Field Education
Handbook

OFFICE OF MINISTRY STUDIES
HARVARD DIVINITY SCHOOL

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Welcome to Field Education

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

In the following pages you will find our basic requirements for students involved in field education, and the fundamental requests we make of sites and supervisors. We are committed to providing the same information to all participants, so that we maintain complete transparency of information. As you read, you may find that parts of this handbook relate specifically to students, while other parts are aimed primarily at those who teach or supervise. We invite you to read each section, so that each partner can fully understand each other’s work.

The major sections of this handbook include: selecting the location and supervisor, establishing a learning plan, integrating your field education experience with your overall degree program, and participating in the evaluative dynamic. Each of these sections points to a crucial value we uphold in every aspect of the program: that each adult learner does best when he or she directs his or her own learning process. We involve students in making choices about their learning from the very start of their degree programs, and we invite them to take initiative in choosing their sites, planning their learning, integrating their learning, and evaluating their own progress and the quality of the learning partnerships they have formed. Thus, our program is organized around this principle: field education is a dynamic learning process which is initiated, developed, and evaluated by the students, faculty, supervisors, and staff who are part of the ecology of learning in which field education ministries take place.

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

All the best,

Emily Click
Director of Field Education
Assistant Dean for Ministry Studies
Lecturer on Ministry
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The Office of Ministry Studies and Field Education

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

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

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

MDiv Program Components

Three years of full-time study (24 half courses).

Included in the total of 24 courses are three required introductory courses, Meaning Making: HDS 2933, and the MDiv Senior Seminar.

Additionally, Harvard Divinity School requires twelve courses to follow these distribution requirements: six courses should be completed in Histories, Theologies, and Practices courses; three should be completed in Theories and Practices of Scriptural Interpretation courses; three should be courses in a religion other than the student’s primary focus.

Within the MDiv, there are also practical requirements: Two units of field education, in which students will develop competency in at least three arts of ministry, demonstrated in field education and related to coursework.

Finally, the MDiv requires three semesters of study in one language.

Preparation for Parish Ministry

Many of Harvard Divinity School’s MDiv students are preparing for parish or church-related ministries, and HDS provides rich support for pastoral preparation. The requirements for completing the MDiv degree are usually broad enough to accommodate the various requirements of particular denominations. While the specific denominational requirements for ordination vary significantly, the following is a composite of the preparation generally expected:

- 4–5 biblical courses, including exegesis;
- 2–3 church history courses, including the church in the modern world;
- 3–5 theology and ethics courses;
- 4–5 arts of ministry courses (e.g., preaching, worship, parish ministry and congregational leadership, pastoral care and counseling, religious education, ministerial responsibility in the public realm, polity);
- 3 courses in other religions;
- 3 courses in a language.

As students develop their course of study, it is useful to keep in mind that the Boston Theological Institute also offers multiple ministry-related resources, for which students can cross-register.

Parish field education placements are available in most denominations. In parish placements students may work toward proficiency in any of the arts of ministry. In planning parish placements, students should pay particular attention to their vocational plans and to denominational requirements.
Preparation for Chaplaincy

Students may prepare for chaplaincy ministries in hospitals and other health care venues, as well as in schools, colleges, and the military. Health care ministries require the student to pay particular attention to courses in pastoral care as well as training offered by organizations such as the Association for Clinical Pastoral Education. Students should consider student membership in the Association of Professional Chaplains as well.

In the last several years, chaplaincies in health care and educational environments have changed considerably. Hospitals and educational organizations increasingly seek chaplains who are comfortable working across religious traditions. Recently, there has been an increase in professional opportunities for chaplains who are Jews, Buddhists, Muslims, Hindus, and others. Harvard Divinity School is an ideal environment for students from a variety of traditions to prepare as chaplains in settings demanding comfort and respect with knowledge of diverse religious expressions.

Students preparing for chaplaincy positions will want to take courses in psychology and pastoral care. In addition, those who wish to serve in private secondary schools should consider developing an area of specialty for teaching.

HDS maintains several field education placements in academic, prison, and health care chaplaincies. In addition, students may earn field education credit for units of Clinical Pastoral Education.

Preparation for Teaching Ministries in Religion

Students may choose the MDiv with the intention of preparing to teach religion. As such, the MDiv provides an intensive three-year program that allows an individual to gain preparation across broad fields of theological study. The field education requirement offers the scholar important opportunities to blend theoretical study with practical field experience. The MDiv senior paper, in particular, is a valuable document for those students continuing in doctoral programs.

Students considering the MDiv as an academic ministry degree may want to focus their studies in areas such as theological or biblical interpretation, religious history, ethics, religions of the world, education and human development, or philosophy. Harvard Divinity School students may find useful courses in the Boston Theological Institute.
Students interested in academic vocations will find field education useful in several ways. Field education offers the scholar important opportunities to explore the links between theological study and practical experience. College chaplaincy placements offer special preparation for those who wish to combine academic vocations of chaplaincy and teaching. Parish placements and the possibility of ordination offer students who may teach in seminaries helpful additional credentials and background. Secondary school placements and some college placements allow students actual course teaching experience.

Preparation for Social Service Ministries

One of the great advantages of Harvard Divinity School is that it is not strictly oriented toward local congregations. Students interested in other forms of ministry are encouraged and supported during their MDiv program. This category is necessarily broad and may encompass an interest in social service ministry in the nonprofit sector, public health, business, legal services, and/or education. Also, many students will choose to prepare for public policy ministries in these various areas.

The academic requirements are the same in these areas. However, students may orient their coursework and their field education placements to reflect their particular interest in the social service sector.

