



Church Divinity School of the Pacific

A MANUAL FOR CONTEXTUAL EDUCATION

CHURCH DIVINITY SCHOOL OF THE PACIFIC

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Table of Contents

CONTEXTUAL EDUCATION AT CDSP: OVERVIEW.....	2
STUDENT TIMELINE FOR CONTEXTUAL EDUCATION.....	4
THE INTERNSHIP PROCESS.....	5
IDENTIFYING AN INTERNSHIP SITE.....	6
Residential Students – Congregational Internships.....	7
Residential Students – Placements in Non-Congregational Settings.....	8
Low-Residence Students.....	9
DEVELOPING A LEARNING COVENANT.....	9
PRACTICING MINISTRY IN AN INTERNSHIP.....	11
REFLECTING UPON THE EXPERIENCE.....	12
Contextual Education Courses.....	13
ASSESSMENT.....	14
CONTEXTUAL EDUCATION INTERNSHIP SITES.....	15
SUPERVISION.....	16
SUPERVISOR TIMELINE FOR CONTEXTUAL EDUCATION.....	18
GLOSSARY.....	20

CONTEXTUAL EDUCATION AT CDSP: OVERVIEW

Contextual education is an integral part of CDSP's core curriculum. The program consists of two primary parts, an *internship*¹ experience, and a weekly, for-credit class. Together, these components put concrete ministerial experiences in conversation with theory in action-reflection-action learning.

The contextual education program focuses on ministerial identity and self-knowledge, theological reflection, leadership development, and professional skill-building. Students serve as interns in congregations, not-for-profit organizations, missional contexts, and other settings that give faithful witness to the full expression of the Church in the world.

Two years of contextual education are required for the MDiv degree. These are usually taken in a student's second and third year for residential students and those in the accelerated low-residence program, and in the third and fourth year for low-residential students. Students in other degree programs are encouraged to speak with their sending diocese and bishop to discern possible contextual education experiences for their studies.

Contextual education is a two-semester (residential) or four-semester (low-residence) course and internship commitment, including an average of eight to ten hours a week at an internship site with a *supervisor* for a total of thirty weeks over the academic year.² Work may be negotiated between student and supervisor for any day of the week. In a congregational placement, it is expected that the student will be present for Sunday services and 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 course 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 the fall

¹ Italicized words are in the glossary at the end of the manual.

² The first year of contextual education consists of 8-10 hours per week in an internship combined with a 2-hour weekly class (residential) or asynchronous online course (low-residence). The final-year internship – *Leadership for Ministry* – consists of 5-6 hours per week in an internship combined with a 3-hour weekly class (residential) or asynchronous online course (low-residence).

and spring semesters and in person during winter and summer intensives.

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 to six hours per week in an internship and three hours a week in class with readings and assignments. There are two years of contextual education that each MDiv student completes while at CDSP. There is no requirement that these two internships 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 contextual education requirements prior to their year of contextual education during their initial semester in seminary.

IMPORTANT: Note that while there is occasional mention of one's final-year internship in the MDiv program, this contextual education manual is specific to the first year of internship and courses.

The goals of contextual education are to:

- **Integrate** theory and action to support students’ development as leaders in ministry.
- **Introduce** students to practitioners in ministry who mentor, supervise, and model the life and profession of a minister.
- **Assure** students have active ministerial leadership experience in seminary.
- **Provide** students with tools for ministry.
- **Provide** opportunities for students to pursue individual interests and specific skills.
- **Deepen** students’ understanding of vocation, self, and ministerial identity.

STUDENT TIMELINE FOR CONTEXTUAL EDUCATION³

Fall Semester prior to internship year	<ul style="list-style-type: none"> • Explore diocesan requirements for contextual education • Visit at least five potential internship sites to get a sense of the variety available. <ul style="list-style-type: none"> ○ Low-residence students are to visit up to five available sites within a reasonable distance. Confer with diocesan expectations and requirements. • Residential students attend a fall contextual education orientation.
January prior to internship	<p>Low-residence</p> <ul style="list-style-type: none"> • Low-residence students take January Intersession course FE2190 • Following the class, complete the first draft of the <i>Learning Covenant</i> (covered in the January intersession course) • Meet with <i>director of contextual education</i> during the intersession course for an initial meeting <p>Residential</p> <ul style="list-style-type: none"> • Submit to the director of contextual education the <i>Seminarian Field Placement Plan</i> by the end of January
February and March	<ul style="list-style-type: none"> • Residential students meet with the director of contextual education in early February to identify appropriate sites for interviews. <ul style="list-style-type: none"> ○ Low-residential students will have had this conversation with the director during January intersession course • Contact and conduct interviews with potential supervisors. All students are expected to complete at least three interviews. • Director of contextual education connects with students and potential supervisors to understand preferences and ranking among options.

