

Field Education Handbook 2018-2019

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Garrett-Evangelical Theological Seminary, a graduate school of theology related to The United Methodist Church, was founded in 1853. Located on the campus of Northwestern University, the seminary serves students from various denominations and cultural backgrounds, fostering an atmosphere of ecumenical interaction. Garrett-Evangelical creates bold leaders through master of divinity, master of arts, master of theological studies, doctor of philosophy, and doctor of ministry degrees. Its 4,500 living alumni serve church and society around the world.



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INTRODUCTION TO FIELD EDUCATION

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, doing, and being*. Combining intentional hands-on field experience with peer group reflection and analysis, we offer students the finest opportunity to discern, articulate, and test their call to ministry and to develop and practice both foundational and practical skills for ministry.

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 at the field site is that of student rather than employee.

Because field placement is driven by the student's vocational goals and experience, the student's contact with a potential field site is initiated by the Field Education staff. Each first year student meets with a member of our Field Education staff to discuss vocational identity and call, and to identify a potential field site where the student will be challenged and nurtured. (The Site Discernment and Selection Process can be found on page 16 of the handbook.)

Site supervisors assume a critical role in shaping Christian leaders. They must offer time and care in providing structure, learning opportunities, encouragement and evaluation during the entire period of the student's service. They must take the lead in establishing a Site Committee.

An effective field site (Teaching Site) has the necessary resources, personnel, and material, to devote to mentoring a student intern. Its members/constituents possess a high level of commitment and desire to participate in the student intern's development in the practice of ministry. The field site should be able to provide the student intern's stipend.

Statement of Confidentiality

Student information that is shared in confidence with the staff of the Field Education Office will be held confidentially and will not be disclosed to third parties, including for the purposes of Field Education placements or ordination processes, without first receiving written permission from the student.

FIELD EDUCATION PROGRAM REQUIREMENTS

Master of Divinity students complete two field experiences during their second and third year in seminary. (Other master degree programs vary regarding field education requirements.) During the academic year, a standard Field Education requirement is approximately 450 hours combining three distinct but related components:

- Thirteen hours per week of supervised practice in ministry at the field site from the beginning of September through the first week in May (exclusive of 4 weeks – 52 hours – vacation time negotiated with the site.)
- One hour per week of one-on-one theological reflection with the site supervisor.

- Two semesters of structured field education peer group reflection and analysis lead by a peer group facilitator, including one-on-one reflection with the peer group facilitator.

The Site Supervisor

Site supervisors assume a critical role in shaping Christian leaders. Hosting a student intern requires careful planning and focused, sustained, and intentional supervision. A student intern does not relieve site supervisors of responsibilities and obligations, but can actually increase them due to the attention which supervision requires. Site supervisors should possess personal security, confidence, and strong skills in communication. Supervision requires commitment to disciplined theological reflection with the student intern, exploration of meaning in ministry, and an ability to incarnate that meaning. Site supervisors must be theologically trained and be willing to examine their continuing call, their commitment, and their ability to enter into this special ministry before assuming this important role. They should have at least three years of successful professional ministry experience post-seminary. They should have a positive and hope-filled attitude toward the church and the role of the church within the broader community.

The Site Supervisor Will:

- Become acquainted with and honor the Field Education program requirements of Garrett-Evangelical Theological Seminary and the information contained in the Field Education Handbook, and interpret the program to the teaching site's constituency.
- Participate in orientation/training sessions conducted by the Field Education Office.
- Guide the teaching site's planning process for incorporating the student intern into the teaching site's ministry and mission.
- Establish regular one hour, one-on-one weekly meetings with the student intern specifically for theological reflection regarding the practice of ministry. These are in addition to other supervisory meetings.
- Work directly with the student intern to develop the Learning & Serving Covenant after the student begins serving at the site.
- Be easily accessible to the student intern and assure that the student intern is provided with a broad range of experiences useful to professional development.
- Enlist a site committee of 3-5 lay members to meet with the student intern on a regular monthly basis. (Generally, the site supervisor does not serve on the committee.)
- Identify a person to provide supervision in case of the site supervisor's prolonged absence.
- Provide a formal, written assessment of the student intern's progress to the Field Education Office when requested.
- Communicate any concerns, questions or staffing changes to the Field Education staff.
- Ensure that appropriate financial compensation commitments to the student intern are made and fulfilled.

