

# THE MASTER OF DIVINITY

Drew University Theological School

2021 - 2022

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# Purpose of the Handbook

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

For those called to ordained ministry, the Master of Divinity degree is a necessity not only because most major denominations require it, but because it provides the breadth and depth a religious leader must have today. Whether in full-time or bi-vocational ministry, graduates of the program are rooted in the Christian story and traditions and capable of resourceful and adaptive leadership in, with, and for the world.

This handbook provides:

- A quick view of key Master of Divinity student expectations
- Requirements and timelines for the program
- Review of academic policies and processes most relevant to M.Div. students
- A program planning checklist

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

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# A Quick View of Student Expectations

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## √ Use your Drew email

Always use your Drew email account or set it to auto-forward to the email address that you access most frequently. Staff and faculty will send important official notices only to your Drew University email account.

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

Although you will work closely with your professors and fellow students, the responsibility for your degree progress rests with you. All students are expected to work within Drew policies and procedures. Familiarize yourself with the academic calendar and the deadlines related to withdrawals, grade extensions, and academic petitions. Information can be found on the Registrar's office [webpage](#).

## √ Steward your time and priorities

M.Div. students often have work, ministry, and family obligations. Be mindful of your time and priorities. Courses require time for study outside of class in addition to time in class. Consider your travel time and your need for self-care and sabbath. Prioritize your learning as much as you are able and plan your schedule accordingly.

## √ Stay in communication

Stay in communication with Drew. Respond to requests from professors or the administration in a timely fashion, especially as you are working to select your courses or making plans for your internship year. If you are wrestling with new ideas, talk things over with colleagues or a friend outside school. If you are struggling to meet course expectations, be in touch with your professor right away. Direct questions about registration, finances, and academics to the appropriate Drew offices.

# Quick View of M.Div. Requirements

DEGREE REQUIREMENTS (See Academic Catalog for more details)	Number of Credits
Required Courses	29 TOTAL
THEO 501 - Transforming Theologies	3
VOCF 503 – Identity, Spirituality, and Vocation	3
BBCL 501 - Bible and Its Interpreters	3
THST 501 – Christian Communities in Contexts	3
INTF 501 – Global Faiths and the Earth	3
ETH 501 – Gospel Living and Social Transformation	3
Year-Long Vocational Internship Concurrent with Leadership Seminar	5 TOTAL
VOCF 601 - Leadership Seminar I (concurrent with VOCF 605)	1.5
VOCF 602 - Leadership Seminar II (concurrent with VOCF 606)	1.5
VOCF 875A – Vocational Internship I	1
VOCF 875B – Vocational Internship II	1
Mentored Portfolio	3 TOTAL
VOCF 900 A-F – Mentored Portfolio	.5 per semester
Students register for either VOCF 900G – Mentored Portfolio (Continuing Students) in any fall or spring semester when not registered for VOCF 900A-F	
Immersive Intercultural Experience	3 TOTAL
TREC 550 – Engaging Cultural Contexts	.5
TREC 551-589 – Immersive travel course	2
THEO 610 – God’s Mission in a Multicultural World	.5
Learning Enrichments	No additional credits
2 Problem-Based Learning courses (PBL)	
1 Search for the Good Community Course (GC)	
1 Search for the Good Community Course – Historical Emphasis (GCH)	
1 course with arts-intensive learning (ARTS)	
1 off-campus learning course (OCL or PREP)	

Electives	22 TOTAL
Optional Concentration	
Four courses from one of the following categories: <ul style="list-style-type: none"> <li>• African and African American Religion (AFAM)</li> <li>• Religion and Ecology (ECO)</li> <li>• Religion and Social Justice (SJA)</li> <li>• Women's and Gender Studies (WSTT)</li> <li>• Conflict Resolution (CRES)</li> </ul>	
Vocational Pathway (see below)	27 TOTAL
<b>TOTAL CREDITS</b>	<b>78</b>

