



Field Education

Handbook



OFFICE OF MINISTRY STUDIES
HARVARD DIVINITY SCHOOL

617.496.5711

Lower Mezzanine, 60 Oxford Street
Cambridge, Massachusetts 02138

updated August 2019

Welcome to Field Education

On behalf of the Office of Ministry Studies, I welcome you into a dynamic program of partnered learning. In field education, students work in collaboration with leaders and supervisors at ministry sites. These vibrant learning relationships stand at the heart of our field education program. Yet there are other equally significant partnerships: among faculty who teach Meaning Making courses, and faculty throughout Harvard Divinity School, students, and supervisors. Another teaching relationship that should be named is that between the outstanding Office of Ministry Studies staff and each of these other participants: faculty, students, and persons at sites. Together we form an ecology of learning that depends upon responsible participation and good communication. We all share a commitment to transparency and integrative learning.

In the following pages you will find basic requirements for students involved in field education. We clearly state the important requests we make of sites and supervisors. We provide the same information to all participants, so that each of us understands our roles within the ecology of learning. The major sections of this handbook include: selecting the location and supervisor, establishing a learning plan, integrating your field education experience with your overall degree program, and participating in the evaluative dynamic. Throughout this text you will notice a crucial value we uphold in every aspect of the program: that each adult learner does best when he or she directs his or her own learning process. We involve students in making choices about their learning from the very start of their degree programs. We invite them to take initiative in choosing their sites, planning their learning, integrating their learning, and evaluating their own progress and the quality of the learning partnerships they have formed. Field education fosters dynamic learning which is initiated, developed, and evaluated by each person who is part of the contexts for field education ministries.

I invite you to read this handbook and to let it begin an ongoing dialogue that continues throughout your involvement in field education. Our staff is eager to support you in difficult times, and we are available to explain to you the various requirements and opportunities in field education at any time throughout the year. We look forward to learning with you as we work together in partnership.

All the best,



Emily Click

Director of Field Education

Assistant Dean for Ministry Studies

Lecturer on Ministry

Table of Contents

<i>Welcome from the Director of Field Education</i>	ii
The Office of Ministry Studies and Field Education	i
Staff and Faculty in the Office of Ministry Studies	2
Selecting the Site Location and Supervisor	3
Site Fair and Placement Interviews	3
Accredited Sites	3
Student-Initiated Placements	3
Boston Theological Institute	4
BTI Policy for Field Education Sites	4
BTI Schools Contact Information	7
Establishing a Plan for Learning	8
Online Form Submission	8
Placement Contract	8
Learning Agreement	8
Participating in the Evaluative Dynamic	9
Mid-year Evaluation: Goal Revision	9
Final Evaluation	9
Completion Requirements	10
Guidelines for Meeting the Field Education Requirement	10
Field Education and the Summer Language Program	10
Summer Field Education Units	10
Internships for Field Education Credit	11
International Placements	11
Clinical Pastoral Education for Field Education Credit	12
Registering for Field Education and Grading	12
Integrating Field Education with the MDiv Program	13
Theological Supervision	13
Meaning Making: A Theological Reflection Course	14
Arts of Ministry Competencies	14
Professional Formation	16
Deadlines	16
Extensions	17
Compensation	17
Federal Work-Study Funding	17

Student Eligibility	18
Site Eligibility	18
Compensation Training.	19
Reporting Time for Compensation through Work-Study Funding	19
Compensation Tracking and Student Responsibilities	19
Direct Pay from Sites	20
Student-Initiated Placement Compensation.	20
Compensation for International Students	20
General Policies	21
Affirmation of Diversity and Inclusiveness	21
Grievance and Due Process.	21
Grievances Involving Complaints of Sexual Harassment or Sexual Abuse	21
Harvard University Sexual and Gender-Based Harassment Policy	21
Early Termination	23
Terminating Affiliation of Site or Supervisor	23
Student Files.	23
Policies for Sites and Supervisors	24
Supervision	24
Site Accreditation Overview	24
Site Accreditation Process	25
Retention of Site Accreditation.	25
Supervisor Certification.	25
Supervisor Benefits	26
Maintenance of Certification	26

The Office of Ministry Studies and Field Education

The Office of Ministry Studies (OMS) offers substantial resources and personnel to help students as they proceed through the master of divinity (MDiv) degree. Field education at Harvard Divinity School fits into this broader context of the OMS, which provides a coordinating center for the MDiv program and its relation to professional ministry. The Field Education Program coordinates its work with all of the ministry studies faculty, the denominational counselors, and others who also guide and support students as they complete the degree requirements and plan for ministry engagements following graduation.

The goal of field education is to offer guided learning experiences under qualified supervision, which will develop professional attitudes and competencies for the work of ministry. Practical experience, reflection upon that experience, and the integration of that reflection with the student's course work are necessary for an authentic exploration of the meaning of ministry. Intellectual, ministerial, and personal growth are expected and encouraged in field education.

The policies for the Field Education Program at HDS are detailed in the following pages. Master of divinity candidates, all participating students, and supervisors are responsible for knowing and following these policies. Our hope is that this guide will help to instruct all parties on how to build dynamic learning partnerships.



Staff in the Office of Ministry Studies

<p>Dudley C. Rose <i>Associate Dean for Ministry Studies, Lecturer on Ministry</i></p> <p>Emily Click <i>Director of Field Education, Assistant Dean for Ministry Studies, Lecturer on Ministry</i></p> <p>Julie Gillette <i>Buddhist Ministry Coordinator</i></p> <p>Carol Luongo <i>Staff Assistant</i></p>	<p>Leslie MacPherson <i>Department Administrator</i></p> <p>Laura Tuach <i>Assistant Director of Field Education, Lecturer on Ministry</i></p> <p>Casper ter Kuile <i>Ministry Innovation Fellow</i></p> <p>Angie Thurston <i>Ministry Innovation Fellow</i></p> <p>Gloria White-Hammond <i>Swartz Resident Practitioner in Ministry Studies</i></p>
---	--

Ministry Studies Faculty

<p>Dudley C. Rose <i>Associate Dean for Ministry Studies, Lecturer on Ministry</i></p> <p>Emily Click <i>Director of Field Education, Assistant Dean for Ministry Studies, Lecturer on Ministry</i></p> <p>Matthew Potts <i>Assistant Professor of Ministry Studies</i></p>	<p>Cheryl Giles <i>Francis Greenwood Peabody Professor of the Practice in Pastoral Care and Counseling</i></p> <p>Stephanie Paulsell <i>Houghton Professor of the Practice of Ministry Studies</i></p>
---	--

Selecting the Site Location and Supervisor

Site Fair and Placement Interviews

At Harvard Divinity School, we are committed to supporting learner-directed education. Therefore, at HDS, students select their own sites in consultation with the OMS staff. To aid in this process, every fall the Office of Ministry Studies hosts a site fair for field education settings. At this fair, students may take the opportunity to meet supervisors who represent accredited sites. Students additionally are encouraged to arrange on-site interviews at the beginning of the field education placement process. However, students do not need to wait for the site fair to contact the accredited sites and supervisors listed in the Field Education Handbook or on the OMS Field Education website, hds.harvard.edu/academics/field-education.

Accredited Sites

Harvard Divinity School offers over 100 approved sites for field education placements. These include churches, synagogues, schools, hospitals, social justice agencies, and many other types of ministry settings. A complete list of approved sites is included at the end of this handbook, and full site descriptions are available online, on the OMS Field Education website, accessed under the Academics tab on the HDS website. These sites have agreed to our policies, and also have an on-site supervisor who ordinarily has attended a year-long training course in supervision, or has been approved by our Director because equivalent training has been completed. Students should begin their placement process by carefully studying the descriptions of potential offerings on the OMS Field Education website.

