

**Field Education Handbook
Andover Newton Theological School
2017-2018**

Rev. Dr. Susan Suchocki Brown
Director of Ministry Studies

Dear Partner in Field Education:

Andover Newton is proud of its history and heritage of innovation and pioneering new ventures in theological field education. As one of the first seminaries to offer on-campus courses associated with students' field experiences (Practicum, 1970s-2005), the first to require teaching parishes in addition to supervision (Teaching Parish/Site Committees, 1980s-present), and the first to connect traditional courses directly with the field education experience (The Professor-Practitioner Program, 2007-present), Andover Newton has consistently given center stage to experiential learning for ministry.

I hope that this manual helps you to understand the program, answers any questions you may have, and gives you some insight into this carefully-designed experience meant for students exploring professional ministry and religious leadership.

I am committed to being with you during your Field Education program experience in all ways that I can; therefore do not hesitate to be in touch at any time with your questions or concerns.

I welcome you and pray that this year is rich with learning.

Blessings to you,

Rev. Dr. Susan Suchocki Brown,
Director of Ministry Studies

Mission Statement of Andover Newton's Field Education Program

The Field Education Program at Andover Newton Theological School provides transformational experiential education for ministry through:

1. meaningful ministry experiences in settings that support learning;
2. theological reflection opportunities that foster spiritual formation and vocational discernment; and
3. academic courses that promote the integration of ministerial theory and practice.

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Field Education Calendar, 2017-2018

June, 2017

- * (...or July, or August) *Partners in Field Education (sites and students) complete and submit contact information and registration forms enclosed here*
- 9 Pre-Registration for Fall Integrative Seminar choices due to F.E. Office

September, 2017

- * *Field Education Program staff available for consultation on Learning Agreement (October too)*
- 7 *Theory and Practice of Ministry Supervision 10:00-1:00*
- 11 Fall classes begin
- 12 Field Education Orientation for students, Option 1, 10:30-12:00 noon
(choose only one 12 or 14)
- 14 Field Education Orientation for students, Option 2, 5:30-7:00 p.m.
- 16 Teaching Parish/Site Committee Training, 10 a.m. - 2 p.m.
- 17 Recommended first day for Field Education Students in Field Education settings

October, 2017

- 12 Theory and Practice of Ministry Supervision 10:00 a.m.-1:00 p.m.
- 12 Learning Agreements due to the Field Education Office
- 11 Field Education Brunch 11:00 a.m. and Commissioning Service, 12:30 p.m.
- 24 Continuing Supervisor Colloquium 10:00 a.m.-12 noon

November 2017

- 3 Pre-Registration for Spring IS choices due to F.E. Office
- 8 Field Education Boundaries Training for students, Option 1, 10:00-12:00 (students choose only one)
- 9 Field Education Boundaries Training for students, Option 2, 5:30-7:30 p.m.
- 16 Continuing Supervisor Colloquium 10:00- 12 noon
- 20-24 Andover Newton's Fall recess *from classes* (field education onsite continues)

December, 2017

- 6 Continuing Supervisor Colloquium 10:00 a.m.-12 noon
- 14 Fall term exams end, Winter Recess begins (field education onsite continues)

January, 2018

- * *Field Education Program staff available for consultation on Mid-Year Progress Report (Feb. too)*

February, 2018

- 1 Spring term courses begin
- 6 Mid-Year Progress Reports due to the Field Education Office.

March, 2018

- 6 Colloquium
- 8 Theory and Practice of Ministry Supervision 10:00 a.m.-1:00 p.m.
- March 29- April 6 Andover Newton Spring recess from classes (field education onsite continues)*

April, 2018

- * *Field Education Program staff available for consultation on Final Reports*
- 12 Theory and Practice of Ministry Supervision 10:00 a.m.-1:00 p.m.
- 26 Continuing Supervisor Colloquium

May, 2018

- 4 Last Day of Classes
- 6 Final Reports due to the Field Education Office
- 6 *Suggested final/farewell Sunday for students in field education settings*

Our Ethical Responsibilities

All partners in field education are held accountable to the following statement on ethical conduct. Please direct questions about specific ethical issues to Rev. Dr. Suchocki Brown.

Theologian and expert in clergy misconduct, Rev. Marie Fortune, builds one of her arguments against abuse in ministerial relationships on the Sixth Commandment: Thou shalt not steal. She argues that when a minister abuses the trust of a person in his or her care, that minister steals from that person the grace of a pastoral relationship. It is the belief of the Field Education Program at Andover Newton that students in seminary need safe, trusting, and appropriate relationships in their ministry settings. Without such safety, they are robbed of a crucial component of their preparation for pastoral ministry. It is for this reason that the Field Education Program holds all partners to the highest standards in ethical behavior.

The Field Education Program upholds the conduct policy endorsed by Andover Newton and published in the seminary's Handbook for Students. Because of the complex nature of field education, it is important for partners to understand the nuances of this policy as it affects field education. Students, supervisors, and members of Teaching Parish/Site Committees (TPCs) are held accountable in a variety of situations.

It is unacceptable to have any sexual or romantic behavior in the context of field education. The supervisor, Teaching Parish/Site Committee, and site have a ministerial obligation toward the student. The student has a ministerial obligation toward the site as well, as the student is charged with pastoral duties toward that community. Within these overlapping pastoral relationships, it is impossible for a sexualized or romanticized relationship to function in a healthy and safe way. Therefore, the Field Education Program prohibits sexualized behavior – in the form of actions, written communication, verbal communication, or innuendo – between the student and any person to whom she or he ministers, or between the supervisor or lay leaders and the student.

Beyond these ethical parameters for sexualized relationships, the Field Education Program holds partners in field education to high standards for confidentiality. Interactions between students, supervisors, and Teaching Parish/Site Committees in the midst of formal reflective conversations are confidential. Information from such meetings may not be shared outside the context of the meetings without express permission, usually in the form of written permission.

