



# Church Divinity School of the Pacific

**A MANUAL FOR FIELD EDUCATION**

**CHURCH DIVINITY SCHOOL OF THE PACIFIC**

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**BERKELEY, CALIFORNIA 94709-1211**

Revised April 2019

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*Table of Contents*

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FIELD EDUCATION AT CDSP .....	2
STUDENT TIMELINE FOR FIELD EDUCATION PLACEMENTS .....	3
THE FIELD EDUCATION PROCESS .....	5
IDENTIFICATION OF A PLACEMENT SITE.....	5
Residential Students – Congregational Placements .....	5
Residential Students – Placements in Non-Congregational Settings .....	7
Low-Residence Students .....	7
NEGOTIATION OF A CONTRACT AND LEARNING COVENANT .....	8
THE PRACTICE OF MINISTRY IN A FIELD PLACEMENT.....	10
REFLECTION UPON THE EXPERIENCE .....	11
EVALUATION .....	12
FIELD EDUCATION PLACEMENT SITES .....	13
FIELD EDUCATION SUPERVISORS .....	14
SUPERVISOR TIMELINE FOR FIELD EDUCATION PLACEMENTS .....	15
FORMS AND RESOURCES FOR FIELD EDUCATION .....	<b>Error! Bookmark not defined.</b>

## FIELD EDUCATION AT CDSP

Field Education is an integral part of the theological curriculum at CDSP. In field education, a seminarian engages in the practice of ministry, bringing their personal gifts to the placement site and receiving the formative benefits of mentoring, new ministry experiences, and learning through action and reflection. Field education and classroom education are mutually supportive, with field education providing both an intellectual framework for ministry development and a structure and location for practice of and reflection on learning in other courses.

Field Education is a two-semester course and placement commitment, including an average of eight to ten hours a week at a placement site. Work may be done on any day and at any hour which is agreeable to the student and the supervisor. In a congregational placement, it is expected that the student will be present for Sunday services and on at least one other day during the week. In addition to the ministerial placement, students participate in a weekly class, which includes lecture, discussion, reading, and written assignments. For residential students, the class meets for two hours each week during the fall and spring semester. Low-residence students participate through an on-line class format.

During their final year at CDSP all MDiv students take a two-semester capstone course called Leadership for Ministry which requires an average of five hours per week in a placement site and three hours a week in class, with associated reading and assignments. Thus, there are two years of field placement that each MDiv student completes while at CDSP; there is no requirement that these placements be in the same congregation or institution. Some dioceses have additional requirements for the structure and time in placement sites. Students are advised to consult with their dioceses about field placement requirements during their initial semester in seminary.

This Manual for Field Education is specific to the first year of field placement, that coinciding with Field Education classes.

The goals of Field Education are:

- To support and enhance students’ development as leaders in ministry through intellectual frameworks for ministry and leadership development, experiential learning, practical application of concepts from other courses, and structured theological reflection.
- To put students into relationship with experienced and competent practitioners in ministry who can serve as mentors, supervisors, models, and guides.
- To assure that all students have some active experience in ministry leadership during their time in seminary, and to provide them with tools for analyzing and interpreting the life of congregations and other church institutions.
- To provide opportunities for students to pursue individual interests and/or specific skills.

## STUDENT TIMELINE FOR FIELD EDUCATION PLACEMENTS

Fall Semester prior to placement year	<ul style="list-style-type: none"> <li>• Find out about diocesan requirements for field education</li> <li>• Visit at least six potential placement sites to get a sense of the variety available. <i>For Low Residence students without six sites within a reasonable distance, visit all sites that are feasible and meet diocesan expectations.</i></li> </ul>
January prior to placement	<ul style="list-style-type: none"> <li>• <i>Low residence students take January Intersession course FE2190</i></li> <li>• Complete “Seminarian Field Placement Plan”</li> <li>• Meet with director of field education to identify appropriate sites for interviews</li> </ul>
February and March	<ul style="list-style-type: none"> <li>• Contact and conduct interviews with potential supervisors. All students are expected to complete at least 3 interviews.</li> <li>• Director of field education connects with students and potential supervisors to understand preferences and ranking among options</li> <li>• Director of field education matches students and sites</li> </ul>
April	<ul style="list-style-type: none"> <li>• Students contacted by chosen/matched supervisors</li> <li>• Students assure that placement meets all diocesan expectations – both COM expectations and any other diocesan policies</li> <li>• <i>Low Residence students and supervisors discern fit, in collaboration with diocesan resources and in accordance with diocesan expectations</i></li> <li>• Confirm chosen site and supervisor name with director of field education and submit a signed placement site agreement between the student and the supervisor</li> <li>• Begin discussing learning goals and activities with supervisor</li> </ul>