Student-Initiated Placements

The purpose of student-initiated placements is to allow students with special educational goals not readily met in our current accredited sites to seek out and propose their own plans for learning at a site not yet accredited through our program. Student-initiated placements must meet the criteria for learning and for supervision for all field education placements as outlined in the Field Education Handbook.

NOTE: Approved student-initiated sites and supervisors do not need to be previously accredited by Harvard Divinity School, but they are subject to the approval of the Office of Ministry Studies.

A student interested in developing a student-initiated placement will want to do so in close partnership with the OMS staff. The student should meet with one of the deans of ministry studies or the assistant director of field education well in advance of the published deadline to discuss their ideas and dreams for learning. If the placement appears to meet the criteria for field education placements, a written application must be submitted to the OMS by the published deadline for student initiated applications. The application for the placement is then reviewed by the OMS for approval. If the placement is approved, the standard field education documents must be filed: a placement contract, learning agreement, mid-year evaluation (not required for summer placements), and final evaluation. The student-initiated placement application does not replace the placement contract or learning agreement. Students should begin the student-initiated application process early enough in order to meet all requisite deadlines.

In student-initiated placements, the supervisor must agree to weekly one-on-one, in-person, theological supervision. Any exceptions must be approved by the Office of Ministry Studies. The approved site must also provide the student's pay, either in full or through the employer's portion of federal work-study funding.

Only rarely may a student fulfill both required units of field education by student-initiated placements. This requires special approval by the Director of Field Education. Ordinarily, students benefit from accessing sites with long experience in mentoring field education students, and thus we hope for every student that they will experience a site with a fully trained HDS accredited team of partners in field education.

Boston Theological Institute

Students pursuing theological education in the Boston area have an additional resource beyond their own schools. If a student is unable to find a suitable field education placement with an HDS-accredited site, the student may pursue a Boston Theological Institute (BTI) placement, in consultation with the director of field education. Each school within the BTI welcomes students from other schools to engage in field education at one of their sites, when the site is not filled by one of their own students. All approved field education placements must meet standards of competent supervision, including one-on-one weekly supervision meetings. Supervisors must be available for regular consultation and meet the requirements and deadlines for learning agreements and evaluations.

The student must adhere to the following BTI policies and coordinate fully with the sponsoring school. In order to receive full credit, the student must submit copies of all field education paperwork to both the sponsoring school and HDS.

Policy for Field Education Site Sharing

Occasionally it is desirable for a student from one *Boston Theological Institute* (BTI) member school to serve in a field education site that is affiliated with another member school. The field educators from the undersigned BTI schools agree that this opportunity should be as simple as possible, while recognizing that there are important differences in our respective programs: differing timetables, differing methods by which students select sites; differing financial arrangements, differing requirements for sites and students, and differing underlying philosophies. The following assumptions and procedures attempt to state and clarify the ways in which a student may serve in the field education setting of another member school.

Assumptions about Sites and Supervisors shared among the BTI member schools:

- I. **Affiliation:** Indicates a field education site and/or supervisor has had a relationship with a particular BTI member school's field education program. That affiliation includes:
 - a. The site has been available to that BTI member school's students and has provided supervision for those students.
 - b. The site abides by the policies of the BTI member school's field education program.
 - c. The supervisor has received training and support (e.g., library access, course enrollment) from the BTI member school.

The status of affiliation means the BTI member school can presume to count on that site and supervisor for students in future years, while there is no guarantee that a student will be available in a given year or that the site must work exclusively with that school's students in future years.

2. **Switching Affiliation:** Sites are encouraged to affiliate with the BTI member school that best meets the site's organizational needs and mission. If a site wishes to switch affiliations from one BTI member school to another, it must contact both the school with which it is ceasing affiliation and the school with which it wishes to partner. This is for the benefit of transparency and information sharing; it is not for the purpose of seeking approval for the switch.
3. **Supervisor Training:** Each person who wishes to supervise field education students must satisfy the qualifications of the affiliated school. That typically includes enrolling in a basic supervisory training offered by that BTI member school. While all undersigned BTI schools agree to recognize completion of supervisory training at any undersigned BTI school, it is assumed that supervisors will pursue the training at the school where their sites are affiliated except in unusual circumstances.
4. **Student compensation:** BTI member schools vary in practice and policy on compensation of field education students. Each field education site arranges student compensation according to the guidelines of its affiliated school. It is understood that not all of these arrangements will be suitable for students from other BTI schools so must be negotiated on a case-by-case basis.
5. **Communication:** Each BTI school manages communication and placements in its own way, which students can and must learn through direct communication with the appropriate field education offices.

Required Procedures and Student Responsibilities for Sharing Sites

1. **Student communication responsibility:** If a student is interested in serving in a field education site of another BTI member school, prior to making arrangements with the site, the student must receive approval from those in charge of field education in his/her home school, the director of field education at the site's affiliated school, and, of course, the site.
2. **Manner of communication with affiliated BTI school:** Students and/or a director of field ed may contact the director of field education from the affiliated school via phone, email, or in person. In most cases, it is advisable for students to make first contact via email, with the understanding that different field education directors will express different preferences for follow-up communication.
3. **Site Expectations:** The student is responsible for learning the expectations of the field education program and/or the site may be different from their home school's field education program and site (e.g. written work, relationship with teaching committees, and hours).
4. **Curricular Expectations:** If the student's school field education program requires that writing is used in the supervisory process (e.g., theological reflection paper, verbatim) the student is responsible for informing the supervisor and fulfilling those curricular obligations.

5. **Notification of agreement:** After obtaining the approval of the field ed director overseeing the site, and completing the appropriate interview process, if the student and the site decide that they will work together, the student must notify the field education programs of both schools of that decision.
6. **Site-Related Documentation:** Generally, the student serving in another school's field education site will follow the site's school-related documentation (e.g., contract/covenants, learning agreements, and evaluations). The student is responsible for ensuring that all site-related documents are submitted to both field education offices. Different arrangements may be made in consultation with the Field Ed Directors of each school.
7. **Tuition:** The student incurs no additional tuition liability in serving in another school's field education site. All tuition is paid to the student's home school.

Some BTI schools do not have formal affiliation with the sites and/or supervisors at which their students regularly serve. If a student from another BTI school wishes to serve in such a site, the student and those in charge of field education at the student's home school will decide on the procedures to follow.

