RELIGIOUS EDUCATION (PH.D.)

This program is only offered on campus.

The Ph.D. in religious education prepares professionals for leadership in religious education. Specifically, it provides students with an understanding of the distinctive nature of the field of religious education as an interdisciplinary area of research and scholarship at the intersection of the academic disciplines of theology/religious studies and education.

In their coursework students explore the religious and contemporary approaches to religious education: and the personal, social, and communal dimensions of education in faith. The program focuses on Christian traditions of religious education, while also exploring how a concern for interreligious education is constitutive of the theory and practice of religious education.

Graduates of the program contribute to substantive research and scholarship, and the development of practical approaches to religious education. The program is known for its comprehensive religious education curriculum, and the accessibility of faculty members and their dedication to mentoring students.

The curriculum is 72 credits and includes required courses and seminars, a qualifying paper, a dissertation proposal, and the writing and oral defense of a doctoral dissertation. Students will ordinarily devote the equivalent of two full years on campus to course work. Reading knowledge of languages other than English may be required if the scope and nature of the dissertation warrants such knowledge.

Admissions

Although the Ph.D. admissions committee invites those with a background from a variety of fields of study, work experience, and those who have just a B.A. to apply, applicants who are most successful in earning a place to study in our Ph.D. in religious education program have

- earned an M.A. in religious education, theology, pastoral ministry, religious studies, education, or similar;
- earned a 3.0 GPA (undergraduate program);
- earned a 3.5 GPA (graduate program);
- experience working in the field of religious education as a teacher, catechist, youth minister, pastor, pastoral associate, diocesan leader, curriculum developer, etc.;
- a potential for making a strong contribution to the field of religious education;
- a clear career path moving forward after graduation;
- strong writing and research capabilities.

Requirements

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGR 8102</td>
<td>Historical and Philosophical Foundations of Religious Education</td>
<td>3</td>
</tr>
<tr>
<td>REGR 8140</td>
<td>Curriculum and Religious Education</td>
<td>3</td>
</tr>
<tr>
<td>REGR 8120</td>
<td>Education for Peace and Justice</td>
<td>3</td>
</tr>
<tr>
<td>REGR 8180</td>
<td>The Religious and Educational Development of Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>REGR 8580</td>
<td>Young Adult / Adult Ministry and Education</td>
<td>3</td>
</tr>
<tr>
<td>Three Religious Education electives</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Three Pastoral Studies courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>REGR 8401</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ASGE 7428</td>
<td>Seminar in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>One GSE Elective Course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ZZGR 8080</td>
<td>Ph.D Mentoring Seminar (must be completed at least twice for six credits.)</td>
<td>6</td>
</tr>
<tr>
<td>ZZGR 8040</td>
<td>Dissertation Qualifying Paper</td>
<td>0</td>
</tr>
<tr>
<td>ZZGR 8084</td>
<td>Dissertation Format Review</td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

1 Religious Education electives are any course in REGR numbered 6000-9999, a list of which can be found on our course listing page.
2 Pastoral Studies electives are courses in PMGR, SPGR, PCGR, or RLGR number 6000-9999, a list of which can be found on our course listing page.
3 GSE electives are any course in ASGE or UEGE numbered 6000-9999, a list of which can be found on the GSE course listing page.
4 Ph.D. mentoring is required to be taken for at least 6 credits. Once coursework is complete, the student must enroll in this course each fall and spring until graduation.

Prerequisites

The above program can be completed in 48 credits for students holding a Master of Arts degree (M.A.) in religious education or a related area as a prerequisite. Courses taken for the M.A. may not be applied to the above credit total; students who have taken any of the above courses for another degree should replace them with an elective such as those listed below.

Students with insufficient background in theology/religious studies may be required to take additional courses, bringing the total number of credits required for the degree to 72. Students with sufficient academic background are waived from these additional course requirements.

