



Field Education

Handbook



OFFICE OF MINISTRY STUDIES
HARVARD DIVINITY SCHOOL

617.496.5711
214-223 Divinity Hall
Cambridge, Massachusetts 02138

updated August 2023

Welcome to Field Education

On behalf of the Office of Ministry Studies, I welcome you to the Field Education Program. In field education, students work in collaboration with leaders and supervisors in a variety of settings. These vibrant learning relationships stand at the heart of our field education program. Yet there are other equally significant partnerships: among faculty who teach Meaning Making courses, and faculty throughout Harvard Divinity School, students, and field education supervisors. Likewise, the Office of Ministry Studies staff provides robust support with those engaged in learning in the field and classroom. Together we form an ecology of learning that depends upon responsible participation and good communication among all parties. We all share a commitment to openness and integrative learning.

In the following pages you will find basic requirements for students and supervisors involved in field education. We clearly state the important requests we make of sites and supervisors. We provide the same information to all participants, so that each of us understands our role. The major sections of this handbook include: selecting the location and supervisor, establishing a learning plan, integrating your field education experience with your overall degree program, and participating in the evaluative dynamic.

Throughout this text you will notice a crucial value we uphold in every aspect of the program: that each adult learner does best when they direct their own learning process. We involve students in making choices about their learning from the very start of their degree programs. We invite them to take initiative in choosing their sites, planning their learning, integrating their learning, and evaluating their own progress and the quality of the learning partnerships they have formed. Field education fosters dynamic learning which is initiated, developed, and evaluated by each person who is part of the contexts for field education ministries.

I invite you to read this handbook and to let it begin an ongoing dialogue that continues throughout your involvement in field education. Our staff is eager to support you 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,

A handwritten signature in cursive script that reads "Laura S. Tuach".

Laura S. Tuach
Assistant Dean for Ministry Studies and Field Education
Instructor on Ministry

Table of Contents

<i>Welcome from the Assistant Dean for Ministry Studies and Field Education</i>	<i>ii</i>
The Office of Ministry Studies and Field Education	i
Staff and Faculty in the Office of Ministry Studies	2
Denominational Counselors	3
Selecting the Site Location and Supervisor	4
Site Fair and Placement Interviews	4
Accredited Sites	4
Student-Initiated Placements	4
Policies on Remote Placements	5
Boston Theological Institute	5
BTI Policy for Field Education Sites	5
BTI Schools Contact Information	8
Establishing a Plan for Learning	9
Assignment Submission	9
Placement Contract	9
Learning Agreement	10
Participating in the Evaluative Dynamic	10
Mid-year Evaluation: Goal Revision	10
Final Evaluation	10
Completion Requirements	11
Guidelines for Meeting the Field Education Requirement	11
Field Education and the Summer Language Program	11
Summer Field Education Units	11
Internships for Field Education Credit	12
International Placements	12
Clinical Pastoral Education for Field Education Credit	13
CPE Assignments in Canvas	13
Field Education and the Certificate for Religion and Public Life	14
Registering for Field Education and Grading	14
Integrating Field Education with the MDiv Program.	15
Theological Supervision	15
Meaning Making: A Theological Reflection Course	16
Arts of Ministry Competencies	16
Professional Formation	18
Deadlines	18
Extensions	18

Compensation	19
Federal Work-Study Funding	19
Student Eligibility	20
Site Eligibility	20
Compensation Training.	21
Reporting Time for Compensation through Work-Study Funding	21
Before Reporting Hours in PeopleSoft.	21
Reporting Hours Weekly in PeopleSoft	21
Compensation for International Students	22
Before Reporting Hours in PeopleSoft.	22
Reporting Hours Weekly in PeopleSoft	23
Direct Pay from Sites	23
Student-Initiated Placement Compensation.	23
Student Responsibilities Related to Compensation	23
School-wide Policies	24
Accommodations, Support, & Resources	24
Student Accessibility and Academic Accommodations	24
Notification of a Disability and Requesting an Accommodation	24
Temporary Illness or Injury.	25
Grievance and Due Process.	25
Early Termination.	25
Terminating Affiliation of Site or Supervisor	26
Student Files.	26
Policies for Sites and Supervisors	26
Supervision	26
Site Accreditation Overview	26
Site Accreditation Process	27
Retention of Site Accreditation.	27
Supervisor Certification.	28
Supervisor Benefits	28
Maintenance of Certification	29

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 the ministry studies faculty, the denominational counselors, and others who also guide and support students as they complete the degree requirements and plan for their ministry following graduation.

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

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

Staff in the Office of Ministry Studies

Theodore (Teddy) Hickman-Maynard

Associate Dean for Ministry Studies,

Lecturer on Ministry

Laura S. Tuach

*Assistant Dean for Ministry Studies and Field
Education*

Instructor on Ministry

Monica Sanford

Assistant Dean for Multireligious Ministry,

Instructor on Ministry

Johnathan Makransky

Coordinator of the Buddhist Ministry Initiative

Lysette Flores

Assistant Director of Field Education

Leslie MacPherson

Department Administrator

Dawn Sorensen

Staff Assistant

Gloria White-Hammond

Swartz Resident Practitioner in Ministry Studies

Ministry Studies Faculty

Theodore (Teddy) Hickman-Maynard

Associate Dean for Ministry Studies,

Lecturer on Ministry

Laura S. Tuach

*Assistant Dean for Ministry Studies and Field
Education*

Instructor on Ministry

Monica Sanford

Assistant Dean for Multireligious Ministry,

Instructor on Ministry

Cheryl Giles

*Francis Greenwood Peabody Professor of the Practice
in Pastoral Care and Counseling*

Stephanie Paulsell

*Susan Shallcross Swartz Professor of the Practice of
Christian Studies*

Faculty Dean, Eliot House, Harvard College

Matthew Potts

Plummer Professor of Christian Morals

Pusey Minister in the Memorial Church

Dan McKanan

*Ralph Waldo Emerson Unitarian Universalist
Association Senior Lecturer in Divinity*

Gloria White-Hammond

Swartz Resident Practitioner In Ministry Studies

Denominational Counselors

This group of ministry professionals offers additional ministerial counsel to individuals regarding ordination requirements, denominational polity, and provides vocational assistance within a variety of faith traditions (Anglican, Baptist, Episcopal, Jewish, Lutheran, Methodist, Pentecostal, Presbyterian, Roman Catholic, Unitarian Universalist, Muslim, and United Church of Christ).

