

**Garrett-Evangelical Theological Seminary
Field Education Program**

FIELD EDUCATION HANDBOOK
Condensed Website Version

2011-2012

This Handbook is an assigned reading reference tool for all students, site supervisors, and site committee members participating in Garrett-Evangelical’s Field Education program.

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**Documents and forms referred to in this web version are available elsewhere on
the website or by request of the Field Education Office.**

Please also see the “Frequently Asked Questions” section of the website.

GENERAL INFORMATION

Intent and Purpose of Our Field Education Program

Without exception, Garrett-Evangelical graduates point to their field education as key to their seminary education. Our field education program reflects the seminary's philosophy that students mature into ministry by *knowing, being and doing*. Combining the Vocational Formation & Church Leadership academic course series with intentional hands-on field experience, we offer students the finest opportunity to discern, articulate, test and refine their call to ministry.

Each first year student meets with our Director of Field Education to discuss vocational identity and call and to identify a field placement where the student will be challenged and nurtured. Because field placement is driven by the student's vocational interests and experience, the student's contact with a potential field site is initiated by the Director.

Today's ministries have many needs and limited resources so it is tempting to expect our students to supply vital programmatic resources. However, this is not the purpose of field education, and while we have great confidence in our students' abilities and commitment, their role is that of student rather than employee.

Site supervisors must be able offer time and care in providing structure, encouragement and evaluation during the entire period of the student's service. In addition to programmatic meetings, one hour per week must be scheduled with the student for theological reflection (page 10). During their 15 hour per week commitment at the site, students must engage in a broad range of learning experiences.

Both the student and site supervisor will sign the Student / Site Contract which details the responsibilities of each party as required by the seminary. Please remember that the pressures of the academic year ebb and flow and students may not miss any class time to work at the site! Generally, students are expected to work at the site during holiday seasons and during the January term. Three weeks of vacation time (@ 15 hours per week) for the student are required but are separate from seminary holiday time off.

Academic Requirements – Field Education and VFCL

Master of Divinity students complete two field experiences during their second and third year in seminary. Field Education requirements are considered part of the academic requirements of the Vocational Formation & Church Leadership (VFCL) course series. It should be noted that "Church" Leadership in this case includes attention to preparation for chaplaincy, social outreach and many other vocations where Christ's work is done. The Director of Field Education also serves as the Director of VFCL.

Because the Field Education and VFCL programs are linked, the student may have required class assignments that are integrated with field site work such as the **Field Site Context Analysis** and the **Learning & Serving Covenant**. Please be aware of the students' need to complete these course requirements.

In VFCL, students work in small groups led by ministry professionals and attend plenary sessions led by seminary faculty and guest presenters. For MDiv students, VFCL is a three year (6-semester) requirement beginning in the fall semester of the first year. Students earning a MA in Christian Education have a two year (4-semester) requirement with one year of field experience.

During the first year in seminary, VFCL students work to clearly identify and articulate their own call to ministry in preparation for their field education experience. (MAs in Pastoral Care and Counseling or Spiritual Formation take the first year of VFCL.)

While in their second year of VFCL, students concurrently serve in their first field placement. Their field experiences form the backdrop for classroom reflection and the development of problem solving, management and contextual analysis skills. Students will hone their vocational identities and practice self-care and spiritual growth.

The third year prepares students to claim their call and demonstrate a readiness for ministry. They will refine their leadership style and administrative skills. Students concurrently serve in their second field placement, although third year students may elect to complete their second field requirement as a full time commitment during the preceding summer.

NOTE: Withdrawal or termination from one program will result in the termination of the other. For example, if the student is unable to continue in VFCL at any point during the academic year, s/he must discontinue serving at the field site. Conversely, the student will not be able to continue in the VFCL class if their field placement is terminated.