The Field Site (Teaching Site)

A teaching site is any context that has been approved by the Field Education Office in which a student intern practices ministry and vocation under the guidance of an approved site supervisor.

The Site Will Provide:

- The opportunity and resources for the student intern to engage in varied, meaningful activities that will help the student intern attain the learning goals 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 intern on a regular monthly basis to provide support, hospitality and the ongoing assessment of learning goals and objectives.
- A stipend of at least \$4,000 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, the seminary may be able to contribute a portion of the stipend amount.)

The Site exhibits the following characteristics and values:

- Theologically grounded – The teaching site understands its identity, values, and mission and it uses theological discernment in making decisions and dealing with change.
- God-centered – The teaching site affirms that God’s work is central to its identity and purpose.
- Teaching focused – The teaching site recognizes that its primary relationship with the student intern is for the student intern to practice ministry and not for the student intern to fulfill an employment agreement.
- Highly participatory – The teaching site expects and receives a high level of commitment and participation by members/constituents.
- Contextually savvy – The teaching site has a working knowledge of its local and global context.
- Firmly resourced – The teaching site has the necessary resources, personnel, and material, to devote to mentoring a student and providing a student intern’s stipend.

Additional preferred characteristics and values:

- Mission focused – The teaching site focuses on mission rather than survival, engaging in ministries of social justice. It understands assets are to be used for mission and approaches ministry from abundance rather than scarcity.
- Publically engaged – The teaching site seeks to promote the welfare of its community context and imagines/implements creative approaches to public theology.
- Cooperatively linked – The teaching site promotes active partnerships with other agencies and faith communities to achieve common goals.
- Shared leadership – The teaching site embraces the value of leadership that empowers both laity and clergy. The site supervisor exhibits strong supervisory/mentoring skills and has a commitment to the teaching site in which the site supervisor serves. Constituents of the teaching site share the desire to mentor a student intern.
- Openly hospitable – The teaching site readily welcomes visitors and assimilates new members/constituents.
- Gracefully managed – The teaching site makes decisions and deals with conflicts in way that are open, fair, and healthy.
- Programmatically balanced – The teaching site is intentional about balancing various aspects of its programming to support its mission and is willing to take risks for the sake of its mission.

- Open to innovation – The teaching site provides student interns with opportunities to formulate and apply their particular interest in ministry and to demonstrate pastoral competence in the practice of ministry.
- Spiritually nurturing – The teaching site highly values its role in helping members/constituents grow in faith, hope, and love.
- Future oriented – The teaching site knows and appreciates its history but is more concerned with moving into the future than living in the past.

The Site Committee

The site committee is a group of three to five persons committed to meeting once a month with a student intern in order to enrich the student intern’s learning and service at the teaching site. A site committee is required for any teaching site that is being used to fulfill the seminary’s field education requirement. As part of the Field Education program each site committee (collectively and individually) commits to:

- Becoming acquainted with the Field Education program requirement of Garrett-Evangelical Theological Seminary.
- Participating in any orientation/training sessions conducted by the Field Education Office, either in person or online.
- Interpreting the Field Education program and the student intern to the constituency of the teaching site.
- Interpreting the ministry and mission of the teaching site to the student intern.
- Participating in the formation of an emerging religious professional by using their particular expertise.
- Being intentional about communication and time with the student intern, meeting at least monthly.
- Providing appropriate hospitality for the student intern (and possibly family members).
- Building healthy relationships with the student intern and one another.
- Thinking theologically in discussions with the student intern.
- Helping the student intern discern vocational goals.
- Advocating for and giving the student intern opportunities to practice professional skills.
- Providing constructive feedback and required assessment to the student intern and to the Field Education Office.
- At the end of the internship, and in cooperation with the site supervisor, determining an appropriate way to celebrate the formative work that has taken place at the teaching site during this Field Education experience.

Training Video for Site Committee Members - In addition to the information below, a training video is available to be viewed by all site committee members. To view the video, access the Garrett-Evangelical website at www.garrett.edu. Click in the “Academics” tab, then “Field Education” in the drop-down menu. You will see “Site Committee Training” on the left side of the page. Click on that to access the video. The training video is in 3 sections, 15-20 minutes each with a quiz for fun. All sessions were taped at actual site committee training sessions. The sessions are: What is a Site Committee?, Site Committee Responsibilities, and Personal Experiences with a Site Committee.