Aisha Ansano

Counselor to Unitarian Universalist Students

Jeremy Battle

Counselor to Baptist Students

Instructor in Baptist Church Polity

Chris Berlin

Counselor to Buddhist Students

Instructor in Ministry Studies and Pastoral Counseling

Amy L. Fisher

Counselor to Methodist Students

Reebee Kavich Girash

Counselor to United Church of Christ Students

Samuel B. Hogan, Sr.

Counselor to Pentecostal Students

Instructor in Pentecostal Church Polity

Patricia Simpson

Counselor to Roman Catholic Students

Instructor in Ministry Studies

Burns Stanfield

Counselor to Presbyterian Students

Liza Stern

Counselor to Jewish Students

Instructor in Jewish Polity

Regina Walton

Counselor to Episcopal/Anglican Students

Lecturer on Anglican Church Polity

Kari Jo Verhulst

Counselor to Lutheran Students

Maryam Sharrieff

Counselor to Muslim Students

Selecting the Site Location and Supervisor

Site Fair and Placement Interviews

At Harvard Divinity School, we are committed to supporting student-directed education. Therefore, at HDS, students select their own sites in consultation with the OMS staff. To aid in this process every fall and spring the Office of Ministry Studies hosts a site fair for field education settings. At this fair, students meet supervisors who represent accredited sites. Students additionally are encouraged to arrange on-site interviews at the beginning of the field education interview process. Likewise, while we understand the convenience of virtual interviews, we strongly recommend that student and supervisor meet in person, preferably at the site, prior to agreeing to work together. However, students do not need to wait for the site fair to contact the accredited sites and supervisors listed in the Field Education Handbook or on the OMS Field Education website, hds.harvard.edu/academics/field-education.

Accredited Sites

Harvard Divinity School offers over 100 approved sites for field education placements. These include schools, hospitals, social justice agencies, churches, synagogues, and many other types of settings. A complete list of approved sites and full site descriptions are available on the OMS Field Education website, accessed under the Academics/Ministry Studies tab on the HDS website. These sites agree to our policies and have an on-site supervisor who ordinarily has attended a year-long training course in supervision or has been approved by our director because equivalent training has been completed. Students should begin their placement process by carefully studying the descriptions of potential offerings on the [OMS Field Education website](#).

Student-Initiated Placements

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

A student interested in developing a student-initiated placement will do so in close partnership with the OMS staff. The student should meet with the Assistant Dean of Ministry Studies or the Assistant Director of Field Education well in advance of the published deadline to discuss their ideas and plans for learning. If the placement appears to meet the criteria for field education placements, an application must be submitted to the OMS by the published deadline for student-initiated applications. The application for the placement is then reviewed by the OMS for approval. If the placement is approved, the standard field education assignments must be submitted: 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 to meet all requisite deadlines.

In student-initiated placements the supervisor must agree to weekly one-on-one theological supervision. Student initiated supervisors are not required to take the supervisory training class. They will be approved to supervise the student at the time of the approval of the student's application.

Any exceptions must be approved by the Office of Ministry Studies. The approved site is expected to provide the student's pay, either by paying the student directly 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 Assistant Dean for Ministry Studies and Field Education. Ordinarily students benefit from accessing sites with long experience in mentoring field education students, and thus we hope for every student that they will experience a site with a fully trained HDS certified supervisor.

Policy on Remote Placements

Many of our sites enable students to work primarily in-person. On the whole, students should be working the majority of their placements on-site and in-person. A student may propose to work remotely with an approved organization through the student-initiated application process in close consultation with the Assistant Dean of Ministry Studies and Assistant Director of Field Education. For approved remote placements, expectations should be clear at the start about the onboarding and integration of the student within the organization. Likewise, the supervisor will outline how the student will communicate about the progress of the work.

Additionally, students will be asked to demonstrate how their work is connected to an in-person community. For example, how might the student bring the work of their placement to the HDS community? They may propose workshops, small groups, or a conference to be held on campus. The Office of Ministry Studies may offer support for room reservations and light snacks for such offerings.

If a student is approved to work fully remotely with the above stipulations, generally the second field education unit will be met by working in-person with an HDS accredited site and supervisor.

Boston Theological Interreligious Consortium

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 Interreligious Consortium (BTI) placement, in consultation with the Assistant 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. To receive full credit the student must submit copies of all field education paperwork to both the sponsoring school and HDS.

Policy for Field Education Site Sharing

Occasionally it is desirable for a student from one Boston Theological Interreligious Consortium (BTI) member school to serve in a field education site that is affiliated with another member school. The field educators from the undersigned BTI schools agree that this opportunity should

be as simple as possible while recognizing that there are important differences in our respective programs: differing timetables, differing methods by which students select sites, differing financial arrangements, differing requirements for sites and students, and differing underlying philosophies. The following assumptions and procedures attempt to state and clarify the ways in which a student may serve in the field education setting of another member school.