FIELD EDUCATION REQUIREMENTS

THE STUDENT WILL

- Honor the agreement established in the seminary's Student / Site Contract.*
- Serve at the site (or directly on behalf of the site) 15 hours per week (exclusive of commuting time) during the academic year from September through mid-May, or the equivalent time for students serving in alternative placements (see page 13). Start and end dates are arranged between the student and site supervisor with approval by the Director of Field Education (Director).
- Work with the site supervisor to develop the Learning & Serving Covenant ** detailing the student's responsibilities goals, objectives and schedule. The Learning & Serving Covenant will be reviewed and approved by the Director.
- Schedule, with the site supervisor, frequent regular meetings specifically for theological reflection. (1 hour per week minimum for academic year placements.)
- Meet regularly with the site committee. These meeting are considered part of the contracted service schedule. (1 meeting per month for academic year placements.)
- Communicate with the Director about any field placement concerns.
- Behave in accordance with the ethical expectations described on page 11.
- Meet the VFCL course requirements.

* Students who are appointed by their denominations must provide a completed and signed Student Pastor Agreement in lieu of the Student/Site Contract.

** Students using CPE as a field placement will complete a modified Learning & Serving Covenant designed specifically for their use. This form will be supplied by the Field Education office.

THE FIELD SITE WILL PROVIDE

- The opportunity and resources for the student to engage in varied, meaningful activities that will help the student attain the learning goals and objectives established in the Learning & Serving Covenant.
- A site committee of 3-5 lay members (enlisted by the site supervisor) that will meet with the student on a regular basis to provide the student with support, hospitality and the ongoing evaluation of learning goals and objectives.
- A stipend of at least \$3,500* and reimbursement to the student by the site for travel expenses incurred in service to the site (excluding commuting to/from the site).

*In some cases where a site has a great deal to offer a student, but is unable to pay the entire stipend, the seminary may be able to contribute to the stipend amount. The site will still be responsible for other expenses incurred by the student which are part of service to the site.

THE SITE SUPERVISOR WILL:

- Honor the agreement established in the seminary's Student / Site Contract.
- Assure that the student is provided with a broad range of experiences useful to professional development.
- Provide ongoing mentoring and professional guidance and the clear communication of expectations.
- Help the student develop the Learning & Serving Covenant after the student begins serving at the site.
- Establish regular meetings with the student specifically for theological reflection. These are in addition to other supervisory meetings.
- Be easily accessible to the student and provide ongoing direction and mentoring.
- Enlist a site committee of 3-5 lay members to meet with the student on a regular basis. (The site supervisor does not serve on the site committee.)
- Send a written evaluation of the student's progress to the Field Education Office when requested.
- Participate in the student's mid-point conference. Students should invite the site supervisor to participate in the conference (either in person or by phone) or to provide written feedback when participation is not possible. The Mid-point conference is required of all MA and MDiv students after completing approximately ½ of their academic requirements. If this is your student's first field experience, it is likely you will be asked to participate in the conference.
- Communicate any concerns, questions or staffing changes to the Field Education Office in a timely way.

FIELD EDUCATION -- STEP BY STEP

STEP ONE - Field Site Placement

Garrett-Evangelical's Field Education program is dedicated to placing students in field education sites where they will feel both comfortable and challenged. The program works in concert with the 3-year Vocational Formation & Church Leadership (VFCL) course series. First year VFCL students focus on identifying their own particular call and vocational gifts. They also begin a series of face-to-face meetings with the Director of Field Education and VFCL to identify a future field site.

The field site is primarily an educational venue. Unlike the job interview process, field education students do not "compete" for a placement. Because we place a high value on field education and the relationships we form with our field sites, we require that both students and field sites respect the placement procedure we have developed.

The placement procedure works as follows:

1. After meeting with the Director of Field Education and by mutual agreement, a student will be directed to contact an approved site supervisor to arrange for a placement interview. After the interview, a student may either accept or reject an offer from the site supervisor. The site supervisor may or may not agree to work with the student. **Both parties** should independently notify the Director of Field Education about the outcome of the interview.
2. If the initial interview does not result in a mutual agreement for field placement, the Director of Field Education will direct the student to another interview at a different site. The site supervisor may request an interview with another student.
3. When a student and site mutually agree to work together **both parties** notify the Director of Field Education.

