HARVARD DIVINITY SCHOOL
Religion and Public Life

Certificate in Religion and Public Life
HDS Student Handbook, 2021–22

August 10, 2021

I. Welcome

The Certificate in Religion and Public Life (CRPL) is designed to prepare HDS graduates with the tools, skills, and experience to explore professional pathways outside of traditional ministry or academic scholarship. Through the CRPL, Master of Theological Studies (MTS) and Master of Divinity (MDiv) students engage in a structure of coursework, mentoring, experiential learning, and a final project. Students explore the challenges and opportunities that arise when a nuanced understanding of religion is employed within a particular profession or vocation such as education, journalism, government, community organizing, humanitarian action, and entertainment and media.

The CRPL requires two years for completion. Students considering the CRPL must plan early and carefully to ensure that all requirements of their degree program and the certificate can be met in time for graduation.

II. Purpose

This handbook is designed to[1]

- Assist MTS and MDiv students in deciding whether to pursue a CRPL
- Describe expectations, roles, and requirements
- Provide guidance for navigating the process from beginning to end

III. CRPL requirements

The CRPL is available to all MTS and MDiv candidates who meet the following criteria:

1. Successful completion of all relevant degree requirements for the MTS or MDiv degree
2. Enrollment in the fall semester Religious Literacy and the Professions course
3. Successful completion of an internship in the relevant area of concentration
4. Enrollment in the Religion and Public Life Capstone Seminar offered each spring where participants pursue a final project relevant to their certificate focus and in consultation with a project advisor

[1] *Please note: The RPL program is launching this handbook for the 2021-2022 academic year, the first year the CRPL is being offered. It will be updated and revised for improvements to ensure it meets the stated purposes. Feedback from users of the manual is encouraged. Please send your suggestions for improvements of the handbook to RPL Coordinator Reem Atassi, ratassi@hds.harvard.edu.*

5. A minimum grade of B for both the Religious Literacy and the Professions and the Religion and Public Life Capstone Seminar

Upon completion of all requirements, students will earn a Certificate in Religion and Public Life in one of the following areas of concentration: Education, Government, Media and Entertainment, Journalism, Humanitarian Action, or Community Organizing.[2]

IV. Planning for CRPL track within your program

Students who wish to pursue a certificate should indicate their interest to their faculty academic advisor as part of their overall planning for their degree. Students are also encouraged to consult with Dr. Diane L. Moore, Faculty Director of Religion and Public Life (RPL), or Susie Hayward, RPL Associate Director for Religious Literacy and the Professions Initiative (RLPI).

MTS students must begin the certificate process during the fall of their first year of study. MDiv students can opt to start in their first or second year of study but must work closely with both the Office of Ministry Studies (OMS) and RPL in coordinating decisions around field education and CRPL internship requirements to ensure all MDiv and CRPL requirements are met prior to graduation.

A commitment to pursue a CRPL to completion is declared with the decision to undertake a **CRPL internship**. Formal application for the certificate is made during the student's graduating spring semester, upon completion of all requirements.

V. Timeline for obtaining the CRPL

The certification process begins with the **Religious Literacy and the Professions** course in the fall semester two years prior to graduation and concludes with the spring **RPL Capstone Seminar** and final project during the student's final (graduating) spring semester. The general sequence of steps involved in securing a CRPL are outlined below. A table outlining specific options for MTS and MDiv students is included in Appendix C.

1. Fall Religious Literacy and the Professions course

- Meet with and discuss interest in CRPL with academic advisor. As needed, discuss with RPL Faculty Director or RPL Associate Director for RLPI
- Enroll in HDS 3300, **Religious Literacy and the Professions**. This open enrollment course is offered every fall and is required for those considering the CRPL
- Identify arenas of professional and subject matter focus for course section engagement with RPL Professional Fellows

MTS students must enroll in HDS 3300 during their first year of study. MDiv students may enroll in either their first or the second year of study.

2. CRPL internship selection

- Develop options
    - Consult CRPL Internship Handbook of RPL approved placement options

[2] The options for professional focus will be updated on a periodic basis.