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

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

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

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

Required Procedures and Student Responsibilities for Sharing Sites

- I. **Student communication responsibility:** If a student is interested in serving in a field education site of another BTI member school, prior to planning with the site, the student must receive approval from those in charge of field education in his/her home school, the Assistant Dean for Ministry Studies and Field Education, at the site's affiliated school, and, of course, the site.

2. **Manner of communication with affiliated BTI school:** Students and/or a director of field ed may contact the Assistant Dean for Ministry Studies and Field Education from the affiliated school via phone, email, or in person. In most cases, it is advisable for students to make first contact via email, with the understanding that different field education directors will express different preferences for follow-up communication.
3. **Site Expectations:** The student is responsible for learning the expectations of the field education program and/or the site. These expectations may be different from their home school's field education program and site and may include written work, relationship with teaching committees, or hours.
4. **Curricular Expectations:** If the student's school field education program requires that writing is used in the supervisory process such as theological reflection papers or verbatims, the student is responsible for informing the supervisor and fulfilling those curricular obligations.
5. **Notification of agreement:** After obtaining the approval of the field ed director overseeing the site and completing the appropriate interview process, if the student and the site decide that they will work together, the student must notify the field education programs of both schools of that decision.
6. **Site-Related Documentation:** Generally, the student serving in another school's field education site will follow the site's school-related documentation in regard to contract/covenants, learning agreements, and evaluations. The student is responsible for ensuring that all site-related documents are submitted to both field education offices. Different arrangements may be made in consultation with the Field Ed Directors of each school.
7. **Tuition:** The student incurs no additional tuition liability in serving in another school's field education site. All tuition is paid to the student's home school.

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

BTI member schools affirming this policy, 2018:

- Boston College, School of Theology and Ministry, Chestnut Hill, MA
- Boston University, School of Theology, Boston, MA
- Gordon Conwell Theological Seminary, Hamilton, MA
- Hartford International University for Religion & Peace, Hartford, CT
- Harvard Divinity School, Cambridge, MA
- Hebrew College, Newton MA
- Hellenic College Holy Cross Greek Orthodox School of Theology, Brookline, MA
- Saint John's Seminary, Boston, MA

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

BTI Schools Contact Information for Site Sharing

Boston College School of Theology and Ministry

9 Lake Street
Brighton, MA 02135-3841

Contacts:

L. Callid Keefe-Perry
Assistant Professor of Contextual Education and Public Theology
Email: Callid.KP@bc.edu, Phone: 617.552.3804

Marcia Ryan
Assistant Director of Supervised Ministry and Community Engagement
Email: Marcia.Ryan@bc.edu; Phone: 617.552.1946

Boston University School of Theology

745 Commonwealth Avenue
Boston, MA 02215

Contacts:

Anastasia Kidd
Director of Contextual Education
Email: akidd@bu.edu, Phone: 617.353.3036

Nikki Young
Assistant Director of Contextual Education
Email: nikkiy@bu.edu, Phone: 617.353.3036

Gordon-Conwell Theological Seminary

130 Essex Street
South Hamilton, MA 01982

Contact:

Katherine Kyte Horvath
Adjunct Professor of Practical Theology
khorvath@gordonconwell.edu, Phone: 978.468.7111

Hartford International University for Religion & Peace

77 Sherman Street
Hartford, CT 06105

Contact:

Aida Mansoor
Director of Field Education
Email: amansoor@hartfordinternational.edu, Phone: 860.509.9534

Establishing a Plan for Learning

At Harvard Divinity School students are responsible for creating their own plan for learning. This includes selecting their own placements and articulating their field education learning goals and selecting the arts of ministry that best fit their course of study. The Office of Ministry Studies helps with this by providing the structure necessary for students to navigate the different stages of the process. Therefore, all field education assignments and deadlines are designed to support the student and supervisor in the placement. At each stage students and supervisors are expected to adhere to all deadlines and to follow the procedures for reviewing and submitting assignments for field education.

For assignments to be considered complete, they must include student and supervisor electronic signatures. The electronic signatures on each indicate that both the student and supervisor have met to review the plans and form before signing it. Procedures for each stage of the administrative process can be found in this handbook. Please note that members of the Office of Ministry Studies, as well as Meaning Making instructors, will read student plans of learning.

Assignment Submission

All field ed assignments will be submitted by the students through Canvas, Harvard's online course website platform. Students will have access to the Field Education course website on Canvas associated with the specific academic year or summer placements. All information about submitting assignments can be found on Canvas.

The student is responsible for ensuring that the supervisor has reviewed and signed all assignments as they submit them by the published deadlines. Students will ensure that supervisors have the final version of each submitted assignment. The student should also save electronic or print copies for their own files and to give copies to their supervisor.

Placement Contract

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

Once a student and a supervisor agree to do a field education unit together, the student is responsible for notifying the OMS by submitting a field education Placement Contract by the published deadline. For the Placement Contract to be considered complete, it must include student and supervisor electronic signatures.

If a student does not find an acceptable placement, they should contact the Assistant Director of Field Education in OMS immediately for consultation and assistance in finding a suitable site well before the final deadline for finalizing placements.