Students choose one of four Vocational Pathways	Number of Credits
<b>Ministerial Leadership</b>	27 credits
1 Hebrew Bible course (with HEB attribute)	3
1 Christian Testament course (with CNT attribute)	3
1 Theology course (TPHL/THEO – see catalog for options)	3
Practices in Ministry (from three different subject areas: PREA, PCC, WOR, REDU, ETH)	9
1 Denominational Polity Course (PSTH 590 – Polity, Doctrine and History can be made exempt by petition)	3
Additional electives	6
<b>United Methodist Ministry</b>	28 credits
1 Hebrew Bible course (with HEB attribute)	3
1 Christian Testament course (with CNT attribute)	3
WESM 600 - United Methodist History and Mission	3
WESM 610 - United Methodist Doctrine and Polity	3
WESM 615 - Evangelism in the United Methodist Tradition	3
WESM 630 - United Methodist Book of Discipline	1
1 Worship course (WOR)	3
Practices of Ministry (from three different subject areas: PREA, PCC, REDU, ETH)	9
<b>Social Justice Advocacy</b>	27 credits
2 courses in Bible, Theology, and Justice (see catalog for options)	6

1 course in religious ethics (ETH)	3
3 courses with social analysis or advocacy as primary lens (with SJA attribute)	9
Leadership and Practice (from three different subject areas: REDU, CRES, TMUS/ARTS, INTF)	9
1 PREP course	no additional credit
<b>Chaplaincy</b>	<b>27 credits</b>
2 courses in pastoral care and counseling (PCC and RPSY)	6
1 course in interfaith understanding (INTF or TREL)	3
2 courses in chaplaincy contexts (RLSC, CSOC, ETH, MDHM, or with CHAP attribute)	6
Leadership and Practice (from three different subject areas: REDU, CRES, BBCL, TMUS/ARTS/WOR)	9
1 unit of Clinical Pastoral Education (see catalog for options)	3

# Completing the Master of Divinity Program

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The Master of Divinity (M.Div.) degree prepares students for professional ministerial leadership, including ordination. The curriculum is designed to emphasize active learning and integration across theological disciplines.

## The First Semesters

The first semesters of the M.Div. lay the groundwork for the entire degree. Required courses in Transforming Theologies, Bible and Its Interpreters, and Global Faiths and the Earth prepare students for an interdisciplinary and integrated approach to Christian traditions, practices, and values. The course in Identity, Spirituality, and Vocation invites students to explore their social and self-identities, practice spiritual disciplines, and discern vocational aspirations and pathways. In the Mentored Portfolio, students engage with faculty, reflect on assignments completed in courses, and develop projects that deepen their capacities for ministry. Students develop this portfolio over the course of their entire program and take it with them at graduation.

In the first fall semester of the Master of Divinity degree, all students are required to take the following 6.5 credits of required courses:

- THEO 501 – Transforming Theologies (3 cr.)
- VOCF 503 – Identity, Spirituality, and Vocation (3 cr.)
- VOCF 900A – Mentored Portfolio (.5)

These courses are offered in different modalities, including a self-paced option.

Students may then add up to 9 additional credits (for a total of 15.5 credits), choosing among the following:

- **One problem-based learning course:** These courses are marked in the registration materials with the attribute PBL. Students are encouraged to take one of their two required PBL courses in their first year. These courses develop leadership skills for responding to pressing questions faced in ministry, in particular vocational locations, and in the world.
- **An elective** in your vocational pathway or according to your interests.
- **A communication, research, and writing course:**
  - If English is not your primary language, you are expected to take CRW 541 – Theological Language and Learning in your first semester
  - If you are returning to school after a long time out or know you need to practice academic writing, consider: CRW 550 – Theological Research and Writing
- **Participate in the community:** TMUS 800 – Seminary Choir, or VOCF 806 – Chapel Practicum, or VOCF 805 - Community Garden Practicum (as offered)

In the first spring semester of the Master of Divinity degree, all students take the following 6.5 credits of required courses:

- BBCL 501 - Bible and Its Interpreters (3 cr.)
- INTF 501 - Global Faiths and the Earth\* (3 cr.)
- VOCF 900B - Mentored Portfolio (.5 cr.)

Students may then add up to 9 additional credits (for a total of 15.5 credits), choosing among the following:

- **One problem-based learning course:** These courses from any academic discipline are marked in the registration materials with the attribute PBL. Students are encouraged to take one of their two required PBL courses in their first year. These courses develop leadership skills for responding to pressing questions faced in ministry, in particular vocational locations, and in the world.
- **An elective** in your vocational pathway or according to your interests.
- **A communication, research, and writing course:**
  - If you are returning to school after a long time out or know you need to practice academic writing, consider: CRW 550 – Theological Research and Writing
- **Participate in the community:** TMUS 800 – Seminary Choir, or VOCF 806 – Chapel Practicum, or VOCF 805 – Community Garden Practicum (as offered)

Additional courses are offered every January term and in the two summer terms. Students who wish to graduate in 3 years should plan to complete 26 credits in their first academic year (Fall, January, Spring, Summer). If students complete less than 20 credits in their first academic year, it is likely to take 4 years to complete the degree.