It is further expected that all involved with field education will conform to Andover Newton's non-discrimination policy. Finally, students, supervisors, and TPC members must honor the ethical standards set forth not just by the seminary and this policy, but by their sites.

Failure to comply with these standards will result in intervention that could have ramifications for the completion of the field education requirement, as well as broader implications. These guidelines are not designed to stifle trust, but rather exist for the protection of all those involved with field education. When followed faithfully, they aid in the development of covenantal relationships based on the dignity of every person.

Partner Roles, In Brief

Field education is a required component of the Masters of Divinity (MDiv) and Masters of Arts in Religious Education (MARE) curricula at ANTS. Since many partners are involved in student learning, it is helpful for each partner to understand his or her role in the Field Education Program so students meet their requirements and thrive in their learning.

Students must complete two consecutive semesters of field education and participate in an Integrative Seminar. The required year must begin within the first 45 (MDiv) or 30 (MARE) credit hours. After the required year, students may pursue further field education for elective credit or transcript credit only (“auditing”), living into the same obligations listed here except for participation in the Professor-Practitioner Program course or Integrative Seminar, although an Advanced Field Education Seminar is optional.

This guide outlines the roles of the partners who make the ANTS Field Education Program possible.

Section A: The STUDENT

1. Meets with the supervisor for theological reflection one hour per week;
2. Registers each semester for both CMFE 601Y and the Integrative Seminar in the first, required year; and CMFE 701Y, 702Y, or 703Y in subsequent years;
3. Submits weekly written theological reflections to the supervisor;
4. Meets with the Teaching Parish/Site Committee (TPC) for approximately two hours each month;
5. Formulates and fulfills a Learning Agreement in consultation with the supervisor, TPC, advisors, mentors, and Integrative Seminar small group leaders;
6. Participates in the preparation of the Mid-Year Progress Report and Year End Report. The student must submit *written signed reports* to office.

Section B: The SITE

1. Provides an opportunity for the student in field education to spend 15 hours per week in ministerial activities, ten of which take place onsite, five of which may be spent in preparation activities elsewhere;
2. Provides an approved supervisor or works with ANTS to assign an off-site supervisor at the cost of \$1750 per year from the site;
3. Allows time for the supervisor to participate in required training and continuing education;
4. Forms a Teaching Parish/Site Committee (TPC) of 4-6 members, which may or may not include the supervisor;
5. Compensates the student in the amount of \$3,000 for eight months of service (this can be paid through ANTS Business Office; it is the student’s responsibility to contact the Business Office and arrange this);
6. Provides three nonconsecutive weeks of vacation at mutually agreed-upon times;
7. Reimburses the student for non-commuting travel and other expenses.

Section C: The SUPERVISOR

1. Enrolls in the approved course in supervision in the first year;

2. Participates in one of the continuing education options provided by the ANTS Field Education Program in all subsequent years the supervisor is working with a student;
3. Meets with the student for one hour per week of theological reflection;
4. Responds in writing to the student's theological reflection submissions in advance of weekly meetings;
5. Participates in the formulation of the student's Learning Agreement, Mid-Year Progress Report, and Final Report.

Section D: The TPC (Teaching Parish/Site Committee)

1. Participates in an initial introductory workshop offered by ANTS and makes an effort to attend or send representation to training events and workshops each year the TPC works with a student;
2. Supports the student through introducing him or her to the faith community, helping the student to become familiar with the setting, and ensuring the student is welcomed and nurtured by the community;
3. Meets with the student monthly to discuss an agenda prepared by the student and the TPC chairperson;
4. Reflects with the student on the meaning of ministry in a faith community;
5. Participates in the formulation of the student's Learning Agreement, Mid-Year Progress Report, and Final Report.

Section E: ANTS Field Education Program Staff

1. Consults with all partners during the placement process, which is usually arranged prior to the first week of the fall term;
2. Offers Integrative Seminars for students in field education;
3. Offers courses for both the training and ongoing learning of supervisors;
4. Conducts training workshops for TPCs and frequent educational events for partners;
5. Reviews all written agreements and progress reports prepared by students and sites;
6. Assigns off-site supervisors where needed;
7. *Makes itself available to all of the partners in theological field education for consultation and assistance!*

STUDENTS

Entering Field Education

Intake Process

Students are expected to begin field education when they are between one-third and one-half way through their degree programs. Students who choose to postpone field education beyond the mid-way point in their degree programs must write to the Director of Ministry Studies to receive formal permission to postpone.

The year preceding field education, students engage in the following steps toward preparing for field education:

1. First, they attend a one-hour information session. Times for these sessions (3 times between October and April) are posted on campus bulletin boards and through E-News.
2. Second, they complete a Student Information Form describing their hopes and needs for field education. They bring these forms to an "Intake Appointment" with the Director of Ministry Studies. The Student Information Form indicates that students should, before this meeting, connect with denominational officials about field education expectations if they are pursuing ordination.
3. Third, students search sites where they might match for field education.
4. Fourth, students interview with appropriate sites. And/or have ongoing conversations with Field Education staff about finding a site.
5. Fifth, students inform the field education staff, using the Covenant form, when they secure a field education match.
6. Finally, students register for field education when signing up for fall courses.

Searching, Borrowing, or Initiating Sites

There are three ways in which students can find a field education site. First, they can find a match with an approved Andover Newton site. A database describing those sites, complete with contact information, is available on the Web at www.ants.edu/field-education.

Second, students can borrow a site through the Boston Theological Institute (BTI). A link on the ANTS field education Web site can guide students to explore sites affiliated with other schools in the BTI. When a student “borrows” a site, she or he does not cross-register. Rather, the student serves in the site, using the site’s school’s documents and deadlines, while also fulfilling course requirements at Andover Newton. The BTI Site Sharing Agreement, with specific instructions, is available at the ANTS field education Website and should be followed carefully when students borrow sites.

