

Union Theological Seminary
Office of Integrative and Field-Based Education

Field Education Handbook 2016-2017



"cultivating ministerial imagination"

Union's Vision Statement

Education at Union Theological Seminary is deeply rooted in a critical understanding of the breadth of Christian traditions yet significantly instructed by the insights of other faiths. It makes connections between these traditions and the most profoundly challenging issues of our contemporary experience: the realities of suffering and injustice, world religious pluralism, the fragility of our planet, and discoveries of modern science. Union envisions a future in which teaching and learning continue to be ecumenical in spirit, supporting a record of academic excellence and a deep commitment to social justice. Union envisions its graduates changing the world by practicing their vocations with dedication to the mission of the churches and by providing leadership in the academy and society, ever seeking to bring a religiously grounded, critical and compassionate presence to the major personal, social, political and scientific realities of our time.

Integrative and Field-Based Education Program

Union Theological Seminary is highly committed to field-based education as an integral part of the Master of Divinity Program. That commitment is demonstrated in the approach to the work of field education, which is designed to be both academically rigorous and practically effective.

The Integrative and Field-based Education (IFE) Program at Union fosters learning communities that model and teach students into ways of *doing, being and thinking* that are integral to their vision of ministerial identity and practice. It cultivates ministerial imagination which is about integrating knowledge, skill, moral integrity, religious traditions and religious commitments in ministerial practice. It is integrative, embodied and relational. This is at the heart of professional formation. As such, in partnership with teaching churches and agencies, the IFE Program provides learning communities that hone critical reflection on practice and theology, models for ministry, examination of social issues and structural analyses related to ministry, as well as development of professional identity and skills. It models ways of *doing, being and thinking*.

The Field Education Team

Su Yon Pak, Ed.D.
Senior Director & Associate Professor
Integrative and Field-Based Education
spak@uts.columbia.edu
212-280-1340

Keisha Kogan, M.Div.
Teaching Fellow
keishamkogan@gmail.com

Lea Matthews, M.Div.
Teaching Fellow
lea@stpaulandstandrew.org

Meigs Ross, M.Div. LCSW
Lecturer, Supervisor Hybrid FE-CPE Course
amr9033@gmail.com

Lisa Simon, M.S.Ed.
Executive Assistant
lsimon@uts.columbia.edu
212-280-1341

Table of Contents

Introduction	3		
Table of Contents	4	Supervision and Theological Reflection	27
2016-2017 Academic Calendar	5	Resources on Theological Reflection	29
Framing Integrative and Field-Based Education (IFE) at Union	6	Supervisor Privileges and Opportunities	
Goals and Objectives of the IFE Program		Supervisor Orientation & Training	
Integrative & Field-Based Education in Union's Curriculum	8	Helpful Hints for Supervisors	
Advanced Field Education Curriculum Options	10	Feedback to the Field Site Supervisor	30
Topics in Ministry SU 190	12		
Clinical Pastoral Education		The Evaluation Process	31
Field Education "FAQs"	13	The Purpose of Evaluation	
Phases of Field Education for First Year M.Divs	14	Guidelines for Evaluation – Student & Supervisor	
First-Phase: Prep for Field Education		Format for Evaluation – Student & Supervisor	
Field Ed Information Sessions			
The Field Education One-On-One		Responsibilities of the Seminary	32
Second Phase: The Placement Process		Responsibility to the Student	
On-Campus Field Site Exploration Day		Responsibility to the Field Site	
Types of Field Placements			
Interviewing	16	Administrative Policies and Procedures	
Confirming the Field Placement	17	Resolving a Conflict between Supervisor/Field Placement and Intern	33
Contract negotiation points		Student Attendance/Absence at the Field Site	
Stipend		Termination of a Field Placement	
Federal Work Study Program	18		
Contracts and Learning Agreements		Relevant Union Policies and Procedures	34
Terminating a Field Placement	19	Non-Discrimination	
Third Phase: The Field Education Experience		Inclusive Language	
Evaluation Process	20	General Policy Regarding Sexual Assault & Non-Consensual Sexual Activity	
Field Sites & Supervisors	21	Professional Sexual Misconduct	35
Recruiting and Selecting Field Placements		Harassment	36
Intern Stipends - Financial Remuneration	22	Domestic Violence	
Federal Work Study Program	23	Stalking and Hate or Bias Offenses	
Completing the Contract/Learning Agreement Process		Scope of the Policies	37
Supervision in the Field Placement		Reporting Violations	
Roles of the Supervisor	24	Procedures for Grievances	
Expectations of the Supervisor		Sanctions	38
Criteria for Field Placements			
Contracts & Learning Agreements		M.Div. Program Goals and Learning Outcomes	39
Terminating a Field Placement	25		
Orientation of Students in Field Placement			
Assignment Development & Workload			
Brief Overview – Field Education Curriculum	26		

Integrative and Field-Based Education Program Academic Calendar

Fall Semester 2016

(As of September 28, 2016)

AUGUST

- 29 Union New Student Orientation begins
Academic Info Sessions 3:15-4:15 pm
- 31 Academic Advisement new students
Registration new students

SEPTEMBER

- 5 Labor Day (Holiday)
- 6 Fall Registration & First Day of Class
- 7 Union's 180th Convocation, 6:00 pm, James Chapel
- 15 FE Supervisors' Orientation 9:00 am - 12:00 pm
- 15 FE Supervisors' chapel & lunch with interns 12:30-2:00 pm
- 20 Field Ed Information Session (Option A) 12:30 – 2:00 pm
(First Year Students must attend one Field Ed Information Session)
- 21 Field Ed Information Session (Option B) 5:10-6:15 pm
- 28 Field Ed Information Session (Option C) 12:30 – 2:00 pm

OCTOBER

- 5 CPE Orientation (A) 12:30-1:30 pm; Visiting Supervisors 1:30-3:30 pm
- 6 CPE Orientation (B) 12:30-2 pm
- 5-7 Union Days
- 10-14 October Break (no school)
- 15 First Year Students must sign up for One-on-One Conversation with Dr. Jane Huber
- 25 Military Chaplaincy Information Lunch 12:30-2:00 pm

NOVEMBER

- 8 CPE Orientation (B) 5-6 pm
- 1-11 Academic Advisement for Spring & J-Term
- 19-22 Annual Meetings of the Amer. Academy of Religion & the Society of Biblical Literature in San Antonio, TX
- 21-25 Reading Days & Thanksgiving holidays. No classes.

DECEMBER

- 9 II FE Students & Site Supervisors Mid-Year Evaluations Due
- 19 Last day of Fall semester classes
- 20 Reading Day
- 22 End of Fall semester

Winter Break

JANUARY

- 7-19 January Intersession
- 16 Holiday. Martin Luther King, Jr. Day observed

Spring Semester 2017

JANUARY

- 26 Online Registration begins for Spring Semester
- 26 First day of Spring classes

FEBRUARY

- 1 Ash Wednesday
- 2 Supervisor Spring Orientation Day
- 2 Supervisors Chapel & Lunch with Interns
- 15 First Years - On-Campus Field Site Exploration Day 1:00 – 3:00 pm

MARCH

- 13-17 Spring Recess. No classes

APRIL

- 13-17 Easter Holidays. No classes
- 17 Online Registration Begins for Summer/Fall
- 15 First Year Students - last day to turn in Field Education Contract & Learning Agreement

MAY

- 8 Last day of classes
- 9-10 Reading Days
- 1 All FE students and Site Supervisors Final evaluations due
- 19 The 179th Commencement Exercises, 4:00pm.

Framing Integrative and Field-Based Education at Union

"We can't separate imagination from the ethical, the political, the social...it is our opening to what is not yet, what might be, new possibilities..." Maxine Greene

Field education is a requirement of the Master of Divinity (M.Div.) program taken during the student's second year.

Integrative and field-based learning involves the integration three apprenticeships:

- an intellectual or cognitive apprenticeship,
- a practical apprenticeship of skill, and
- an apprenticeship of identity formation.

Apprenticeships are practiced through these experiences supervised field work; integrative peer group; theological reflection and spiritual practices.

Supervised work in a ministerial field site

Students must work at one field site during the two semesters of their second year in conjunction with enrollment in FE 103/104. In the field site, students will be provided with supervised opportunities to learn specific skills and the practice of those skills.

Facilitated work in a weekly integrative peer group seminar

FE 103/104 is one course that is taught over two consecutive semesters. The weekly integrative peer group seminar provides opportunities for disciplined reflection on the events and experiences of the field site, as well as facilitating the development of ministerial identity, authority, and competency for ministry/service. The weekly peer seminar is designed to broaden and to deepen students' analytic perspectives in their field site context and their roles as professionals in that context. Theological Reflection is at the heart of this work. The IFE Program covers the full academic year to accommodate the programmatic year at a field site, as well as to provide sufficient, ongoing grounding in the field experience at the site.

Sustained theological reflection and spiritual practices

The most effective learning in field-based education comes from an ability to think in an action-reflection way that integrates both theoretical and practical learning. The discipline of theological reflection teaches students to focus on significant experiences in ministry and reflect upon the ways in which these experiences connect with their coursework. Theological reflection is like moving along a spiral. It brings together the different texts of a student's life: theological/biblical texts, contexts and practical texts of the field site, and texts of personal history and religious traditions. The reflection propels the student for action, which then becomes basis for further reflection.

It is through these practices that field work becomes integrative and field-based education.

Goals and Objectives of Integrative and Field-Based Education

Integrative and Field-Based Education at Union provides a learning community for "the intentional, disciplined, and sustained cultivation of the imaginative capacity for engaging in complex and rich professional practice." This capacity involves:

- *knowing* the Scriptures and a tradition deeply, and how to interpret them in contemporary life,
- *developing* "an accurate sense of what makes human beings tick,"
- *possessing* "a complex understanding of how congregations and other institutions actually work" and,
- *having* both "a clear awareness and an analytical understanding of the world that the church exists to serve."

Through the field-education process, students will learn to integrate these four practices together with intentional spiritual/faith practices.¹

Formation of Vocational and Professional Identity

Integrative and Field-Based Education (IFE) assists students with the formation of their vocational and professional identity. The IFE Program challenges students to develop and articulate a theology of ministry that encompasses these essential elements:

- their personal faith journey and a sense of calling to minister and to serve
- their ability to discern the social, cultural, economic and political dynamics that constitute a religious community (social analysis),
- their analysis of theological and ethical issues that arise in the field placement, and
- their academic life at Union.

Through theological reflection, these elements provide the framework for students to discern the theology or philosophy of their call to ministry.

During the reflection process, students may engage such questions as:

- In what ways theology, history, bible learned in classroom impact "real" ministry on the streets on in the pews? Where do they intersect and inform each other?
- What does it mean to be a "ministry of presence" in a secular society?
- Where is God in the suffering of the world?
- How does one understand God in the midst of injustice? How do you relay this to a congregant who is facing injustice?
- How do ethics in the workplace and values in the home relate to church and religion?
- How do you define your tradition? What does your tradition have to say about the above related questions?

Raising such questions points to the overall goal of field education: to facilitate the theological discernment process so that students can address their own specific vocational objectives.

Ministerial and Spiritual Formation

Whether students are preparing to become ministers in a church or a non-profit social service agency, the Field Education experience assists them in their ministerial formation. Ministerial formation is the process through which the questions raised by students, preparing for ministry become engaged with theological education. Such questions as:

- What do I need to learn to become an effective minister?
- How do I make the transition from seminary to the parish or to a social service agency?
- What kind of support system do I need in my role as a minister?
- How do I deal with finances? What about fundraising? Facilities management?
- What competencies do I have to deal with domestic violence and child sexual abuse?
- How do I care for myself so I don't burn out?
- What spiritual practices are sustaining for me and how will I continue to commit to these spiritual practices?