Learning Agreement

The first supervisory session between the student and supervisor should be scheduled as soon as possible to begin the development of the Learning Agreement. The Learning Agreement should be submitted via Canvas by the student by the published deadline. For the Learning Agreement to be considered complete, it must include student and supervisor electronic signatures. Once

the student completes the assignment, the supervisor will receive an email with a link to review the student's assignment and provide a signature. The student and the supervisor will confer and complete the Learning Agreement using the instructional Learning Agreement Guide. The Learning Agreement establishes and defines goals, objectives, tasks, resources, and the supervision process. Serious consideration of this document sets up the learning relationship that is crucial in field education. In ministry vocations, professionals need to be able to clarify expectations and commitments to attain transparency, accountability, and appropriate limits. Often it is necessary to refer to the Learning Agreement in order to clarify what was specifically meant and what was implied in the original conversations. Learning Agreements submitted by students completing their first concurrent field education placement enrolled in HDS 2933A & B will be shared with their Meaning Making instructors.

Participating in the Evaluative Dynamic

Evaluation is a critical part of capturing and interpreting the learning that has been part of the field education experience. Students and supervisors fill out Mid-Year Evaluations for academic, year-long placements but not for summer placements, and Final Evaluations for all placements. These are to be discussed with a supervisor before the student submits them on Canvas to the Office of Ministry Studies.

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

In early December each student and each supervisor prepare a Mid-Year Evaluation that includes their separate written reflections on the field education experience to that point. At this time each party should negotiate any revisions to the original Learning Agreement and prepare a plan for learning for the second semester. The separate yet mutual dimension of the evaluation process calls for each member of the learning partnership to reflect on how they have built an effective partnership, and how they might want to improve the partnership to improve learning. Students and supervisors are expected to meet to discuss their reflections before the student uploads two separate documents to Canvas. This includes the student's self-evaluation and the supervisor's evaluation. For the Mid-Year Evaluation to be considered complete, it must include student and supervisor electronic signatures to show that they have seen and acknowledge the content included. It is the student's responsibility to manage this process to make sure evaluations are submitted before the published deadline. The student will save and print a copy of the evaluation at the time of submission. No Mid-Year Evaluation is required for summer field education placements.

Final Evaluation

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

Each member of the learning partnership should summarize how their work together was accomplished, including work toward arts of ministry and the strengths and weaknesses of the

supervisory relationship. The student and the supervisor must share their evaluations with each other before the student finishes working at the site. For the Final Evaluation to be considered complete, it must include student and supervisor electronic signatures to show that they have seen and acknowledge the content included. No credit will be issued for field education without completed Final Evaluations. It is imperative that supervisors be reminded in advance so that they complete their portion of the Final Evaluation within the time needed for the credit to be issued. Students who have difficulties in this process should be in touch immediately with the OMS staff.

Completion Requirements

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

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

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

Master of Theological Studies students are welcome to participate fully in every aspect of the Field Education Program, although such participation is not a requirement of the MTS program. In order to receive credit, MTS students must complete two units of field education and enroll in both 4516A & B and Meaning Making: HDS 2933A & B.

Guidelines for Meeting the Field Education Requirement

Field Education and the Summer Language Program

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

Summer Field Education Units

A student may seek out and earn a unit of field education credit through a summer placement. A summer unit like the concurrent unit comprises 350–400 hours of supervised ministry experience in one context including travel, preparation, and supervision, and it meets the stated criteria for field education placements. The student works full time (35–40 hours per week) to meet the 350- to 400-hour degree requirement. Although occasionally students work longer than forty hours during a week, students should not count more than forty hours per week toward the completion of the

requirement. In practice this means that summer placements cannot be completed in less than 9–10 consecutive weeks. Learning agreements for summer placements are due within two weeks of the beginning of the placement and no later than the published deadline, and final evaluations are due at the end of the placement. Please see the field education calendar for all deadlines. For summer units, mid-year evaluations are not required.

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

Internships for Field Education Credit

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

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

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

International Placements

Overview

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

Application Process

Students consult with the Assistant Dean for Ministry Studies and Field Education or the Assistant Director of Field Education Program prior to applying. All students seeking field education credit must complete an application prior to the deadline, whether they seek funding through the OMS or not. ***The deadline applies and is firm for all students whether they seek OMS funding or not.*** To receive field education credit, applications must be received no later than the deadline. The International Student-Initiated Application can be found on the Canvas course website

Funding

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

Expectations

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

- Attend a required orientation with the OMS and Harvard University Global Support Services (GSS) and complete all required GSS paperwork,
- Register with Harvard Travel Assist,
- Sign and submit a paper copy of the Assumption of Risk and General Release Form to the OMS,
- Provide accurate contact information for yourself and site supervisor while abroad,
- Provide a travel itinerary and promptly communicate any changes to the itinerary in writing to the OMS, and
- Complete any additional steps required depending on the nature and location of the placement.

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

Clinical Pastoral Education for Field Education Credit

Students may also earn field education credit for units of Clinical Pastoral Education (CPE) approved by the Association for Clinical Pastoral Education (ACPE). Students may normally earn CPE credit through intensive summer or extended units. Please note that "extended units" have differing time tables depending upon the particular hospital program. Ordinarily the Office of Ministry Studies recognizes one unit of CPE as one unit of field education does not require a Student-Initiated Application. Students participating in academic year long CPE units will submit an HDS Placement Contract, the CPE Learning Agreement with the Arts of Ministry CPE Form, and the CPE Final Evaluation which includes supervisor and student-self evaluation. CPE units that only span one semester will not meet the academic year Field Education requirement. year Field Education requirement. For current CPE resources, visit the [BTI's Clinical Pastoral Education page](#).

CPE Assignments in Canvas

To earn this credit the student must submit a Placement Contract on Canvas before the unit begins and by the published deadline. The student will submit their CPE Learning Agreement on Canvas for academic year extended units. (Learning Agreements are not required for summer CPE units). If any CPE deadlines do not align with the published Field Education deadline, the student must submit an Extension Request Form for this assignment prior to the HDS deadline. Additionally, all students participating in CPE for Field Education credit must complete a "CPE Arts of Ministry Form."