    - Consult with RPL Professional Fellows about potential sites
    - Work closely with RPL Associate Director of RLPI to identify other possible options
    - If considering seeking CRPL internship credit for a Field Education placement, confer with OMS and RPL regarding options that might fulfil requirements of both
- Secure placement
    - Contact internship site supervisors, identify availability
    - Develop proposal, confirm placement with site supervisor
    - Confirm funding options
    - Submit internship proposal to RPL Faculty Director for approval
    - RPL Faculty Director makes decisions on placements and proposals. If decision is "accept with revisions" work with RPL Faculty Director to resubmit
    - As needed, request CRPL financial support

3. CRPL Internship

- Pursue and complete internship with onsite supervision
- Identify internship learning goals
- Participate in required CRPL group and individual reflective sessions
- Submit required exercises and mid-point and final reports
- Complete site placement evaluation

4. Final semester: CRPL Capstone Seminar and final project

The RPL Capstone Seminar takes place during the final semester of study for both MTS and MDiv students.

- Enroll in the **Certificate in Religion and Public Life Capstone Seminar**. This spring course is restricted to and required for graduating CRPL candidates
- Identify final project and project advisor
- Submit final project proposal, with project advisor approval, to RPL Capstone Seminar course instructor and to RPL Faculty Director by midnight of the first day of classes. (Admissions decisions will be made within 72 hours)
- Prior to the end of the spring final examination period, apply for the CRPL to the RPL Faculty Director and the HDS Registrar, demonstrating successful completion of all requirements.

Note: MDiv students desiring to combine the CRPL Capstone with the MDiv Capstone must apply to do so in the *spring before their final year of the MDiv program*.

VI. Religious Literacy and the Professions course

HDS 3300 introduces students to foundational principles of religious literacy and just peace, as well as to methodologies for assessing religion in context. This course features visiting RPL Religious Literacy and the Professions Fellows who will lead sections and be available to mentor and support students as they navigate their professional aspirations and consider internship placements. These include

- RPL Fellow in Journalism
- RPL Fellow in Education
- RPL Fellow in Media & Entertainment
- RPL Fellow in Government

- RPL Fellow in Organizing
- RPL Fellow in Humanitarian Action

In addition, the course will feature content experts in the following issues related to just peace

- RPL Fellow in Racial Justice
- RPL Fellow in Prison Justice
- RPL Fellow in Climate Justice
- RPL Fellow in Immigration Justice
- RPL Fellow in Native and Indigenous Justice

By the third week of class, students will be required to focus on a profession and an issue to ground their exploration for the seminar. For students wishing to pursue the CRPL, the profession they choose in the course must be the focus for their internship and their final project. They are not required to continue focusing on the issue area they choose for the Religious Literacy and the Professions class.

The 2021–22 RPL Professional Fellows are listed in Appendix B.

VII. CRPL Internships

Types of Internships

Internships can take multiple forms, including but not restricted to the following:

- Working with an organization or agency related to a profession
- Working in a research capacity with a particular professional, faculty member, fellow, or instructor
- Working in a relevant apprentice role with an established artist, filmmaker, or activist

Internships should provide students with relevant work experience related to their area of concentration. Additionally, internships should provide opportunities for students to gain skill and experience in communicating and demonstrating how a robust understanding of religion enhances professional and civic competence within a particular profession.

Internships can be domestic or international. While residency is preferred, remote internships with appropriate structure and supervision may be considered.

Calendar options

CRPL internships options include

- Summer, full time (June–Aug)
- Extended, part time*
    - Fall, Spring (Sept–May)
    - Spring, Fall (Feb–May, Sept–Dec)
    - Spring, Summer (Feb–Aug)
    - Summer, Fall (June–Dec)

Application deadlines are as follows:

- June start date (summer and summer/fall options): first Monday of April
- September start date (fall/spring): first Monday of June

- January start date (Feb–May, Sept–Dec): first Monday of November

Specific application deadlines are posted on the RPL website.