Students interested in community-based social service may find courses in public policy, ethics, liberation theologies, and world religions especially helpful. Related work in political studies, psychology, sociology, education, or anthropology can be taken in one of the other Harvard University or Boston Theological Institute graduate programs.

Students will find potential field education placements in a variety of social service agencies. Students may select direct service ministries in urban or other hospital chaplaincy, work with those affected by AIDS, or work with battered women, with senior citizens, with urban youth on the streets, or in homeless shelters. Students may also choose to work in more policy- or advocacy-related ministries, for example, with task forces and speakers bureaus.
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Lecturer on Ministry, Organist and Choir Director
Selecting the Site Location and Supervisor

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

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

The purpose of student-initiated placements is to allow students with special educational goals not readily met in our current accredited sites to seek out and propose their own placements. Student-initiated placements must meet the criteria for learning and for supervision for all field education placements as outlined in the Field Education Handbook. NOTE: Approved student-initiated sites and supervisors do not need to be previously accredited by Harvard Divinity School, but are subject to the approval of the Office of Ministry Studies.

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

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

Only rarely may a student fulfill both required units of field education by student-initiated placements. This requires special approval by the OMS.

Boston Theological Institute

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

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

(Adopted by BTI field educators, April 2007.)

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

Assumptions

1. Each field education site is directly affiliated with only one BTI school. If a site wishes to switch affiliations, it must contact both the school with which it is ceasing affiliation and the school with which it wishes to partner, and receive agreement from both.

2. Each field education site relates to and honors the policies, procedures, and requirements of the school with which it is affiliated (the sponsoring school). The school with whom a faith community partners in field education is the primary location of accountability for the site.

3. Each person who wishes to supervise field education students must satisfy the sponsoring school that she or he is qualified to do so, or enroll in a basic supervisory course offered by any of the BTI schools. While all BTI schools agree to recognize completion of a current course at any BTI school as satisfactory preparation, it is assumed that supervisors will pursue the course of study at the school where their sites are affiliated except in unusual circumstances.

4. Each field education site establishes student stipend arrangements, if any, in relationship with the sponsoring school. It is understood that not all of these arrangements will be suitable for students from other schools.

5. The student serving in another school’s field education site will follow the site’s sponsoring school’s procedures for learning agreements and evaluations. However, the student will also fulfill his/her own school’s other requirements, such as participation in practicum groups, where applicable.

6. Each BTI school manages communication and placement in its own way, which students can and must learn through direct communication with the appropriate field education offices.

Required Procedures

1. If a student is interested in serving in a field education site of another school, the student must receive approval from those in charge of field education in his/her home school, the director of field education at the sponsoring school, and, of course, the site. The sequence in which these steps are taken will vary from student to student, but communication is essential.

2. Students may contact the director of field education from the sponsoring school by phone, email, or in person. In most cases, it is advisable for students to make first contact through
email, with the understanding that different field education directors will express different preferences for follow-up communication.

3. The student is responsible to learn what expectations the borrowed site may have that are different from field education sites at her/his home school, e.g., written work, relationship with teaching committees, and hours.

4. If the student and the site decide that they will work together, they must officially notify both schools of their decision.

5. The student is responsible for ensuring that all official documents related to field education, such as contract/covenants, learning agreements, and evaluations are sent to both the student’s and the site’s sponsoring institution.

6. The student incurs no additional tuition liability in serving in another school’s field education site. All tuition is paid to the student’s home school.

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

**BTI Schools Contact Information**

**Andover Newton Theological School**
210 Herrick Road
Newton Centre, MA 02459
Phone: 617.831.2364
Contact:
Jeff Jones, jjones@ants.edu

**Boston College School of Theology and Ministry**
140 Commonwealth Avenue
Chestnut Hill, MA 02467
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IREPM, Program Coordinator for Contextual Education
Email: theresa.okeefe.1@bc.edu; Phone: 617.552.0932

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**Boston University School of Theology**
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Establishing a Plan for Learning

At Harvard Divinity School, students are responsible for creating their own plan for learning. This includes selecting their own placements and articulating their field education learning goals and selecting the arts of ministry that best fit their course of study. The Office of Ministry Studies helps with this by providing the structure necessary for students to navigate the different stages of the process. At each stage, students and supervisors are expected to adhere to all deadlines and to follow the procedures for submitting paperwork for field education. Paperwork should not be submitted to the OMS unless it is complete, with signatures and all required written detail. All forms can be found outside Andover 112, or online, on the OMS Field Education website, www.hds.harvard.edu/academics/field-education. Currently, students must print forms online and submit two hard copies to the OMS. By exception, students enrolled in HDS 2933, “Meaning Making: Thinking Theologically about the Ministry Experience,” should submit three hard copies of the Learning Agreement to the OMS by the published deadline. Please note that members of the ministry studies faculty, as well as
Meaning Making facilitators, will read all paperwork submitted.

**Placement Contract**

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

**Learning Agreement**

The first supervisory session should be scheduled as soon as possible in order to begin the negotiation of the learning agreement. The learning agreement should be submitted by the student within three weeks of the beginning of the placement and no later than the published deadline. The student and the supervisor must negotiate and complete the learning agreement using the forms provided. The learning agreement establishes and delimits goals, objectives, tasks, resources, and the supervision process. Serious consideration of this document sets up the learning relationship that is so crucial in field education. In ministry vocations, professionals need to be able to negotiate expectations and commitments to attain clarity, accountability, and appropriate limits. Often, it is necessary to refer back to the learning agreement in order to clarify what was specifically meant and what was implied in the original conversations. Students completing their first concurrent field education placement who are enrolled in HDS 2933 must submit three copies of the learning agreement to the OMS.