May	<ul style="list-style-type: none"> <li>• Continue discussing learning goals and activities with supervisor</li> <li>• Discuss lay committee membership with supervisor. Supervisor begins recruiting committee members for the fall</li> <li>• May 31st - DRAFT Learning Covenant for the fall semester due to director of field education</li> </ul>
June, July, August	<ul style="list-style-type: none"> <li>• Communication between supervisor, student and lay committee as needed to finalize learning goals and covenant.</li> <li>• August 31<sup>st</sup> - FINAL Learning Covenant for the fall semester due to director of field education</li> </ul>
September, October, November, December	<ul style="list-style-type: none"> <li>• On site 8-10 hours per week, as agreed upon in contract</li> <li>• Supervisory conferences ~1 hour per week</li> <li>• Meeting with Lay Committee 1x per month</li> <li>• December - All placement assessments due to director of field education one week after the end of the semester</li> </ul>
January	<ul style="list-style-type: none"> <li>• <i>Low residence students take January intersession course FE 2191</i></li> <li>• Supervisor and student meet to develop learning goals for the spring semester</li> <li>• Student and supervisor jointly participate in a workshop at CDSP to develop CD/OD project plan for spring semester (first week of spring semester)</li> <li>• <i>Low residence students develop CD/OD project plan with supervisor based on initial work completed during January intersession course FE 2191</i></li> </ul>
February, March, April, May	<ul style="list-style-type: none"> <li>• At the end of the first week of the spring semester, FINAL Learning Covenant for the Spring semester due to director of field education</li> <li>• Students on site 8-10 hours per week</li> <li>• Supervisory conferences ~1 hour per week</li> <li>• Meeting with Lay Committee 1x per month</li> <li>• May - All placement assessments due to director of field education one week after the end of the semester</li> </ul>

## THE FIELD PLACEMENT PROCESS

Field Placement involves six activities:

1. **Identification** of a placement site and establishment of a placement agreement;
2. **Development** of a Learning Covenant including specific learning goals and activities;
3. **Practice of ministry** to increase knowledge and skills *consistent with the Learning Covenant*;
4. **Reflection** on the practice of ministry and specific experiences, both individually and in supervision;
5. **Evaluation.**

Each of these steps is completed in collaboration with the director of field education and is described in detail below. Forms and materials to support each step are available from the director of field education and on the CDSP website.

### IDENTIFICATION OF A PLACEMENT SITE

Placements are formally made by the director of field education as a result of a process of structured mutual inquiry with students and potential supervisors. Student placement decisions are final only after (1) students have visited multiple sites, interviewed with prospective supervisors, and discussed their placement site preferences with the director of field education; (2) supervisors have communicated their desire to work with one or more students who interviewed at their site; and (3) the director of field education approves the placement. Placements are initially made for one year, and may be renewed for a second year as the placement site for Leadership in Ministry I and II (if all parties agree). Placements for Field Education are most often in congregations, but students whose vocational goals are outside of congregational ministry may seek a placement in another setting (hospital, school, faith-based service provider, prison, etc...).

### Residential Students – Congregational Placements

During the first semester of seminary, students are encouraged to worship in a wide variety

of congregations to experience worship in different contexts. Students are expected to visit and worship in at least six different congregations, extending beyond the congregations in Berkeley to other congregations in the Diocese of California and/or, for those with adequate transportation, in the southern parts of the Diocese of Northern California and the northern areas in the Diocese of El Camino Real. These worship services are intended to inform each student's process for identifying a placement site by spanning a range of liturgical styles, congregational size and demographics, and ministry foci.

In January prior to enrolling in Field Education I, students will complete an individual plan for finding and arranging a field education site (a Seminarian Field Placement Plan). This document will include information regarding experiences and gifts the student brings to ministry, skills and experience they hope to develop through a field education placement, and an initial list of sites where the student plans to request interviews.