Establishing the Site Committee - The site supervisor is responsible for establishing the site committee by the time the student intern 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.

Suggested Membership – An ideal 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 intern works, and people who work with the student intern 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.)

In settings such as service agencies or chaplaincies, the site supervisor may identify persons familiar with the site such as volunteers or board members 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 the site supervisor present at the invitation of the student intern and/or committee. If necessary, the committee may be convened by the student intern or the chairperson for additional meetings.

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 intern and committee to begin get to know each other. Does the student intern have a family? How can you help welcome them? What is the student intern's experience with other church communities? What does your church or agency mean to you? What can the community offer?
 - Review the student intern's Learning & Serving Covenant. Are the hopes and expectations of the site and student intern clear? Do the learning goals seem realistic? How might the committee help the student intern accomplish the goals?
 - Set the meeting dates for the rest of the year. Please remember that the student intern's academic responsibilities ebb and flow. There may be greater academic responsibilities at different times during the academic year.
- **October-November**
 - Continue orienting the student intern to the community (and surrounding neighborhood).
 - Review the goals in the 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 intern's progress with learning goals.
 - Be aware that the student intern's fall semester ends in early December, and be aware of the student intern's holiday plans and January term schedule.

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

The Student Intern Will:

- Become familiar with and honor the Field Education program requirements of Garrett-Evangelical Theological Seminary and the information contained in the Field Education Handbook
- Honor the agreement established in the seminary's Student/Site Contract.*
- Serve at the site (or directly on behalf of the site) 13 hours per week (exclusive of commuting time) during the academic year from September through mid-May, or the equivalent time for students serving full-time summer internships (see page 17). Start and end dates are arranged between the student and site supervisor with approval by the Field Education Office.
- Establish one hour weekly meetings with the site supervisor specifically for theological reflection regarding the practice of ministry. These are in addition to other supervisory meetings.
- Work with the site supervisor to develop the Learning & Serving Covenant detailing learning goals and schedule. The Learning & Serving Covenant will be reviewed and approved by the Director of Field Education and will be used as a part of Peer Group discussion. This document is required for successful completion of the Field Education requirement.
- Meet monthly with the site committee. These meetings are considered part of the contracted service schedule.
- Communicate with the Field Education staff about any field placement concerns.

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

In addition, Garrett-Evangelical field education student interns are to be mindful that they represent the seminary, their vocations, and their denominations. Student interns are required to be aware of and observe all rules, policies, and procedures in the Garrett-Evangelical Student Life and Academic Handbooks, and in their denomination's rule of order (i.e. UMC – Book of Discipline). Student interns are expected to behave in accordance with the following ethical expectations

- "...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 a student intern's field education internship. If, for any reason a student is struggling to work within any these expectations, they are urged to 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.

Field Education Peer Group

The peer group component of field education requires that students meet for 7 two hour sessions each semester with their assigned peer group for reflection and discussion facilitated by a ministry professional (peer group facilitator).

Peer group discussion will include the following foundational and professional learning objectives:

- Students will begin to claim their vocational identity and authority and work toward understanding and articulating their identity as theological practitioners.
- Students will develop their awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their practice of ministry and professional identity.
- Students will understand the importance of theological reflection in their professional development and integrate the knowledge and insights they receive from other seminary courses into practical applications.
- Students will understand the importance of community analysis and organizing as they relate to the practice of ministry in a particular context.
- Students will develop their awareness and understanding of how persons, social conditions, systems, and structures interact to affect people's lives (including the lives of the students) and will learn to address these issues.
- Students will learn how to develop spiritual disciplines to undergird the practice of ministry and how to keep spiritual disciples vibrant.