Students who enter the M.Div. in a spring semester take a first semester of elective courses before beginning the required course sequence in the fall semester. Students are not allowed to take more than 15 credits (over spring and summer) before beginning the required course sequence.

\*Students may choose to postpone Global Faiths and the Earth to the second spring semester. This course is only offered in spring semesters.

## The Vocational Pathway

At the beginning of the program, each student chooses a vocational pathway that shapes course selection and internship placement. The available vocational pathways are:

**Ministerial Leadership:** Study Christian history, theology, practice, and organization and prepare for full-time or bi-vocational congregational ministry. In this pathway, students are able to meet the educational requirements for ordination in protestant denominations.

**United Methodist Ministry:** Study U.S. and global Wesleyan/Methodist history, theology, practices, and organization and develop a uniquely Wesleyan understanding of

God's mission in the world. This pathway meets the educational requirements for ordination as an Elder or Deacon in the United Methodist Church. All students considering ordination in the UMC should take this pathway.

**Social Justice Advocacy:** Explore methods of organizing and advocating for and with socially-marginalized communities within church and society and develop gospel-based practices for the transformation of systemic forms of injustice. This pathway emphasizes leadership in contexts or organizations that reach beyond local congregations.

**Chaplaincy:** Study the practices and contexts of pastoral care in settings beyond a congregation. The chaplaincy pathway emphasizes ministry with and advocacy for people in multicultural and multifaith contexts such as hospitals, college campuses, and the military.

Students complete the vocational pathway by selecting courses that meet the requirements outlined above and detailed in the Theological School Academic catalog on the Registrar's [webpage](#).

For the Practices of Ministry and Leadership and Practice requirements, students complete three courses from different disciplines of pastoral theory and practice including Preaching, Religious Education, Pastoral Care, Professional Ethics, Music and Arts, Interfaith, Conflict Resolution, and others. Check the catalog for specific subjects allowed in each pathway.

Concurrent with the vocational pathway, students complete the remaining required courses:

- THST 501 - Christian Communities in Contexts: offered every fall semester, in different modalities, including a self-paced option.
- ETH 501- Gospel Living and Social Transformation: offered every spring semester, in different modalities, including a self-paced option.
- Theo TREC (see below)
- VOFC 900C-F – Mentored Portfolio: twice concurrent with the internship year and twice before graduation

Students can track the courses that complete their pathway on their Treehouse Ladder as well as on the chart at the back of this handbook.

## The Internship Year

After completing at least the first year of required courses, students begin a year-long, 300-hour mentored internship accompanied by a leadership seminar. As appropriate to their vocational goals, students work in a teaching parish, chaplaincy location, public advocacy non-profit agency, or congregational leadership role for an academic year. Students are expected to serve in their internship placement sites for 12–15 hours per week.

In order to prepare for and complete this learning experience, students follow these steps:

- Complete the assignments in the Mentored Portfolio

- Complete the vocational interview in January of the first year
- Complete a six-hour healthy boundaries/sexual ethics training
- Meet with the Associate Dean for Vocation and Formation in the semester before beginning the Internship year
- Meet with site mentor to determine plans for the internship
- Complete the Learning/Serving Agreement
- Register for VOCF 601, VOCF 605, VOCF 875A, and VOCF 900C in fall of the internship year
- Register for VOCF 602, VOCF 606, VOCF 875B, and VOCF 900D in spring of the internship year
- Complete the internship project review in the Mentored Portfolio

In the internship and leadership seminar, students think reflectively and critically about their practice of religious leadership as they are doing it. Student interns are challenged to gain skills of self-awareness and theological reflection, and to build tools for public religious leadership, as well as consider and discern potential vocational goals and opportunities with their mentors and seminar facilitators.

To assist students in the process of vocational discernment that is central to this experiential learning program, the Learning/Serving Agreement is developed in such a way that students are exposed to the multiplicity of tasks and opportunities available in their internship placement. Administration and budget planning, preaching or public proclamation, pastoral care, education, worship, outreach ministry, community organizing, and spiritual formation are some areas in which students gain experience and insight and deepen their capacities for leadership.

