EMORY | LANEY GRADUATE SCHOOL | Graduate Division of Religion

Graduate Division of Religion Handbook

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Handbook

The Graduate Division of Religion Handbook is a supplement to the Laney Graduate School of Arts and Sciences Student Handbook. For the most part, the information provided in the Graduate Division of Religion Handbook specifies in more detail the policies and procedures printed in the catalogue and Laney Graduate School Student Handbook. Students are expected to be familiar with the policies described in the LGS Student Handbook and the Gradutate Division of Religion ("GDR") Handbook.

The LGS Handbook is the official reference for graduate students and others regarding the administrative and procedural policies, rules, and regulations of the Laney Graduate School ("LGS"). It contains rules governing degree programs, academic progress, and financial matters. The LGS Handbook also includes the LGS conduct and honor codes and the LGS grievance process. Finally, the LGS Handbook contains a list of Emory University ("Emory" or the "University") policies relevant to graduate education.

When there is a conflict between the GDR Handbook and the LGS Handbook, the LGS policy will prevail, unless the LGS Handbook allows for an exception at the level of the GDR program. In addition, GDR students are subject to Emory University policies that apply to all Emory University students or to all Emory University community members (e.g., the Open Expression Policy). Should there be a conflict between the GDR Handbook or the LGS Handbook and a University policy, the University policy will prevail unless the University policy provides an exception at the level of the Laney Graduate School or the program.

Consistent with the Collective Bargaining Agreement (CBA) between Emory University and SEIU/EmoryUnite! GDR program students are generally members of the bargaining unit when they are enrolled in LGS. As members of the bargaining unit, and consistent with all other provisions of the CBA, GDR students are available to be assigned to bargaining unit positions. These positions involve work in the form of teaching or research service. Bargaining unit members are also eligible for all benefits provided to them by the CBA, limited by any exceptions provided in the CBA itself.

Should there be a conflict between this Handbook and the CBA regarding the terms and conditions of work, the CBA shall prevail. The CBA itself is the authoritative source for relevant terms and conditions of employment. A non-inclusive list of the employment topics covered by the CBA include stipend amounts and conditions; all benefits including health insurance, hardship and other funds, professional development funds, vacation and leave policies; the process for appointment a bargaining unit member to a bargaining unit position; workload and work hour rules; workplace safety and workspace provisions; and the grievance and arbitration procedure, again among other issues.

If you have any questions about which policy applies, please contact Senior Associate Dean Jeffrey Staton at jeffrey.staton@emory.edu, and copy the director of the GDR.

Emory is an equal opportunity employer, and qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, protected veteran status or other characteristics protected by state or federal law. Emory University does not discriminate in admissions, educational programs, or employment, including recruitment, hiring, promotions, transfers, discipline, terminations, wage and salary administration, benefits, and training. Students, faculty, and staff are assured of participation in university programs and in the use of facilities without such discrimination. Emory University complies with Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act, and applicable executive orders, federal and state regulations regarding nondiscrimination, equal opportunity, and affirmative action (for protected veterans and individuals with disabilities). Inquiries regarding this policy should be directed to the Emory University Department of Equity and Civil Rights Compliance, 201 Dowman Drive, Administration Building, Atlanta, GA 30322. Telephone: 404-727-9867 (V) | 404-712-2049 (TDD). The provisions of this Handbook remain in force and effect even when class is not in session (e.g., between terms, over holiday breaks).

The GDR Handbook is revised by action of the GDR Policy and Curriculum Committee, with subsequent approval by the Laney Graduate School Executive Committee.

Suggestions for changes are welcome. Please send your suggestions to the director, associate director, or program administrator of the GDR.

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I. Overview

A. Purpose and Programs

The Graduate Division of Religion (GDR) prepares students to be scholars and teachers of religion and theology, requiring mastery of a specialized field in the context of a general knowledge of the study of religion and the varieties of religious expression. All programs include interdisciplinary inquiry and encourage cross-disciplinary work. The academic program is supplemented by rigorous teacher training and ample teaching opportunity.

The GDR operates with a flexible and collaborative structure comprised of many paths that lead students through a cohesive GDR curriculum for the Doctor of Philosophy (Ph.D.) in Religion. The plurality of paths reflects the diversity of subject areas, methodologies, and disciplinary approaches available to students in the Graduate Division of Religion.

For students entering the GDR prior to fall 2025, the Ph.D. is offered through nine courses of study:

1. American Religious Cultures (ARC)
2. Asian, African, and Middle Eastern Religions (AAMER)
3. Ethics and Society (ES)
4. Hebrew Bible (HB)
5. Historical Studies in Theology and Religion (HS)
6. Jewish Religious Cultures (JRC)
7. New Testament (NT)
8. Person, Community, and Religious Practices (PCRL)
9. Theological Studies (TS)

For students entering the GDR in Fall 2025 and beyond, faculty align themselves in paths around common interests and common understandings of how to train students within a particular discipline or method. Paths typically reflect how the study of religion has historically been organized and generally correspond to the types of teaching positions advertised within colleges, universities, and seminaries / divinity schools / schools of theology. Faculty can also collaborate creatively on paths that cut across disciplinary boundaries or reflect particular methodological expertise of the faculty.

The multiple paths of the GDR provide an accurate and clearly visible representation of the types of training a student can receive at Emory. Paths are nimble, open to convergence, collaboration, and change. A list of paths currently available to students appears on the GDR website, along with detailed descriptions and associated faculty.

Students may affiliate with up to two paths during their graduate program. Students may apply through a single path or may specify two paths in their application. With the support of at least three faculty, with one of them committed to serving as advisor, students may also

matriculate into the GDR in an "open path," meaning that they will work closely with their faculty team to design their own path. The "open path" option requires particular coordination and oversight beginning at the admissions process when an applicant selects "open path" from the list of possibilities. While multiple affiliations for students and faculty are welcomed, they not required.

Changes within the GDR student body and faculty may mean that some paths eventually go dormant or cease to exist. Likewise, with personnel changes and changing faculty interests, new paths and converging paths may emerge. When a group of three or more faculty want to form a new path, those faculty should present a proposal to the PCC. That body will review the request to determine whether there are sufficient resources to support the proposed curricular path. Requests should indicate the specific faculty members who would be associated with the path. The request should also indicate all unique contours of that path, with respect to coursework exams and other requirements. In addition to regular review by the PCC Path Oversight committee (described below), each path will undergo a formal review by PCC every five years. While the PCC will vote to approve the addition and removal of paths, the paths themselves determine their own areas of convergence and relationship to other paths.

Paths have their own unique contours that can take the form of specific coursework, language courses/exams, preliminary examinations, and formats for dissertation prospectus colloquies. Each path advisor ensures that all the students in the path attend to these specific contours from the time they are admitted to the time they successfully complete their dissertation prospectus. The advisor also organizes the faculty who are associated with that path at the points when their combined efforts are needed for path-wide activities. These activities include reviewing and ranking applications for admission, course planning, end-of-the-year reviews, preliminary examinations, dissertation proposal defense and dissertation defense. Paths may also organize their own colloquia, professional development offerings, and social events, but the centralized administration are responsible for offering these things for students across the GDR.

Faculty members in one path can elect to collaborate with other paths on a range of activities. Given the diversity of the fields of expertise within the GDR, some paths naturally share multiple points of convergence. Still other paths function more or less independently. Converging paths come together for certain admissions activities, course planning, examinations, and dissertation prospectus colloquies, but only as much as is mutually beneficial. For example, paths may converge around a set of common courses, but not have the same requirements for preliminary exams. As another example, paths might decide to collaborate on exam structure but not collaborate in the admissions process. "Convergence" is intended to signal nimbleness of the paths, not to add administrative labor or structural complexity. Convergences are meant to provide support for common objectives when it is helpful to have them, especially when paths have topical or methodological affinities. Personnel constraints may also come into play and make it helpful for paths to combine their resources (even temporarily) to realize common objectives.

1. Special Concentrations

The Graduate Division of Religion has specialized concentrations that combine resources from more than one program and from other graduate faculties in the University. A concentration is a secondary focus of study that allows the pursuit of particular questions across traditional disciplinary boundaries.