³ There is a corresponding “Supervisor Timeline for Contextual Education” at the end of this manual. Please review these timelines and enter the due dates into your calendar.

	<ul style="list-style-type: none"> • Director of contextual education matches students and sites and contacts matched supervisor. • Low Residence students and supervisors discern fit, in collaboration with diocesan resources and in accordance with diocesan expectations
April	<ul style="list-style-type: none"> • Matched supervisors contact students. • Students assure that the internship meets all diocesan expectations – both COM expectations and any other diocesan policies. • Confirm chosen site and supervisor name with director of contextual education and submit a signed <i>FE Placement Site Agreement</i> between the student and the supervisor. • Begin discussing learning goals and activities with supervisor.
May	<ul style="list-style-type: none"> • Continue discussing learning goals and activities with supervisor • Discuss lay committee membership with supervisor. Supervisor begins recruiting committee members for the fall. • May 31 – Submit DRAFT <i>Learning Covenant</i> to director of contextual education
June, July, August	<ul style="list-style-type: none"> • Communication, as needed, between supervisor, student, and lay committee to finalize learning goals and covenant. • August 31 - FINAL <i>Learning Covenant</i> for the fall semester due to director of contextual education
September, October, November, December	<ul style="list-style-type: none"> • Students intern 8-10 hours per week as agreed upon in <i>Learning Covenant</i> • Supervision meetings: 1 hour per week • Meeting with <i>Lay Committee</i>: 1x per month • December - All internship assessments due to director of contextual education one week after the end of the semester
January	<ul style="list-style-type: none"> • Low-residence students take January intersession course FE 2191 • Supervisor and student meet to develop learning goals for the spring semester
February, March, April, May	<ul style="list-style-type: none"> • Submit FINAL <i>Learning Covenant</i> for the spring semester to director of contextual education by the first week of February. • Students intern 8-10 hours per week with updated <i>Learning Covenant</i> • Supervision meetings: 1 hour per week • Meeting with Lay Committee: 1x per month • May – End-of-semester celebration • May - All internship assessments due to director of contextual education one week after the end of the semester

THE INTERNSHIP PROCESS

The internship process involves five activities:

1. **Identifying** an internship site
2. **Developing** a *Learning Covenant* with specific learning goals and activities

3. **Practicing** ministry in an internship to increase knowledge and skills consistent with the learning covenant
4. **Reflecting** upon internship experiences individually and with a *supervisor*
5. **Assessing** the experience

Each of these steps is completed in collaboration with the *director of contextual education*, internship supervisor, or class peers (see below for details). Forms and materials to support each step are available from the “Contextual Education” section on the “CDSP Community Resources” Moodle page for students, and pertinent information on the school website for supervisors. The *contextual education assistant* is also a resource.

IMPORTANT: Forms and materials are available from the “Contextual Education” section on the “CDSP Community Resources” Moodle page for students and pertinent information on the school website for supervisors.

IDENTIFYING AN INTERNSHIP SITE

Internship placements are formally made by the director of contextual education as a result of a process of exploration and mutual inquiry with students and potential supervisors. Internship decisions are final only after (1) students have visited multiple sites, interviewed with prospective supervisors, and discussed their internship site preferences with the director of contextual education; (2) supervisors have communicated their desire to work with one or more students who interviewed at their site; and (3) the director of contextual education approves the internship match. Internship placements are initially made for one year and may be renewed for a second year as the internship site for Leadership in Ministry (if all parties agree). Internships are mostly in congregations but students whose vocational goals are outside of congregational ministry may seek an internship in another setting (hospital, school, faith-based service provider, prison, etc.). Though a hospital may offer a volunteer chaplaincy internship, please note that Clinical Pastoral Education (CPE) does **not** count towards a student’s CDSP contextual education requirement. CPE, needed for ordination, is taken usually during the summer between a student’s first and second, or third and fourth, years.