In the second semester of the internship year, students develop an internship project designed to integrate resources and materials encountered in the leadership seminars, as well as in required courses. This project is finalized in the Mentored Portfolio.

For placement opportunities, forms, and timelines, see the Theological School's Resources for Current Student [webpage](#).

## **Theo TREC**

In every year since 2000, Drew Theological School faculty and Master of Divinity students from many cultures pack their bags and take to the skies or the road to participate in an intensive and intentional travel experience in intercultural learning. Two Theo TREC travel courses are offered each January and summer term to such locations as Turkey, El Salvador, South Africa, Israel, Appalachia, Native American lands, the U.S. southern border, and South Korea. These programs often focus on a specific societal, economic, or political issue within the context, and explore culture through a variety of lenses and in conversation with people and place. Students will prepare for the TREC travel course by taking TREC 550 - Engaging Cultural Contexts in the semester prior to travel. After returning, students reflect theologically on their travel in THEO 610 - God's Mission in a Multicultural World.

Students are encouraged to plan early for their intercultural immersion trip. It is recommended to take the Theo TREC course in the second or third year of the program.

The Theological School subsidizes the Theo TREC program. Travel fees charged are thus substantially reduced for an all-expenses-paid 10 to 12-day travel seminar (ranging from \$1800 to \$2100). Although tuition scholarships do not apply to travel fees, students may use their financial aid package (loans and stipends) to cover travel fees. Fees are charged directly to student accounts. Tuition scholarships do apply to the tuition charges for the Theo TREC course credits in all terms (including January and Summer).

Information about the Theo TREC courses offered in a particular year is posted on Drew's Center for Global Education [webpage](#). Both international and U.S.-based courses are offered each year. When deciding which TREC to take, students should consider factors that might limit their travel (health, border crossings, physical expectations) as well as how the subject area connects with their studies and vocational goals. While exemptions to the Theo TREC requirement are not allowed, substitutions for travel may be granted in cases of substantial personal constraint. Students needing to discuss this matter should make an appointment with the Associate Dean for Vocation and Formation.

Theo TREC features traveling with a diverse group of Drew students and faculty and doing structured reflection on culture and ministry. Therefore, although we acknowledge that international students studying in the U.S. on a visa experience intercultural immersion every day, international students are not exempted from the Theo TREC requirement.

## Learning Enrichments

Ministry is always in motion. A Master of Divinity at Drew emphasizes adaptability, creativity, and resilience. Readiness for whatever comes requires knowledge, foresight, imagination, artfulness, flexibility, variety, wisdom, maturity, and good judgment. Each M.Div. student completes a series of learning enrichment requirements that ensure students have had educational experiences that cultivate an ability to improvise in changing contexts.

Learning enrichments are not extra course requirements. Rather, they are features of pathway and elective courses that students are already taking. Learning enrichments are fulfilled as follows:

- **Problem-Based Learning:** take two courses with a PBL attribute. These courses develop leadership skills for responding to pressing questions faced in ministry, particular vocational locations, and in the world. It is recommended that students take their first PBL in their first or second semester.
- **Search for the Good Community:** take one course with a GC attribute and one with a Good Community Historical (GCH) attribute. Good Community courses explore the ways that Christian communities, religiously-inflected social movements, or influential religious thinkers engage their contexts, inhabit and innovate religious traditions, and mobilize people for the sake of the radically-just, life-giving gospel.

- **Arts-Intensive:** take one course with an ARTS attribute. Arts intensive courses include substantial and sustained thinking and engagement with the creative process and artistic expression.
- **Off-campus learning:** in addition to the Theo TREC requirement, take one course with an OCL or PREP attribute. Off-campus learning courses feature community engagement, hands-on experience with built and natural environments (such as building houses or doing farming), and co-learning outside the Drew classroom (such as in prison or at thematic conferences). Students in the Social Justice Advocacy pathway fulfill this requirement with a PREP course (see below).

Learning enrichment courses fulfill a requirement in the vocational pathway or are electives. One course cannot be used to complete two learning enrichments. Students may petition for a course without a specific designation to fulfill an enrichment requirement by completing a petition to the Graduate Academic Standing Committee on the Theological School's Resources for Current Students [webpage](#).

## Ordination Requirements

Students who are seeking ordination as an Elder or Deacon in the United Methodist Church should complete the United Methodist Ministries vocational pathway. The Ministerial Leadership pathway provides training for students pursuing ordination in other denominations.