BTI member schools affirming this policy, 2018:

- **Boston College, School of Theology and Ministry**, Chestnut Hill, MA
- **Boston University, School of Theology**, Boston, MA
- **Harvard Divinity School**, Cambridge, MA
- **Holy Cross Greek Orthodox School of Theology**, Brookline, MA

(First adopted by BTI field educators, February 16, 1990; amended April 2007; amended February 2017; amended April 2018)

BTI Schools Contact Information for Site Sharing

Boston College School of Theology and Ministry

9 Lake Street
Brighton, MA 02135-3841

Contacts:

Theresa O'Keefe

IREPM, Program Coordinator for Contextual Education

Email: theresa.okeefe.1@bc.edu; Phone: 617.552.0932

Melissa Kelley

Associate Professor of Pastoral Care and Counseling

Faculty Director, MDiv Program

Email: melissa.kelley.1@bc.edu; Phone: 617.552.6521

Marcia Ryan

Assistant Director of Supervised Ministry and Community Engagement

Email: Marcia.Ryan@bc.edu; Phone: 617.552.1946

Boston University School of Theology

745 Commonwealth Avenue
Boston, MA 02215

Contacts:

Wanda Stahl

Co-Director of Contextual Education and Congregational Partnerships

Email: wstahl@bu.edu; Phone: 617.353.9699

Cristian de la Rosa

Co-Director of Contextual Education and Community Partnerships

Email: cdlrosa@bu.edu; Phone: 617.353.3058

Gordon-Conwell Theological Seminary

130 Essex Street
South Hamilton, MA 01982

Phone: 978.468.7111

Contact:

Katherine Kyte Horvath, khorvath@gordonconwell.edu

Center for Urban Ministerial Education

90 Warren Street
Roxbury, MA 02119
Phone: 617.427.7293

Establishing a Plan for Learning

At Harvard Divinity School, students are responsible for creating their own plan for learning. This includes selecting their own placements and articulating their field education learning goals and selecting the arts of ministry that best fit their course of study. The Office of Ministry Studies helps with this by providing the structure necessary for students to navigate the different stages of the process. Therefore, online forms and deadlines are designed to support the student and supervisor in the placement. At each stage, students and supervisors are expected to adhere to all deadlines and to follow the procedures for reviewing and submitting online forms for field education. This includes student and supervisor electronic signatures. Student and supervisor electronic signatures on each form indicate that both have met to review the plans and form before signing it. Procedures for each stage of the administrative process can be found in this handbook as well as on the OMS website: hds.harvard.edu/academics/field-education. Please note that members of the ministry studies faculty, as well as Meaning Making instructors, will read student plans of learning.

Online Form Submission

All field ed forms will be submitted through Canvas, Harvard's online course website platform. Students will have access to the Field Education course website on Canvas associated with the specific time period—academic year or summer placements. All information about the form submission process can be found on the Field Education website at hds.harvard.edu/academics/field-education.

The student is responsible for ensuring that the supervisor has reviewed and signed all forms prior to submitting them by the published deadlines. Students need to make sure that supervisors have the final version of each submitted form. In order to ensure this, the student should also save electronic or print copies for their own files and to give to their supervisor.

Placement Contract

The submission of the placement contract registers the placement with the Office of Ministry Studies. It also indicates how the student will be compensated. It is important for students to discuss and understand how compensation works at the site before submitting the Placement Contract on Canvas. Please see the Compensation section of the handbook for more detail.

Once a student and a supervisor agree to do a field education unit together, the student is responsible for notifying the OMS by submitting a field education placement contract by the published deadline. If a student does not find an acceptable placement, she or he should contact the OMS deans or assistant director of field education immediately for consultation and assistance in finding a suitable site well before the final deadline for finalizing placements.

Learning Agreement

The first supervisory session between the student and supervisor should be scheduled as soon as possible in order to begin the development of the learning agreement. The learning agreement should be submitted online by the student by the published deadline. The student and the supervisor will confer and complete the learning agreement using the instructional Learning Agreement Guide and template for upload found at hds.harvard.edu/learning-agreement-guide. The learning agreement establishes and defines goals, objectives, tasks, resources, and the supervision process. Serious consideration of this document sets up the learning relationship that is so crucial in field education. In ministry

vocations, professionals need to be able to clarify expectations and commitments to attain transparency, accountability, and appropriate limits. Often, it is necessary to refer back to the learning agreement in order to clarify what was specifically meant and what was implied in the original conversations. Learning agreements submitted by students completing their first concurrent field education placement enrolled in HDS 2933A & B will be shared with their Meaning Making instructors.

Participating in the Evaluative Dynamic

Evaluation is a critical part of capturing and interpreting the learning that has been part of the field education experience. Students and supervisors fill out mid-year evaluations (for academic, year-long placements but not for summer placements) and final evaluations (for all placements). These are to be discussed with a supervisor before the student submits them online to the Office of Ministry Studies.

Mid-year Evaluation: Goal Revision (Academic Year Placements Only)

In early December, each student and each supervisor prepares a mid-year evaluation that includes their separate written reflections on the field education experience to that point. At this time, each party should negotiate any revisions to the original learning agreement and prepare a plan for learning for the second semester. The separate, yet mutual dimension of the evaluation process calls for each member of the learning partnership to reflect on how they have built an effective partnership, and how they might want to improve the partnership to improve learning. Students and supervisors are expected to meet to discuss their reflections before the student uploads two separate documents—the student’s self-evaluation and the supervisor’s evaluation. It is the student’s responsibility to manage this process in order to make sure evaluations are submitted before the published deadline. The student will save and print a copy of the evaluation at the time of submission. No mid-year evaluation is required for summer field education placements.

Final Evaluation

During the month preceding the end of the placement, the student and supervisor look back to the learning agreement and mid-year evaluation and on the student’s work at the site. Each will write separate reflections on the field education experience. Evaluation is an ongoing process, but the written evaluation is intended to identify and articulate the strengths and weaknesses of the student’s learning experience. The final evaluation should focus on the observable behaviors and competencies demonstrated by the student at the site. The supervisor is encouraged to share insights about possible directions of vocational promise in the student’s future.

Each member of the learning partnership should summarize how their work together was accomplished, including work toward arts of ministry and the strengths and weaknesses of the supervisory relationship. The student and the supervisor must share their evaluations with each other before the student finishes working at the site. The student uploads each document—the student’s self-evaluation and the supervisor’s evaluation before the published deadline. No credit will be issued for field education without completed final evaluations. It is imperative, therefore, that supervisors be reminded in advance so that they complete their portion of the final evaluation within the time period needed for the credit to be issued. Students who experience difficulty in this process should be in touch immediately with the OMS staff.

Completion Requirements

Students in the master of divinity program are required to complete a minimum of two units of supervised field education. Each unit requires 350–400 hours of field experience, which includes one hour of weekly one-on-one supervision for the purpose of theological reflection, worship participation, travel to and from the site, and preparation (such as time taken to prepare to teach classes or preach sermons). Most students complete more than the required minimum of two field education placements, and students are encouraged to do so.

At least one field education unit must be fulfilled concurrently with the academic year, at 12–15 hours per week, in one context, for a total of 350–400 hours. If the second unit is fulfilled during the summer, the student will work 35–40 hours per week for approximately nine to ten weeks. Alternatively, both units may be fulfilled concurrently with the academic year over a two-year period. Students do not extend placements beyond the agreed-upon duration for the purpose of completing the requirement. Therefore, summer placements are completed prior to the first day of the Fall semester, and academic year placements conclude prior to the end of finals in the academic year calendar.

MDiv students who are participating in their first concurrent placement are required to register for and complete HDS 2933A & B: “Meaning Making: Thinking Theologically about the Ministry Experience.”

Master of theological studies students are welcome to participate fully in every aspect of the Field Education Program, although such participation is not a requirement of the MTS program.

Guidelines for Meeting the Field Education Requirement

Field Education and the Summer Language Program

Due to the demands of each program, students are not permitted to enroll in field education during the same summer they enroll in or audit a class of the Summer Language Program.