Students participating in an academic year CPE placement do not need to upload a Mid-Year Evaluation. Upon the CPE placement conclusion, the student may submit their CPE Final Evaluation on Canvas as well as a completed HDS Final Evaluation cover sheet indicating the arts of ministry fulfilled.

Students who wish to apply for CPE summer units in the Boston area are advised to begin the process in the early fall and no later than the November before the summer in which they anticipate enrolling in CPE. For extended academic year CPE units, the deadlines are also rolling until the March prior to the following fall. Several summer and extended quarter options are available in the Boston area. Students are encouraged to confirm the application deadlines and processes with each CPE program by visiting the website or contacting the CPE Educator at the hospital. See the ACPE Directory online at www.acpe.edu, for possible placements.

Field Education and the Certificate for Religion and Public Life

While Field Education and CRPL internships both offer immersive professional learning opportunities, their aims are different. Field Education is designed to develop professional attitudes and competencies for the work of ministry, facilitated through theological reflection and a required Meaning Making course requirement. CRPL internships, by contrast, are designed to develop competence, skill, and experience in communicating and demonstrating how a robust understanding of religion enhances 8 professional and civic competence across a wide array of sectors, including professions traditionally considered “secular.”

If considering seeking CRPL credit for either a Field Education placement or another internship program, you must first ensure you are meeting the requirements of the Field Education or alternate internship placement. Where the additional learning goals of the CRPL can also be met, you can apply to the RPL Faculty Director for permission to have the Field Education or other internship qualify for the CRPL as well. For a student-initiated site to count for both Field Education and CRPL, you must get approval from both the RPL Faculty Director and the Assistant Dean of Ministry Studies and Field Education.

Registering for Field Education and Grading

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

- In their first unit of field education concurrent with the academic year, MDiv students will register for HDS course number 4516A & B and Meaning Making: HDS 2933A & B. HDS 4516 will show up on internal transcripts and progress reports as incomplete or in progress until both units of field education and arts of ministry requirements in field ed and course work are completed by the student.
- While MTS students are welcome to participate in field education, they are not required to register for the requisite courses. However, if MTS students plans to receive credit for field education, they will register for Field Education: 4516A & B and Meaning Making: 2933A & B and complete two units of field education.
- For MDiv students and MTS students in individual placements: Each unit of field education takes place at an approved site, such as a hospital, congregation, 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. The majority of students receive the grade of pass. This indicates that the student and supervisor agree that the student met expectations as outlined in the learning agreement. The grade of distinction is given to those students who exceed the expectations of the learning agreement. Additionally, the supervisor shares their agreement of the outstanding work and theological reflection done by the student. It is rare for a student to receive a low pass or fail. In either case, the student will be working in consultation with the Assistant Dean of Ministry Studies and Field Education to ensure that student meets their responsibilities and that they are reflecting on the learning. This grade is issued by the Assistant Dean for Ministry Studies and Field Education after the Final Evaluation is read.

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 field education 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. Ministry Workshops and the 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 (Meaning Making: HDS 2933A & B).

Theological Supervision

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

One important way in which students build reflective skills is by relating to a supervisor. Students meet one-on-one 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 ethics, leadership and one's belief system or worldview. 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 feedback, field education supervisors are expected to encourage students not only to develop technical skills but to explore the artistry of ministry and what it takes to lead complex institutions. Students are expected to bring concepts and theories explored at Harvard Divinity School to their conversations on ministry. And in the same way, Harvard Divinity School values ministry experiences as integral to the theological

enterprise and thus encourages students to use them in the classroom to test, challenge, and formulate analysis. The partnerships among students, field education supervisors and their settings, and Harvard Divinity School support this integrative view of ministry which fosters a comprehensive approach to pastoral preparation.

Meaning Making: A Theological Reflection Course

MDiv students who are in their first concurrent academic year placement are required to register for and complete HDS 2933A & B: “Meaning Making: Thinking Theologically about the Ministry Experience.” The introductory session in the fall semester is required of all HDS 2933A & B course participants. This is an indivisible year-long course. Students must complete both terms of this course (parts A and B) within the same academic year to receive credit.

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

Arts of Ministry Competencies

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

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

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

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.

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.

Pastoral Care and Counseling

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

Peacebuilding and Just Conflict Resolution

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

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).

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.

Racial Justice and Healing

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

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.

To receive arts of ministry credit in a course, students must formally enroll for the art of ministry at the beginning of the semester and then complete the arts of ministry components of the course to the satisfaction of the instructor. To receive arts of ministry credit for a course for which the art of ministry is not noted in the course description, the student and the faculty member must 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 such as 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 themselves to have met the arts of ministry requirements in the course. A single course may not serve to fulfill more than one art of ministry.

A single field education placement may serve to fulfill one or more arts of ministry. 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. The arts of ministry associated with the placement may be updated at the mid-year for academic year placements when it is discussed with and approved by the supervisor and the Assistant Dean of Ministry Studies and Field Education or the Assistant Director of Field Education.

Professional Formation

Students have opportunities throughout field education experiences to develop and demonstrate their professional competence. One part of this is the way students demonstrate respect for the requirements and deadlines the Office of Ministry Studies sets for assignments 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. Students are expected to adhere to the standards of professionalism and to maintain professional boundaries outlined by the OMS and the field education site supervisors. This includes discussing expectations that are not necessarily outlined in the learning agreement such as reporting time and compensation, dress code, policies about absences and tardiness, and best ways to communicate while on or off site.

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

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

Deadlines

Students and site supervisors are responsible for meeting all program deadlines. Each year the Office of Ministry Studies publishes deadlines for all assignments in Canvas 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 planned 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. Generally, extensions are granted for no longer than one week from the due date.