**Extended part-time placements are generally limited to a context where a full-time summer placement is not feasible (e.g., working with a secondary-school educator). Extended part-time placements cannot take place concurrently with either the Religious Literacy and the Professions course, or with the RPL Capstone Seminar.*

Locating an Internship

The internship search should begin as early as possible. Students should:

- Consult the list of approved **CRPL Internships** *[hyperlink coming soon]*
- Consult with RPL Professional Fellows who can advise and mentor, and in some cases help broker internship opportunities relevant to a student's interests and skills
- Work closely with RPL Associate Director of RLPI to identify other possible options arising out of internship postings made available by other Harvard professional schools (Harvard Kennedy School, Chan School, Graduate School of Education, School of Design) or because of the student's own connections
- Contact site supervisors and begin process of securing placement

Duration

The CRPL internship requires 280 hours of work and can be fulfilled as follows:

- full-time summer placement (35 hours per week for 8 weeks)
- extended part-time placement (10 hours per week for 28 weeks)

The 280-hour CRPL work requirement includes onsite supervision. It does not include travel time, preparation time, or time involved in professional reflection and reporting.

Students seeking CRPL credit for Field Education placements will exceed 280 hours to meet the 350-400 hours of supervised experience required for Field Education. This may be allocated between supervised experience and reflection. Regardless, CRPL students are required to demonstrate that they have met the 280-hour work requirement.

Placement proposal and contract

Once a placement and particular supervisor are identified, students are expected to work with the supervisor to fashion an internship proposal and placement contract following the template provided by RPL *[hyperlink coming soon].* This should include

- Placement details (organization, start and end date, site supervisor)
- Project details (goals, responsibilities, any specific expectations)

Full project details may not always be available in advance. Your proposal and placement contract should contain as much detail as possible.

Proposals must be submitted for review by the RPL Faculty Director who will either accept, accept with revisions, or reject the proposal. Deadlines for submission will be posted on the RPL website. Proposals must be approved prior to application for funding.

Note: while every effort will be made to assist students in securing appropriate internship placements, such placements are not guaranteed. Students are strongly advised to begin the placement process as early as possible and to be in dialogue with the RPL Associate Director for RLPI throughout the process.

Compensation

Students are expected to be compensated a minimum of $5,000 for summer internships and $6,000 for extended part-time internships, consistent with Field Education compensation. RPL will provide a stipend up to these amounts for CRPL internships, unless equal or greater compensation is available through:

1. *Employer support.* This must be utilized where the employer offers a paid internship program. Employer-provided compensation is more likely in private sector, larger NGO, university, or governmental settings.
2. *Work-Study*. Other sites may already be pre-qualified for participation in the Federal Work-Study program. If a student is able to useFederal Work-Study Funds toward a CRPL internship opportunity, they should do so. In such cases, RPL will provide the employer's 25 percent match. For more information about Work-Study eligibility, contact the HDS Office of Financial Aid prior to the submission of the proposal.

All compensation is subject to taxation and follows the same laws of reporting as any taxable income.

Supervision

Students must receive direct supervision from their on-site employer. This should include one hour/week of supervision and professional mentoring. This supervisor will be expected to participate in a short orientation session with RPL prior to the start of the student's internship to become familiar with CRPL frameworks and expectations. It's expected that the student works with the same supervisor throughout the internship. If the student plans to receive field education credit for the internship, they must also engage in one hour per week of theological supervision.

Professional Reflection and Reporting

In addition to on-site supervision, students participate in periodic reflective sessions with the RPL Faculty Director and the Associate Director for RLPI, in both individual and group settings.

After initial immersion in the internship, CRPL interns will be expected to identify learning goals in relation to a set of **RPL core competencies**, outlined in Appendix A. While these competencies cannot be mastered in a single internship (or even certificate program), the CRPL is designed to deepen students' reflective capacities in relation to these competencies.

We recognize that internship learning opportunities will vary, depending on the placement, the supervisor, contextual factors, and the student's own skills and experience. In framing learning goals for the CRPL internship, students are encouraged to select 2 to 3 core competencies around which to focus their learning. These competencies should not be considered a "checklist for success" but rather as sites of reflection in developing one's own approach toward leadership in the translation of religion in public life.

