

Union Theological Seminary
Office of Integrative and Field-Based Education

Supervisor's Field Education Handbook 2022-2023



"cultivating moral imagination"

Union's Vision Statement

Education at Union Theological Seminary is deeply rooted in a critical understanding of the breadth of Christian traditions yet significantly instructed by the insights of other faiths. It makes connections between these traditions and the most profoundly challenging issues of our contemporary experience: the realities of suffering and injustice, world religious pluralism, the fragility of our planet, and discoveries of modern science. Union envisions a future in which teaching and learning continues to be ecumenical in spirit, supporting a record of academic excellence and a deep commitment to social justice. Union envisions its graduates changing the world by practicing their vocations with dedication that bring a religiously grounded, critical and compassionate presence to the major personal, social, political and scientific realities of our time.

Integrative and Field-Based Education Program

"We can't separate imagination from the ethical, the political, the social...it is our opening to what is not yet, what might be, new possibilities..." Maxine Greene

Union Theological Seminary is highly committed to field-based education as an integral part of the Master of Divinity Program. That commitment is demonstrated in the approach to the work of field education, which is designed to be academically rigorous, practically effective and spiritually formative.

The Integrative and Field-based Education (IFE) Program at Union aims to foster learning communities that model and teach students ways of doing, being and thinking that are integral to their vision of ministerial identity and practice. It cultivates moral imagination,¹ which is about integrating knowledge, skill, moral integrity, religious/spiritual traditions, religious and justice commitments in ministerial practice. It is integrative, embodied, and relational. This is at the heart of professional formation. As such, in partnership with teaching agencies, religious and secular, the IFE Program provides learning communities that hone critical reflection on practice and theology, models for ministry, examination of social issues, and development of professional identity and skills. These critical reflections are grounded in spiritual practices that cultivate our contemplative capacity.

The Field Education Team

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¹ Su Yon Pak, "Cultivating Moral Imagination in Theological Field Education" in *Embodying Knowledge: Asian and Asian American Women's Contributions to Theology and Religious Studies*, ed. Kwok Pui-lan. Palgrave Macmillan, 2020

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Integrative and Field-Based Education Program Academic Calendar

Fall Semester 2022

(As of September 1, 2022)

AUGUST

- 22-26 UT 101 Introduction to Theological Studies (required for incoming MDivs & MAs)
- 29-31 Academic Info Sessions
Academic Advisement new students
Registration new students

SEPTEMBER

- 5 Labor Day (Holiday)
- 6 First Day of Fall Term
- 7 Union's 184th Convocation, 4:00pm, James Chapel
- 13 FE Supervisors' Orientation (9:30am – 12:30pm)
- 22 Field Ed Required Information Session Online (5:00-5:50 pm)
(First Year MDiv Students must attend Field Ed Info Session)
- 29 First day to **sign up** for One-On-One Placement Conversations with Field Education team member

OCTOBER

- 5 One-on-One Placement Conversations begin with Field Ed Team member
- 6 Clinical Pastoral Education (CPE) Info Session Online (5:00–5:50pm)
- 15 **Last Date to sign up** for One-on-One Placement Conversation
- 20 Chaplaincy Info Session Online (5:00-5:50 pm)
- 27 Hybrid FE-CPE Information Session (5:00-5:50 pm) **DATE TBD**

NOVEMBER

- 1-11 Academic Advisement for Spring & J-Term
- 14 Registration opens for January-& Spring Term
- 24-25 Thanksgiving holidays. No classes.
- 28 Field Education Students & Site Supervisors Mid-Year Evaluations Due
CPE Mid-Year confirmations due from Supervisors

DECEMBER

- 14 Application for Hybrid FE-CPE program begins
- 7 Last Day for First Year MDiv to complete One-on-One Placement Conversations
- 12 End of Fall semester

Winter Break

JANUARY

- 4-18 January Intersession
- 4 January Registration closes
- 16 Holiday. Martin Luther King, Jr. Day observed
- 17 New Student Orientation/Academic Advising
- 30 First day of Spring classes

Spring Semester 2023

FEBRUARY

- 1 First Years/Future Interns – Field Site Search Check-In Day with Field Ed Office
- 5 Spring Registration closes
- 9 Supervisor Spring Orientation Day
- 15 Deadline for Applying for HYBRID FE-CPE program
- 20 Online Registration Begins for Summer

MARCH

- 13-17 Spring Recess. No classes
- 17 Registration closes for Summer

APRIL

- 1 First Years: **Last day for Field Site to submit Stipend Fin Aid Request** w/Contract & Learning Agrmnt
- 17 Online Registration opens for Fall
- 12-23 Academic Advisement for Summer/Fall
- 6-10 Easter Holidays. No classes
- 15 First Year Students/Future Interns - last day to turn in Field Education Contract & Learning Agreement
- 28 All Field Education students and Site Supervisors Final evaluations due

MAY

- 10 Last day of Spring classes
- 19 The 184th Commencement Exercises

Field Sites and Supervisors

The selection of field sites is a very important part of the overall work of the Integrative and Field-Based Education Program. The Senior Director has the responsibility for determining sites suitable for the training and supervision of student interns, while the Teaching Fellows and the Executive Assistant support the Senior Director in working closely with all interested sites in this process.

