

THE DOCTOR OF PHILOSOPHY

Drew University Theological School

2019 – 2020



Purpose of the Handbook

This handbook is a guide for the **Doctor of Philosophy** degree of the Drew Theological School. It provides information and structure to facilitate moving through the program without excessive technical distractions. A handbook is issued annually to ensure that students have up-to-date information. If there is any contradiction between this handbook and the academic catalog of the Theological School published on the Registrar's website, the catalog dated to the student's semester of entrance takes precedence.

This handbook provides:

- A Quick View of key Ph.D. student expectations
- Requirements and timelines for the program
- Review of academic policies and processes most relevant to Ph.D. students
- A program planning checklist

In Seminary Hall and in virtual Drew learning spaces, you are invited to linger in the Forest even as you are always engaging contexts beyond Drew. The Theological School is a diverse, ecumenical, and open community that dares to pursue the love, wisdom, and justice at the heart of the gospel of Jesus Christ. It is our hope that this handbook will clarify your pathway to graduation and free your mind, body, and spirit for the deeply transformative work of theological education.

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Quick View of Student Expectations

√ Plan for each stage of the Ph.D.

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

√ Build your professional profile mindfully

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

√ Pay attention to Drew's deadlines and policies

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

√ Keep Drew informed

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

Quick View of Ph.D. Program Requirements

DEGREE REQUIREMENTS	NUMBER OF CREDITS
Required Course	
INTD 905 – Theories and Methods in the Academic Study of Religion	3
Electives	
Eleven courses from existing 600 and 700-level Theological School offerings as well as from Caspersen School programs with approval by advisor.	33
Languages	
GDR 800 - Language Exam Certification	none
Comprehensive Exams	
GDR 810 - Comprehensive Exam Certification	none
Dissertation	
GDR 820 - Dissertation Prospectus Certification GDR 998 - Dissertation Research I GDR 999 - Dissertation Research II	18
Total Credits	54

Completing the Doctor of Philosophy Program

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

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

Bible and Cultures

Explore the Bible's rhetoric, material and political contexts, interpretation, and ethics within diverse cultures and theoretical frameworks. Study of the Bible's representations of gender, sexuality, social status, the natural environment, group identity and cultural Others is conducted interactively with such contemporary resources as literary and cultural studies, postcolonial theory, gender studies and queer theory, ecological studies, racial/ethnic studies, and theological and pastoral studies.

Theology and Philosophy

Study philosophical, constructive, pluralist, comparative, and systematic approaches to theology and theological themes. These emphases, supported by the philosophical traditions of pragmatism, phenomenology, process, and poststructuralism, entail strong interests in ecology as well as sex/gender, social-political, and decolonial theory.

Religion and Society

Examine the role of religion and Christianities in relation to social processes and meaning, structures of oppression, and struggles for liberation and wholeness for individuals, communities, and the natural environment. Students engage cultural studies, psychoanalytic theory, sociology, Christian social ethics, religion and ecology, pastoral theology, liberative and feminist/womanist theologies, Latino/a religions, and Africana diasporic studies.

Although it is common for students to work with faculty members across the school, the faculty members who work in a student's area serve as advisors, prepare language exams, and approve comprehensive exams and dissertation prospectuses.

The Doctoral Studies Program Committee comprised of faculty across areas make decisions about the curriculum overall.

Coursework

In the first two years of the program, students complete 36 credits of coursework. Three credits are dedicated to a required course INTD 905 - Theories and Methods in the Academic Study of Religion, which is offered every other year in the fall semester. You will also select 11 courses (33 credits) in conversation with your academic advisor. Students make selections depending on their area of study and in order to ensure breadth and depth of study. The goal of coursework is to deepen your knowledge of the field and to begin to identify and solidify your particular areas of scholarly specialization. A regular load is three courses per semester.

Coursework is about exploration and widely surveying approaches to the study of religion and your area of study. While your coursework will prepare you for the intellectual work of the comprehensive exams, classes are not intended simply to deliver content for exams. Coursework is also a time to explore across areas of study. It is common for students to take multiple courses from professors outside their area.