The ministerial and spiritual formation process is a holistic activity involving mind, spirit and body, and helps the student to participate in theological praxis. It shapes one's sense of ministerial practice, reflection, effectiveness, and professional identity. Formation is a process by which "the student becomes a certain kind of thinking, feeling, and acting being."² The year-long curriculum is designed to focus on spiritual identity formation in a vocational call, along with the cognitive formation that theological reflection provides for in effective ministry.

¹ Dykstra, 2-3, 15; Craig Dykstra, "Pastoral and Ecclesial Imagination" in *For Life Abundant: Practical Theology, Theological Education and Christian Ministry*, Dorothy C. Bass and Craig Dykstra, eds. Grand Rapids: Eerdsman, 2008, pp.41-61.

³Foster, Charles R., et al, *Educating Clergy: Teaching Practices and Pastoral Imagination*. Jossey-Bass, 2006, p10.

Vocational Discernment Process

Students come to Union considering many vocational possibilities and directions. The Integrative and Field-Based Education Program seeks to accommodate students' diverse vocational considerations in the following ways:

1. **Personalized vocational counseling.** Every first-year Master of Divinity student has an opportunity to discuss her/his unique vocational needs with the Teaching Fellows, and is guided toward designing a field site placement appropriate to his/her vocational goals. The placement process engages the ongoing nature of vocational discernment during the Seminary experience. Students can rely on ongoing support in this process from the Office of Integrative and Field-Based Education.
2. **Diversity of placement possibilities.** The IFE Office recruits field placements across a broad spectrum of ministries. Students generally find placements in churches, hospitals/hospices, campus ministry, prisons, social service agencies, public and private educational institutions, community-based organizations, in public administration, in international contexts, as well as work to develop unique placements which address their own passions and interests.
3. **Peer Integrative Seminar.** In the seminar, students work to integrate the experiential learning of the ministerial worksite with the academic learning of the broader Seminary curriculum. In an atmosphere of peer learning, students engage in problem-solving, analysis and theological reflection that emerge from engaging the field site. This is accomplished through a curriculum of the broader topics of ministerial formation essential to students' development such as: vocation, social analysis, theologies of ministry, and professional ethics, and leads students toward developing a personal theology/philosophy of ministry. The pedagogical process of the Seminar is intended to cultivate ministerial imagination and practice in students.

Integrative and Field-Based Education in Union's Curriculum

Many graduates of Union's Master of Divinity program enter the parish ministry, while others pursue vocations in diverse social justice and secular settings.

In recognition of the diversity of student vocational goals, Union's Field Education curriculum is dynamic in its approach.

Each of Union's M.Div. students is considered as an individual, whose program is created with the intent of addressing that student's specific educational and vocational aims.

Meeting the Field Education Requirement

To meet the Master of Divinity degree requirement, six points in Field Education must be satisfied in one of the following ways:

In the **100 level course (FE 103/104)** the student is required to attend a weekly seminar as a vital part of the internship. The student learns how to do reflective theological thinking and independent study.

The **200 level course (FE 203/204 & 206Q)** is considered advanced level field work. Students taking this course are usually seeking to obtain more competence or more specialized competence in their practice of ministry. This course is modeled after the independent study. **(Prerequisite: FE 103/104 and permission of Sr. Director)**

The **300 level course (FE 300/301)** requires the student to do a full-time internship. This internship requires the student to design and develop a project of the student's interest. **(Prerequisite: Permission of Sr. Director)**

Students are required to submit weekly journals, end-of-semester evaluations, and a final paper for both the 200 and 300 level courses. These documents are essential in assessing the student's progress and for preparation of the course evaluation and grade.

Part-Time Concurrent Internship

FE 103-104- 3 credits each semester

Field Site Internships

Placement: Students enrolled in FE 103-104 will work in a church or agency field placement, usually in the second year of the three-year Master of Divinity Program. Field Placements are comprised of supervised positions in approved churches or agencies.

Work Commitments: Students are required to work 12-15 hours per week (12 hours for 15 weeks or 15 hours for 12 weeks), including a minimum one-hour period of theological reflection with the on-site supervisor each week.

Supervision: The intern's supervisor should be on the staff of the congregation or agency and be able and willing to provide **one hour per week** of theological reflection and supervision with the intern. These supervisory sessions should focus on: a) theological reflection on the intern's ministry/work performed at the site, b) the intern's responsibilities and assignments, c) support and nurture for the intern's sense of ministry and emerging sense of call.

Learning Agreement: The learning agreement between the student and the field site must be submitted to the Office of Integrative and Field-Based Education before the beginning of the semester.

Academic Requirements: Simultaneously with the internship, students participate in a weekly three-hour seminar at the Seminary for the duration of the two semesters. The seminar will have a didactic portion and integrative peer group process portion. The weekly integrative peer group provides opportunities for disciplined and sustained reflection on the events and experiences of the field site, as well as the development of ministerial identity, authority, and competency for ministry/service. By integrating the classroom learning and the practices of ministry in the field, the seminar is designed to broaden and to deepen students' analytic perspectives in their field site context and their roles as professionals in that context. The seminar will explore and cultivate ministerial practices that will form students for agility, heartiness and hardiness for ministry. Work in the seminar seeks to teach the student the skill of theological reflection towards a ministerial imagination and intelligence.

During the Fall semester we will focus on the following topics:

- Vocational call, and discernment
- Social analysis of the field site
- Practices of ministry: power, eating, playing, blessing
- System-centered theory/Functional subgrouping
- Theological reflection
- Sexually healthy religious professional and professional boundaries

During the Spring semester we will focus on the following topics:

- Social analysis of the field site
- Professional and ministerial ethics
- Leadership
- Disability
- Reframing organization
- Intimate violence and child sexual abuse
- Death, dying and end-of-life care
- Theology of ministry
- Aging
- System-centered theory

While we begin our reflection on these topics in the fall semester, these are themes what we will revisit throughout the year. Students are encouraged to discuss these topics with their supervisors during their theological reflection sessions.

Hybrid Field Education-Clinical Pastoral Education

8 students from FE 103-104 or FE 203-204 are eligible to apply to be in a Clinical Pastoral Education unit for the duration for their field work in their field site. This is a rigorous program, accredited by ACPE as a satellite site of Jewish Theological Seminary, and supervised by an accredited ACPE supervisor. This program is fully integrated into the FE courses. For more information about the program and to apply, see <http://myunion.utsnyc.edu/fieldeducation>.

Advanced Field Education Curriculum Options

Summer Ministries Course FE 206Q – 2 credits

Students who plan to engage in a minimum of eight weeks in a supervised church or church-related service can receive credit for the field education summer ministries program. An independent study is planned as an integral component of this program which carries elective academic credit.

Part-time Internship, Advanced Level FE 203/204 – 3 credits each semester

The Part-time Concurrent Internship II is an independent study in connection with a supervised field placement. This seminar meets once a month to provide a context in which to discern and deepen theological scholarship, public leadership skills and the vocational call of each student. Through selected readings and in-person and online discussion participants in this course will work to develop a stronger and more nuanced sense of vocation along with critical thinking skills to support their growth in ministry.

FE 203-204 is open to students who wish to earn elective credit in Field Education. This course may also meet requirements for Field Education in the core curriculum for students with advanced experience in ministry, but only with the permission of the Senior Director of Integrative and Field-Based Education.

Field Site Requirements

Placement: See requirements for FE 103/104 on page 9.

Supervision: See requirements for FE 103/104 on page 9.

Learning Agreement: See requirements for FE 103/104 on page 9.

Academic Requirements

This seminar will meet four times over the semester for a 3-hour session plus two individual supervision sessions with the instructor. Everyone is expected to attend all classes, to actively contribute to seminar discussions, complete tasks and assignments on time, and be interested in doing the soul-searching that comes with discernment and theological reflection.

Course Objectives

The monthly seminars and assignments will focus on the examination and strengthening of students' professional identity, their skills in working within ministry systems from the individual system to the group-as-a-whole and on their ability for self-supervision of ministry practice.

A Full-time Internship FE 300/301

This course is designed as an independent study---consisting of a field site, readings and critical reflection---related to a full-time experience of ministry during a minimum of eight months of the academic year. This course consists of an out-of-seminary, supervised- ministry, providing opportunity for intensive exploration of a specific ministry. The internship generally, though not exclusively, follows the completion of the second year of M.Div. studies. It is open to students as one option for completion of the Field Education requirement for the M.Div. program. It is also open to students who want to earn elective credit in Field Education. It is expected that the student will take no classes during this internship.

The student must register for this course prior to both semesters through the Registrar's office at Union. There is a fee attached to registering for FE 300/301.

Field Site Criteria

In developing an internship position, students are encouraged to use the following criteria as a guide. It is expected that the chosen site will have a relationship to a religious community or agency and not be isolated from it. The best internship placements will have the following characteristics:

1. **Significant Educational Opportunity.** There must be a reasonable expectation that the substance of the proposed internship position will contribute toward the student's stated educational goals and objectives.
2. **Range and Volume of Responsibilities.** The position should specify clearly the areas of work for which the intern is responsible. This work should have genuine importance for both the field site and the intern. Lines of accountability for the intern should also be clearly stated.
3. **Independent Development.** In order to foster the development of the intern's leadership strengths and abilities, the internship design should provide opportunity for initiative and creativity in stated areas of program development and for public representation in a leadership role.
4. **Theology of Ministry.** The interns and their supervisors and colleagues should be in general agreement regarding such areas as the nature and mission of the church and the role of the particular institution in society.

Stipends For Full-time Internships

The student is to live on or near the field site in order to experience a total immersion in the daily operations. The field placement is responsible for the student intern's housing, assistance with moving expenses, and a stipend for other monthly living expenses.

Compensation Guidelines

1. **Base Salary:** Minimum of \$1000.00 a month. This may vary within the specific urban/suburban and rural contexts. The main intent is to provide a financially stable environment during the course of the internship.
2. **Paid Vacation.** Two weeks paid vacation should be provided during an eight-month internship.
3. **Housing.** Housing or a housing allowance must be provided. The availability and cost of local housing should be discussed with the intern and taken into account in providing compensation that will cover the cost of living accommodations.
4. **Travel.** Car or local travel allowance should be a part of the financial package.
5. **Health Coverage.** If possible, the intern should be added to the group medical insurance plan at the site. If this is not possible, the intern must subscribe to the Student Health Insurance at the Seminary.

Academic Requirements

1. **The Internship Agreement:** The learning agreement must be submitted to the Office of Integrative and Field-Based Education before the beginning of the Fall semester of the internship year.
2. **Conferences:** Interns have dialogue and evaluative discussions with the Senior Director of IFE at least three times during the internship year-- at the start-of-the year, mid-year (January), and end-of-year. It is the responsibility of the intern to set up these conversations, which must be done in person, by telephone or through e-mail.

3. **Ministry Proposal:** This proposal should be submitted to the Senior Director of IFE within two weeks of the beginning of the semester. It should be 2-4 pages in length and should include the following information: a) focus of the ministry in the internship year, b) learning goals for the year, c) methods of achieving these goals, d) bibliography of related readings, with a minimum of four books and three articles.
4. **Ministry Case Study:** This paper should be submitted to the Senior Director of IFE at the end of the first semester. It should be 5-7 pages in length and consist of a substantive theological reflection on a particular experience of the intern's work at the site. See the following examples of the process of theological reflection: James D. and Evelyn Eaton Whitehead, *Method in Ministry* (Kansas City: Sheed and Ward, 1995) and Patricia O'Connell Killen and John De Beer, *The Art of Theological Reflection* (New York: Crossroad, 1994).
5. **The Internship Project:** This project may take varied forms and is decided upon through consultation with the on-site supervisor and Senior Director of IFE. It should relate in a specific way to a particular problem that the intern has discovered in the course of working in this ministry. The project should be 15-20 pages in length and should be submitted to the Senior Director of IFE at the end of the second semester. It should include research into the topic, as well as an account of personal experience at the site, theological reflection, and a complete bibliography.
6. **Evaluation:** The student's self-evaluation and supervisor's evaluation of the student are required at the end of each semester.
7. **Final Conference:** At the end of the internship experience, the student schedules a final conference with the Senior Director. The purpose of this final conference is to assess the work of the internship year and the learning accomplished, in accordance with the stated goal of the learning agreement.

