Important Guidelines and Information:
Field Education During the COVID-19 Pandemic (AY 2020-21)

As the seminary community has moved all classes online for this academic year, the Office of Field Education has adopted the following policies in alignment with the PTS health and safety protocol, Creating a Community of Care and Wellness.

- Students are highly encouraged to participate in field education remotely this year, in order to prioritize the community’s safety.
- Students who choose to participate in their field education placements on site are required to follow all precautionary measures included in the Creating a Community of Care and Wellness document as well as all CDC, state, and local health and safety mandates. Please be mindful to review these sites frequently.
- Field education requirements remain the same for all student placements:
  - A minimum of 10 hours a week for 30 weeks, for a total of 300 hours.
  - Three course assignments. (Students – please plan ahead with your site supervisor to meet and review all parts of each assignment.)
    1. Learning/Serving Covenant (due October 5, 2020 by 4:00 pm)
    2. Mid-year Appraisal (due January 4, 2021 by 4:00 pm)
    3. Final Appraisal (due April 19, 2021 by 4:00 pm)
  - Students are to return to their field education placement immediately after the Christmas and New Year holiday on January 4, 2021, in order to meet the 30 weeks requirement. (Even if other arrangements are made with the site supervisor, the student is ultimately responsible for meeting all requirements.)
- If serious challenges arise that have the potential to affect the completion of the placement, please contact the Field Education office sooner rather than later, either by phone at (609)497-7970 or via email at field-ed@ptsem.edu. All calls are being coordinated and will be forwarded to the appropriate FE Advisor.

Because we are living one day at a time, please understand that things can change. At this time, the protocols established by the seminary will be certainly be in place throughout the fall semester. However, online classes will continue until the spring semester and Field Education will continue to encourage remote internships as much as possible.

Thank you for the mutual commitment made by both the students and supervisors during a pandemic season. In such a season, we are pressed to witness what God is doing in the world and in us. Let us allow God to help us rise to this season and bring forth the gifts that God has instilled in each of us.

The Office of Field Education and Vocational Placement
2020-2021 Field Education Handbook
Guidelines and Policies

Office of Field Education and Vocational Placement
P.O. Box 821
Princeton, NJ 08542-0803

Phone
(609)497-7970

Email
field-ed@ptsem.edu

Office Hours
Directors’ On-Site Office Hours
Templeton Hall 304
Monday, 8:30am – 12:30pm
Wednesday, 8:30am – 4:30pm

Webex Office Hours (Administrative Questions/Concerns)
Wednesdays, 2-4pm

All other appointments available by Webex. Please email for availability.
The Office of Field Education and Vocational Placement Staff

**The Reverend Dr. Catherine Cook Davis**, Interim Director

**The Reverend Jennie Lee Salas**, Associate Director

**Brenda Dillard**, Office Assistant

**The Reverend Jess Winderweedle**, Office Assistant
## Important Dates

<table>
<thead>
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<th>Date</th>
<th>Event</th>
<th>Due By</th>
<th>Location</th>
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<tbody>
<tr>
<td>Thu Sep 3</td>
<td>Earliest Academic Year FE Placement Start Date</td>
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<tr>
<td>Mon Oct 5</td>
<td>AY Learning Serving Covenant Due</td>
<td>by 4pm</td>
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<td>M-F Oct 19-23</td>
<td>Reading Week</td>
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<td>Wed Oct 28</td>
<td>Teaching Ministry Program Applications Due</td>
<td>by 4pm</td>
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<td>Mon Nov 9</td>
<td>International Field Education Program Applications Due</td>
<td>by 4pm</td>
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<td>T-F Dec 15-18</td>
<td>Final Exams</td>
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<td>Mon Jan 11</td>
<td>AY Mid-Year Appraisal Due</td>
<td>by 4pm</td>
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<tr>
<td>Mon Feb 1</td>
<td>Deadline – New Site Request</td>
<td>by 4pm</td>
<td>Formstack</td>
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<td>M-F Mar 1-5</td>
<td>Reading Week</td>
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<tr>
<td>Mon Mar 15</td>
<td>Deadline – Finalize Placements for SU 2021 and AY 2021-22</td>
<td>by 4pm</td>
<td>Formstack</td>
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<td>Thu Mar 18</td>
<td>Clergy Ethics Seminar (required for all juniors)</td>
<td>TBD</td>
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<tr>
<td>Thu Mar 25</td>
<td>Clergy Ethics Seminar (emergency back-up date)*</td>
<td>TBD</td>
<td>Webex</td>
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<tr>
<td>Thu Apr 15</td>
<td>FE Student Orientation (required for all juniors)</td>
<td>TBD</td>
<td>Webex</td>
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<td>Mon Apr 19</td>
<td>AY Final Appraisal Due</td>
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<td>W-M Apr 28-May 3</td>
<td>Final Exams</td>
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<td>Mon Jun 14</td>
<td>Summer LSC Due</td>
<td>by 4pm</td>
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<tr>
<td>Mon Aug 16</td>
<td>Summer Final Appraisal Due</td>
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Field Education: Role, Purpose, and Outcomes