Some important parameters:

All field placement interviews are initiated by the Director of Field Education. Only one student at a time interviews at a particular site. Neither students nor pastors make field site arrangements prior to conversation with the Director of Field Education.

Students who have an idea of where they want to do field work and/or know the pastor must talk with the Director of Field Education before further conversation proceeds.

Pastors or agency directors who may know a student they would like to mentor must contact the Director of Field Education before further conversation proceeds.

Students currently serving a field site must meet with the Director of Field Education to discuss either staying or changing sites for the second field requirement. The student

and site supervisor should discuss this option with each other in early spring. Neither the student nor the site supervisor should assume the site arrangement will remain the same.

Students who are in a paid position at a church or agency may use that position as field placement as long as it offers a broad range of vocational learning experiences. Students must obtain approval from the Director of Field Education.

Students appointed by their denomination are required to meet with the Director of Field Education to discuss field education and supervision requirements.

Students are not placed where there is a transition in appointed clergy or where the pastor has been recently ordained or is a recent seminary graduate.

Students are not placed at their home churches. (There are exceptions that honor the tradition of denominations that sponsor members of their own congregations.)

Unless they are appointed, students are not placed where there is no pastor on site.

STEP TWO – The Student / Site Contract

The Student / Site Contract is prepared by the Field Education Office after a student's placement arrangements have been finalized. Because field education is required by Garrett-Evangelical for the Master of Divinity and most Master of Arts degrees, all parties participating in field education need to understand and agree to the basic requirements of the program. The Student / Site Contract describes the seminary's expectations of the student, the field site and the site supervisor.

When the site placement is finalized the student will obtain his/her Contract from the Director of Field Education. **The student and site supervisor will carefully review the contents together before signing and dating the Contract.** The student and site supervisor will keep a copy each and the student will return the completed, signed contract to the Field Education Office.

If the person who has signed the Student / Site Contract as the site supervisor leaves that position, the Director of Field Education must be notified. A new contract is needed for each academic year even if a student remains at the same site for both years.

Students who are appointed by their denomination do not complete a Student / Site Contract. **They will complete a Student Pastor Agreement.** This informs the student's denomination that s/he is using the appointment to fulfill the seminary's field education requirement. It also provides the field education program with information about the student's appointment including the name of the appointing official.

Garrett-Evangelical values the partnerships we establish with our field sites and we are committed to providing the finest possible education for our students. If either the student or the site/site supervisor is not able to meet the conditions of the contract, we may choose to re-evaluate the student's placement. (See Termination or Disengagement of a Site Placement, page 12.)

STEP THREE – Field Education Orientation

Students - During their conversations with the Director of Field Education, students learn the basic expectations of field education placement. They receive a formal orientation to field education in the first 2 weeks of Vocational Formation & Church Leadership class. This includes information on preparing the Learning & Serving Covenant, ethical and professional expectations and the importance of ongoing communication with the field education staff about their field experiences.

Site Supervisors - Orientation is offered to all site supervisors at a variety of geographical cluster sites. This will include an overview of Garrett-Evangelical's field education program requirements, preparation of the Learning & Serving Covenant, evaluating student progress and best practices for vocational mentoring. This is a time for colleagues to ask questions and share insights from their own professional experience.

Site Committee – The site supervisor is responsible for identifying people to serve on a 3-5 member site committee. This committee should be established and oriented by the time the student begins serving at the site. (See Step Four below)

STEP FOUR –The Site Committee

Establishing the Site Committee - The site supervisor is responsible for establishing a 3-5 member site committee by the time the student begins serving at the site. The site supervisor **does not serve** on the site committee. A chairperson or convener should be identified to convene the monthly meetings.

Suggested Membership – A good committee should include people with experience in supervision or personnel management, a representative from each of the age or task groups with whom the student works and people who work with the student in assigned programs/tasks in the church or agency. Except in the case of solo student pastors, it is best if the Pastor/Staff-Parish Relations Committee is **not** the site committee. (It may be helpful for a member of that committee to serve on the site committee.)