Students will the meet with the RPL Faculty Director and Associate Director of RLPI approximately 5 times over the course of the internship. This will take the form of individual and group check-ins that facilitate reflection on their learning goals and on the challenges and opportunities in applying religious literacy principles in the workplace.

CRPL interns will also submit two reports on their internship experience to the Faculty Director of the RPL: one at the mid-point and the second at the end of the internship. At the completion of their internship, students will submit a site evaluation survey to RPL. Finally, interns will be expected to participate in a public forum at HDS to speak about their internship experiences.

Relationship to Field Education and other HDS Internship Opportunities

While Field Education and CRPL internships both offer immersive professional learning opportunities, their aims are different. Field Education is designed to develop professional attitudes and competencies for the work of ministry, facilitated through theological reflection and a required Meaning Making course requirement. CRPL internships, by contrast, are designed to develop competence, skill, and experience in communicating and demonstrating how a robust understanding of religion enhances professional and civic competence across a wide array of sectors, including professions traditionally considered "secular."

HDS also offers a limited number of additional internship opportunities including the Greeley International Field Education Internship and the Religion, Conflict & Peace Internship. Each of these opportunities has specific eligibility requirements and learning goals.

There may be instances in which a Field Education placement or other internship can meet the CRPL internship requirement. If considering seeking CRPL credit for either a Field Education placement or another internship program, you must first ensure you are meeting the requirements of the Field Education or alternate internship placement. Where the additional learning goals of the CRPL can also be met, you can apply to the RPL Faculty Director for permission to have the Field Education or other internship qualify for the CRPL as well. For a student-initiated site to count for both Field Education and CRPL, you must get approval from both the RPL Faculty Director and the Assistant Dean of Ministry Studies and Field Education.

VIII. Spring Capstone Seminar and Project

The **Religion and Public Life Capstone Seminar** is offered each spring. In this course, participants pursue a final project relevant to their certificate focus and in consultation with a project advisor. The spring seminar must be taken in the spring of the student's final semester of enrollment in either the MTS or MDiv program.

Capstone Project

Each student is required to design and complete a final project related to their area of concentration and will work in close collaboration with a final project advisor, the RPL Faculty Director, the instructor of the spring seminar, and other seminar participants. Final projects will vary depending on the area of concentration pursued, but all must demonstrate a sophisticated understanding of the relevance of the public understanding of religion in particular contexts. Options may include (but are not limited to) constructing a series of case studies focused on a particular profession or context; creating educational resources for a specific audience; or producing a podcast or other kind of media.

Prospective students are required to submit a final project proposal that has been approved by their project advisor to the instructor of the course and the Faculty Director of the RPL by midnight on the first day of classes of the spring term. Acceptance decisions will be made and communicated within 72 hours.

Relationship of CRPL Capstone Project to MDiv Capstone Project

MDiv students wishing to combine the CRPL Spring Seminar and Capstone Project with the MDiv Capstone course can apply to do so. This application must be submitted OMS in the spring before the final year of the MDiv program as part of the process of seeking capstone approval in lieu of the MDiv senior seminar and paper.

IX. Obtaining the CRPL

Students will be required to apply for the CRPL to the RPL Faculty Director and the Registrar upon successful completion of all requirements for either the MTS or MDiv degree as well as for the CRPL in the spring semester of their final year. The responsibility for applying for the CRPL rests with the student and must be made no later than the end of the final examination period of the spring semester. The Faculty Director of the RPL and the Registrar will verify that requirements have been fulfilled. The Registrar will post receipt of the Certificate on the student's transcript.

X. We are here to help

Navigating CRPL requirements within MTS and MDiv degree requirements can feel daunting. We encourage you to reach out early to plan your course of study in order to ensure all requirements are met prior to graduation. We're here to help:

- Dr. Diane L. Moore, RPL Faculty Director, dlmoore@hds.harvard.edu
- Susie Hayward, Associate Director, Religious Literacy and the Professions Initiative, shayward@hds.harvard.edu
- Reem Atassi, Program Coordinator, ratassi@hds.harvard.edu
- Navi Hardin, RPL Program Assistant, nhardin@hds.harvard.edu

Appendix A: Religion and Public Life Core Competencies

The translation of religious literacy in context requires several core leadership skills and capacities that students are encouraged to practice and reflect on during their internship. This list is not exhaustive but is designed to help you identify learning goals for your internship.