Field placements that participate in the IFE Program do more than hire an additional staff person. They are providing a teaching-learning context for students, and the support to help students in their ministerial formation. The particular responsibilities and expectations of students are agreed upon based on the students' learning needs, the resources of the supervisor and placement, and the needs of the placement.

The Learning Agreement is negotiated by students and their field site supervisor. Regular supervision and evaluation of students are conducted by the site supervisor. The Office of Integrative and Field-Based Education provides contact, opportunities for training, and feedback to the supervisor.

Process of Recruiting/Selecting Field Placements

Each year, a great deal of effort is made to recruit new field sites to into the field education process. Potential sites are identified in a number of ways:

- They may initiate contact directly with the Office of IFE about their desire to obtain a student intern, or
- They are identified by the Senior Director through students, faculty members, alumni/alumnae or other community leaders.

The Senior Director will make official contact with the potential supervisor or other designee. Suitable sites are invited click to [submit an application to become a Union Field Site](#). After careful review of the application, the site supervisor/designee is notified of its approval, and the completed application is filed in the Office and entered into the database for dissemination to prospective student interns.

Criteria for Selecting Field Placements

Because of the varied interests and goals of the prospective student interns, the field site list covers a wide range of placements which may include: churches and faith communities of various denominations and affiliations; social service agencies; community-based non-profits; clinical settings, such as hospitals, hospices, and independent living facilities; prisons and incarceration programs; public and private academic institutions; special projects and task forces; denominational agencies and judicatories; and many other kinds of entities.

In selecting a field site, students should consider the match between the expectations and needs of the student and the opportunities provided by field placement sites., From the perspective of the students' professional development, the following expectations are particularly important:

- The field site will provide an interactive teaching and learning environment with particular attention to theological reflection.
- The student will receive support—primarily from the field-site supervisor, but also from committees and individuals at the site. This support should address the student's individual needs as well as the various dimensions of the work at the placement.
- The site will provide opportunities for direct engagement in significant ministry at the site.
- An education stipend of **\$4,500** per year (two semesters) will be provided directly to the student by the site.

Expectations of the Field Site

1. The field site must have a basic understanding of the philosophy, goals and objectives of Union's Integrative and Field-Based Education Program. The field site must see itself as a teaching- learning opportunity and partner, where both the student and the field site community can learn and share knowledge about the work of the field site in its broadest sense. The student is not to be viewed as "extra" or "cheap" labor.
2. In completing the application, the field site will provide a written description of its mission, constituents/membership, and examples of possible student assignments, as well as other opportunities for student learning. An overview of the potential Supervisor's resume will be included.
3. The field site must be able to designate an appropriate supervisor for the student intern.
4. The field site must be able to provide the necessary space and facilities for the student intern. This would include privacy for interviewing, a desk, file space, and administrative assistance if needed.
5. The field site supervisor must be willing to participate in the Orientation and Training required for all supervisors, and any other required continuing education opportunities offered by the Office of Integrative and Field-Based Education. Such opportunities are generally offered no more than two times during the academic year at the Seminary.

6. The field site must commit to submitting timely documents for the evaluation of the student intern at the end of each academic semester.
7. The field site should submit copies of any required documents pertinent to policies regarding non-discrimination, professional conduct, incorporation status, site's liability insurance and workers compensation, and any other documents deemed necessary by the Office of IFE. Where these documents are not available, it will be assumed that Union's policies will be in effect. (See Relevant Union Policies at the bottom of page 22.)

Contracts and Learning Agreements

Part of the learning process is based on the student's efforts to investigate prospective placement sites, set out expectations and requirements, and negotiate the learning agreement with the field education supervisor and the Seminary. Here are links to the online [Contract](#) & [Learning Agreement](#)

Students and supervisors are encouraged to refer to the following guidelines when setting up a placement:

- There must be a reasonable likelihood that the placement will meet the student's stated educational goals and objectives.
- The field placement description must clearly specify areas of responsibility.
- The experience will offer opportunities for professional contacts, community outreach, interfaith and cross-cultural experiences.
- The lines of accountability must be clearly stated in the learning agreement.
- The supervisor has appropriate theological training and experience.

Union Policies reflected in the Contract Process

Student attendance at the field placement

- Students are given the option of working:
- 12 hours for 15 weeks per semester, or
- 15 hours for 12 weeks per semester
- This should come to a total of 360 hours for the academic year (180 hours per semester).
- 35-40 hours per week for at least eight months in the case of a full-time internship.

Holidays and vacation time

In the case of part-time student interns, the holidays of Thanksgiving and Christmas are normally considered days that student interns do not report to work, unless otherwise negotiated by the supervisor and the student intern. In the case of full-time interns, the holidays and time off are to be negotiated at the start of the internship. Both the supervisor and intern should also agree upon any vacation time in the early stages of negotiating the full-time internship.

The January Intersession

The month of January is the academic intersession at the Seminary. Students and supervisors are open to negotiating a work schedule that is agreeable to both.

Illness and sick time

In cases of illness, it is expected that the field site will accommodate the intern in the same way it would any staff person in the organization.

It is the sole responsibility of the supervisor to monitor student interns' punctuality and attendance at the field work site and report any problems to the Director of Integrative and Field-Based Education. It is the view of the Seminary that constant lateness and absenteeism are not to be tolerated. These behaviors are counter-productive to the Field Education experience.