To be an approved placement site and supervisor, a potential supervisor must complete the "Field Placement Site and Supervisor Information" form available through the CDSP website. The information provided by students and by potential supervisors will be used by the director of field education to help students identify sites for interviews and to inform mutual decisions about placements. Information about congregations will be made available to students as part of their determination of where to conduct interviews, and students should anticipate being asked to share their reason for exploring field education in a specific congregation. To the best of her ability, the director of field education will inform congregational clergy of the number and names of students who intend to request an interview as part of this process.

Each student is expected to complete at least three interviews during February and March; interviews with the potential supervisor should be completed only after the student has worshiped at a primary worship service in the congregation. These conversations are intended to help both students and potential supervisors assess the degree of "fit" for a field education placement and supervisory relationship. Potential supervisors may request additional meeting(s) and/or additional information from students, including a resume or other written materials regarding experience in ministry and outside the church. No

supervisor or student should “agree” on a placement at the time of the initial interviews between student and supervisor.

Beginning in late March or early April, students will discuss the results of their interviews with the director of field education and will identify their ordered preference for a placement site. Based on student preferences, and after consultation with the supervisors with whom each student interviewed, the director of field education will match students to placement sites and will inform the supervisors. Chosen site supervisors will contact the student to confirm the placement. Once the supervisor and student jointly confirm the placement, they must submit a signed Field Placement Agreement to the director of field education; no placement is final until the director of field education receives a signed agreement.

### **Residential Students – Placements in Non-Congregational Settings**

Students who wish to arrange Field Education I and II placements in non-congregational ministry settings, will identify a placement site using a process similar to that outlined above for congregational placements. Unlike congregational sites though, the director of field education is unlikely to be in direct contact with the full range of potential supervisors before the student identifies the site and engages in initial conversations. Students therefore have a greater responsibility for identifying sites and supervisors and assuring themselves that the placement will provide adequate opportunities for meeting the student’s goals.

Residential students who wish to do field education in non-congregational settings should meet with the director of field education early in their first year of study to discuss the type of placement they want and to develop a plan for exploring opportunities in the Bay Area. Once the supervisor and student jointly confirm the placement, they must submit a signed Field Placement Agreement to the director of field education; no placement is final until the director of field education receives a signed agreement.

### **Low-Residence Students**

Low-residence students enroll in Preparation for Field Education during the January intersession of the academic year preceding Theological Field Placement I. This class

provides a structured way for low-residence students to identify what is important to them in a field placement site and how to assess whether congregations or other placements sites will provide opportunities to meet their goals for field education.

After completing Preparation for Field Education, low-residence students complete interviews with potential placement sites and work with the diocesan staff from their home diocese, the director of field education, and potential supervisors to determine which site is the best “fit.”

Low residence students are encouraged to have a full understanding of the requirements for field education from their diocese prior to beginning Preparation for Field Education. Once the supervisor and student jointly confirm the placement, they must submit a signed Field Placement Agreement to the director of field education; no placement is final until the director of field education receives a signed agreement.

## DEVELOPMENT OF A LEARNING COVENANT

Once the student, the supervisor and the director of field education agree to a specific placement through a signed Field Placement Agreement, the student and the supervisor begin to work together on a learning covenant. More information and the learning covenant form are available on the CDSP website.

It is important that initial conversations about the learning covenant include an informal "get-acquainted" process for the student and the supervisor. These initial conversations are the foundation for the formal learning covenant which documents the educational objectives of the student and the expectations of the supervisor and site. Conversations that contribute to developing learning goals may include the following:

- Liturgical Leadership and Preaching -discuss past experiences in worship and worship leadership within and/or outside the Episcopal Church, familiarity with the BCP and authorized texts, past experience in music leadership, etc. Consider ways to develop the necessary knowledge, skill, and character needed to be a liturgical leader and/or preacher.

