# Field Education Handbook 2015-2016

## General Information
- Intent and Purpose of our Field Education Program
- Office of Field Education – Staff
- Academic Requirements – Field Education & VFCL
- Field Education Orientation

## Field Education Requirements for All Participants
- Students
- Site Supervisors and Field Site

## The Student / Site Contract
- The Student/Site Contract
- The Student Pastor Agreement

## The Learning & Serving Covenant

## The Site Committee
- Membership & Purpose
- Meeting Timetable & Agenda

## Theological Reflection

## Evaluations
- Mid-Year Check-In
- Site Supervisors Evaluation
- Site Committee’s Evaluation
- Student’s Evaluation of the Field Site
- Mid-Program Conferences

## Ongoing Communication
- Changes at the Site, Site Visits, Termination

## Ethical Expectations of Field Education Students

## Alternative Placement Information
- Appointed Students
- International Sites, Year-long Internships, Summer Placements,
  Dual Degree and Clinical pastoral Education

## Termination or Disengagement of a Site Placement

## Field Site Placement Process

## Student / Site Contract - Sample

## Learning & Serving Covenant – Instructions and Document

## Dates and Deadlines

---

**Karla Kincannon**, Director, Field Education and VFCL  
847.866.3930, karla.kincannon@garrett.edu

**Ken Ehrman**, Field Education Coordinator  
847.866.4543, ken.ehrman@garrett.edu

**Wendy Kneer**, Administrator, Field Education and VFCL  
847.866.3961, wendy.kneer@garrett.edu
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 a member of our Field Education staff 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 Field Education staff.

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 8). 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.

Office of Field Education - Staff

Rev. Dr. Karla Kincannon, Director of Field Education and VFCL - Karla has directed the Field Education program since the 2011. She received her MDiv and her DMin from Garrett-Evangelical. Karla has served in local churches and campus ministries, and has led retreats and workshops on Spirituality and Creativity and Conflict Transformation. Karla also serves as the seminary’s Artist-in-Residence.

Rev. Dr. Ken Ehrman, Field Education Coordinator - We welcomed Ken to the program in 2012. Ken received his MDiv from Boston University School of Theology and his DMin from United Theological Seminary of the Twin Cities as a James S.
Thomas Fellow in Black Church Ministries. Ken has served inner city and suburban churches in Ohio and Minnesota.

**Wendy Kneer, Administrator for Field Education and VFCL** – Wendy has been with the Field Education program for more than 10 years. She received her MTS degree from Garrett-Evangelical. She worked for several years at agencies serving homeless women and the homeless mentally ill. She taught religion at a private college prep high school on Chicago’s west side.

We work together closely to assure that our students have the best field education experience possible, and that our colleagues in the field are well informed and supported. If you have any questions or concerns, please do not hesitate to contact one of us. Our contact information is on the front cover. If you are not sure whom to call, Wendy will be happy to direct you.

**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 justice 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 **Learning & Serving Covenant and other written assignments and research**. Please be aware of the students’ need to complete these course requirements.

In VFCL, students work in small groups facilitated 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 internship. Their field experiences form the backdrop for theological reflection. While honing their vocational identities, students examine tools for ministry including leadership theory, community organizing, contextual analysis and the spirituality of leadership.

The third year prepares students to claim their call and demonstrate a readiness for ministry. They cultivate their pastoral imagination for the transformation of God’s world. Students refine their leadership style as they concurrently serve in their second internship.
Third year students may elect to complete their second field requirement as a full time commitment during the summer prior to their third year.

**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 internship is terminated.

### Field Education Orientation

**Students** - During their conversations with the Field Education staff, students learn the basic expectations of field education placement. They receive a formal orientation to field education in the first week 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** - Site supervisors are strongly encouraged to attend an orientation session prior to the start of classes in the fall. 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 Site Supervisor by the time the student begins serving at the site.

### FIELD EDUCATION PROGRAM REQUIREMENTS

The specific expectations and requirements for the Student, Field Site Supervisor and Field Site are provided below and are summarized in the Student/Site Contract/

**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 11). Start and end dates are arranged between the student and site supervisor with approval by the Field Education staff.
- 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 of Field Education.
- 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 meetings are considered part of the contracted service schedule. (1 meeting per month for academic year placements.)
• Communicate with the Field Education staff 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 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. (In most cases, the site supervisor does not serve on the committee.)
• Send a written evaluation of the student’s progress to the Field Education Office when requested. (See page 9)
• 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. This is an academic requirement independent of the Field Education program. 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 Staff.

The 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 settings such as service agencies or chaplaincies, there are not enough people to constitute a site committee. It is suggested then that the site supervisor identify one or two persons familiar with the site to provide the student with ongoing support and feedback.

**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 STUDENT/SITE CONTRACT

The Student/Site Contract (page 15) 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.