Compensation

The following describes the ways in which students may earn compensation for a unit of field education. Some sites will pay students directly to perform the required 350–400 hours and should discuss the terms of time reporting and payment when completing the placement contract. Other sites may qualify for participation in the Federal Work Study Program which helps provide compensation for hours worked up to the eligibility allotment as determined by the HDS Financial Aid Office. Field education placements are not paid hour-for-hour.

Where travel constitutes a significant expense to the student, the student may discuss being reimbursed by the site.

All salaries paid to students are subject to taxation and follow the same laws of reporting as any taxable income. Students should be aware that taxes are deducted at a higher rate for full-time summer placements.

NOTE: If the student is not work-study eligible and is hired by a work-study eligible site, the site is encouraged to pay the student directly. Compensation is not required for a student to receive credit for field education.

Federal Work-Study Funding

Harvard Divinity School and the Office of Ministry Studies have dedicated significant resources to enable HDS students to work at eligible sites using Federal Work Study Funding (FWSF). This greatly reduces the compensation expense for some of the organizations participating in the Field Education Program. The use of FWSF as compensation for field education requires extra attention and responsibility on the part of both the student and supervisor. If a site meets federal work-study eligibility requirements as outlined by the Federal government and managed by Harvard University Student Employment Office and the site hires a work-study eligible student, the site will be billed by the Office of Ministry Studies a 25 percent co-pay of the student's earnings at the end of the placement. This co-pay should not be paid to the student directly.

The maximum work-study eligibility and earnings for students are determined by the HDS Office of Financial Aid. During the academic year, most students may be eligible for and earn up to a maximum of \$6,000 through this program depending upon their total eligibility. This means that in most cases the corresponding employer's co-pay bill will be no more than \$1,500. For summer placements, most students may be eligible for and earn up to a maximum of \$5,000 depending upon their total eligibility, with a corresponding employer co-pay bill of \$1,250. The Office of Ministry

Studies will send out a bill to the site after the end of the placement for the requisite co-pay unless the site requests other billing arrangements.

If the site cannot pay the entire employer's percentage (25 percent) for a student, the OMS may, in a limited number of cases provide some, or all, of the employer's portion. Students should indicate request for assistance on the Placement Contract. However, the OMS will underwrite no more than one employer's contribution per student per fiscal-year period. That is, if a student does two field education placements, one in the summer and then one in the following academic year, the student may receive an OMS subsidy for only one of the placements. Ordinarily the OMS will not provide a co-payment for more than one student per placement site at a time.

Student Eligibility

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

Site Eligibility

Federal work-study funds are distributed by the school, but the requirements for eligibility are determined by the United States federal government. According to the Federal guidelines posted by [Harvard University Student Employment Office](#), the field placement work must not improve the condition of any religious institution or institutions. Additionally, "FWSP positions must not involve constructing, operating, or maintaining any part of a building used for religious worship or sectarian instruction." For example, students can work at a church that is operating a homeless shelter but cannot assist a religious leader in making a space ready for religious service or participate in the service or other religious instruction. Students and supervisors will work with OMS to determine eligibility for the use of FWSF.

For a field education site to be eligible for a student salary to be paid by the Federal Work Study Program, the accredited site must ordinarily be a nonprofit organization and the work performed must be for nonsectarian or nonpartisan political purposes. However, in some cases, a student may work for a for-profit organization and be eligible for federal work-study funds. In this case, the site must pay a fifty percent co-pay for the student to use their federal work-study allotment towards this placement. For profit organizations are not eligible for OMS assistance for the co-pay. The site will be billed for the fifty percent of the student's total earnings at the end of the placement. The site should not pay the student this co-pay.

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

Students must follow all policies and procedures of the Field Education Program, including working all the contracted hours and reporting their hours in PeopleSoft, the online payroll system, each week, to receive payment. Students must consistently report their hours for pay in the week worked in order to earn the work-study allotment.

In order for a student to use their FWSF towards a field ed placement, the site must meet Federal eligibility guidelines as one of the following:

- HDS-Accredited Site
- CPE Placement
- Approved Student-Initiated Site at an educational, healthcare, or non-profit organization (established as a 501 (c)(3)).

Compensation Training

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

Reporting Time for Compensation through Federal Work Study Funding

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

If students plan to work more than one work-study job, splitting their total work-study allotment with another department, they are required to inform both the Office of Financial Aid and the OMS at the beginning of the placement. Likewise, they will be responsible for tracking their earnings to the total amount allotted for the field ed placement. The site will be billed for 25 percent of the total earnings for field ed placement.

Please note: During the summer months students may not report more than forty hours in a given week.

Students and sites participating in the Federal Work Study Program are responsible for following all the guidelines as communicated by the Office of Ministry Studies.

Before Reporting Hours in PeopleSoft

Students who plan to use work-study funding must complete the following:

- Attend the required Student Compensation Training session
 - OMS hosts an optional training for supervisors who will be approving their student's timesheets
- Complete an [I-9](#) with the OMS staff, if one is not already on file with the University
- Review and electronically sign a Work-Study Affidavit form with their supervisor's signature; then upload to the Canvas course website for that term
- Ensure that the supervisor completes an [OMS Agency Form](#); supervisor to email this to ministrystudies@hds.harvard.edu

Reporting Hours Weekly in PeopleSoft

Students should be regularly reporting hours worked in PeopleSoft (the online payroll system) each

week: during the academic year by Thursday at 5PM; during the summer by Wednesday at 5PM; or in the case of holidays, by the early notification deadline announced by PeopleSoft and the OMS. The work week is Sunday through Saturday. Any hours worked after the OMS time reporting deadline should be estimated. Students who do not regularly report their hours for pay will not earn the full allotment for the placement. This is not a stipend, but compensation for current work done in the week it is being reported in PeopleSoft.