Topics in Ministry SU 190

During the fall and spring semesters, and January intersession, Integrative and Field-Based Education Program offers courses designed to address specific topics related to the practice of ministry. Drawing on expertise from community and alumni/ae resources, these courses help students to develop specific skills for ministry that supplements the regular Seminary curriculum. A maximum of three points in SU 190 courses may be counted as electives for the M.Div. and M.A. degrees only. However, additional supplemental courses may be taken, with full participation, by all degree candidates, but not for academic credit. All SU 190 courses will be graded Pass/Fail. Refer to the course catalog for a full listing.

Clinical Pastoral Education Curriculum

Note: Only one unit CPE will be given academic credits at UTS.

FE/PS 363-364 (Fall/Spring extended unit) & FE/PS 366Q (Summer full-time unit)

(For more information go to utsnyc.edu and search for Clinical Pastoral Education under Students in My Union, or click [CPE](#).)

Clinical Pastoral Education (CPE) is a clinical experience designed to give students competence in chaplaincy and pastoral care ministries and to enhance their counseling skills.

Prerequisite: PS 110. PS 101 is highly recommended. Successful completion of a full unit of Clinical Pastoral Education in a program accredited by the Association for Clinical Pastoral Education, Inc., College of Pastoral Supervision and Psychotherapy;

Note: Students planning to register for these courses must

- obtain & complete a [CPE Academic Credit Request form](#) from the Registrar & Field Education Documents under Students in My Union at utsnyc.edu website,
- attach a copy of your letter/email of acceptance from the CPE Supervisor and deliver to Dr. Pak (AD 108, Pit Box 261) by **August 15 (Fall/Spring CPE) or by April 1 (Summer CPE)**;

- register for the PS or FE course through the Registrar's office during regularly scheduled registration periods;
- for FE/PS 363-364 - in January have the CPE Supervisor send a brief interim report to Dr. Pak,
- at the end of the course and to receive credit submit to Dr. Pak a letter of completion from the CPE Supervisor or a copy of the CPE certificate of completion, by **May 30 (fall/spring CPE)** or **September 15 (summer CPE)** of the same year in which CPE is taken.

Assuming completion of the educational goals of FE 103-104, and with the approval of the Senior Director of IFE, a unit of CPE taken on an extended basis through the academic year may be used to fulfill the Field Education requirement FE 363-364. Requests are approved by Dr. Pak on a case-by-case basis.

Field Education "FAQs"

Do I take classes while I am working at a field placement?

Yes. Ordinarily, in the second year of your M.Div. program, you will enroll in FE 103-104. This course includes a weekly two-hour seminar with a 12-15 hour a week field placement, in addition to your other courses. If you are fulfilling the field education requirement through the full-time option, you will enroll in FE 300/301, which includes a full-time placement, along with a course taken as an independent study; you will not be enrolled in other courses.

Can I create my own field placement?

Yes. In consultation with the Senior Director of Integrative and Field-Based Education, you have the option of creating a field placement that best suits your vocational and personal interests. Please consult the Integrative and Field-Based Education Handbook for the process and requirements for this option.

Do I get paid for my field placement?

Yes. There is a **required** minimum stipend of \$3,300, with which the field placement must compensate students for work done at the site. Some field placements may pay the student more than the minimum, but never less.

I'm thinking of transferring to Union. I have done a field placement at another seminary. Can I transfer these credits to my Union program?

Rarely. However, we consider each transfer request individually, seeking to assess how comparable the experience has been. We consider such factors as vocational goals, previous ministerial experience and type of field placement.

My denomination requires me to have a year-long internship for ordination. Can the Office of Integrative and Field-Based Education help me?

Yes. The FE 300/301 course is an option designed specifically for this purpose. This course allows students the opportunity to fulfill the Field Education requirement for the Master of Divinity degree program, and simultaneously fulfill the ordination requirements for many denominations. The Office of IFE will work with you and your denominational representative to place you in a site that meets both Union's requirements and those of your denomination.

Can I fulfill my Field Education requirement by taking CPE?

No. Generally, the Field Education requirement is not met through this option. In very specific cases, if the educational goals of FE 103-104 have been met, the Senior Director may consider CPE as an option. Approval of the Senior Director is granted on an individual basis.

I can't choose between two field sites. Can I work at two field placements?

No. Students enrolled in the FE103/104 may only complete one learning agreement for one field placement. A student may work at a second field site for experience only, not academic credit.

Can I defer/delay my Field Education internship until my final year?

Unlikely. Delaying your internship impacts your M.Div. Mid-Program Review. It is strongly advised that all M.Div. complete FE 103 and FE 104 in their second year of the three-year program.

The Phases of Field Education for First Year M.Div. Students

There are three phases of Field Education: **Pre-Field Education**, the **Placement Process**, and the **Field Education Experience**.

First Phase: Prep for Field Education

The preparation phase includes:

- required attendance at one of two Field Ed Information Sessions and the
- Field Education One-on-One Conversations with a member of the Field Education Team.

These two events begin the research for selection of the field placement.

Field Education Information Sessions (Required)

First year students must attend one of the Field Education Information Sessions These sessions will be a space to ask questions.

The Field Education One-on-One Conversation (Required)

In October, First Year M.Div. students will receive an invitation to meet with a member of the Field Education team and begin the preparation process for Field Education. The student must bring a current resume to the meeting. This meeting is required of all First year M.Divs.

Questions to consider **Before** your Conference:

- Why am I at Union?
- How did I come to select Union?
- What are my plans after graduation?
- What are my options in ministry?
- What denominational requirements must I fulfill in preparation for ordination?
- What areas of my current service/ministry do I want to strengthen or explore further?
- What areas of ministry/mission, would I like to consider exploring?

In the conference, students engage in reflection and discernment about their vocational goals and assess how the IFE Program may be helpful in reaching those goals. Students are encouraged to use the initial conference as a planning stage, a reflection opportunity, and space to receive feedback in order to gain vocational clarity. Teaching Fellows can also assist in exploring thoughts and questions regarding ordination, and make recommendations about visiting local churches and making contact with possible field placements.

Second Phase: The Placement Process

The second phase of Field Education is the beginning of the placement process. The time frame is November through March and this phase includes:

- searching for a site
- interviews with potential site supervisors
- internship site selection
- confirmation of the field site
- Office of IFE approval granted for the field site
- Contract & Learning Agreement executed and delivered to IFE Office

The Senior Director of Integrative and Field-Based Education (IFE) is responsible for the placement of all students who are enrolled in the Master of Divinity degree program. After you've been interviewed and **accepted** by a Site Supervisor, you will need to **get approval from the Senior Director** before you can move forward with the Contract & Learning Agreement phase.

Each academic year, the IFE provides a list of available/participating field sites for the upcoming academic year on Union's website. Based on their vocational goals, needs, and interests, students begin the placement process by considering and contacting available field sites from the list provided. If, after thorough investigation, the field sites in the Field Site Database do not meet a student's vocational interests, they may begin pursuing an unlisted placement in that area of interest.

However, permission of the Senior Director must be obtained FIRST, before engaging a new site.

If permission to engage a new site is granted:

1. Make contact with a potential field site Director/Supervisor to inquire about the feasibility of the internship.
2. Have the site supervisor submit an [Application to Request a Student Intern](#) form. (click thru to access form online)
3. After receiving the form the Senior Director of IFE will then contact the potential Supervisor to assess the site's ability to meet the academic and professional standards of the IFE Program. If approval is granted, the student will then complete the contract process with the field site.

On-Campus Field Site Exploration Day

To facilitate the search for an internship site, IFE coordinates an Open House on the Seminary's campus early in the Spring semester. This day is a convenient way to bring together prospective field site supervisors and students for on-campus interviews in a neutral setting. This Spring event allows the opportunity to interview with several prospects on the same day.

Types of Field Placements

There are two broad categories in which field placement opportunities are located: parish and non-parish. The following categories have been used in the recent past for Union's Field Education program (for complete list, consult the website: [Field Sites under IFE](#)).

Parish/Denominational Placements:

A variety of experiences are made available to students through parish and denominational placements in Protestant denominations, Catholic dioceses, and other faith traditions. Some of the experiences students often engage in are: worship and preaching, Christian education, evangelism, pastoral care, youth ministries, outreach ministries (i.e., soup kitchens), and a variety of church leadership positions. In addition to local parish placements, students have worked in the following:

First Corinthian Baptist Church
Middle Collegiate Church
Church of St. Paul and St. Andrew
Advent Lutheran Church
St. Marks in the Bowery

Central Unitarian Church
Park Avenue Christian Church
First Presbyterian Church
Abyssinian Baptist Church
The Riverside Church in the City of New York

Non-parish Placements:

Peace and Justice-Oriented Opportunities One of the critical needs of students is to experience the community and the world from various contexts such as in poor, marginalized, and "at-risk" environments. Such placement opportunities have been established in the following areas:

Manhattan Valley Development Corp.
Center for Race, Religion and Economic
Democracy
The Poverty Initiative

National Gay and Lesbian Task Force
Mennonite Mission to the U.N.

Communities for Hispanic Families

Chaplaincies

Of Many Faiths Institute, New York University
College of Mount Saint Vincent
FDNY-EMS Chaplain Unit

St. Peter's University
Marymount Manhattan College

Pastoral Care and Counseling There are a number of placements which provide opportunities for students to gain experience in pastoral care and counseling, but which do not train students to become chaplains and are not related to Clinical Pastoral Education (CPE). Such placement opportunities include:

Barnard/Columbia Rape Crisis Center
Latino Pastoral Action Center

Healthcare Chaplaincy Network
Visiting Nurse Service of New York Hospice Program

Social Services/Neighborhood Projects

Interfaith Neighbors, Inc. (afterschool programs)
Rauschenbusch Metropolitan Ministries

Presbyterian Senior Services
Safe Horizon

Specialized Options in Ministry

Edible Churchyard
CONNECT
New York Horticultural Society Rikers Island
GreenHouse Program

The Interfaith Center of New York
Fellowship of Reconciliation
Auburn Seminary

Interviewing

Prospective field site supervisors have the option of coming to campus to hold interviews. Most often, an interview at the field site is arranged between the prospective supervisor and the student intern. Interviewing at the field site allows the student to view the facility, gain a sense of the travel requirements, and other valuable information that can help to influence decision making. Students are urged to allow enough calendar time to negotiate the placement before the April 15th final due date for all Contracts & Learning Agreements. This can occasionally take weeks to allow for committee review.

Tips for Interviewing:

The interview is an opportunity for students and prospective supervisors to assess the potential compatibility of the relationship. Students are likely to encounter interviewing styles that reflect the supervisor's supervisory and ministry style.

Before the Interview:

Suggestions that may be helpful in preparing for the interview:

- Read the placement description carefully. If there is no description, you are expected to research the field site online.
- Prepare questions about the position and the field site.
- Select several types of ministry situations for interviews.