The student will obtain his/her Contract from the Field Education office prior to the beginning of classes in the fall. **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 Field Education Office must be notified. A new contract is needed for each academic year even if a student remains at the same site for both years.

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.)

Student Pastor Agreement

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 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. It also provides the field education program with information about the student’s appointment including the name of the appointing official. The document is distributed by the Field Education Office.
THE LEARNING & SERVING COVENANT

The Purpose of the Learning & Serving Covenant – (page 17)  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 intern, 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, s/he and site supervisor work together to prepare the Learning & Serving Covenant. This document includes learning goals, tasks and expectations, resources, reflection and support. This document forms the basis of the learning experience and the students’ evaluation by the site supervisor and the site committee. The learning goals are structured around the three elements of “knowing, being and doing”. (The Learning & Serving Covenant is also an assignment for VFCL class with a due date specified on the document and in the syllabus.)

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. 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.

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 30, 2015. 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.
• **Please do not alter the format of the Learning & Serving Covenant.**

**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. In most cases, the site supervisor does not serve on the site committee. A chairperson or convener should be identified to convene the monthly meetings.

In some settings such as service agencies or chaplaincies, there are not enough people to constitute a site committee. It is suggested then that the site supervisor identify one or two persons familiar with the site to provide the student with ongoing support and feedback.

**Suggested Membership** – A good site 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 although 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 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 to 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? How might 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. The student may have greater academic responsibilities at different times during the academic year.

- **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?

**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.

**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.

**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.

**The Site Supervisor’s Evaluation of the Student**

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 toward the end of the student’s time at the site (in April for most students) 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 (or by request). A narrative format may be used if is preferred as long as both the student and supervisor sign the evaluation. We recommend using the form provided as a general guide for the narrative.

**The Site Committee’s Evaluation of the Student**

The site committee provides important feedback for the student. We ask that the site committee chairperson draft one evaluation document (rather than separate evaluations from each committee member) based upon conversation with the student at a site committee meeting. The evaluation should reflect the thoughts of the committee as a whole. The 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 (or by request). The site committee chair and the student should sign the evaluation.

**The Student’s Evaluation of the Field Site**

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. A suggested format will be provided in April. 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. This is an academic requirement independent of the Field Education program. 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 may 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.

**ONGOING COMMUNICATION**

Students, site supervisors and site committee members should be in clear communication with each other and with the Field Education Office. We are here to answer questions and to work through any difficulties or confusion. Students should always speak with the Field Education staff 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.

**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 a member of the Field Education staff 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.
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 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 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 a member of the Field Education staff, Dean of Students or Academic Dean. The seminary is committed to providing assistance, guidance and care to all our students.

ALTERNATIVE FIELD SITE 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 site 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.

**Year Long Internship Programs:** Students who have completed one year of field education may elect to do their second placement as a year long experience, working full-time in an approved internship site. In most cases, students who choose this option return to campus once during the January term for a seminar. Those who choose this option complete their curricular requirements during the fourth 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 a member of the Field Education staff. 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:** One unit of CPE may be used as an equivalent for one field education placement.

**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 Field Education Office 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. A member of the Field Education staff 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 discrimination, etc.), the student may be excused/suspended from his or her duties at the site pending a resolution mediated by the a member of 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.

FIELD SITE PLACEMENT PROCESS
Garrett-Evangelical’s Field Education program is dedicated to placing students in field education sites where they will feel both comfortable and challenged. In their first year, students begin a series of face-to-face meetings with the Field Education staff to discern vocational goals and begin 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.

Some important parameters:

All field placement interviews are initiated by the Field Education staff. Only one student at a time interviews at a particular site. Neither students nor pastors make field site arrangements prior to conversation with a member of the Field Education staff.
Students who have an idea of where they want to do field work and/or know the pastor must talk with a Field Education staff member before further conversation proceeds.

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

Students currently serving a field site must meet with a Field Education staff member 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 Field Education Office.

Students appointed by their denomination are required to meet with a Field Education staff member 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.
STUDENT / SITE CONTRACT for FIELD EDUCATION  
GARRETT-EVANGELICAL THEOLOGICAL SEMINARY

CONTRACT FOR (Student’s name)

This contract is designed for accountability and understanding and is a safeguard for each member of this partnership. By signing this contract, both the student and site supervisor agree to meet the expectations and requirements described in this contract as established by Garrett-Evangelical’s field education program.

Completion of the Contract

The Student and Site Supervisor will together carefully read and sign this contract. Both the student and the site supervisor will keep a signed copy. The student will bring the original to the Field Education Office (307) as soon as it has been completed and signed prior to the beginning of the student’s work at the field education site.

Contact Information

Please provide all requested information and print legibly.