Additional coursework required for the Ph.D. may include the following:

- REGR 8210 History of Religious Education
- REGR 8202 Youth & Young Adult Ministry
- ASGE 7432 Seminar in Organizational Theory
- Up to five additional background electives as guided by the program director.

Updated: 09-27-2019
Dissertations

The Ph.D.'s chief goal is the advancement of original scholarship in religious education for the sake of church, academy and society. The Ph.D. program provides research training in a manner that fosters the development of independent research skills. These skills include the capacity to formulate a significant problem, to develop mastery of appropriate conceptual and methodological skills, and to relate the research topic to the broader framework of knowledge in religious education. The doctoral dissertation provides evidence of a contribution to knowledge with a high level of originality.

A dissertation is an extended written study of a stated subject, based on original research and independent inquiry. It is a written report and analysis of data collected through careful and thorough research of all available sources relevant to the chosen topic. It embodies the results of critical reflection and questioning. It is both investigative and evaluative.

Dissertations vary in their data collection procedures. Some involve documents research and critical evaluation. These are primarily library-based. Others involve the use of questionnaires, interviews, and observation. These are primarily field-based. Many studies use a combination of both approaches.

The dissertation is the distinguishing characteristic of the Ph.D. degree, and the quality of the dissertation is a primary hallmark of the quality of a doctoral program.

Mentor

Each student chooses a mentor for her or his dissertation from among the religious education faculty. In consultation with his or her mentor the student selects a minimum of two proposed dissertation readers and develops a proposal for constituting his or her dissertation committee.

Dissertation Committee

Doctoral students in religious education are required to submit a request for the forming of their dissertation committee to the religious education area. The request must include a completed "Proposed Members of the Dissertation Committee" form (available in the Resources section), and an attached sheet that includes a dissertation thesis statement and a brief rationale of why each of the members of the committee was selected to serve on the committee. All dissertation committees require approval by a majority vote of the religious education faculty.

Dissertation Proposal

The proposal is a formal document. It should be typed, double-spaced and professional looking.

The proposal should make clear exactly what it is the student proposes to do. In other words, it should answer the following questions: What is the issue to be studied? Why is it important to do so? How will it be studied? What contribution will such a study make to our knowledge and understanding of the field of religious education?

The proposal must demonstrate the use of a sound methodology, give evidence of a thorough study of a special field and show how the researcher will make an original contribution to the field of religious education.

The proposal could be structured as follows:

(1) Introduction: description of the problem, issue, or research question to be dealt with, why the student considers it important, what the student has to say that has not been stated by others and how the student proposes to contribute to the solution or answer.

(2) Background: why the student chose the problem, issue, or research questions, or the pastoral, historical, or social context of the problem, issue, or research questions, or both.

(3) Thesis Statement: may take the form of hypotheses to be tested, questions to be answered, or objectives to be achieved.

(4) Purpose and Significance: topics to be explored in addressing the problem, issue or research questions, and how the research will contribute to scholarship, especially scholarship in religious education.

(5) Methodology: how the student proposes to collect and analyze data, what the relevant sources of information are and how they will be obtained.

(6) Design / Organization of the Study: tentative chapter titles and summaries of the contents of each chapter.

(7) Bibliography: a preliminary listing in correct bibliographic form of books and articles relevant to the thesis.

A great deal of thinking, planning and writing are advisable in the presentation of the dissertation proposal. A well-written proposal may, with some modification, serve as the first chapter of the dissertation.

Dissertation Proposal Hearing

A student’s dissertation proposal must receive formal approval before the student undertakes the writing of her or her dissertation. Formal approval comes after an oral hearing of the proposal before the student’s doctoral dissertation committee.

Scheduling Proposal Hearings

A student’s dissertation committee must be approved by the Religious Education area and dean before her or his dissertation proposal hearing can be scheduled.

• Students’ proposal hearings can be scheduled no earlier than their final semester of coursework.

• Proposal hearings are scheduled by mentors in consultation with the Director.

• Public announcements of proposal hearings are made at least one week in advance of a hearing.