While the site supervisor does not meet with the site committee, it may be helpful on occasion to have him/her present at the invitation of the student and/or committee. If necessary, the committee may be convened by the student or the chairperson for additional meetings.

Purpose of the Committee - The site committee should establish a regularly scheduled meeting time with the student of at least **once a month** to:

- facilitate communication between the student and the field site community.
- provide support and hospitality for the student (and student's family).
- evaluate the student's progress and provide ongoing constructive feedback. The basis for this evaluation should be the goals and objectives which the student and site supervisor have established in the Learning & Serving Covenant.
- write an evaluation and communicate any concerns to the Field Education Office.

Meeting Timetable and Agenda - The site committee chairperson should convene the monthly meetings with an established agenda and timetable for the year together. Here is a suggested timetable:

- **September**
 - This is the time for the student and committee to begin get to know each other. Does the student have a family? How can you help welcome them? What is the student's experience with other church communities? What does your church or agency mean to you? What can the community offer?
 - Review the student's Learning & Serving Covenant. Are the hopes and expectations of the site and student clear? Do the learning goals seem realistic? Can the committee help the student accomplish the goals?
 - Set the meeting dates for the rest of the year. Please remember that the student's academic responsibilities ebb and flow. There may be times that are very difficult for the student.

- **October-November**
 - Continue orienting the student to the community (and surrounding neighborhood).
 - Review the goals in the student's Learning & Serving Covenant.

- **December-March**
 - Affirm growth the committee has observed and discuss any issues or problems that may be emerging.
 - Continue to review and evaluate the student's progress with learning goals.
 - Be aware that the student's fall semester ends in early December and be aware of the student's holiday plans and January term schedule.

- **April-May**
 - The students' academic year ends in mid-May.
 - Reflect together on the student's progress. One member of the committee should complete the student's evaluation based upon this discussion.
 - How can you and the student celebrate and bring closure to this year together?

STEP FIVE – The Learning & Serving Covenant

The Purpose of the Learning & Serving Covenant –The discipline of Christian life is rich with covenants. They exist so that those involved will know the expectations, hopes and conditions of their relationships with each other. Our Learning & Serving Covenant articulates the hopes, expectations and conditions that exist in the relationships with the field education student, the field site, site supervisor, site committee and the seminary - all within the context of ministry and learning.

After the student begins working at the field site, the student and site supervisor work

together to prepare the Learning & Serving Covenant. This document includes learning goals, tasks and expectations, resources, reflection and support and will provide the basis for evaluation of the student's progress. The learning goals are structured around the three elements of "knowing, being, and doing".

Because the Learning & Serving Covenant articulates a living relationship, changes may occur during the year. Substantive changes require a revision to the document and each signature party - including the Director of Field Education - must sign off on the revision.

Learning & Serving Covenant for Clinical Pastoral Education (CPE) Students – Students who are meeting their field education requirement with CPE will complete a modified Learning & Serving Covenant supplied by the Field Education office.

Preparing the Learning & Serving Covenant - Students will begin their field education experience with some of their courses completed. It is important for site supervisors to know what has and has not been studied so that expectations are appropriate. We encourage students to stretch the limits of what they know as they engage in the practice of ministry. We also caution students to identify their limitations, competencies and boundaries so that support and resources can be provided.

As the student and site supervisor begin to draft the goals and objectives they should have conversation together about areas of learning experiences. Here are a few examples:

- **Teaching** in a variety of situations appropriate to the student's interests and knowledge. (examples: Bible study, book groups, topical discussions, lesson planning)
- **Organizing**, recruiting, and empowering others for special events and the ongoing work of the site community.
- **Leading worship**, preaching, developing worship services and actively participating in the worship life of the church or agency.
- **Providing pastoral care** (with supervision appropriate to the student's experience), including pastoral visitation, meeting with support groups or working with other multi-person care groups.
- **Participating** in community and mission outreach, social justice and witness.
- **Administration** as part of ministry: planning, convening meetings, following through on details, evaluating, communicating, working with complex organizations, dealing with conflict, team-building, understanding power and authority, setting limits and delegating.