Intern Stipends – Financial Remuneration

Union Seminary displays a high regard for the gifts and talents of its students. It is with great pride that students are assigned to various churches and social agencies in order to assist in executing the missions of those organizations. Although the site is seen as a learning field, student interns make great contributions in the areas where they are serving.

The compensation of a stipend should be regarded as a sign of the field site's valuing the student's participation, and as a means of meeting some of the student's living expenses.

The Seminary is aware that many field sites cannot pay a full-time person to do the work of the intern nor can they pay the actual cost of a part-time individual. The idea of a stipend helps the field site show their appreciation for the intern's ministry. The stipend also allows the student to experience paid professional work.

The Seminary strongly recommends that a stipend of no less than **\$4,500** be paid to the student for the academic year. If the field site can afford to pay more, it is strongly encouraged to do so. **Sites seeking financial assistance towards the student's stipend from Union must have their completed paperwork packet submitted by April 1st.**

What You Need to Know About Stipends:

- Negotiating the stipend is a matter to be discussed between the student intern and the field site supervisor or the director of the organization/agency.
- While the student will pay transportation costs for standard metro subway/bus fares, reimbursement is expected for the student intern's transportation costs above those fares (i.e., trains, etc.), especially if the site is at a great distance from the Seminary. Commute times up to 40 minutes each way are standard, anything above that should be factored into student's commitment of hours.
- Costs should be considered for all required travel to conferences and conference fees related to the work of the field site, and must be covered by the field site.
- The stipend is taxable and is subject to the same withholdings as any other employee's wages.
- The field site should NOT pay the student intern for time missed from work due to circumstances other than illness or a death in the family.

Learning Agreements

Part of the learning process is based on the student's efforts to investigate prospective placement sites, set out expectations and requirements, and negotiate the learning agreement with the field education supervisor and the Seminary.

Students and supervisors are encouraged to refer to these guidelines when setting up a placement:

- There must be a reasonable likelihood that the placement will meet the student's stated educational goals and objectives.
- The field placement description must clearly specify areas of responsibility.
- The experience will offer opportunities for professional contacts, community outreach, inter-faith and cross-cultural experiences.
- The lines of accountability must be clearly stated in the learning agreement.
- The supervisor has appropriate theological training and experience.

Completing the Contract Process

For the placement process to be complete, the [Contract](#) & [Learning Agreement](#) forms require

- Students meet with their prospective supervisor on-site to discuss the specifics of the internship and to agree on learning goals.

- Next, the student completes **both** the CONTRACT and LEARNING AGREEMENT and **following directions on the form**, sends them to the Supervisor.
- Finally, the Supervisor reviews the Contract & Learning Agreement for revision or approval and **uses the SUBMIT button at the end of the documents**. The forms will be sent to the student, the Supervisor and the Field Education Office. These forms must be completed and submitted no later than **April 15**.

Supervision in the Field Placement

Union's Field site supervisors include ordained clergy and laypersons in parish ministry, chaplains, counselors, pastoral care directors, teachers and educators, administrators, social workers, activists, and advocates, all of whom may pursue vocations in non-parish settings such as hospitals, prisons, community-based programs, public and private school settings, college/university settings; business and government agencies; coalitions and a diverse range of organizational configurations.

Criteria for Selecting Field Site Supervisors

The goal of the Senior Director is to seek the best qualified supervisors for partnership in the Field Education Program. To this end, the Field Education Team seeks those supervisors who:

- have prior experience supervising students in theological education;
- have a background in theological education and the praxis and practice of ministry;
- have experience in the practice of theological reflection, or a willingness to learn;
- have a deep interest in being a student supervisor, and time to devote to supervisory responsibilities;
- have some familiarity with Field Education policies, programs, goals, and objectives;
- will commit to participate in a required Supervisor Orientation and Training Session;
- agree to random and periodic field site visits; and
- will commit to the timely submission of written evaluations for the student intern's grade.

Once the Field Education Learning Agreement has been completed, the Senior Director maintains contact with all field site supervisors.

Roles of the Supervisor

Whether supervising a student in a parish or non-parish setting, the supervisor functions in several key roles:

The Supervisor is a Teacher. Teaching requires that the supervisor be aware of and able to articulate the many dimensions of the practice of ministry. To articulate the content of ministry requires excellent communication skills that are dialogical in nature. In a dialogical approach to teaching, the teacher learns and the learner teaches. As a learner, the supervisor should be open to new ideas and be willing to rethink familiar patterns of theology and ministry. Effective teachers possess self-understanding, self-awareness, and self-acceptance. A good teacher is willing to share (as appropriate) their faults and uncertainties, and to demonstrate vulnerability.

The Supervisor is an Administrator. As an administrator, the supervisor is expected to possess an understanding of the church, agency, or institution and of the people within the organization. As manager of the field site, the supervisor has the necessary authority to make decisions about resources, tasks, and time, and to set the tone for collegial staff relationships to thrive.

The Supervisor is a Model. The supervisor models much more than the physical tasks of ministry, such as how to write a sermon every week, or how to conduct hospital visitation. She or he embodies the integration of faith and action, being and doing. Students will observe how the supervisor lives out their role in the personal, professional and relational dimensions of the supervisor's life. How does the supervisor handle conflict? Issues of time management? Personal spiritual disciplines? Self-care? Personality differences?