Finally, students can initiate sites. Circumstances that merit initiating sites include:

- The student has a particular site or area of ministry in mind that is not affiliated or yet available with Andover Newton or any other school in the BTI.
- The student seeks to use a current setting of employment as a field education site, with the expectation that the site will make special arrangements to make this possible.
- A student seeks to use his or her Unitarian Universalist or other formal denominational internship experience to meet field education requirements.

Students initiate sites by presenting to the sites, in collaboration with the field education staff, the expectations of Teaching Parishes/Sites and securing their commitment to exploring becoming a site. This process can be time consuming, and after September 8th 2017 this will no longer be an option, available to any site or student.

Although most do so far earlier, students who covenant with already-active Andover Newton or BTI sites must finalize their matches before fall semester courses begins.

Covenanting

Once a student and a site have come to agreement on a match, the student, in collaboration with the site, completes the Site-Student Covenant form, available at the ANTS field education Website. That covenant indicates a starting and ending date for the placement, as well as compensation arrangements (see “Sites” section for more information about stipends). All other details are attended to through the process of creating a Learning Agreement.

Registering for Field Education

Students in their first year of field education should follow these instructions:

1. Register for CMFE 601Y each semester. This course earns the student 3 credits per semester. It includes one orientation session in the fall and a boundaries training event at a time to be announced and participation in the seminar related to an Integrative Seminar.
2. Provide preferences for a designated Integrative Seminar to the Field Education Office Trask Building Room M-21 on the appropriate form.
3. In late fall provide preferences for a spring Integrative Seminar to the Field Education Office.

Students in a subsequent year of field education should follow these instructions:

1. Register for CMFE 701(2,3)Y each semester. It includes one orientation session in the fall. Students may register for credit (3 for the year), or for 0 credits as an “auditor.”

2. Students in an advanced year of field education may also register for the Advanced Field Education Seminar for 1.5 credits each semester with permission from the Director of Ministry Studies.

Expectations in Field Education

Students in field education are expected to serve as ministers and reflect on their services. They are not charged to observe, although some observation and background preparation can help students to meet their goals. Students' ministry duties are determined collaboratively, where the student expresses what she or he needs or wishes to learn, and site leaders describe opportunities for ministry they can make available to students. Supervisors help students to identify competencies for ministry upon which they should focus in field education, and students' advisors and denominational counselors also serve as resources for students in determining crucial competencies for ministry.

Sites know and expect that students will be, in most cases, new to ministry. Field education gives them an opportunity to "try on" ministry, taking risks as well as building on strengths.

The basic expectations for students' service in field education are as follows:

- Service from mid-September through early May;
- Three weeks of nonconsecutive vacation, as negotiated;
- 15 hours per week during the academic year, broken down *approximately* as follows:
 - 5 in preparation
 - 1 in supervision
 - 0.5 in meetings with TPCs
 - 0.5 in staff time
 - 8 in ministry tasks.

Students and Stipends

The expected stipend for ANTS sites is \$3000 for eight months.

Integration of Academic Work and Field Education

It is the belief of the Faculty at Andover Newton Theological School that all courses students pursue in seminary are relevant to ministry. The best way for students to grasp the ministry implications of the subjects they study is through the immediate application of theoretical concepts to the work of ministry. This assists them both in their retention of theory and in their ministerial practice. Students will register and attend an Integrative Seminar to fulfill this purpose.

Integrative courses are taught by Resident Ministry Practitioners (RMPs). RMPs lead these 90-minute sessions for students pursuing field education. The Integrated Seminars generally include no more than eight students to enable meaningful sharing.

Expectations of Students

Students in the Integrative Seminars create a covenant together that sets guidelines for participation. In order to receive a satisfactory grade for the course, however, students must also comply with these standards:

- They must attend all sessions. Students are permitted no more than two excused absences. An absence is considered excused if the student contacted the RMP (or, in an emergency, the Director of Ministry

Studies, Susan Suchocki Brown) in advance of the session to be missed and presented a reasonable medical, professional, or personal excuse.

- They must present Integration Exercises on a rotating schedule for the group.
- They must do all assigned readings.
- If enrolled in the on-line course see separate syllabus for more specific requirements.

Credit and Grading

The Integrative Seminars are a part of CMFE601, which is graded SAT/UNSAT. Students receive 3 credits each semester for CMFE601. Attendance at Integrative Seminars is required. Submitting written copies of evaluations with all signatures is required, to not do so will jeopardize the grade.

Seminar Activities – on campus

(an on-line seminar is available for students who reside 75 miles or more from Newton or by special permission of Director or Ministry Studies. See separate syllabus for specifics of seminar activities for on-line seminar)

RMPs bring their own leadership style to the group. Similarly, groups vary in the way in which they work together, so students should expect that the format described here will begin to take on its own shape as the semester gets underway.

Seminar Format: Each seminar follows the following format:

- 2 -3 Minutes of “*Centering Time*”

Students will sign up the first day of class to offer opening words. The guidelines for this will be established during the covenant discussion, which occurs during the first class. 5 Minutes of “*Checking in*”

The first portion of the meeting time is devoted to checking in. The “ground rules” of check in will be established on the group’s first day together by creating the covenant. In creating a group covenant, students should express what they feel they need to share freely and openly in the group. Check in will be for ***no more than 15 minutes***. The Check in time is to provide an opportunity to express any issues or concerns that are interfering with the members of the group’s ability to be fully present. Students who do not wish to speak should feel free to pass. Students who wish elaborate on a concern will have the opportunity to ask for time to be allotted after everyone has checked-in.

- 15 – 20 Minutes of *Group Discussion Around an Elaborated Concern:*

After check-in, an additional 15 -20 minutes will be allotted for discussion about issues, questions that have surfaced in the field education experience.

- 50 – 55 Minutes of *Case Presentation and Discussion*

Each student will be required to present an integration exercise at least once during the course. The integration exercise is meant to be brief- no more than one page- in order to provide a basis for conversation with the entire group. The exercise is meant to begin, not complete the process of integrating theory and practice. A student who is presenting on a particular day will be required to come to class having completed the Integration exercise and provide copies for the entire group.