- Relationship-building: This involves the ability to discern and effectively navigate group dynamics in an organizational environment, and to develop appropriate and effective working relationships with coworkers and supervisors who will help you meet your goals. Effective communication, humility, confidence, reliability, responsiveness, and initiative all contribute to building trust with colleagues. Transparency, conflict management, and professionalism help to manage challenging work relationships. Students must be mindful about introducing oneself to others as a Religion and Public Life intern and having an "elevator pitch" that describes who you are, what religious literacy is (and is not), and why you're looking forward to the placement.

- Assessing context: The public translation of religion in context first requires understanding how to assess context. The capacity to assess context requires listening to understand the worldviews, frameworks, logics, overriding goals, and incentive structures of a particular profession or organization. This might encompass evaluating the profession's overall goals (e.g. What drives the entertainment media business?) and then discerning specific motivations (e.g. What is this documentary or film seeking to communicate?). Understanding context will involve assessing power and social/ethical context while drawing on just peace principles taught in the

Religious Literacy and the Professions course. Finally, it involves identifying one's own situatedness—what are you bringing into this setting and how is that shaping your sense of context?

- Assessing religion in context: The capacity to discern and effectively communicate the complex, often hidden role of religion in context is fundamental to the CRPL program. This involves 1) approaching the internship setting with a critical "just peace" and "religion" lens to consider how religion is or is not present, 2) considering any barriers to a deeper understanding of religion's influence within the profession and the implications of those barriers, and 3) imagining possibilities for bringing greater religious literacy into the internship setting, particularly in relation to specific organizational programs or projects.

- Developing Strategy: This involves the ability to think strategically with others about when and how to begin to raise questions related to religion. It involves identifying partners—those within the organization who will be open to fresh thinking and deeper conversation—and thinking carefully about effective communication that is attuned to context.

- Taking Initiative: This involves gaining confidence to seize opportunities that are relevant to your internship goals, benefit the organization, and help demonstrate how a robust understanding of religion will enhance a project or area of work.

- Reflection and Action: The ability to engage in ongoing praxis of "reflection, action, reflection" to determine what is working, what isn't, and why. This should include discerning social justice dynamics.

Appendix B: 2021–22 Religious Literacy and the Professions Fellows

CYNTHIA WILSON: **RPL Native and Indigenous Rights Fellow**

Cynthia Wilson is a tribal member of the Navajo Nation, born and raised in Monument Valley, UT. She is of the Folded Arms People clan and born for the Towering House clan. Cynthia holds a MS in Nutrition from the University of Utah. She serves as the Traditional Foods Program Director for Utah Diné Bikéyah, a native-led nonprofit organization with a mission to preserve and protect the cultural and natural resources of ancestral lands. She is also a founding member of the Women of Bears Ears initiative. Her work encompasses traditional knowledge that addresses the environmental, cultural, nutritional and spiritual health of the land and the people.

DEBORAH JIAN LEE: RPL Journalism Fellow

Deborah Jian Lee is an award-winning journalist, radio producer, and author of *Rescuing Jesus: How People of Color, Women and Queer Christians are Reclaiming Evangelicalism*. She is an editor and reporter at The Economic Hardship Reporting Project, a nonprofit journalism organization supporting independent journalists covering economic inequality in America. She has worked as a staff reporter for the Associated Press, taught journalism at Columbia University, and contributed to Foreign Policy, Slate, Playboy, TIME, WBEZ, WNYC and many others. She was named a finalist for the Livingston Awards and won a Newswomen's Club of New York Front Page Award.