Summer Field Education Units

A student may seek out and earn a unit of field education credit through a summer placement. A summer unit, like the concurrent unit, comprises 350–400 hours of supervised ministry experience in one context, including travel, preparation, and supervision, and it meets the stated criteria for field education placements. The student works full time (35–40 hours per week) to meet the 350- to 400-hour degree requirement. Although occasionally students work longer than forty hours during a week, students should not count more than forty hours per week toward the completion of the requirement. In practice this means that summer placements cannot be completed in less than 9–10 consecutive weeks. Learning agreements for summer placements are due within two weeks of the beginning of the placement and no later than the published deadline, and final evaluations are due at the end of the placement. Please see the field education calendar for all deadlines. For summer units, mid-year evaluations are not required.

If the planned summer placement is not at an HDS-accredited site with an HDS-certified supervisor, or at a BTI site, then students must follow procedures for the student-initiated placement and submit an application prior to the deadline.

Internships for Field Education Credit

Occasionally, students choose to spend a full academic year in a full-time field education internship. One example would be when a student serves as a full-time college chaplain, away from Harvard Divinity School. Ordinarily, a student may earn only one unit of field education in such a full-time internship. If the planned internship is not at an HDS-accredited site with an HDS-certified supervisor, an application for a student-initiated placement is required. An internship shall cover at minimum one academic term at 30 hours per week. If the internship is also completing a denominational requirement, the student should confer with the Office of Ministry Studies, the appropriate denominational counselor, and judicatory personnel to be certain it meets all requisites.

A placement contract, learning agreement, mid-year evaluation, and final evaluation must be submitted to the OMS in accordance with a mutually agreed upon schedule. Where possible, that schedule should conform to the normal field education calendar.

Students planning internships should consult with the registrar regarding their enrollment as an HDS student during their time away from campus.

International Placements

Overview

Students may seek placement abroad, usually for the summer. International placements are generally driven by student interest and initiative.

Application Process

Students consult with the assistant dean for ministry studies or the assistant director of field education prior to submitting an application. All students seeking field education credit must complete an application prior to the deadline, whether or not they seek funding through the OMS. ***The deadline applies and is firm for all students whether or not they seek OMS funding.*** In order to receive field education credit, applications must be received no later than the deadline. The International Student-Initiated Application can be found on the OMS Field Education website, hds.harvard.edu/academics/field-education.

Funding

The OMS will provide a limited number of competitive grants for students in summer international placements. Students must be eligible for financial aid to receive such funding. The Office of Ministry Studies urges students contemplating field education abroad to explore all sources of funding, since the process is highly competitive, and funding often is not available for every excellent application we receive.

Expectations

Students who receive approval for international field education credit and/or OMS funding for an international field education placement enter into an extensive process that requires significant management of details relating to international study. Depending on the particular circumstances of each student's planned course of field education, we may require that all or most of the following steps be completed before students receive their grant for travel:

- Attend a required orientation with the OMS and Harvard University Global Support Services (GSS) and complete all required GSS paperwork;

- Register with Harvard Travel Assist;
- Sign and submit a paper copy of the Assumption of Risk and General Release Form to the OMS;
- Provide accurate contact information for yourself and site supervisor while abroad;
- Provide a travel itinerary and promptly communicate any changes to the itinerary in writing to the OMS;
- Complete any additional steps required, depending on the nature and location of the placement.

We expect students to complete and submit all required field education forms online by the published deadlines, including: Placement Contract, Learning Agreement, and Final Evaluation. Your supervisor must complete and electronically sign the Final Evaluation prior to the end of your placement.

Clinical Pastoral Education for Field Education Credit

Students may also earn field education credit for units of Clinical Pastoral Education (CPE) approved by the Association for Clinical Pastoral Education (ACPE). Students may normally earn CPE credit through intensive (either summer or academic year) or extended extensive (extended quarter, concurrent with some or all of an academic year) units. Ordinarily, the Office of Ministry Studies recognizes one unit of CPE as one unit of field education and does not require a student-initiated application, or a learning agreement, or a separate final evaluation beyond what is provided by the CPE supervisor.

To earn this credit, the student must submit a placement contract to the OMS before the unit begins and by the published deadline. Upon its conclusion, the student must submit the online Final Evaluation (indicating the arts of ministry fulfilled) along with the final evaluations written by the student and the CPE supervisor.

Students who wish to apply for CPE summer units in the Boston area are advised to begin the process in the early fall and no later than the November before the summer in which they anticipate enrolling in CPE. A number of summer and extended quarter options are available in the Boston area. See the ACPE Directory online at www.acpe.edu, for possible placements.

Registering for Field Education and Grading

All MDiv students must complete a minimum of two units of field education to satisfy degree requirements. There are several ways the transcript reflects a student's field education experiences throughout the degree:

- In their first unit of field education concurrent with the academic year, MDiv students will register for HDS course number 4516A & B. This will be done in conjunction with Meaning Making, HDS 2933A & B. HDS 4516 will show up on internal transcripts and progress reports as incomplete or in progress until both units of field education and arts of ministry requirements in field ed and course work are completed by the student. While MTS students are welcome to participate in field education, they are not required to register for the course HDS 4516A & B.

- For MDiv students and MTS students in individual placements: Each unit of field education takes place at an approved site, such as a hospital, parish, or agency. The student's transcript will list every site at which the student completes a unit of field education.
- For each unit of field education, a grade will be listed: distinction, pass, low pass, or fail. This grade is issued by the faculty in the Office of Ministry Studies.

Integrating Field Education with the MDiv Program

For master of divinity students, field education is an ideal location for praxis, the dynamic combination of theory and practice. Students have multiple opportunities to integrate their learning by bringing insights and questions from field experience into the classroom. The cycle of learning is made complete when students also bring the materials from the classroom to bear in ministry situations. Praxis depends on mutual critical engagement of theory and practice. The many learning partnerships are an important aspect of building integrative learning, and depend upon cooperation among students, field education supervisors, their ministry settings, and Harvard Divinity School. Each party helps to foster a student's development in the arts of ministry and the cultivation of leadership strengths. Section groups of the "Introduction to Ministry Studies" course provide another avenue for strengthening integrative learning. Students may find that these groups provide a forum to initiate reflection upon their ministry experiences and goals. Students will continue this reflection with their supervisors and in the required theological reflection course (HDS 2933A & B).

Theological Supervision

The two-way flow of theological conversation between experiences in ministry settings and the classroom allows each to be informed by the other. This idea counters the outdated view that what you learn in the classroom does not teach you what you need to know to be successful in a professional ministerial setting. Supervised field education encourages students to develop technical skills and to reflect theologically on their practice and the experiences related to them. Thus, students develop as reflective practitioners by integrating theoretical knowledge and experience in the field.

One important way in which students build reflective skills is by relating to a supervisor. Students meet one-on-one, in person, with their supervisors for a minimum of one hour per week to reflect on their experiences through their unique theological perspective. The student may bring a case or incident to discuss, and to ask questions of God's presence or absence in such a situation. Additionally, these conversations may address a student's sense of call, reflections on vocational discernment, and pastoral and leadership style. Through these weekly sessions and regular on-site feedback, field education supervisors are expected to encourage students not only to develop technical skills, but to explore the artistry of ministry and what it takes to lead complex institutions. Students are expected to bring concepts and theories explored at Harvard Divinity School to their conversations on ministry. And in the same way, Harvard Divinity School values ministry experiences as integral to the theological enterprise, and thus encourages students to use them in the classroom to test, challenge, and formulate analysis. The partnerships among students, field education supervisors and their settings, and Harvard Divinity School support this integrative view of ministry, which fosters a comprehensive approach to pastoral preparation.