**Participating in the Evaluative Dynamic**

Evaluation is a critical part of capturing and interpreting the learning that has been part of the field education experience. Students and supervisors fill out mid-year evaluations (for academic, year-long placements) and final evaluations (for all placements). These are to be discussed with a supervisor before the student submits them to the Office of Ministry Studies.

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

In early December, students and supervisors prepare a mid-year evaluation that includes separate typewritten reflections on the field education experience to that point. At this time, each party should negotiate any revisions to the original learning agreement and prepare a plan for learning for the second semester. The separate, yet mutual dimension of the evaluation process calls for each member of the learning partnership to reflect on how they have built an effective partnership, and how they might want to improve the partnership so that better learning can occur. Students and supervisors are expected to meet to discuss their reflections before the student submits two hard copies of the complete evaluation to the OMS on or before the published deadline. No mid-year evaluation is required for summer field education placements.

**Final Evaluation**

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

Just as was true for the mid-year evaluation, each member of the learning partnership should summarize how their work together was accomplished, and what were the strengths and weaknesses of the supervisory relationship. Students and supervisors must share their evaluations with each other before the student finishes the work at the site. The student then submits two hard copies to the OMS on or before the published deadline.

**Completion Requirements**

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

At least one field education unit must be fulfilled concurrently with the academic year, at 12–15 hours per week for a total of 350–400 hours. If the second unit is fulfilled during the summer, the student will work 35–40 hours per week for approximately eight weeks. Alternatively, both units may be fulfilled concurrently with the academic year over a two-year period.

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

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

**Completion Options**

**Field Education and the Summer Language Program**

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

**Summer Field Education Units**

A student may seek out and earn a unit of field education credit through a summer placement. A summer unit, like the concurrent unit, comprises 350–400 hours of supervised ministry experience, including travel, preparation, and supervision, and it meets the stated criteria for field education placements. The student works full time (35–40 hours per week) to meet the 350–400 hour degree requirement. Learning agreements for summer placements are due within two weeks of the beginning of the placement and no later than the published deadline, and final evaluations are due at the end of the placement. Please see the field education calendar for all deadlines. For summer units, mid-year evaluations are not required.
If the planned summer placement is not at an HDS-accredited site with an HDS-certified supervisor, or at a BTI site, then students must follow procedures for the student-initiated placement and fill out an application.

**Internships for Field Education Credit**

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

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

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

**International Placements**

**Overview**

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

**Application Process**

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

**Funding**

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

**Expectations**

Students who receive approval for international field education credit and/or OMS funding for an international field education placement enter into an extensive process that requires significant management of details relating to international study. Depending on the particular circumstances of each student’s planned course of field education, we may require that all or most of the following steps be completed before students receive their grant for travel:
• Sign the OMS grant receipt letter;
• Attend a required orientation with the OMS and Harvard University Global Support Services (GSS) and complete all required GSS paperwork;
• Register with Harvard Travel Assist;
• Sign and submit a paper copy of the Assumption of Risk and General Release Form to the OMS;
• Provide accurate contact information for yourself and site supervisor while abroad;
• Provide a travel itinerary and any changes to the itinerary;
• Additional steps may be required depending on the nature and location of the placement.

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

Clinical Pastoral Education for Field Education Credit

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

To earn this credit, the student must submit a placement contract to the OMS before the unit begins and by the published deadline. Upon its conclusion, the student must submit to the OMS two copies of the HDS Final Evaluation cover sheet indicating the arts of ministry fulfilled along with two complete copies of the final evaluation written by the student and the CPE supervisor.

Students who wish to apply for CPE summer units in the Boston area are advised to begin the process no later than the November before the summer in which they anticipate enrolling in CPE. A number of summer and extended quarter options are available in the Boston area. See the ACPE Directory in the OMS, Andover 112, or online at www.acpe.edu, for possible placements.

Registering for Field Education and Grading

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

• In their first unit of field education concurrent with the academic year, MDiv students will register for HDS course number 4516. This will be done in conjunction with Meaning Making, HDS 2933. HDS 4516 will show up on internal transcripts and progress reports as incomplete or in progress until both units of field education are completed by the student. While MTS students are welcome to participate in field education, they do not register for the course HDS 4516.
• For MDiv students and MTS students in individual placements: Each unit of field education takes place at an approved site, such as a hospital, parish, or agency. The student’s transcript will list every site at which the student completes a unit of field education.

• For each unit of field education, a grade will be listed: distinction, pass, low pass, or fail. This grade is issued by the faculty in the Office of Ministry Studies.

**Integrating Field Education with the MDiv Program**

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

**Theological Supervision**

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

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

MDiv students who are in their first concurrent placement are required to register for and complete HDS 2933: “Meaning Making: Thinking Theologically about the Ministry Experience.” The introductory session in the fall semester is required of all HDS 2933 course participants (see the field education and Meaning Making sections for dates). Participation in this course is encouraged, but not required, of non-MDiv students who are in field education.

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

Arts of Ministry Competencies

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

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

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

**Preaching and Worship**

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

**Pastoral Care and Counseling**

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

**Religious Education and Spiritual Development**

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

**Administration and Program Development**

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

**Public Leadership, Community Organizing and Planning**

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

**Denominational Polity**

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

In order to receive arts of ministry credit in a course, students must formally register for the art of ministry on their study cards at the beginning of the semester and then complete the arts of ministry components of the course to the satisfaction of the instructor. In order to receive arts of ministry credit for a course for which the particular art of ministry is not noted in the course description, the student and the faculty member must, in addition, complete the Art of Ministry Special Faculty Agreement form and return it to the Registrar’s Office. In order to receive arts of ministry credit for a cross-registered course in the BTI or another Harvard School (except in the case where the art of ministry is evident, e.g., a course titled “Pastoral Care and Counseling”), the student must submit a one-page statement to the Office of Ministry Studies that describes the ways in which the student understands him- or herself to have met the arts of ministry requirements in the course. A single half course may not serve to fulfill more than one art of ministry.