ÁLVARO HUERTA: RPL Organizing Fellow

Álvaro Huerta, PhD, is an Associate Professor in Urban & Region Planning (URP) and Ethnic & Women's Studies (EWS) at California State Polytechnic University. He researches the intersecting domains of urban planning, Chicana/o-Latina/o studies, immigration, religion, social movements, social networks, and the informal economy. Huerta is also the author of the award-winning book, *Latina/o Immigrant Communities in the Xenophobic Era of Trump and Beyond* (2019). Huerta has received numerous awards for his social/racial justice and civic engagement, such as the Association of Collegiate Schools of Planning's 2016 Edward Blakely Award and the American Planning Association's 2011 National Planning Leadership Award.

MAYTHA ALHASSEN: RPL Media and Entertainment Fellow

Maytha Alhassen, PhD, is a historian, TV writer + producer, journalist, social justice organizer, and mending practitioner. Alhassen was an on-air host for Al Jazeera English and TYT, and did field reporting for such outlets as CNN and Huffington Post. She co-edited *Demanding Dignity: Young Voices from the Front Lines of the Arab Revolutions* and wrote *Haqq and Hollywood: Illuminating 100 Years of Muslim Tropes and How to Transform Them*. In 2017, Alhassen was awarded a TED residency that culminated in the TED talk "A Poem for Syria: Beyond a Geography of Violence" about her ancestral relationship to Syria and work with displaced communities in the region. Currently, Alhassen produces and writes for Golden Globe and Peabody-winning Hulu series *Ramy* and serves as an Executive Producer for the upcoming docuseries *American Muslims: A History Revealed*.

MIKE DELANEY: RPL Humanitarian Action Fellow

Michael Delaney has worked in international development and humanitarian response for his entire career. During his 25 years with Oxfam America, he led humanitarian emergency responses for some of the largest scale disasters of this century. Delaney champions the primacy of local community involvement on both long-term development projects and emergency response programs, advocating that the voices of those affected by disasters are included in the design, implementation, and evaluation of emergency response. Delaney was also Executive Director of Perkins International and founded Crescendo International in response to the increasing demand for humanitarian action from the intensified climate crisis and global conflict.

RHON MANIGAULT-BRYANT: RPL Racial Justice Fellow

LeRhonda S. Manigault-Bryant, PhD, is Professor of Africana Studies at Williams College and founder of ConjureGirlBlue Productions. A proud native of Moncks Corner, South Carolina, Rhon navigates the academy as a scholar-artist, where she merges her life as a thinker, musician, and filmmaker. She is the author of multiple academic books, public-facing writing, and films including *Talking to the Dead: Religion, Music, and Lived Memory among Gullah/Geechee Women* (2014) and the award-winning documentary short *"death. everything. nothing"* (2020).

SARABINH LEVY-BRIGHTMAN: RPL Education Fellow

Sarabinh Levy-Brightman has worked with Religious Literacy Project (RLP) and Religion and Public Life (RPL) since 2016. Levy-Brightman served as the initial Coordinator of the Religious Literacy and the Professions Initiative and then as the Senior Fellow for Curriculum and Workshop Development for the RLP. Prior to working with the RLP, she was a high school humanities teacher. Her expertise is integrating the academic study of religion into the humanities in both public and private schools. Sarabinh holds an MDiv from HDS, an MA from The Divinity School of the University of Chicago, and a BA in History and Religion from Vassar College.

KARILYN CROCKETT: RPL Government Fellow

Karilyn Crockett, PhD, served as the Chief Equity Officer for the City of Boston under the Walsh administration and holds a PhD from the American Studies program at Yale University, a Master of Science in Geography from the London School of Economics, and a Master of Arts and Religion from Yale Divinity School. Crockett's research focuses on large-scale land use changes in twentieth century American cities and examines the social and geographic implications of structural poverty and race. In 2019, her book *People before Highways: Boston Activists, Urban Planners, and a New Movement for City Making* was named one of the "ten best books of the decade" by the Boston

Public Library Association of Librarians. Crockett also co-founded Multicultural Youth Tour of What's Now (MYTOWN), an award winning, Boston-based, educational non-profit organization.