THE MISSION OF PRINCETON THEOLOGICAL SEMINARY

The direction for field education is set by the mission statement of Princeton Theological Seminary: PTS “prepares women and men to serve Jesus Christ in ministries marked by faith, integrity, scholarship, competence, compassion, and joy, equipping them for leadership worldwide in congregations and the larger church, in classrooms and the academy, and in the public arena.” The field education program provides experiences for the practice of ministry within approved, supervised ministry settings that are consistent with the vocational needs of students. These experiences are carried out in the pool of Seminary-approved sites that meet denominational and/or ordination requirements. It is our mission to provide useful internship placements for our students in the practice of ministry and theological reflection. The goal is that each student will be equipped for leadership in a congregation, the larger church, the classroom, the academy, and/or public areas of ministry.

GOALS AND INTENDED OUTCOMES OF A SUPERVISED INTERNSHIP

**Self-awareness**—Effective ministers know their areas of strength and weakness well, so they may authentically exercise ministerial authority with integrity. Field education supervisors and settings help students recognize talents and gifts for leadership and service, and accept and address deficiencies that may impede effective ministry. Goal setting and evaluation in field education encourage students to carry out intentional programs for growth toward recognized competence as individuals and members of a team.

**Relationship Development**—Effective ministers serve with individuals and groups so as to lead toward a common goal. They delegate responsibility while offering support. They also teach and work alongside students to help them become more adept at ministry tasks. Their expression of respect leads to the creation of community. The rapidly changing global context demands that ministers relate to others with sensitivity, integrity, and understanding, in and beyond the church.

**Skill Acquisition**—Competent ministers can teach, interpret, and communicate the Christian faith and tradition to people of all ages. They discover how to plan, use conflict, shepherd precious resources, and organize groups and communities. In field education, many skills can be practiced with the benefit of supervision.
Testing of Vocational Call—While every Christian has a call to discipleship with a resultant ministry by virtue of his/her baptism, few are called to ordained pastoral ministry. Some come to seminary expecting to teach in some form of higher education or serve in a faith-based nonprofit organization. Field education exposes students to different facets of ministry to determine which, if any, are suited for them.

Integration—Competent ministers combine theory and practice, concepts and skills, ideas and relationships, critical reflection and action. As students work with those experienced in ministry, their capacity for wisdom increases as study and reflection lead to competence and clarity of thought. Field education offers practitioners opportunities to apply learning gained from biblical studies; systematic, historical, and practical theology; church history; and the practical disciplines to the work of ministry, in order to see how they relate to and inform one another.

Field education occurs in either a Christian congregation or a specialized ministry site. An acceptable specialized ministry site engages in ministry within the world promoting Christian values, but might not be designated as a religious organization (for example, social justice organizations, soup kitchens, crisis ministries, organic farms, advocacy groups, organizations associated with the United Nations). In such cases, the on-site supervisor must hold at least a master’s degree, but might not have specific theological training. For these sites, a Christian theological conversation partner must be identified who will have regular conversations focused on theological understandings that integrate the practice of ministry with the work the student is doing in the academy.
Information for Students

FIELD EDUCATION ADVISEMENT SYSTEM & PLACEMENT PROCESS

ADVISEMENT
The process of securing a field education placement is interactive and involves the student, the advisor, and various field education site supervisors. The initial meeting between the student and the field education advisor allows each to meet the other and begin to explore the student’s gifts for and calling to ministry. Subsequent meetings between the student and the advisor explores the student’s already developed skills and targeting areas for further development. During these meetings, the field education advisor will provide information to the student on available sites in the pool of established and approved sites on file in the Office of Field Education. Based on experience with the sites in the approved pool and knowledge about the supervisor, the advisor may suggest several sites that may be able to meet the student’s needs. The student is also encouraged to explore the field education database for sites that may be a good fit based on the student’s gifts, goals for formation, and sense of call.

SITE VISITATION
The student should allow enough time to visit the sites in which they are interested, attend worship (if applicable), and meet the supervisor. If after the visit the site is considered suitable, the student should arrange for an interview with the field education supervisor.

INTERVIEWING
During this interview, the supervisor will describe the site and its congregation/clients, and share what the student is expected to do in the placement. The student may bring a résumé or other biographical statement that outlines their skills and related experiences. The student should be prepared to discuss learning and vocational goals, understanding of call, and areas for theological, professional, and spiritual development. It is important for the student to approach this interview professionally, attending to appropriate dress, presentation, and post-interview follow-up.
Students are encouraged to begin interviewing with site supervisors in early November. The decision to accept a student in a placement is made by the supervisor at the site, ideally within two weeks of the interview. The wise student will interview several supervisors at different field education sites, since most supervisors will interview more than one student and usually can select only one.