The supervisor will receive an automated “timesheet approval” email to verify that the hours reported match the hours worked. They will sign and confirm the hours worked and submitted with an electronic signature. The student’s paycheck may be delayed if the student fails to meet the reporting deadline and/or if the supervisor fails to meet the timesheet approval deadline.

This process must be followed by the student and supervisor each week for the student to receive their pay. Paychecks are received weekly on the following Friday.

Compensation for International Students

International students will consult with both the Office of Ministry Studies and the Harvard International Office (HIO) about the specifics of their situation. Each student will follow the necessary steps in order to ensure authorization through the Curricular Practical Training (CPT) process to work in the United States. Likewise, international students must attend both the CPT and Field Ed Info Session for International Students and the Field Ed Compensation Training.

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

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

If the student is receiving OMS funding as an International Student, the student and supervisor are responsible for following all the guidelines communicated by the OMS.

International students are also responsible for tracking their hours toward the gross total amount of funding provided by the Office of Ministry Studies.

Before Reporting Hours in PeopleSoft

- International students should check in with the HDS Financial Aid Office to inquire if they are the equivalent of federal work-study eligible
- Attend the required CPT and Field Ed Info Session for International Students
- Obtain field education offer letter related to your field of study. Offer letter should be on

official letterhead with the name and address of the employer, the dates of the placement and the number of hours/week

- Complete Curricular Practical Training (CPT) form found on the Canvas course website with your offer letter in one email and send to HIO via secure messaging (i.e. [Accelion Kiteworks](#))
- Attend the required Student Field Ed Compensation Training session
 - OMS hosts an optional training for supervisors approving students' timesheets
- Complete an I-9 with the OMS staff, if one is not already on file with the University

Reporting Hours Weekly in PeopleSoft

After submitting hours in PeopleSoft, students should send an email to their supervisor, copying omstimesheets@hds.harvard.edu, reporting total hours worked for that week (during the academic year no later than 5 PM on Thursday, during the summer by Wednesday at 5 PM, or, in the case of holidays, by the early notification deadline announced by PeopleSoft and the OMS).

When the supervisor receives each week's email, they must check to verify that the hours reported match the hours worked and send a reply all message confirming the hours reported by the student. The student's paycheck may be delayed if the student fails to send an email reporting their hours and/or if the supervisor fails to confirm the hours reported.

This process must be followed by the student and supervisor each week for the student to receive their pay.

Direct Pay from Sites

If the student will receive payment directly from the field education site, the site is expected to meet the compensation guidelines determined by the Office of Ministry Studies. Sites will pay students a minimum of \$6,000 for academic year placements and \$5,000 for summer. The terms of the salary should be discussed before the placement contract is submitted. The site is expected to fulfill these terms. If a site experiences financial hardship during the placement, the supervisor should call the Assistant Dean for Ministry Studies and 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 expected to pay the student in full directly, or to pay the full federal work-study employer's portion of the student salary. If the site cannot pay the employer's co-pay, then the student will discern if they are able to do the work unpaid or find other sources of funding. In a limited number of cases, there may be funding through OMS for the co-pay. In this case, the student may not use their federal work-study allotment towards this placement. (Compensation is not required for students to receive credit for field education.)

Student Responsibilities Related to Compensation

To earn their full work study allotment (or OMS funding allotment), students must regularly report hours in PeopleSoft (and in email to the supervisor and OMS for those receiving OMS funding) each week by the deadline of 5 PM, Thursday. Occasionally there will be an early reporting deadline. Students

should watch their emails to monitor when to report time in PeopleSoft each week. Failure to submit one's timesheet by the weekly reporting deadline could potentially delay a student's paycheck.

Students are responsible for maintaining their own records so that they keep track of their progress in completing field education hours toward the required degree total of 350–400 hours.

Similarly, students are responsible for maintaining their own records, to keep track each week of their progress toward earning the total gross income allotted. Maximum gross earnings for the academic year is up to \$6,000; summer equals \$5,000—depending on student eligibility as determined by Financial Aid. Students may create a simple excel spreadsheet to track weekly hours worked and gross pay earned.

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

School-wide Policies

All students, supervisors, and sites engaged in the HDS Field Education Program are held accountable to HDS policies as detailed in the HDS Student Handbook. This includes, but is not limited to Standards of Conduct and the Learning Environment, which includes the Harvard University and Harvard Divinity School Statements of Values, Harvard University Non-Discrimination and Anti-Bullying Policies, as well as the HDS Sexual and Gender-Based Harassment Policy.

Accommodations, Support, & Resources

Harvard University offers extensive resources that are available to all students for challenges that may arise. Students are encouraged to reach out to the Assistant Dean of Ministry Studies and Field Education or the Assistant Director of Field Education with help navigating the appropriate resources for addressing issues that may arise during a student's field ed placement. Please refer to the HDS Student Handbook on the various resources available to students.

Student Accessibility and Academic Accommodations

Accessibility and academic accommodations at the Divinity School are coordinated by the Assistant Director for Student Support, who serves as the central resource for all students with disabilities. HDS and Harvard University provide a process for determining eligibility for accommodations, which may include an assigned reader, note-taking, sign language interpreters and alternate text formats, and other accommodations as eligible.