Expectations of the Supervisor

All Field Site Supervisors are expected to have:

- A working knowledge of the Seminary's philosophy and the objectives of Field Education.
- A flexible approach to supervision, which allows students the opportunity to utilize their gifts, skills, and life experiences. A desire to work collaboratively with the Senior Director of Integrative and Field-Based Education, the IFE Team, and other seminary staff.
- An ability to ensure open communication between the student, supervisor and the Senior Director, and the IFE Team.
- An ability and willingness to engage the student intern as a colleague in training.
- A commitment to participate in the Supervisor Orientation and Training Session, and other opportunities for continuing education at the Seminary.
- A commitment to adhere to all requirements of the IFE Program.

Orientation of Students in Field Placement

The Office of Integrative and Field-Based Education strongly advises that a student intern's orientation be held at the field site the first day the student arrives for work. The aim of this orientation is to acquaint the student with the following:

- the field site's mission;
- the organizational structures that are in place at the field site;
- the needs of those being served by the field site; and
- the field site policies and student's rights in the placement.

As an important part of the internship experience, the student attends a weekly seminar, which convenes at the opening of the academic semester and prior to the student starting work at the site. The seminar professor also provides an orientation to the academic process.

Assignments

It is important that the student begin with specific assignments early in the internship. The supervisor should prepare students for their assignments/roles during the course of the internship. Assignments serve as the starting point for which all subsequent field teaching evolves. The types of assignments selected by the field supervisor will influence the quality of teaching given to the students, as well as the quality of care students will be able to give to those whom they serve.

Assignment Development

It is the desire of the Office of IFE that the beginning assignment be well planned by the supervisor and that it be available by the student's first day on site. The supervisor should prepare the students for the kinds of people they will be serving. While there may be some variation in assignments from time to time, this should be discussed at the initial interview.

Assignment Workload

Students need to learn more practical skills, as they are able. They should be exposed to as much of the day-to-day functioning of the field site as possible. For those working in parishes, the students should, for example, be exposed to committee meetings, social gatherings, teaching, worship, youth ministry, evangelism and the stewardship practices of the congregation.

For those in social agencies, the students should, for example, meet with clients, understand the function of the administrator, engage in fundraising, discuss how programs are planned and executed, and how the board functions, and share in the future planning for the organization. The supervisor should begin SLOWLY. It is important that the supervisor orient student interns and work them into the community context gradually.

The normal workload for a part-time student intern is 12-15 hours per week, exclusive of travel time (up to 40 minutes each way), unless otherwise negotiated by the supervisor and the student intern. This includes one hour of theological reflection weekly, between the supervisor and student intern.

In the case of a full-time internship, the supervisor and student must negotiate days off and comp time for times when circumstances require that the intern work longer hours.

Brief Overview of the Field Education Curriculum

Concurrent Part-time Internship: FE 103-104

Usually taken in the second year, this course requires a two-semester, supervised field placement of 12-15 hours weekly in a church, chaplaincy, or service agency, and a two-semester seminar, which meets weekly for two hours. The seminar focuses on discerning vocational identity, claiming ministerial authority, and developing competence for ministry. FE 103 is only offered during the fall semester and always precedes FE 104, which is offered in the spring semester. The field placement must be approved by the Senior Director of Integrative and Field-Based Education (IFE).

Concurrent Part-time Internship II: FE 203/204

The Advanced Part-time Concurrent Internship is an independent study in connection with a supervised field placement. This seminar meets once a month to provide a context in which to discern and deepen theological scholarship, public leadership skills and the vocational call of each student. Through selected readings and in-person and online discussion participants in this course will work to develop a stronger and more nuanced sense of vocation along with critical thinking skills to support their growth in ministry. Assuming completion of the FE 103-104 requirement or its educational goals, and with the approval of the Senior Director of IFE, a student may enroll in either FE 203 or FE 204, or both, for elective credit.

Full-time Internship: FE 303/304

This internship is a full-time, out-of-residence, supervised field placement for a minimum of eight months; it is an alternate method of fulfilling the requirement in Field Education. Usually taken after two full years of study, students are required to do a special project in which they demonstrate what they have learned from the internship or their understanding of how their classroom learning relates to their field placement. Students with an interest in international placements often enroll in FE 303/304 and pay an internship fee in lieu of tuition. Full-time internship placements must be approved by the Senior Director of IFE.

Summer Ministries Course FE 206Q

Students who plan to engage in a minimum of eight weeks in a full-time supervised church or church-related service can receive credit for the field education summer ministries program. An independent study is planned as an integral component of this program which carries elective academic credit.

Topics in Ministry SU 190

During the fall and spring semesters, and January intersession, Integrative and Field-Based Education Program offers courses designed to address specific topics related to the practice of ministry. Drawing on expertise from community and alumni/ae resources, these courses help students to develop specific skills for ministry that supplements the regular Seminary curriculum. A maximum of three points in SU 190 courses may be counted as electives for the M.Div. and M.A. degrees only. However, additional supplemental courses may be taken, with full participation, by all degree candidates, but not for academic credit. All SU 190 courses will be graded Pass/Fail.