Details of Integration Presentations

The Integration exercise is meant to give students the opportunity to see intersections between content from a class they are taking and their ministry experiences in the field. Students are required to complete the Integration Exercise prior to their presentation date. Will required to bring copies of their presentation for the other students and the RMP, on the day of the presentation the student may offer additional information if desired. After this brief presentation (no more than 10 minutes) there will be time for other students to ask questions for clarification. The RMP will facilitate discussion and function as coach and mentor, placing the student’s presentation and the group’s conversation into a wider ministry context. Students will play a similar role for each other, helping one another to see the wider implications of the integrative issue that the presenting student is sharing with the group.

The purpose of this is not to provide “answers” to the problems students present, but to focus upon the ministry issues presented in order to gain a deeper perspective and learn from these ministerial experiences.

Further Details of Integration Exercise

For the Integration Exercise, student will write a one-page paper, following the format above, in which they:

- 1) Describe a concept from one of their courses that is particularly insightful or intriguing for them. In this writing they should include enough background so that students who are not familiar with the course material can grasp the essence of the concept.
- 2) Relate an incident from their field education experience. This does not need to be something that happened during the past week, but should be something that has caused the student to ponder its meaning for his or her understanding of ministry. The student should provide enough information for others to understand the importance of this incident without overwhelming them with details. Brevity is good here. There will be time in the session to fill in essential details that may be missing.
- 3) Reflect on notions they have about the way(s) in which the course concept informs or provides a perspective from which to consider the meaning of the field education experience. This does not need to be a finished product, but simply notions students have that can provide the beginning of a discussion of the ministry issue that has been raised.
- 4) If the reflection leaves students with questions, those can be included so that everyone may share in exploring these.

The following is an outline of the form to be used to present:

During the conversations, discussions and presentations, students should refrain from:
problem-solving,

- giving unsolicited advice or suggestions, or commenting on how another person should or should not feel about an event or situation

Example of formatted Integration Exercise

<p><i>Description of Salient Concept from the P3 Course or any course (for Integrated Seminar)</i></p> <p>In this section, students write one or two paragraphs that give a brief description of a salient concept from a course. The student must present enough information for the class to grasp what the concept is.</p> <p>(Note: Questions for clarification are encouraged but should not take time away from the integrated learning) that has resonance in the students’ ministry experience.</p>	<p><i>Description of Ministry Event, Experience, or Dilemma:</i></p> <p>This section should be a brief description of a ministry event, experience, or dilemma. This section allows the students to describe the backdrop of a certain happening in ministry, and should include the basic characteristics of the event, experience or dilemma under discussion.</p>
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Integration of Concept and Event:

This section is devoted to discussing the INTEGRATION OF THE CONCEPT AND THE EVENT. In other words, here the student reflects upon the intersecting points of the concept (left column) and the event (right column).

UNSAT and carries 1.5 credits. For students in their first year of Field Education, the Integrated Seminar meets the CMFE requirement. The RMP will grade each student in her/his section according to the student's attendance and work in the course.

Supervision and Theological Reflection

Students meet weekly with their supervisors for the purpose of theological reflection. These meetings should take place in a private, professional space and last one hour. Supervisory sessions do not take place when students are on vacation from field education. It is best for the supervisory sessions to be planned for a specific time slot each week, but rescheduling due to the supervisor's or students' need is occasionally necessary.

The "text" for these meetings is a written theological reflection. Theological reflection is the spiritual discipline of intentionally considering the spiritual meaning of events in daily living. In field education, students choose an event (such as experience, a dilemma, or a question) about which to write a theological reflection each week, and the supervisor responds with written comments before a full discussion of the event and reflection.

Students use a two-column format for the reflections, where they write their thoughts on the left side, and their supervisor responds before the supervision with comments in the right column. A template is available online at the CMFE 601Y Schoology site. Students receive training and literature during the fall orientation session to help to prepare them to engage in theological reflection. Supervisors receive this training in their first-year supervisors' course. This is a basic template for written reflections:

Student's Reflection	Supervisor's Comments
<ol style="list-style-type: none"> 1. Description of an event in ministry. 2. Connection between event and the student's faith: Where was God in the event? What might scripture, a faith tradition, or human nature have to do with the event? 3. Questions about what the event, in light of faith, means about the student's spiritual formation or vocational discernment. 	<ol style="list-style-type: none"> 1. Questions for the student. 2. Observations. 3. Challenges. 4. Areas of resonance, similar experiences to share.

Ordinarily, students write their reflections two or more days before the supervision session and send the reflection to the supervisor via email. The supervisor is expected to reply with comments in advance of the session; often the response also takes place via email. These technical approaches vary and should be adapted to the style and work flow of each student and supervisor.

Theological reflections differ from Integration Exercises in several ways. First, theological reflections are on a topic selected by a student based what is on his or her heart, whereas Integration Exercises are expected to have a connection to an academic course. Second, students write theological reflections weekly, whereas they write one or two Integration Exercises during the semester. Third, the theological reflection is meant only to be reviewed by the supervisor, whereas the Integration Exercise is presented to the entire seminar.

Learning Agreements

The Learning Agreement is the document that guides students' work in field education. Students prepare the documents collaboratively, seeking input from their advisors, pastors, mentors, and denominational counselors about the areas of learning they should explore. They work with their Teaching Parish/Site Committees to determine the areas of ministry where the church can provide opportunities for the student. They consult with supervisors about the theological questions they wish to explore during field education.

This consultation culminates in a written document, created with the use of a form from the Field Education Program and submitted, with signatures, to that office by the appointed deadline listed in the Field Education Calendar for the year. Rev. Susan is available to help students and sites if questions arise about the Learning Agreement. She will review and approve all agreements before they are placed on file. **Students should keep a full photocopy, with signatures, for their records.**

The document includes four sections:

1. Contact information for all participants in student learning.
2. A plan for learning, including an overarching goal, related objectives, and tasks related to the student meeting those objectives.
3. Contractual arrangements, including proposed hours to devote to tasks, vacation time, and other scheduling details.
4. Signatures, by which each partner in the student's learning indicates that she or he is supportive of the plan.