- Administration and Management -discuss past experiences on a Vestry or Bishop's Committee, as a staff person and/or leader, and in management; discuss the skills of decision-making, collaboration, and personal initiative. Consider the ways to develop the knowledge, skill, personal presence, and character to be a faithful leader.
- Religious Education and Pastoral Care -discuss previous work in education—with children, youth, adults, etc., and experiences caring for others, including CPE, and ways to accurately assess spiritual and relational needs of individuals and groups. Consider the ways to develop the knowledge, skill, and character as a teacher and pastoral presence.
- Mission, Outreach and Public Leadership -discuss previous experiences in outreach, social service, and public leadership within and outside the church. Consider the ways to develop the knowledge, skill, and character to speak publicly, prophetically, and pastorally within the larger community and world.

The learning covenant will be completed in draft form before the summer break so that clergy and lay leaders in the field education site can plan for meaningful involvement by the seminarian in the program year. The final learning covenant, including specifics of lay committee membership, must be signed by the student and the supervisor and submitted to the director of field education no later the end of the first week classes each semester.

The learning covenant outlines specific expectations and objectives for the field placement experience. The development of a learning covenant is intended to be an educational process in which the supervisor and student articulate a clear and mutual understanding of goals, duties, responsibilities, and expectations of the various persons involved in the experience: student, supervisor, lay committee, congregational leaders, and the director of field education. The student's learning goals together with the activities and ministry-related tasks for the student should be incorporated into the learning covenant based on an honest and realistic assessment of responsibilities in light of the student's time commitment. The learning covenant should be discussed by supervisor, student, and lay committee and referred to throughout the field placement experience.

The Field Placement Agreement covers the full academic year, excluding January

Intersession and vacations. The learning covenant will be revised between semesters to include mutually agreed upon changes, including the identification of a congregational or organization development project to be undertaken in the second semester. Students are not paid for Field Education<sup>1</sup>. Students who require financial support for travel to and from their site may negotiate this support directly with their supervisor.

All students must submit an up-to-date certification of completion of Child Abuse and Clergy Sexual Misconduct Prevention Training prior to beginning their placement. This certification should be submitted to the director of field education and the Registrar and Coordinator of Academic Services either electronically or in paper form. The specific course completed by the student should comply with requirements for clergy in the student's home diocese.

## THE PRACTICE OF MINISTRY IN A FIELD PLACEMENT

Students in Field Education are expected to be present in their field placement sites for a minimum of 8-10 hours per week on average, excluding travel and preparation time. This time should be spent in the practice of ministry as defined in the learning covenant. In congregational settings, this usually breaks down as about 4 hours on Sunday and 4 hours on another day of the week. Activities in the placement site should directly support the student's learning goals. In a congregation setting, this may include various roles in Sunday morning worship, participation in congregational ministries and committee/team meetings, sermon preparation, attendance and participation in staff meetings, contributions to liturgical planning, supervision conferences, and lay committee meetings. Schedules in non-congregational placements will vary according to the nature of the institution. In any case, it is important that the student's time for classroom and family responsibilities be protected by not exceeding this average weekly time. However, it is also important that Field Education be an integral part of the student's theological education. It should have neither greater nor lesser priority than other parts of the curriculum.

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<sup>1</sup> Students may not be paid for any work at their placement site during either Field Education or Leadership for Ministry

Field Education I (fall semester) class curriculum will include tools and methods for understanding organizations/congregations as systems and for reflecting on mission, identity and purpose, dynamics, and socio-cultural context. Students will be expected to apply these intellectual frameworks to their experience in the field placement site through the practice of ministry, written theological reflections, and supervisory conversations.

At the start of Field Education II (Spring semester) supervisors and students will jointly define a congregational or organization development project that will be part of the student's work in the placement site for the second semester.

The class curriculum for Field Education II will provide further models and approaches for ministry and leadership, including data gathering and interpretation, conflict management and trust development, intercultural competence, appreciative inquiry, and facilitation of participatory processes. As in Field Education I, students will be expected to apply these intellectual frameworks to their experience in the field placement site through the practice of ministry, written theological reflections, and supervisory conversations.

## REFLECTION UPON THE EXPERIENCE

Central to Field Education is the process of engaging in ministry, reflecting critically upon those experiences both on one's own and with others, imagining and risking new activities and behaviors, and then repeating this cycle of learning. Reflection and imagination occur in the student-supervisor conferences, in lay committee meetings, and with peers during the Field Education class.