Prepare yourself to be interviewed by thinking out potential answers to the following questions:

- What are your vocational goals?
- Why are you interested in this position/field placement?
- What do you consider your strengths and growing edges?
- What do you believe you can contribute to this position/field placement?
- What do you hope to learn from this experience?
- How would you describe yourself?
- What is your work style?

Be prepared to ask your own questions which may include:

- Why do you do this ministry/work?
- Why do you remain in this ministry/work?
- Do you consider this work as a vocation? How so?
- What are the salary and benefits?
- What are the hours/schedules for the field site?
- What have been some of your best and worst experiences in this work?

During the Interview:

- Be punctual, be alert, yet comfortable and relaxed.
- Dress appropriately (Business or Business casual).
- Stay focused on the purpose of the meeting.

- Reserve judgment while raising concerns that you may have.
- Avoid discussing personal problems.
- Thank the interviewer by name

After the Interview:

- After each first interview it is good practice to follow up with a thank you note or email. Remember that there are other applicants for the same position performing these courtesies.
- Evaluate how you might improve after each interview.

Confirming the Field Placement

First, get approval from the Sr. Director of IFE before moving forward with the contract. Confirming the field placement is a process of negotiation and agreement between students and their selected sites. Students are expected to be *proactive* in obtaining placements; the Office of IFE only facilitates the process.

Students are encouraged to complete arrangements for their field placements as early as possible. The process begins in October and can be over as soon as a student is chosen by a Site & Supervisor, and the internship is approved by the Office of IFE. Regardless of when students finalize their internship arrangements, it is expected that **all students** will be matched with sites and that all Field Placement Contracts and [Learning Agreements](#) will be turned in to IFE **by April 15**. Students will not be able to register for FE 103 during pre-registration without a Contract and Learning Agreement on file.

Contract Negotiation Points

Student attendance at the field placement

Students are given the option of working:

- 12 hours for 15 weeks per semester, or
- 15 hours for 12 weeks per semester

This should come to a total of 360 hours for the academic year (180 hours per semester).

Holidays and vacation time

In the case of part-time student interns, the holidays of Thanksgiving and Christmas are normally considered days that student interns do not report to work, unless otherwise negotiated by the supervisor and the student intern.

The January Intersession

The month of January is the academic intersession at the Seminary. Students and supervisors are open to negotiating a work schedule that is agreeable to both.

Illness and sick time

In cases of illness, it is expected that the field site will accommodate the intern in the same way it would any staff person in the organization. However, it is the view of the Seminary that constant lateness and absenteeism are not to be tolerated. These behaviors are counter-productive to the Field Education experience.

Stipend

Union Seminary displays a high regard for the gifts and talents of its students. It is with great pride that students are assigned to various churches and social agencies in order to assist in executing the missions of those organizations. Although the site is seen as a learning field, student interns make great contributions in the areas where they are serving.

The Seminary strongly recommends that a stipend of no less than \$3,300 be paid to the student for the academic year. If the field site can afford to pay more, it is strongly encouraged to do so. The compensation of a stipend should be regarded as a sign of the field site's valuing the student's participation, and as a means of meeting some of the student's living expenses. The idea of a stipend helps the field site show their appreciation for the intern's ministry. The stipend also allows the student to experience paid professional work.

What You Need to Know About Stipends:

- Discussion of the pay schedule and the rate of pay must take place at the student's initial interview, and prior to the start of the internship.
- Negotiating the stipend is a matter to be discussed between the student intern and the field site supervisor or the director of the organization/agency.
- Reimbursement of the student intern's transportation costs to and from the field site, especially if the site is at a great distance from the Seminary.
- Costs should be considered for all required travel to conferences and conference fees related to the work of the field site, and must be covered by the field site.
- The stipend is taxable and is subject to the same withholdings as any other employee's wages.
- The field site should NOT pay the student intern for time missed from work due to circumstances other than illness or a death in the family.

The Federal Work Study Program

The Federal Work Study Program is often a means of subsidizing the student intern's stipend. However, the field site supervisor must be aware of the strict guidelines regarding how to use such funds. The following guidelines must be followed:

- a. Carefully develop a simple job description that meets federal guidelines (i.e., for religious/faith-based organizations, students **may not engage in activities such as preaching, proselytizing, and praying**).
- b. Seek approval for the Work-Study Program from the Seminary's Office of Financial Aid. Contact Associate Dean. Nichelle Jenkins, who handles Financial Aid, by calling: (212) 280-1317, or send an email to: njenkins@uts.columbia.edu. **ALL communications (including Time Sheets) for Federal Work Study must be emailed to the Office of Financial Aid with a copy to the Bursar at gturner@uts.columbia.edu.**
- c. Upon approval from Dean. Jenkins, the field site must do the following:
 - Sign a Federal Work Study Agreement;
 - Maintain and submit timely and accurate time sheets for the student intern, keeping in mind that you are responsible for paying 100% of earnings above the intern's total Federal Work-Study award.
 - Set the hourly rate for the intern, taking into account the times the site will not be in operation or the intern will be absent. The site must give very serious attention to this area so that the student intern is not overpaid or underpaid. Hourly wages must not be less than the federal minimum wage

Federal Work Study requires that the field site pay 40 % of the stipend to the Seminary, and the Federal government through the Seminary will pay the remaining 60 %. In these cases, the Seminary must arrange the payment schedule and issue checks to the student intern. Federal guidelines cover all federal work-study. For more information about these guidelines see <https://studentaid.ed.gov/types/work-study>.

Contracts and Learning Agreements

Part of the learning process is based on the student's efforts to investigate prospective placement sites, set out expectations and requirements, and negotiate the learning agreement with the field education supervisor and the Seminary.

Students and supervisors are encouraged to refer to the following guidelines when setting up a placement:

- There must be a reasonable likelihood that the placement will meet the student's stated educational goals and objectives.
- The field placement description must clearly specify areas of responsibility.
- The experience will offer opportunities for professional contacts, community outreach, interfaith and cross-cultural experiences.
- The lines of accountability must be clearly stated in the learning agreement.
- The supervisor has appropriate theological training and experience.

Completing the Contract Process

REQUIRED for the Intern to complete the Contract & Learning Agreement forms:

- Students meet with their prospective supervisor on-site to discuss the specifics of the internship and to agree on learning goals.
- Next, the student completes **both** the CONTRACT and LEARNING AGREEMENT and hit the SUBMIT button at the end of each document. The forms will be sent to the Supervisor via email.
- Finally, the Supervisor reviews the Contract & Learning Agreement for revision or approval and hits the SUBMIT button at the end of the documents. The forms will be sent to the student, the Supervisor and the Field Education Office. These forms must be completed and submitted no later than **April 15**.

Click on the links to obtain copies of both Field Placement Contracts and [Learning Agreements](#) or go to the UTS Website under Field Education Forms and Documents.

Terminating a Field Placement

It is rare that a student considers leaving a field placement before the end of the agreed-upon period. Decisions for students to leave a field placement can be taken only after a joint conference between the student, the field supervisor, and the Senior Director of Integrative and Field-Based Education. Neither students nor supervisors can unilaterally terminate a placement **under any circumstances** without first conferring with the Senior Director.

If a student terminates the field placement, without conferring with the Senior Director, no credit is given for the academic year. The student must re-enroll in the Field Education course the following academic year to meet the Field Education requirement.

The termination process is to be done in the most amicable way, and one from which all persons can grow. If termination of the field placement is a mutual decision, following all meetings and consultations, the supervisor and student will receive a letter from the Senior Director stating the decision to terminate, and a summarized explanation for the action. The student intern and the supervisors may send written responses to clarify any inaccuracies.

Third Phase: The Field Education Experience

FE 103-104

By contractual agreement, students enrolled in FE 103-104 work in a church or agency field placement, usually in the second year of the three-year Master of Divinity Program.

Students are expected to work 12-15 hours per week (12 hours for 15 weeks or 15 hours for 12 weeks - for a total of 180 hours per semester), including a minimum one-hour period of theological reflection with the on-site supervisor each week.

Simultaneously, students participate in a weekly two-hour seminar at the Seminary for the duration of the two semesters.

Because much of the content of the seminar is based on the process itself, regular attendance and active participation are required. (No more than two excused absences during a semester are acceptable.) Timely submission of assignments, contractual agreements and self-evaluations, as well as in-class presentations and written work, are required for the successful completion of FE 103-104.

In the Field Placement

The student intern will arrive at the field site promptly, and ready to begin work. They should be prepared to become acquainted with the following during their supervisor's orientation at the field site:

- the field site's mission;
- the organizational structures that are in place at the field site;
- the needs of those being served by the field site; and
- the field site policies and student's rights in the placement.

Assignment Development

The intern should be in ongoing conversation with their supervisor regarding their growth and development with their assignments. The intern will need to learn from the supervisor about the kinds of people they will be serving, and should request to be exposed to as much of the day-to-day functioning of the field site as possible.

The Evaluation Process

The evaluation process at the end of the term is based on self-evaluation by the student as well as evaluations by the on-site supervisor and the seminar professor. At the end of each semester, both the seminarian and the supervisor evaluate the seminarian's work in light of the objectives set forth in the learning agreement. These evaluations are another opportunity for self-reflection. The mid-year evaluation (end of fall semester) is an opportunity to identify growth or areas for learning that have emerged. The final evaluation (end of spring semester) also serves as a measure of ministry preparation and identifies areas for future learning. The student and the supervisor will discuss and sign each other's evaluations. The completed evaluation forms are turned in to the IFE office.

The evaluation format may include questions that refer to some of the following areas:

- General assessment of the student's performance.
- Arts of ministry developed in the placement, e.g., in the areas of preaching and/or worship, administration and program development, pastoral care and counseling, public ministry, community organizing and planning, religious education and denominational polity.
- Personal qualities related to ministry in the student's work performance, e.g. communication, interpersonal relations, motivation, feelings, relationship, clarity of purpose and/or conviction, commitment, spiritual depth, reliability, openness to growth and change.
- Evidence of the student's ability to work cooperatively, collegially, and supportively with staff and other people involved in the placement.
- Field Education courses are graded like all other courses at Union Seminary (Credit with Distinction, Credit, No Credit). A grade of No Credit is given only following a consultation of the Senior Director and Associate Professor of Integrative and Field-Based Education and the field supervisor.

Written evaluations are important.

Once completed, the evaluation documents are essential to the Field Education process. They are kept in the student's file in the Integrative and Field-based Education Office and are one of the sources used for granting credit to student for their work. The student's advisor and the Senior Director of IFE have access to these evaluations. Candidacy Committees and denominational advisors are permitted access to the file with the student's permission.

Evaluation reports should be the end product of consultation between supervisors and students.

Among the difficulties that can arise when evaluations are not arrived at by consultation are: a breakdown in communication, a questioning of the credibility of the Field Education experience, mistrust of the evaluation process, and damage to the student's morale. Beginning the evaluation process before the due date can avoid such problems by allowing adequate time for conversation. Students will be notified of due dates for evaluations by the Office of IFE.

The process asks for two evaluation reports: one from the student, and one from the field site supervisor.

- For the student, the evaluation is meant to facilitate reflection on student growth in ministerial action, personal spiritual development, theological reflection on experience, and the practice of ministry.
- The supervisor's evaluation of students' growth and recommendations for future work are important for the student's education.

These evaluations are to be exchanged and discussed, and signed by both the supervisor and the student. After processing, an addendum can be attached to the reports, if necessary.

Evaluations should focus on the growth needs of the student.

As a part of the evaluation process, a careful review should consist of the learning goals the student brought to the field placement and the ways in which these may have changed or been sharpened during the

supervision. Evaluation is intended to help students claim and celebrate the growth which has taken place and to claim the direction they wish future growth to take. A fair measure of the success of Field Education is the clarity and accuracy with which students can identify future learning needs.