Partners should discuss at the outset how they will monitor these agreements. For example, some students will, at the beginning of the year, keep a weekly time sheet and share it with the TPC for the first two meetings after the Learning Agreement is established. This way, partners know if they estimated appropriately as to how much time each task required. In any case, it is important for all parties to agree how time usage will be tracked and who will address concerns if the student is working far beyond or far below his or her commitment.

The staff of the Field Education Program becomes concerned when students work beyond their committed number of hours, as such behavior raises concerns about setting appropriate boundaries. At the same time, it is understood that the ebb and flow of any church or agency year is such that some weeks will be far busier than others. Concern that a student is not living up to his or her time commitment is just as serious and should be addressed immediately.

Mid-Year Progress Reports

The purpose of the Mid-Year Progress Report is to give partners in field education an opportunity to connect intentionally at the mid-point in the program about the student's progress. The Learning Agreement is the guide for this process. The hope is that, at the mid-year, partners can celebrate early successes and talk frankly about what areas might need to be adjusted or revisited. It is expected that ongoing problems will not materialize for the first time at the Year End Report, but rather at an earlier point, giving all a chance to address concerns while there is ample time for doing so.

Students in field education will distribute report forms to the appropriate partners early enough to ensure that the evaluation is completed by the due date. Partners should schedule intentional conversations about the Mid-Year Progress Report, after which time each partner will prepare a written report of approximately 250 words, using a form provided by the Field Education Program as a guide. Distribution should take place in a context of conversation, where all partners review the student's Learning Agreement and talk about areas of progress as well as hopes for future growth. This is an opportunity to review students' first four-five months of ministry in field education before partners write sections of the report independently.

Students will collect forms from supervisors and TPC chairpersons in order to get the form in on the date that is specified on the Field Education Calendar. The student will then circulate all three components of the Mid-Year Progress Report so that **all** partners (student, supervisor, and TPC chairperson) can read all reports. Upon that reading, partners will sign the report.

*Initial evaluative reports from all parties may be submitted electronically to the Director of Ministry Studies, Rev. Susan Suchocki Brown. **However, a signed report must also be submitted within one week of the electronic submission.** When submitting the evaluation electronically please be sure to include current email addresses of TPC Chair, Supervisor and Student.*

The complete Mid-Year Progress Report must be submitted to the Field Education Office, on the date appointed in the Field Education Calendar. Short extensions may be allowed in the case of illness or emergency; students may speak with Director of Ministry Studies if presented with such an issue. **Students should keep a full photocopy, with signatures, for their records.**

Year End Report

The Year End Report represents the culmination of a learning community's year of work together. A copy of it will remain in the Field Education Program files for five years, and an additional copy will be filed with student's permanent academic records in the Registrar's Office. **Final evaluations will not be accepted electronically but must be sent or presented to the Field Education Office Trask Building M-21.**

Approximately four weeks before the year's end, the partners should take time to review the student's Learning Agreement, Mid-Year Progress Report, sermons, program reports, and other relevant documents. The supervisors and student should review theological reflections.

Partners should schedule intentional conversations about the year's learning and growth based on the objectives in the Learning Agreement, after which time each partner will prepare a written report of approximately 500 words, using a form provided by the Field Education Program as a guide. **Students should keep a full photocopy, with signatures, for their records.**

Record Retention

The Field Education Program has limited space and staff resources for managing records. Therefore, its leaders have set specific guidelines for what records they maintain, and for how long.

Upon participating in an Intake Appointment, the Administrative Assistant for the Field Education Program opens a file for a student. That file begins with the Student Information Form, and over time this is supplemented with the student's site Covenant, Learning Agreement, and Mid-Year Progress Report. Correspondence between Program leaders and the student are also retained in this file. The Year End Report is placed in the student's registrar file. After five years, the student's field education file is destroyed, while the Year End Report remains in the registrar file. Therefore, students are advised throughout field education to retain copies of all of their field education records.

Site files are maintained for five years after the most recent year the site has been active. After five years without a student, inactive sites are added to a database of sites that have once had students, but application and other materials are destroyed. Therefore, sites that have been inactive for more than five years must reapply to resume work as Teaching Parishes.

SITES

Becoming a Teaching Parish this is no longer an option for sites or students after September 9, 2017

Parishes, agencies, schools, or other institutions at times discern a sense of calling to nurture leaders for religious organizations. Such institutions are encouraged to consider becoming Teaching Parishes or Teaching

Sites in order to fulfill this calling. Settings that seek staff support are encouraged to do so by creating part-time work positions and posting them on the Andover Newton Jobs Web site, www.ants.edu/jobs. Employing a field education student requires such a high level of investment from ministry settings that it is important for this distinction to be clear: Having a student minister is not a time-saver for a religious organization, but it can be enriching and fulfilling and helpful to the institution in numerous ways.

A designated leader from settings that wish to be considered as potential Teaching Parishes or Teaching Sites should complete a site application, available from ANTS field education department, Director Susan Suchocki Brown and on web site at www.ants.edu/fieldeducation. These applications seek information about the site itself, the opportunities for ministry that could be afforded to a student there, and why the leaders in the site feel that working with a student is congruent with the organization's mission. Please notify the field education department and the Director that you are filing out a form so that we may have an initial conversation with you.

Teaching Parish/Site Committees (TPC)

The group that supports student learning in field education within the ministry context is a committee of between 4-8 individuals known as the Teaching Parish/Site Committee, or "TPC." These committees meet with students approximately once per month, for approximately two hours, to discuss the students' progress in field education. It is expected that different sites will adapt these expectations according to the culture and needs of the ministry setting. For example, in some organizations two hour meetings are unusual, and the TPCs in those settings schedule their time according to that with which members of the organization are accustomed. In agency settings, the model often is adapted more radically; the Field Education Program staff is available to assist with questions about shaping the model to meet students' needs in various settings.