Each denomination has particular requirements for ordination determined by local and national judicatories. Students should stay in close conversation with the leadership in their denominations for detailed processes.

## Optional Concentrations

M.Div. students may use electives to complete one concentration of four courses from one of the following course designations:

- Africana and African American Religions and Cultures (AFAM)
- Religion and Ecology (ECO)
- Religion and Social Justice (SJA)
- Women's and Gender Studies (WSTT)
- Conflict Resolution (CRES)

To have a concentration added to the transcript, a student submits the Add or Change Concentration or Pathway form on the Resources for Current Students [webpage](#).

## Graduate Certificates

During their time at Drew, students in the Master of Divinity program may pursue a graduate certificate offered by the Theological School or the Caspersen School of Graduate Studies concurrently with their degree program. Certificate programs available for concurrent enrollment include:

- Certificate in Religion, Ecology, and Justice
- Certificate in Interfaith Peacebuilding
- Certificate in Restorative Justice and Prison Ministry
- Certificate in Conflict Resolution and Leadership
- Certificate in Medical Humanities

Please see the Theological School and Caspersen School catalogs for complete certificate requirements and further information.

## **Graduation**

Students may complete the M.Div. degree and receive a diploma in August, January, or May of each year. Commencement exercises are held in May of each year for all students who have completed their degrees in the August or January prior to each Commencement.

# Program Timelines

Regular semester courses are offered in weekly (day and evening, Tuesday through Thursday), intensive, and self-paced formats in Fall and Spring. Intensive, travel, and online courses are offered in January and summer terms.

These sample timelines provide an overview for completing the entire program in different rhythms. *To reduce the credits in any semester add intensive or online Pathway/elective credits in any January or summer terms. To shorten the time to graduation, add Pathway/elective credits in semester, January, and summer terms.*

SAMPLE ONE: Regular pace, Fall and Spring semesters, 3 years

Year One: 26 credits completed			
FALL SEMESTER 13 credits	January	SPRING SEMESTER 13 credits	Summer
THEO 501 VOCF 503 VOCF 900A 6.5 credits of Pathway/electives		BBCL 501 INTF 501 VOCF 900B 6.5 credits of Pathway/electives	
Year Two: 24 credits completed plus Internship			
FALL SEMESTER 12 credits	January	SPRING SEMESTER 12 credits	Summer
THST 501 VOCF 601 with Internship VOCF 875A VOCF 900C 6 credits of Pathway/electives		ETH 501 VOCF 602 with Internship VOCF 875B VOCF 900D 6 credits of Pathway/electives	
Year Three: 25 credits completed			
FALL SEMESTER 12.5 credits	January	SPRING SEMESTER 12.5 credits	Summer
12 credits of Pathway/electives VOCF 900E		12 credits Pathway/electives VOCF 900F GRADUATION*	

\*To complete the 78 credits for the degree add the intercultural immersion sequence in a Fall/January/Spring or in a Spring/Summer/Fall.

SAMPLE TWO: Half-time, year round program (6 or less credits per term), 4 years:

Year One: 19 credits completed			
FALL SEMESTER 6.5 credits	January 3 credits	SPRING SEMESTER 6.5 credits	Summer 3 credits
THEO 501 VOCF 503 VOCF 900A	3 credits of Pathway/electives	BBCL 501 VOCF 900B 3 credits of Pathway/elective	3 credits of Pathway/electives
Year Two: 19 credits completed			
FALL SEMESTER 7 credits	January 3 credits	SPRING SEMESTER 6 credits	Summer 3 credits
THST 501 4 credits of Pathway/electives	3 credits of Pathway/electives	INTF 501 3 credits of Pathway/electives	3 credits of Pathway/electives
Year Three: 18 credits completed			
FALL SEMESTER 6 credits	January 3 credits	SPRING SEMESTER 6 credits	Summer 3 credits
VOCF 601 VOCF 875A VOCF 900C 3 credits of Pathway/electives	3 credits of Pathway/electives	ETH 501 VOC 602 with internship VOCF 875B VOCF 900D	3 credits of Pathway/electives
Year Four: 19 credits completed			
FALL SEMESTER 6.5 credits	January 3 credits	SPRING SEMESTER 6.5 credits	Summer 3 credits
6 credits of Pathway/electives VOCF 900E	3 credits of Pathway/electives	6 credits of Pathway/electives VOCF 900F	3 credits of Pathway/electives GRADUATION*

\*To complete the 78 credits for the degree add the intercultural immersion sequence over a Fall/January/Spring or Spring/Summer/Fall.