The mentor, in consultation with the Director and the assistant dean, checks to ensure that all coursework requirements have been fulfilled before a proposal hearing is scheduled. Additionally, the proposal hearing may not be conducted until all grades of "Incomplete" are satisfied and all financial obligations have been met.

Fordham Institutional Review Board (IRB) Review

All Ph.D. dissertation research involving human subjects (including interviews, focus groups and surveys) is subject to review and approval by the Fordham Institutional Review Board (IRB). The IRB strives to ensure that (1) subjects are not placed at undue risk; and (2) that subjects provide un-coerced, informed consent to participate in a research study. IRB review also helps to protect the validity of the researchers’ findings. For current IRB policies, procedures and
submission deadlines, see http://www.fordham.edu/academics/office_of_research/institutional_review/

Students whose research involves human subjects submit their proposals for IRB review after their dissertation proposal hearings and the acceptance of their proposals by their committee

Schedule for Submission of Materials
Once the dissertation committee has been established and the dissertation proposal is accepted, the student is to work out a schedule for submission of materials in collaboration with the mentor and readers. This is to ensure that the mentor's and readers' availability is clearly agreed upon and that it takes into account faculty research leaves and summer schedules. Ordinarily, professors are not expected to be available during the summer months.

Roles and Responsibilities
While developing the proposal and conducting research, the doctoral student is responsible for meeting and working with her/his mentor and committee members on a regular basis.

Dissertation mentors and committee members are responsible for evaluating the readiness of draft versions of dissertations for format review and oral defense. Although this rigorous review will address issues of completeness, content quality and basic style, mentors are not responsible for copyediting dissertation manuscripts. Spell-checking, copyediting, formatting and the like, are the responsibility of the dissertation's author.

Readers' primary responsibility is to assure the integrity of the dissertation. Readers' areas of expertise and experience enable them to critically follow the development of the candidate's project, from the formation of the research question and exploration of related literature and data to the design of the study, analyses of the data and the development of conclusions. They provide guidance during the development of the research questions, literature review, design of the study and selection of methods of analysis. Generally, readers also critically review the chapters of the dissertation as they are prepared and point out areas requiring additional attention.

Style Requirements
To ensure consistency of GRE dissertations, students must prepare their dissertations to conform to the guidelines outlined here.

1. Style Manual
The Chicago Manual of Style (most recent edition)

2. Format
TITLE PAGE: See sample in the Resources section.

ABSTRACT: The abstract cannot exceed 350 words and should be listed on the table of contents without a page number.

VITA: See sample in the Resources section. NOTE: The vita cannot exceed one page and should be listed on the table of contents without a page number.

PAPER: The paper must be a minimum of 20 lb. weight.

MARGINS: The top, right, and bottom margins should be one inch; the left margin should be 1 ½ inch to allow for binding. Any printing in the margins will count as a mistake. If the margin is exceeded by more than five characters, the dissertation will be rejected.

PAGINATION: Number the first page of any chapter in the center of the page a double space below the last line of text, approximately 5/8 to ¾ inch above the bottom. All other numbers are placed two lines (a double space) above the first line of printing and just inside the right margin; that is, approximately 5/8 to 3/4 inch from the top and one inch from the right side.

FONT: The point size of the font should be 12. If proportional spacing is used, the average number of characters per inch (CPI) should not exceed 15. No pencil marks are allowed. If special symbols are required, the symbols within a word processing package should be used. If the needed symbols hand-lettered, black ink must be used. No press-on (transfer) letters are allowed.

PRINT: A laser printer should be used.

CORRECTIONS: Excess white-outs or corrections (erasures, etc.) are not allowed. Students should reprint the entire page.