NOTIFICATION OF PLANS

Once a student and supervisor have agreed to work together, each should notify the Office of Field Education of the decision. The office staff will then follow-up on any needed paperwork. All placements must be finalized by mid-March.

NEW SITE REQUESTS

If necessary to fulfill learning goals, a student may propose a new site for a summer or academic year placement. When developing a new site, the field education advisor (not the student) will evaluate the site and supervisor to determine their suitability for the program. The student should provide the office assistant with the accurate name, address, and contact information of the proposed new site and supervisor by filling out the Request for New FE Site form by February 1. Submission of a new site does not guarantee acceptance. A status report on submitted placements will be provided by the end of February. New sites need to be prepared to provide up to half, if not the full stipend for a student’s placement.

DENOMINATIONAL POLICY

The Presbyterian Church (USA), through its Book of Order accepts seminary-supervised field education assignments within particular limitations. Other denominations have policies related to field education, and they should be consulted prior to beginning the search for a placement. Students are advised to be in contact with judicatory oversight committees before seeking placement.
PROGRAM REQUIREMENTS

The field education program provides experiences for the practice of ministry within approved, supervised ministry settings that are consistent with the vocational needs of students. These experiences are carried out in the pool of Seminary-approved sites that meet denominational and/or ordination requirements. Students should be in contact with judicatory committees responsible for candidates before getting too involved in site selection.

ALL MASTERS LEVEL STUDENTS

- Students must attend the Orientation to Field Education before the first placement.
- Students must complete the Clergy Ethics Training offered by Princeton Seminary during their first year. This training must be completed before the start of the first placement.
- Princeton Seminary charges tuition for all summer field education placements. The charge is part of the new academic year’s tuition. For example, summer 2021 is part of the 2021-22 academic year. If you have questions, contact the Office of Admissions and Financial Aid.
- Where two placements are required, it is recommended that one placement be completed full time during the summer, and the next placement part time during the second academic year. (Students may not do two summer placements to fulfill the requirements.)
- Students may do a nine-to-twelve-month intensive ministry internship in place of either the required summer or the academic-year placement.
- On-campus positions at the Seminary are not eligible for field education credit.
- Students may not do summer language or other course work and a summer field education placement at the same time.
- Typically, students are not placed in their home church for field education, except under very special circumstances.
In addition to the requirements above, there are additional, particular requirements for each degree program.

**MDIV, DUAL MDIV/MACEF, AND MDIV/MSW DUAL DEGREE STUDENTS**

- Two field education placements are required.
- One placement **must** be a church placement; the church placement must allow the student to preach twice.
- For MDiv students, both placements must be completed within three years.
- MDiv/MSW dual degree students must complete both placements before their senior year (i.e. prior to the summer before entering into their Rutgers year).

**MACEF STUDENTS**

- Two field education placements are required.
- One placement must be done in a church; the church placement must allow the student to preach twice.
- Because this is a two-year degree program, MACEF students **must** do their first placement full time during the summer after the first academic year, and the second placement part time during the second academic year.
- Students in MACEF Teaching track: Students should engage in a Teaching Ministry and/or other relevant placement, e.g. in other educational institutions (developed in partnership with Office of Field Education)
- Students in MACEF Ministry with Young People track: Students should engage in a placement in one of the following areas – ministry with youth, children, or families; young adult ministry; campus ministry, prison ministry/youth correctional facility.
- Students in MACEF Spiritual Formation and Mission track: Students should engage in a placement in one of the following areas – Spiritual formation, hospital chaplaincy with a focus on spiritual direction, new church development, clinical pastoral education, spiritual care of elders, hospice chaplaincy (developed in partnership with Office of Field Education)

**MA(TS) STUDENTS**

- One field education placements is required.
- Preaching is not required, but it is recommended.
TRANSFER STUDENTS

Transfer students may be able to transfer one unit of a field education experience completed at another seminary, provided it satisfies Princeton Seminary’s requirements for intensity, supervision, and reporting and is supported on the student’s transcript. Transcripts showing practical curricular or field education training must be submitted to the registrar. Documentation of work completed during the practical curricular or field education training must be submitted to your field education advisor. At least one unit of field education must be taken at Princeton Seminary.

FIRST YEAR STUDENTS

Students do not typically engage in field education placements during their first year. A student may petition the director of field education to be able to participate in field education during the junior year, but this is only granted under very special circumstances.