The signatures of both the supervisor and the student are required to complete the evaluation process.

Evaluation forms will be provided to interns and supervisors by the Office of IFE.

Field Sites & Supervisors

The selection of field sites is a very important part of the overall work of the Integrative and Field-Based Education Program. The Senior Director has the responsibility for determining sites suitable for the training and supervision of student interns, while the Teaching Fellows and the Executive Assistant support the Senior Director in working closely with all interested sites in this process.

Field placements that participate in the IFE Program do more than hire an additional staff person. They are providing a teaching-learning context for students, and the support to help students in their ministerial formation. The particular responsibilities and expectations of students are agreed upon based on the students' learning needs, the resources of the supervisor and placement, and the needs of the placement.

The Learning Agreement is negotiated by students and their field site supervisor. Regular supervision and evaluation of students are conducted by the site supervisor. The Office of Integrative and Field-Based Education provides contact, opportunities for training, and feedback to the supervisor.

Process of Recruiting/Selecting Field Placements

Each year, a great deal of effort is made to recruit new field sites to into the field education process. Potential sites are identified in a number of ways:

- They may initiate contact directly with the Office of IFE about their desire to obtain a student intern, or
- They are identified by the Senior Director through students, faculty members, alumni/alumnae or other community leaders.

The Senior Director will make official contact with the potential supervisor or other designee. Suitable sites are invited to submit an application for a student intern. After careful review of the application, the site supervisor/designee is notified of its approval, and the completed application is filed in the Office and entered into the database for dissemination to prospective student interns.

Criteria for Selecting Field Placements

Because of the varied interests and goals of the prospective student interns, the field site list covers a wide range of placements which may include: churches and faith communities of various denominations and affiliations; social service agencies; community-based non-profits; clinical settings, such as hospitals, hospices, and independent living facilities; prisons and incarceration programs; public and private academic institutions; special projects and task forces; denominational agencies and judicatories; and many other kinds of entities.

1. The field site must have a basic understanding of the philosophy, goals and objectives of Union's Integrative and Field-Based Education Program. The field site must see itself as a teaching-learning opportunity and partner, where both the student and the field site community can learn and share knowledge about the work of the field site in its broadest sense. The student is not to be viewed as "extra" or "cheap" labor.
2. In the application, the field site must provide a written description of its mission, constituents/membership, and examples of possible student assignments, as well as other opportunities for student learning.

3. The field site must be able to provide the necessary space and facilities for the student intern. This would include privacy for interviewing, a desk, file space, and administrative assistance if needed.
4. The field site must be able to designate an appropriate supervisor for the student intern. A copy of the supervisor's résumé or vitae should be submitted with the application.
5. The field site supervisor must be willing to participate in the Orientation and Training required for all supervisors, and any other required continuing education opportunities offered by the Office of Integrative and Field-Based Education. Such opportunities are generally offered no more than two times during the academic year at the Seminary.
6. The field site must commit to submitting timely documents for the evaluation of the student intern at the end of each academic semester.
7. The field site should submit copies of any required documents pertinent to policies regarding non-discrimination, professional conduct, incorporation status, site's liability insurance and workers compensation, and any other documents deemed necessary by the Office of IFE.

Intern Stipends – Financial Remuneration

Union Seminary displays a high regard for the gifts and talents of its students. It is with great pride that students are assigned to various churches and social agencies in order to assist in executing the missions of those organizations. Although the site is seen as a learning field, student interns make great contributions in the areas where they are serving.

The compensation of a stipend should be regarded as a sign of the field site's valuing the student's participation, and as a means of meeting some of the student's living expenses.

The Seminary is aware that many field sites cannot pay a full-time person to do the work of the intern nor can they pay the actual cost of a part-time individual. The idea of a stipend helps the field site show their appreciation for the intern's ministry. The stipend also allows the student to experience paid professional work.

The Seminary strongly recommends that a stipend of no less than \$3,300 be paid to the student for the academic year. If the field site can afford to pay more, it is strongly encouraged to do so.

What You Need to Know About Stipends:

- Discussion of the pay schedule and the rate of pay must take place at the student's initial interview, and prior to the start of the internship.
- Negotiating the stipend is a matter to be discussed between the student intern and the field site supervisor or the director of the organization/agency.
- Reimbursement of the student intern's transportation costs to and from the field site, especially if the site is at a great distance from the Seminary.
- Costs should be considered for all required travel to conferences and conference fees related to the work of the field site, and must be covered by the field site.
- The stipend is taxable and is subject to the same withholdings as any other employee's wages.
- The field site should NOT pay the student intern for time missed from work due to circumstances other than illness or a death in the family.

The Federal Work Study Program

The Federal Work Study Program is often a means of subsidizing the student intern's stipend. However, the field site supervisor must be aware of the strict guidelines regarding how to use such funds. The following guidelines must be followed:

- d. Carefully develop a simple job description that meets federal guidelines (i.e., for religious/faith-based organizations, students **may not engage in activities such as preaching, proselytizing, and praying**).
- e. Seek approval for the Work-Study Program from the Seminary's Office of Financial Aid. Contact Associate Dean, Nichelle Jenkins, who handles Financial Aid, by calling: (212) 280-1317, or send an email to: njenkins@uts.columbia.edu. **ALL communications (including Time Sheets) for Federal Work Study must be emailed to the Office of Financial Aid with a copy to the Bursar at gturner@uts.columbia.edu.**
- f. Upon approval from Dean. Jenkins, the field site must do the following:
 - Sign a Federal Work Study Agreement;
 - Maintain and submit timely and accurate time sheets for the student intern, keeping in mind that you are responsible for paying 100% of earnings above the intern's total Federal Work-Study award.
 - Set the hourly rate for the intern, taking into account the times the site will not be in operation or the intern will be absent. The site must give very serious attention to this area so that the student intern is not overpaid or underpaid. Hourly wages must not be less than the federal minimum wage

Federal Work Study requires that the field site pay 40 % of the stipend to the Seminary, and the Federal government through the Seminary will pay the remaining 60 %. In these cases, the Seminary must arrange the payment schedule and issue checks to the student intern. Federal guidelines cover all federal work-study. For more information about these guidelines see <https://studentaid.ed.gov/types/work-study>.

Completing the Contract Process

For the placement process to be complete, the Contract & Learning Agreement forms require:

- students meet with their prospective supervisor on-site to discuss the specifics of the internship and to agree on learning goals;
- signatures from **both** the supervisor and intern on the CONTRACT and LEARNING AGREEMENT;
- the student turns in a signed hard copy of **both** documents to the Office of IFE by no later than **April 15**.

Supervision in the Field Placement

Union's Field site supervisors include ordained clergy and laypersons in parish ministry, chaplains, counselors, pastoral care directors, teachers and educators, administrators, social workers, activists, and advocates, all of whom may pursue vocations in non-parish settings such as hospitals, prisons, community-based programs, public and private school settings, college/university settings; business and government agencies; coalitions and a diverse range of organizational configurations.

Criteria for Selecting Field Site Supervisors

The goal of the Senior Director is to seek the best qualified supervisors for partnership in the Field Education Program. To this end, the Field Education Team seeks those supervisors who:

- have prior experience supervising students in theological education;
- have a background in theological education and the praxis and practice of ministry;
- have experience in the practice of theological reflection, or a willingness to learn;
- have a deep interest in being a student supervisor, and time to devote to supervisory responsibilities;
- have some familiarity with Field Education policies, programs, goals, and objectives;
- will commit to participate in a required Supervisor Orientation and Training Session;
- agree to random and periodic field site visits; and
- will commit to the timely submission of written evaluations for the student intern's grade.

Once the Field Education Learning Agreement has been completed, the Senior Director maintains contact with all field site supervisors.

Roles of the Supervisor

Whether supervising a student in a parish or non-parish setting, the supervisor functions in several key roles:

The Supervisor is a Teacher. Teaching requires that the supervisor be aware of and able to articulate the many dimensions of the practice of ministry. To articulate the content of ministry requires excellent communication skills which are dialogical in nature. In a dialogical approach to teaching, the teacher learns and the learner teaches. As a learner, the supervisor should be open to new ideas and be willing to rethink familiar patterns of theology and ministry. Effective teachers possess self-understanding, self-awareness, and self-acceptance. A good teacher is willing to share (as appropriate) her or his faults and uncertainties, and to demonstrate vulnerability.

The Supervisor is an Administrator. As an administrator, the supervisor is expected to possess an understanding of the church, agency, or institution and of the people within the organization. As manager of the field site, the supervisor has the necessary authority to make decisions about resources, tasks, and time, and to set the tone for collegial staff relationships to thrive.

The Supervisor is a Model. The supervisor models much more than the physical tasks of ministry, such as how to write a sermon every week, or how to conduct hospital visitation. She or he embodies the integration of faith and action, being and doing. Students will observe how the supervisor lives out her/his role in the personal, professional and relational dimensions of the supervisor's life. How does the supervisor handle conflict? Issues of time management? Personal spiritual disciplines? Self-care? Personality differences?

Expectations of the Supervisor

All Field Site Supervisors are expected to have:

- A working knowledge of the Seminary's philosophy and the objectives of Field Education.
- A flexible approach to supervision, which allows students the opportunity to utilize their gifts, skills, and life experiences. A desire to work collaboratively with the Senior Director of Integrative and Field-Based Education, the IFE Team, and other seminary staff.
- An ability to ensure open communication between the student, supervisor and the Senior Director, and the IFE Team.
- An ability and willingness to engage the student intern as a colleague in training.
- A commitment to participate in the Supervisor Orientation and Training Session, and other opportunities for continuing education at the Seminary.
- A commitment to adhere to all requirements of the IFE Program.

Criteria for Field Placements

The broad frame of reference for Field Placements is the match between the expectations and needs of the student and the opportunities provided by field placement sites. These sites may be in parish, educational institutions, service and clinical agencies and businesses. From the perspective of the students' professional development, the following expectations are particularly important:

- The church or agency will provide an interactive teaching and learning environment with particular attention to theological reflection.
- The student will receive support—primarily from the field-site supervisor, but also from committees and individuals at the site. This support should address the student's individual needs as well as the various dimensions of the work at the placement.
- The site will provide opportunities for direct engagement in significant ministry at the site.
- An education stipend of \$3,300 per year (minimum) per year (two semesters) will be provided directly to the student by the placement.

Learning Agreements

Part of the learning process is based on the student's efforts to investigate prospective placement sites, set out expectations and requirements, and negotiate the learning agreement with the field education supervisor and the Seminary.

Students and supervisors are encouraged to refer to these guidelines when setting up a placement:

- There must be a reasonable likelihood that the placement will meet the student's stated educational goals and objectives.
- The field placement description must clearly specify areas of responsibility.
- The experience will offer opportunities for professional contacts, community outreach, interfaith and cross-cultural experiences.
- The lines of accountability must be clearly stated in the learning agreement.
- The supervisor has appropriate theological training and experience.

Terminating a Field Placement

It is rare that a student considers leaving a field placement before the end of the agreed-upon period. Decisions for students to leave a field placement can be taken only after a joint conference between the student, the field supervisor, and the Senior Director of Integrative and Field-Based Education. Neither students nor supervisors can unilaterally terminate a placement **under any circumstances** without first conferring with the Senior Director.

If a student terminates the field placement, without conferring with the Senior Director, no credit is given for the academic year. The student must re-enroll in the Field Education course the following academic year to meet the Field Education requirement.

The termination process is to be done in the most amicable way, and one from which all persons can grow. If termination of the field placement is a mutual decision, following all meetings and consultations, the supervisor and student will receive a letter from the Senior Director stating the decision to terminate, and a summarized explanation for the action. The student intern and the supervisors may send written responses to clarify any inaccuracies.