A concentration normally requires completion of its core seminar, experiences of research or practice or both in areas of interest related to the concentration, and engagement with critical questions and issues of the concentration in doctoral (preliminary) examinations and the dissertation. A concentration in Global Christianity; Performance Arts and Religion; Religion, Conflict, and Peacebuilding; and Religious Practices and Practical Theology is available anywhere in the GDR. In addition, the GDR offers a joint J.D./Ph.D. program.

2. First Year Colloquy

As part of gaining general knowledge all entering students take a year-long colloquy which introduces students to the broad spectrum of disciplines and modes of inquiry in the study of religion and to the variety of religious traditions and many forms of religious expression.

B. Interdisciplinary Work

The GDR expects all of its students to develop mastery in a single discipline or area of study but it also expects interdisciplinary competence. These two goals are connected: One cannot know one's own field without understanding its relation to other fields; and one cannot significantly engage other fields and modes of inquiry without mastery of the language of one's own. Moreover, mastery of a field of inquiry and interdisciplinary fluency are essential to the comparative work that is part of the study of religion.

"Interdisciplinarity" is a word that is commonly used to cover multiple meanings: It sometimes means "multidisciplinary" where a single person is able to work within more than one discipline at different times, much as a bilingual person who can speak two languages. It can mean the presence of more than one discipline in the study of a given subject matter, each of which provides a different and contrasting "take" on the subject. It can refer to more integration among disciplines, either within a given scholar's work or within a field of study. It can refer to active collaboration (cross-disciplinarity) by scholars from different fields on a common issue or field. Within the field of religion it can refer not simply to different disciplines (such as history, or textual analysis, or normative inquiry) but to different aspects in the subject matter itself, such as the variety of religious traditions, or multiple aspects of religion within traditions (e.g., texts, rituals, normative teachings, institutions), or the varieties of religious experience. These many meanings of interdisciplinarity are often intermingled in actual scholarly work.

The GDR engages in interdisciplinary work in these various senses in a numerous ways:

1. Faculty use interdisciplinary approaches in their own teaching and research as a matter of course.

2. The active participation of faculty from other fields in the LGS, who have either full or associated standing in the GDR, through their teaching and research.

3. All students are required to do seminar work beyond their area of focus, and to be examined in an outside field, which may include other departments in the LGS.

4. The GDR has several cooperating relationships with other faculties in the university going beyond those implied above, for example, the Center for the Study of Law and Religion in Emory’s School of Law.

5. The pattern of teaching in the Teaching Assistant Training and Teaching Opportunity (TATTO) program encourages students to gain teaching experience in a discipline or field of inquiry outside their specialization.

6. The GDR sponsors and cosponsors lectures and symposia which cultivate interdisciplinary questions and engagement.

C. Learning Outcomes

The learning outcomes for the GDR are as follows:

1. The student will be able to demonstrate primary competence in one area of discipline in the study of religion and secondary competence in another.

2. The student will be able to conduct independent research using methods appropriate to the study of religion.

3. The student will be able to communicate the results, findings or new interpretations of their scholarly work to peers and/or the public.

4. The student will be able to communicate discipline-specific knowledge in the study of religion to students and/or the public.

5. The student will be able to critically engage and evaluate scholarly work conducted by peers.

D. Organization

1. Programs in Religion at Emory

The GDR is part of the James T. Laney School of Graduate Studies. Emory University offers work in religion in three distinct, though cooperating programs: the Department of Religion in Emory College (undergraduate level), the Candler School of Theology (post-baccalaureate professional education), and the GDR (graduate work leading to the Ph.D.).

2. Faculty

The faculty of the GDR consists mainly of professors from the Candler School of Theology and the Emory College of Arts and Sciences. Certain faculty from other divisions of LGS and other graduate professional schools of Emory University may also hold membership or affiliate status in the GDR. Faculty from outside the GDR may also serve as dissertation readers, examiners, co-directors, or directors from time to time. Students should consult with their advisor or the director of the GDR for more information on the participation of faculty from outside the University. A faculty member from outside Emory University may only serve as a reader or co-director of a dissertation.

a. <u>Nomination for Membership in the GDR Faculty</u>

An invitation to join the GDR faculty normally begins with nomination by another core faculty member, in consultation with the dean of the Candler School of Theology or

chair of relevant department in Emory College of Arts and Sciences and the director of the GDR. The nomination is confirmed by vote of the Policy and Curriculum Committee (PCC) and submitted to the dean of the LGS for approval.

b. Categories of Membership, Criteria, and Responsibilities

1) Core membership

Membership in the GDR is primarily constituted by tenured faculty drawn from Emory College of Arts and Sciences and the Candler School of Theology. Tenured faculty from other units of the University may be appointed if their credentials and willingness to engage the full range of responsibilities are met. Faculty in the Lecture-track in the College or in the "Practices of" track in the School of Theology who have been promoted to the rank of Professor of Pedagogy or Professor of the Practice, may, upon nomination by a faculty colleague, and in consultation with the Dean of the School of Theology, the Dean of Emory College of Arts and Sciences, the Chair of the relevant department within the Emory College of Arts and Sciences, and the Director of the Graduate Division of Religion, be reviewed by the Policy and Curriculum Committee (PCC) to determine whether their scholarly research and publications are sufficiently substantial to warrant full membership in the GDR.

a) Criteria: Core membership in the GDR faculty will presuppose:

(1) A completed Ph.D. (or the equivalent professional degree) in a field directly relevant to the area of study in which one is located

(2) Substantial scholarly research and publication in one's declared field (i.e., a scholarly book and/or several refereed journal articles)

(3) Normally, at least one GDR course proposal (or syllabus in the case of a "rubric" course) submitted and approved by the PCC.

b) Responsibilities: Core members participate in admissions, offer seminars, construct and evaluate examinations, and serve as readers, examiners, and directors of dissertations, as well as participate in governance responsibilities within the Paths or Courses of Study and at the larger GDR level.

Core members have a special set of obligations to GDR students and colleagues. Core members advise, provide mentorship, and model professional conduct for students through every phase of GDR curriculum, from admission to dissertation defense and beyond, helping graduates establish their place within larger intellectual communities. Failure to meet these obligations may result in the rescinding of one's GDR membership or re-classification of one's membership status. Such action would be taken by the Dean of the Candler

School of Theology, the Dean of Emory College of Arts and Sciences or the relevant department chair in consultation with the GDR directors or PCC.

Mentoring activities during sabbatical and research leaves: The commitment to student mentoring continues unabated during a core member's sabbatical or research leave, since a core member's absence or disengagement from GDR activities can imperil students' progress and create burdens for colleagues. Mentoring activities especially include reading dissertation draft material, including subsequent consultation with the student, and composing letters of reference for students for whom the core member is the primary supervisor.

While on sabbatical or research leave, core members do not typically offer seminars, nor do they serve on GDR governance committees. In consultation with colleagues and with the support and approval of path advisors or course of study chairs, core members on sabbatical or research leave may limit their involvement in admissions activities, year-end reviews, and/or exams, provided other colleagues are able and willing temporarily to assume responsibility for these activities.

2) Associate Membership

Pre-tenured faculty on Tenure Track and faculty in the Lecture Track in Emory College of Arts and Sciences or the Practices Track in the Candler School of Theology are eligible for Associate Membership in the GDR, with the agreement of the appropriate Department Chair or Dean and approval by the PCC.

a) Criteria:
Criteria 1 and 3 above apply for eligibility for associate membership.

b) Responsibilities
Associate Members of the GDR will be responsible for participating in admissions, offering seminars, and serving as readers and/or examiners on dissertations. They will not normally serve as directors or co-directors of dissertations.

Mentoring activities during sabbatical and research leaves: The commitment to student mentoring continues unabated during a core member's sabbatical or research leave, since a core member's absence or disengagement from GDR activities can imperil students' progress and create burdens for colleagues. While on sabbatical or research leave, core members do not typically offer seminars, nor do they serve on GDR governance committees. In consultation with colleagues and with the support and approval of path advisors or course of study chairs, core members on sabbatical or research leave may limit their

involvement in admissions activities, year-end reviews, and/or exams, provided other colleagues are able and willing temporarily to assume responsibility for these activities.

c) Becoming Core Members

Associate members who receive tenure automatically become full members of the GDR. Lecture or Practices faculty may be proposed for Core membership under the conditions outlined in section A. above. At that time they may direct dissertations.