Functions of the TPC

The main duties of the TPC are as follows:

1. Becoming trained as TPCs,
2. Participating in the selection of student ministers,
3. Welcoming and Orienting students to the parish or site,
4. Articulating to others in the site the nature of the field education student's appointment and duties,
5. Meeting with the student monthly for discussion and reflection, and evaluation
6. Completing the TPC portions of the Learning Agreement, Mid-Year Progress Report, and Year End Report.

Each committee should have one chairperson, who will work with the student to prepare meeting agendas and will act on behalf of the committee in preparing and approving program documents. It is important for students and TPCs alike to understand that field education students are primarily responsible for their learning. Although the TPC plays a crucial supporting role in student learning, and in many settings it functions as the student's "employer" as well, the student is responsible for preparing documents, meeting deadlines, and furthering processes. For example, the student has primary responsibility for preparing a learning agreement, although the TPC gives input and approves the final agreement along with the Supervisor, Student and Field Education director.

TPCs receive training and support from the field education program staff. Committees may attend a training workshop in September each year. **Each committee must have at least two trained members.** In cases of extreme distance or irrevocable conflicts, a member of the staff can offer training over the phone. TPCs are encouraged to stay in contact with the Field Education Program with questions and other matters.

The contents of TPC meetings are confidential, and members of the TPC are expected to adhere to the Ethical Conduct guidelines as described in this Handbook. During meetings, committees and students discuss technical matters, such as the contract portion of the Learning Agreement, as well as reflective topics, such as theological questions. Students want and expect to receive feedback from their TPCs, as this feedback provides them with a rare opportunity to hear from “consumers” of their ministry about their gifts and growing edges. TPC members receive training on providing helpful feedback during workshops. Here are suggestions for meeting topics at particular times of year:

- September: Welcome student, begin discussion of Learning Agreement
- October: Learning Agreement
- November: Reflect with student on learning
- December: Reflect with student on learning
- January: Review Learning Agreement, write Mid-Year Progress Report TPC portion.
 - *Discern whether to continue to employ a field education student NEXT year, new or returning*
- February: Reflect with student on learning
- March: Reflect with student on learning
- April: Review Learning Agreement, write TPC portion of the Year End Report
 - *Interview students for next year*
- May: Intentionally discuss leave-taking, publicly recognize student’s ministry, and say goodbye
 - *Select student for next year*

Stipendiary Arrangements and Expectations

Sites are expected to pay students a \$3000 stipend for their service. This helps to cover the tuition students incur for field education. In the Site-Student Covenant Form, site leaders indicate how and when the stipend will be paid to the student. It is possible to pay students via the Andover Newton Business Office, but there is no taxation benefit associated with this; the stipend is taxable.

In cases where the site cannot meet the stipend expectation, this must be spelled out in the Covenant. In such cases, the field education staff can often help students with funding from the Field Education Endowment Fund. Considering, however, that those funds are limited, and the number of students in need varies from year to year, students who covenant with sites that cannot offer the full stipend are not guaranteed assistance in any set amount. Financial determinations are made during the month of July; therefore, only students whose Covenants are submitted by June 30 are eligible for assistance.

Sites are responsible for compensating Offsite Supervisors in cases where no leader in the site is available or approved to supervise. The stipend for Offsite Supervisors is \$1750 for the year, payable directly to the supervisor. Financial assistance is available to sites that need financial help toward offering this stipend, but, again, such funds are limited and granted only on a case-by-case basis.

SUPERVISORS

Becoming a Field Education Supervisor

Supervisors submit applications along with their site’s application to become a Teaching Parish or Site. Ordinarily, field education supervisors are pastors, executive directors, or other leaders in religious organizations. It is most typical for students in parish settings to be supervised by the pastor; in non-parochial settings the supervisor would be the analogous executive leader. Occasionally, a volunteer supervisor other than the executive leader from within the organization will apply to serve as supervisor. At other times, especially in

the case of a temporary vacancy in the executive leader position, sites provide the funding for an “Offsite Supervisor.” These arrangements should be negotiated in advance with the Director of Ministry Studies.

In order to qualify for the basic course in ministry supervision, the proposed supervisor must have a master’s degree in a theological discipline. Exceptions are made, based on related training or experience, on a case-by-case basis.

Expectations

Field education supervisors meet with students weekly during the field education year, early September through early May with three negotiated vacation weeks, for the purpose of theological reflection (see “Student” section for more information on supervision and theological reflection). Weekly meetings should last one hour, and use written theological reflections and the supervisors’ responses as the basis for conversation. Staff meetings and other communication related to ministry tasks should take place at a separate time. Supervisory sessions should take place in a private space, honoring students’ confidentiality while also adhering to appropriate safe church guidelines where appropriate. Supervisors must adhere to the Ethical Conduct guidelines described in this Handbook.

Training

All supervisors must take a basic course concurrently with their first supervisory year. The course meets regularly over the course of the academic year. In order to successfully complete the course and be approved as a supervisor on an ongoing basis, participants must attend all sessions, barring emergencies or illness; complete course assignments on time; participate in course activities; and meet all requirements and expectations related to supervising field education students.

Offsite Supervisors

On occasion, Teaching Parishes or Sites cannot provide an approved supervisor to students, or proposed supervisors are not approved by the Field Education Program staff. In such cases, Teaching Parishes and Sites may request that their student be matched with an “Offsite Supervisor,” or an approved supervisor who can meet with the student weekly for theological reflection. In such cases, the site’s executive leader serves as the “task coordinator” who works with the student on-site in his or her ministry service. The task coordinator plays no official role in the field education process but has oversight of the student’s tasks.