Criteria considered when reviewing this request are whether or not the student:

- has completed at least four courses in religion/theology which demonstrate that the student has come prepared for advanced standing in their seminary education.
- has successfully engaged in work in a ministry setting for at least one year prior to beginning study at PTS.
- demonstrates exceptional maturity in handling academic and personal responsibilities.
- has a learning style in which practical educational experience complements their academic study so that the student is able to maximize the effectiveness of their studies.
TYPES OF PLACEMENTS

Placements are available in churches representing twenty-five denominations, in specialized ministries, in Clinical Pastoral Education sites, and in focused placements that concentrate on particular types of ministry. Some of the many types of ministry experiences available to students are:

**Church Placements:** The purpose of supervised ministry in a church is to help students acquire a general understanding of the church and its ministry in a variety of areas, and to help prepare students for ordained ministry, general pastoral responsibilities, and religious leadership roles.

**Clinical Pastoral Education:** The purpose of Clinical Pastoral Education (CPE) is to provide a method for developing personal discernment and pastoral and clinical skills under supervision. *(See page 16 for more information on our CPE program.)*

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**SPECIALIZED MINISTRY PLACEMENTS**

The purpose of supervised ministry in a specialized ministry placement is to help students acquire a general understanding of the nature of a particular institution, its governance, and the needs it addresses, as well as to help prepare students for leadership roles and responsibilities that use their theological education in the broader public context.

**International Field Education:** The purpose of the international field education placement is to provide opportunities for students to develop global awareness in order to empower them to minister in a multicultural world at home or abroad. Concepts such as ethnocentrism, mission, and globalization are examined in cross-cultural contexts through partnerships with churches and specialized ministries throughout the world. Previous cross-cultural experience, not necessarily international, is preferred. Only students who have applied for and been accepted into the International Program are eligible for international placements. All applicants must maintain at least a GPA of 3.0 and not have any failing grades on their transcript at time of departure to their international placement.
**Teaching Ministry:** The purpose of the teaching ministry placement is to help students who plan to teach in higher education or in an adult teaching ministry in the church to learn to apply their theological knowledge in an adult education program. While participating in the general life of a selected site, students will design, implement, and teach adult education. Working both independently (under the guidance of the supervisor and faculty mentor) and with others in the congregation/organization, the student connects curriculum, methodology, and resources to the faith development of adult learners. Students must apply for and be accepted into the teaching ministry program.

**Urban Ministry:** Through fieldwork at churches or social service institutions, students will participate in a structured Theological Reflection practicum that will examine the nuances of urban contextual ministry. Students will discover issues of concern in the urban setting and discuss strategies for renewal, self-awareness and theological competence. Second and third-year students will aim to comprehend the complexity of urban context, which requires theological depth and ability to formulate and contextually apply relevant and robust urban biblical theology. Working independently, in a cohort and under the supervision and mentorship of an urban practitioner, the student will engage in the practice of ministry while formulating their vocational call in urban ministry. This is a limited enrollment to 10 students for this one-credit hour course FE3105 for the Fall/Spring academic year.

**Healthcare Ministry:** The purpose of the healthcare ministry placement is to provide opportunities for students to explore pastoral, ethical, and theological issues in healthcare, and to engage in ministries that embody these issues in the parish or institutional setting. (These are not the same as CPE placements.)

**Multicultural Ministry:** The purpose of the multicultural ministry placement is to provide opportunities for students to work in domestic congregations and agencies that have an intentional mission to be racially and/or culturally diverse.

**New Church Development:** The purpose of the new church development placement is to provide opportunities for students to learn skills and habits of practice peculiar to establishing new congregations, and to determine whether they may have the commitment and personal gifts for such a ministry.
**Rural Ministry:** The purpose of supervised ministry in a rural environment is to provide students opportunities to experience rural living in a variety of contexts in a full-time placement during the summer, and to reflect on rural values, lifestyles, and the issues of change and economic struggle affecting the rural community.

**Yearlong Intensive Ministry Internships:** The purpose of the intensive internship program is to provide students with opportunities to engage in supervised ministry for a period of nine-to-twelve months on a full-time basis. A well-structured and intentionally conceived internship will provide the student with opportunities for learning and growth that will help: (1) clarify vocational direction and commitment; (2) develop personal and professional understanding of and competence for ministry; and (3) foster personal, interpersonal, and spiritual growth.
CLINICAL PASTORAL EDUCATION (CPE)

Clinical Pastoral Education (CPE) is a method of learning pastoral practice in a clinical setting under supervision. There are two major accreditation bodies for clinical pastoral education—The Association for Clinical Pastoral Education (ACPE) and The College of Pastoral Supervision and Psychotherapy (CPSP). In CPE, students minister to people in crisis situations, while being supervised. Out of intense involvement with supervisors, other students, and other professionals, CPE students are challenged to improve the quality of their pastoral relationships and pastoral care counseling skills. Many denominations require a unit of CPE for ordination.