Course Formats

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

600-level Courses

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

700-level Courses

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

Tutorials

A tutorial is an independent course of study. Tutorials provide an opportunity to immerse in a particular research area for one semester with a faculty mentor who has expertise in that area. In tutorials, students meet periodically with the instructor—typically, once every week or every two weeks. The type and extent of the work expected for the tutorial varies from professor to

professor. Students may only take one tutorial in any given semester and are limited to a total of two tutorials for the duration of their program. Ideally, you should think of tutorials as a way to fill a gap in your knowledge that is not otherwise met by regular coursework. For example, if, by your last semester of coursework if you feel as though you are still lacking in a particular area relevant to your research interests, you could develop a tutorial. Generally, tutorials should not take the place of regularly offered Ph.D. seminars or simply replicate the process of preparing for a particular comprehensive exam. To do a tutorial, students must fill out a Tutorial Petition Form. This form requires the submission of a completed syllabus for the proposed tutorial, indicating the schedule for meeting with the professor, the topics to be covered, texts to be read, and written assignments. This form is approved by the Graduate Academic Standing Committee. The proposal form is available on the Registrar's Office [webpage](#). The deadlines for tutorial petitions are indicated on the petition form.

Optional Transdisciplinary Concentrations

During coursework, Ph.D. students may elect to complete a transdisciplinary concentration in one of the following areas:

Africana and African American Religions and Cultures: Study the histories, cultures, religions, philosophies, aspirations, and achievements of African Americans and peoples of African descent in regions of the world that share a history of specific kinds of colonialism. Courses in this area have the designation AFAM in registration materials.

Religion and Ecology: Study the historical, philosophical, socio-political, and theological influences that have shaped the current planetary context and the array of contemporary global religious ecological voices and emerging eco-theologies. Courses in this area have the designation ECO in registration materials.

Women's and Gender Studies: Examine the diversity of women's experiences as they are informed by gender, class, race/ethnicity, sexuality, age, ability, social location, and cultural and national identity. Engage theoretical and methodological insights of feminist thought and gender and queer scholarship. Courses in this area have the designation WSTT in registration materials.

Wesleyan/Methodist Studies: Study U.S. and global Wesleyan/Methodist history, theology, practices, and organization. Courses in this area are from the catalog subject WESM.

In order to meet the requirements for an optional concentration, complete three courses with the appropriate designation (as noted above). You may also do focused work on the theme of the concentration in any course. One comprehensive exam should also focus on the area of concentration. Forms to verify a concentration and add it to the transcript can be found on the Theological School's Resources for Current Students [webpage](#).

Language Exams

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

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

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

Comprehensive Exams

After completing coursework and language exams, students move into the comprehensive exam phase. In the third year of the program, students complete four comprehensive exams that demonstrate capacity in disciplinary and interdisciplinary subjects as outlined by the faculty in your area of study. There are four comprehensive exam periods throughout the academic school year: August, October, January, and March. The last of the four exams is completed independently and submitted on a particular date chosen by the student and advisor. During the comprehensive exam phase, students are required to register for the comprehensive exam preparation courses listed under Maintaining Matriculation below.

Dissertation and Defense

The dissertation is an exercise that allows you to demonstrate expertise both in a content area and in the skill of academic writing. The dissertation is not your life's work. Rather, it proves to the academy that you are capable of performing "scholar." The best dissertation is a done dissertation. Everything you need to know pertaining to the dissertation may be found in the Drew Dissertation Handbook and Style Guide which you will receive upon completing your Comprehensive Exams.

Graduation

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

On the day before May commencement, the Theological School holds a hooding ceremony and graduation luncheon at which both Ph.D. and master's graduates are individually honored. Students are encouraged to invite their friends and families to this important celebratory moment. Graduates still process in the commencement ceremony the next day.

Professional Development Opportunities

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

Research Assistantships

A research assistant is hired to work with a particular professor on his or her current research or a special scholarly project. Responsibilities include library research, review of manuscripts, discussion of research topics, new course development, and other technical or conceptual tasks related to the scholarly enterprise. All first year students have the opportunity to serve as a paid research assistant, working 5-8 hours per week for 12 weeks of each semester. Additional research assistantships are available during subsequent years and summer terms on a case-by-case basis and dependent on faculty needs and student load. Students who already have GDR Internships usually are not eligible to serve as RAs at the same time. Research assistantships are arranged by the Office of Doctoral Studies.