Field Education Peer Group Facilitator

Facilitating a group of six to eight seminary students who are involved in field education requires careful planning and focused, sustained, and intentional supervision. Field education peer group

facilitators should possess personal security, confidence, and strong skills in communication. Peer group facilitation requires commitment to disciplined theological reflection with students, exploration of meaning in ministry, and an ability to incarnate that meaning. Peer group facilitators must also utilize, model, and teach methods of reflection, support, and challenge. Peer group facilitators must be theologically trained and be willing to examine their continuing call, their commitment, and their ability to enter into this special ministry before assuming this important role. They should have at least three years of successful professional ministry experience post-seminary. They should have a positive and hope-filled attitude toward the Church and the role of the Church within the broader community. Being part of the Field Education program, each field education peer group facilitator commits to:

- Becoming acquainted with the Field Education program requirement of Garrett-Evangelical Theological Seminary.
- Interpreting the Field Education program to field education students.
- Participating in orientation/training sessions/professional development opportunities provided by the Field Education Office.
- Engaging the students in the peer group process (support, confrontation, and reflection), helping them to clarify their call to ministry, their pastoral identity, and their vocational goals.
- Helping students to develop abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one's own ministry.
- Engaging individual students in the peer group in a one-on-one reflection at least twice per academic year.
- Valuing, articulating, and implementing an educational model that integrates theory and practice (action-reflection, praxis).
- Articulating a rationale for multicultural competence that integrates theory and practice and is based on and congruent with one's own theology.
- Demonstrating an awareness of the cultural contexts of diverse student groups that integrates and articulates ethnic identity development and its implications for ministry.
- Completing required documents, visits, and assessments in the time frame set by the Field Education Office.

DOCUMENTS, ASSESSMENTS, AND SITE VISITS

THE STUDENT/SITE CONTRACT

The Student/Site Contract (sample on page 18) is prepared and distributed by the Field Education Office by the first week of classes. Because field education is required by Garrett-Evangelical for the Master of Divinity and some Master of Arts degrees, all parties participating in field education must understand and agree to the program requirements. The Student/Site Contract describes the seminary's expectations of the student intern, the field site, and the site supervisor. (The Student/Site Contract should not be confused with the Learning and Serving Covenant which is prepared jointly by the student intern and site supervisor.)

The student intern will obtain the Contract from the Field Education Office prior to the beginning of classes in the fall. **The student intern and site supervisor will carefully review the document together before signing and dating the Contract.** The student intern and site supervisor will each keep a signed copy and the student intern 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 intern 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 intern or the site/site supervisor is not able to meet the conditions of the contract, the Field Education Office may choose to re-evaluate the student's placement. (See Termination or Disengagement of a Site Placement, page 15.)

THE STUDENT/PASTOR AGREEMENT

Students who are appointed by denominational judicatories as Licensed Local Pastors or Student Pastors do not complete a Student/Site Contract. **They will complete a Student / Pastor Agreement.** This informs the student's denomination that the student is using the appointment to fulfill the seminary's field education requirement. The document 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 Office 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 20) 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 the practice of ministry.

After the student intern begins working at the field site, the student intern and site supervisor work together to prepare the Learning & Serving Covenant. This document includes learning goals, tasks, resources, reflection, and support. This document forms the basis of the learning experience and the student intern's evaluation by the site supervisor and the site committee. The learning goals are structured around the three elements of "knowing, doing, and being". The Learning & Serving Covenant is also the foundation document for discussion in the student's Peer Group and therefore has a specified due date as any other assignment.

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.

Preparing the Learning & Serving Covenant – Students will begin their field education internship 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 student interns to stretch the limits of what they know as they engage in the practice of ministry. We also caution student interns to identify their limitations, competencies, and boundaries so that support and resources can be provided.

As the student intern and site supervisor begin to draft the learning goals, 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 intern’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 intern’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.

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 of the last Wednesday in September. Student interns and site supervisors should plan their time together so this document is completed by that 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 intern throughout the year.
- **The student intern, site supervisor, site committee chair, and peer group facilitator should all have a copy. The Field Education Office should be given the original, signed document.**
- **If you have questions** do not hesitate to contact the Field Education Office.
- **Please do not alter the format of the Learning & Serving Covenant.**

ASSESSMENTS

One of the important functions of the student intern’s site supervisor and site committee is to provide meaningful assessment of the student intern’s progress at the site particularly as it relates to the learning goals articulated in the Learning & Serving Covenant. These assessments help student interns identify their vocational strengths and areas where growth is needed. Students’ Field Education files should contain site supervisors’ written assessments of their student interns’ work for consideration by various church boards involved in clergy appointments and employment.