Meaning Making: A Theological Reflection Course

MDiv students who are in their first concurrent placement are required to register for and complete HDS 2933A & B: “Meaning Making: Thinking Theologically about the Ministry Experience.” The introductory session in the fall semester is required of all HDS 2933A & B course participants (see the field education and Meaning Making calendars for dates). This is an indivisible year-long course. Students must complete both terms of this course (parts A and B) within the same academic year in order to receive credit. Participation in this course is encouraged, but not required, of MTS students who are in field education.

NOTE: HDS 2933A & B may not be taken for arts of ministry credit and may be taken for a letter grade or satisfactory/unsatisfactory.

Arts of Ministry Competencies

During the course of study for their degree, MDiv students are required to demonstrate proficiency in at least three of the eight arts of ministry through a combination of coursework and field education learning goals.

Harvard Divinity School provides coursework (including courses in other departments and Schools of Harvard University) and field placements leading to competence in the following arts of ministry: Racial Justice and Healing; Preaching and Worship; Pastoral Care and Counseling; Religious Education and Spiritual Development; Administration and Program Development; Public Leadership, Community Organizing and Planning; Peacebuilding and Just Conflict Resolution; and Denominational Polity. In each art of ministry selected, satisfactory completion of one half course focusing directly on the area of competence, combined with evidence of basic competence attested to in the field education evaluation, will normally serve to satisfy the degree requirement of “completing three arts of ministry”.

The arts of ministry in which competence can be demonstrated are as follows:

Racial Justice and Healing

The ability to investigate and cultivate strategies to address racism, with attention to its intersection with Islamophobia, Queerphobia, Antisemitism, and other oppressive ideologies. This art of ministry involves locating, analyzing, and responding to specific instances and larger patterns of injustice within institutions, communities, and interpersonal relations. It trains students to work through ministry, including activism and advocacy, at local, national, and international levels, and to provide guidance, support, and leadership in communication, resource identification, and coalition-building. Work in this area strengthens the student’s ability to critically examine social, political, and economic systems that have produced and sustained injustice, as well as to implement the mechanisms of change and healing.

Preaching and Worship

The ability to prepare and deliver effective sermons, and to plan and lead various forms of worship. One can choose to separate preaching and worship, selecting one or the other as the focus of basic competence, or one can combine the two, as might those students from denominations and traditions in which they are seen as closely integrated. Those who select either preaching or worship as a separate area of competence must choose two other areas from within the remaining five (that is, a student may not choose preaching, worship, and one other as the three areas).

Pastoral Care and Counseling

The ability to provide counsel with attention to the spiritual dimensions, faith issues, and social contexts of people's lives.

Religious Education and Spiritual Development

The ability to recognize the importance of nurturing religious faith and knowledge in all aspects of ministry, and to design and lead learning programs for the development of personal and community faith and life.

Administration and Program Development

The ability to take responsibility in directing a variety of aspects of institutional ministry (policy, planning, staff, plant, financial concerns, etc.), and to develop and implement programs related to the stated goals of an institution or community of faith.

Public Leadership, Community Organizing and Planning

The ability to relate a significant social policy issue (at local, community, national, or international levels) to one's ministry, to provide leadership in planning and analysis in the public sphere regarding that issue, and to engage the resources of a community of faith in addressing that issue. Work in this area focuses on and allows examination of contemporary social systems, institutions, and problems, strengthening the minister's ability to connect religious symbols and meaning with the dynamics of contemporary public life.

Peacebuilding and Just Conflict Resolution

The ability to address critically and constructively the practices of peace and just conflict resolution (at local, community, national or international levels) and to relate them to one's ministry, to provide leadership and to engage the resources of a community of faith in addressing peacebuilding and just conflict resolution. Work in these areas focuses on and allows examination of contemporary social systems, institutions, and problems, strengthening the minister's ability to connect religious symbols and meaning with the dynamics of war and conflict.

Denominational Polity

The ability to appropriate and interpret critically the history, theology, and polity of a denominational tradition, to relate these to significant contemporary issues raised within or outside the denominational church, and to participate in shaping the changing experience of a denominational religious community.

In order to receive arts of ministry credit in a course, students must formally enroll for the art of ministry at the beginning of the semester and then complete the arts of ministry components of the course to the satisfaction of the instructor. In order to receive arts of ministry credit for a course for which the particular art of ministry is not noted in the course description, the student and the faculty member must, in addition, complete the Art of Ministry Special Faculty Agreement form and return it to the Registrar's Office. In order to receive arts of ministry credit for a cross-registered course in the BTI or another Harvard School (except in the case where the art of ministry is evident, e.g., a course titled "Pastoral Care and Counseling"), the student must submit a one-page statement to the

Office of Ministry Studies that describes the ways in which the student understands him- or herself to have met the arts of ministry requirements in the course. A single course may not serve to fulfill more than one art of ministry.

A single field education placement may serve to fulfill one or more arts of ministry. In order to receive arts of ministry credit in any field education placement, the student must formally declare that art of ministry on the field education learning agreement at the beginning of the placement and complete that art of ministry component of the experience to the satisfaction of the field education supervisor, who will indicate successful completion of the art of ministry on the final evaluation form. The arts of ministry associated with the placement may be updated at the mid-year for academic year placements, when it is discussed with and approved by the Supervisor and the Director of Field Education.

Professional Formation

Students have opportunities throughout field education experiences to develop and demonstrate their professional competence. One part of this is the way students demonstrate respect for the requirements and deadlines the Office of Ministry Studies sets for form submissions and compensation reporting.

The Field Education Program offers rich learning experiences under qualified supervision, which enables students to develop professional attitudes and competencies for the work of ministry. Consequently, students are expected to adhere to the standards of professionalism and to maintain professional boundaries outlined by the OMS and the field education site supervisors. This includes discussing expectations that are not necessarily outlined in the learning agreement, such as reporting time and compensation, dress code, policies about absences and tardiness, and best ways to communicate while on or off site.

Students are reminded that reading and exam periods are not automatically times away from field education. Part of the purpose of concurrent field education units is to require students to use careful negotiation and planning to manage several competing demands on their time. It is crucial that students and supervisors discuss together and in advance when and for how much time students might be away from the placement setting.

Failure to work with and relate to the structure of the Field Education Program, including meeting all stated deadlines, may result in the loss of field education credit and/or funding for the student. It may also result in the loss of accreditation and certification for the site and the supervisor. Such decisions are rare, but are at the discretion of the director of field education.

Deadlines

Students and site supervisors are responsible for meeting all program deadlines. Each year, the Office of Ministry Studies publishes deadlines for all forms in the Field Education Handbook and in the online field education calendar found on the OMS Field Education website. Students are expected to make appointments with their supervisors to discuss the learning agreement and mid-year and final evaluations, leaving ample time for revisions prior to the deadline. If the student or supervisor has made arrangements to be away during the time just prior to a deadline, it is their mutual responsibility to schedule time for preparing the work early.

Extensions

If a deadline cannot be met due to unforeseeable circumstances, the student must complete and file an extension request form with the Office of Ministry Studies no later than two days before the deadline. If an extension is granted, the negotiated due date must be met. This form can be found online, on the OMS Field Education website: hds.harvard.edu/academics/field-education.

Compensation

In the Office of Ministry Studies, we believe all persons performing professional ministry should receive compensation. The required minimum compensation level is determined by the OMS.

There are two ways in which students may earn the required compensation for a unit of field education. Some sites will pay students directly to perform the required 350–400 hours and should discuss the terms of time reporting and payment when completing the placement contract. Other sites may qualify for participation in the Federal Work-Study Program, which helps provide compensation for hours worked. The financial aid office at Harvard Divinity School assumes that students will hold a job to contribute toward their expenses. However, if a student is involved in the Field Education Program, the student should not also work another job.