3. Arrangement
1. Title Page
2. Dedication or Acknowledgements (if used)
3. Table of Contents
4. Preface (if used)
5. Introduction
6. Chapters
7. Conclusion
8. Bibliography
9. Appendices
10. Abstract (no pagination)
11. Vita (no pagination)

Guidelines for Graduation and Dissertation Defenses
1. A doctoral candidate planning to graduate in any given semester must register for graduation online by the date indicated in the academic calendar. If the candidate fails to register for graduation or fails to complete pending requirements, the degree will be awarded the following semester. In this case, the student must reapply for graduation in a timely way. If this occurs, the student must register for Maintenance for the semester directly preceding the conferral of the degree according to the continuous enrollment policy. Students who receive September degrees must be registered for the summer session immediately preceding the conferral of their degrees.

2. Candidates must be registered for Dissertation Mentoring during the semester in which they have their oral defense. Failure to register properly will delay approval for graduation.

3. When the dissertation is completed, one copy is given to each committee member for review. The dissertation committee will approve the dissertation when it meets all substantive standards established by the academic community and the format requirements of the Graduate School of Religion and Religious Education.
4. When the committee members have approved the dissertation, each of them will sign an “Approval of Written Dissertation” form.

5. The “Approval of Written Dissertation” forms will be collected by the mentor and given to the Director.

6. The Director will notify the assistant dean that a Candidate has completed his or her dissertation. The assistant dean will then check to make sure that the student’s transcript, DegreeWorks graduation checklist and financial account are up to date.

7. The candidate will submit one hard copy of the dissertation to the Director and email a pdf of the dissertation to the assistant dean. The review cannot begin until the student is registered for dissertation format review and cleared by the assistant dean. The assistant dean will submit the hard copy of the dissertation to the format review editor. Format review assures that the document meets all formatting and stylistic requirements of the GRE and is ready for publication.

8. The Director will make sure that the mentor has a Ph.D. Summary Sheet and a GRE Degree Certification Form. The mentor will complete these forms and submit them to the director. The Director will keep copies of the forms for his or her files and submit copies to the assistant dean.

9. The Director and mentor will work with the assistant dean to make sure that the completion of all degree requirements for the candidate is recorded in DegreeWorks.

10. Once the format review is complete, a check has been made to ensure that the student’s financial account is up to date, and a check has been made to ensure that the student’s DegreeWorks profile is complete, the Office of the Dean will be notified and the Office of the Dean will schedule the defense.

11. An announcement of the defense (including the time, place and examiners) must be posted two weeks in advance of the defense.

12. Before the dissertation defense, the Director will provide the mentor with the dissertation ballots and the materials the candidate will need to complete before presenting his or her dissertation to the dean.

13. The oral defense will focus chiefly on the dissertation research and its impact in the field in which the research was conducted. Immediately following the defense, the committee will evaluate the candidate’s research and performance. The outcome of this evaluation will be one of four ratings: (1) Passed, (2) Passed contingent upon minor modifications of dissertation document, (3) Passed but with major revisions (e.g., content), (4) Not acceptable at this time. If changes are required, the candidate will be given a specific timeframe in which to make the modifications and submit the revisions to the committee. Failure to meet that deadline may result in the requirement of registration for another semester.

14. The dissertation will be presented to the Dean after the oral defense and final review by the mentor. When the mentor has informed the Assistant academic dean that everything is in order the Dean’s staff will schedule the presentation to the Dean. Students are not to contact the Dean’s staff directly.

An appointment for the presentation must be made in advance by the date listed in the Academic Calendar. The last date for presentation to the Dean is listed in the Academic Calendar.

After final approval of the dissertation, the student must submit the dissertation online to Proquest/UMI using the guide on our website at www.fordham.edu/gre.

Students are encouraged to copyright their dissertations as part of completing the Proquest/UMI forms.

Dissertation Presentation Materials

One copy of the dissertation as a PDF, sent electronically to the Assistant academic dean after your successful defense and final approval of corrections by your committee.

The Dean’s staff will contact you with a date for presentation to the Dean within two weeks or receiving the electronic, final, PDF.

Qualifying Papers

The purpose of qualifying papers is to ensure that students develop research skills as soon as possible in their graduate careers.

- A student’s qualifying paper qualifies him or her to move on to the proposal writing phase of doctoral studies.