The student-supervisor conference is core to Field Education. Supervisors are expected to commit to the conferences and to prioritize them in their schedule. Times for these conferences are spelled out in the learning covenant. For each conference the student is expected to set the agenda, including time for theological reflection on an issue or a specific event in ministry. In addition to theological reflection, the conferences are opportunities for the supervisor and the seminarian to discuss professional growth, spiritual development, the

nature of ministry, and their sense of vocation. Effective supervisors are those who share of themselves while maintaining their focus on the student's ministry and questions. The conferences are also opportunities for specific feedback regarding the student's activities, participation, and presence in the placement site.

Lay committee meetings also constitute an important arena for reflection. They may provide a forum for sermon preparation and feedback, for consideration of ministry experiences, and for vocational discernment.

The third way structured reflection is incorporated into field education is as a regular part of peer-group discussions in the Field Ed I and II classes and through written theological reflection assignments.

## EVALUATION

At the end of each semester the student and supervisor engage in shared evaluation process, exploring the student's progress toward the defined learning goals as well as overall growth and areas for continued development or additional experience. A formal written self-assessment by the student and accompanying assessment by the supervisor are prepared and discussed in a supervisory conference. The written assessments must be signed by both student and supervisor and submitted to the director of field education. The lay committee also completes a written evaluative assessment based on their interactions with and experience of the student. This written assessment is also shared and discussed with the student prior to being submitted to the director of field education. Students should be evaluated in relation to the learning goals spelled out in the learning covenant, with the understanding that unanticipated opportunities and experiences should also be recognized. Evaluation should be an open and collaborative process, involving direct communication between the student, the supervisor, and the lay committee.

Completed evaluations are due to the director of field education no later than one week after the end of the academic semester; the student's academic transcript is incomplete until these are received. The evaluations are shared with the student's faculty advisor and with the

Dean of Academic Affairs. Field Education evaluations provide faculty advisors with important data to be used in their advisory capacity and in preparing faculty evaluations of the student in the second and third years of study.

## FIELD EDUCATION PLACEMENT SITES

Placement sites for Field Education are approved by the director of field education.

Approval of sites for residential students is dependent upon a completed “Field Placement Site and Supervisor Information” form. Approval of sites for both residential and low-residence students is subject to the director of field education’s assessment of the site using the following criteria:

- The congregation or institution and supervisor commit to and observe the following statement of non-discrimination.<sup>2</sup> *No one shall be discriminated against in employment, volunteer service, or participation in the life of the organization because of race, color, ethnic origin, national origin, marital status, sex, sexual orientation, gender identity and expression, disabilities, familial status, age, ancestry, veteran status, political affiliation (CA Gov. Code Sec. 12920), or military service (USERRA).*
- The congregation or institution sees itself as an **educational** site and can articulate both opportunities for learning it can offer and the benefits to be gained by the seminarian's presence. The site and its leaders understand that they are partners with the seminary in the formation of leaders for the church.
- One person on the staff (usually an ordained cleric or a lay professional) is willing to serve as the supervisor. This person must have been engaged in his or her ministry for at least five years and have been at the site for at least one year (preferably two or more).
- Three or four lay persons are willing to meet with the seminarian monthly to reflect on his or her experiences in ministry. The size and composition of the committee

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<sup>2</sup> See Canon I.17.5 and <http://cdsp.edu/seminary-policies/equal-opportunity-employment-non-discrimination-policy/>

will vary according to the character of the site. Members of the committee should be recruited by the supervisor, with one member identified as the convener; committee membership is included in the learning covenant.

- The congregation or institution is willing to give the seminarian an opportunity to try a full range of pastoral activities and risk giving him/her responsibility for significant tasks within those activities. Supervisors may need to interpret task assignments, providing a perspective on their importance and optimal approach. Supervisors may also have to cope with a student's challenge to the appropriateness of a task and/or requests for additional or different assignments. The assigned tasks should always be appropriate to the seminarian's status and consistent with the learning covenant. Assigned tasks must be more than those already familiar and comfortable. Current limitations of maturity, experience, training and readiness, however, should be considered in the negotiation regarding learning goals and activities.

## FIELD PLACEMENT SUPERVISORS

The relationship between the student and the supervisor is critical for a meaningful field placement experience. Supervisors should understand themselves as mentors and teachers as much as they are supervisors. The role requires open and honest communication, significant time and attention, and a willingness to take some risks for the sake of developing new leadership in the church. Under normal circumstances, supervisors do not assume the additional responsibilities of being pastor and/or counselor to students. The restraints of time and the value of maintaining role clarity make the addition of these responsibilities inadvisable.