A CPE unit can be taken either in the summer or during the academic year for Field Education credit. A summer unit of CPE is a minimum of 400 hours in a sequence of eleven weeks. The extended unit is 400 hours of training spread over a longer period, usually sixteen hours per week for twenty-five weeks, done during the academic year. (If a student completes an accredited CPE placement within the two years prior to matriculating at PTS, they are able to apply through our office to receive academic credit for this placement.)

IMPORTANT CPE FINANCIAL CONSIDERATIONS

Financial responsibility for CPE lies with the student, which includes:

- An application fee (paid to the site)
- A site program fee, generally ranging from $500 to $800.
- Tuition to PTS for two or three credits (unless these credits are deducted from a PTS grant).

A few centers across the country offer a stipend for introductory CPE; ask for further guidance in the Office of Field Education. Be advised that PTS does not provide a stipend for CPE.
REGISTRATION FOR FIELD EDUCATION

Unlike other courses, students do not register themselves for Field Education credits. The Office of Field Education will register you for Field Education only after the following requirements are met (see Field Education calendar for specific due dates):

- Partnership in Ministry Agreement (PIMA) signed by supervisor, theological reflection conversation partner (TRCP), if applicable, student, advisor, director
- Assumption of Risk and Release (AORR) form signed by student with witness
- Student has completed Clergy Sexual Ethics Training
- Student has attended the Field Education orientation
- Supervisor and TRCP submitted background check information
- Supervisor oriented to the field education program and trained in supervisory methods

Students should consult the course catalog and take field education credits into account when registering for the remainder of their coursework in a given semester in order to not exceed the maximum number of allowed credits.
THE STUDENT – SITE – SUPERVISOR RELATIONSHIP

SITE AND SUPERVISOR REQUIREMENTS

As previously stated, Field Education takes place in approved sites under the direction of pastoral supervisors. The Office of Field Education is committed to providing cross-cultural, diverse racial/ethnic, and international sites for ministry. Churches or institutions that participate in the PTS field education program have an understanding of the program’s goals and educational mission, and have agreed that the primary purpose of field education is the preparation of the student for competent professional ministry, not to fill staff positions.

Each site will provide opportunities for students to explore organizational characteristics of the congregation, agency, or organization and to learn about the site’s relationship to its context and community. Church placements will provide opportunities for students to lead and assist with worship regularly, preach at least two times, provide pastoral care, and teach. In addition, each site and supervisor agrees to provide a description of the student’s ministry, as well as educational objectives and criteria for evaluation, and to complete all required ministry reports on time. Finally, the site must provide a system for supervision and opportunities for supervised ministry experiences to the student. These opportunities should address both the general goals of field education and the goals of the individual student.

The Office of Field Education seeks supervisors who are genuinely interested in the educational process and the role of supervision in the training of students for leadership roles in churches and in the broader public context. A good supervisor shares knowledge and expertise so that the student may discern their own gifts and limitations for ministry. The supervisor should understand the dynamics of leadership in both ecclesial and public settings, and be willing to appropriately share leadership with the student. The supervisor should know their ministry site well enough to candidly discuss the social context. Supervision should be undertaken very carefully to ensure that the student conducts themselves in accordance with the site’s mission. Supervision should be approached with a strong commitment to mentoring and collaborating in the student’s journey of vocational discernment and spiritual formation.
In supervising students, certain conditions are essential, and all individuals involved in supervising a theological student from Princeton Seminary must meet these conditions.

The supervisor must:

- have served in an ordained capacity in a Christian tradition (if applicable) for a minimum of three years.
- have been at the present site for at least one year.
- possess the MDiv or equivalent degree, or, in the case of specialized ministries, appropriate professional certification.
- be trained and background checked by the Office of Field Education.
- be clear about what constitutes harassment and misconduct, and must at all times exhibit ethical behavior and respect boundaries.
- know the objectives of the PTS field education program and be able to work in partnership with the student and the Seminary.
- meet regularly with the student for pastoral and theological reflection about ministry experiences, and provide the student with honest, constructive, and timely feedback.
- be able to tailor pastoral activities appropriate to the student’s learning goals, and to submit assessments and other written materials in a timely manner.
- if the direct supervisor is not equipped to reflect theologically with the student, a person designated as the theological conversation partner may be assigned to meet regularly with the student to focus on theological reflection about the student’s practice of ministry, in addition to the site supervisor’s meetings.
THEOLOGICAL REFLECTION CONVERSATION PARTNER

Some sites are appropriate FE sites because they engage in ministry within the world promoting Christian values, but might not be designated as a religious organization (for example social justice organizations, soup kitchens, crisis ministries, advocacy groups). In these cases, the on-site supervisor must have earned appropriate certification or a master’s degree, but might not have specific theological training.

For these sites, a Christian theological reflection conversation partner must be identified who will have regular conversations focused on theological issues that integrate the practice of ministry with the work the student is doing in the academy. It is the responsibility of the FE advisor to work with the student to locate a suitable theological conversation partner.