3) Affiliate Membership

Affiliate membership is normally appropriate for faculty who will not be participating in all aspects of the life and governance of the GDR. Affiliate members should be proposed for Affiliate status by the GDR faculty with whom they will most regularly interact.

a) Criteria

Criteria 1, 2 & 3 apply for eligibility for affiliate membership.

2. Responsibilities

Normally affiliate members do not participate in admissions and do not regularly participate in examination of all candidates. They may offer seminars on an occasional basis and may serve on specific examinations. They may serve on dissertation committees or co-direct, or, in appropriate circumstances, direct dissertations.

4) Emeritus Status

Retired faculty may be awarded emeritus status by the PCC. They may be invited to teach seminars or provide directed studies, participate in examinations, or serve on dissertation committees. Ordinarily, they do not direct new dissertations.

c. <u>Dual Membership</u>

1) Individual faculty may affiliate with up to three paths at a time, with the expectation that they participate fully in the activities of each path.

2) Core faculty have full voting responsibility in decisions on admissions, curriculum, and examinations, and in the review of students. Associate faculty are non-voting except when serving on examination or dissertation

committees.

3) For reasons of publicity and information, a path may list, with their permission and that of the PCC, faculty in other departments of the University who offer supporting work as "affiliated faculty."

1) Other Categories of Membership

Emory University also recognizes other categories of membership (joint, visiting, associated, adjunct, and affiliated) in the graduate faculty. Two points are of special note:

1) Faculty from other departments, schools, and even other academic institutions may serve on dissertation committees, but only a member of the LGS faculty may direct a dissertation. A faculty member who leaves Emory may continue to direct a dissertation under their supervision at the time of departure for one year, in consultation with the GDR director and the dean of the LGS.

2) When a faculty member from another academic institution serves on a dissertation committee, they must be approved as an external member by the Dean of Laney Graduate School.

3. Governance

The director of the GDR is responsible to the dean of LGS, who appoints the director for a three-year term. The associate director assists the director and represents the GDR in the director's absence. The associate director is appointed by the dean of LGS in consultation with the director. If the director is from the Candler School of Theology faculty, the associate director will be chosen from Emory College of Arts and Sciences, and vice versa.

The programs and policies of the Division are established by the PCC, which consists of the following members:

- Five at-large faculty members from the GDR
- The director of the GDR
- The associate director of the GDR
- The associate dean of the Candler School of Theology (ex officio voting member)
- The chair of the Department of Religion (ex officio voting member)
- Up to three elected student representatives, who have voice but no vote on matters of policy

The GDR at-large faculty members are appointed in the following manner:

- The director and associate director of the GDR, in consultation with the Religion department chair, present a slate of faculty members with two alternates to the dean of the Candler School of Theology and the dean of ECAS for the deans' approval and appointment.
- In May, the GDR director and associate director submit a slate of faculty members to the deans for the upcoming academic year, ensuring that the PCC will continue to have at least two members from ECAS, at least one of whom is from the Religion department, and at least two members from Candler. The fifth appointed member of PCC will typically alternate between Candler and ECAS. The slate of faculty members may include current members of PCC.
- The appointed faculty members of PCC will serve staggered two-year terms so that some, but not all, of the faculty representatives roll off the committee at the end of each academic year.

The PCC is chaired by the Director, or the Associate Director in the Director's absence**.**

A simple majority of the total voting membership of the PCC shall constitute a quorum for the transaction of the business of the PCC. At the sole discretion of the director of the GDR, a member of the PCC shall be deemed present at a meeting of the PCC if that member participates in the meeting through the use of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other.

The following sub-committee facilitates special tasks of the PCC:

Admissions and Awards Committee --convened by the director and composed of the director, the associate director, and three additional faculty from the courses of study.

Ad-Hoc Committees --appointed as needed by the director.

Path Oversight Committee -- The five faculty members appointed to the PCC will serve on a sub-committee, chaired by the Director of Graduate Studies, charged with administrative oversight of the paths. The Path Oversight Committee makes sure that students receive:

- Advising on course selection
- Necessary courses and/or directed studies
- Guidance on exam and dissertation processes
- End-of-year reviews
- Advice on guild-specific matters

As concerns arise, the PCC Path Oversight Committee communicates them to the Director of Graduate Studies (DGS) who works with the path advisor and with staff in the Laney Graduate School (as appropriate) to address them. At the end of each year,

the PCC Path Oversight Committee reviews the end of year reports, and the DGS addresses any situations of concern.

The Teaching and Professional Development Committee -- coordinates all dimensions of TATTO for GDR students and collaborates with GDR & LGS colleagues to offer professional development programming. It is chaired by the Associate Director of Graduate Studies who is joined by two GDR faculty members.

Students in the GDR elect up to five persons to represent them on the Graduate Student Council, and up to three to represent them on the PCC.

The director represents the Graduate Division of Religion at meetings of various Graduate School of Arts and Science committees and councils.

Path-level Governance. Each path elects a path advisor for renewable two-year terms. Each path advisor is typically a Core member of the GDR faculty actively researching in the field(s) of inquiry that the path represents. In cases where patterns of academic leaves or other circumstances make the selection of a Core member impossible or unsuitable, an Associate member may be elected, in consultation with the director and the appropriate department chair or dean.

4. Special Concentrations

a. Special Concentrations are proposed by groups of faculty committed to them (see also I.A.1 above). After approval by pertinent faculties (or other departments of the Graduate School of Arts and Sciences, if pertinent), the proposal comes to the PCC for final approval.

b. Special Concentrations are overseen by committees of three or more faculty, drawn from pertinent programs, departments, or schools in the University. Each committee elects its chair. The chair reports to the director and associate director of the GDR.

E. Revising the GDR Handbook

There are three types of revisions to the GDR Handbook:

1. Edits that clarify or update the wording of policies and procedures without changing the substance or implementation of said policies and procedures.
2. Changes in policy or procedure that do not alter the basic structure, curriculum, or governance of the GDR
3. Substantial changes to the structure, curriculum, or governance of the GDR.

These are discussed in order below:

1. The GDR director may enact simple edits to the handbook as well as changes to the handbook that may be required to bring it into compliance with the LGS policies. In both of these circumstances, the GDR director will advise the PCC members of the

changes via electronic communication or in the course of a PCC meeting. Unless a majority of the PCC calls for discussion of the changes and a vote, the revisions shall be posted online immediately.

2. Full members of the GDR may propose changes to the GDR handbook by submitting a written proposal to the director along with a request for the proposal to be placed on the agenda of an upcoming PCC meeting. The director and associate director will consult with the faculty member(s) on the format of the proposal, which should include the specific wording of the section(s) of the handbook to be added, removed, or modified. After this consultation, the director will send the proposal to PCC members for their review at least one week prior to the PCC meeting in which the proposal will appear on the agenda. PCC members should consult with the members of their courses of study on the proposed changes. During the course of the PCC meeting, the committee members will discuss the proposal and vote on the changes. On matters of policy, student members of PCC may contribute to the discussion, but only faculty members vote.
3. Some proposed changes may have a fundamental effect on the ecology of the GDR. In those instances, the PCC may decide that a meeting of GDR faculty is advisable. The PCC, by simple majority, may request such a meeting to discuss the proposed change(s) to the handbook. In this case, the director will circulate the proposed change(s) via email and call a plenary meeting of the GDR to occur one week to two weeks later. After this meeting, the PCC may decide by simple majority that it is in the best interest of the GDR to hold a faculty-wide vote on the proposed changes. In this case, an electronic ballot will be circulated to all core members of GDR faculty. The result of the faculty vote will be binding.

All changes to the GDR handbook are subject to the approval of the executive council of the Laney Graduate School. The date of the most recent revision of handbook will be indicated at the beginning and end of the document.