Residential Students – Congregational Internships

During the first semester of seminary, students are encouraged to visit a variety of congregations to experience worship in different contexts. Students are expected to worship at five different congregations, extending beyond the congregations in Berkeley to other congregations in the Diocese of California or if feasible, 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 an internship site by spanning a range of liturgical styles, congregational size and demographics, and ministry foci.

During the fall semester, first-year residential MDiv students or students of other degree programs who are required by their diocese to take contextual education, attend a contextual education orientation. This orientation offers basic and essential information for students regarding the goals and process of contextual education at CDSP. In January, prior to the first semester of *FE2180: Introduction to Theological Field Education I*, students submit an individual plan for securing a contextual education site (*Seminarian Field Placement Plan*). This document will include information regarding experiences and gifts the student bring to ministry, skills and experience they hope to develop through a contextual education internship, and an initial list of sites where the student plans to request interviews.

To be an approved internship 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 contextual education to help students identify sites for interviews and to inform mutual decisions about internship placements. Students will offer their reasons as to their three selections. The director of contextual education will inform prospective site supervisors in advance that students intend to request an interview as part of this process.

Each student is expected to complete at least three interviews during February and March. Students should interview with a potential supervisor after the student has worshiped with the congregation. These conversations are intended to help both students and potential supervisors assess the degree of "fit" for a placement and supervisory relationship. Potential

supervisors may request additional meetings and 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 an internship 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 contextual education. Students will identify their ordered preference of internship site. Based on student preferences, and after consultation with the supervisors with whom each student interviewed, the director of contextual education will match students to internship sites and then inform the supervisors. Chosen site supervisors will contact the student to confirm the internship. Once the supervisor and student jointly confirm the internship, they must submit a signed *Field Education Placement Site Agreement* to the director of contextual education. An internship site is made final when the director of contextual education receives a signed agreement.

Residential Students – Placements in Non-Congregational Settings

Students who wish to arrange internships in non-congregational ministry settings, will identify an internship site using a process similar to that outlined above for congregational placements. Whereas the contextual education program has established relationships with the Diocese of California and other surrounding diocese, the program continues to build its partnership with non-profit organizations. Students, therefore, have greater responsibility and flexibility to identify sites and supervisors to assure that the internship will provide adequate opportunities for meeting their learning goals.

Residential students who wish to do an internship in non-congregational settings should meet with the director of contextual 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 internship, they must submit a signed *Field Education Placement Site Agreement* to the director of contextual education. An internship site is made final when the director of contextual education receives a signed agreement.

Low-Residence Students

Low-residence students take *FE2190: Preparation for Theological Field Education* during the January intersession of the academic year preceding *FE8291: Theological Field Placement I*. *Preparation for Theological Field Education* prepares low-residence students for their first year of contextual education.

After completing *FE2190: Preparation for Theological Field Education*, low-residence students complete interviews with potential internship sites and work with diocesan staff from their home diocese, the director of contextual 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 contextual education from their diocese prior to beginning *Preparation for Theological Field Education*. Once the supervisor and student jointly confirm the internship site, they must submit a signed *Field Education Placement Site Agreement* to the director of contextual education. An internship site is made final when the director of contextual education receives a signed agreement.

DEVELOPING A LEARNING COVENANT

Once the student, the supervisor, and the director of contextual education agree to a specific internship placement through a signed *Field Education Placement Site 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 or in Moodle on the CDSP Resources page and Contextual Education section.

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 Book of Common Prayer (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 or leader in management; discuss the skills of decision-making, collaboration, and personal initiative. Consider ways to develop knowledge, skill, personal presence, and character to be a faithful leader.
- **Christian Formation and Pastoral Care** - Discuss previous work in education - with children, youth, adults, etc., and experiences caring for others, including Clinical Pastoral Education (CPE) that provide ways to assess spiritual and relational needs of individuals and groups. Consider ways to develop knowledge, skill, and character as a teacher and pastoral caregiver.
- **Mission, Outreach, and Public Leadership** - Discuss previous experiences in outreach, social service, and public leadership within and outside the church. Consider ways to develop knowledge, skill, and character to speak publicly, prophetically, and pastorally throughout local communities and global world..