The Theological Reflection Conversation Partner shall:
- Have the minimum of a master’s degree in a theological degree program.
- Be willing to commit regular time for conversation with the student.
- Undergo a background check.
- Fill out the appropriate areas on the supervisor’s portion of the final appraisal, which is provided in brief, and sign off on it.
THE PRACTICE OF SUPERVISION

WHEN STUDENT AND SUPERVISOR MEET: WHAT HAPPENS?

Field education is based on the action/reflection model of education. The learning/serving covenant describes areas of ministry in which the student works. The supervisory session deals with reflection on acts of ministry. The goal of the supervisory session is to develop the student’s self-awareness and competence in ministry. To meet these goals, the supervisory session needs to be carefully planned. It should be a weekly conference between supervisor and student, approximately 1–2 hours in length and composed of three parts:

Part I: Nuts and Bolts
Administrative details, assigning and planning activities, etc. (10 minutes)

Part II: Feedback and Concerns
Prayer, sermon and worship participation critique, discussion of relationships with church members or with staff, etc. (20 minutes)

Part III: Theological Reflection
A structured time of mutual reflection on pastoral and theological issues arising from participation in specific areas of ministry (60 minutes)
THE SUPERVISOR’S ROLE AND RESPONSIBILITY FOR THE SUPERVISORY SESSION AND THEOLOGICAL REFLECTION

The supervisor is delegated the authority of a teacher by the Seminary and the church or agency. They model professional behavior, facilitates ministry experience, and teaches. However, the right to exercise supervisory authority must ultimately be earned through the development of mutual respect, especially during the supervisory session. Remember the importance of affirmation! Critique and feedback should be neutral, objective, descriptive, subject to dialogue, and directed at behavior, not personality.

Although support and the sharing of feelings as well as thoughts is an important part of supervision, the supervisory session is not a time for personal counseling. It is not appropriate for the supervisor to engage in the counseling of a student who is under his/her supervision. If the supervisor believes that counseling is necessary, they should contact the Office of Field Education.

The supervisor may “prime the pump” for theological reflection by suggesting actions for review, such as the approach the student might take in opening a worship service. A list of topics and issues can be developed as the relationship flourishes and ministry experiences expand. Here are some ideas to get the list started:

- Pastoral authority: going beyond friendship
- Praying during a pastoral call: when is it appropriate?
- Components of leadership, ambition, and servanthood
- Stewardship and fund-raising
- Facing theodicy in pastoral care
- Guilt and grace in preaching
- Preparation and the work of the Holy Spirit
THE LEARNING/SERVING COVENANT

Students, supervisors, and the Seminary commit to a generic partnership in ministry when each party signs the contract (Partnership in Ministry Agreement). To begin the placement, students and supervisors jointly formulate and enter into Learning/Serving Covenants based on Seminary requirements, as well as students’ and sites’ needs. This affords them the opportunity to develop goals that are specific, measurable, achievable, realistic, and transferable. The process encourages students to take ownership in the formation of their practical educational program. The covenant provides a mutual basis for self-appraisal by the student and evaluation by the supervisor, while fostering the development of a meaningful relationship.

The covenant format, which is provided by PTS, organizes the relationship and plans learning. Learning in field education depends upon realistic goals supported by learning objectives, a plan to help the student meet them, and defined criteria for measuring achievement. Some of the skill areas students are constantly attempting to master are time management, planning, and negotiating, in order to manage competing demands. As a result, they and their supervisors are reminded to pay particular attention to the academic calendar. The following is a guide to assist in planning; it is meant to be flexible and can be altered to meet particular situations.

IDENTIFYING LEARNING GOALS

Students identify learning goals with the assistance of their supervisors. The conversation may begin with a simple assessment of strengths and weaknesses: “This is what I think I do well, and this is where I need improvement.” How does the student know what he does well? Where, when, and how did she arrive at that awareness? What gaps are present in the student’s background? What does the student fear about the church or agency? Ask the student to talk about failure and how it was handled. These questions can yield goals, too. Our understanding is that students come to field education to learn something about a particular vocation. Therefore, we assume they chose a particular site for specific reasons. The supervisor and the site need to understand the student’s expectations.
FORMATION AREAS

Growth in Self Awareness

Areas under this category include such things as developing self-confidence, learning to accept responsibility, becoming sensitive to personal insight or intuition, and learning to make decisions and living with their consequences. Goals that are more tangible are learning effective time management, understanding risk and its consequences, and handling criticism and resistance. The student should learn to manage their personal feelings and emotions, as well as the feelings and emotions of others, and learn to recognize struggles of faith.