II. General Regulations and Procedures

The regulations and procedures of the GDR function within the framework of policies set by LGS as stated in its handbook posted on its website. Regulations and procedures for individual paths or courses of study are in accord with Divisional policies and procedures.

Any regulation and procedure of the GDR may be waived by the PCC. Requests for waiving regulations must be made in writing and submitted to the Committee by the student with written support from their advisor.

Except when specified, the following regulations pertain to the Ph.D. program:

A. Registration

1. Registration Status.

a. Special Standing - Students who have been admitted to LGS for course work, but not admitted to a degree program.

b. Regular Standing - Students admitted for studies toward the Ph.D. degree.

Requirements for Candidacy: 36 credit hours at the 500 level or above; successful passing of preliminary exams and defense of the dissertation proposal.

Requirement of doctoral seminars. The GDR requires a minimum of five doctoral seminars for students in the Ph.D. program. Most students will probably wish to take more than the required five seminars.

Continual registration, including summer registration, is required in order to receive LGS funding.

Students beyond fifth year are expected to maintain registration until defending their dissertations.

c. All course work, including Directed Study courses, must be passed with a grade of B- or better. A student who receives less than a B- in a course must take an equivalent number of extra hours after having completed the 36 semester hours of required course work, and must receive a grade of B- or higher for this extra work.

After students have earned 36 semester hours, but continue to use Emory libraries and computer facilities, they register as Graduate Residents and pay a flat fee for each semester in residence. This includes summers.

International students, who need to maintain full registration throughout the year in order to meet visa requirements, may continue to register each semester for 9 credit hours of dissertation residence but pay only the graduate residence fee.

3. Transfer Credit.

Transfer credits must be approved at the time of admission by the advisor, the director of the GDR, and the Dean of LGS.

4. Use of the Libraries and Computer Facilities. Students must be registered to use the libraries and computer facilities of the University. Students not registered for course work (including directed Study and Research) must register for graduate residence and pay the stated fees. This includes summers.

5 Audit Courses. The fee for audit courses is the same as for credit courses. Courses audited

may not be established for credit by examination, nor may they be transferred to credit status after the first week of classes.

6. Late Registration Fee. Because of the extra cost to the University, students who register after the stated time will be charged a late registration fee.

7. Course Withdrawal. Students are not allowed to withdraw from a course after the mid-point of the semester unless there are clear mitigating circumstances beyond their control. In such cases, students must request their advisor, or the Director of the GDR submit a letter to the associate dean of LGS supporting withdrawal. The request must be accompanied by a letter from the student explaining the reason(s) for the request.

B. Types of Academic Work Carrying Credit

1. Academic credit is earned by satisfactory participation in various settings.

   a. The most general designation--"course"--does not indicate the format, though it is usually characterized by lecture-discussion. Because the style of each course varies with the instructor(s), students are encouraged to speak with the appropriate instructor about the precise character of the course, prior to registration.

   a. "Seminar" usually designates a course in which the students share their research papers, oral presentation, etc. Normally, the professor chooses the topic and provides the basic structure of the seminar. Some seminars are offered by individual professors, others by two or more instructors.

   b. Graduate students may register for advanced Candler School of Theology courses, though usually with additional requirements appropriate to a program of doctoral study (e.g., at least one additional credit hour of directed study).

   c. A "Research Seminar" is one in which the research projects of the students and faculty give the fundamental shape of the course, rather than the professor.

   d. There are two categories of Individualized Research": Directed Study 797 and Research 799 (Directed Study 597 and Research 589 are the equivalents for M.A. students).

   e. Work taken as Directed Study 797 is graded at the end of the term in the same way that seminars or lecture courses are graded; the grade of P (in progress) cannot be used for Directed Study 797; it must be graded each semester with a letter grade or an I (incomplete). No Directed Study is permitted if there is a course in the same subject being offered.

   f. Registration for Research 599 and Research 799. Students register for Research 599

after they have completed coursework and while preparing for preliminary examinations and writing their dissertation proposals. After achieving candidacy (successful defense of preliminary examinations and dissertation proposal) and while writing their dissertations, students register for Research 799. Students are graded Satisfactory (S) or Unsatisfactory (U) each semester they register for Research 599 or Research 799.

C. Required Interdisciplinary Seminars

During coursework, each student is required to take one interdisciplinary seminar that receives the designation "Theories and Methods in the Study of Religion." These seminars deal with topics, methods, and/or theories that span multiple fields of expertise. The seminars may be taught by a single GDR faculty member or a teaching team of two or more faculty.

The PCC approves all "Theories and Method" seminars in the spring semester prior to the academic year in which the seminars are offered. GDR faculty who wish to teach a "Theories and Methods" seminar must submit a course summary and bibliography to PCC by the February meeting. The summary must indicate how the seminar would help students gain broad theoretical and methodological training in the study of religion, beyond the training required by their specific guilds and areas of concentration. The proposal should also show how the seminar would be suitable for students from multiple courses of study. The PCC may make suggestions for modifications of the seminars prior to the vote designating them for the upcoming year. Prior to preregistration for the fall semester, the GDR will publicize the list of "Theories and Methods" seminars offered for the upcoming year.

The "Theories and Methods" seminars may be either "Special Topics" courses (RLR799) or courses that have been approved by LGS executive committee and appear in the catalog, i.e., courses that have been assigned a course number. Faculty members who regularly teach such seminars are encouraged to submit their courses for approval by the LGS executive committee.

This requirement takes effect for students starting coursework in Fall 2019 and beyond.

D. Language Requirement

1. The GDR regards a working knowledge of at least two foreign languages as fundamental tools for doctoral work in religion. It recognizes that these languages may vary with the demands of a student's research focus and guild membership. Students admitted to the GDR are required to show reading mastery of two secondary research languages along with such primary-text languages as their individual research agendas require. Mastery is typically demonstrated through GDR-administered examinations. No language work done prior to entering the GDR -- whether in the form of courses passed or examinations taken, at Emory University or at other institutions -- will satisfy this requirement.

2. The first language examination is to be passed upon entry to the GDR. The second examination should be passed by the beginning of the third semester, and it must be passed before beginning preliminary examinations.

3. Typically, these two secondary languages for scholarly research have been French and German. Students may substitute other secondary research languages when they can demonstrate that such languages figure prominently in the field of scholarship which they intend to enter and play an important role in their own research agenda. Students may make such substitutions by petition to the GDR's Director and its PCC. Advisors may suggest appropriate substitutions for these two secondary languages required of all GDR students in consultation with the PCC.

4. The GDR exam for secondary research languages is intended to demonstrate reading comprehension for scholarly purposes. It involves rendering an accurate translation of a passage of approximately 400 to500 words and then providing a careful account of its meaning. The emphasis in this account falls on grasping the gist, nuances and implications of the argument, perspective or methodology of the passage. Passages for translation are selected with an eye to length and level of difficulty to yield relative parity across selections in French, German and other languages. The examination can be taken with the aid of a dictionary in a period of three hours.

5. The examinations are administered by the GDR Program Administrator, who, in consultation with the faculty of the appropriate path or course of study, sends the assigned texts to the student and the completed exam to a grader approved by the primary advisor.

6. Failure to pass the first language examination before matriculation may result in an adjustment of the registration for the semester which follows immediately. Various kinds of adjustments are possible, such as (a) reduction of course load, (b) registration for Directed Study that concentrates on developing language competence, or (c) arrangement with the instructor of a course that the reading for the course will be done in the language. Any student who has not passed the first language examination by the beginning of the second year (or third semester) will be required to take a reduction in course load in order to accommodate further language study.

E. The Teaching Assistant Training and Teaching Opportunity Program

All students are required to participate in Emory's Teaching Assistant Training and Teaching Opportunity Program (TATTO), designed to prepare students for all aspects of teaching in higher education. The program has four phases or steps, with an additional fifth, competitive opportunity.

1. The LGS Summer Seminar (TATT 600). This seminar, offered by the LGS for students in all graduate fields of study, runs in the week prior to the beginning of the academic year. This

seminar must be taken prior to the first year of study.