Orientation of Students in Field Placement

The Office of Integrative and Field-Based Education strongly advises that a student intern's orientation be held at the field site the first day the student arrives for work. The aim of this orientation is to acquaint the student with the following:

- the field site's mission;
- the organizational structures that are in place at the field site;
- the needs of those being served by the field site; and
- the field site policies and student's rights in the placement.

As an important part of the internship experience, the student attends a weekly seminar, which convenes at the opening of the academic semester and prior to the student starting work at the site. The seminar professor also provides an orientation to the academic process.

Assignments

It is important that the student begin with specific assignments early in the internship. The supervisor should prepare students for their assignments/roles during the course of the internship. Assignments serve as the starting point for which all subsequent field teaching evolves. The types of assignments selected by the field supervisor will influence the quality of teaching given to the students, as well as the quality of care students will be able to give to those whom they serve.

Assignment Development

It is the desire of the Office of IFE that the beginning assignment be well planned by the supervisor and that it be available by the student's first day on site. The supervisor should prepare the students for the kinds of people they will be serving. While there may be some variation in assignments from time to time, this should be discussed at the initial interview.

Assignment Workload

Students need to learn more practical skills, as they are able. They should be exposed to as much of the day-to-day functioning of the field site as possible. For those working in parishes, the students should, for example, be exposed to committee meetings, social gatherings, teaching, worship, youth ministry, evangelism and the stewardship practices of the congregation.

For those in social agencies, the students should, for example, meet with clients, understand the function of the administrator, engage in fundraising, discuss how programs are planned and executed, and how the board functions, and share in the future planning for the organization. The supervisor should begin SLOWLY. It is important that the supervisor orient student interns and work them into the community context gradually.

The normal workload for a part-time student intern is 12-15 hours per week, exclusive of travel time, unless otherwise negotiated by the supervisor and the student intern. This includes one hour of theological reflection weekly, between the supervisor and student intern.

In the case of a full-time internship, the supervisor and student must negotiate days off and comp time for times when circumstances require that the intern work longer hours.

Brief Overview of the Field Education Curriculum

Concurrent Part-time Internship: FE 103-104

Usually taken in the second year, this course requires a two-semester, supervised field placement of 12-15 hours weekly in a church, chaplaincy, or service agency, and a two-semester seminar, which meets weekly for two hours. The seminar focuses on discerning vocational identity, claiming ministerial authority, and developing competence for ministry. FE 103 is only offered during the fall semester and always precedes FE 104, which is offered in the spring semester. The field placement must be approved by the Senior Director of Integrative and Field-Based Education (IFE).

Concurrent Part-time Internship II: FE 203/204

This course is an independent study requiring the student to meet periodically with the Field Education Teaching Staff for reflection and feedback, in addition to a supervised field placement of 12-15 hours weekly. Assuming completion of the FE 103-104 requirement or its educational goals, and with the approval of the Senior Director of IFE, a student may enroll in either FE 203 or FE 204, or both, for elective credit.

Full-time Internship: FE 300/301

This internship is a full-time, out-of-residence, supervised field placement for a minimum of eight months; it is an alternate method of fulfilling the requirement in Field Education. Usually taken after two full years of study, students are required to do a special project in which they demonstrate what they have learned from the internship or their understanding of how their classroom learning relates to their field placement. Students with an interest in international placements often enroll in FE 300/301 and pay an internship fee in lieu of tuition. Full-time internship placements must be approved by the Senior Director of IFE.

Summer Ministries Course FE 206Q

Students who plan to engage in a minimum of eight weeks in a supervised church or church-related service can receive credit for the field education summer ministries program. An independent study is planned as an integral component of this program which carries elective academic credit.

Topics in Ministry SU 190

During the fall and spring semesters, and January intersession, Integrative and Field-Based Education Program offers courses designed to address specific topics related to the practice of ministry. Drawing on expertise from community and alumni/ae resources, these courses help students to develop specific skills for ministry that supplements the regular Seminary curriculum. A maximum of three points in SU 190 courses may be counted as electives for the M.Div. and M.A. degrees only. However, additional supplemental courses may be taken, with full participation, by all degree candidates, but not for academic credit. All SU 190 courses will be graded Pass/Fail.

Supervision and Theological Reflection

Supervision is a very involved task. The supervisor should know the intern well enough to make the best assignments in relation to the student's learning goals and growth in professional ministry. There may be some assignments that the supervisor and student will engage together; the weekly theological reflection requirement is one of those assignments.

Theological reflection is a central part of the field education process. Theological reflection may be described as a critical exploration of the motives and assumptions of one's actions. Students are urged to delve deeply and broadly beyond their actions for the accuracy and validity of their assumptions and motives.

Theological reflection is a disciplined approach to helping persons clarify issues of ministerial vocation, authority and competence. The work of field education involves assisting students to develop the capacity to become reflective theological leaders.

Theological reflection in the field site is a very important educational time for the intern and the supervisor. Neither the supervisor nor the student intern need feel uneasy with this task. Although this one-hour per week time of theological reflection does not demand a specific agenda, the session may address a number of issues. For example:

1. How effective is the ministry in the field site?
2. How are decisions made in relation to who gets served and who does not?
3. What are the ethical dilemmas in work at this site?
4. How does one interpret the site's mission from a biblical perspective?
5. How do the scriptures speak to the workers at the site?
6. What questions does the student intern have regarding any contradictions between philosophy, mission statement, and the actual functioning of the organization?
7. What connections can the student intern make between what s/he has learned theoretically and the practical realities of the field site operation?
8. Discussion of any area of ministry pertinent to the field site.
9. Discussion of the intern's personal and professional development at the field site.
10. What theological, vocational, or spiritual issues arise in the course of the student's work?
11. Is discussion needed to resolve any conflict?
12. Evaluation of programs and intern assignments.

Resources on Theological Reflection

The following resources are used in the field education seminar:

Duke, James and Howard Stone, *How to Think Theologically*. Augsburg, 1996.

Floding, Matthew, ed., *Welcome to Theological Field Education!* Alban, 2011.

Foley, Edward, *Theological Reflection Across Religion Traditions: The Turn to Reflective Believing*. Rowman & Littlefield, 2015.

Killen, Patricia O'Connell and John De Beer, *The Art of Theological Reflection*. Crossroads, 1994.

Kincaid, William B. *Finding Voice: How Theological Field Education Shapes Pastoral Identity*. Wipf & Stock, 2012.

Kinast, Robert, *Making Faith-Sense: Theological Reflection in Everyday Life*. Liturgical Press, 1999.

Mahan, Jeffrey, et al, *Shared Wisdom: A Guide to Case Study Reflection in Ministry*. Abingdon, 1993.

McAlpin, Kathleen, *Ministry that Transforms: A Contemplative Process of Theological Reflection*. Liturgical Press, 2009

Whitehead, James D. and Evelyn Eaton, *Method in Ministry*. Sheed and Ward, 1995.

In addition to the above material, the following books inform the work of the work of the Integrative and Field-Based Education Program:

Bass, Dorothy C. and Craig Dykstra, eds, *For Life Abundant: Practical Theology, Theological Education and Christian Ministry*. Eerdsman, 2008

Bolman, Lee and Terence Deal, *Reframing Organizations: Artistry, Choice and Leadership 4th edition*. Jossey-Bass, 2008

Brookfield, Stephen, *Becoming a Critically Reflective Teacher*. Jossey-Bass, 1995

Brookfield, Stephen, *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. Jossey-Bass, 1991

Cahalan, Kathleen A., *Calling in Today's World: Voices from Eight Faith Perspectives*. Eerdmans, 2016

Cahalan, Kathleen A., "Integration in Theological Education" in *The Wiley-Blackwell Companion to Practical Theology*, Bonnie J. Miller-McLemore, ed. Blackwell Publishing 2012

Cahalan, Kathleen A., *Introducing the Practice of Ministry*, Liturgical Press, 2010.

Cimperman, Maria, *Social Analysis for the 21st Century*. Orbis Books, 2015

Cranton, Patricia, *Understanding and Promoting Transformative Learning: A Guide for Educators of Adults*. Jossey-Bass, 2006

Foster, Charles R., et al, *Educating Clergy: Teaching Practices and Pastoral Imagination*. Jossey-Bass, 2006

Freire, Paulo, *Pedagogy of the Oppressed*. Seabury Press, 1970.

Hooks, bell, *Teaching to Transgress: Education as the Practice of Freedom*. Routledge Press, 1994.

Jung, Patricia Beattie and Darryl Stephens, ed. *Professional Sexual Ethics: A Holistic Ministry Approach*. Fortress Press, 2013

Maguire, Daniel C., *Ethics: A Complete Methods for Moral Choice*. Fortress Press, 2010.

Mezirow, Jack, et al, *Learning as Transformation: Critical Perspectives on a Theory in Progress*. Jossey-Bass, 2000

Mezirow, Jack, *Transformative Dimensions of Adult Learning*. Jossey-Bass, 1991.

Palmer, Parker, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Jossey-Bass, 1998

Palmer, Parker and Arthur Zajonc, *The Heart of Higher Education: A Call to Renewal*. Jossey-Bass, 2010

Scharen, Christian and Eileen Campbell-Reed, *Learning Pastoral Imagination: A Five-Year Report on How New Ministers Learn in Practice*. Auburn Theological Seminary, Winter 2016

Sullivan, Winnifred Fallers, *A Ministry of Presence: Chaplaincy, Spiritual Care and the Law*, Chicago Scholarship Online, 2015

Supervisor Privileges/Opportunities

The Seminary values the partnership of the Field Education supervisor and appreciates the time and effort that supervisors give to Union's Integrative and Field-Based Education Program.. As an expression of appreciation, the Seminary offers the following benefits and "perks":

- A Field Education site supervisor "identification" card.
- Reading privileges at the Burke Library.
- Auditing of one course at Union each semester at no charge (during the period of supervision). Most courses are open for audit with permission of the instructor.

If you would like to take advantage of the opportunity to audit you should:

1. go to our website to the Registrar's section for the Course Catalogue or click here [Course Catalogue](#);
2. Get written permission from the faculty for the course to audit his/her class (some courses are not available for audit). A copy of the email will be accepted.
3. Register for the course as auditor with the Registrar. Come to the Registrar's office (AD 105) on the first day of class with a copy of your record of permission. The Registrar is Mr. Rafael Ortiz, rortiz@uts.columbia.edu

Supervisor Orientation and Training

To ensure that Field Education Supervisors are equipped and ready to enter into partnership with the Seminary, the Field Education Program requires a half-day Orientation and Training Session at the beginning of each semester (usually held early in September and the second or third week of February). The aim is to prepare supervisors for their partnership in the best possible way. The Orientation and Training is designed to:

- acclimate the first-time supervisor to the Union IFE program, provide the "nuts and bolts" of the program, review program requirements, acquaint the supervisor with the forms, procedures, and due dates;
- explore the process of supervision;
- acquaint supervisors with Union Seminary Staff, the IFE Team;
- provide intentional space for returning supervisors to become acquainted with those supervisors who are new to the Program;
- address relevant issues to the supervision process such as: setting and maintaining healthy boundaries, time management, social analysis, listening and the ministry of presence, the ethics of professionalism, facilitating students' theological reflection, and other continuing education interests of the Field Education supervisors; and
- offer an opportunity for field site supervisors to spend time at Union, receive self-care, and reflect on their own work and ministries.

Helpful Hints for Supervisors

- Respect the student intern as a colleague-in-training.
- Give constructive criticism, feedback and affirmation after assignments have been completed.
- Demonstrate respect and appreciation for any helpful new knowledge which the student intern may bring to the site.
- Be approachable and available to the intern.
- Ensure that the student interns have proper tools to be effective in their work.