Skills in Relationships

Ministry is based on relationships. Students should learn to accept and value diversity, work cooperatively and share leadership with others, and develop strategies to cope with interpersonal conflict. How do they respond when things do not go their way? They should learn to reach out to others, develop trusting relationships, be able to work with people of all ages and ethnicities, and gain listening skills.

Skills in Tasks

Students should learn to set reasonable goals and develop strategies to achieve them. It is important to hone skills such as lesson planning, community building, and working with small groups. Students need to learn how to develop a cohesive service of worship, as well as construct a sermon that reaches listeners and effectively communicates the gospel. Additional learnings in this area may include methods of acting with integrity and compassion, engaging one’s faith commitment, adapting to change, and getting to know a congregation on both macro and micro levels. Students should engage in pastoral care by visiting members at home, in hospitals, and nursing homes. Since administration is a necessity in every church and agency, some exposure to this area is important.
Testing Vocational Call

Students should understand what it means to be a minister in a particular setting and should begin to discern their own image of a minister versus the image that others may have. They should learn to earn, own, and exercise authority and accept leadership. It is essential that they learn to recognize the relationship between personal faith and the faith of the community. Students should examine the limits and strengths of the church or agency within the larger community. When the placement is completed, progress should have been made in articulating a call to professional ministry.

Integration of Academic Learning with the Practice of Ministry

Students should be able to demonstrate the ability to think theologically about specific acts of ministry. The practice of ministry includes mastering the skill of applying what one has learned from biblical studies; systematic, historical, and practical theology; church history; and the practical disciplines to the work of ministry. The purpose is to see how they relate to and inform one another.
PLACEMENT CHALLENGES AND CHANGES

Occasionally a placement simply does not work out. Sometimes tensions are the result of very different ways of working or seeing the world. One enjoys structure, while the other is a free spirit. It may be that one’s theology is very conservative while the other’s has very liberal leanings. These differences are not bad in and of themselves. Often they become sources of stimulation and new insights. The Office of Field Education encourages students and supervisors to look for ways to work together, since different styles and personalities are part of the fabric of any organization.

The goal of the Office of Field Education is to make the placement work for all parties. When it looks as if it might not, the student or the supervisor is encouraged to contact the student’s field education advisor to mediate the situation. This mediation step should take place at the first sign of concern.

Any proposed change in the placement contract must be by mutual consent of the student, supervisor, (or institutional representative), and field education advisor. Such changes may include the amount or method of payment, the availability of the supervisor, (e.g., due to prolonged sickness), or a major change in the job description.

If a student chooses not to begin the placement after signing the Partnership in Ministry Agreement, but before beginning the placement, they must meet with their advisor before any changes take place. After the Partnership in Ministry Agreement is signed by all four parties (student, supervisor, advisor, and director of field education), and the placement has begun, that covenant cannot be broken without the parties first participating in the mediation process.

If mediation fails, and it becomes apparent that termination of the placement must be considered, the following procedure to properly terminate a placement will be followed, regardless of which party is making the request. Placement termination requires first that a formal meeting among the student, the supervisor, the student’s field education advisor, and, if needed, the director of field education be held. During this meeting, closure will be sought, as opposed to assigning blame. Steps will be reviewed for the site and student to continue in the field education program, and arrangements for severance pay or other financial considerations will be completed. Upon conclusion of this meeting, the parties will attempt to reach a joint decision.
regarding the terms of the termination. If a joint decision is not possible, the terms and conditions of termination shall be decided by the director of field education. If this procedure is not followed, a site might not be allowed to continue in the program and the student could receive a failing grade. In the event that a joint decision regarding termination is not possible, and the director of field education is required to decide the terms and conditions of the termination, the student will be entitled to appeal the determination. Any such appeal will follow normal Seminary guidelines.

One’s word must be trustworthy, especially in ministry communities. Churches and specialized ministries plan programs and select other staff around their choice of student. Therefore, the student will be required to wait until the next available period to complete that particular field education experience, even if such an action postpones the student’s graduation. In no instance will partial credit be granted for terminated placements.

If changes at the site call for severance of the original agreement, the student may be able to continue the field education experience at a different site. This decision is made on a case-by-case basis, and is not automatic.

If the placement is terminated for leave of absence or other academic reasons, the student should plan to have an exit interview with their field education advisor. In this step, the student’s return to the Seminary can be anticipated, and a procedure for resuming the field education experience can be established, if possible.

EVALUATION AND GRADING

Field education grades are based on written reports and one’s work at the site. On-site performance and all written reports must be of satisfactory quality. The reports must be submitted to the Office of Field Education by the stated deadlines in the course requirements. Grading is on a pass (P), D, or fail (F) basis. Students who submit poor quality work and/or fail to submit the required work (Learning/Serving Covenant, mid-year, final appraisal) on time may receive a D or a failing grade. A failing grade will mean that the student is required to repeat the course.