Supervision and Theological Reflection

Supervision is a very involved task. The supervisor should know the intern well enough to make the best assignments in relation to the student's learning goals and growth in professional ministry. There may be some assignments that the supervisor and student will engage together; the weekly theological reflection requirement is one of those assignments.

Theological reflection is a central part of the field education process. Theological reflection may be described as a critical exploration of the motives and assumptions of one's actions. Students are urged to delve deeply and broadly beyond their actions for the accuracy and validity of their assumptions and motives.

Theological reflection is a disciplined approach to helping persons clarify issues of ministerial vocation, authority and competence. The work of field education involves assisting students to develop the capacity to become reflective theological leaders.

Theological reflection in the field site is a very important educational time for the intern and the supervisor. Neither the supervisor nor the student intern need feel uneasy with this task. Although this one-hour per week time of theological reflection does not demand a specific agenda, the session may address a number of issues. For example:

1. How effective is the ministry in the field site?
2. How are decisions made in relation to who gets served and who does not?
3. What are the ethical dilemmas in work at this site?
4. How does one interpret the site's mission from a biblical perspective?
5. How do the scriptures speak to the workers at the site?
6. What questions does the student intern have regarding any contradictions between philosophy, mission statement, and the actual functioning of the organization?
7. What connections can the student intern make between what s/he has learned theoretically and the practical realities of the field site operation?
8. Discussion of any area of ministry pertinent to the field site.
9. Discussion of the intern's personal and professional development at the field site.
10. What theological, vocational, or spiritual issues arise in the course of the student's work?
11. Is discussion needed to resolve any conflict?
12. Evaluation of programs and intern assignments.

Resources for Theological Reflection

The following resources are used in the field education seminar:

Duke, James and Howard Stone, *How to Think Theologically*. Augsburg, 1996.

Floding, Matthew, ed., *Welcome to Theological Field Education!* Alban, 2011.

Foley, Edward, *Theological Reflection Across Religion Traditions: The Turn to Reflective Believing*. Rowman & Littlefield, 2015.

Killen, Patricia O'Connell and John De Beer, *The Art of Theological Reflection*. Crossroads, 1994.

Kincaid, William B. *Finding Voice: How Theological Field Education Shapes Pastoral Identity*. Wipf & Stock, 2012.

Kinast, Robert, *Making Faith-Sense: Theological Reflection in Everyday Life*. Liturgical Press, 1999.

Mahan, Jeffrey, et al, *Shared Wisdom: A Guide to Case Study Reflection in Ministry*. Abingdon, 1993.

McAlpin, Kathleen, *Ministry that Transforms: A Contemplative Process of Theological Reflection*. Liturgical Press, 2009

Whitehead, James D. and Evelyn Eaton, *Method in Ministry*. Sheed and Ward, 1995.

In addition to the above material, the following books inform the work of the work of the Integrative and Field-Based Education Program:

Bass, Dorothy C. and Craig Dykstra, eds, *For Life Abundant: Practical Theology, Theological Education and Christian Ministry*. Eerdsman, 2008

Bolman, Lee and Terence Deal, *Reframing Organizations: Artistry, Choice and Leadership 6th edition*. Jossey-Bass, 2017

Brookfield, Stephen, *Becoming a Critically Reflective Teacher*. Jossey-Bass, 1995

Brookfield, Stephen, *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. Jossey-Bass, 1991

Cahalan, Kathleen A., *Calling in Today's World: Voices from Eight Faith Perspectives*. Eerdmans, 2016

Cahalan, Kathleen A., "Integration in Theological Education" in *The Wiley-Blackwell Companion to Practical Theology*, Bonnie J. Miller-McLemore, ed. Blackwell Publishing 2012

Cahalan, Kathleen A., *Introducing the Practice of Ministry*, Liturgical Press, 2010.

Cimperman, Maria, *Social Analysis for the 21st Century*. Orbis Books, 2015

Cranton, Patricia, *Understanding and Promoting Transformative Learning: A Guide for Educators of Adults*. Jossey-Bass, 2006

Foster, Charles R., et al, *Educating Clergy: Teaching Practices and Pastoral Imagination*. Jossey-Bass, 2006

Freire, Paulo, *Pedagogy of the Oppressed*. Seabury Press, 1970.

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

Hooks, bell, *Teaching to Transgress: Education as the Practice of Freedom*. Routledge Press, 1994.

Jung, Patricia Beattie and Darryl Stephens, ed. *Professional Sexual Ethics: A Holistic Ministry Approach*. Fortress Press, 2013

Lee, Boyung. *Transforming Congregations through Community: Faith Formation from the Seminary to the Church*. Westminster John Knox, 2013

Maguire, Daniel C., *Ethics: A Complete Methods for Moral Choice*. Fortress Press, 2010.

Mezirow, Jack, et al, *Learning as Transformation: Critical Perspectives on a Theory in Progress*. Jossey-Bass, 2000

Mezirow, Jack, *Transformative Dimensions of Adult Learning*. Jossey-Bass, 1991.