Where travel constitutes a significant expense to the student, the expense should be reimbursed by the site at the rate the IRS currently allows for professional mileage.

All salaries paid to students are subject to taxation and follow the same laws of reporting as any taxable income.

NOTE: If the student is not work-study eligible and is hired by a work-study eligible site, the site is required to pay the student directly at the required minimum compensation level stated by the OMS.

Federal Work-Study Funding

Harvard Divinity School and the Office of Ministry Studies have dedicated the resources to enable HDS students to work at eligible sites using federal work-study funding. This greatly reduces the compensation expense for some of the organizations participating in the Field Education Program. If a site meets federal work-study eligibility requirements and hires a work-study eligible student, the site is required to pay 25 percent of the student's wage. The maximum work-study eligibility and earnings for students are determined by the HDS Office of Financial Aid. During the academic year, most students may be eligible for and earn up to a maximum of \$6,000 through this program depending upon their total eligibility. This means that in most cases the corresponding employer's co-pay will be no more than \$1,500. For summer placements, most students may be eligible for and earn up to a maximum of \$5,000 depending upon their total eligibility, with a corresponding employer co-pay of \$1,250. The Office of Ministry Studies will send out a bill to the site each August and/or March for the requisite co-pay unless the site requests other billing arrangements.

If the site cannot pay the entire employer's percentage for a student, the OMS may, in a limited number of cases, provide some, or all, of the employer's portion. Sites should contact the OMS to indicate a request for such funding. However, the OMS will underwrite no more than one employer's contribution per student per fiscal-year period. That is, if a student does two field

education placements, one in the summer and then one in the following academic year, the student may receive an OMS subsidy for only one of the placements. Ordinarily, the OMS will not provide a co-payment for more than one student per placement site at a time.

Student Eligibility

The director of financial aid at Harvard Divinity School determines a student's eligibility for the Federal Work-Study Program. The Office of Ministry Studies, in partnership with sites, determines if the work offered qualifies for aid through the Federal Work-Study Program. All federal guidelines for federal work study funds allotments are strictly adhered to in making such determinations.

Site Eligibility

Federal work study funds are distributed by the school, but the requirements for eligibility are determined by the United States federal government. In order for a field education site to be eligible to have the majority of the student salary covered through the federal work-study program, the accredited site must ordinarily be a nonprofit organization, and the work performed must be for nonsectarian or nonpartisan political purposes. However, in some cases, a student may work for a for-profit organization and be eligible for federal work-study funds. In such cases the student must consult with the director of field education and articulate why none of the existing accredited sites are sufficient. The site and/or student is then responsible for a 50 percent co-pay.

Whether a student is placed with a nonprofit or for-profit organization, the work must be for the benefit of the citizenry and for all citizens regardless of their religious beliefs or practices, their race, color, sex, ability, or place of birth. Because work-study is federally funded it cannot be provided for religious instruction or for engagement in religious practices.

If the field placement work directly improves the condition of any religious institution or institutions, the student may not receive federal funds for that work. For example, if a student is teaching church school or participating in religious practices, the student's work may be determined to be ineligible to receive federal work-study funding. In addition, if a student works for a council of churches doing nothing specifically "religious," this work may also be determined to be ineligible for federal funds because the council is considered a religious institution. If a student's work benefits the community at large, the student may receive federal work-study funds. Examples of this may be that the student is: providing pastoral support in a nondenominational chaplaincy role in a hospital or on a college campus; taking responsibility for a hot meal program in a church basement; working with youth in a drop-in center in the church open to all youth in the neighborhood; administering a church-housed counseling referral program open to anyone; or assisting in a church-housed homeless shelter.

In some cases, a portion of a student's work may be eligible for federal work-study, while some of it is not. On the placement contract, the student should accurately estimate the number of work-study eligible hours. Students must follow all policies and procedures of the Field Education Program, including working all of the contracted hours and reporting their hours in PeopleSoft, the online payroll system, each week, in order to receive payment.

Compensation Training

HDS students whose field education placement will be primarily funded by the Federal Work-Study Program administered by the Office of Ministry Studies are required to attend a training session which takes place in the fall and again in the late spring for summer field education placements. The location and time is published on the OMS Field Education website each year. Information provided at this meeting is necessary for proper enrollment in and navigation of the payroll system.

Reporting Time for Compensation through Work-Study Funding

The OMS provides extensive support so that eligible students can receive work-study funding if they serve work-study eligible sites. When students enter into such a work-study arrangement, they must adhere to Harvard University standards for reporting their time for compensation.

If the student and site are participating in the Federal Work-Study Program, the student is responsible for following all of the guidelines communicated by the OMS. This includes:

- Reporting hours worked in PeopleSoft (the online payroll system) each week by Thursday at NOON, or, in the case of holidays, by the early notification deadline announced by PeopleSoft and the OMS;

Sending an email to the supervisor, copying omstimesheets@hds.harvard.edu, reporting total hours worked for that week no later than NOON on Thursday.

When the supervisor receives each week's email, he or she must check to verify that the hours reported match the hours worked. If the hours are reported accurately, no action is needed. If there is a problem with the hours that are reported, the supervisor must immediately contact the OMS to discuss the discrepancy. The student will not be paid if she or he fails to report the hours worked by the deadline each week.

This process must be followed by the student each week in order for the student to receive a paycheck. *Under federal and Massachusetts law, Harvard Divinity School has a legal obligation to pay students, and all of our workers, on time, every week. Outdated time cannot be accepted in this system.*

Compensation Tracking and Student Responsibilities

- In order to earn their full work study allotment (or OMS funding allotment), students must regularly report hours in PeopleSoft and in email to the supervisor and OMS each week by the deadline of NOON, Thursday. Occasionally there will be an early reporting deadline. Students should watch their emails to monitor when to report time in PeopleSoft each week.
- **Students are responsible for maintaining their own records** so that they keep track of their progress in completing field education hours toward the required degree total of 350–400 hours.
- Similarly, students are responsible for maintaining their own records, in order to keep track each week of their progress toward earning the total gross income allotted. Maximum gross earnings for the academic year is up to \$6,000; summer equals \$5,000—depending on student eligibility as determined by Financial Aid. *Students may create a simple excel spreadsheet to track weekly hours worked and gross pay earned.*

The timeframe for reporting field ed hours for pay in PeopleSoft for the academic year and summer terms is established with specific beginning and ending dates. These dates will be communicated by the Office of Ministry Studies. Students should refer to their own tracking system to ensure if they are within range of completing the required field ed hours and meeting their full compensation allotment prior to the concluding date for such compensation.

Direct Pay from Sites

If the student will receive payment directly from the field education site, the site is expected to meet the compensation guidelines determined by the Office of Ministry Studies. Sites will pay students a minimum of \$6,000 for academic year placements and \$5,000 for summer. The terms of the salary should be discussed before the placement contract is submitted. The site is expected to fulfill these terms. If a site experiences financial hardship during the placement, the supervisor should call the director of field education for consultation. If the site fails to meet its financial obligation to a student, this may result in the loss of accreditation and certification for the site and the supervisor.

Student-Initiated Placement Compensation

All student-initiated placement sites are required to pay the student in full directly, or to pay the full federal work-study employer's portion of the student salary. If the site cannot pay the employer's co-pay, then the student is required to find funding for the employer's portion of their earnings. This can be done through grant writing, denominational funds, scholarships from local congregations, or donations from family and friends. However, the payment cannot be made by the student directly. The student is responsible for communicating with the Office of Ministry Studies about who should receive the co-pay bill.