Teaching Assistantships

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

Professional Internships

Ph.D. students in their second and/or third years are eligible to serve as GDR Interns at Drew University. Full-time internships require 10-12 hours of regular weekly work during the school year and pay \$10,000 in compensation. All positions are for one year, but are renewable to two years based on work evaluations and continuing institutional needs. Internships are designed around skills and experiences that enhance professional preparation for work in academic contexts, including writing tutoring, academic program coordination, communications, student services, or student ministerial and personal formation. Currently, the Theological School

supports GDR internships in the Theological Language and Learning Center, the prison education program (PREP), the Drew University Center for Global Education, the Journal of Feminist Studies in Religion, Craig Chapel, the Office of Vocation and Formation, the Theological School Community Garden, and the University Communications Department. The process for internship appointments is managed by the Office of Doctoral Studies. In the Spring of each year, students are invited to apply for internships that will be open in the next academic year. The administration makes appointments based on student applications, fair access to opportunities, and student professional capacities and goals.

Program Timeline

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

	Fall Semester	Spring Semester	Summer
Year One	Register for three courses (9 credits)	Register for three courses (9 credits)	Prepare for language exam; take exam in August

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

	Fall Semester	Spring Semester	Summer
Year Two	Register for three courses (9 credits)	Register for three courses (9 credits)	Prepare for second language exam; take exam in August (if you haven't already)

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

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

	Fall Semester	Spring Semester	Summer
Year Three	Register for Comp. Exam Prep 1 st Semester	Register for Comp. Exam Prep 2 nd Semester	Begin putting your dissertation prospectus together

	Fall Semester	Spring Semester	Summer
Year Four	Register for Dissertation Research I	Register for Dissertation Research II. Begin writing in earnest.	Continue to work on your dissertation

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

	Fall Semester	Spring Semester	Summer
Year Five	Register for After Dissertation-Year Work 1 st Semester	Register for After Dissertation-Year Work 2 nd Semester. Complete and defend your dissertation.	Graduate at the May Commencement!

Conference Opportunities

Transdisciplinary Theological Colloquium

The Transdisciplinary Theological Colloquium is Drew's signature conference. Each year the conference is centered around a unique theme that draws contributions from top scholars in related fields who, along with the conference attendees, spend the weekend in dialogue across disciplinary boundaries. Past conferences have focused on themes such as decolonizing epistemologies, a theology of eros, divine multiplicity, and more.

Institute for Ecstatic Naturalism

The Institute for Ecstatic Naturalism is a center at Drew University that probes and develops the school of thought called "Ecstatic Naturalism" that has been formulated by Drew's own Dr. Robert Corrington. Integrating American pragmatism, phenomenology, psychoanalysis, and German Idealism, Ecstatic Naturalism pursues an alternative metaphysic that argues that nature is all that there is, without an appeal to a supernaturalist entity or creator. The Institute puts on an annual Congress that explores Ecstatic Naturalism's robust engagement with critical topics such as immanence and transcendence; race and gender; and mind, semiotics, and symbols in nature.

GDR funded conference participation

Drew Ph.D. Students regularly present at the AAR/SBL national and regional meetings as well as other appropriate conferences each year. All students in the second through seventh years of their program are eligible for one conference reimbursement per year, and up to four reimbursements throughout their tenure in the program. Application deadlines and the amount of money available to each student is determined by the GDRSA executive committee each year.

Frequently Asked Questions

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

How long do I have to complete the program?

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

Who is my advisor?

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

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

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

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

Can I transfer credits into my degree?

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

Can I audit a course?

GDR students commonly audit courses, especially after completing coursework. To officially audit a course carries a hefty tuition charge. You can, however, unofficially or informally audit Theo School courses by permission of the instructor and without any charge. When unofficially auditing, you do not register for the course, nor is the course recorded on your transcript. If you wish to unofficially audit a course you must speak with the professor and obtain their permission to do so. Each professor will have particular expectations for your participation as an auditor. Generally, auditors are not expected to write papers and if you wish to participate in class discussion you are expected to have completed the assigned readings.

What happens if I miss class?