Pak, Su Yon. "Cultivating Moral Imagination in Theological Field Education" in *Embodying Knowledge: Asian and Asian American Women's Contributions to Theology and Religious Studies*, ed. Kwok Pui-lan. Palgrave Macmillan, 2020

Palmer, Parker, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Jossey-Bass, 1998

Palmer, Parker and Arthur Zajonc, *The Heart of Higher Education: A Call to Renewal*. Jossey-Bass, 2010

Scharen, Christian and Eileen Campbell-Reed, *Learning Pastoral Imagination: A Five-Year Report on How New Ministers Learn in Practice*. Auburn Theological Seminary, Winter 2016

Sullivan, Winnifred Fallers, *A Ministry of Presence: Chaplaincy, Spiritual Care and the Law*, Chicago Scholarship Online, 2015

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

Supervisor Orientation and Training

To ensure that Field Education Supervisors are equipped and ready to enter into partnership with the Seminary, the Field Education Program requires a half-day Orientation and Training Session at the beginning of each semester (usually held early in September and the second or third week of February). The aim is to prepare supervisors for their partnership in the best possible way. The Orientation and Training is designed to:

- acclimate the first-time supervisor to the Union IFE program, provide the “nuts and bolts” of the program, review program requirements, acquaint the supervisor with the forms, procedures, and due dates;
- explore the process of supervision;
- acquaint supervisors with Union Seminary Staff, the IFE Team;
- provide intentional space for returning supervisors to become acquainted with those supervisors who are new to the Program;
- address relevant issues to the supervision process such as: setting and maintaining healthy boundaries, time management, social analysis, listening and the ministry of presence, the ethics of professionalism, facilitating students’ theological reflection, and other continuing education interests of the Field Education supervisors; and
- offer an opportunity for field site supervisors to spend time at Union, receive self-care, and reflect on their own work and ministries; and
- participate in worship service organized by IFE team and students, and (when possible) followed by a meal in community with all supervisors and interns.

Supervisor Privileges/Opportunities

The Seminary values the partnership of the Field Education supervisor and appreciates the time and effort that supervisors give to Union's Integrative and Field-Based Education Program. As an expression of appreciation, the Seminary offers the following benefit:

- Auditing of one course at Union each semester at no charge (during the period of supervision). Most courses are open for audit with permission of the instructor.

If you would like to take advantage of the opportunity to audit you should:

1. Get written permission from the faculty for the course to audit his/her class (some courses are not available for audit). A copy of the email will be accepted.
2. Individuals who are not enrolled in a degree program at Union may apply and register to audit a course(s). Applicants should review [Union's Policy on Auditing Courses, as well as complete the Auditor and Course Registration form](#). For more information click here to see the current [Course Catalogue](#). Also, be sure to explore the SU 190 weekend intensive courses in the catalog. If you have questions for the Registrar, you can contact them at registrar@utsnyc.edu.

Helpful Hints for Supervisors

- Respect the student intern as a colleague-in-training.
- Give constructive criticism, feedback and affirmation after assignments have been completed.
- Demonstrate respect and appreciation for any helpful new knowledge which the student intern may bring to the site.
- Be approachable and available to the intern.
- Ensure that the student interns have proper tools to be effective in their work.

FEEDBACK TO THE FIELD SITE SUPERVISOR

This instrument is available to field site supervisors and their student interns for the supervisors' own enrichment and professional growth. **This is an optional form to be shared ONLY between the Supervisor and Intern.**

Please complete the following sentence starters:

1. As a supervisor, you helped me explore my feelings, attitudes and behavior by...
2. As a teacher, you helped me acquire knowledge and skills which...
3. As an evaluator, you helped me...
4. Your confrontation caused me...
5. You led me to decisions by...
6. In these sessions I learned to see the religious meaning of issues by...
7. Your listening skills...
8. Your self-awareness...
9. Your ability to ask the right questions...
10. Your sensitivity....
11. Your acceptance of me...
12. What you helped me to do was...
13. I would like to see you develop your...
14. My image of you is...

THE EVALUATION PROCESS

THE PURPOSE OF EVALUATION

Evaluations are a very crucial part of the Integrative and Field-Based Education Program. They give students an intentional learning agenda, and help them clarify direction in ministry and address issues which promote or hinder effectiveness.

In Field Education, students experience the effects of the practice of ministry. Thus, the most important issues to address in evaluation are the following:

- How has the student developed and claimed a ministerial stance?
- How has the student attended to theological issues in the practice of ministry?
- How has the student attended to issues of her/his spiritual formation?
- How has the student attended to issues of personal growth?
- In what areas does the student need to grow and further develop?

Through evaluation, students test their insights, expectations, and behaviors.

Formal evaluation takes place twice during the Field Education year. At the end of each semester, evaluations address how well students have dealt with entry into the placement, whether the students' learning goals were adequately stated, and can be met, and how the field placement experience is contributing to the students' learning agenda. The final evaluation examines students' growth and judges their progress in meeting the learning agenda. It also assesses the students' gifts and skills for ministry.

While the evaluation is an essential ingredient in growth, it is full of risk. Joy and confrontation, success and failure are all part any evaluation process. Therefore, evaluation should be seen as a mutual process by which student and supervisor share insights and explore perceptions. Only in this way can issues be addressed and perceptions clarified. The goal of evaluation is the student's self-understanding and clarity regarding vocation and faithfulness.