The *Learning Covenant* will be completed in draft form before the summer break so clergy and lay leaders in the internship 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 supervisor and submitted to the director of contextual education no later than the end of the first week of classes each semester.

The *Learning Covenant* outlines specific expectations and objectives for the internship experience. The development of the *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, and lay committee. The student's learning goals together with the activities and ministry-related tasks should be incorporated into the *Learning Covenant* based on an honest and realistic assessment of responsibilities in light of the student's time commitment. Supervisor, student, and lay committee are to discuss the *Learning Covenant* goals and continue to refer back to them throughout the internship.

The *Field Education Placement Site 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. Students are not paid for their internship.⁴ 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 the completion of *Safe Church Training* (or sponsoring diocesan equivalence) prior to beginning their internship. This certification should be submitted digitally to the director of contextual education. The specific course(s) completed by the student should comply with requirements for clergy in the student's home diocese.

IMPORTANT: Safe Church Training or its sending diocesan equivalence, must be on the student's file *prior* to any activity for their internship. Failure to do so may prevent a student from continuing on in the course.

PRACTICING MINISTRY IN AN INTERNSHIP

First-year contextual education students are to fulfill 8-10 hours per week on average, excluding travel time, for their internship.⁵ There are two required contextual education years for MDiv students. Each internship is to last two semesters (fall and spring) for fifteen

⁴ Students may not be regularly paid for any work at their internship. Travel stipends, help with books, or a small love offering up to \$250 are permissible but not required.

⁵ By contrast, final-year contextual education students in *Leadership for Ministry* are required to fulfill 5-6 hours per week on average over two semesters (fifteen weeks per semester) and take a weekly 3-hour course for two semesters.

weeks per semester. The *Learning Covenant* guides a student intern on how to delineate their time in the internship.

In congregational settings, student interns usually spend four hours on Sunday and four hours on another day of the week. Activities in the internship should directly support the student's learning goals. In a congregational setting, this may include various roles for Sunday 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 internships will vary according to the nature of the institution. It is important that the student and supervisor protect the student's time for classroom and family responsibilities by not exceeding the average weekly hours. It is also important to note that contextual education is an integral part of a student's theological education and should not have greater or lesser priority than other parts of the curriculum.

REFLECTING UPON THE EXPERIENCE

Central to contextual education is the process of engaging in ministry, reflecting critically upon these experiences, imagining and risking new activities and behaviors, and then repeating this cycle of learning. The contextual education program aims for an action-reflection-action model of learning where praxis is *reflected* practice, not concrete experience alone. Reflection and imagination occur in the student-supervisor meetings, in lay committee meetings, and with peers in the contextual education class.

The student-supervisor meeting is core to contextual education and the internship experience. Supervisors commit to supervisory meetings and prioritize them in their schedule. Times for these meetings are spelled out in the *Learning Covenant*. Students set the meeting agenda which includes time for theological reflection on an issue or a specific event in ministry. Meetings are also opportunities for the supervisor and the seminary intern to discuss professional growth, spiritual development, the nature of ministry, and their sense of ministerial identity and vocation. Effective supervisors are those who share their own

journey and experiences while maintaining their focus on the student's learning and questions. Internships are to be student-learning-centered. Supervisory meetings are also opportunities to give specific feedback regarding the student's activities, participation, and presence in the internship.

Lay committee meetings also provide an important opportunity for reflection. They offer a space for ministry feedback, and whenever possible, vocational discernment and theological reflection

A third way reflection is integrated into contextual education is through designated class discussion, readings, and assignments.

Contextual Education Courses

A corresponding course is taught by a *faculty instructor* each semester a student is in a contextual education internship. The first-year internship courses for **residential** students are *FE2180: Introduction to Theological Field Education I* and *FE2181: Introduction to Theological Field Education II*. These courses are on campus and meet Wednesday mornings from 9:30 am to 11:30 am.⁶

Low-residential students have a slightly different course sequence. Prior to their first-year internship, students take *FE2190: Preparation for Theological Field Education* during the January Intersession. This on-campus course serves to orient students to the contextual education program and process. The following year, during the low-residential student's first-year internship, students take *FE2191: Continuing Praxis in Theological Field Education* during the January Intersession. In the internship year, low-residential students take *FE8291: Theological Field Education Placement I* and *FE8293: Theological Field Education Placement II* during the Fall and Spring semesters. These Moodle courses are *asynchronous* online with periodical optional *synchronous* Zoom sessions.