# Certifications, Special Programs, and Opportunities

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## **Certification Programs (CPE, JME, CPSP)**

Certification programs offered by approved organizations provide valuable opportunities for intensive contextual and practical training and reflection. Drew grants three credits for the completion of approved certification programs.

### ***Clinical Pastoral Education (CPE)***

Clinical Pastoral Education (CPE) is interfaith professional education for ministry. It brings theological students and ministers of all faiths (pastors, priests, rabbis, imams, and others) into supervised encounters with persons in crisis, most often in hospital settings. CPE can serve as part of one's preparation for parish ministry, chaplaincy, lay ministry, teaching, and counseling. CPE programs follow a set curriculum with an expectation of completing 300 hours of clinical practical work during the course of the program. Students apply directly to approved locations, paying a standard fee to the CPE location. Sites approved by the Association of Clinical Pastoral Education can be found online at: <https://www.acpe.edu>.

Students may take CPE over a summer term or extended over a year, that is, over the Fall and Spring semesters. To do so, register for VOCF 878FT - Clinical Practical Education (Full-Time Unit) or VOCF 878EX - Clinical Practical Education (Extended Unit) to receive three elective credits upon completion of the program.

Many denominations require CPE for ordination. Students can consult the ordination requirements guidelines on the Theological School Resources for Current Students [webpage](#), and should also be familiar with their own ordination committee or board's requirements.

### ***Justice Ministry Education (JME)***

Justice Ministry Education is equal parts direct experiential learning, 150 hours of field work, and facilitated learning in small groups. Individually, and within local movements, JME cultivates leadership across five areas of learning, growth, and practice:

- Faith-rootedness
- The practice of justice work
- Role discernment and knowledge of self
- Self-care and communal care
- Accountability and relationship building

JME is offered beginning in a spring term and completing in the immediately following summer term. Students work with Drew faculty and do field work at Drew and in local sites.

## **College of Pastoral Supervision & Psychotherapy (CPSP)**

A growing area of opportunity for those interested in chaplaincy and pastoral care is in the field of psychiatric care. The College of Pastoral Supervision and Psychotherapy, Inc. (CPSP) offers programs in clinical pastoral education/training (CPE/CPT), pastoral psychotherapy, pastoral counseling, and clinical chaplaincy as a unique form of ministry education, most often in psychiatric care settings.

Drew Theological School has an ongoing partnership with Greystone State Psychiatric Hospital in Randolph, New Jersey. Students interested in doing a psychiatric CPE unit, can also locate other sites online: [http://www.cpsp.org/directory\\_training\\_centers](http://www.cpsp.org/directory_training_centers).

As with CPE, Drew students apply directly to the training program and pay the program fee to the training institution. Upon completion of the training, students may receive three Drew credits, as well as certification from the training institution. Students register for VOCF 878FT - Clinical Practical Education (Full-Time Unit) or VOCF 878EX - Clinical Practical Education (Extended Unit) to receive three elective credits upon completion of the program.

Some denominations will accept CPSP training as a substitute for CPE to fulfill ordination requirements. Students can consult the ordination requirements guidelines on the Theological School Resources for Current Students [webpage](#), and should also be familiar with their own ordination committee or board's requirements.

## **Partnership for Religion and Education in Prisons (PREP)**

In this flagship program, Drew Theological School students learn together with students who are incarcerated.

PREP courses are taken for credit and can be used to fulfill pathway and elective requirements. PREP courses also fulfill the Off-Campus Learning (OCL) enrichment requirement. Students in the Social Justice Advocacy pathway are required to fulfill their Off-Campus Learning enrichment requirement with a PREP course.

For more information and to apply for current courses, see the Resources for Current Students [webpage](#).

## **Chapel**

At the center of Drew's worshipping and learning community is the historic Craig Chapel, located on the second floor of Seminary Hall. Weekly services, vespers, lectures, special ceremonies, and many more events bring the Drew community together for worship, learning, and celebration. Regular services are offered three times per week: Tuesdays and Thursdays at noon. Attendance and participation in leading worship is encouraged for all Theological School students and faculty. Students can plan and participate in chapel for up to 3 credits toward the M.Div. degree (TMUS 800 - Seminary Choir, or VOCF 806 - Chapel Practicum).