The supervisor is required to do an evaluation on the student intern at the end of each academic semester. There are prescribed formats or forms for these evaluations. The student interns are also responsible for doing an evaluation at the same time. Their evaluations will pertain to their function on the site, their relationship with their supervisor and other workers, their interaction with the people they serve, assessment of their progress, and their intellectual and professional growth as a result of the field experience.

GUIDELINES FOR EVALUATION – STUDENT & SUPERVISOR

Written evaluations are important.

Once completed, the evaluation documents are essential to the Field Education process. They are kept in the student's file and are one of the sources used for granting credit to student for their work. The student's advisor, Candidacy Committees, and the Senior Director of IFE are permitted access to these evaluations.

Evaluation reports should be the end product of consultation between supervisors and students.

Among the difficulties that can arise when evaluations are not arrived at by consultation are: a breakdown in communication, a questioning of the credibility of the Field Education experience, mistrust of the evaluation process, and damage to the student's morale. Beginning the evaluation process before the due date can avoid such problems by allowing adequate time for conversation. Due dates for all evaluations are announced through the Office of Integrative and Field-Based Education.

The process asks for two evaluation reports: one from the student, and one from the field site supervisor. These are to be exchanged and discussed, and signed by both the supervisor and the student. After processing, an addendum can be attached to the reports, if necessary.

Evaluations should focus on the growth needs of the student.

As a part of the evaluation process, a careful review should consist of the learning goals the student brought to the field placement and the ways in which these may have changed or been sharpened during the supervision. Evaluation is intended to help students claim and celebrate the growth which has taken place and to claim the direction they wish future growth to take. A fair measure of the success of Field Education is the clarity and accuracy with which students can identify future learning needs.

FORMAT FOR THE EVALUATION – STUDENT & SUPERVISOR

The Student:

The evaluation is meant to facilitate reflection on student growth in ministerial action, personal spiritual development, theological reflection on experience, and the practice of ministry.

The Supervisor:

The supervisor's evaluation of students' growth and recommendations for future work are important for the student's education.

The participation of both the supervisor and the student are required to complete the evaluations.. The Supervisor will follow the directions on the form and press SUBMIT when the form is completed.

Supervisor and Student will see the final version of both evaluations.

RESPONSIBILITIES OF THE SEMINARY

The Seminary, through the Office of Integrative and Field-Based Education, is committed to the philosophy and theory of field-based learning. When a field site accepts the invitation to become a training site and a student is assigned, the Seminary takes on great responsibility.

The Responsibility of the Seminary to the Student

1. Assist the student in connecting and making contact with the field site.
2. Advise the student in negotiating the field placement agreement.
3. Assist the student in resolving field site conflicts that may arise, when necessary.
4. Help the student make the connection between theory and practice in the field.
5. Assign the student to a supervisor who is competent and qualified.
6. Offer a variety of field sites to help students meet their vocational and professional goals.

The Responsibility of the Seminary to the Field Site

1. Assist the field site in finding the best student intern for the work to be done.
2. Maintain contact with the field site.
3. Help student interns to interpret their learning from the field site.
4. Encourage interns to do their best for the site and to display a standard of professional and moral conduct

ADMINISTRATIVE POLICIES AND PROCEDURES

Integrative and Field-Based Education (IFE) is constantly evolving, as it is confronted with new developments in the field of theological education. New policies and procedures are often developed in order to meet the demands and needs of field sites and student interns.

No field site will be without areas of tension. There may even be a need to adjust the expectations as developed in the initial learning agreement. Resolution will call for the exercise of such skills as: assertive self-representation, active listening, and creating "win-win" situations, all of which one needs in exercising leadership in the context of service.

The Office of IFE always available to assist with mediating and helping to negotiate necessary adjustments in the field placement.

The following policies and procedures provide the guidelines to govern the work of Field Education in the placement setting:

Resolving a Conflict between the Supervisor/Field Placement and the Intern

1. The first step in resolving conflict between the supervisor and the student intern is to meet the contract and/or the needs of the situation, and to talk out the issue(s) to gain clarity.
2. If the first step does not bring resolution to the problem, the second step is for the supervisor and/or student, or both, to contact the Senior Director of Integrative and Field-Based Education immediately.
3. At the third step, the Senior Director will confer with the student and the supervisor (in separate meetings) to make an assessment of the conflict from each perspective, with the intention of mediating the conflict to find an acceptable solution.
4. At the fourth step, the Senior Director will schedule another meeting to bring the student and the supervisor together, with the hope that there is a favorable resolution and that the field placement will resume.
5. In cases where no acceptable resolution can be reached, the internship will be terminated by mutual agreement of the student, the supervisor, and the Senior Director of Integrative and Field-Based Education.

Terminating a Field Placement

It is rare that a student considers leaving a field placement before the end of the agreed-upon period. Decisions for students to leave a field placement can be taken only after a joint conference between the student, the field supervisor, and the Senior Director of Integrative and Field-Based Education. Neither students nor supervisors can unilaterally terminate a placement **under any circumstances** without first conferring with the Senior Director.

If a student terminates the field placement, without conferring with the Senior Director, no credit is given for the academic year. The student must re-enroll in the Field Education course the following academic year to meet the Field Education requirement.