⁶ Final-year internship courses for **residential** students are *FTRS2281: Leadership for Ministry I* and *FTRS2282: Leadership for Ministry II*. For **low-residential** students, the online versions are *FTRS 8288: Leadership for Ministry I* and *FTRS 8289: Leadership for Ministry II*.

Four questions capture the focus for the first year of contextual education in both residential and low-residential programs:

- **Identity and Vocation:** Who am I becoming as a minister? What is my ministerial identity and vocation?
- **Self-Knowledge and Self-Understanding:** Who is the *person* of the minister?
- **Theological Reflection:** How do I theologically reflect upon this event or learning in my internship placement?
- **Professional Development:** What professional skills or capacities am I learning, or need to learn, in this internship?

These guiding questions help to identify different sensibilities and skills CDSP believe are foundational to healthy ministerial identity and leadership. These sensibilities and skills, among others, include: (1) understanding one's vocation, (2) self-knowledge and self-awareness, (3) theological reflection as core to one's identity and vocation, (4) internal freedom and coherence, (5) executive leadership, (6) cultural fluency, and (7) living truthfully without self-deception.

These sensibilities, skills, and more, are introduced during the first-year course and internship, and continue into the second, and final, year of contextual education. For more information, please refer to the syllabi of respective courses.

ASSESSMENT

At the end of each semester, the student and supervisor engage in a shared assessment process. The two reflect on the student's progress toward the defined learning goals for the semester, the student's overall growth, and areas for further development and experience. A formal written assessment by the student and supervisor are prepared and discussed in a supervisory meeting. The written assessment must be signed by both student and supervisor and submitted to the director of contextual education by the end of the semester. The lay committee also completes a written assessment based on their interactions with, and

observations of, the student. This written assessment is also shared and discussed with the student prior to being submitted to the director of contextual education. Students are assessed in relation to the learning goals in the learning covenant. Discussing unanticipated opportunities and experiences are also encouraged. Assessment is an open, and collaborative, process that involves direct communication between the student, the supervisor, and the lay committee.

Completed assessments are due to the director of contextual education no later than the final week of the academic semester; the student's academic transcript is incomplete until these are received. The assessments are shared with the student's faculty advisor and with the Dean of Academic Affairs. Contextual education assessments provide faculty advisors with important information that assists the advisor in their faculty evaluations of the student in the second and third years of study.

CONTEXTUAL EDUCATION INTERNSHIP SITES

Contextual education internship sites are approved by the director of contextual education. Approval of sites for both residential and low-residence students is subject to the director of contextual education's assessment of the site using the following criteria:

- **Non-Discrimination:** The congregation or institution and supervisor commit to, and observe, the following statement of non-discrimination.⁷ *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).*
- **Educational Formation:** The congregation or institution sees itself as an **educational** site and can articulate both opportunities for learning it can offer and

⁷ See Canon I.17.5 and <http://cdsp.edu/seminary-policies/equal-opportunity-employment-non-discrimination-policy/>

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.

- **Supervision:** One person on the staff (usually an ordained cleric, and in certain cases, a lay professional) is willing to serve as the supervisor. This person must have engaged in their ministry for at least five years and have been at the site for at least one year (preferably two or more).
- **Lay Committee:** Three to five lay persons are willing to meet with the seminarian monthly to reflect on their experiences in ministry. The size and composition of the committee 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.
- **Commitment to Growth:** The congregation or institution is willing to give the seminarian an opportunity to try a full range of pastoral activities and risk giving them responsibility for significant tasks within those activities. Supervisors may also need to consider the appropriateness of a task to the level of a student's capacity, both current and future, at the time of request. The assigned tasks should always be 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 of learning goals and activities. Internship activities should look for both breadth (i.e., gaining new capacities) and depth (i.e., deepening somewhat familiar capacities).

SUPERVISION⁸

The relationship between the student and the supervisor is critical for a meaningful

⁸ Supporting materials and documents for supervisors are found on the website at <https://cdsp.edu/forms-and-resources/#field-placement>

internship 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 and out of the church. Under normal circumstances, supervisors do not assume the additional responsibilities of the intern's pastor or counselor; the contextual education program highly advises avoiding dual relationships whenever possible. The restraints of time and the value of maintaining role clarity make additional supervising responsibilities inadvisable.