Students should stay in close contact with professors in the case of medical or other situations. Students are responsible for class attendance and for completing all assigned work. Faculty members are not obligated to review class material, give makeup examinations, or make special arrangements to accommodate absences. Faculty may indicate in the syllabus a maximum number of absences that are allowed before a student fails a course. Attendance via remote technologies (Zoom, facetime, etc.) is not equivalent to in person attendance. Attendance for classes scheduled to meet on campus should be in person. Watching a class recording does not substitute for attendance in either a synchronous online class or a class that has on campus and online components. Any exceptions must be proposed or approved by the instructor.

What happens if bad weather prevents me from getting to class?

Students are expected to attend class when the University is open. Long-distance commuting students should stay in close contact with the Professor in cases of inclement weather. The decision to cancel classes due to weather will be made by the University. To sign up for the University's emergency notification system or to view policies regarding snow closings, visit: <https://www.drew.edu/emergency/>. When the University is closed, all on campus classes are cancelled. Synchronous online classes (e.g. via Zoom) will be held unless announced otherwise by the instructor.

What should I do if I cannot complete a course?

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

There is an official default deadline of April 15 for Incompletes from the fall semester and of October 1 for Incompletes for the spring semester. On November 1 and June 1 each year, any Incompletes from the previous spring and fall semesters automatically change to U (which is equivalent to an F). Even one U can drag your GPA below the required grade point average and put you on the Academic Standing Committee's radar. If the committee deems that a student is carrying "excessive Incompletes" - which may be as few as two or three - the committee may place the student on a mandatory leave of absence. Note that students are not entitled to university housing during leaves of absence, and, by federal regulation, are required to begin repayment on student loans.

What resources are there to help me with my writing?

Located in the Vivian A. Bull Academic Commons in the Library, the [University Writing Center](#) (UWC), under the umbrella of the [Center for Academic Excellence](#) (CAE), provide services for students, faculty, and staff to strengthen their writing skills. While walk-in visits are welcome, appointments are encouraged and can be made to provide concentrated and intentional assistance. Appointments can be made by visiting <https://drew.mywconline.com/>. First time users will need to create a registration account to set up an appointment, preferably using their Drew email to sign up.

The UWC, in particular, is committed to helping students with their academic and professional writing in a friendly and respectful manner. It offers individual tutoring for writing, languages, and ELL; free writing and grammar workshops; thesis and dissertation support; and faculty writing support. The center strives to create an academic community of independent writers who are able to recognize strategies in order to improve their own writing.

When should I start developing comprehensive exam proposals?

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

When should I start thinking about my dissertation?

During your coursework, pay attention to areas of your field or particular research questions that animate your thinking or you feel particularly invested in. Research essays that you write in particular classes may form the basis of your dissertation research, or a particular theme may develop across your coursework. Use your comprehensive exams to deepen an area of study that may be related to your dissertation topic. It is common for students to research and write about topics that are different than the ones they entered intending to pursue. The coursework and comprehensive exam phases are an important part of clarifying and identifying your dissertation topic.

What financial assistance and scholarships are available to me?

All Ph.D. students in the Graduate Division of Religion receive 100% tuition scholarships plus a variable amount first year living stipend or named scholarship. First year students are guaranteed research assistantships; second and third year students are guaranteed at least one teaching assistantship and have priority for internships. Once positions have been filled by those to whom they are guaranteed, students may be offered other positions for which they are eligible. Students are encouraged to seek outside funding from organizations such as the [Forum for Theological Exploration \(FTE\)](#), [the General Board of Higher Education and Ministry of United Methodist Church](#), [the Louisville Institute](#), [the Woodrow Wilson National Fellowship Foundation](#), [the American Association of University Women](#), etc.

What additional fees do I need to be aware of?

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

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

I have an unpaid bill. Can I attend a course without registering?

Students are required to register for courses prior to attending them. Those who are not properly registered are not permitted to attend classes and cannot receive a grade. Student accounts must be current at the beginning of each semester. Registration requests received after the Registrar's deadlines are subject to a late registration fee.

How do I get accommodations for a disability?