Notification of a Disability and Requesting an Accommodation

Students seeking accommodations for disabilities should notify the Assistant Director for Student Support and provide supporting documentation as soon as possible to evaluate eligibility. Determinations will be based on comprehensive clinical documentation that validates the appropriateness of the particular accommodation. Each semester, an application for specific academic

accommodations should be provided within a week of the Crimson Cart deadline. Accommodations cannot be provided until formal documentation is reviewed and intake is completed—and cannot be provided retroactively. Last-minute notification or the need to request further diagnostic information may result in delays and the inability to provide a reasonable accommodation in a timely manner.

Temporary Illness or Injury

Although temporary illnesses and injuries may not technically be considered disabilities, students under such circumstances may also be eligible for accommodations to avoid disruption of academic programs. Therefore, students should contact the Assistant Director for Student Support as soon as possible to discuss requests for temporary accommodation. Adequate clinical documentation is required in order to provide an accommodation for any student for any reason, including authorization for accessible van transportation.

Grievance and Due Process

In the event that Harvard University and/or Harvard Divinity School policies have been violated, all grievance policies and procedures stated in the HDS Student Handbook will be followed. 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. Students and supervisors should immediately contact the Assistant Dean for Ministry Studies and Field Education if differences about an evaluation, interpersonal conflict around an issue of/in ministry, or if concerns about personal integrity arise.

The Office of Ministry Studies is committed to upholding standards of professional conduct in field education placements. If a student or supervisor should come into disagreement with the Assistant Dean of Ministry Studies and Field Education regarding the Field Education Program, they should contact the Associate Dean for Ministry Studies for further consultation.

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. For this to be as intentional and non-blaming as possible, OMS has devised the following process. It is ordinarily required that all HDS-certified supervisors and students complete this process before embarking on another unit of field education.

INSTRUCTIONS: Both supervisor and student should respond to the following three questions separately and send the completed written reflection to the OMS. Then we ask both to meet with a dean from the Office of Ministry Studies 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 Office of Ministry Studies, 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 the Assistant Dean of Ministry Studies and Field Education preceding any such termination.

Student Files

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

Policies for Sites and Supervisors

Supervision

Supervision includes at least one regularly scheduled hour per week of one-on-one reflective supervision. This meeting should not be combined with a regular staff meeting or a meeting to follow up on projects or tasks the student is working on. Students should not be required to meet jointly with other staff or students when meeting the requirement for one-hour theological supervision. In these meetings the student is to reflect theologically with the supervisor on a variety of topics, e.g., discernment, leadership, critical incidents in the setting, their 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, identity, and social justice, such as gender, ethnicity, class, culture, etc., is encouraged. These sessions should focus on what the student is learning, and on improving the quality of the learning experiences in which the student engages.

Site Accreditation Overview

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

An organization that desires to become an accredited Harvard Divinity School field education site will partner with the Office of Ministry Studies. 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 during academic year placements (if appropriate), on- or off-site preparation, participation in site-related work, e.g. workshops, trainings, worship, etc.

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

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

We require that the site provide a competent, appropriately trained, and certified supervisor. A satisfactory supervisory candidate is a person on site, whose own work is fully integrated with the structure of the institution through which ministry is provided. This person ordinarily must be full-time and have been in their current position for at least one year and should be able to devote the necessary time to supervise a student. Note: this often means that a site that welcomes students will take a hiatus year when a new director, pastor, or other leader begins at the site. The supervisor must commit to providing guidance on the tasks of the student's role, and to weekly one-on-one theological reflection meetings.

Site Accreditation Process

For a congregation, 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 February 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 supervision are confirmed and the process continues toward the certification of the supervisor (see section below).
5. The approved site is listed on the HDS Field Ed website.

Retention of Site Accreditation

To retain accreditation the site must maintain regular contact with the Office of Ministry Studies and abide by all policies stated in the Field Education Handbook. This contact includes but is not limited to attendance at the site fairs to meet prospective field education students, timely response to requests for updated site descriptions each year, the attendance at online or in person events (which will be announced via email from our office), and the timely approval of student timesheets for pay, and the

timely submission of learning agreements and evaluations. Failure to pay the agreed-upon compensation to students or to Harvard Divinity School will put the site's affiliation at risk. Failure to comply with agreements to pay the required co-pays for work study compensation also puts site accreditation at risk.

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

Supervisor Certification

The Office of Ministry Studies certifies those persons who supervise Harvard Divinity School students in accredited field education settings. *A prospective supervisor ordinarily must be full-time and have been at the site in their current role for a minimum of one year before becoming eligible to be certified or to supervise students.* 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 Assistant Dean for Ministry Studies and Field Education, and a recommendation is made as to whether 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 they agree to supervise their 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. Receipt of a Harvard I.D. card as an affiliate which entitles them to:
 - Use of the Faculty Club (membership fee required).
 - Use of the roughly 73 worldwide Harvard University Libraries, including extensive online resources.
 - Use of the Harvard facilities that are available on a fee-for-service basis, such as athletic facilities.
 - Free admission with ID to Harvard museums.
2. The opportunity, without payment of tuition, to take one course for credit each semester at Harvard Divinity School. In the event the supervisor does not take advantage of this privilege while officially a supervisor, they may register, at HDS only, for up to two courses (one per semester) the academic year immediately following the last term served as a supervisor.

- The supervisor begins the process by requesting a course registration form from OMS. The supervisor must have the faculty member sign the form. Once it is signed, the supervisor forwards it to the OMS for the Assistant Dean of Ministry Studies and Field Education to sign it. The form should then be forwarded to the Registrars office.

Registration for all courses, is through the Registrar's Office at HDS. The Assistant Dean for Ministry Studies and Field Education acts as the supervisor's academic adviser and must sign the appropriate forms. The Registrar's Office maintains all course records and will issue records upon request.

Maintenance of Certification

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