Completing the Learning & Serving Covenant - Directions for completing the Learning & Serving Covenant appear on the first page of the document.

Please remember:

- **Completion of this document is an academic assignment** with a due date – September 28, 2011. Students and site supervisors should plan their time together so this document is completed by the due date.
- **Please provide all requested information.**
- **Although the site committee does not participate in drafting the Covenant**, members should refer to it as they work with the student throughout the year.

- **The student, site supervisor and site committee chair should all have a copy.**
- **If you have questions** do not hesitate to contact the Field Education Office.

NOTE: The Learning & Serving Covenant has been carefully and intentionally written. Please do not alter the format or contents.

STEP SIX– Ongoing Communication

Communication is one of the most important factors in a successful field education experience for all involved. Students, site supervisors and site committee members should be in clear communication with each other and with the Director of Field Education and field education staff. We are here to answer questions and to work through any difficulties or confusion. Students should always speak with Director of the Field Education and/or their VFCL small group leader if issues arise at the field site. They are also encouraged to communicate with the Academic Dean and/or Dean of Students when appropriate.

Mid-year Check-in - In early December Site Supervisors will be asked to respond to an email questionnaire which will be sent by the Field Education Office. This will serve as an alert to any questions or potential trouble areas as well as an opportunity to share particular blessings.

Changes in Site Information – The Field Education Office must be made immediately aware of any changes at the site. When the Student / Site Contract is signed, we understand that the person who signed the contract is the person mentoring and supervising the student. If there are appointment or staffing changes, we need to know. Clearly, the student cannot elect to leave the site or change sites without the notification and approval of the Field Education Office. If there are phone, email or address changes we need that information as well.

Site Visits and Conferences - At any time during the student’s service as described in the Learning & Serving Covenant, the student or site supervisor may request a conference with or site visit by the Director of Field Education to discuss problematic issues. If such a visit or conference is requested, the student or site supervisor will contact the Field Education Office to coordinate schedules and make arrangements.

Termination - Although we attempt to find fruitful placements, there are instances when the relationship does not work out for all parties involved. In rare cases termination or disengagement of a student from a field site may be necessary. The formal procedure for termination is described on page 12.

STEP SEVEN – Evaluations

One of the important functions of the student’s site supervisor and site committee is to provide meaningful evaluation of the student’s progress at the site particularly as it relates to the goals and objectives articulated in the Learning & Serving Covenant. These

evaluations help students identify their vocational strengths and areas where growth is needed. Students should have in their files written evaluations of their work for consideration by various church boards involved in clergy appointments.

Site Supervisors will complete a written evaluation provided by the Field Education Office which must be signed by both the student and the site supervisor. This will be due in April before the end of the spring semester and will become part of the student's permanent file. An evaluation form will be provided by the Field Education Office with a reminder in early spring. Site supervisors may elect to write a narrative instead of using the form provided.

The **Site Committee** chairperson will be invited to complete a written evaluation after conversation with the student and site committee. This evaluation is to be shared with the student and sent to the Field Education office by the end of the spring semester. A suggested format will be provided by the Field Education Office via the student. We ask that only the chairperson send an evaluation (based on conversation with the whole committee and the student).

Students will be asked to provide a formal evaluation of their field education site and site supervisor near the end of the academic year. These evaluations have been useful to the program in determining future field education placement options. These are not shared outside the Field Education Office.

Mid-Program Conferences are required by the seminary for all MA and MDiv students after completing approximately ½ of their academic requirements. Students in field education will invite the field site supervisor to participate (with the student, the student's advisor and one other faculty member) in this conference in person or by conference call. If participation is not possible, the student will request written feedback from the site supervisor to be shared at the conference. If this is your student's first field experience, it is likely you will be asked to participate in the conference.