A single field education placement may serve to fulfill one or more arts of ministry. In order to receive arts of ministry credit in any field education placement, the student must formally declare that art of ministry on the field education learning agreement at the beginning of the placement and complete that art of ministry component of the experience to the satisfaction of the field education supervisor, who will indicate successful completion of the art of ministry on the final evaluation form.

**Field Education and Arts of Ministry**

In order to meet arts of ministry requirements and develop satisfactory vocational preparation, students should work closely with their academic advisers and the OMS faculty to coordinate their field education placements and their courses.

Field education enables integrative work around the student’s chosen arts of ministry. This integrative work occurs when students take coursework and also work in ministry settings to gain mastery of crucial arts of ministry.

To fulfill the requisites for each art of ministry, students must:
• Register for and complete an academic course for that art of ministry (see the Courses of Instruction and the Handbook for Students for courses which may ordinarily count for arts of ministry and for registration and course requirements related thereto).

• Demonstrate related practice and competency in that art of ministry in at least one field experience; e.g., a course in Pastoral Care and Counseling and a field experience that includes practice in pastoral care. One course may count for only one art of ministry, i.e., a student will need to register for and take at least three courses for arts of ministry. The learning agreement and final evaluation must contain reference to supervisory and student agreement that the art of ministry is being completed in the placement. The Office of Ministry Studies faculty is available for consultation on the selection of arts of ministry courses, appropriate field education placements, and the process of integration. It is not required that students be concurrently enrolled in a course focusing on an art of ministry and developing that art in a field education placement. Thus, the coursework may precede or follow up the student’s engagement in the art of ministry in field education.

• Students are responsible for the completion of arts of ministry and other program requirements. The registrar maintains records for students’ completion of degree requirements. In addition to the review of these records with advisers, students are urged to meet with the Office of Ministry Studies faculty members to discuss their plans for completion of arts of ministry and field education requirements and their related vocational plans.

Professional Formation

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

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

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

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

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

**Extensions**

If a deadline cannot be met due to unforeseeable circumstances, the student must complete and file an extension request form with the Office of Ministry Studies no later than two days before the deadline. If an extension is granted, the negotiated due date must be met. This form can be found outside the OMS, Andover 112, or online, on the OMS Field Education website.

**Compensation**

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

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

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

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

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

**Federal Work-Study Funding**

Harvard Divinity School and the Office of Ministry Studies have dedicated the resources to enable HDS students to work at eligible sites using federal work-study funding. This greatly reduces the compensation expense for some of the organizations participating in the Field Education Program. If a site meets federal work-study eligibility requirements and hires a work-study eligible student, the site is required to pay 25 percent of the student’s wage. Most students are eligible to earn up to a maximum of $4,000 (this amount is subject to change) through this program depending upon their total eligibility. This means that in most cases the corresponding employer’s co-pay will be no more than $1,000. The Office of Ministry Studies will send out a bill to the site each August and/or March for the requisite co-pay unless the site requests other billing arrangements.
If the site cannot pay the entire employer’s percentage for a student, the OMS may, in a limited number of cases, provide some, or all, of the employer’s portion. However, the OMS will underwrite no more than one employer’s contribution per student per fiscal-year period. That is, if a student does two field education placements, one in the summer and then one in the following academic year, the student may receive an OMS subsidy for only one of the placements. Ordinarily, the OMS will not provide a co-payment for more than one student per placement site at a time.

**Student Eligibility**

The associate director of admissions and financial aid at Harvard Divinity School determines a student’s eligibility for the Federal Work-Study Program. The Office of Ministry Studies, in partnership with sites, determines if the work offered qualifies for aid through the Federal Work-Study Program.

**Site Eligibility**

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

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

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

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

**Compensation Training**

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

**Reporting Time for Compensation through Work-Study Funding**

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

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

- Reporting hours worked in PeopleSoft (the online payroll system) each week by Thursday at 5 PM, or in the case of holidays, by the early notification deadline announced by PeopleSoft and the OMS;
- Sending an email to the supervisor, copying omstimesheets@hds.harvard.edu, reporting total hours worked for that week no later than 5 PM on Thursday.

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

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

**Direct Pay from Sites**

If the student will receive payment directly from the field education site, the site is expected to meet the compensation guidelines determined by the Office of Ministry Studies. The terms of the salary should be discussed when the placement contract is signed. The site is expected to fulfill these terms. If a site experiences financial hardship during the placement, the supervisor should call the director of field education for consultation. If the site fails to meet its financial obligation to a student, this may result in the loss of accreditation and certification for the site and the supervisor.

**Student-Initiated Placement Compensation**

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

**Compensation for International Students**

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

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

General Policies

Affirmation of Diversity and Inclusiveness

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

Grievance and Due Process

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

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

As a matter of professional practice, most grievances should be addressed directly among the parties involved. Should this be impossible, or efforts fail to resolve the grievance, the associate and assistant deans for ministry studies or the associate dean for faculty and academic affairs (Janet Gyatso: 617.384.6598) should be contacted for advice or to file a formal grievance according to Harvard Divinity School policies.
Grievances Involving Complaints of Sexual Harassment or Sexual Abuse

If a student is charged with, involved in, or alleged to be involved in sexual abuse or harassment against persons or in situations associated with the field education placement, the supervisor must inform the associate and assistant dean for ministry studies or associate dean for faculty and academic affairs (Janet Gyatso: 617.384.6598) immediately. Harvard Divinity School reserves the right to place the student on leave from the placement immediately. Similarly, HDS reserves the right to suspend the supervisory relationship.