FEEDBACK TO THE FIELD SITE SUPERVISOR

This instrument is available to field site supervisors and their student interns for the supervisors' own enrichment and professional growth. **This is an optional form to be shared ONLY between the Supervisor and Intern.**

Please complete the following sentence starters:

1. As a supervisor, you helped me explore my feelings, attitudes and behavior by...
2. As a teacher, you helped me acquire knowledge and skills which...
3. As an evaluator, you helped me...
4. Your confrontation caused me...
5. You led me to decisions by...
6. In these sessions I learned to see the religious meaning of issues by...
7. Your listening skills...
8. Your self-awareness...
9. Your ability to ask the right questions...
10. Your sensitivity....
11. Your acceptance of me...
12. What you helped me to do was...
13. I would like to see you develop your...
14. My image of you is...

THE EVALUATION PROCESS

THE PURPOSE OF EVALUATION

Evaluations are a very crucial part of the Integrative and Field-Based Education Program. They give students an intentional learning agenda, and help them clarify direction in ministry and address issues which promote or hinder effectiveness.

In Field Education, students experience the effects of the practice of ministry. Thus, the most important issues to address in evaluation are the following:

- How has the student developed and claimed a ministerial stance?
- How has the student attended to theological issues in the practice of ministry?
- How has the student attended to issues of her/his spiritual formation?
- How has the student attended to issues of personal growth?
- In what areas does the student need to grow and further develop?

Through evaluation, students test their insights, expectations, and behaviors.

Formal evaluation takes place twice during the Field Education year. At the end of each semester, evaluations address how well students have dealt with entry into the placement, whether the students' learning goals were adequately stated, and can be met, and how the field placement experience is contributing to the students' learning agenda. The final evaluation examines students' growth and judges their progress in meeting the learning agenda. It also assesses the students' gifts and skills for ministry.

While the evaluation is an essential ingredient in growth, it is full of risk. Joy and confrontation, success and failure are all part any evaluation process. Therefore, evaluation should be seen as a mutual process by which student and supervisor share insights and explore perceptions. Only in this way can issues be addressed and perceptions clarified. The goal of evaluation is the student's self-understanding and clarity regarding vocation and faithfulness.

The supervisor is required to do an evaluation on the student intern at the end of each academic semester. There are prescribed formats or forms for these evaluations. The student interns are also responsible for doing an evaluation at the same time. Their evaluations will pertain to their function on the site, their relationship with their supervisor and other workers, their interaction with the people they serve, assessment of their progress, and their intellectual and professional growth as a result of the field experience.

GUIDELINES FOR EVALUATION – STUDENT & SUPERVISOR

Written evaluations are important.

Once completed, the evaluation documents are essential to the Field Education process. They are kept in the student's file and are one of the sources used for granting credit to student for their work. The student's advisor, Candidacy Committees, and the Senior Director of IFE are permitted access to these evaluations.

Evaluation reports should be the end product of consultation between supervisors and students.

Among the difficulties that can arise when evaluations are not arrived at by consultation are: a breakdown in communication, a questioning of the credibility of the Field Education experience, mistrust of the evaluation process, and damage to the student's morale. Beginning the evaluation process before the due date can avoid such problems by allowing adequate time for conversation. Due dates for all evaluations are announced through the Office of Integrative and Field-Based Education.

The process asks for two evaluation reports: one from the student, and one from the field site supervisor. These are to be exchanged and discussed, and signed by both the supervisor and the student. After processing, an addendum can be attached to the reports, if necessary.

Evaluations should focus on the growth needs of the student.

As a part of the evaluation process, a careful review should consist of the learning goals the student brought to the field placement and the ways in which these may have changed or been sharpened during the supervision. Evaluation is intended to help students claim and celebrate the growth which has taken place and to claim the direction they wish future growth to take. A fair measure of the success of Field Education is the clarity and accuracy with which students can identify future learning needs.

FORMAT FOR THE EVALUATION – STUDENT & SUPERVISOR

The Student:

The evaluation is meant to facilitate reflection on student growth in ministerial action, personal spiritual development, theological reflection on experience, and the practice of ministry.

The Supervisor:

The supervisor's evaluation of students' growth and recommendations for future work are important for the student's education.

The signatures of both the supervisor and the student are required to complete the evaluation process.

RESPONSIBILITIES OF THE SEMINARY

The Seminary, through the Office of Integrative and Field-Based Education, is committed to the philosophy and theory of field-based learning. When a field site accepts the invitation to become a training site and a student is assigned, the Seminary takes on great responsibility.

The Responsibility of the Seminary to the Student

1. Assist the student in connecting and making contact with the field site.
2. Advise the student in negotiating the field placement agreement.
3. Assist the student in resolving field site conflicts that may arise, when necessary.
4. Help the student make the connection between theory and practice in the field.
5. Assign the student to a supervisor who is competent and qualified.
6. Offer a variety of field sites to help students meet their vocational and professional goals.

The Responsibility of the Seminary to the Field Site

1. Assist the field site in finding the best student intern for the work to be done.
2. Maintain contact with the field site.
3. Help student interns to interpret their learning from the field site.
4. Encourage interns to do their best for the site and to display a standard of professional and moral conduct

ADMINISTRATIVE POLICIES AND PROCEDURES

(Also see *Relevant Union Policies and Procedures*)

Integrative and Field-Based Education is constantly evolving, as it is confronted with new developments in the field of theological education. New policies and procedures are often developed in order to meet the demands and needs of field sites and student interns.

No field site will be without areas of tension. There may even be a need to adjust the expectations as developed in the initial learning agreement. Resolution will call for the exercise of such skills as: assertive self-representation, active listening, and creating "win-win" situations, all of which one needs in exercising leadership in the context of service.

The Office of Integrative and Field-Based Education is always available to assist with mediating and helping to negotiate necessary adjustments in the field placement.

The following policies and procedures provide the guidelines to govern the work of Field Education in the placement setting:

Resolving a Conflict between the Supervisor/Field Placement and the Intern

1. The first step in resolving conflict between the supervisor and the student intern is to meet the contract and/or the needs of the situation, and to talk out the issue(s) to gain clarity.
2. If the first step does not bring resolution to the problem, the second step is for the supervisor and/or student, or both, to contact the Senior Director of Integrative and Field-Based Education immediately.
3. At the third step, the Senior Director will confer with the student and the supervisor (in separate meetings) to make an assessment of the conflict from each perspective, with the intention of mediating the conflict to find an acceptable solution.
4. At the fourth step, the Senior Director will schedule another meeting to bring the student and the supervisor together, with the hope that there is a favorable resolution and that the field placement will resume.
5. In cases where no acceptable resolution can be reached, the internship will be terminated by mutual agreement of the student, the supervisor, and the Senior Director of Integrative and Field-Based Education.

Student attendance at the field placement

Students are given the option of working:

- 12 hours for 15 weeks per semester, or
 - 15 hours for 12 weeks per semester
- This should come to a total of 360 hours for the academic year (180 hours per semester).
- 35-40 hours per week for at least eight months in the case of a full-time internship.

Holidays and vacation time

In the case of part-time student interns, the holidays of Thanksgiving and Christmas are normally considered days that student interns do not report to work, unless otherwise negotiated by the supervisor and the student intern. In the case of full-time interns, the holidays and time off are to be negotiated at the start of the internship. Both the supervisor and intern should also agree upon any vacation time in the early stages of negotiating the full-time internship.

The January Intersession

The month of January is the academic intersession at the Seminary. Students and supervisors are open to negotiating a work schedule that is agreeable to both.

Illness and sick time

In cases of illness, it is expected that the field site will accommodate the intern in the same way it would any staff person in the organization.

It is the sole responsibility of the supervisor to monitor student interns' punctuality and attendance at the field work site and report any problems to the Director of Integrative and Field-Based Education. It is the view of the Seminary that constant lateness and absenteeism are not to be tolerated. These behaviors are counter-productive to the Field Education experience.

Terminating a Field Placement

It is rare that a student considers leaving a field placement before the end of the agreed-upon period. Decisions for students to leave a field placement can be taken only after a joint conference between the student, the field supervisor, and the Senior Director of Integrative and Field-Based Education. Neither students nor supervisors can unilaterally terminate a placement **under any circumstances** without first conferring with the Senior Director.

If a student terminates the field placement, without conferring with the Senior Director, no credit is given for the academic year. The student must re-enroll in the Field Education course the following academic year to meet the Field Education requirement.

The termination process is to be done in the most amicable way, and one from which all persons can grow. If termination of the field placement is a mutual decision, following all meetings and consultations, the supervisor and student will receive a letter from the Senior Director stating the decision to terminate, and a summarized explanation for the action. The student intern and the supervisors may send written responses to clarify any inaccuracies.

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.

Inclusive Language at Union

Union Theological Seminary is committed to equality for women, men, and transgender persons of every racial, ethnic, and religious background. Recognizing that language has often been used to imply racial and sexual inferiority, the Seminary urges students, faculty, and staff members to avoid discriminatory language and assumptions regarding race, sex, ethnicity, culture, gender, ability, family composition, marital status, sexual orientation, and gender identities and expressions of any kind in public discourse, classroom discussions, and written work. Failure to abide by appropriate behavioral norms in this regard may constitute grounds for discipline under the Seminary's anti-discrimination and anti-harassment policies.

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

General Statement of Intent

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.

Conduct Constituting Sexual Assault, Nonconsensual Sexual Activity, Sexual Misconduct, Harassment, Stalking, Domestic Violence and Bias Crimes, Generally

A. Prohibited Conduct

Conduct deemed violative of the prohibition against ***sexual assault and nonconsensual sexual activity*** includes, but is not limited to, the following: any form of nonconsensual sexual intercourse or sexual contact committed using physical force, coercion, threat, or intimidation, actual or implied, by a person or persons known or unknown to the victim, including non-consensual, intentional physical conduct of a sexual nature, such as unwelcome physical contact with a person's genitals, buttocks or breasts; so-called "date rape" or "acquaintance rape"; or any actual or attempted nonconsensual sexual activity by a person or persons, known or unknown to the victim, including, but not limited to, sexual intercourse or sexual touching committed with or without physical force, coercion, threat, or intimidation; exhibitionism; or sexual language of a threatening nature.

Nonconsensual sexual activity also shall include, but not be limited to, situations in which the absence of consent is not explicit but may be inferred, such as where the use of force, threat of the use of force or physical intimidation is present, or where the victim is unable to consent because he or she is physically or mentally incapacitated, such as from drug or alcohol consumption, and where the alleged violator has caused or contributed to that incapacity, and/or where the alleged violator is or should have been aware of that incapacity. Nonconsensual sexual activity also may be inferred where the victim is unconscious, regardless of whether or not the consumption of drugs or alcohol was with the victim's consent.

Professional Sexual misconduct may or may not involve non-consensual acts. Sexual misconduct occurs when one individual, with disproportionately greater power or influence, uses that power or influence to extract sexual favors or benefits from the weaker or less influential individual, or otherwise takes advantage of power or influence improperly and for personal sexual or romantic benefit.

Harassment includes, but is not limited to, sexual harassment, physical harassment, verbal harassment, and other forms of prohibited harassment. Physical harassment includes, but is not limited to, criminal assaults (*i.e.*, rape, assault, battery, menacing and physical intimidation), as well as unwelcome touching, interference with freedom of movement, and defacing or damaging property with an intent to harass or intimidate that may not constitute criminal offenses. All such acts are prohibited by the Seminary, whether they are based upon or motivated by 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.