2. RLR 705: Teaching Religion. This seminar, offered by the GDR, meets for a workshop prior to the beginning of the second year of study; the seminar also requires attendance at 3 Teaching Conversations offered throughout the second year.

3. Teaching Assistantship (TATTO 605). Each student is required to serve as a Teaching Assistant in two courses offered by Candler School of Theology or Emory College of Arts and Sciences. Such work typically involves assistance in grading and occasional discussion leadership, or colloquy leadership in large lecture courses. One assistantship is done in connection with the seminar, Teaching Religion (II.E.2 above). One Assistantship should be done in the student's general field of study. The second should be done in another field of study or another context--e.g., if one has been done in Candler School of Theology, it is desirable for the second to be done in Emory College or Arts and Sciences and vice versa. Teaching Assistantships are determined in consultation among students, advisors, and course instructors. The Teaching Assistantships will be determined at least one month prior to the beginning of the semester in which students will be teaching.

4. Teaching Associateship (TATTO 610). In the second or third year of study, each graduate student will serve as a Teaching Associate, working with a faculty member as a mentor, typically involving participation considerably beyond the assistant level, including, for example, the design of the course, occasional lecturing, discussion leadership, and the like. Teaching Associateships are determined in consultation among students, advisors, and course instructors. Teaching Associateships will be determined 3 months prior to the semester in which students will be teaching.

5. Alternative Professional Training. With the approval of the student's faculty mentor or advisor, a student may participate in a teaching context beyond the classrooms of Emory College or the Candler School of Theology, but still within the larger structure of Emory University. This alternative professional training can be used to substitute for one of the TATTO Assistantships, but not the Associateship. The standard time commitment for the Alternative Professional Training is 8-10 hours per week over 15 weeks. The student may not receive compensation for the Alternative Professional Training. LGS guidelines stipulate that a student cannot be paid and receive course credit at the same time.

No less than three months before the semester in which the Alternative Professional Training would take place, the student should present a written proposal to the faculty mentor and the supervisor. This proposal should indicate

(1) the type of work that would be undertaken in this alternative professional context,
(2) the time-frame during which the training would occur,
(3) the number of hours per week,
(4) the approval of the supervisor to whom the student would be responsible,
(5) the modes of evaluation by the supervisor and the student's self-evaluation,

(6) the clear professional benefits of training in this context instead of additional experience in the traditional classrooms of the College or School of Theology.

If the mentor approves the proposal, the mentor should circulate the proposal to the faculty in the path or course of study for discussion and approval.

At the conclusion of the semester in which the Alternative Professional Training takes place, the student and the supervisor must complete the appropriate TATTO evaluation documents.

6. Further notes:

a. All phases of the Teaching Program involve written evaluation by the supervising faculty and end-of-semester evaluations by students taking the course, as well as written self-evaluation by the Teaching Assistant or Associate.

b. TATTO 600 earns one credit hour; TATTO 605 and TATTO 610 earn two credit hours.

7. Teaching under the Collective Bargaining Agreement (CBA)

The CBA regulates teaching service that GDR students provide to Emory University. As described above, the TATTO program is academic, and students earn academic credit for this teaching service. In addition to TATTO, students may be assigned to other teaching duties consistent with the terms of the CBA. Students may not be assigned to a teaching position without the approval of the Director of Graduate Studies for the GDR.

Per the CBA's Appointment Letters article, the GDR student's first enrollment in TATTO 605 (or in TATTO 610 should you enroll in TATTO 610 before you enroll in TATTO 605) is not considered teaching service. It is purely an academic activity. Beyond this first enrollment in TATTO 605, students will be appointed to a bargaining unit teaching position whenever they enroll in either TATTO 605 or 610. Students may also hold such an appointment without a corresponding TATTO enrollment (e.g., a student teaches a course after completing their TATTO requirements). Students may be assigned to a bargaining unit teaching position up to four times (again not including the first enrollment in either TATT 605 or 610). After a student has been assigned to four teaching appointments, should they be asked to teach again, they may choose to consent or decline the assignment. In addition, they will be compensated for this work at the rate described in CBA article on Stipend and Compensation.

8. Dean's Teaching Fellowship. After completion of the first four phases of the TATTO program, students may be nominated by the faculty to compete for a Dean's Teaching Fellowship, offered by the Laney Graduate School to support the teaching of one course

while the student is completing the dissertation. The competition for this award is run by the LGS in the fall semester, for the following academic year. Students must have completed the preliminary examinations and be in candidacy at the time of their nomination.

F. Grades

1. Grades are given in accord with the regulations in the catalogue of the LGS. The grades in the GDR, however, have roughly the following meanings:

A Excellent work, of the highest quality.

A- Excellent work, marginally below the highest quality.

B+ Good work, better than satisfactory, but lacking in specific qualities.

B Satisfactory work, showing basic competence adequate for credit, but no more.

B- Marginally satisfactory work, not genuinely graduate-level. (Students who accumulate a series of B- grades would be well-advised to have periodic discussion with faculty members in their program; such a record may be grounds for the recommendation of a terminal M.A..)

C Work that does not meet the expectations of the faculty for graduate study. (A student who receives a C in a course will be expected to complete an additional seminar or directed study--above the required 48 hours--at a level of B- or higher.)

2. Performance in the TATTO Program and in Research 599 and Research 799 is graded on a satisfactory/unsatisfactory (S/U) basis. A grade of S is equivalent to B- or higher.

3. Course work earning less than B- cannot be counted toward the residence requirement.

4. If a student receives an Incomplete (I) for course or seminar work, the grade automatically becomes F if the work is not completed within 12 months of the end of the term in which the student was enrolled for the course. The Registrar of LGS will notify the student of the impending deadline. Should the instructor not be in residence during this period, the student must arrange for the instructor to read and grade the work or for someone else (acceptable to the instructor) to read the paper and give the grade. This arrangement should be made when the Incomplete is requested.

5. Students who accumulate two Incompletes or receive an F will not be eligible for

fellowships from LGS until these problems are resolved. Students receiving two or more Incompletes in a given semester will be placed on academic probation.

6. Students receiving an unsatisfactory grade of (U) in Research 599 or Research 799 will be placed on academic probation. During the probationary semester, the student:

- Will not be allowed to take incompletes in any course without permission from the Laney Graduate School;
- Must receive no failing grades;
- Must reduce the number of incompletes on her/his/their record to one; and
- Must attain a cumulative GPA of at least 2.7.

A student who fails to meet the above conditions will be placed on probation for a second semester. The Laney Graduate School will terminate a student who merits a third consecutive probationary semester unless the program provides written justification for the student's continuation, and the Laney Graduate School grants approval. In the event of termination, international students should notify International Student and Scholar Services.

Any student who meets the conditions of probation described above will be reinstated to good standing. The reinstatement happens automatically, and the student will not be notified of the action. The director of graduate studies or program director should discuss with the student the terms and conditions of probation and of reinstatement to good standing.

G. Time Limitations

1. Credit hours earned are applicable toward the Ph.D. degree for a period of no more than eight years. In other words, from the date of initial enrollment in the program, a student has eight years to complete the degree.

2. Only a student who has been admitted to candidacy is eligible to petition for an extension. This is done by submitting a letter of request to the Director of the GDR which outlines the extenuating circumstances justifying the request and provides a schedule of work to be submitted. The schedule should show that the dissertation can be completed within the one year of the extension. More than one year cannot be considered. This letter must be accompanied by a supporting letter from the advisor.

3. Should a second request for a time extension be necessary, the same procedures are to be followed. Requesting a second extension assumes that the dissertation is essentially completed and requires only "cosmetic" changes.

H. Grievance Policy

Students who have a grievance related to any aspect of their program in the Graduate Division of Religion may contact either the Director or Associate Director of the Graduate Division of Religion or the Chair of the GDR Faculty Grievance Committee (FGC). Whereas the GDR expects many issues can be resolved through direct conversation between students and faculty, the FGC is designed to facilitate communication and help generate solutions whenever such avenues have been exhausted or deemed untenable.

