

Union Theological Seminary
Office of Integrative and Field-Based Education

Supervisor's Field Education Handbook 2018-2019



"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 bringing 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 academically rigorous, practically effective and spiritually formative.

The Integrative and Field-based Education (IFE) Program at Union aims to foster 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 that 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 2018

(As of August 16, 2018)

AUGUST

- 27 Union New Student Orientation begins
Academic Info Sessions 2 – 3:15 pm
- 29 Academic Advisement new students
Registration new students

SEPTEMBER

- 3 Labor Day (Holiday)
- 5 First Day of Class
- 5 Union's 182nd Convocation, 6:00 pm, James Chapel
- 13 FE Supervisors' Orientation 9:00 am - 12:00 pm
- 13 FE Supervisors' chapel & lunch with interns 12:30-2:00 pm
- 18 Field Ed Information Session (Option A) 12:45 – 2:00 pm
(First Year Students must attend one Field Ed Information Session)
- 20 Field Ed Information Session (Option B) 5:00 – 6:00 pm

OCTOBER

- 2 Clinical Pastoral Education (CPE) Info Session (Option A) 12:45 – 2:00 pm
- 4 Clinical Pastoral Education (CPE) Info Session (Option B) 5:00 – 6:00 pm
- 4-5 Union Days
- 15 First Year MDiv **deadline to sign up** for One-on-One Placement Conversation with Dr. Jane Huber
- 31 Academic Advisement for Spring & J-Term

NOVEMBER

- 1-12 Academic Advisement for Spring & J-Term
- 16-20 Annual Meetings of the Amer. Academy of Religion & the Society of Biblical Literature in Boston, MA
- 19-23 Reading Days & Thanksgiving holidays. No classes.
- 30 Field Education Students & Site Supervisors Mid-Year Evaluations Due

DECEMBER

- 12 Last day of Fall semester classes
- 3 Reading Day
- 18 End of Fall semester
- 14 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
- 21 Holiday. Martin Luther King, Jr. Day observed

Spring Semester 2019

JANUARY

- 24 First day of Spring classes
- 31 First Years – Field Ed Check-In Day 12:45 - 2:00pm

FEBRUARY

- 7 Supervisor Spring Orientation Day
- 7 Supervisors Chapel & Lunch with Interns

MARCH

- 11-15 Spring Recess. No classes

APRIL

- 2 Online Registration Begins for Summer/Fall
- 15 First Year Students - last day to turn in Field Education Contract & Learning Agreement
- 26 All Field Education students and Site Supervisors Final evaluations due
- 18-22 Easter Holidays. No classes

MAY

- 6 Last day of classes
- 7-8 Reading Days
- 17 The 181st Commencement Exercises, 2:00pm.

Field Sites and 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 **\$4,500 (as of 9/18)** 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:

- 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 Office of Financial Aid. Send an email to: finaid@utsnyc.edu. **ALL communications for Federal Work Study must be emailed to the Office of Financial Aid with a copy to the Bursar at gturner@uts.columbia.edu. All TIMESHEETS should be sent to payroll directly at payroll@uts.columbia.edu with a copy to the financial aid address at finaid@utsnyc.edu.**
- c. Upon approval from Financial Aid 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

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 that 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) their 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 their 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 \$4,500 per year (as of 9/18) (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, inter-faith 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 303/304

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 303/304 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 for 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 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 6th edition*. Jossey-Bass, 2017

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

Cranon, 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.

Heifetz, Ronald and Marty Linsky. *Leadership on the Line: Staying Alive through the Dangers of Leading*. Harvard Business Review Press, 2002.

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

Lee, Boyung. *Transforming Congregations through Community: Faith Formation from the Seminary to the Church*. Westminster John Knox, 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.

Pak, Su Yon and Jung Ha Kim, ed. *Leading Wisdom: Asian and Asian North American Women Leaders*. Westminster John Knox, 2017

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

System-Centered Training and Research Institute. *System-Centered Theory and Practice: The Contributions of Yvonne Agazarian*. Routledge, 2018

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":

- Supervisor access to the Moodle.
- 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. 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.
2. Individuals who are not enrolled in a degree program at Union may apply and register to audit a course(s). Applicants should review [Union's Policy on Auditing Courses, as well as complete the Auditor and Course Registration form](#). For more information, please visit the Registrar's Office in room AD 105 at Union Theological Seminary, or go to our website to the Registrar's section for the Course Catalogue, or click here [Course Catalogue](#). If you have questions for the Registrar, you can contact them at registrar@utsnyc.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.