Expectations for field placement supervisors include:

- The supervisor is committed to the vocational and leadership development of the student.
- The supervisor agrees to set aside time at regular weekly intervals to meet with the student and discuss the vocational and theological issues arising out of the student's

experience.

- The supervisor agrees to participate in congregational/organization development workshops and other meetings and training sessions organized by the director of field education. These sessions may be in-person or virtual and will take place three times a year.
- The supervisor is open to learning from and with the seminarian, engaging the gifts the seminarian brings to ministry and allowing themselves and the placement site to be changed as a result.
- The supervisor is willing to visibly support the student as they define, plan and lead congregational/organization development project(s) in the field placement site.

Individuals who would like to serve as field placement supervisors must complete the “Field Placement Site and Supervisor Information” so that the director of field education can approve the placement site and make the information available to students.

### SUPERVISOR TIMELINE FOR FIELD EDUCATION PLACEMENTS<sup>3</sup>

<p>Fall Semester prior to placement year <i>(for those who wish to supervise residential students)</i></p>	<ul style="list-style-type: none"> <li>• Complete or update “Field Placement Site and Supervisor Information” using the link on the CDSP website</li> <li>• Those whose last experience supervising a field education student was 2 or more years prior contact the director of field education to discuss expectations and receive approval as a supervisor.</li> <li>• Expect students to be visiting your congregation</li> </ul>
<p>By February 1 <i>(for those who wish to supervise residential students)</i></p>	<ul style="list-style-type: none"> <li>• Contact from director of field education to share the names of students who are planning to request an interview.</li> </ul>
<p>February and March</p>	<ul style="list-style-type: none"> <li>• Student interviews – students are responsible for contacting potential supervisors to arrange interviews. Each student is expected to complete three interviews.</li> <li>• Consult with director of field education regarding preferences and priorities emerging from interviews</li> </ul>
<p>April</p>	<ul style="list-style-type: none"> <li>• Director of field education contacts supervisors with “match” for placements</li> </ul>

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<sup>3</sup> This timeline will be modified for supervisors of Low Residence students as appropriate to assure compliance with local diocesan expectations.

	<ul style="list-style-type: none"> <li>• Contact and invite student to be placed at your site.</li> <li>• When student and supervisor agree to work together, confirm with the director of field education by submitting a signed Field Placement Agreement</li> <li>• Begin meeting with student regarding learning covenant and goals</li> </ul>
May	<ul style="list-style-type: none"> <li>• Continue meeting regarding learning covenant and goals</li> <li>• Residential students' supervisors' gathering (collaboration, training and resources)<sup>4</sup></li> <li>• May 31st - DRAFT Learning Covenant due to director of field education</li> </ul>
June, July, August	<ul style="list-style-type: none"> <li>• Communication between supervisor, student and lay committee as needed to finalize learning covenant.</li> <li>• Program planning at placement sites incorporates student strengths and learning goals</li> <li>• August 31<sup>st</sup> - FINAL Learning Covenant for Fall semester due to director of field education</li> </ul>
Placement Begins: September, October, November, December	<ul style="list-style-type: none"> <li>• Students on site 8-10 hours per week</li> <li>• Supervisory conferences ~1 hour per week</li> <li>• Residential students' supervisors' gathering (collaboration, training and resources)</li> <li>• All evaluations due to director of field education one week after the end of the semester</li> </ul>
January into first week of February	<ul style="list-style-type: none"> <li>• Meet with student to develop spring semester learning covenant goals</li> <li>• Residential students' supervisors' gathering (with students) to agree on congregational development project for the spring semester</li> <li>• FINAL Learning Covenant for Spring semester due to director of field education</li> </ul>
February, March, April, May	<ul style="list-style-type: none"> <li>• Students on site 8-10 hours per week</li> <li>• Supervisory conferences ~1 hour per week</li> <li>• Residential students' supervisors' gathering (collaboration, training and resources)</li> <li>• All evaluations due to director of field education one week after the end of the semester</li> </ul>

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<sup>4</sup> Training for supervisors of Low-Residence students are under development and will be provided virtually.