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

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

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

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

Early Termination

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

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

1. Please write a narrative paragraph indicating your perspective on the supervisory relationship, including events, structures, or issues that you believe have contributed to ending that relationship.

2. Based on the above paragraph, please reflect on your own feelings and behaviors and describe what your contributions, both positive and negative, have been to the relationship.

3. Based on #2, please reflect on what you would do differently, indicating what you have learned from the experience about your own style of ministry.
Terminating Affiliation of Site or Supervisor

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

Student Files

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

Policies for Sites and Supervisors

Supervision

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

Site Accreditation Overview

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

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

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

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

We require that the site provides a competent, appropriately trained and certified supervisor. A satisfactory supervisory candidate is a person on site, whose own work is fully integrated with the structure of the institution through which ministry is provided. This person must be full-time and have been in his or her current position for at least one year, and should be able to devote the necessary time to supervise a student. The supervisor must commit to providing guidance on the tasks of the student’s role, and also to weekly one-on-one theological reflection meetings. (See the Theological Supervision section for more information.)

**Site Accreditation Process**

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

1. The potential supervisor and appropriate leaders and staff from the prospective site complete the Site Accreditation Application and submit it to the Office of Ministry Studies by June 15 for the following academic year.

2. The OMS reviews the application to determine the appropriateness of the site for field education and HDS students at the present time.

3. The application may be approved, approved with conditions, rejected, or returned for additional information.

4. If approved, arrangements for on-site supervision are confirmed and the process continues toward the certification of the supervisor (see section below).

5. The approved site is listed both online and in the printed Field Education Handbook.

**Retention of Site Accreditation**

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

A site may retain accreditation and yet be unavailable to students for up to two years. For example, a site may choose to put its status with the OMS on hold because of a change in leadership or for other organizational reasons. After two years, if the site is still unable to accept Harvard Divinity School students for placement, the site will be removed from the list of HDS field education sites. Once a site is removed from the listing, it must go through the Site Application Accreditation
process to be reaccredited.

**Supervisor Certification**

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

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

**Supervisor Benefits**

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

1. Appointment to Harvard University and receipt of a Harvard I.D. card, which entitles them to:
   - Use of the Faculty Club (membership fee required);
   - Use of the Harvard University Libraries;
   - Use of the Harvard facilities that are available on a fee-for-service basis, such as athletic facilities;
   - Listing in the online Harvard University Directory.

2. The opportunity, without payment of tuition, to take one half course for credit each semester at Harvard Divinity School or at one of the other Schools of Harvard University (with the exception of the Extension School). In the event the supervisor does not take advantage of this privilege while officially a supervisor, she or he may register, at HDS only, for up to two half courses the academic year immediately following the last term served as a supervisor. Supervisors who pursue a master of theology (ThM) degree at Harvard Divinity School may count up to four of the courses toward that degree using the field education supervisor benefit (subject to degree requirements).

Registration for all courses, including those taken at other Harvard Schools, is through the Registrar’s Office at HDS. The director of field education acts as the supervisor’s academic adviser and must sign the study card. The Registrar’s Office maintains all course records and will issue records upon request.
Maintenance of Certification

To remain in good standing, the supervisor must attend at least one of the in-service offerings each year. There are several from which to choose, and supervisors should regularly check the OMS Field Education website for up-to-date information on eligible offerings.

Supervisors may retain certification while unavailable to supervise students for up to two years, so long as they continue to meet the requirements for good standing. After two years of unavailability to supervise students, supervisors will be removed from standing and will be required to go through the application process to be recertified, should they wish to participate again in the Field Education Program.
List of Field Education Sites

For a full description of these sites and the most up-to-date information, please see the Field Education page on the Harvard Divinity School website, www.hds.harvard.edu/academics/field-education/sites.

Parish Sites

Arlington Street Church Fellowship
Bethel AME Church
Charles Street AME Church
Church of the Larger Fellowship (UU)/Arlington Street Church
Community Church of Boston
Concord Baptist Church of Boston
Edwards Church
Edwards Church of Northampton, United Church of Christ
Eliot Congregational Church of Roxbury
Faith Lutheran Church—Cambridge
Fellowship Center for Socio-Religious Education and Family Enrichment
First Church in Belmont (Unitarian Universalist)
First Church in Boston (UU)
First Church in Cambridge, Congregational
First Church in Ipswich, UCC
First Church in Wenham
First Church of Christ in Lancaster
First Congregational Church—Somerville
First Congregational Church, UCC—Melrose
First Parish Church in Duxbury
First Parish Church Lexington
First Parish Church of Groton (UU)
First Parish in Arlington
First Parish in Bedford Unitarian Universalist
First Parish in Cambridge (UU)
First Parish in Concord
First Parish in Lincoln, UUA and UCC
First Parish in Malden, Universalist
First Parish in Milton, Unitarian Universalist
First Parish in Needham
First Parish in Weston
First Parish of Stow and Acton
First Parish of Watertown
First Parish UU Church of Chelmsford
First Religious Society—Carlisle
First Religious Society in Newburyport, Unitarian Universalist
First Unitarian Society in Newton
First United Presbyterian Church of Cambridge
Follen Church Society
Fourth Presbyterian Church
Good Shepherd Lutheran Church
Grace Episcopal Church, Lawrence
Grant AME Church
Harvard Korean Mission
Harvard-Epworth United Methodist Church
Harvard-Radcliffe Catholic Student Center
Hope Central Church, UCC and DOC
Hyde Park Presbyterian Church
King’s Chapel
Melrose Unitarian Universalist Church
Messiah Baptist Church
North-Prospect Union United Church of Christ
Old Cambridge Baptist Church
Old South Church
Outdoor Church of Cambridge
Parkway United Methodist Church
Paulist Center
Peace Lutheran Church
Pilgrim Congregational Church, Southborough
Pilgrim United Church of Christ, Lexington
Pleasant Hill Baptist Church
Presbyterian Church in Sudbury
Resurrection Lutheran Church
Second Congregational Church of Boxford
Second Congregational Church, Beverly
St. John’s Episcopal Church
St. Mark Congregational Church
St. Matthew’s United Methodist Church
St. Paul’s Episcopal Church
Strong Tower Church
Tabernacle Congregational Church, UCC
Trinitarian Congregational Church (UCC), North Andover
Union Baptist Church
Unitarian Church of Marlborough and Hudson
Unitarian Universalist Area Church
Unitarian Universalist Church of Reading
Unitarian Universalist Congregation—Andover
United Church of Christ—Norwell
Universalist Unitarian Church of Haverhill
UU Church of Greater Lynn
UU Society of Wellesley Hills
Wellesley Hills Congregational Church, UCC
Winchester Unitarian Society