Union Theological Seminary Title IX and Sexual Misconduct Policy

I. Introduction

The Union Theological Seminary ("UTS") is committed to the principle that discrimination and harassment will not be tolerated in the UTS community. All members of the UTS community must be able to work and study in an atmosphere that discourages discrimination and harassment. It is UTS's goal to foster an environment that is free from these acts.

UTS does not discriminate on the basis of sex in its education programs and activities. Sexual harassment, sexual assault and other types of sexual misconduct are forms of sex discrimination. UTS maintains processes, in accordance with applicable federal and state laws and UTS policies, to provide redress and support to individuals who believe they have been subjected to these acts.

Students who believe they have experienced violations of this Policy are encouraged to report the situation so that UTS can provide them with support, investigate and redress the incident, and take any other necessary steps to protect and strengthen the UTS community.

II. Conduct Covered by this Policy

This Title IX Policy applies to instances of sexual harassment, assault, and misconduct, gender-based harassment, domestic violence, stalking, and dating violence, all of which constitute forms of sex discrimination.

Any individual can experience sexual violence, harassment or misconduct regardless of sex, gender or sexual orientation.

This Policy applies whenever a student believes that he, she or they have experienced sexual violence, harassment or misconduct, regardless of whether the incident at issue occurred on or off campus. This Policy also applies to incidents that occur during any study abroad program, including but not limited to UTS's international travel seminars.

This Policy does not apply to complaints against individuals who are not part of the UTS community. In those instances, UTS will support the student in reporting the incident to the Chief Human Resources Officer, or the police. Additionally, UTS will offer counseling and other resources to the student in accordance with this Policy.

III. Title IX Coordinator

Diana Torres-Petrilli, Chief Human Resources Officer, is the Title IX Coordinator at UTS.

The Title IX Coordinator's office is located in Room AD107. She can be contacted by telephone at (212) 678-8011; or email at dipetrilli@uts.columbia.edu.

The Title IX Coordinator's responsibilities include but are not limited to:

- (1) Serving as a resource for students who believe they have experienced any act of sexual violence, harassment, or misconduct, as discussed in this Policy;

- (2) Providing oversight for all Title IX procedures, including the filing of complaints and related disciplinary proceedings, to ensure compliance with Title IX;
- (3) Identifying broader systemic issues or patterns in the UTS community regarding sexual misconduct that must be addressed; and
- (4) Conducting and supporting training initiatives that will educate all UTS community members concerning issues of sexual violence, harassment, and misconduct as well as the UTS Title IX policy.

IV. Applicable Definitions

A. Sexual Assault

Sexual assault is prohibited by New York law and this Policy.

Sexual assault includes:

- (1) Sexual intercourse by any person upon another without consent, including oral, anal, and vaginal penetration, however slight, with any object; and
- (2) Sexual contact without consent, including any touching that is sexual in nature by any person upon another.

Sexual assault may also include dating violence and/or domestic violence, as defined below and by the Violence Against Women Act.

B. Sexual Harassment

Sexual harassment is prohibited by New York law and this Policy.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors or other unwanted verbal or physical conduct that is sexual in nature when:

- (1) Submission to or rejection of such conduct is made, either expressly or implicitly, a term or condition of employment, educational benefits, participation in services or activities, and/or basis of educational or employment-related evaluation or other decisions; and/or
- (2) Such conduct is so severe or pervasive that it has the purpose or effect of interfering with an individual's education, academic performance or work performance and/or creating an intimidating, hostile, humiliating or offensive environment, based on a reasonable person standard.

Sexual harassment includes a range of conduct and may involve individuals of the same or different sex. Sexual harassment may also include stalking, as defined below and by the Violence Against Women Act.

C. Dating Violence

Dating violence is prohibited by New York law and this Policy.

Dating violence includes violence committed by a person who is or has been in a romantic or intimate relationship with the victim. Whether the relationship is deemed a romantic or intimate relationship will be evaluated based on its length, the type of relationship, and the frequency of interaction between those involved in the relationship.

D. Domestic Violence

Domestic violence is prohibited by New York law and this Policy.

Domestic violence includes felony and misdemeanor violent offenses committed by a current or former spouse or cohabitant, by a person with whom the victim shares a child in common, by a person similarly situated under domestic or family violence law and/or by any other person against a victim who is protected under the state domestic or family violence laws.

Under New York Law, domestic violence includes any act

which would constitute a violation of the penal law, including, but not limited to acts constituting disorderly conduct, harassment, aggravated harassment, sexual misconduct, forcible touching, sexual abuse, stalking, criminal mischief, menacing, reckless endangerment, kidnapping, assault, attempted assault, attempted murder, criminal obstruction of breathing or blood circulation, or strangulation; and

(i) such act or acts have resulted in actual physical or emotional injury or have created substantial risk of physical or emotional harm to person or such person's child and

(ii) such act or acts are alleged to have been committed by a family or household member.