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

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

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

Registration Status

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

Active

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

Continuous Registration (or, maintaining matriculation)

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

Language Prep

As needed:

GDR CR1F – LANGUAGE PREP 1ST SEMESTER
GDR CR2F – LANGUAGE PREP 2ND SEMESTER

Comp Prep

As needed:

GDR CR3F – COMP. EXAM PREP 1ST SEMESTER
GDR CR4F – COMP. EXAM PREP 2ND SEMESTER

By special approval:

GDR CR5F – COMP. EXAM PREP ADDITIONAL SEMESTER

Dissertation

Prospectus, as needed:

GDR CR6F – DISSERTATION PROSP. PREP 1ST SEMESTER
GDR CR7F – DISSERTATION PROSP. PREP 2ND SEMESTER

Required:

DIST 998 – DISSERTATION RESEARCH I

DIST 999 – DISSERTATION RESEARCH II

As needed:

GDR CR8F – AFTER DISSERTATION-YEAR WORK 1ST SEMESTER

GDR CR9F – AFTER DISSERTATION-YEAR WORK 2ND SEMESTER

By special approval:

GDR CR10F – AFTER DISSERTATION-YEAR WORK 3RD SEMESTER

GDR CR11F – AFTER DISSERTATION-YEAR WORK 4TH SEMESTER

Leave of Absence

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

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

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

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

Medical Withdrawal from a Semester

Students with personal emergencies that occur after the drop/add dates have passed may apply for a medical withdrawal from an entire semester. The student must provide documentation of the medical situation. Upon approval by the Associate Dean for the Theological School, the

student will be put on leave of absence and receive “W”s for all courses in the semester. Regular tuition refund policies apply to medical withdrawals as to leaves of absence.

Voluntary Withdrawal from the Program

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

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

Academic Standing

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

Good Standing

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

Warning or Probation

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

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

Required Withdrawal

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

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

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

Standards of Academic Integrity

Drew University Standards

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

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

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

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

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

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

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

Drew University Offices

Center for Academic Excellence

Rose Library, Vivian A. Bull Academic Commons (First Floor)

<https://www.drew.edu/center-academic-excellence/>

Campus Life and Student Affairs

Ehinger Center, Room 147

(973) 408-3390

stuaff@drew.edu

Financial Aid Office

Brother's College, Lower Level

(973) 408-3112

finaid@drew.edu

Student Accounts

Brother's College, Lower Level

(973) 408-3114

studentaccounts@drew.edu

Office of the Registrar

Brother's College, Lower Level

(973) 408-3025

regist@drew.edu

Graduate Academic Services

Seminary Hall, Room 29

Soren M. Hessler, Director

(973) 408-3410

shessler@drew.edu

Office of Doctoral Studies

Seminary Hall, Room 21

Meredith E. Hoxie Schol, Director

(973) 408-3452

mhoxieschol@drew.edu

Theological School Dean's Office

Seminary Hall, First Floor

Maxine Beach Suite, Room 102

(973) 408-3419

Javier Viera

Vice Provost and Dean

tsdean@drew.edu

Melanie Johnson-DeBaufre

Associate Dean for the Theological School and Graduate Curriculum

tsacademicdean@drew.edu

Tanya Linn Bennett

Associate Dean for Vocation and Formation

tsdeanvocform@drew.edu

Last Revised: 19 Aug 2019

Appendix 1: Bible and Cultures

Comprehensive Exams

Comprehensive Exam 1: Course Development

Develop a two-semester course titled *Introduction to the History and Literature of Ancient Israel and Early Christianity*. Each semester is 12 weeks in length with a Reading Week at mid-point. The course meets twice a week. The sessions are 75 minutes. The course may target either undergraduates or seminarians.

Students must submit the following:

- A. A brief statement (250-300 words) of your personal philosophy on the teaching of biblical literature. In other words, what are you attempting to accomplish in the biblical studies classroom? What are your pedagogic aims?
- B. A detailed syllabus complete with
 - a. A course description;
 - b. A list of 5-6 learning goals and expected outcomes;
 - c. A schedule of weekly topics, with
 - i. A 6-10 line paragraph introducing each text/topic;
 - ii. A list of weekly (reasonably-sized and level-appropriate) reading assignments, including the focal biblical texts, and both required and secondary sources;
 - iii. A list of 3-5 discussion questions for each class session that target both conceptual understanding and applicability;
 - d. A set of assigned student activities (quizzes, papers, presentations, etc.) and assessment rubrics by which you will evaluate your students' learning progress;
 - e. A course bibliography that includes both assigned and recommended collateral readings.
- C. A corresponding set of session notes
 - a. that gives an account of the unfolding of the semester's theoretical narrative, in other words, that demonstrates the logic of the course structure, that plots the evolution of the discussion, that articulates how the semester's work culminates in a particular set of understandings that you find to be the most valuable in the study of biblical narrative;
 - b. that includes the background sources that you will read in preparation to lead discussions of each major component of the syllabus (e.g., the Pentateuch or the Synoptic Gospels) and some reflection on why/how these will be helpful.
- D. A credit-hour calculation worksheet that charts student learning hours. (Worksheet will be provided).