Education Sites
Babson College—Office of Faith and Service  
Boston Cambridge Ministry in Higher Education at MIT  
Brown University—Office of the Chaplain and Religious Life  
Center for the Study of World Religions  
City on a Hill Charter Public School  
Dartmouth College—Office of Religious and Spiritual Life  
Episcopal Chaplaincy at Harvard  
Humanist Chaplaincy at Harvard  
Memorial Church  
Milton Academy  
MIT Prajnopaya, The Buddhist Community at MIT (non-sectarian)  
MIT Technology and Culture Forum  
Office of Religious and Spiritual Life at HDS  
Phillips Academy  
Simmons College—Office of Spiritual Life  
Smith College Office of Religious & Spiritual Life  
St. Mark’s School  
Suffolk University Interfaith Center  
United Christian Foundation Campus Ministry at UMass Amherst  
University Lutheran Church—Campus Ministry  
Wheaton College—Office of Service, Spirituality and Social Responsibility  

Agency Sites  
Arlington Council on Aging  
Boston Medical Center—Boston Healing Landscape Project  
Boston Rescue Mission  
Boston Theological Institute  
Casa Nueva Vida, Inc.  
Center to Support Immigrant Organizing (CSIO)  
Corporate Accountability International  
Cross Cultural Medical Association  
Elder Care Ministries  
First Church in Cambridge, Congregational—Shelter  
FriendshipWorks  
Gay and Lesbian Advocates and Defenders (GLAD)  
Gould Farm Boston Area Program  
Greater Boston Interfaith Organization  
Harvard Square Churches Meal Program  
Jewish Family Service of Metrowest—HealingPartners  
JRI Health  
Life Together Community  
Linden Ponds Retirement Community  
Massachusetts Bible Society  
Merrimack Valley Project  
Neighborhood of Affordable Housing (NOAH)  
Promise The Children, Inc.
Renewal House
Rose-Brune L. Dubreuz Foundation
SeniorsConnect
Social Action Massachusetts
SpeakOut
St. Francis House
Unitarian Universalist Partner Church Council
Unitarian Universalist Service Committee
Unitarian Universalist Urban Ministry
Unitarian Universalists for a Just Economic Community
University Lutheran Church—Harvard Square Homeless Shelter
UU MA Action Network
UUA—Office for Congregational Advocacy and Witness
UUA—Office of Bisexual, Gay, Lesbian, and Transgender Concerns
UUA—Office of International Resources
UUA—Office of the President
VISIONS, Inc.
Wayland Interfaith Clergy Association
Windsor House Adult Day Programs
Women’s Lunch Place

**Health Care Sites**

Beth Israel Deaconess Medical Center
Children’s Hospital
Dana-Farber Cancer Institute
Hospice of the South Shore
Lahey Clinic Medical Center
Lemuel Shattuck Hospital
Massachusetts General Hospital Cancer Center
Mount Auburn Hospital
Newton Wellesley Hospital—Protestant Chaplain’s Office
North Shore Medical Center
Sherrill House
Violence Recovery Program—Fenway Community Health
VNA Care Hospice (Hospice of Cambridge)
Listing of Sites by Religious Affiliation

For a full description of these sites and the most up-to-date information, please see the Field Education page on the Harvard Divinity School website, www.hds.harvard.edu/academics/field-education/sites.

African Methodist Episcopal
- Bethel AME Church
- Charles Street AME Church
- Grant AME Church

Baptist
- Concord Baptist Church of Boston
- Elder Care Ministries
- Messiah Baptist Church
- Old Cambridge Baptist Church
- Pleasant Hill Baptist Church
- Union Baptist Church

Buddhist
- MIT Prajnopaya, The Buddhist Community at MIT (non-sectarian)

Catholic
- Harvard-Radcliffe Catholic Student Center
- Paulist Center

Congregationalist UCC
- Edwards Church
- Edwards Church of Northampton, United Church of Christ
- Eliot Congregational Church of Roxbury
- First Church in Cambridge, Congregational
- First Church in Cambridge, Congregational—Shelter
- First Church in Ipswich, UCC
- First Church in Wenham
- First Church of Christ in Lancaster
- First Congregational Church—Somerville
- First Congregational Church, UCC—Melrose
- North-Prospect Union United Church of Christ
- Old South Church
- Outdoor Church of Cambridge
- Pilgrim Congregational Church, Southborough
- Pilgrim United Church of Christ, Lexington
- Second Congregational Church of Boxford
- Second Congregational Church, Beverly
- St. Mark Congregational Church
- Tabernacle Congregational Church, UCC
- Trinitarian Congregational Church (UCC), North Andover
- United Church of Christ—Norwell
- Wellesley Hills Congregational Church, UCC