The FGC normally consists of three core GDR faculty members (one who serves as Chair) appointed by the Director and Associate Director of the GDR in consultation with the appropriate deans and department chairs. FGC membership will typically include members from multiple courses of study. The members and chair of the FGC will be listed on the website, made known to all current and incoming students, and serve three-year terms (staggered for the sake of institutional memory), with the most senior member serving as chair. In the event that a member of a student's path or course of study and/or dissertation committee is an appointed member of the grievance committee, that member will recuse themselves from the student's case upon the student's request, even if they are not directly implicated in the grievance. In the event that an FGC member needs to be recused or goes on leave, the GDR Director will appoint an alternate for the duration of the member's absence from the FGC.

If the grievance is with a GDR director or member of the FGC, the student may also go directly to the Senior Associate Dean of the Laney Graduate School.

When filing a grievance with the FGC, the student should submit the grievance and relevant details in writing to the chair of the FGC, providing as much detail as possible, including timeline and any relevant documentation. Upon reviewing the initial grievance, the FGC will decide whether the matter is best served by the FGC or Laney Graduate School. The FGC will convene to review the grievance, gather relevant testimony and documentation, and propose an appropriate solution. The FGC will communicate clearly to the student any provisions regarding confidentiality. The student may also select a faculty advocate to accompany them through the process. The faculty advocate can attend any formal conversations and fact-finding conversations with the student, however the advocate will not be present during FGC deliberations.

The FGC must meet within two weeks of the grievance being officially filed, and the proposed solution should be communicated in writing (and in person whenever possible) within four weeks from the filing.

If possible, the grievance will be resolved in conversation with the student and relevant parties. However, the FGC does not have the authority to enforce any decision. If it is impossible to resolve the grievance within this faculty grievance committee, the FGC chair will forward the grievance to the Office of the Senior Associate Dean of the Laney Graduate School. From this point forward, the grievance will be handled according to the Grievance Procedure outlined in the Laney Graduate School Handbook.

At any point in the process, students may also directly consult the LGS Dean of Students and/or the University Ombuds Office.

Students who experience discrimination, harassment, and/or sexual misconduct are encouraged to report such matters immediately. Such reports can be made to the director, associate director, chairs of courses of study, or any GDR faculty member. Students may also report directly to the Dean of Students in LGS, or to the Office of Equity and Inclusion (http://equityandinclusion.emory.edu/). Because Emory is a mandatory reporting institution, any report indicating a possible Title IX violation must be handed over to the university's Title IX officer in the Office of Equity and Inclusion. Apart from cases of sexual assault, the complainant will have input on the resolution of the case. For further details see the Laney Graduate School Handbook (under "Honor, Conduct and Grievance" and/or "Selected University Policies: Sexual Misconduct").

III. The Master of Arts Program

The Graduate Division of Religion does not offer a terminal master's program. In the event that a student is not advanced into candidacy or finds it necessary to leave the GDR prior to completion of the Ph.D., application for the M.A. may be made to the GDR Director.

In the case of a terminal M.A., candidates must:

1. Meet the requirements of the Laney Graduate School for the Master's degree as specified in the Laney Graduate School Handbook. http://www.gs.emory.edu/academics/policies/index.html
2. Completion of at least 30 hours of coursework
    a. At least 15 hours must be in course or seminar work, not including Directed Study 597 or Research 599.
    b. At least 11 hours in course work must be on the 500 or 700 levels.
    c. A grade of B- or better must be earned in at least 11 hours of course work taken.
    d. No course on the 100 or 200 level may be applied to a master's degree program.
3. Pass one research-language examination or course equivalent.
4. Complete an MA thesis. The thesis may be an expansion of a completed seminar paper or an expansion of one or more preliminary exams. The student's thesis advisory committee requires three members of the LGS graduate faculty.
5. Complete all requirements for a terminal Master's degree within five years of admission. Extensions beyond this period will be granted only in extraordinary circumstances.

IV. The Doctor of Philosophy Program

The Ph.D. program is designed to provide scholarly competence in the student's area of focus, ancillary competence in at least one related area, and exposure to interdisciplinary study. The GDR encourages student initiative in planning with the advisor the program of work, including interdisciplinary aspects of it.

A. The Advisor

1. Prior to formal matriculation it is advisable for the entering student to meet with the path advisor in order to discuss one's aims, preparation, language requirements, and proposed trajectory, including outside areas that the student would include in their preliminary examinations. It is assumed that the student will take the initiative in arranging for such a discussion.

2. The path advisor serves as advisor for all entering students. Normally, the path advisor or course of study chair will guide the student through coursework and exams, after which the student will transition to the dissertation supervisor. Students entering an open path in the Graduate Division of Religion (GDR) will initially be advised by the Director of Graduate Studies (DGS). Within the first year of their program, students will transition to being guided by a committed advisor, who is a tenured faculty member and a core or associate member of the GDR, to support their ongoing academic development and dissertation work.

3. Every advisor-advisee relationship is unique but certain expectations and responsibilities hold for dissertation advisors in every relationship with advisees. The primary responsibility of the advisor is to prioritize the professional development of the advisee. In the course of fulfilling this responsibility, the advisor is ordinarily expected to:

   a. guide the construction and writing of the dissertation proposal, in accordance with IV.E of the GDR handbook.
   b. participate in the construction of the dissertation committee and the determination of the responsibilities of committee members (Cf. IV.E.6).
   c. guide the construction and writing of the dissertation, including timely comment on completed dissertation chapters.
      1. Unless there are extenuating circumstances, or unless a delay benefits the student, the advisor should normally comment on a completed chapter within three to four weeks of its receipt. Should the advisor receive more than one chapter at once, additional time may be taken if needed but that time should not exceed three additional weeks per chapter.
      2. Should extenuating circumstances exist, the faculty member should clarify when the student can expect feedback.

d. establish clear expectations for the dissertation process: e.g., the articulation of a timeline for submitting chapters, receiving comments, making revisions, preparing for the defense, and supporting the student in communication with the dissertation committee.
e. provide written expectations for satisfactory progress in every grading period in which an S/U grade is assigned and a written explanation in the event an unsatisfactory grade is assigned.
f. discern when a dissertation is ready for defense, as well as schedule and organize said defense.
g. provide guidance for general academic activities (e.g., the selection of seminars, TA opportunities, fellowship applications, paper presentations), when pertinent.
h. provide guidance for the submission of book reviews, articles, etc., for publication.
i. provide guidance concerning applications for grants, fellowships, and jobs.
j. provide letters of reference for fellowships, job applications, etc., when appropriate.
k. provide room for and be responsive to students sharing challenges or concerns about their well-being. Decisions by students *not* to share such information should also be respected.
l. typically continue to fulfill these responsibilities and expectations during sabbaticals and any other regular release times.
m. clearly communicate their availability during the summer months if they work on nine-month contracts.

4. There are many reasons why a change of advisor might be warranted.

a. A student may at any time change their dissertation advisor by submitting a new Dissertation Committee Signature Form, which requires the signatures of the Director of the GDR and pertinent committee members.

b. A dissertation advisor may also recommend that the student continue with a different dissertation advisor. In this case, it is the responsibility of the faculty affiliated with the student's path or course of study to work with the student to secure a new dissertation advisor. The current advisor remains the advisor until a new dissertation advisor is secured.

c. In the event that an advisee comes to believe that their dissertation advisor is not fulfilling the expectations and responsibilities enumerated in IV.A.3, the advisee may file a grievance by following the procedure detailed in II.H of the GDR Handbook.

5.The record of the student's registration, and progress, and other departmental records are maintained by the GDR Program Associate.

B. <u>Coursework</u>

1. All entering students are required to enroll in RLR 700H: First Year Colloquy in addition to their three seminars in the Fall Semester.

2. It is neither necessary nor possible for the faculty to offer courses in all aspects of a given discipline. Students should not hesitate to request Directed Study in areas in which no courses are foreseen. Directed Study provides opportunity for individualized research in a special area of inquiry. The precise format of Directed Study is to be negotiated with the instructor. The student may take the initiative in proposing a topic and the initial reading list. Directed Study could be an adjunct to a lecture course for which the student may or may not be registered (e.g., an advanced course in the Candler School of Theology).

3. Students are allowed to participate in seminars for which they are not formally registered. The student should negotiate the arrangement with the instructor.