Compensation for International Students

- International students will contact the Harvard International Office about the specifics of their situation and follow the necessary steps to be eligible to work in the United States. Likewise, international students will attend the Field Ed Compensation Training. They are also responsible for tracking their hours toward the gross total amount of funding provided by the Office of Ministry Studies. (See *Compensation Tracking and Student Responsibilities* section above.)

International students are not eligible for federal work-study funds; however, the Office of Ministry Studies will fund international students in their field education placements, with the following limitations:

- The financial aid office must determine that the student would be eligible for work-study funds if the student was a U.S. citizen;
- The site itself should qualify as work-study eligible;
- The OMS will fund an international student's compensation no more than once per fiscal year;
- The OMS will fund a maximum of two units of field education for an international student over the course of the student's degree program.

General Policies

Affirmation of Diversity and Inclusiveness

Harvard Divinity School places a high value on affirming diversity. We welcome students of many nationalities, races, ethnic origins, religious traditions, abilities, gender identities, and sexual orientations. Our understanding of ministry and theological education requires that as a matter of policy this diversity be affirmed by those who host HDS students as a part of field education, and we ask that each student be treated with respect in every facet of education for ministry. Therefore, all sites and supervisors who choose to enter the HDS Field Education Program, by doing so, agree to this policy of affirmation of each student's ethnicity, nationality, race, religious tradition, ability, gender identity, and sexual orientation.

Grievance and Due Process

Wherever people work closely together, there is likely to be some conflict, and this is true in field education, where the power dynamics in the supervisory process are varied and complex. Consequently, profound disagreements or differences may arise between and among persons participating in the process of field education. In some cases, formal processes and charges may be appropriate. Students and supervisors should immediately contact the director of field education if differences about an evaluation, interpersonal conflict around an issue of/in ministry, concerns about personal integrity, or sexual abuse or harassment are present in the supervisory relationship or context of the field education placement.

The Office of Ministry Studies is committed to upholding standards of professional conduct in field education placements. Supervisors are subject to Harvard Divinity School staff policies. Those policies are available in the Office of Ministry Studies. Students, by virtue of their enrollment, are subject to HDS grievance policies and procedures, which are found in the HDS Handbook for Students. Please note that these policies apply to students fully, both on and off campus.

As a matter of professional practice, most grievances should be addressed directly among the parties involved. Should this be impossible, or efforts fail to resolve the grievance, the associate and assistant deans for ministry studies or the academic dean for faculty and academic affairs (Janet Gyatso: 617.496.8508) should be contacted for advice or to file a formal grievance according to Harvard Divinity School policies.

Grievances Involving Complaints of Sexual Harassment or Sexual Abuse

If a student is charged with, involved in, or alleged to be involved in sexual abuse or harassment against persons or in situations associated with the field education placement, the supervisor must inform the associate and assistant dean for ministry studies or associate dean for faculty and academic affairs (Janet Gyatso: 617.496.8508) immediately. Harvard Divinity School reserves the right to place the student on leave from the placement immediately. HDS reserves the right to suspend the supervisory relationship.

Students in field education placements are specifically precluded from engaging in romantic or sexual relationships with supervisors, congregants, clients, or staff members of the organization at which they are working.

If a student or other parties charge that a student is or has been the victim of sexually harassing or abusive behavior perpetrated by anyone associated with the field education site, one of the above-mentioned deans must be informed immediately. HDS reserves the right to immediately terminate the placement.

Because of the power inherent in the supervisory role, sexual or romantic relationships between supervisors and students are strictly prohibited and are considered to be cases of sexual abuse on the part of the supervisor, whether or not there is the appearance of consent. All instances of sexual or romantic relationships between a supervisor and a student will be treated as sexual abuse on the part of the supervisor, and grievance procedures will be carried out on that basis.

If the alleged perpetrator is someone other than the supervisor and is not officially connected to Harvard University, the site will follow its own procedures for addressing the incident. Harvard Divinity School retains full authority to terminate sites and supervisors.

Harvard University Sexual and Gender-Based Harassment Policy

It is important for field education supervisors and students engaged in the Field Education Program to comply with the Harvard University Sexual and Gender-Based Harassment policy. The policy can be found in full on the HDS website under Life at HDS under the health, wellness, and safety link at hds.harvard.edu/life-at-hds/health-wellness-safety/sexual-harassment-and-discrimination.

This policy is designed to ensure a safe and nondiscriminatory educational and work environment and to meet legal requirements, including: Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in the University's programs or activities; relevant sections of the Violence against Women Reauthorization Act; Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of sex in employment; and Massachusetts laws that prohibit discrimination on the basis of sex, sexual orientation, and gender identity. It does not preclude application or enforcement of other University or School policies.

Any student who believes that she or he has suffered rape or sexual assault is strongly encouraged to pursue medical assistance, counseling and support, and legal remedies. Students may also choose to file a complaint with an HDS Title IX coordinator or the Harvard University Office of Sexual and Gender-Based Dispute Resolution. Disciplinary action may be pursued whether or not a student chooses to invoke legal action. Consultation regarding emotional, legal, and administrative concerns is available to those students who wish to pursue a formal complaint with the University or legal processes, or both, through the assistant dean for student affairs or the associate dean for enrollment and student services.

Students may make a report directly to any of the HDS Title IX coordinators or to the associate and assistant dean for ministry studies, who will then contact one of the following Title IX coordinators.

Tim Whelsky

Associate Dean for Enrollment and Student Services
Title IX Coordinator for Students
617.496.3091, twhelsky@hds.harvard.edu

Steph Gauchel

Assistant Dean for Student Affairs
617.496.3091, sgauchel@hds.harvard.edu

Anna Anctil

Director of Human Resources
Title IX Coordinator for Staff or Faculty

Kerry Maloney

Chaplain and Director of Religious and Spiritual Life
617.495.5778, kmaloney@hds.harvard.edu

Early Termination

From time to time it is necessary for a field education experience to be terminated prior to the time given in the learning agreement. It is imperative that students or supervisors planning early termination contact one of the deans in the Office of Ministry Studies immediately. In order for this to be as intentional and non-blaming as possible, OMS has devised the following process. It is ordinarily required that all HDS-certified supervisors and students complete this process before embarking on another unit of field education.

INSTRUCTIONS: Both supervisor and student should respond to the following three questions separately and send the completed written reflection to the OMS. Then we ask both to meet with a dean from the OMS to share and discuss the responses, to facilitate learning from the process of premature termination.

1. Please write a narrative paragraph indicating your perspective on the supervisory relationship, including events, structures, or issues that you believe have contributed to ending that relationship.
2. Based on the above paragraph, please reflect on your own feelings and behaviors and describe what your contributions, both positive and negative, have been to the relationship.
3. Based on #2, please reflect on what you would do differently, indicating what you have learned from the experience about your own style of ministry.

Terminating Affiliation of Site or Supervisor

The Office of Ministry Studies holds full authority to terminate a site or supervisor, at will. While such termination is rare, it is important for the OMS, sites, and supervisors each to take every initiative possible to maintain healthy relationships among sites, students, and Harvard Divinity School. Every effort will be made to hold an in-person meeting with a member of the OMS faculty preceding any such termination.