- Qualifying papers evaluate a student’s ability to produce professional quality work. The papers should give strong evidence that a student is willing and able to produce a publishable paper. This means that the paper could contribute to the ongoing literature on the topic covered. A contribution to the literature can be made, for example, by.
• Presenting an argument among several writers and entering the
discussion with one’s own view
• Tracing historically some concept which is then modified or used to
address a contemporary issue
• Providing an illuminating account about a religious educator’s
arguments or contentions
• Any paper written while its author was a student in the graduate
program may be submitted as a qualifying paper. The paper may be
the result of reworking a term paper from a course. While a paper
written for a course may be submitted as a qualifying paper, only
rarely will an unrevised paper be good enough to meet the standard
the faculty applies in evaluating qualifying papers.

Length
Qualifying papers must be 30–45 pages, double spaced.

Formatting
Qualifying papers are to be typed and double-spaced according to the
latest edition of the Chicago Manual of Style. Papers should be proofread
before submission.

Schedule
A qualifying paper must be submitted and approved no later than the
fifth semester of a student’s program of study (excluding summer
semesters).

Evaluation and Approval
Qualifying papers are evaluated by three members of the faculty, and
when judged to be acceptable by all three readers, are approved.

• Those who fail to meet the qualifying paper requirement will be
dismissed from the program.
• If her/his qualifying paper is approved, the student is required to
submit a copy of the qualifying paper with a signed title page to the
Coordinator of Religious Education. A copy of the signed title page
will be placed in the student’s file.
• Approved qualifying papers are posted on the Ph.D. student
Blackboard site.
• In all cases, the qualifying paper should be accepted before the
student’s proposal hearing.

Qualifying papers cannot be accepted until all grades of Incomplete are
satisfied.

Program Policies
Continuous Enrollment
The Ph.D. program in religious education has a continuous enrollment
policy. This means that graduate students matriculated in the Ph.D.
program must register every fall and spring semester until graduation.
Students are considered registered when enrolled for coursework or
dissertation mentoring. The only exception to this policy is in the case of
an approved leave of absence.

Special Registration
Regularly scheduled GRE courses will constitute the bulk of coursework
for doctoral students. Other options for registration include courses
offered at other Fordham graduate schools, courses at other schools
within the New York Doctoral Consortium, and audits.

Satisfactory Academic Performance and
Progress
Academic Performance
Students who do not meet the minimal standards for academic
performance are on academic probation. Minimal satisfactory academic
performance is defined as having a grade point average (GPA) of at
least 3.50 (B+ average). Any student receiving any University financial
aid must maintain a 3.5 cumulative GPA as a minimal requirement for
continuation of the aid. Administrative “Fs” are computed as “Fs” (0.00)
for the purpose of determining the grade point average.

Students who are below the required grade point average may not submit
qualifying papers without the dean’s permission.

Academic Progress
Satisfactory academic progress is defined as completing at least one of the
requirements each semester after the semester in which coursework
is completed. Requirements include the qualifying paper, dissertation
proposal, chapters of the dissertation, and the dissertation defense.

Unsatisfactory progress may include an excessive number of
withdrawals, incompletes, leaves of absence, or other delays in meeting
the requirements for the degree.

Students who do not complete one requirement each semester are on
academic probation. These students have the next semester to complete
the requirement and to file a mandatory timetable for completing all
remaining requirements. The timetable must include at least one deadline
per semester (e.g., “complete Chapter 1 to 3 of the dissertation in Fall
semester”). If the requirement is unmet by the end of the semester, or if
the timetable deadlines are missed, the dean, in consultation with the
religious education area, will make a decision about whether or not to
disenroll the student from the Ph.D. program.

Doctoral students who have not secured approval of their dissertation
proposal five semesters before the expiration of their time limit are on
academic probation. Such students have one semester to secure
approval of the dissertation proposal and a timetable for completion of
the dissertation. If they do not secure approval of the proposal and the
timetable, the dean, in consultation with the religious education area, will
make a decision about disenrollment from the Ph.D. program.