## **Community Garden**

At the Theological School Community garden students, professors and staffers plant, harvest and eat organic food. Harvests are shared and also donated to local food pantries. Students can take VOCF 805 - Garden Practicum for 1 elective credit.

The Community Garden is a space for learning and thinking theologically about the interconnection of God's creation. As a founding member of the [Green Seminary Initiative](#), Drew's commitment to ecological wellbeing is demonstrated across the Theological School community in recycling, reusing, and reviving our environment through a culture of awareness and activism.

## **Caspersen School Graduate Courses**

Courses offered in the Caspersen School of Graduate Studies by the Drew Faculty of Arts and Sciences are available to Theological School students. Courses in Education, Conflict Resolution, History, Arts, Literature, and Medical and Health Humanities may be taken for elective credit towards the Master of Divinity. Students may petition for a course to fulfill a pathway or learning enrichment requirement by completing a Petition to the Graduate Academic Standing Committee on for Resources for Current Students [webpage](#).

## **Student-Directed Immersive Learning**

### **Apprenticeships**

Students are encouraged to do an apprenticeship in their program (VOCF 873 - Vocational Apprenticeship). An apprenticeship with a church or other community organization focuses on a specific skill set or capacity in a distinct role in a vocational setting. Contact the Office of Vocation and Formation at [tsdeanvocform@drew.edu](mailto:tsdeanvocform@drew.edu) or 973-408-3418 for more information and advising.

### **Internship**

Students are encouraged to do internships in their program beyond the internship year. An internship with a church or other community organization offers a general, broad introduction to the responsibilities, programs, and roles of an internship placement context. Contact the Office of Vocation and Formation at [tsdeanvocform@drew.edu](mailto:tsdeanvocform@drew.edu) or 973-408-3418 for more information and advising.

### **Off-Campus Learning**

Students are encouraged to develop off-campus experiences that will deepen the learning in their program. These are usually in a remote location, participating in various ways in learning, ministry, and leadership including chaplaincies, camping ministry, conferences, community projects, etc. Drew credit can be received for these experiences by building a curriculum

mentored by a faculty member with a final project, reflection paper, or public demonstration/presentation. The tutorial petition is found on the Resources for Current Students page of the Theological School [webpage](#).

# Frequently Asked Questions

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

## Who is my advisor?

Each M.Div. student is assigned an advisor upon entering the program. This professor will also be the student's professor in the Mentored Portfolio. During the registration period, each student meets with their advisor to review course selections and degree progress. Each semester the advisor will provide the student with a PIN that they will use to register for courses online. The advisor's approval is needed for academic standing petitions and forms related to curriculum substitutions and proposals.

Professors Kate Ott [kott@drew.edu](mailto:kott@drew.edu) is the program convenor for the Master of Divinity degree. She attends to curriculum development and review. She also reviews forms related to M.Div. curriculum substitutions and proposals.

Although you cannot officially change your advisor, you are encouraged to make additional informal mentoring connections with faculty across the areas of your academic and vocational interests.

## Can I change my vocational pathway?

Yes. The pathways and electives are flexible enough that within the first two years students can make changes to their learning plans. Discuss changes with your advisor. To change pathways, submit the Add or Change of Pathway or Concentration form on the Resources for Current Students [webpage](#).

## Can I cross-register at Union, NYTS, or General to meet degree requirements?

Drew students may cross-register for up to six credits at Union, New York Theological Seminary, and/or General Theological Seminary with their advisor's approval and using the appropriate form on the Registrar's [webpage](#). Cross-registered courses count automatically as electives toward the M.Div. and can be proposed to meet pathway or enrichment requirements using the Petition to the Graduate Academic Standing Committee form on the Resources for Current Students [webpage](#). Non-Drew courses cannot be substituted for required courses in the degree, including for the Vocational Internship and Leadership Seminar.

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

The M.Div. degree is designed to be completed in three or four years of study. January and summer term intensive and online courses provide opportunities for half-time students to make steady progress toward completion of the degree. All academic requirements for the M.Div. must be completed within seven years from the date of initial matriculation. Leaves of absence are not included in the total time available to complete the degree (see the Registration Status section below).

## **How many credits should I take each semester?**

Masters students in Drew housing need to carry 9 credits per semester. Otherwise, the number of credits that you take depends on your other commitments. In general, you should plan for 2-3 hours work outside of class for each credit hour. Here is a good general measure:

**15.5 credits:** maximum credits for master's students

**11-12 credits:** most common course load for master's students with part-time employment

**9 credits:** a regular load for master's students to accompany employment of 25 hours per week

**3 - 6 credits:** a regular load for part-time master's students

See the sample timelines for planning your time to completion.