Site Supervisor’s Name____________________________________________________
Site Name_______________________________________________________________
Site Address_____________________________________________________________
Site Supervisor’s Phone Number_____________________________________________
Site Supervisor’s Email Address_____________________________________________
Student’s cell or home phone number_______________________________________

Expectations and Responsibilities

THE STUDENT will

➢ Serve at the site (or directly on behalf of the site) 15 hours per week (exclusive of commuting time) during the academic year, or the equivalent time for students serving in summer placements or other alternative placements.

➢ Work with the site supervisor to develop the “Learning and Serving Covenant” detailing the student’s responsibilities and establishing goals, objectives and schedule. The Learning & Serving Covenant will be reviewed by the Director of Field Education.

➢ Schedule, with the site supervisor, frequent regular meetings (1 hour per week) specifically for theological reflection.

➢ Meet regularly with the site committee, ideally 1 meeting per month. These meeting are considered part of the contracted service schedule.

The student’s site schedule must not conflict with the student’s class schedule.
THE SITE will provide:

- The opportunity and resources for the student to engage in varied, meaningful activities that will help the student toward attaining the learning goals and objectives established in the “Learning & Serving Covenant.”
- A site committee of 3-5 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. Service agencies may enlist 1 or 2 persons to provide ongoing support and information.
- A stipend (described below) and reimbursement to the student by the site for travel expenses incurred in service to the site (excluding commuting to/from the site).

THE SITE SUPERVISOR agrees to:

- 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.
- Be 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 as described above.
- Identify a person to provide supervision in case of the site supervisor’s absence.
- Send a written evaluation of the student’s progress to the field education office when requested.
- Communicate any concerns or questions to the field education office.

NOTE: Three weeks of vacation time are allotted during the academic year, and can be taken together or separately. School breaks are not assumed vacation periods.

Student Stipend Agreement

All field education students receive a stipend of at least $3,500 during their field education service. The stipend will be paid as follows:

(To be completed by the Field Education office.)

Signatures

Please do not sign this contract until you have read it thoroughly and considered each item carefully.

Field Education Student                                           Site Supervisor

______________________________________________________________  ______________________________________________________

Date _________________________                 Date_____________________________
Directions for Completing the Learning and Serving Covenant

The completed and signed Learning and Serving Covenant must be submitted to the Field Education/VFCL office by Wednesday, September 30 (or within 2 weeks after beginning summer placement work). The student should keep a copy and provide a copy each for the Site Supervisor and Site Committee Chair.

Please do not alter the format of this document or delete any of its contents.

PART ONE: Covenant Partners – Please provide all information legibly.

PART TWO: Learning Goals - Instructions & Examples

At Garrett-Evangelical we articulate our intended goals for forming exceptional spiritual leaders with the words “knowing, being and doing”. In field education, we approach our learning and serving goals with the same ideas in mind. By attending to these three, we seek to integrate academic theological learning, spiritual formation and growth, and the impulse to live and lead others in Christ’s love.

For each of these three elements, write a focused Learning Goal with which you approach this year’s supervised ministry. State an expectation or hope for your work. Complete the sections on Tasks, Resources and Reflection for each learning goal. These goals will guide the evaluation of your work during this academic year.

I. The Knowing of Ministry - Learning, understanding and interpreting the theological tradition.

Learning Goal: What theological issues do you hope to consider during this field placement? Example: I would like to examine the notion of grace and how God’s grace is visible in the midst of the community I am serving at this field site.

Task: How will you keep this central in your placement? Example: I will talk to members of the community about their experience of God’s grace. I will begin this by preaching on Grace and then lead focus groups.

Resources: What course work, reading, experience, and mentors will help your preparation? Example: I will read three books on the topic of grace.

Reflection: In what form will you bring your work to your Site Supervisor and Site Committee for feedback and reflective analysis? Example: I will write an autobiographical short story about grace and share it with my committee.

II. The Being of Ministry - Attending with constancy, to personal and corporate spiritual formation.

Learning Goal: To what areas or aspects of your inner life will give some attention during the field placement? Example: I want to learn how to lead worship and worship at the same time.
**Task:** How will you do this?  **Example:** I expect to learn through trial and error and by talking to ministers who are currently serving.

**Resources:** What course work, reading, experience, and mentors will help your preparation?  **Example:** I will take courses in spiritual disciplines and worship leadership.

**Reflection:** In what form will you bring your work to your Site Supervisor and Site Committee for feedback and reflective analysis?  **Example:** I will share my journal with my Site Committee.

**III. The Doing of Ministry** - Practicing effective professional ministry.

**Learning Goal:** What do you want to learn to do or do better in this field placement?  **Example:** I want to learn how to lead worship with authority as it relates to my pastoral identity.

**Task:** How do you expect to learn this?  **Example:** Experience various forms of worship leadership: liturgist, preacher, priest, public prayer, etc.