Episcopal Anglican
Episcopal Chaplaincy at Harvard
Grace Episcopal Church, Lawrence
St. John’s Episcopal Church
St. Mark’s School
St. Paul’s Episcopal Church

**Federated**
First Parish in Lincoln, UUA and UCC

**Interdenominational or Multidenominational**
Smith College Office of Religious & Spiritual Life

**Jewish**
Jewish Family Service of Metrowest—HealingPartners

**Lutheran**
Faith Lutheran Church—Cambridge
Good Shepherd Lutheran Church
Peace Lutheran Church
Resurrection Lutheran Church
University Lutheran Church—Campus Ministry
University Lutheran Church—Harvard Square Homeless Shelter

**Methodist**
Harvard Korean Mission
Harvard-Epworth United Methodist Church
Parkway United Methodist Church
St. Matthew’s United Methodist Church

**Nondenominational**
Humanist Chaplaincy at Harvard
Memorial Church
Phillips Academy
Strong Tower Church

**Other**
Babson College—Office of Faith and Service

**Presbyterian**
First United Presbyterian Church of Cambridge
Fourth Presbyterian Church
Hyde Park Presbyterian Church
Presbyterian Church in Sudbury

**Protestant Other**
Hope Central Church, UCC and DOC

**Unitarian Universalist**
Arlington Street Church Fellowship
Church of the Larger Fellowship (UU)/Arlington Street Church
Community Church of Boston
First Church in Belmont (Unitarian Universalist)
First Church in Boston (UU)
First Parish Church in Duxbury
First Parish Church Lexington
First Parish Church of Groton (UU)
First Parish in Arlington
First Parish in Bedford Unitarian Universalist
First Parish in Cambridge (UU)
First Parish in Concord
First Parish in Malden, Universalist
First Parish in Milton, Unitarian Universalist
First Parish in Needham
First Parish in Weston
First Parish of Stow and Acton
First Parish of Watertown
First Parish UU Church of Chelmsford
First Religious Society—Carlisle
First Religious Society in Newburyport, Unitarian Universalist
First Unitarian Society in Newton
Follen Church Society
King’s Chapel
Melrose Unitarian Universalist Church
Promise The Children, Inc.
Unitarian Church of Marlborough and Hudson
Unitarian Universalist Area Church
Unitarian Universalist Church of Reading
Unitarian Universalist Congregation—Andover
Unitarian Universalist Partner Church Council
Unitarian Universalist Urban Ministry
Unitarian Universalists for a Just Economic Community
Universalist Unitarian Church of Haverhill
UU Church of Greater Lynn
UU MA Action Network
UU Society of Wellesley Hills
UUA—Office for Congregational Advocacy and Witness
UUA—Office of Bisexual, Gay, Lesbian, and Transgender Concerns
UUA—Office of International Resources
UUA—Office of the President
Winchester Unitarian Society
Listing of Supervisors, Alphabatically by Site

For the most up-to-date information, please see the Field Education page on the Harvard Divinity School website, www.hds.harvard.edu/academics/field-education/sites.

Arlington Street Church Fellowship  
   Rev. Kim K. Crawford Harvie

Babson College—Office of Faith and Service  
   Denning Aaris

Beth Israel Deaconess Medical Center  
   Rev. Young-ki Eun

Bethel AME Church  
   Rev. Ray Hammond

Boston Cambridge Ministry in Higher Education at MIT  
   Rev. John A. Wuestneck

Boston Medical Center—Boston Healing Landscape Project  
   Dr. Linda L. Barnes

Boston Rescue Mission  
   Mr. Curt Brettin  
   Rev. John Samaan

Boston Theological Institute  
   Dr. Marian Simion  
   Rev. Dr. Rodney L. Petersen

Brown University—Office of the Chaplain and Religious Life  
   Rev. Janet Cooper Nelson

Casa Nueva Vida, Inc.  
   Mr. Manuel R. Duran

Center for the Study of World Religions  
   Francis X. Clooney, S.J.

Center to Support Immigrant Organizing (CSIO)  
   Mr. Kevin Whalen

Charles Street AME Church  
   Rev. Gregory Groover

Children’s Hospital  
   Rev. Mary R. Robinson

Church of the Larger Fellowship (UU)/Arlington Street Church  
   Rev. Dr. Jane Rzepka

City on a Hill Charter Public School  
   Ms. Hara Klein

Concord Baptist Church of Boston  
   Rev. Conley Hughes
Corporate Accountability International
   Ms. Patti Lynn

Cross Cultural Medical Association
   Dr. Mona M. Dorsinville-Phanor

Dana-Farber Cancer Institute
   Rev. Dr. Walter V. Moczynski

Edwards Church
   Rev. Deborah Clark

Episcopal Chaplaincy at Harvard
   Rev. Luther Zeigler

Faith Lutheran Church—Cambridge
   Rev. Timothy J. Stein

First Church in Belmont (Unitarian Universalist)
   Rev. David M. Bryce

First Church in Boston (UU)
   Rev. Rosemary Suozzi Lloyd
   Rev. Stephen George Kendrick

First Church in Cambridge, Congregational
   Rev. Daniel Albert Smith

First Church in Cambridge, Congregational—Shelter
   Mr. Jim Stewart

First Church in Ipswich, UCC
   Rev. Rebecca Anne Pugh Brown

First Church in Wenham
   Rev. Michael J. Duda

First Congregational Church—Somerville
   Rev. Molly Baskette

First Congregational Church, UCC—Melrose
   Rev. Dominic Taranowski

First Parish in Bedford Unitarian Universalist
   Ms. Sharon McDonald
   Rev. John E. Gibbons