Mid-year Check-in - In early December, the Field Education Office asks site supervisors to respond to an email containing a Mid-Year Check-in/Assessment in the form of a few general questions on the student intern's progress. This will also serve as an alert to any questions or potential trouble areas, as well as an opportunity to share particular blessings. Although this is an informal "assessment" it is important for the site supervisor to respond to the request. These do not become part of the student's permanent file.

The Site Supervisor's Assessment of the Student Intern

Site Supervisors will complete a written assessment provided by the Field Education Office which must be signed by both the student intern and the site supervisor. This will be due toward the end of the student intern's time at the site and will become part of the student intern's permanent Field Education file. The assessment form will be provided by the Field Education Office with a reminder in early spring (or by request).

The Site Committee's Assessment of the Student Intern

The site committee provides important feedback for the student intern. We ask that the **site committee chairperson** draft one assessment document (rather than separate documents from each committee member) based upon conversation with the student intern at a site committee meeting. The assessment should reflect the thoughts of the committee as a whole. The assessment is to be shared with the student intern and sent to the Field Education office by the end of the spring semester. The assessment document will be provided by the Field Education Office via the student (or by request). The site committee chairperson and the student intern should sign the completed assessment.

The Student Intern's Assessment of the Field Site

Student Interns will be asked to provide an assessment of their field education site and site supervisor near the end of the academic year. These assessments 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.

Peer Group Facilitator's Assessment of the Student

Peer Group Facilitators will complete a written assessment of each student in their peer group at the end of each semester. The assessment form will be provided by the Field Education Office. The criteria will be based upon the stated learning goals of either Field Education 1 or Field Education 2. The completed assessment will be reviewed and signed by both the student and the peer group facilitator. This assessment will become part of the student's permanent Field Education file.

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 intern's first field experience, it is likely you will be asked to participate in the conference.

SITE VISITS

Each student intern will receive a visit from their peer group facilitator or other designated field education representative during the academic year. The person making the visit will want to observe the student intern in action in the context of the field site and visit with the student intern, site supervisor, and site committee member. The visits are intended to be informative and supportive and to strengthen relationships between our field sites and the seminary. Plans for the visit will be initiated by the peer group facilitator or other visitor and will be scheduled to be convenient to all parties.

ONGOING COMMUNICATION

Student interns, 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. Student interns should always speak with the Field Education staff and/or their peer group facilitator 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 intern. If there are appointment or staffing changes, we need to know. Clearly, the student intern 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.

Conferences - At any time during the student intern's service as described in the Learning & Serving Covenant, the student intern or site supervisor may request a conference with a member of the Field Education staff to discuss problematic issues. If such a conference is requested, the student intern 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 intern from a field site may be necessary. The formal procedure for termination is described on page 15.

FIELD EDUCATION ORIENTATION AND TRAINING

Students - During conversations with the Field Education staff, students learn the basic expectations of the seminary's field education requirement. They receive a formal orientation in the first week of the fall semester. This includes information on peer group expectations, preparing the Learning & Serving Covenant, ethical and professional expectations and the importance of ongoing communication with the field education staff.

Site Supervisors – Site supervisors are strongly encouraged to attend an orientation session prior to the start of fall classes. This will include an overview of Garrett-Evangelical's field education program requirements, preparation of the Learning & Serving Covenant, assessing 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 by the Site Supervisor by the time the student intern begins serving at the site. A training video is available for site committee members. (See page 6.) All site committee members should access the Field Education Handbook. (www.garrett.edu/academics/field_education)

TERMINATION OR DISENGAGEMENT OF A SITE PLACEMENT

Although the Field Education Office 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 internship during the terms of the Learning & Serving Covenant.

The procedure for termination or disengagement is as follows:

1. The student intern 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 student interns 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 intern or the 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 intern may be excused/suspended from their duties at the site pending a resolution mediated by the Director of Field Education. (In the case where the student intern is in 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 intern 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 intern's file with a copy given to the site supervisor. The field education peer group facilitator will be notified of the decision and necessary actions which follow. In some instances, the Field Education Office will not grant partial credit for terminated placements.
4. If the student intern discontinues participation in the peer group, their 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 may become 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 DISCERNMENT AND SELECTION PROCESS

Garrett-Evangelical's Field Education program is dedicated to selecting field education sites where students will be both supported and challenged. During their first year in seminary, 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. This helps to determine what type of field setting best serves the student.