Expectations for internship supervisors include:

- **Committing** to the vocational and leadership growth of the student intern
- **Agreeing** to set aside time for regular weekly meetings with the student to discuss vocational and theological issues arising out of the student's experience
- **Participating** in supervisory meetings and workshops organized by the contextual education program. These sessions may be in-person or virtual and take place three times a year.
- **Mutually learning** with the seminarian, engaging the gifts the seminarian brings, and helping to develop new, or familiar, ones.
- **Supporting** the student as they define, plan, and lead ministerial responsibilities as agreed upon in the *Learning Covenant*.

Individuals who would like to serve as contextual education supervisors must complete the *Field Placement Site and Supervisor Information* <https://cdsp.edu/forms-and-resources/#field-placement> so that the director of contextual education can approve the placement site and make the information available to students.

SUPERVISOR TIMELINE FOR CONTEXTUAL EDUCATION⁹

<p>Fall Semester prior to placement year <i>(for those who wish to supervise residential students)</i></p>	<ul style="list-style-type: none"> • Complete or update <i>Field Placement Site and Supervisor Information</i> using the link on the CDSP website (Academics→Contextual Education→Forms) • Those whose last experience supervising a contextual education student was two or more years prior contact the director of contextual education to discuss expectations and receive approval as a supervisor. • Expect student visits to your congregation.
<p>By end of-February <i>(for those who wish to supervise residential students)</i></p>	<ul style="list-style-type: none"> • Contact from the director of contextual education to share the names of students who are planning to request an interview.
<p>February, March</p>	<ul style="list-style-type: none"> • Student interviews – students are responsible for contacting potential supervisors to arrange interviews. Each student is expected to complete three interviews. • Consult with director of contextual education regarding preferences and priorities emerging from interviews.
<p>April</p>	<ul style="list-style-type: none"> • Director of contextual education contacts supervisors with “match” for placements. • Contact and invite student to be placed at your site. • When student and supervisor agree to work together, confirm with the director of contextual education by submitting a signed <i>FE Placement Site Agreement</i>. • Meet with student to draft initial learning covenant and goals.
<p>May</p>	<ul style="list-style-type: none"> • Continue to discuss learning covenant and goals with intern. • May 31st (DUE) - DRAFT <i>Learning Covenant</i> due to director of contextual education (mhearn@cdsp.edu).
<p>June, July, August</p>	<ul style="list-style-type: none"> • Communication between supervisor, student and lay committee as needed to finalize learning covenant. • Program planning at placement sites incorporates student strengths and learning goals. • Supervisor orientation and training (June). • August 31st (DUE) - FINAL <i>Learning Covenant</i> for Fall semester due to director of contextual education.
<p>September, October, November, December</p>	<ul style="list-style-type: none"> • Students on site 8-10 hours per week • Supervisory conferences: 1 hour per week • Supervisor mid-semester meeting • DUE - All evaluations due to director of contextual education during the final week of the semester.
<p>January into first week of February</p>	<ul style="list-style-type: none"> • Meet with student to develop spring semester <i>Learning Covenant</i> goals

⁹ 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"> • DUE - FINAL <i>Learning Covenant</i> for Spring semester due to director of contextual education
February, March, April, May	<ul style="list-style-type: none"> • Students on site 8-10 hours per week • Supervisory conferences: 1 hour per week • Supervisor mid-semester meeting • End-of-year contextual education celebration (May) • All evaluations due to director of contextual education last week of the semester

GLOSSARY

Asynchronous – A CDSP course that is delivered in an online platform where the student works at their own pace within a weekly schedule. There is no time where everyone gathers together simultaneously unless a synchronous session is negotiated among the class.

Contextual Education Assistant – The person who works in the program to assist with administrative logistics. The assistant works closely with the director of contextual education to plan and facilitate trainings, orientations, and other events. The assistant also corresponds with students and external partners.

Director of Contextual Education – The person who oversees and provides vision to the contextual education program at CDSP. This person helps students in their exploratory process with regard to finding an appropriate internship. The director also works with external organizations to discuss potential internships. The contextual education program oversees the administrative logistics of the internships.