**Resources:** What course work, reading, experience, and mentors will help your preparation?  **Example:** Visit various worship services to observe worship leadership and negotiate worship leadership with Site Supervisor.

**Reflection:** In what form will you bring your work to your Site Supervisor and Site Committee for feedback and reflective analysis?  **Example:** Use a survey to find out how congregation responded to my worship leadership.

**PART THREE: Responsibilities and Schedules:** Write a schedule for your field education placement work including start and end date, tasks involved and anticipated time needed for these activities. This may be amended as agreed by student and site supervisor.

**PART FOUR: Compensation:** Details of payment of the student’s stipend are contained in the Student/Site Contract or Student Pastor Agreement (for appointed pastors).

**PART FIVE: Signing the Covenant:** The student and site supervisor sign the covenant. The student keeps a copy and provides a copy to the site supervisor and site committee chairperson. The original must be received by Wendy Kneer in the Field Education/VFCL Office by Wednesday, September 30. Upon review and approval, the Director of Field Education/VFCL will sign the Covenant for the student’s file.

This page of instructions may be removed from the completed document.
Consider this agreement as an opportunity and protection. It is the basis for evaluating your field education work and will help you to define your tasks and responsibilities carefully and clearly.

*Please do not alter the format of this document or delete any of its contents.*

Part One: Covenant Partners

Student’s Name

Site Supervisor’s Name

Site Name (Church or Agency)

Site Committee Chair’s Name

Part Two: Learning Goals – The Knowing, Being, Doing of Ministry

The Knowing of Ministry - Learning Goal: What theological issues do you hope to consider during this field placement?

Learning Goal:

a. Task

b. Resources

c. Reflection

The Being of Ministry - Learning Goal: To what areas or aspects of your inner life will give some attention during the field placement?

Learning Goal:

a. Task

b. Resources

c. Reflection
The Doing of Ministry - Learning Goal: What do you want to learn to do or do better in this field placement?

Learning Goal:

a. Task

b. Resources

c. Reflection

Part Three: Responsibilities and Schedules

A. A Guide for Scheduling

The student is required to serve at the site 15 hours per week during the academic year (or the equivalent for alternative placements). It is imperative to describe in detail the ways this time will be used to fulfill the Field Education requirement and meet the conditions of the Student / Site Contract.

NOTE: The student’s site schedule requirements must not conflict with the student’s class schedule requirements.

B. Schedule for the Year (show dates for your work at your site)

Beginning Date: ___________________________ Ending Date: ___________________________

Vacation Periods: Three weeks (@ 15 hours per week) are allotted during the academic year and can be taken together or separately (for a total of 45 hours). Please negotiate these dates well in advance. School breaks are not assumed vacation periods.

C. Weekly / Monthly Schedule

This is offered as an important tool for the Student and the Site Supervisor to use in planning a schedule. Please adapt and revise as needed. Be sure to include all general tasks and responsibilities, supervision meetings and theological reflection time with site supervisor, site committee meetings, staff meetings, reasonable preparation time, on the job travel (not commuting) and any other responsibilities.
Brief description of task, day and time scheduled and approximate time needed. The student and site supervisor together may revise and adapt as needed.

<table>
<thead>
<tr>
<th>Task</th>
<th>Day/Time</th>
<th>Time Needed</th>
</tr>
</thead>
</table>

**Part Four: Compensation**

The student will receive a stipend of at least $3,500 for the fulfillment of the field education requirement as agreed to in the Student / Site Contract. All stipendiary funds are considered taxable income. (Appointed students’ salary agreements are recorded in the Student Pastor Agreement)

The student should be reimbursed for any travel expenses incurred in the course of his/her duties requires be the site (excluding commuting).

**Part Five: Signing the Covenant**

This Covenant may be renegotiated to include reasonable changes. Please notify the Field Education/VFCL office of any major changes.

Should any partner wish to terminate this covenant, it should happen only according to the process described in the Field Education Handbook

**The Student and Site Supervisor must sign below before it is submitted to the Field Education/VFCL Office for review. The Student, Site Supervisor and Site Committee Chair should all have a signed copy.**

Student

Site Supervisor

Dir. of Field Education

This completed and signed document must be received by Wendy Kneer in the Field Education/VFCL Office by Wednesday, September 30. If you are serving a placement during the summer or other alternative arrangement, please submit within two weeks after beginning your work.
DATES AND DEADLINES

September
9  - First VFCL class
30 - Completed Learning & Serving Covenant Due
xx - Field Education Commissioning Chapel - 11:00   Chapel of the Unnamed Faithful

October
22-23 – Reading days

November
23-27 - Thanksgiving recess

December
16 - Fall semester ends

February
3 - First VFCL class for spring semester
10 – Ash Wednesday – No Classes

March
24- April 1 – Spring Break

April
Evaluations due from site supervisor, site committee and students

May
11 - Spring semester ends