Student Files

The file of each student is open only to that student and the Office of Ministry Studies staff and faculty, as it contains confidential records and evaluations of field education experiences. In order for evaluations to be sent to denominational officials or any other person, the OMS must receive a written request from the student to release the evaluation to a specific person and address.

Policies for Sites and Supervisors

Supervision

Supervision includes at least one regularly scheduled hour per week of one-on-one, in-person, reflective supervision. This meeting should not be combined with a regular staff meeting or a meeting to follow up on projects or tasks the student is working on. Students should not be required to meet jointly with other staff or students when meeting the requirement for one hour theological supervision. In these meetings, the student is to reflect theologically with the supervisor on a variety of topics, e.g., critical incidents in the setting, his or her developing role as a person in ministry, the tasks of ministry, and the dynamics of interpersonal relationships. Within the setting and the supervisory process, critical reflection around the issues of inclusiveness and social justice, such as gender, ethnicity, class, culture, age, and sexual orientation, is encouraged. These sessions should focus on what the student is learning, and on improving the quality of the learning experiences in which the student engages.

Site Accreditation Overview

According to the Boston Theological Institute's (BTI) policy, field education sites are accredited by and directly relate to only one of the BTI schools. This does not prevent students from other BTI schools, or interns from schools outside the area, from serving the site. (Refer to procedures found under the BTI Policy.) However, it does mean that sites and supervisors are responsible for relating to the school with which they are affiliated, for maintaining the required contact, for meeting the school's criteria for field education, for adhering to its policies, and for following its timetables.

An organization that desires to become an accredited Harvard Divinity School–related field education site will partner with the Office of Ministry Studies and HDS faculty in education for ministry. In doing so, the site provides an opportunity for a student to engage in ministry for 12 to 15 hours per week during the academic year or 35–40 hours per week during the summer for a total of 350–400 hours per unit of supervised ministry experiences to the student. The following are included in these hours: one hour per week of one-on-one theological supervision, travel time, on- or off-site preparation, participation in worship, and field-related tasks.

The opportunities for ministry education should be direct and concrete, and they should address the general goals of field education as well as the goals of individual students. They should involve the student in both challenging and collegial interpersonal relationships. They should empower the student to function in roles of ministry appropriate to the site and the student's experience, goals, objectives, and available time.

Those at field education sites should note that students in field education placements are specifically precluded from engaging in romantic or sexual relationships with supervisors, congregants, clients, or staff members of the organization at which they are working. All state and federal laws regarding mandatory reporting of child, elder or dependent abuse apply to every student.

We require that the site provide a competent, appropriately trained and certified supervisor. A satisfactory supervisory candidate is a person on site, whose own work is fully integrated with the structure of the institution through which ministry is provided. This person ordinarily must be full-time and have been in his or her current position for at least one year, and should be able to devote the necessary time to supervise a student. Note: this often means that a site that welcomes students

will take a hiatus year when a new director, pastor, or other leader begins at the site. The supervisor must commit to providing guidance on the tasks of the student's role, and also to weekly one-on-one theological reflection meetings.

Site Accreditation Process

In order for a parish, institution, or agency to be considered for accreditation, it must complete the following process:

1. The potential supervisor and appropriate leaders and staff from the prospective site complete the Site Accreditation Application and submit it to the Office of Ministry Studies by June 15 for the following academic year.
2. The OMS reviews the application to determine the appropriateness of the site for field education and HDS students at the present time.
3. The application may be approved, approved with conditions, rejected, or returned for additional information.
4. If approved, arrangements for on-site supervision are confirmed and the process continues toward the certification of the supervisor (see section below).
5. The approved site is listed both online and in the printed Field Education Handbook.

Retention of Site Accreditation

To retain accreditation, the site must maintain regular contact with the Office of Ministry Studies. This contact includes, but is not limited to: attendance at the site fair in the fall to meet prospective field education students; timely response to requests for updated site descriptions each year; the maintenance of proper supervisory certification; and the timely submission of learning agreements and evaluations. Failure to pay the agreed-upon compensation to students or to Harvard Divinity School will put the site's affiliation at risk. Failure to comply with agreements to cover required co-pays for work study compensation also puts site accreditation at risk.

A site may retain accreditation and yet be unavailable to students for up to two years. For example, a site may choose to put its status with the OMS on hold because of a change in leadership or for other organizational reasons. When a new leader comes on board at a previously accredited site, they should reach out to Harvard Divinity School's Office of Ministry Studies to pursue supervisory certification. After two years, if the site is still unable to accept Harvard Divinity School students for placement, the site ordinarily will be removed from the list of HDS field education sites. Once a site is removed from the listing, it must go through the Site Application Accreditation process to be reaccredited.

Supervisor Certification

The Office of Ministry Studies certifies those persons who supervise Harvard Divinity School students in accredited field education settings. *A prospective supervisor ordinarily must be full-time and have been at the site in her or his current role for a minimum of one year before becoming eligible to be certified or to supervise students.* In order to be certified, the prospective supervisor must fill out the Application for Supervisor Certification found on the OMS Field Education website, at hds.harvard.edu/academics/field-education. The application is then reviewed by the director of field education, and a recommendation is made as to whether or not the supervisor should enroll in the Supervisor Training Class.

If the prospective supervisor's application is approved, the supervisor is then required to enroll in the Supervisor Training Class at the time when he or she agrees to supervise his or her first field education student. Course requirements for the Supervisor Training Class include attending all scheduled meeting times, being prepared for class, and participating in class discussions. Upon successful completion of the class, supervisors will receive a certificate of completion and full status as an HDS field education supervisor.

Supervisor Benefits

The Office of Ministry Studies recognizes that it requires substantial effort and responsibility from its supervisors. We believe these are necessary for the intended partnership in ministry education to occur, and for our students to receive the supervised training that ministry demands. In acknowledgment of and appreciation for the important work our supervisors do, they receive a package of benefits which includes:

1. Appointment to Harvard University and receipt of a Harvard I.D. card, which entitles them to:
 - Use of the Faculty Club (membership fee required);
 - Use of the roughly 73 worldwide Harvard University Libraries, including extensive online resources;
 - Use of the Harvard facilities that are available on a fee-for-service basis, such as athletic facilities;
 - Listing in the online Harvard University Directory.
2. The opportunity, without payment of tuition, to take one course for credit each semester at Harvard Divinity School. In the event the supervisor does not take advantage of this privilege while officially a supervisor, she or he may register, at HDS only, for up to two courses the academic year immediately following the last term served as a supervisor. Supervisors who pursue a master of theology (ThM) degree at Harvard Divinity School may count up to four of the courses toward that degree using the field education supervisor benefit (subject to degree requirements).

Registration for all courses, is through the Registrar's Office at HDS. The director of field education acts as the supervisor's academic adviser and must sign the appropriate forms. The Registrar's Office maintains all course records and will issue records upon request.

Maintenance of Certification

To remain in good standing, we ask supervisors and sites to be in regular communication with our office. We expect that all certified supervisors regularly will check the HDS website, and attend open events that they feel are appropriate to their personal or professional growth. Please note that if there are significant changes in your organization or to your role, we expect you to consult with the director of field education. In times of transition or substantial difficulties we ask that sites go on "hold" for the year. This supports the creation of appropriate circumstances for student learning and supervision. Additionally, we expect sites to respond to our annual site description update letter. Supervisors may retain certification while unavailable to supervise students for up to two years, so long as they continue to be in good standing with the Office of Ministry Studies. If after two years the site remains unavailable to supervise students, supervisors may be removed from standing and may be required to go through the application process to be recertified.