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

Students who require accommodations should contact the Office of Accessibility Resources (OAR), in Brothers College, 973-408-3962, for a private, confidential appointment. Accommodation Request Letters are issued to students after documentation, written by a qualified professional, is reviewed and accommodations are approved by OAR. For more information, see:

<http://www.drew.edu/center-academic-excellence/about-us/accessibility-resources/>

Accommodations are implemented by faculty only after the student presents the Accommodation Request Letter issued by OAR. Letters should be presented to the faculty at least one week before the accommodation is needed. Students' requests for accommodations thus should be submitted to OAR within the first two weeks of a course. Returning students with previously approved accommodations should make letter requests for the current semester to Accessibility Resources within the first two weeks of class.

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

The Drew University Theological School affirms the full equality of all persons in God's all-inclusive love, regardless of gender, race, nation, class, age, ability, religion, or sexual

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

# Registration Status

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Students in the Master of Divinity are expected to maintain communication and connection with Drew throughout the entire program. Different registration statuses indicate your progress through the program.

## Active

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

## Leave of Absence

Unexpected life events or personal challenges can interrupt a student’s ability to make progress in the degree. At times like this, students might reduce the number of credits they plan to take or consider a complete leave of absence. This status stops the clock on your allowed time to completion of your degree. Students are allowed two semesters of official leave from the program. As a leave of absence is intended to provide time away from the work of the degree, students do not have access to academic, support, and student life services at the University.

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

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

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

## **Medical Withdrawal from a Semester**

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

## **Voluntary Withdrawal from the Program**

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

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

# Academic Standing

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

## Good Standing

Students are expected to do excellent work ("B" level) and exceptional work ("A" level). The successful Master of Divinity student must complete coursework with an overall average of 2.0 or better.

## Warning or Probation

Students who do not achieve a 2.0 GPA in any semester will be placed on warning or probation based on the criteria outlined in the Theological School academic catalog posted on the Registrar's [webpage](#). Students placed on academic probation are returned to good standing if they achieve an overall 2.0 GPA average or better at the next time of review.

## Required Withdrawal

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

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

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

# Standards of Academic Integrity

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## Drew University Standards

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

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

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

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

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

**Plagiarism** - Plagiarism is the act of appropriating or imitating the language, ideas, or thoughts of another and presenting them as one's own or without proper acknowledgment. This includes submitting as one's own a thesis, a paper, or part of a paper written by another person, whether that material was stolen, purchased, or shared freely. It also includes submitting a paper containing insufficient citation or misuse of source material. When in doubt, err on the side of referencing material. Note that each syllabus will outline clearly the Drew University policy.

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

# Curriculum Planning for Master of Divinity

REQUIRED COURSES	SEMESTER TAKEN
THEO 501 – Transforming Theologies (Fall)	
VOCF 503 – Identity, Spirituality, and Vocation (Fall)	
BBCL 501 – Bible and Its Interpreters (Spring)	
INTF 501 – Global Faiths and the Earth (Spring)	
THST 501 – Christian Communities in Contexts (Fall)	
ETH 501 – Gospel Living and Societal Transformation (Fall and Spring)	
TREC 550 – Engaging Cultural Contexts (Fall and Spring)	
TREC 551-589 – Immersive Travel Course (January and Summer)	
THEO 610 – God’s Mission in a Multicultural World (Fall and Spring)	
VOCF 601 – Leadership Seminar I (Fall)	
VOCF 602 – Leadership Seminar II (Spring)	
VOCF 875A – Vocational Internship I (Fall)	
VOCF 875B – Vocational Internship II (Spring)	
VOCF 900A Mentored Portfolio	
VOCF 900B Mentored Portfolio	
VOCF 900C Mentored Portfolio	
VOCF 900D Mentored Portfolio	
VOCF 900E Mentored Portfolio	
VOCF 900F Mentored Portfolio	
	29 Credits total




ENRICHMENT REQUIREMENTS	COURSE (already listed above)
Problem-Based Learning Course 1 (PBL)	
Problem-Based Learning Course 2 (PBL)	
Good Community Course 1 (GC)	
Good Community Course 2 (GCH)	
Arts-Intensive Learning Course (ARTS)	
Off-campus Learning Course (beyond immersion course) (OCL or PREP)	