While the syllabus in form, content, and pedagogical strategy, should be informed by prior coursework and TA experience, it should not recycle components from the syllabi of others. Submission of teaching materials will be followed by a one-hour oral examination by two biblical studies faculty.

Comprehensive Exam 2: Exegesis and History of Reception

At the beginning of a three-week exam period, the student will be given three texts/passages. They will choose one text from the list, produce 1) a critical translation, 2) a close exegetical reading, and 3) a study of some aspect of its cultural impact in the history of its reception. The exam essay should distill the significant scholarly insights on the text as well as attempt to demonstrate originality, creativity, and hermeneutical and methodological sophistication. The essay should be proofed, properly footnoted, and accompanied by a list of works cited.

Length: approximately 10,000 words (discounting the bibliography).

Comprehensive Exam 3: Interdisciplinary Exam

The student will propose an interdisciplinary or transdisciplinary topic and produce a publishable encyclopedia article. This essay should provide an informed and informative overview of the topic and, while not necessarily requiring an original argument, it should demonstrate a grounded understanding of the relevant thinkers, theories, contributions, and considerations pertaining to the topic. Subjects suitable for this exam may include the works of a particular theorist or theoretical movement; the genealogy of a concept from (an)other discipline(s); a cultural study (e.g., The Exodus narrative in African American culture[s], covenant in Puritan North American politics, the figure of Jesus in contemporary film, etc.) The essay should be proofed, properly footnoted, and accompanied by a list of works cited. While the essay may build on work produced during coursework, it should not simply be a recycled paper from coursework. Neither should it be an already published work, or a work accepted for publication at the time when the exam is submitted.

Length: 4500-5000 words (discounting the bibliography).

Comprehensive Exam 4: Dissertation-Related Exam

The student will propose a topic or text related to the dissertation and produce a publishable journal article. The article may have an exegetical or a methodological/hermeneutical focus, and must contain an original argument. It may build upon and/or apply (but not duplicate) theoretical, conceptual, or methodological work from exam #3 to texts, themes, and/or topics in the field of biblical studies. Alternatively, it can explore some completely different aspect of the dissertation work. The essay should be proofed, properly footnoted, and accompanied by a list of works cited. While the essay may build on work produced during coursework, it should not simply be a recycled paper from coursework. Neither should it be an already published work, or a work accepted for publication at the time when the exam is submitted.

Length: 7000-7500 words (discounting bibliography).

Appendix 2: Religion and Society

Comprehensive Exams

Required Examinations

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—e.g. sociology of religion; psychology and religion; Christian social ethics (48 hour open book).
- 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 hour closed book or 48 hour 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 the 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).

Examination Formats

There are four possible formats for the comprehensive exams from which the student can choose (with certain limitations):

- A. 6-hour closed-book exam;
- B. Footnoted essay of 30-35 pages;
- C. 3-hour oral exam;
- D. 48-hour take-home exam.

Special Notes

- A. Exam proposals should include a one-page double 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.

Appendix 3: Theology and Philosophy

Comprehensive Exams

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.

Theological Studies

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

School, method or figure

A method, school of thought, or figure that exemplifies a significant approach to theology within the modern period.

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.

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.

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.

Philosophical Studies

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

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.

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.

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.

The research paper

As described above for Theological Studies.

Appendix 4: Drew Theological School Teaching Assistant Policy

Ph.D. Teaching Assistants

1) *Eligibility*

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

2) *Process for Selection*

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

3) *Expectations of faculty mentors*

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

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

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

4) *Expectations of Teaching Assistants*

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

5) *TA for Masters level criteria:*

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

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