C. Student Progress and Evaluation

1. As a general rule, satisfactory progress toward the Ph.D. involves the following schedule:

In the first year of study, prior to enrollment in courses, the student will pass their first foreign language examination. The student will also take the required TATTO summer seminar sponsored by the LGS. Each semester, the student should register for at least three courses and RLR 700H: First year Colloquy. The same registration procedures are to be followed in the second semester. Students should fulfill at least one of their TATTO 605 requirements in this year.

In the second year, prior to beginning the fall semester, the student will take RLR 705: Teaching Religion. In conjunction with this course during the academic calendar, the student should fulfill at least one of their TATTO requirements. The student should pass their second foreign language examination prior to the end of the academic year. The student will register for at least three courses during each semester.

In the third year, students are expected to take preliminary examinations, proceed to a dissertation proposal, and, by the fourth year, should be in candidacy and engaged in full-time research or be writing the dissertation.

> According to LGS Policy, students must enter candidacy by September 15 of their fourth year in the program. This LGS candidacy timeline policy applies to all students entering the GDR in fall 2017 and later. Students who do not meet this deadline will be placed on academic probation, will not be eligible for PDS funds, and may forfeit financial support. These sanctions will be lifted when the student enters candidacy.

Fourth and Fifth years – Engage in research and write the dissertation. Renewal of the stipend for a fourth and fifth year is dependent on the student having established candidacy by September 15 of fourth year and intending to devote full time to the dissertation during the fourth and fifth years.

Sixth year – Students are expected to complete their dissertations and apply for their degrees within six years. Exceptions may apply for students who spend a year conducting research in archives and/or fieldwork.

If a student has not completed the degree at the end of the seventh year, the GDR may grant a one-year extension. The GDR must submit notice of extension to the Dean of LGS that contains a completion timeline signed by both the student and dissertation committee chair.

If a student has not completed the degree by the end of the eighth year, the student may continue work for at most one additional academic year with approval from the Dean. To obtain approval, the GDR Director must submit a request to the Dean no later than August 1 of the eight year (before the ninth year). The request must (a) outline the reasons for non-completion (b) consider whether the student needs to repeat any part of the qualifications for candidacy or obtain approval of a new dissertation prospectus, and (c) present a detailed completion signed by both the student and dissertation committee chair.

2. The faculty in each program will hold a year-end evaluation in which each student's progress is assessed.

a. As a basis for the annual evaluation, all students will prepare a one-page self-evaluation, highlighting achievements and problems in the preceding year and providing an agenda for the following year. The student must also submit the Graduate Student Annual Report Cover Sheet to their advisor and the GDR office.

b. The second-year evaluation may be combined with the student's examination proposal, as specified in section IV.D.4 below.

c. If a student does not establish candidacy by the end of the third year, the year-end self-evaluation for that year should include an addendum providing a specific schedule for establishing candidacy by September 15 of the fourth year. Faculty in the path or coruse of study should discuss the contents of the addendum the student during the year-end evaluation.

d. For students who have matriculated prior to September 2017: If a student does not establish candidacy by the end of the fourth, the year-end self-evaluation for that year should include an addendum providing (a) a detailed explanation of the failure to do so, and (b) a specific schedule for establishing candidacy in the following year. The contents of the addendum should be discussed by the faculty with the student during

the year-end evaluation. In addition, the student and advisor will meet with the GDR director to discuss the student's progress. LGS will suspend the student's stipend in the fall of the fifth year until candidacy is established. In the following year at the end of the fall semester, the student will submit a mid-year progress report to the faculty associated with the path or course of study and meet with the advisor to discuss their progress.

e. If a student does not establish candidacy by the end of the sixth year, the Path Oversight Committee and GDR director will forward the student's case to the dean of the LGS with the recommendation that the student be discontinued form the doctoral program.

f. Students writing their dissertations (who are in candidacy) must enroll in 799 and be evaluated each semester by their committees as making satisfactory or unsatisfactory progress (S/U). Each dissertation committee will meet with the student at least annually, reporting progress to the Path Oversight Committee and director of the GDR. If the student is not in residence at Emory, they are still expected to consult regularly with their advisor and dissertation committee members in person or by phone or Skype. The results of these evaluations will be reported to the Path Oversight Committee.

3. It is the responsibility of the program chairpersons to report problems or deficiencies in progress to the director of the GDR (e.g., section IV.C.2.a-g above). At the same time, the GDR office will make every effort to keep chairpersons apprised of problems such as deficiencies in language exams, probationary status, and the like.

4. Students are expected to maintain continuous registration, even beyond the end of their fifth year (when they no longer are receiving a stipend from LGS). Students who do not register for a full year will be placed on inactive status. Such students are required to submit an application for readmission at least one month in advance of the beginning of the term in which they plan to be enrolled.

5. Students in good standing may be granted leaves of absence to a cumulative maximum of two years, upon recommendation of the student's department and approval of the Dean of LGS. Leaves of absence are available to students only within eight years of matriculation. The student must demonstrate to the satisfaction of the faculty that during this period why they must interrupt progress toward the degree. Criteria for leaves of absence are stated in the Laney Graduate School Handbook. For the purpose of determining eligibility for leave of absence, a student must be in good standing and have resolved all incomplete work.

A student who fails to re-enroll in the University in the semester following completion of leave of absence (summer semester excepted) must petition the Path Oversight Committee for readmission. Time spent in leave of absence does not count toward the eight year limit in advanced standing.

D. Preliminary Examinations

1. The fundamental purpose of the preliminary examinations is to provide evidence that the student has mastered the discipline or field of study sufficiently to move on to the next stage, a major piece of independent research in the form of the doctoral dissertation. An "outside field" exam (see 2 below) is intended to realize one or more of several values: to show evidence of adequate preparation in a secondary field of study to support teaching competence in that field; to demonstrate competency in the "language" of a second discipline or area of inquiry; to increase knowledge of the field of religion as a whole and thereby strengthen the student's understanding of the primary field of study; and, when appropriate, to support the dissertation research.

2. The path advisor or course of study chair will coordinate the student's exam committee, which will offer at least four written examinations and an oral examination. At least one of the written examinations must be in a field other than the student's primary area and consistent with the values expressed in 1 above and in the section "Interdisciplinary Work" (section I.B above). The specific form (sit-down, take-home, paper, etc.) and length may be decided by the faculty members in the path or course of study.

3. Faculty are encouraged to provide reading lists for the examinations that especially define the area of focus.

4. Each student should present a written examination proposal for approval by the examination committee. The proposal should indicate which exams will be taken, a rationale (consistent with 1 and 2, above), and the dates, including a date for the oral examination.

5. Students are encouraged to schedule their preliminary examinations as soon as possible, preferably in the semester following the completion of their course work, but in any case not later than the second semester of their third year (see section IV.C.2.b above). Exams may be scheduled only after students have passed both modern language requirements and have removed all Incompletes.

6. Written exams are generally scheduled during one of two 6-week periods each academic year: October 1 - November 15; and mid-February to the end of March. Exceptions to these dates should be discussed with advisor and exam committee. The oral examination, and a final reporting of grades, must take place within 30 days of each of these periods or the designated exam period.

7. The examinations are coordinated and administered by the path advisor or course of study chair, or by a designated faculty member; the outside field examination should be arranged by the student in consultation with appropriate faculty, but should fall within the six-week period outlined in 6 above.

8. The appropriate members of the faculty will read the examinations promptly and report the results of the written and oral examinations no more than 30 days after the last written examination in the series. If the written examinations are problematic, the faculty may choose whether to proceed with an oral as a way of clarifying the diagnosis; or to postpone an oral examination until satisfactory retaking of portions of the written examination. The grades of each examination and an averaged grade for the whole battery should be reported to both the student and the GDR office. Whatever the outcome of the examinations, the student should discuss their diagnostic significance with their adviser.

9. The rules governing evaluation of final examinations are:

a. Successful completion of the preliminary examinations requires an overall grade of B or higher, no more than one grade of less than a B in the student's primary field of study, and no grade lower than B-.

b. If the average level of achievement is below a B, the student may be discontinued or be encouraged to arrange for a terminal M.A. If the faculty believes that repetition of the exams would yield significantly better results, or if the average is B but some exams fall below B or B-, the following rules apply:

1) If more than two exams in a student's major field fall below a grade of B, the entire battery of preliminary examinations must be retaken.

