two days they should each receive a letter reporting the committee's findings. The committee also reports its findings and recommendation for sanctions by letter to the appropriate sanctioning officer of the university, a dean, or a vice president. Recommendations for sanctions against staff members should be made to the cabinet-level supervisor.

11) Imposition of Sanctions
The committee has the power to recommend but not to impose sanctions. Sanctions will be imposed by the appropriate sanctioning body. For faculty the dean will act on recommendations for further education or reprimands; for recommendations of severe sanctions, the professional conduct committee will be convened. For students, the dean of students will act on recommendations for further education or reprimand; for recommendations to suspend or dismiss, a judicial board will be convened. For staff recommendations will be acted on by the cabinet-level supervisor. The sanctioning officer will inform the committee chair of what action was taken on the committee's recommendation.
12) Appeal of Committee Findings

A) An appeal by either the complainant or the person complained against will be allowed within seven days of the notice on findings on two grounds: procedural errors or significant new information.

B) Appeals are filed with the Academic Vice President who will determine the validity of the appeal. If the Academic Vice President finds that the appeal is justified, a new hearing committee will be convened, chaired by the co-chair who did not chair the original hearing.

COMPOSITION OF THE SEXUAL HARASSMENT COMMITTEE  The Sexual Harassment Committee will be composed of up to 42 members chosen by the constituencies they represent (e.g. CLA divisions, SGA) in consultation with the committee members. The committee will have two co-chairs, 16 student members (4 CLA plus 4 CLA alternates, 2 graduate students plus 2 alternates, and 2 theological students plus 2 alternates), 15 faculty members (8 CLA, 2 from each division, 5 theological school faculty and 2 library faculty), and 9 staff members (representing diversity of staff positions). Members will serve for two year terms; half the membership will change each year. Members can serve consecutive terms. Co-chairs serve for two years and are selected from among faculty and staff members who have already served a two-year term on the committee in the last five years; one co-chair is selected each year; co-chairs may also serve more than one term but no more than three consecutive terms. Co-chairs will be nominated by a nominating committee composed of the current co-chairs and one representative each of faculty, staff and students; these nominating committee representatives will be chosen by the representatives of each constituency currently serving on the sexual harassment committee. The nominee must be endorsed by a vote of a majority of the Sexual Harassment Committee. At least one co-chair should be a faculty member. Committee members can be dismissed by the constituency that elected them on the recommendation of a two-thirds vote of the entire committee. Grounds for dismissal are: failure to fulfill obligations as a committee member or to maintain confidentiality; being found to have sexually harassed a member of the community.

RESPONSIBILITIES OF THE COMMITTEE
The Sexual Harassment Committee is responsible for: administering the sexual harassment policy; pursuing all complaints brought to the attention of any member of the committee; maintaining records of all complaints; developing and implementing on-going educational programs for the entire campus community; developing and distributing educational materials on sexual harassment; reviewing and updating the policy as needed.

RECORDKEEPING
The committee files are confidential and are kept by the co-chairs and they alone have access to them. Files should contain:
--All letters and documents from formal procedures;
--Final letter and statements from informal procedures;
--Minutes of business meetings (not confidential);
--Minutes of informal hearings (confidential);
--Log maintained by co-chair of all contacts; committee members report each contact to chair even if no action results.
Log by co-chair of calls;
Yearly specific record of cases including:
   Person involved
   Sanctions
   Who sits on case
At the end of the year, the committee should compile a report for the cabinet, without names or specifics, of the number of cases heard and the resolutions recommended.