The field site is primarily an educational venue. Unlike the job interview process, students do not "compete" for a field site. 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 potential site supervisors 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 their field work and/or know the pastor (or agency director) must talk with a Field Education staff member before further conversation proceeds.

Pastors or not-for-profit agency directors who may know a student they would like to mentor must contact the Field Education Office before further conversation proceeds.

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

Students who are in a paid professional 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 are not placed where there is a transition in pastoral leadership 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 employed as the pastor of a church, students are not placed where there is no theologically trained person who can serve as their site supervisor.

Students who are appointed by denominational judicatories as Licensed Local Pastors or Student Pastors, and wish to use that experience as a field placement, must meet with a Field Education staff member to clarify field education and supervision requirements and to have that placement approved. They will be required to complete a Student/Pastor Agreement in lieu of a Student/Site Contract. All field education 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 weekly with the student for theological reflection and guidance.

Summer Placements: Students who have completed one field education requirement (internship and peer group) may complete their second internship during the summer with approval of the Field Education staff. The internship is full time during June, July, and August – at least 420 hours. They will participate in the peer group requirement during the following academic year.

Clinical Pastoral Education: One unit of CPE may be used as an equivalent for one field education requirement.

STUDENT / SITE CONTRACT for FIELD EDUCATION

2018-2019

GARRETT-EVANGELICAL THEOLOGICAL SEMINARY

CONTRACT FOR _____

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 intern 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 Intern and Site Supervisor will read and sign this contract. Both will keep a signed copy. The student intern will bring the completed and signed **contract** to the Field Education Office **prior to the start of the student intern'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 Intern's Phone Number _____

Sample

Expectations and Responsibilities

THE STUDENT INTERN will

- Be present at the site (or on behalf of the site) 13 hours per week (exclusive of commuting time) directly engaged in learning and serving commitments during the academic year.
- With the site supervisor, develop the "**Learning & Serving Covenant**" establishing the student intern's learning goals and responsibilities. The completed Learning & Serving Covenant will be submitted by the due date stated on the document.
- Schedule, with the site supervisor, regular meetings (1 hour per week) specifically for theological reflection. This is in addition to the 13 hours spent in learning and serving commitments at the site.
- Meet regularly with the site committee, ideally 1 meeting per month. These meeting are considered part of the contracted learning and serving schedule.
- Be acquainted with and honor all information in the Field Education Handbook.

The student intern's site schedule must not conflict with the student intern's class schedule.

THE SITE will provide:

- The opportunity and resources for the student intern to engage in varied, meaningful activities that will help the student intern toward attaining the learning goals established in the “Learning & Serving Covenant.”
- A site committee of 3-5 members (enlisted by the site supervisor) that will meet with the student intern on a regular basis to provide support, hospitality, and the ongoing assessment of learning goals.
- A stipend (described below) and reimbursement to the student intern by the site for travel expenses incurred in service to the site (excluding commuting to/from the site).

THE SITE SUPERVISOR agrees to:

- Establish regular meetings with the student intern specifically for theological reflection.
- Work directly with the student intern to develop the “Learning & Serving Covenant.”
- Be accessible to the student intern and provide ongoing direction and mentoring.
- Enlist a site committee of 3-5 lay members to meet regularly with the student intern.
- Identify a person to provide supervision in case of the site supervisor’s prolonged absence.
- Provide a formal, written assessment of the student intern’s progress to the Field Education Office when requested.
- Communicate any concerns or questions to the Field Education Office.
- Be acquainted with and honor all information in the Field Education Handbook.

NOTE: Four 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 student interns receive a stipend of at least \$4,000 during their field education service. The stipend will be paid as follows:

Signatures

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

Actual signatures required. Do not use electronic signatures.

Field Education Student Intern

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 office by the last Wednesday in September. The student intern should keep a copy and provide a copy each for the Site Supervisor, Site Committee Chair, and Peer Group Facilitator.

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, doing, and being”. 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 assessment of your work during this academic year.

Examples:

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

Learning Goal: What theological issues do you hope to consider during this internship?

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 Doing of Ministry - Practicing effective professional ministry.