2) Any examination that is graded lower than a B- must be retaken. If more than one grade falls below a B-, the entire battery of examinations must be retaken.

3) Examinations can be retaken only once, normally in the next semester.

E. Dissertation Proposal

1. As soon as possible after successfully completing the doctoral examinations, the student should prepare a formal dissertation proposal. The proposal should provide a clear, succinct statement of the nature and scope of the topic.

2. The proposal should contain descriptions of the following elements (though not necessarily in this order):

a. The significance and plausibility of the topic, including, if possible, a statement of the thesis to be defended, or, if the student has not yet determined a thesis, a presentation of pertinent hypotheses and questions to be examined.

b. The present state of scholarship on the question (explaining why the topic is important and showing how the research would alter or supplement earlier studies).

c. A proposed outline of the dissertation, if the student can foresee the divisions of the topic--or even the order of the chapters--early in the process of investigation.

d. A discussion of the scholarly methods that are appropriate to the topic.

e. A selected bibliography of primary and secondary works, possibly including annotations that exhibit the student's critical judgment of the literature.

f. Each department may supplement these guidelines with additional stipulations.

3. Although the student should consult closely with the advisor during the preparation, the proposal should reflect the student's own style of research, thought and writing.

4. After agreeing that the proposal is defensible, the advisor will arrange for and chair a public discussion of the proposal. All students and faculty and persons from outside the student's own department are invited to participate in the discussion.

5. The faculty members of the student's dissertation committee vote to accept, reject, or require modification of the proposal.

6. In consultation with the student, the dissertation advisor will formally appoint a dissertation committee as specified in section IV.G below. The members of the committee must normally hold faculty positions in the LGS (see also section I.D.2 and I.D.2.d1-2 above).

F. Admission to Candidacy

To be eligible for candidacy, students must:

1. Have earned at least 54 credit hours at the 500 level or above
2. Be in good standing with a minimum cumulative 2.70 GPA
3. Pass Ph.D. preliminary examinations
4. Defend the dissertation proposal
5. Complete TATTO 600, TATTO 605, and JPE 600 (TATTO 610 & JPE 610 may be fulfilled before or after candidacy)
6. Resolve any Incomplete (I) or In Progress (IP) grades

After completing the requirements above, the procedure to establish candidacy is as follows:

1. The student applies for candidacy on forms available on the LGS website and in the GDR office. The forms are to be signed by the path advisor, course of study chair, or DGS.

2. In applying for candidacy, the student lists the name of the advisor or director and at least one reader and an examiner in accordance with section IV.G below.

3. The application for candidacy requires the following information: the doctoral examinations that have been passed, the dates when they were completed, the dates when the language examinations were passed, and a list of all the courses and research hours in advanced standing creditable toward the Ph.D. degree.

According to LGS Policy, students must enter candidacy by September 15 of their fourth year in the program. This LGS candidacy timeline policy applies to all students entering the GDR in fall 2017 and later.

Students who do not meet this deadline will be placed on academic probation, will not be eligible for PDS funds, and may forfeit financial support. These sanctions will be lifted when the student enters candidacy.

G. Dissertation Committee

A dissertation committee must consist of at least three members of the Emory graduate faculty: a director, an additional reader and an examiner. The director and the reader help the student during the writing of the dissertation; the examiner might also read the dissertation in progress but often will read only the finished product.

Individual courses of study may require more than three members of the dissertation committee.

1. The director must be a member of the graduate faculty of Emory University. A faculty member from outside the Emory graduate faculty may serve as co-director of the dissertation, but may not serve as the sole director.

2. In the event that a committee member outside the University is selected to be on the dissertation committee, the GDR Director will write a request to seek approval from the Dean of Laney Graduate School. The request should include the proposed member's recent CV and a memo explaining how this member will contribute to the student's committee.

3. When a dissertation committee member, co-chair/co-advisor, and chair/advisor moves from Emory to another academic or research institution or a faculty member retires, the student should consult with their advisor and Director of Graduate Studies or Program Director for guidance on how to proceed with the composition of their committee. This action ensures that the student has the support and guidance needed to complete the dissertation project.
4. A faculty member who moves from Emory to another academic or research institution may continue to serve as one of the three required Laney Graduate School faculty

members on a dissertation committee if the committee was already formed before the faculty member leaves the Emory faculty. The faculty member may serve in this capacity up to three years after departure. Under extraordinary circumstances the Director of Graduate Studies or Program Director may petition the Dean, on behalf of the student, to extend this time limit.

5. Retired Professors who were affiliated with an Emory doctoral program at the time of retirement may continue to serve on dissertation committees as Laney Graduate School faculty for five years after they retire. After five years, they may continue to serve as a member, but will not remain as one of the three required LGS faculty.

The dissertation director and the readers offer guidance, but the student is fully responsible for the content and style of the dissertation.

LGS provides a list of regulations for the format of Emory University dissertations.

H. Dissertation Defense

The GDR requires an oral defense of the dissertation. The director of the dissertation serves as the moderator of the session in which the defense is made; the readers and examiners participate in the session, with others whom the student and the director may wish to invite. Unlike the reader(s), the examiner(s) is (are) expected to read the dissertation only in its final form. Only the director, the reader(s), and the examiner(s) may vote to accept the dissertation, reject it, or require revisions. A positive vote is indicated by signature on the signature page of the dissertation copy deposited with the Laney Graduate School. A successful dissertation must have signatures indicating a positive vote from at least three members of the Laney Graduate School.

1. At least a month before the oral defense, the student submits to the committee three complete copies of the dissertation.

2. When the members of the dissertation committee accept or reject the dissertation, they assign it a grade of “Fail,” “Pass,” or “With Distinction.” Among acceptable dissertations they thereby distinguish between very good and truly excellent work on a range of indicators, including importance of topic, depth of research, mastery of issues and questions, originality of thought and argument, genuine contribution to a scholarly field, and quality of writing.

3. At the conclusion of a successful defense of the dissertation, the director has each member of the committee sign the "Report on Completion of Requirements for Doctoral Degree" forms which are available in the GDR office. On the form, the director should indicate the grade determined by the committee. The report is sent to the Division office, where it is signed by the director of the GDR, who sends it to LGS. It must be in the Graduate School Office before the dissertation can be accepted by the LGS.

4. During the semester in which the students expect to receive the degree, they must fill out

the LGS form entitled “Application for the Degree” form.

Because dissertation titles are printed in commencement programs, the LGS office needs to have an accurate title of each dissertation well before it is turned in to the Graduate School. Students, therefore, are required to record their correct, complete dissertation titles on their “Application for the Degree” form.

5. In order to submit the dissertation properly, the candidate must follow the submission guidelines provided on the form “Instructions for Submitting Your Thesis or Dissertation” located on the LGS website.

6. Students must register and pay the current residence fee for the semester in which they expect to receive the degree.

V. Financial Aid

GDR Students receiving stipends from the Laney Graduate School are expected to be full time, which does not preclude all outside employment, but naturally would rule out a full-time job. Since the stipend is renewable for a second, third, fourth, and fifth year, the renewal is contingent upon satisfactory progress toward the degree, as defined in IV.c, above.

VI. Career Center

Students who are ready to apply for a teaching position or other work may establish a placement file with the Career Center of Emory University. The Career Planning and Placement Center will send out placement credentials only when the student requests them.

Faculty evaluations will be added to the student's placement file. Forms are provided by the Career Planning and Placement Center for this purpose, and the forms should be used for all faculty evaluations to be included in the placement file. Students will be responsible for delivering forms to the faculty for completion, but evaluation forms must be returned by the faculty directly to the Career Planning and Placement Center. The Center will not accept them from students.

Faculty cannot complete the evaluation until the student has checked and signed the waiver or non-waiver box on the form. A maximum of five faculty evaluations may be included in the student’s file. A minimum of three would be useful.

Revised 11/09/2026