First Parish in Cambridge (UU)
   Rev. Frederick Emerson Small

First Parish in Lincoln, UUA and UCC
   Rev. Roger Paine

First Parish in Milton, Unitarian Universalist
   Rev. Parisa Day Parsa

First Parish in Weston
   Rev. Thomas Wintle
First Parish of Stow and Acton  
   Rev. Thomas Anthony Rosiello

First Parish of Watertown  
   Rev. Mark W. Harris

First Religious Society—Carlisle  
   Rev. Dr. Diane Miller

First Religious Society in Newburyport, Unitarian Universalist  
   Rev. Harold E. Babcock

Fourth Presbyterian Church  
   Rev. Burns F. Stanfield

FriendshipWorks  
   Ms. Janet Seckel-Cerrotti  
   Ms. Lois Waller

Good Shepherd Lutheran Church  
   Rev. Nathan D. Pipho

Gould Farm Boston Area Program  
   Ms. Stephanie Branca

Grace Episcopal Church, Lawrence  
   Father Joel Almono

Grant AME Church  
   Rev. Ellis Washington

Harvard Korean Mission  
   Rev. Raymond Alvin Kahng

Harvard Square Churches Meal Program  
   Ms. Lieby Bouchard

Harvard-Epworth United Methodist Church  
   Rev. Scott Campbell

Hope Central Church, UCC and DOC  
   Rev. Laura Ruth Jarrett

Humanist Chaplaincy at Harvard  
   Mr. Gregory Martin Epstein

Hyde Park Presbyterian Church  
   Rev. Beth Weiman

Jewish Family Service of Metrowest—HealingPartners  
   Ms. Malka A. Young

JRI Health  
   Mr. Anthony Andreottola

Lemuel Shattuck Hospital  
   Rev. James Gannon

Life Together Community
Rev. Arrington Chambliss
Linden Ponds Retirement Community
  Rev. Chris Beukman
Massachusetts Bible Society
  Rev. Anne Robertson
Massachusetts General Hospital Cancer Center
  Ms. Katrina M. Scott
Messiah Baptist Church
  Rev. Michael Wayne Walker
Milton Academy
  Ms. Suzanne Yvette DeBuhr
MIT Prajnopaya, The Buddhist Community at MIT (non-sectarian)
  Venerable Tenzin Priyadarshi Shukla
Mount Auburn Hospital
  Ms. Mary Susan Harrison
  Rev. Beth Loomis
Neighborhood of Affordable Housing (NOAH)
  Mr. Philip R. Giffee
Newton Wellesley Hospital—Protestant Chaplain’s Office
  Rev. Fran Bogle
North Shore Medical Center
  Ms. Jane Ann Korins
North-Prospect Union United Church of Christ
  Rev. Dudley Corwin Rose
Office of Religious and Spiritual Life at HDS
  Rev. Kerry A. Maloney
Old South Church
  Rev. Dr. Donald A. Wells
  Mr. John Marlow Edgerton
Outdoor Church of Cambridge
  Rev. Jedediah Ethan Mannis
Peace Lutheran Church
  Rev. Jeffrey Johnson
Phillips Academy
  Rev. Anne Elizabeth Gardner
Pilgrim Congregational Church, Southborough
  Rev. Jonathan Thomas Wortmann
Pleasant Hill Baptist Church
  Rev. Miniard Culpepper
Presbyterian Church in Sudbury
Rev. Dr. William McIvor

Promise The Children, Inc.
Ms. Sue Kirby

Second Congregational Church, Beverly
Rev. Alan Froggatt, Jr.

SeniorsConnect
Dr. Polly Allen

Sherrill House
Rev. Lucy Sanders

Simmons College—Office of Spiritual Life
Rev. Bonnie-Jeanne Marie Casey

Smith College Office of Religious & Spiritual Life
Rev. Dr. Leon Tilson Burrows

Social Action Massachusetts
Mr. Joe Finn
Ms. Caitlin Marie Golden

St. Francis House
Ms. Kate Heaton

St. John’s Episcopal Church
Rev. Mark Delcuze

Strong Tower Church
Pastor Gerald Edward Bell

Suffolk University Interfaith Center
Rev. Amy L. Fisher

Tabernacle Congregational Church, UCC
Rev. Laura Biddle

Trinitarian Congregational Church (UCC), North Andover
Rev. Dr. Andrew Magee Gilman

Unitarian Church of Marlborough and Hudson
Rev. Stephen M. Shick

Unitarian Universalist Church of Reading
Rev. Timothy Allen Kutzmark

Unitarian Universalist Partner Church Council
Ms. Catherine T.S. Cordes

Unitarian Universalist Urban Ministry
Rev. Art Lavoie
Rev. Catherine Senghas

United Christian Foundation Campus Ministry at UMass Amherst
Rev. Dr. Kent Higgins
United Church of Christ—Norwell
   Rev. Stephen Chapin Garner

Universalist Unitarian Church of Haverhill
   Rev. Frank Clarkson

University Lutheran Church—Campus Ministry
   Rev. Kathleen O. Reed

University Lutheran Church—Harvard Square Homeless Shelter
   Rev. Kathleen O. Reed

UU Church of Greater Lynn
   Rev. Vann Knight

UUA—Office for Congregational Advocacy and Witness
   Ms. Susan Leslie

UUA—Office of International Resources
   Rev. Eric Cherry

UUA—Office of the President
   Rev. Bill Sinkford

VISIONS, Inc.
   Mr. Gregory Gale

VNA Care Hospice (Hospice of Cambridge)
   Ms. Elizabeth (Webb) R. Brown

Wayland Interfaith Clergy Association
   Rev. Fredrick Perkins Moser

Wellesley Hills Congregational Church, UCC
   Rev. Dr. Pashington Obeng