Please note that an individual student’s requirements for academic
progress may be affected by the time remaining until the student reaches
the time limit for degree completion.

Notwithstanding their academic performance or the time remaining
for completion of degree requirements, students who do not make
satisfactory progress toward the degree may be disenrolled from the
program.

The dean reserves the right to review doctoral students’ work and to
decide to disenroll those who are not making satisfactory academic
progress.
Students who are below the required grade point average may not submit qualifying papers without the dean’s permission.

**Academic Advisement Procedure and Sequence**

Upon acceptance each student is assigned an academic adviser. The adviser is to be consulted at each registration period. Each student is required to take a minimum of six credits per semester.

Advanced Standing will be determined at or shortly after admission to the Ph.D. in religious education program. Advanced Standing credits will be added to a student’s academic record after the student completes 12 credits as a GRE Ph.D. student if the student is in good academic standing and has no incomplete grades. See below under Advanced Standing for additional information.

Requests for independent study courses and substitutions to required courses must be approved by a majority of the religious education faculty and the dean. See Independent Study Courses and Substitutions to Required Courses below for additional information.

Students are required to fulfill coursework requirements prior to taking the Dissertation Mentoring Seminar.

All students who have completed course work are required to enroll in the Dissertation Mentoring Seminar each semester until they defend their dissertation. Credits earned from taking the Dissertation Mentoring Seminar do not count toward the 72 credits needed to complete course work for the Ph.D. degree.

Once the student has chosen a dissertation mentor, academic advisement is rendered by the mentor.

**Advanced Standing**

Advanced Standing can be applied to meet religious education core course requirements, religious education elective course requirements, and religious studies course requirements.

All courses accepted for Advanced Standing credit must meet the following criteria:

1. The student must have received a grade of B+ or better;
2. The courses were completed within the 10 year period prior to admission to the Ph.D. in religious education program.

Courses accepted for Advanced Standing credit in the religious education electives area are limited to

1. Courses taught by a religious educator from a religious educational perspective;
2. Foundational courses on human development. Such courses are accepted because an understanding of human growth and development has been regarded as being foundational for religious education since the founding of religious education as an academic discipline;
3. Courses that explore some aspect of social development from a religious educational perspective;
4. Courses taught in one of the areas of the academic discipline of education that have relevance for religious education;
5. Courses in theology that intersect with religious education or within which there is a clear religious educational dynamic.

The religious education area may need in some instances to determine if courses meet criteria 2, 3, 4, or 5 and are applicable to a specific student’s program of study.

A maximum of 24 credits Advanced Standing can be awarded. The religious education area, with approval of the dean, can grant more credits than this and consider other exceptions to the Advanced Standing policy in exceptional circumstances, including cases in which a student has earned a recent Master of Arts degree (M.A.) in religious education at GRE and has already taken many of the required courses for the Ph.D. program.

**Independent Study Courses**

Petitions from matriculated Ph.D. students for independent study can be presented in writing to the religious education area when and if they meet the following criteria: (1) a required course is not being offered in the given semester, or (2) the Independent Study will be taken in the last semester of the program of study.

Petitions must be reviewed and approved by a majority of the religious education faculty before they are sent to the dean for final approval.

**Substitutions for Required Courses**

Petitions from matriculated Ph.D. students for substitutions to required core courses must be presented in writing to the religious education area for review and approval in a timely manner before being sent to the dean for final approval. These requests should be submitted in the semester before the end of coursework, or before the semester in which the substituted course would be taken.

**Commencement**

Only doctoral students who have passed format review and successfully defended their dissertations may walk in the commencement procession, be seated on the dais, and have their names announced during the University commencement ceremony.

For more information refer to the Policies and Procedures section of the GRE Bulletin.

**Resources**

**Sample Documents**

Sample of Vita

Sample Dissertation Title Page

Sample “Prepared Under My Direction” form

**Forms**

Proposed Dissertation Committee Form