The termination process is to be done in the most amicable way, and one from which all persons can grow. If termination of the field placement is a mutual decision, following all meetings and consultations, the supervisor and student will receive a letter from the Senior Director stating the decision to terminate, and a summarized explanation for the action. The student intern and the supervisors may send written responses to clarify any inaccuracies.

Relevant Union Policies and Procedures

To view Union Theological Seminary's Title IX Policy (Revised Aug. 2020), [click here](#)* (Rev. 8/2020)

To view Union Theological Seminary's Anti Discrimination & Harassment Policy, [click here](#) (Rev. Aug. 8/2020)

M.Div. Program Goals and Learning Outcomes

Union's faculty has identified program goals within four primary learning areas (ATS Standard 4.3): Religious Heritage, Cultural Context, Personal and Spiritual Formation, and Religious and Public Leadership. The learning outcomes associated with each goal identify the knowledge and skills that students achieve and demonstrate when they successfully complete the program.

Religious Heritage

understanding of scripture, the theological traditions and history of the school's faith community, and the broader heritage of other relevant religious traditions

Goal One: To develop a broad and critical understanding of the Bible as foundation of the Christian traditions, and for Buddhism and Interreligious Engagement track or Islam and Interreligious Engagement track, a broad and critical understanding of their respective sacred texts/interpretations; to engage in and interpret exegetically-informed and contextually-sensitive Bible/sacred texts in historical, literary, contemporary global, and multi-religious contexts; to demonstrate the capacity to establish connections between the Bible and other sacred texts.

Learning Outcome: Successful completion of courses in Bible: Cross-Testament (BX), Hebrew Bible (HB), New Testament (NT); and/or Sacred Texts (STX); and/or other relevant evidence (such as sermons or other worship).

Goal Two: To demonstrate the capacity to: understand and reflect on the Christian tradition within the context of one's own culture through cultural, religious, and moral pluralism, including consideration of relativism and dialogue with science; to identify and describe the concepts involved in the basic doctrines of Christian faith and show connections between them; to understand classic and contemporary methods of moral decision-making.

Learning Outcome: Successful completion of courses in Theological Studies (TS), Social Ethics (SE), Philosophy of Religion (PR), and/or Anglican Studies (AS); and/or other relevant evidence.

Goal Three: To demonstrate knowledge of historical events and developments that gave rise to diverse forms of Christianity; to use historical techniques to analyze and understand how inherited beliefs and faiths are expressed and lived conditioned by the circumstances of time and place; to demonstrate how cultural context shapes stories that people of faith share about themselves and their communities.

Learning Outcome: Successful completion of courses in Church History/Historical Studies (CH) and Denominational Studies (DS); and/or other relevant evidence.

Goal Four: To demonstrate the capacity to learn about and from diverse religious traditions on their own terms; and the capacity to engage in sustained self-reflection and acknowledgment of one's own assumptions when encountering manifestations of religious diversity.

Learning Outcome: Successful completion of Interreligious Engagement (IE) courses and/or other relevant evidence.

Cultural Context

attention to cultural and social issues, to global awareness and engagement, and to the multifaith and multicultural nature of the societies in which students may serve

Goal Five: To gain knowledge and critical awareness of existing power dynamics and structures in terms of gender, sexuality, race, class, and identities targeted for oppression, and how they shape theology, ethics, history and other forms of theological engagement; to effectively and constructively engage the world's serious issues such as racial and sexual/gender injustice, mass incarceration, and the climate crisis, in ways informed by deep theological, historical, and critical study; to build theological, theoretical, critical, and contextually accountable foundations for the study of religious communities, movements, and societies.

Learning Outcome: Successful completion of courses in Social Ethics (SE), Religion and Society (RS), Field Education (FE); and/or other direct relevant evidence (recognizing that all of Union's curriculum addresses this goal in some way).

Personal and Spiritual Formation

development in personal faith, emotional maturity, moral integrity, and spirituality

Goal Six: To cultivate critical self-awareness and emotional and spiritual maturity; to engage in spiritual self-reflection with particular attention to interreligious engagement; and to learn to respond to others with empathy and self-awareness.

Learning Outcome: Successful completion of courses in Psychology and Religion (PS), Field Education (FE) including Clinical Pastoral Education (CPE), Interreligious Engagement (IE), Anglican Studies (AS), Introduction to Spiritual Formation (SU 125); and/or other relevant evidence (e.g., academic vocational essay, entrance questionnaire, mid-program self-assessment, final self-assessment, participation in spiritual formation activities on campus, etc.).

Religious and Public Leadership

cultivating capacities for leading in ecclesial and public contexts and reflecting on leadership practices

Goal Seven: To develop pastoral and moral imagination with attention to interreligious engagement and ethical decision-making; to cultivate theological, theoretical, and critical foundations for the practices of preaching and public communication, worship and ritual, effective and safe pastoral and spiritual care, religion and education, and theology and the arts.

Learning Outcome: Successful completion of courses in Practical Theology (PT), Field Education (FE) including Clinical Pastoral Education (CPE), Worship, Preaching, and Arts (CW), Psychology and Religion (PS), Religion and Education (RE), Communication Arts (CA), Anglican Studies (AS), Center for Community Engagement and Social Justice (SU 150), Topics in Ministry (SU 190); and/or other relevant evidence (e.g., sermons, chapel leadership, etc.).