N.Y. Soc. Serv. § 459-a.

E. Stalking

Stalking is prohibited by New York law and this Policy.

Stalking means a course of conduct directed at a specific individual that would cause a reasonable person to fear for his, her, or their safety, fear for another individual's safety, and/or suffer substantial emotional distress.

This conduct may include, but is not limited to, making unsolicited and/or unwanted telephone calls, sending unsolicited and/or unwanted letters, gifts or messages (including but not limited to texts, emails, instant messages and social media communications), spying, use of social media, spreading rumors and/or following the victim. A definition of stalking under New York law can be found in Penal Code §§ 120.44, 120.50, 120.55 and 120.60.

F. Gender-based Harassment

Gender-based Harassment is prohibited by New York law and this Policy.

Gender-based harassment is verbal or physical acts that demonstrate hostility toward or disparage an individual due to conforming with or failing to conform to stereotypes based on gender, including an individual's perceived masculinity or femininity, and that has the purpose or effect of interfering with an individual's education, academic performance, or work performance and/or creating an intimidating, hostile, humiliating or offensive environment, based on a reasonable person standard.

G. Affirmative Consent

An individual who engages in sexual activity without affirmative consent violates New York law and this Policy.

The following definition is adopted from New York's Enough Is Enough Act:

Affirmative consent is a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression.

Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

Consent may be initially given but withdrawn at any time.

Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

When consent is withdrawn or can no longer be given, sexual activity must stop.

H. Retaliation and Intimidation

Retaliation and intimidation is prohibited under New York law and this Policy.

Any conduct that harasses or intimidates an individual to prevent or obstruct the reporting of a violation of this Policy in response to the individual's decision to report a potential violation, file a complaint or cooperate with an investigation of such a complaint.

V. Confidentiality

Students who believe they have experienced violations of this Policy are encouraged to meet with someone to receive support, obtain information about their options, and learn about available resources. Depending on whom a student chooses to speak with, there are limits on the level of confidentiality afforded to the shared information. Students are encouraged to consider the following information when making this decision.

A. Confidential Resources

Confidential communications include conversations which, pursuant to the law, cannot be disclosed to another person without the speaker's consent, unless the communications involve an imminent threat or danger to the speaker or others.

The Spiritual Director or Interfaith Chaplain at UTS is not required to report identifying information about students who believe he, she or they have experienced a violation of this Policy to the Title IX Coordinator. Thus, communications with these individuals may be confidential or made anonymously.

UTS students have access to the Columbia Health Service including counseling and psychological services. Please note, however, that the health care professionals at Columbia Health Service are not UTS employees. Health care professionals are not required to report identifying information concerning a possible violation of this Policy to the Title IX Coordinator.

- For more information, please go to their website at <https://health.columbia.edu/medicalservices>.

In order to identify patterns or systemic issues related to violations of this Policy, UTS may collect *non-identifying* data from confidential resources. All personally identifiable information will remain confidential when provided to confidential resources.

B. Mandated Reporters

Students who believe they have experienced violations of this Policy may also meet with the following UTS employees ("Designated Officials"):

- Chief Human Resources Officer
- Academic Dean, Associate Academic Dean
- Associate Dean for Student Affairs
- Associate Dean for Financial Aid/Admissions
- Director of Housing/Campus Services

Excluding the confidential resources noted above, the Designated Officials and all other UTS employees, including but not limited to professors, housing/campus services staff, student affairs staff including student life assistants, are considered mandated reporters, and are required to report any possible violation of this Policy to the Title IX Coordinator and to UTS Security.

A clergy person is not required to report identifying information concerning a possible violation of this Policy in certain limited circumstances. These conversations may be kept confidential only when he or she is acting as a "pastoral counselor," meaning the clergy person is (1) associated with a religious denomination, (2) is recognized as someone who provides confidential counseling, and (3) is functioning within the scope of that recognition during the confidential communication, such as when an individual is seeking spiritual or moral guidance or counseling from the clergy person. Generally the faculty and administration of UTS, even if they are clergy persons, are not acting in their capacity as pastoral counselors when interacting or communicating with UTS students. Thus, UTS presumes that these individuals are required to report any possible violation of this Policy to the Title IX Coordinator and UTS Security.

Any mandated reporter, including Designated Officials, must report the claims, even if the student confiding in them requests that his, her, or their conversation be kept confidential. These employees will maintain the student's privacy to the extent possible, but will be required to inform the Title IX Coordinator of any information that is necessary for an investigation of the claims. The information provided to a non-confidential resource will be relayed only as necessary for UTS to investigate and/or seek a resolution.