Approved Supervisors Continuing Education

Approved supervisors who have already taken an introductory course in the ministry of supervision have been equipped with theoretical and practical knowledge to help supervise ministry students. In order to continually build upon that foundational knowledge—fostering theologically reflective supervision and maintaining active contact between the seminary and its partner supervisors—a number of continuing education options are available. *All approved, continuing supervisors who are working with a student must participate in continuing education concurrently with supervision and are expected to attend at least 1 session per year.*

FIELD EDUCATION PROGRAM STAFF

Team Roles and Responsibilities

The Field Education Program staff is :

- The Rev. Dr. Susan Suchocki Brown, Director of Ministry Studies

Rev. Susan Suchocki Brown is considered to be a member of every “circle of confidentiality” among partners. Whereas it is not considered appropriate for a supervisor to contact, for example, the TPC chairperson about a troubling issue raised by the student in supervision, it is permissible – in fact, encouraged – for supervisors to consult with the Director when in need of coaching or support.

The following guide describes the appropriate team member to approach with particular questions, but any member of the team is happy to assist when needed.

- Student concerns: Suchocki Brown
- Field Education-related courses, including the Integrative Seminar: Suchocki Brown
- Training and supporting TPCs: Suchocki Brown
- Processing program documents: Suchocki Brown
- Student intake process: Suchocki Brown
- Offsite supervisors: Suchocki Brown
- Supervisor training and continuing education: Suchocki Brown
- Representing the Field Education Program at meetings or events: Suchocki Brown
- Adjudicating exceptions to field education requirements: Suchocki Brown

Contact Information

Susan Suchocki Brown, ssuchockibrown@ants.edu 617-831-2364 or revsusanu1@verizon.net 978.833.0916

Field Education Site-Student Covenant

Please complete this document, retain copies, and give the original to the Field Education Office (Trask Building M-21) when the student and the site have agreed to work together. It must be submitted *before* the beginning of the semester when the student will begin his or her service.

Student: _____

Student Address, Phone, and E-Mail: _____

Site Name: _____

Site Contact (either TP/SC Chair OR Supervisor): _____

Site Contact Address, Phone, and E-Mail: _____

The student will serve in field education at this site for the 2016-2017 Academic Year.

Start Date: _____

End Date: _____

Please select one and complete information where needed:

- The site will meet the stipend expectation set by the Andover Newton Field Education Program of \$3,000 (taxable) for the academic year. It will do so in installments of \$_____ per (circle one) week/month/semester, beginning on (date) _____.
- The site will pay the student's (taxable) stipend of \$3,000 via the Andover Newton Business Office (this is a special arrangement that must be negotiated with the Field Education Program).
- The site cannot meet the expected \$3,000 stipend, but rather will pay the student \$_____. It will do so in installments of \$_____ per (circle one) week/month/semester, beginning on (date) _____.
- The site cannot offer the student a stipend.

Signatures

Student

Date

Site Contact Person

Date

Andover Newton Field Education Program
Learning Agreement
Due by October 12, 2017

This document describes the learning covenant that the student in field education makes with his or her place of ministry. Its preparation should include input from a number of partners, including those listed here as well as the student's academic advisor, denominational mentors, and others who can advise the student on appropriate learning goals. The Learning Agreement provides structure to the student's time in ministry and is the basis upon which the student's work is assessed. **The learning agreement must be presented as a hard copy not electronic copy.**

Part I: Participants

Student:

Name: _____ Degree and Year: _____

Address: _____

Phone Number(s): _____

Email: _____

Supervisor:

Name: _____

Training or Continuing Education Option: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number(s): _____

Email: _____

Church/Agency:

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number(s): _____

Email: _____

TP/SC Chair:

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number(s): _____

Email: _____

Part II: Plan for Learning

In a separate document, please address the following topics.

Learning Goal (1):

Make a focused, inclusive statement of the *learning goal* with which you approach this year in field education. The statement may be grandiose in nature—more than could be accomplished in a year—and should paint with a broad brush that which the student hopes to accomplish.

Learning Objectives, Tasks, and Resources (3-5):

What, specifically, do you want to learn during this year? Each learning objective should stem directly from the Learning Goal. Each objective should be followed by a set of tasks that will assist the student in meeting the learning objective, as well as the resources that will make these tasks possible.

Part III: Contractual Agreements

It is required that supervision take place for one hour each week and that the TPC meet for approximately two hours per month from September through May. In general, tasks occupy about 8 hours of the student’s time, and preparation approximately five hours. Since special events require more time, this weekly schedule may require adjustments so that the student averages no more than 15 hours a week. **If student will be participating in a border crossing trip a later end date should be agreed upon. Border Crossing is not considered vacation time.**

Schedule for the Year:

Start Date: _____ End Date: _____

Vacation Time:

3 weeks during program year, not taken consecutively. School breaks are not assumed vacation periods.

1. From: _____ to: _____

2. From: _____ to: _____

3. From: _____ to: _____

Example of a Weekly Schedule: all approximate

EVENT	DAY OF WEEK	LOCATION	TIME	HOURS
1. Preparation				
2. Tasks (see below)				
3. Supervision (individual, with supervisor)				1
4. Teaching Parish Committee (usually meets monthly, but show weekly average)				0.5
5. Staff Meeting				
6. On-the-job-travel (not commuting) (reimbursement for non-commuting miles required; use staff rate)				
TOTAL HOURS per week (15 unless special arrangements are made)				

Description of Tasks:

Refer to the tasks outlined in Part II. List tasks here, and attach to each a day, time, and duration that describes when this task will be accomplished.

This agreement may be renegotiated to include reasonable changes. In rare instances, the parties involved may consider terminating the Learning Agreement. In such cases, a joint meeting must take place between the supervisor, TP/SC chairperson, Director of Ministry Studies, and the student.

