

Union Theological Seminary

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Office of Integrative and Field-Based Education

Su Yon Pak, Ed.D. Senior Director and Associate Professor

Lisa Simon, Executive Assistant

FIELD PLACEMENT CONTRACT and LEARNING AGREEMENT for Summer Intern (FE206Q)

Student's Name: _____	Supervisor's Name: _____
Address: _____ _____	UTS Alum? Yes ____ No ____
Phone: _____	Agency/Church Name: _____ _____
Email: _____	Address: _____ _____
Program: ____ M.Div. _____ Other	Phone: _____
Year (circle one): 1 2 3 _____ Other	Email: _____
	Website: _____

SUMMARY DESCRIPTION OF CHURCH/AGENCY, LEARNING OPPORTUNITIES AND SUPERVISOR INFORMATION (PLEASE ATTACH SEPARATE SHEETS)

1. Describe your church/agency. Include mission/purpose, targeted population of service/ministry, staff, local community demographics. **(200 words max)**
2. Describe opportunities for ministry training in your church/agency. What are the projected responsibilities of the seminary intern? Include areas of ministry/service, list and describe times during the week when on-site presence would be desired. Preparation time for any event should be considered part of the 12-15 hour requirement. **(250 words max)**
3. Does your site include any physical barriers that might present difficulties for a student with a physical disability?
4. List the supervisor's professional, ministerial and/or theological training. Years in current position? Years in ministry/field? Describe prior experience supervising seminary students as well as other supervisory experience. Describe your style of supervision. Explain the professional and personal commitments you bring to your work. **(250 words max)**

CODE OF PROFESSIONAL CONDUCT

Does your church/agency have a written code of professional conduct? YES / NO (circle one)

If **Yes**, please provide a copy for the student & the Office of Integrative and Field-Based Education with the return of this application.

Your signature at the bottom of the application signifies your willingness to abide by the policies of Union Theological Seminary as contained in the **RELEVANT UNION POLICIES AND PROCEDURES** provided below.

RELEVANT UNION POLICIES AND PROCEDURES

Policy of Non-Discrimination

Union welcomes all persons and is committed through language and practice to cultivate an inclusive community. Union admits students regardless of age, color, national or ethnic origins, familial composition, sex, sexual orientation, marital status, race, racial, ethnic, cultural and gender identities and expressions, religious affiliation, faith tradition, socio-economic status, and disability. Students have access to all the rights, privileges, and programs Union makes available to students. Union does not discriminate on the basis of any of these factors in the administration of its educational policies, admissions policies, scholarships and loan programs, or other programs administered by the Seminary. The Seminary is committed to providing an environment where students, faculty, and staff can enjoy the full benefits of the above policy.

Policy Regarding Sexual Assault, Nonconsensual Sexual Activity, Professional Sexual Misconduct, Harassment, Domestic Violence, Stalking and Hate or Bias Offenses

It is the expectation of Union that all persons within the Seminary treat every other person respectfully at all times. This is in accordance with our published commitment to inclusiveness and with our belief that every human being is a child of God. Therefore, it is the Seminary's expectation that every member of the Union community work and/or live in an environment free from harassment, violence, or assault, including, but not limited to, harassment, violence, or assault based upon citizenship, marital status, alienage, creed, pregnancy, genetic predisposition or carrier status, denominational or religious preference, age, national or ethnic origin, sex, sexual orientation, color, race, racial, ethnic, cultural and gender identities and expressions, disability or any other characteristic protected by law. Faculty, staff and students are covered by and expected to share responsibility for observance of this Policy.

Union is further committed to maintaining an environment free from exploitation and intimidation. The Seminary will not tolerate, and actively will seek to eradicate, rape, sexual assault, sexual harassment, any other form of nonconsensual sexual activity, domestic violence, stalking, and bias crimes. This prohibition extends to interactions on and adjacent to campus, at Seminary-sponsored or related functions and activities, and off-campus functions and activities (whether sponsored by the Seminary or not) where the conduct at issue may, in the Seminary's discretion, impair or impact the educational or community environment at Union, or the ability of community members to learn, teach or function effectively at Union. The Seminary also is committed to provide support for all victims of these acts within our community. It furthers its commitment through appropriate educational prevention programs for students, faculty and staff, and a strict prohibition of retaliation against persons who report alleged violations of this policy.