Faculty Instructor – The faculty member who teaches the integrative class. This person pulls from ministry and vocation principles and theories to help students reflect upon their site experiences and growth as a minister and leader.

Field Education I & II Courses (Residential) – The corresponding 3-credit courses that run consecutively during the Fall and Winter semesters with a student's first-year internship. The courses explore theories and materials related to ministry, vocation, leadership, and theological reflection. Students move through the courses in cohort model and develop their identity as a minister, leader, and person.

Field Education I-IV Courses (Low-Residence) – The corresponding 3-credit courses that run consecutively during the Fall and Winter semesters of a student's first-year internship. ***Low-residence students take two additional 0-credit courses during consecutive Winter Intersessions.*** Low-residence students take the first course (*FE2190: Preparation for Theological Field Education*) prior to their first year of an internship. Consequently, during the year of their internship, between the Fall and Spring semesters, they take a second intersession 0-credit course (*FE2191: Continuing Praxis in Theological Field Education*). Combined, the courses explore theories and materials related to ministry, vocation, leadership, and theological reflection. Students move through the courses in cohort model and develop their identity as a minister, leader, and person.

Field Education (FE) Placement Site Agreement – The official document that the organization and student intern sign to indicate their partnership in the student's learning. Think of it as a Memorandum of Understanding, contract, or covenant that delineates the dates and number of expected weekly hours of the internship.

Field Placement Site and Supervisor Information – A link for prospective internship sites and supervisors to submit to the contextual education program. This information helps the director of contextual education evaluate a potential site for a prospective internship. It also provides students with further information about a potential site.

Internship – The on-site work in an organization that helps to fulfill a student's contextual education requirements. The internship contributes to a student's growth in their ministerial identity and professional capacities. Usually, this occurs in a congregational setting though other options (e.g., not-for-profit, prison chaplaincy, etc.) are also permissible. An internship runs for a total of 30 weeks

over two semesters (September through May) at 8-10 hours per week for a total of 240-300 hours.

Lay Committee – Each student, whether in or out of a congregational setting as their internship site, will have a lay committee that provides another opportunity for feedback. Whereas the supervisor, usually ordained clergy, provide feedback and guidance based upon their own ministerial experience and training, a lay committee offers feedback through their respective experiences, education, and lenses. Students and supervisors discuss who should be on the lay committee and who might serve as the point person of the committee. Students are to meet with the lay committee once per month over the course of the semester. Lay committees and students discuss and submit semester assessments twice a year.

Leadership for Ministry I & II – The corresponding courses that run consecutively during the Fall and Spring semesters with a student’s final-year internship. The courses explore theories and materials related to ministry, leadership, and theological reflection. These courses build upon Field Education I and II.

Learning Covenant – The form that indicates the negotiated student intern’s responsibilities and learning goals. The student intern and prospective supervisor discuss and sign this form prior to the beginning of the internship and will focus the student and their work throughout the semester. There are five primary areas where the student and supervisor discuss four specific goals for each semester. The five areas include: (1) Worship and Liturgical Leadership and Preaching, (2) Administration and Management, (3) Christian Formation, (4) Pastoral Care, and (5) Mission, Outreach, and Public Leadership.

Safe Church Training – The certification processes each seminary intern must fulfill and submit to the contextual education program *prior* to any official work for their internship. Students are to check with their sponsoring/sending diocese about their requirements for specific training and certification. Certificates ensure that minimal training has been attained. While most diocese utilize “Safe Church” training, an equivalent certificate is acceptable if one’s sending/sponsoring diocese uses a different certificate program.

Seminarian Field Placement Plan – The document a residential student submits in January *prior* to the start of their interviews for prospective internship sites and supervisors. This document, found in Moodle, helps the student and director of contextual education begin the exploration and discernment process toward securing the best possible internship placement.

Synchronous – A CDSP course that is delivered in a simultaneous format. Synchronous classes are usually in person, on campus, but can also be online. The key is they are simultaneous where the class gathers at the same time.

Supervisor – The key person who assists the student’s learning on site. This person acts as a mentor, supervisor, guide, and truth-teller to provide opportunities for the student’s overall growth. They share professional skills, ministry insights, and theological reflection to the student’s benefit and learning. A supervisor offers a semester assessment at the end of each semester. The supervisor discusses and co-signs with the student the assessment. Assessments are submitted to the contextual education program.