THEOLOGICAL REFLECTION

The practice of regular (weekly) theological reflection is the heart of the student/site supervisor relationship. These meeting times should be set aside as a regular part of the student's and site supervisor's schedule as distinct from meetings for other purposes. Both the student and site supervisor should come prepared with matters for discussion. Meetings should begin and end in prayer. It may be useful to use any of these tools:

- Scripture / lectionary discussion
- Verbatim / incident reports
- Review of student's learning objectives
- Journaling
- Student's "Rule of Life" review and discussion
- Sermon preparation help or discussion

- Feedback / evaluation on student's performance
- Integration of student's academic experience and site experience

If, due to the nature of the field site, it is not reasonable to meet weekly, the site supervisor and student should establish and honor a regular, frequent meeting schedule.

ETHICAL EXPECTATIONS OF FIELD EDUCATION STUDENTS

As a Garrett-Evangelical field education student, be mindful that you represent the seminary, your vocation and your denomination. You are required to be aware of and observe all rules, policies and procedures in the Garrett-Evangelical Student Life Handbook and in your denomination's rule of order. (i.e. UMC – Book of Discipline)

You are expected to:

- "...live in the manner worthy of the calling to which you have been called." (Eph. 1:1)
- Demonstrate honesty in communication with all persons.
- Treat all people with respect and care.
- Use discretion in all social and professional electronic networking, posts, blogs, etc.
- Maintain professional boundaries (emotional, physical, financial) with congregants, coworkers, supervisors.
- Honor all obligations, commitments and relationships established in the Student/Site Contract and Learning & Serving Covenant.
- Be aware of your own professional limitations. If you are not qualified or able to provide needed care, seek advice or help from someone who is.
- Obtain written permission from your site supervisor to receive/handle money for any reason.
- Practice confidentiality. Discuss with your site supervisor the policies of confidentiality appropriate to your field site. *Note: Students are not accorded the legal right of absolute confidentiality accorded to the ordained clergy (except, in some cases, licensed local pastors under appointment. Confidentiality is an ethical matter rather than a legal protection and should be treated in light of such issues as mandated reporting of abuse or threat to self and/or others.*

Breach of these expectations may be grounds for termination of your field placement. If, for any reason you are struggling to work within any these expectations, notify the Director of Field Education, Dean of Students or Academic Dean. The seminary is committed to providing assistance, guidance and care to all our students.

OTHER FIELD EDUCATION INFORMATION

Termination or Disengagement of a Site Placement

Although the Field Education program takes great care in working with students and sites to arrange field placements, we recognize that there are instances when the relationship does not work out for all parties involved.

In extreme cases this may result in the termination or disengagement of a student in a particular placement during the terms of the Learning & Serving Covenant.

The procedure for termination or disengagement is as follows:

1. The student or site supervisor will contact the Director of Field Education at the first sign of concern that the relationship is headed in a direction that could result in termination or disengagement. The contracts and covenants into which site supervisors and students enter are mutually binding and should not be terminated unilaterally. The Director of Field Education will consult with the parties and work toward a mutual course of action.
2. If either the student or the site/site supervisor determines that the relationship is in jeopardy due to issues of safety (i.e. violations of the law, sexual harassment, racial harassment, etc.), the student may be excused/suspended from his or her duties at the site pending a resolution mediated by the Director of Field Education. In the case of a student violation, the seminary's Special Needs process may be considered.
3. If termination is determined to be the best course of action, then the terms of the termination/disengagement will be set forth by the Director of Field Education. These will include the conditions under which the student will be terminated at the site, the requirements for either completing or repeating the course, the status of the site and the site supervisor in relationship to the Field Education program. This document will be entered into the student's file with a copy given to the site supervisor. The VFCL small group leader will be notified of the decision and necessary actions which follow. In some instances, the Field Education program will not grant partial credit for terminated placements.
4. If the student discontinues enrollment in the VFCL class, his/her relationship with the church or agency as an official field education site will end. The Director of Field Education will notify the site supervisor and consult with both parties about the student's transition.

Note: If a student is utilizing a student pastorate under episcopal appointment, then the termination procedures are primarily determined by the polity under which the appointment was made. The Director of Field Education becomes involved as counselor to either party or as determined by the appropriate denominational representatives. The Director of Field Education reserves the right to determine the integrity of the site to be able to meet the standards of an approved Field Education site at any time and disengage the site from the program whether the appointment is terminated or not.