UTS will take reasonable steps to maintain the confidentiality of records produced in the investigation and hearing process; to the extent it is possible. However, UTS cannot and does not guarantee that

confidentiality will remain protected. Confidentiality must be consistent with the requirements under Title IX as well as the Clery Act.

If the reporting student does not want to file a formal complaint, to supply a name or other identifying information when reporting a potential violation and/or to proceed with an investigation, the Title IX Coordinator must weigh the student's request against UTS's obligation to provide a non-discriminatory, safe environment for the UTS community. The Title IX Coordinator will make its determination based on these considerations. The Title IX Coordinator may decide that a student's request cannot be honored when UTS's failure to investigate could cause a hostile or unsafe environment, or would violate Title IX or this Policy.

VI. Resources for Individuals who Experience Sexual Misconduct

There are a number of on-campus and off-campus resources available to offer assistance after an incident of sexual violence or misconduct.

UTS encourages all students affected by gender-based misconduct to seek immediate assistance. Seeking assistance promptly may be important to ensure a student's physical safety or to obtain medical care, emotional support, or other support; it may also be necessary to preserve evidence, which can assist UTS and/or law enforcement in responding effectively. Assistance is available twenty-four hours a day, seven days a week. After experiencing a traumatizing event such as sexual assault, it can be important to find a place where you feel comfortable and safe from harm and get help from a friend or student life assistant.

- If you've been sexually assaulted, it is very important to receive medical care as soon as possible. ***Important: To preserve evidence, do not shower, bathe, brush teeth, change clothing or drink liquids before going to the hospital or the police after experiencing an act of sexual assault or other misconduct.***

(i) Resources for Immediate Assistance:

- 911 or UTS Security (212) 280-1427
- Columbia University's Sexual Violence Response & Rape Crisis/Anti-Violence Support Center is available to all UTS students. They have trained staff and volunteers available 24 hours a day, seven days a week, to accompany survivors to the emergency room, NYPD, or campus departments. Advocates provide information about reporting options and offer support for survivors. Contact Sexual Violence Response (SVR) at (212) 854-HELP (4357) for 24/7/365 support. www.health.columbia.edu/svr
- Crime Victims Treatment Center www.cvtcnyc.org/
Mount Sinai St. Luke's Emergency Department 1111 Amsterdam Avenue (113th Street)
The [Emergency Departments](#) of Mount Sinai St. Luke's, Mount Sinai Roosevelt and the Lenox Hill HealthPlex have a [Sexual Assault Response Team](#) that includes a Sexual Assault Forensic Examiner and a Volunteer Rape Crisis Advocate. These individuals are specially trained to provide both comprehensive and expert medical care, as well as compassionate emotional support in the Emergency Department. You will be offered preventative treatment for STDs and possible HIV exposure, emergency contraception, and a full medical exam. Forensic evidence can also be collected and preserved in case you decide to report to the police at any time in the next 18 months. Everything that happens in the Emergency Department is your choice. At Mount Sinai St. Luke's, Mount Sinai Roosevelt, and the Lenox Hill HealthPlex, you'll be seen as soon as you arrive and treatment for sexual assault is provided free of charge.
- The New York City Police Department at 911 can help with criminal sexual misconduct, including sexual assault, dating violence, stalking and domestic violence. If an individual reports an assault to the police, a

member of the Special Victims Squad may contact him or her. You can also call the Special Victims Division directly at (646) 610-7272.

- St. Luke's Crime Victims Treatment Center (CVTC) Advocates and services can be reached by calling (212) 523-4728.
- Reports of criminal sexual misconduct may also be directed to the NYPD's sex crimes hotline at (212) 267-RAPE or the Manhattan District Attorney's hotline at (212) 335-9373.

(ii) Counseling Resources at Columbia:

In addition to Columbia University's Sexual Violence Response (212) 854-HELP (4357), the following confidential resources are available for counseling support:

- Counseling & Psychological Services at Columbia, (212) 854-2878
- The Title IX Coordinator and any of the Designated Officials listed above may also provide assistance after an incident of sexual misconduct. Important: as discussed above, these individuals are required to report the incident and a student's identifying information to the Title IX Coordinator and UTS Security. As mentioned above, UTS Counseling Center and its staff of therapists are completely confidential and are not required to report any conversations involving sexual harassment or assault.
 - o Diana Torres-Petrilli, Chief Human Resources Officer, is the Title IX Coordinator at UTS. Her office is located in Room AD107. She can be contacted by telephone at (212) 678-8011; or email at dipetrilli@uts.columbia.edu.
- Off-campus Resources
 - o Crime Victims Treatment Center, 411 West 114 Street at (212) 523-4728
 - o Safe Horizon Sexual Assault 24-hour Hotline at (866) 689-HELP
 - o National Domestic Violence Hotline at 1-800-656-HOPE (4673)
 - o National Teen Dating Abuse Helpline at 1-866-331-8453
 - o Stalking Resource Center at 1-202-467-8700
 - o NotAlone at <https://www.notalone.gov> (federal VAWA website)
 - o NY Hotline for reporting sexual assaults on campuses at 1-844-845-7269

VII. Filing a Complaint with UTS

If a student believes they have experienced sexual assault, harassment and/or any other violation of this Policy, he, she or they may choose to file a complaint with UTS, the police, or both. Students, faculty and staff can also report an alleged incident to UTS even if they are not the victim.

To file a complaint with UTS and initiate the discipline process, a student should contact the Title IX Coordinator at (212) 678-8011 or dipetrilli@uts.columbia.edu. This individual will explain the complaint and discipline procedures as well as provide resources to the student. She will also assist the student in drafting the complaint, if requested.

As explained above, if a student discusses a potential violation of the Policy with any employee, the employee is required to relay the necessary information to the Title IX Coordinator for investigation.

Students are encouraged to file a complaint as soon as possible after the incident. There is no deadline for filing a complaint. However, the Respondent must be enrolled at UTS at the time the complaint is made and throughout the entire disciplinary process for any disciplinary action to be taken against the

Respondent. If a Respondent is no longer enrolled, UTS will still conduct an investigation of the complaint.

In addition, a promptly filed complaint will improve UTS's ability to gather all relevant information, and thus, timeliness increases UTS's ability to fully investigate the complaint.

A student has the right to make a report to the Title IX Coordinator, UTS security, local law enforcement and/or state police and also has the right to choose not to report. UTS will take all steps available to protect the student from retaliation for reporting an incident and will provide assistance and resources to support the student.

If a student discloses information regarding a past incident of sexual violence or harassment at a public awareness or advocacy event, such as a candlelight vigil or protest, or on social media, such as a Facebook page, such disclosure shall not be deemed notice to UTS of such incident and UTS is not obligated to begin an investigation based on that information. Information disclosed at public awareness or advocacy events and on social media may influence UTS's efforts to provide educational or prevention resources.

VIII. Alcohol and Drug Use Amnesty

The health and safety of every student at UTS is of utmost importance. UTS recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. UTS strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials.

A reporting individual or bystander, acting in good faith, who discloses any incident of domestic violence, dating violence, stalking or sexual assault to UTS officials or law enforcement will not be subject to UTS code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking or sexual assault

(adapted from New York's Enough is Enough Act)

IX. Protection from Retaliation

UTS will not tolerate any retaliation or discrimination against a person and/or his, her or their family and friends, who files a complaint, reports an alleged violation of this Policy, cooperates in an investigation, acts as a witness, or participates in the discipline process described in this Policy.

If an individual believes he, she or they have experienced retaliation due to his, her or their participation in any portion of the procedures described in this Policy, he, she or they should report the alleged retaliation to the Title IX coordinator immediately. The alleged retaliation will be investigated and, if a violation is found, the Respondent in the proceeding addressing the retaliation will be subject to disciplinary action.

X. Reporting to the Police

A student may decide to file a criminal report with the New York City Police Department or other local law enforcement. If a student decides to file a criminal report, UTS will assist the student in contacting the appropriate law enforcement officials.

Any questions regarding whether a specific incident violated the penal law should be addressed to law enforcement or to the district attorney.

The UTS complaint and discipline process operates separately from the police and criminal justice system. UTS will investigate alleged violations of this Policy regardless of whether a student chooses to file a report with the police or to pursue charges.

Additionally, UTS will not wait for the conclusion of a criminal investigation or proceeding to begin its own investigation of the allegations. UTS may choose or be required to delay its proceedings until a portion of the criminal investigation has been completed. This delay should not last longer than 10 days unless law enforcement requests or the situation validates a longer delay.

The standards for finding a violation of criminal law are different from the lower standards of proof which colleges and universities are required to follow. Accordingly, the outcome of a criminal investigation does not determine whether sexual misconduct has occurred under this Policy. Conduct may violate this Policy even though the DA determines that there is insufficient evidence to prosecute the alleged crime.

To access the complete policy and procedures, use the link below:

<https://utsnyc.edu/wp-content/uploads/2016-09-1-UTS-Title-IX-Policy-YDW-Final-1PM.pdf>

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.