The Seminary may sanction violators of this policy through internal disciplinary procedures, and the encouragement of criminal prosecution of alleged offenders, where appropriate. See also *Policy on Investigation of Violent Felony Offenses, Reporting Crime and Reporting Missing Students* in the Student Handbook.

NOTICE OF SITE SELECTION

Union Theological Seminary reserves the right to judge the appropriateness, each year, of any field site for Union students.

FIELD PLACEMENT CONTRACT

1. Start date _____ End date _____

2. Number of hours in weekly program:

Brief description of regular tasks:

Tasks

Scheduled Time

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Weekly allocation of time (approximate):

Part-time student summer intern = Minimum of 15 hrs/week for 8 weeks.

of hours

Theological Reflection with Supervisor	_____
Staff Meetings	_____
Preparation	_____
Regular Tasks (see above)	_____
Total hours	_____

3. Vacation dates:

4. Final evaluations must be submitted. The student and the supervisor should exchange drafts of the evaluations following the guidelines in the *Field Education Handbook*. After joint conference, both should sign final copies and submit to the Office of Integrative and Field-Based Education, AD 108. See the Calendar for deadlines.

5. Remuneration: \$ _____ per _____ Travel Expenses \$ _____ Other \$ _____

6. Early termination: this placement may not be terminated by either party without a joint conference between the student, the field supervisor and the Senior Director of Integrative and Field-Based Education.

LEARNING AGREEMENT

(Please attach separate sheets with this form.)

The Learning Agreement is a frame by which the field-site supervisor and the student work out a set of intentions for field-based learning. It is part of a larger learning context of theological education where ministerial training shares several intentions for student learning. *Educating Clergy* has grouped these intentions as a *signature pedagogical framework*. They include (from *Educating Clergy*, pg.32-33):

- Developing in students the facility for **interpreting** texts, situations and relationships.
- Nurturing the dispositions and habits integral to the spiritual and vocational **formation** of clergy.
- Heightening student consciousness of the content and agency of historical and contemporary **contexts**.
- Cultivating student **performance** in clergy roles and ways of thinking.

With this framework in mind, the student and supervisor should explore and develop overall learning goals which will inform specific areas of learning a student wishes to achieve. Use the following section to help organize your goals and plan for achieving those goals. **Write a response to each section below.**

- I. Learning Goal: In a short paragraph, state your overall expectation for learning at this field site in light of your vocational/professional goals. Consider the question, “what had led you to choose this site for your field-based education?”
- II. Arts and practices of ministry: What competencies do you wish to develop in the arts and practices of ministry? (E.g. preaching, administration, community organizing, fundraising, counseling, public leadership, etc.) Be specific.
- III. Professional identity and formation: What areas of personal, professional and spiritual growth would you like to address?
- IV. Support: What support do you need from the supervisor, congregation/organization, seminary, and others to develop these competencies?
- V. Tasks: What tasks did you agree to do in order to develop the above competencies and meet your learning goal? Describe each task as specifically as possible. For example, if you want to develop competency in leading committee meetings, how many times and which committee meetings you will be participating in.
- VI. Supervision: Identify ways in which your work will be presented and reflected in your supervision sessions. What tools would you be using? Journals, critical incident reports, theological reflection papers, and committee feedbacks may be used as tools.
- VII. Mentoring style: Describe the supervisor’s mentoring style. Describe the student’s preferred way of receiving mentoring. Negotiate and state expectations of both the supervisor and the student with regards to mentoring.

This field placement contract and learning agreement is accepted by:

Student _____ Date:

Supervisor _____ Date:

Faculty _____ Date:

To return this completed documents:

A copy **BOTH signatures** can be sent electronically **ONLY** from the **Supervisor’s offices**.

- Fax to: 212-812-3267
- Email to: lsimon@uts.columbia.edu

A hard copy can be delivered to either:

- PIT BOX 261
- Office of Integrative and Field-Based Education
Union Theological Seminary
3041 Broadway, Rm. 108
New York, NY 10027