Part IV: Signatures

1. Student's Signature:

Date:

2. Supervisor's Signature:

Date:

3. TP/SC Representative's Signature (if ANTS site):

Date:

Template: Theological Reflection Essay

Students should submit reflections to their supervisors every week when not on vacation from field education. They should be submitted early enough for supervisors to comment on and return them in advance of the supervisory hour; emailing reflections can facilitate this process. Some Integrative Seminar Leaders may ask students to submit the same reflection to them. The following format is suggested:

Name:	
Reflection for week of:	
Student Reflection	Supervisor's Comments
	(readers' comments)
	(readers' comments)

Mid-Year Progress Report Signature Sheet
Due no later than February 6, 2018

This page should be used as a cover sheet for the Mid-Year Progress Report. By signing this sheet, participants in student learning signify that they not only have submitted a narrative report **but read other parties' reports**. Students should keep a complete photocopy of this entire document for their records. *May be sent electronically to Field Education Director. But signed hard copy must follow within one week.* When sending electronic include current email addresses of Supervisor, TPC Chair and Student.

Signatures before Submission

Student Name (Printed) _____

Email Address: _____

Signature _____ Date _____

Supervisor Name (Printed) _____

Email Address: _____

Signature _____ Date _____

TP/SC Chair Name (Printed) _____

Email Address: _____

Signature _____ Date _____

Field Education Setting (include site's name and address):

Signature after Submission:

Field Education Program Director

Date

Field Education Mid-Year Progress Report

While field education provides multiple opportunities for feedback and evaluation, the midpoint of the academic year is a time for structured review of progress. Through a formal examination of the first semester’s work, all participants in student learning – the student included – have the opportunity to celebrate accomplishments, revisit goals, and rectify shortcomings.

The mid-year progress report should not contain surprises! It is important to address serious concerns as they arise, rather than presenting them for the first time in writing. The Field Education Program staff recommends the following steps toward completing the report:

- December: During regularly scheduled meetings, revisit the Learning Agreement and discuss progress in light of learning goals.
- Early January: The student, supervisor, and TP/SC write reports and share them with one another.
- Late January: The student circulates all narrative reports and has participants sign the signature sheet.
- **BY February 6, 2018** : All documents must be submitted to Field Education Office Trask Building M-21.

The following table is provided **as a guide** for writing reports, which each should be around one single-spaced page.

The Student	The Supervisor	The TP/SC
<ol style="list-style-type: none"> 1. Describe growth related to Learning Agreement goals 2. Describe your work with your supervisor on tasks and theological reflection 3. Discuss how your theology is taking shape through your ministry 4. Reflect on the site’s effectiveness as a learning environment 5. Describe your work with the TP/SC 6. Suggest some areas for future growth 	<ol style="list-style-type: none"> 1. Describe the student’s performance and growth in relation to Learning Agreement goals 2. Describe your work with the student on both tasks and theological reflection 3. Discuss how the student’s theology is finding expression in his or her ministry 4. Reflect on the site’s effectiveness as a learning environment 5. Report on your own development as a supervisor through course or continuing education 	<ol style="list-style-type: none"> 1. Describe the student’s performance and growth in relation to Learning Agreement goals 2. Describe your working relationship with the student and each other 3. Reflect on the site’s effectiveness as a learning environment 4. Suggest ways in which ANTS can further support your work with the student

Field Education Year End Report 2017-2018

Due no later than May 6th

The Year End Report represents the culmination of a learning community’s year of work together. A copy of it will remain in the Field Education Program files for five years, and an additional copy will be filed with student’s permanent academic records in the Registrar’s Office.

Approximately four weeks before the year’s end, partners should take time to review student’s Learning Agreement, Mid-Year Progress Report, sermons, program reports, and other relevant documents. The supervisors and student should review theological reflections.

Partners should schedule intentional conversations about the year’s learning and growth, after which time each partner will prepare a written report of approximately 500 words. The following table is provided as a guide for writing reports.

The Student	The Supervisor	The TP/SC
<ol style="list-style-type: none"> 1. Describe your progress vis-à-vis the goal and objectives set forth in the Learning Agreement. 2. Describe your growth in ministry throughout this year, especially related to your <i>confidence</i> and <i>authenticity</i> as a minister. 3. Discuss how your theology took shape through your ministry 4. Reflect on the site’s effectiveness as a learning environment: Were you afforded a wide range of experiences? Were you given meaningful feedback – both critique and affirmation? Did your site express joy in working with you? 5. Suggest some areas for your future growth. 	<ol style="list-style-type: none"> 1. Describe the student’s progress vis-à-vis the goal and objectives set forth in the Learning Agreement. 2. Describe the student’s growth in confidence and authenticity in his or her ministry. 3. Describe your student’s growth in theological and vocational clarity. 4. Reflect on the site’s effectiveness as a learning environment (see #4, Student column). 5. Suggest some areas for the student’s future growth. 6. Report on your own development as a supervisor, especially related to Foundations or continuing education. 	<ol style="list-style-type: none"> 1. Describe the student’s progress vis-à-vis the goal and objectives set forth in the Learning Agreement. 2. Describe the student’s growth in confidence and authenticity in his or her ministry. 3. Reflect on the site’s effectiveness as a learning environment (see #4, Student column). 4. Suggest some areas for the student’s future growth. 5. Report on your TP/SCs work together.
<p>All: Please offer general comments, feedback, and suggestions to the leaders of the Field Education Program.</p>		

The Year End Report with cover sheets must be submitted to the Field Education Program Office Trask Building M-21 **Electronic copies are not sufficient.** Students will not receive a passing grade for CMFE 601(701/2/3) Y without these reports.

Year End Report Cover Sheet

This page should be used as a cover sheet for Final Reports. By signing this sheet, participants in student learning signify that they not only have submitted a narrative report **but have also read other partners' reports.** Students, please keep a copy of this sheet and the entire Final Report for your records.

Signatures before Submission

Student Name (Printed) _____

Email Address: _____

Signature _____ Date _____

Supervisor Name (Printed) _____

Email Address: _____

Signature _____ Date _____

TP/SC Chair Name (Printed) _____

Email Address: _____

Signature _____ Date _____

Field Education Setting (include site's name and address):

Signature after Submission:

Field Education Program Director Date