Learning Goal: What do you want to learn to do or do better during this internship?

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, 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.

III. 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 this internship? **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.

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

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

PART FIVE: Signing the Covenant: The student intern and site supervisor sign the covenant. The student keeps a copy and provides a copy to the site supervisor, site committee chairperson, and peer group facilitator. The original must be submitted to the Field Education office by the last Wednesday in September. Upon review and approval, the Director of Field Education will sign the Covenant for the student's file.

Please remove this page of instructions before submitting the completed document.

LEARNING AND SERVING COVENANT

FIELD EDUCATION PROGRAM

2018-2019

Garrett-Evangelical Theological Seminary

Consider this agreement as an opportunity and protection. It is the basis for assessing 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 Intern's Name _____

Site Supervisor's Name _____

Site Name (Church or Agency) _____

Site Committee Chair's Name _____

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

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

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 during this internship?

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 this internship?

Learning Goal:

- a. Task
- b. Resources
- c. Reflection

Part Three: Responsibilities and Schedules

A. A Guide for Scheduling

The student intern is required to serve at the site 13 hours per week during the academic year. In addition, the student intern and site supervisor will meet for one hour per week for one-on-one reflection. 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 intern's site schedule requirements must not conflict with the student intern's class schedule.

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

Beginning Date:_____ Ending Date:_____

Vacation Periods: Four weeks (@13 hours per week) are allotted during the academic year and can be taken together or separately (for a total of 52 hours). Please negotiate these dates well in advance. **School breaks are not assumed vacation periods.**

C. Weekly / Monthly Schedule

This is offered as a tool for the student intern and the site supervisor to use in planning a schedule. Please adapt and revise as needed. Be sure to include all general 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 intern and site supervisor together may revise and adapt as needed.

Task	Day/Time	Time Needed
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Part Four: Compensation

The student intern will receive a stipend of at least \$4,000 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 intern should be reimbursed for any travel expenses incurred in the course of any duties required by the site (excluding commuting).

Part Five: Signing the Covenant

This Covenant may be renegotiated to include reasonable changes. Please notify the Field Education 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 Intern and Site Supervisor must sign below before the document is submitted to the Field Education Office for review. The Student, Site Supervisor, Site Committee Chairperson and Peer Group Facilitator should all have a completed copy.

Student Intern _____

Site Supervisor _____

Dir. of Field Education _____

This completed and signed document must be received by the Field Education Office by the last Wednesday in September. If you are serving a summer placement, please submit within two weeks after beginning your work.

Field Education Program Learning Goals

The Field Education program – including the Field Site experience, weekly reflection with the site supervisor, and peer group participation – addresses the following learning goals:

FE 600 (first year) Course Learning Goals - What will students learn or achieve in general through the course?

- Students will develop two types of ministry skills (foundational and professional) through practice in their field education context.
- Students will begin to claim their vocational identity and authority through the practice of ministry in their field education context. In addition, they will work toward understanding and articulating their identity as a theological practitioner and the ways their ministry affects persons.
- Students will develop their awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their practice of ministry and professional identity.
- Students will understand the importance of theological reflection in their professional development.
- Students will begin to integrate the knowledge and insights they receive from other seminary courses into practical applications within their field education context.
- Students will understand the importance of community analysis and organizing as they relate to the practice of ministry in a particular context.
- Students will develop their awareness and understanding of how persons, social conditions, systems, and structures interact to affect people's lives (including the lives of the students) and will learn to address these issues.

FE 610 (second year) Course Learning Goals - What will students learn or achieve in general through the course?

- Students will continue to develop two types of ministry skills (foundational and professional) through practice in their field education context.
- Students will deepen their understanding of their identity and claim their authority as a Christian leader and practitioner and come to a deeper understanding of the ways their ministry affects persons.
- Students will continue to develop their awareness of how their attitudes, values, assumptions, strengths, and weaknesses affect their practice of ministry and professional identity.
- Students will know how to integrate seminary study and the practice of ministry.
- Students will understand the importance of theological reflection as an essential practice of ministry.
- Students will learn aspects of imagination and improvisation within the practice of ministry.
- Students will develop the capacity for nimble responses when persons, social conditions, systems, and structures affect people's lives (including the lives of the students).