Alternative Placement Information

Appointed Students: Students who are appointed by denominational judicatories as Licensed Local Pastors or Student Pastors are expected to complete a Student/Pastor Agreement in lieu of a Student / Site Contract. All field education placement requirements must be met in order for the appointment to qualify for field education credit. The site supervisor may be the District Superintendent or another pastor who is willing to meet regularly with the student for theological reflection and guidance.

International Sites: There may be international field placements available which involve considerable time, spiritual commitment and financial investment. These placements may fulfill the student's second field placement requirement, but usually not the first. It is wise to begin preparations for such an adventure in one's first year of seminary.

Summer Placements: Students who have completed one year of field education may complete their second requirement during the summer with approval from the Director of Field Education. The placement is full time for June, July and August, with three vacation days allowed. Therefore, taking a summer school class concurrent with a summer field education placement is NOT possible. Meetings with site supervisors for theological reflection are weekly for one hour, and there should be 3-4 site committee meetings. The Learning & Serving Covenant is due the third week of June.

Dual Degree Program: Loyola University and Garrett-Evangelical have a dual-degree program for the completion of the M.Div. and M.S.W. degrees. Dual degree students complete three field placements: One that fulfills Loyola internship requirements; one that fulfills seminary requirements; and one that fulfills both requirements. These students are only required to complete two years (4 semesters) of VFCL.

Clinical Pastoral Education: CPE may be used as an equivalent for one field education placement. More information about this chaplaincy training program is available in the Office of Field Education.

DOCUMENTS AND FORMS

Student/Site Contract

This contract is prepared by the Director of Field Education and given to the student when field placement arrangements have been. The student reviews the contract with the site supervisor. Both sign and date the contract. Both retain a copy. The original is returned to the Field Education Office.

Student Pastor Agreement

This document is used in place of the Student/Site Contract by students who are appointed by their denomination and are using that appointment to meet their field education requirement. It is designed to confirm the appointment and must be signed by

the student's District Superintendent (UMC) or similar official, the student and the Director of Field Education. The document is distributed by the Field Education Office.

Learning & Serving Covenant

The student and site supervisor work together to draft the goals, objectives and other information requested. The Learning & Serving Covenant is an assignment for VFCL class with a due date specified on the document and in the syllabus. This document forms the basis of the learning experience and the students' evaluation by the site supervisor and the site committee.

CPE Learning and Serving Covenant

This is a modified Learning and Serving Covenant is distributed by the Field Education Office and is designed for students meeting the field education requirement with CPE. The learning goal and objectives will be related to, but not identical to the goals and objectives the student develops with his/her CPE supervisor. It will be signed by the student and Director of Field Education and returned to the Field Education Office.

Site Supervisor's Evaluation of the Student

The site supervisor completes this evaluation toward the end of the student's time at the site (in April for most students). The site supervisor is NOT required to use this form if a narrative format is preferred. We recommend using the form provided as a general guide for the content of the narrative.

The completed evaluation must be signed by both the student and the site supervisor. It becomes a part of the students field education file.

Site Committee's Evaluation of the Student

The site committee provides important feed back for the student. We ask that the site committee chair draft one evaluation document based upon conversation with the student at a site committee meeting. The evaluation should reflect the thoughts of the committee as a whole. We do not want separate evaluations from each committee member. The site committee chair and the student should sign the evaluation.

Student's Evaluation of the Field Site

We value the information provided by the student's evaluation of the field site. The student's opinion of their field experience has often proven helpful in the placing of students. This evaluation is not shared with anyone out side the Field Education Office.

DATES AND DEADLINES

September

7 - First VFCL class

28 - Completed Learning & Serving Covenants Due

29 - Field Education Commissioning Chapel - 11:00 Chapel of the Unnamed Faithful

October

13-14 – Reading days

November

21-25 - Thanksgiving recess

December

14 - Fall semester ends

February

1 - First VFCL class for spring semester

22 – Ash Wednesday – No Classes

April

Evaluations due from site supervisor, site committee and students

5 -13 - Spring break

May

9 - Spring semester ends