PHIL TORREY: RPL Immigration and Refugee Fellow

Philip L. Torrey is the Director of the Harvard Law School Crimmigration Clinic, the Managing Attorney of the Harvard Immigration and Refugee Clinical Program, and a Lecturer on Law at Harvard Law School. Torrey's research includes the immigration system's mandatory detention regime, the private prison industry, and the crime-based grounds of removal. His scholarship has been published in law journals, practitioner guides, and online fora including the Harvard Law Review, Michigan Journal of Law Reform, Harvard Latinx Law Review, Immigration and Nationality Law Review, Harvard Law Review for Civil Rights-Civil Liberties, and the Harvard Law and Policy Review. He is also frequently cited in media outlets like the Washington Post, Boston Globe, U.S. News and World Report, Huffington Post, and National Public Radio.

TERESA CAVAZOS COHN: RPL Climate Change Fellow

Teresa Cavazos Cohn, PhD, is a Research Associate Professor in the Department of Natural Resources and Society at the University of Idaho and a co-founder of the interdisciplinary Confluence Lab. She is a human geographer and science communicator who specializes in water and hydrosocial relations with emphasis on Indigenous waters, and human dimensions of wildfire. Her research and outreach projects have been supported by the National Science Foundation, Andrew J. Mellon Foundation, NASA, and Milkweed Press.

Appendix C: Timelines for CRPL

MTS degree students:

Year 1 (Y1): MUST take Religious Literacy and the Professions Course in the Fall

Year 2 (Y2): MUST take the Capstone Seminar in the Spring

Internship options: A) Part-time Spring Y1, Fall Y2; B) Full-time Summer Y1; C) Part-time Spring Y1, Summer Y1; D) Part-time Summer Y1, Fall Y2.

MDiv degree students:

Year 1 or Year 2: Take Religious Literacy and the Professions Course in the Fall

Year 3: MUST take the Capstone Seminar in the Spring

Internship options: A) Part-time Spring & Fall; B) Full-time Summer; C) Part-time Spring & Summer; D) Part-time Summer & Fall; E) Part-time Fall & Spring.

*See below for a table of possible combinations.

CRPL Courses and Internship Table - MDiv Students

Option 1	YEARS	OPTIONS	FALL	SPRING	SUMMER
COURSES	Year 1	1	Religious Literacy and the Professions Course	---	---
	Year 2		---	---	---
	Year 3		---	Capstone Seminar	---

Option 1	YEARS	OPTIONS	FALL	SPRING	SUMMER
INTERNSHIP	Year 1	A-1	---	Part-time	---
		B-1	---	---	Full-time
		C-1	---	Part-time	Part-time
		D-1	---	---	Part-time
	Year 2	A-1	Part-time	---	---
		A-2	---	Part-time	---
		B-2	---	---	Full-time
		C-2	---	Part-time	Part-time
		D-1	Part-time	---	---
		D-2	---	---	Part-time
		E	Part-time	Part-time	---
	Year 3	A-2	Part-time	---	---
		D-2	Part-time	---	---

Option 2	YEARS	OPTIONS	FALL	SPRING	SUMMER
COURSES	Year 1	2	---	---	---
	Year 2		Religious Literacy and the Professions Course	---	---
	Year 3		---	Capstone Seminar	---

Option 2	YEARS	OPTIONS	FALL	SPRING	SUMMER
INTERNSHIP	Year 1				
	Year 2	A-2	---	Part-time	---
		B-2	---	---	Full-time
		C-2	---	Part-time	Part-time
		D-2	---	---	Part-time
	Year 3	A-2	Part-time	---	---
		D-2	Part-time	---	---

CRPL Courses and Internship Table - MTS Students

	YEARS	OPTIONS	FALL	SPRING	SUMMER
COURSES	Year 1	---	Religious Literacy and the Professions Course	---	---
	Year 2	---	---	Capstone Seminar	---

	YEARS	OPTIONS	FALL	SPRING	SUMMER
INTERNSHIP	Year 1	A	---	Part-time	---
		B	---	---	Full-time
		C	---	Part-time	Part-time
		D	---	---	Part-time
	Year 2	A	Part-time	---	---
		B	---	---	---
		C	---	---	---
		D	Part-time	---	---