Verbal expression or symbolic expression that violates federal or state civil rights (such as words or symbols that constitute sexual harassment) or "fighting words" (*e.g.*, epithets, abusive expressions and threats that tend to incite an immediate breach of the peace), are not permitted at Union.

Words or symbols that may violate this prohibition and result in sanctions or punishment of the offender often include, when viewed from the standpoint of a reasonable person, words or symbols that:

- (a) are addressed directly to a specific individual or to a specific group of individuals; or
- (b) insult, stigmatize or intimidate the individual or individuals; or
- (c) evidence on the part of the speaker or speaker's grave disrespect and intent to demean.

The Seminary in its sole discretion will assess whether, under the totality of the circumstances, the words or symbols in question violate this Policy; the subjective intent of the proponent of the words or symbols will not constitute a defense to a charged violation of this Policy.

Sexual harassment, a specific form of harassment that may include physical, verbal, or symbolic harassment, also constitutes discrimination and is illegal under federal, state and local laws. It may include unwelcome sexual behavior by individuals or by a group, such as physical or verbal comments or suggestions, which unreasonably interferes with the working or learning environment of an individual. It is sexual harassment when, for example:

- (a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
- (b) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions; or
- (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment may include a range of subtle and not-so-subtle behaviors, and may involve individuals of the same or different gender. Depending upon the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature.

Harassment on the basis of any other protected characteristic (other than sex) is also strictly prohibited and constitutes illegal discrimination. Under this Policy, harassment is verbal or physical conduct that denigrates, abuses, or shows hostility or aversion toward an individual or group because of her/his/their 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, and that:

- (a) has the purpose or effect of creating an intimidating, hostile or offensive work or educational environment; or
- (b) has the purpose or effect of unreasonably interfering with an individual's work or educational performance; or
- (c) otherwise adversely affects an individual's employment or educational opportunities.

Harassing conduct includes, but is not limited to, epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation in the Seminary of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail and social networking web-sites).

Conduct violating the ban against **stalking** includes harassment or threats directed by one person at another person, such as "tailing" or following another with the intent to intimidate, using telephonic or electronic communications to effect such intimidation, or any other unwanted contact that directly or indirectly communicates a threat or places a person in fear.

Domestic or relationship violence typically includes acts or threats of violence, which often but not always also constitute separate crimes such as assault, menacing and the like, directed by an individual at another individual with whom the perpetrator of the actual or threatened violence is involved in an intimate, romantic, or sexual relationship.

Bias or hate offenses include actions taken against, or crimes committed against, victims who have been "targeted" for criminal activity due to the perpetrator's identification or perception of the victim's race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation.

B. Retaliation

Union prohibits retaliation against any individual who reports a violation of this Policy, or against any person who provides information with respect to or participates in an investigation of such a report. Retaliation, which includes taking action against a person reporting an alleged violation of this Policy (whether that retaliatory action is committed by the subject of that report, on behalf of or at the behest of that subject, or by any other member of the Seminary community, whether at the subject's behest or not), is a serious, independent violation of this Policy and, like the underlying violations themselves, will subject the retaliator to disciplinary action.

Scope of this Policy

This Policy, and the conduct prohibited by this Policy as defined herein, applies to all students, faculty and staff of the Seminary, and all residents in the Seminary's buildings, whether matriculated at or employed by the Seminary. This Policy also applies to unaffiliated persons who may be on Union's campus for any reason—outside vendors, job or student applicants, or visitors.

Reporting of Acts Violating this Policy

Incidents involving sexual assault, nonconsensual sexual activity, sexual misconduct, stalking and bias offenses may well constitute criminal offenses, which violate not only the terms of this Policy, but relevant provisions of the New York Penal Code or other criminal statutes as well. See also *Definitions and Related Penal Law Provisions* within this policy. **Nothing herein shall limit or foreclose the ability of the victim of criminal acts violating this Policy, or the Seminary, from reporting said acts to appropriate law enforcement authorities for investigation and prosecution.** See the *Reporting Crime* provisions of the *Policy on Investigation and Reporting of Violent Felony Offenses and Missing Students* in this handbook. **Moreover, victims of conduct that violates this Policy are strongly encouraged to file a complaint with appropriate law enforcement authorities in such circumstances.** See the *Reporting Crime* provisions of the *Policy on Investigation and Reporting of Violent Felony Offenses and Missing Students* for additional pertinent information on available law enforcement resources and crime reporting in this handbook.

Victims of prohibited conduct, whether criminal in nature or not, also should promptly contact the Dean of Academic Affairs or the Associate Dean for Student Life or the Director of Housing and Campus Services for assistance during the business day. During weekends, holidays, and at night, the Associate Dean for Student Life, the Director of Housing and Campus Services and/or the Student Life Assistants (contact information below) may be called.

If they are not available, the Deputy Vice President of Buildings and Grounds, or any other member of the Seminary's administration, may be called. These persons will proceed immediately to address the situation and provide appropriate assistance. Violations of this Policy may also be addressed in the grievance provisions of this Policy—see *Procedure for Resolving Grievances Under this Policy* below.

Procedure for Resolving Grievances under this Policy

Anyone who believes that the provisions of this Policy have been violated, or who believes that they have been the victim of conduct constituting Sexual Assault, Nonconsensual Sexual Activity, Sexual Misconduct, Harassment, Stalking, Domestic Violence or a Bias Offense, may file a complaint or may bring a grievance with the Seminary, regardless of the offender's identity or position. Anyone wishing to make a complaint or file a grievance should contact the Designated Human Resource Liaison appointed by the President or contact the Dean of Academic Affairs or the Associate Dean for Student Life, who will instigate an appropriate investigation of the complaint. Individuals are encouraged to promptly complain before the offending conduct worsens and before pertinent information may become unavailable. This increases the possibility that constructive action can be taken.

In certain instances, such as where a single remark constitutes the conduct which is potentially harassing or deemed offensive or inappropriate, the subject of that remark may choose to seek informal redress by identifying the inappropriate behavior to its proponent, and asking for the proponent to stop. This informal redress is available only if the subject feels comfortable in making such a request, and does not regard the conduct as sufficiently egregious to warrant a report to Union officials or to law enforcement; **the informal option is not required to be pursued if the victim wishes instead to pursue a formal complaint, nor will pursuit of a formal complaint be foreclosed in the event the victim first pursues informal redress.**

All complaints will be investigated promptly. This investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Students who have experienced conduct they believe is contrary to this policy should avail themselves of this procedure. A student's failure to fulfill this obligation could affect his/her rights in pursuing legal action.

The Seminary will attempt to maintain confidentiality throughout the investigatory process, to the extent consistent with adequate investigation and appropriate corrective action. Confidentiality cannot be assured in all instances, and certain conduct is required to be reported as provided in the *Policy on Investigation and Reporting of Violent Felony Offenses and Missing Students* in this handbook.

Where appropriate, violations of this Policy by students may proceed to hearing, pursuant to the process set forth in this *Handbook*. Complaints against a faculty member that the Dean of Academic Affairs determines warrant disciplinary action will be governed by the process set forth in Section VII of the Faculty Guide. Proceedings related to alleged violations committed by employees shall be governed by the relevant disciplinary provisions of the Employee Handbook, or as prescribed by the President or the President's designee. Other violations will be dealt with pursuant to a process to be determined by the President or the President's designee.

Sanctions Available for Violations of this Policy

Members of the Seminary community who violate this Policy in any way will be subject to severe sanctions, up to and including suspension, permanent expulsion and/or termination of employment, as appropriate. **These sanctions do not preclude additional internal or external sanctions,**

including sanctions imposed by the judicial system of New York State under relevant provisions of the Penal Law and the Criminal Procedure Law. For contractors whose employees or representatives violate this Policy, such violation may be deemed a material breach of any agreement with the Seminary, and may therefore constitute grounds for the limitation or termination of that agreement or the relationship with the Seminary

This Policy supplements but does not supplant all other Seminary policies related to behavior, including without limitation codes of conduct, which remain in effect. The Seminary will seek to apply all policies consistently and in a manner that will best effectuate their collective purposes; the Seminary in its sole discretion will decide how best to promote these purposes through policy application and enforcement.

M.Div. Program Goals and Learning Outcomes

RELIGIOUS HERITAGE

Goal 1: To develop a broad, critical understanding of Christian traditions in their scriptural foundations, historical developments, and theological perspectives.

Outcomes:

- 1.1. Demonstrates an ability to identify, describe, analyze, and to interpret biblical texts in their literary, historical, and multi-religious contexts.
- 1.2. Demonstrates an ability to identify, describe, and to discuss significant periods, persons, and developments in the history of the Christian traditions(s).
- 1.3. Demonstrates an ability to recognize, explain, and to critically evaluate major theological themes, issues, and perspectives in Christian thought.

Goal 2: To cultivate inter-religious awareness and deepen understanding of the Christian heritage through substantive engagement with the thought and practices of traditions other than Christianity.

Outcome:

- 2.1. Demonstrates substantive engagement with the thought and practices of traditions other than Christianity.

CULTURAL CONTEXT

Goal 3: To develop competencies in understanding social and cultural contexts that are significant for contemporary theology, the life of the church, and the promotion of justice in the world.

Outcomes:

- 3.1. Demonstrates an ability to work with persons of diverse backgrounds, to learn from differences, and to articulate one's own cultural and social perspectives with acknowledgment of their limitations.
- 3.2. Demonstrates an ability to articulate contextually informed and world-engaged theological perspectives.
- 3.3. Demonstrates an ability to analyze and address contemporary ethical issues from Christian and interreligious perspectives.

Goal 4: To enrich theological work by incorporating the arts and cultural diversity of New York City.

Outcome:

- 4.1. Demonstrates an ability to incorporate the arts, cultural diversity, international, and/or socio-economic dimensions of New York City into theological reflection.

PERSONAL AND SPIRITUAL FORMATION

Goal 5: To clarify and deepen one's own spiritual life and practices.

Outcome:

- 5.1. Demonstrates familiarity with and informed utilization of traditional and contemporary forms of prayer, worship, and spiritual practices from Christian and/or other faith traditions for personal spiritual growth.

Goal 6: To develop the capacity to guide or enable the spiritual formation of others.

Outcome:

- 6.1. Demonstrates familiarity with and informed utilization of traditional and contemporary forms of prayer, worship, and spiritual practices from Christian and/or other faith traditions for the spiritual formation of others.

CAPACITY FOR MINISTERIAL AND PUBLIC LEADERSHIP

Goal 7: To cultivate a vision of professional identity and a style of ministry appropriate to the student's abilities, aspirations and faith tradition, informed by diverse models of leadership.

Outcome:

- 7.1. Demonstrates development of a professional identity that is connected to the student's abilities, aspirations, and faith tradition.
- 7.2. Demonstrates a theologically and professionally informed model and style of ministry within particular ministerial contexts.

Goal 8: To develop interpersonal insights and skills necessary for the professional practice of ministry.

Outcome:

- 8.1. Demonstrates interpersonal insight and an ability to listen actively, communicate effectively, and to interact with others with honesty, empathy, compassion, and respect.

Goal 9: To develop the capacity to listen to, interpret, express, and/or critique the aspirations of a community or organization in public and communal contexts.

Outcome:

- 9.1. Demonstrates the ability to represent and lead a community or organization in and through public and communal contexts such as worship, preaching, congregational pastoral care, public prayer, advocacy, teaching, written communication, and/or public speaking.

Goal 10: To develop the capacity to engage in careful and contextually sensitive interpretation of scripture and religious tradition(s) informed by interreligious engagement.

Outcome:

- 10.1. Demonstrates an ability to make accessible, for particular congregations or communities, interpretations of sacred texts that are based on the application of sound exegetical methods and principles.