Union Theological Seminary
Office of Integrative and Field-Based Education

Student's Field Education Handbook 2017-2018

"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*.

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Integrative and Field-Based Education Program Academic Calendar

Fall Semester 2017

(As of August 24, 2017)

AUGUST

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

SEPTEMBER

4	Labor Day (Holiday)
5	Fall Registration & First Day of Class
6	Union's 181st Convocation, 6:00 pm, James Chapel
14	FE Supervisors' Orientation 9:00 am - 12:00 pm
14	FE Supervisors' chapel & lunch with interns 12:30-2:00 pm
19	Field Ed Information Session (Option A) 1:00 – 2:00 pm
	(First Year Students must attend one Field Ed Information Session)
19	Field Ed Information Session (Option B) 5:00 – 6:00 pm
21	Field Ed Information Session (Option C) 4:00-5:00 pm
26	Clinical Pastoral Education (CPE) Info Session (Option A) 1:00 – 2:00 pm
28	Clinical Pastoral Education (CPE) Info Session (Option B) 4:00 – 5:00 pm

OCTOBER

5-6	Union Days
15	First Year MDiv **deadline to sign up** for One-on-One Placement Conversation with Dr. Jane Huber

NOVEMBER

1-13	Academic Advisement for Spring & J-Term
17-21	Annual Meetings of the Amer. Academy of Religion & the Society of Biblical Literature in Boston, MA
20-24	Reading Days & Thanksgiving holidays. No classes.

DECEMBER

1	Field Education Students & Site Supervisors Mid-Year Evaluations Due
11	Last day of Fall semester classes
12	Reading Day
14	End of Fall semester
15	Last Day for First Year MDiv to complete Placement Conversation with Dr. Jane Huber
15	Last Day for First Year MA to submit Declaration Form (track & concentration)

Winter Break

JANUARY

2-19	January Intersession
15	Holiday. Martin Luther King, Jr. Day observed

Spring Semester 2018

JANUARY

17	Online Registration begins for Spring Semester
25	First day of Spring classes
31	First Years – Field Ed Check-In Day 12:45 - 2:00pm

FEBRUARY

8	Supervisor Spring Orientation Day
8	Supervisors Chapel & Lunch with Interns
14	Ash Wednesday

MARCH

12-16	Spring Recess. No classes

APRIL

3	Online Registration Begins for Summer/Fall
15	First Year Students - last day to turn in Field Education Contract & Learning Agreement
27	All Field Education students and Site Supervisors Final evaluations due
29- 5/2	Easter Holidays. No classes

MAY

7	Last day of classes
8-9	Reading Days
18	The 180th 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.

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[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.

[3] Foster, 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 a member of the Field Ed team, 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 <u>one</u> 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 303/304)** 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.

Field Education Seminar: 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 that 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.

Advanced Field Education Seminar: Part-time Concurrent Internship
FE 203/204 – 3 credits each semester

The Advanced Part-time Concurrent Internship 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 303/304

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 303/304.

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 For Full-Time Internships

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 For Full-Time Internships

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 credit 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 **$3,600**, 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 303/304 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 MDiv Learning Agreement
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 intercession 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 **$3,600** 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. Send an email to: finaid@utsnyc.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 the Financial Aid Office, 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 hits 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 MDiv Learning Agreement 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 be 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 students 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.

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:

1.1. Demonstrates familiarity with and informed utilization of traditional and contemporary forms of prayer, worship, and spiritual practices from Christian and/orother 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.