Requests for extensions beyond the end of the term date established for field education placements can be made in extenuating circumstances.
FINANCIAL COMPENSATION FOR FIELD EDUCATION

The recommended minimum stipend for a student engaged in full-time domestic summer field education is $3,150; for a student engaged in part-time field education during the academic year, the minimum recommended stipend is $2,700. As part of its commitment to share with the Seminary in the training and development of the student, the site provides a stipend and reimburses the student for various expenses associated with field education. The site is required to reimburse the student for mileage for private vehicle use while on official business. PTS recommends using the current IRS mileage rate. The site should also reimburse the student for pre-approved, out-of-pocket expenses. It is not appropriate to expect the student to pay for supplies, trips, meals, or overnight lodging necessitated by the field education work. It is crucial that the site be clear with the student regarding its policies and procedures for reimbursement and record keeping. Also, the site should clearly indicate how the stipend will be provided, if applicable.

Limited funds are available from PTS to supplement the site contribution to the student’s required summer and/or academic-year stipend. Funding on the part of PTS should not be assumed. No PTS funding is available for yearlong intensive ministry internship stipends or for CPE placements. PTS is also unable to provide funds for reimbursement of travel or other expenses incurred by the student during the course of the field education placement.

In order to be considered for PTS funding, the site supervisor should submit a Funding Eligibility Form. Factors in allocating PTS funds include: consideration of the placement and its ability to provide meaningful, creative, and unique ministry experiences that help the student learn about ministry and mission and are relevant to the student’s needs; consideration of the site and its ability to provide a healthy context for learning, demonstrate organizational vitality and a commitment to introducing the students to best practices in ministry, and give evidence of financial need. New sites need to be prepared to provide half, if not the full stipend for a student’s placement. It is less likely that PTS funding will be available for field education placements for applications submitted after March 1.

The student should consult the Office of Admissions and Financial Aid regarding questions about financial support.
FEDERAL AND STATE INCOME TAX
AND EMPLOYMENT ELIGIBILITY REQUIREMENTS

Field education stipends are considered earned income, so all applicable FICA, federal, and state taxes must be paid by the provider and the recipient. A W-2 form showing accurate disbursement of the stipend should be given to the student by the stipend provider in January of each year. Churches, organizations, and the Seminary must assure compliance with Federal Immigration and Naturalization Service requirements and federal, state, and local tax codes for those students to whom they provide a stipend.

PAYMENT PROCEDURE FOR SEMINARY-FUNDED STIPENDS

In order to receive a Princeton Theological Seminary field education stipend, the student must complete a W-4 form, and, as appropriate, a NJ-W4 form, and submit both to the Office of Admissions and Financial Aid. In addition, the student must complete an I-9 form in person in the Office of Admissions and Financial Aid, and submit appropriate accompanying identification. The Seminary will not pay any field education stipends unless these forms are completed and on file in the appropriate offices.

Students receiving a field education stipend from Princeton Seminary during the academic year have their student account credited half the amount by the end of October and half the amount by the end of February. (e.g., a student who receives a $2,700 field education stipend will have $1,350, minus federal and state income taxes and social security tax, credited to their account by the end of October). All monies are first applied toward any outstanding balance owed to the Seminary. Students receiving a stipend from Princeton Seminary during the summer are paid directly (minus federal and state income taxes and social security tax) two times during the summer, once in June and once in August.
PAYMENT PROCEDURE FOR SITE-FUNDED STIPENDS

Sites must withhold and pay all applicable taxes for all lay employees who earn more than $100 annually through employment at the site. Treasurers must comply with reporting and payment provisions for all required taxes. Specific questions regarding taxes should be addressed to the appropriate federal, state, or local agency. At the beginning of the placement, the supervisor or the church or agency treasurer should arrange a payment schedule for the student’s stipend. The stipend should be paid directly to the student and not to Princeton Seminary. The stipend is not a salary.
PROFESSIONAL ETHICS

The Office of Field Education expects all clergy, social workers, educators, and other professionals with whom the student works to conduct themselves in accordance with the highest standard of professional ethics – moreover, the kind of ethics which are imbued by the teachings of Jesus Christ. This is also the expectation of each student who engages in field education.

USE/ABUSE OF POWER

As defined in the Seminary Handbook, “a ‘power-differential relationship’ includes any relationship between members of [a] community where one individual has inherently greater power and/or influence over the other individual in the relationship.” This definition applies not only to the relationship between supervisor and student, but also to the relationship between the student and parishioners, congregants, or clients within their field education ministry context. As student and supervisor meet, and as the student prepares to interact and build relationships with the individuals within their ministry context, it is imperative that appropriate boundaries must be developed, acknowledged, and consistently observed, in order to promote the safety, well-being, and fair and respectful treatment of all persons involved.

PLAGIARISM

The Seminary Handbook provides details on the issue of academic integrity. Both the student and the supervisor should review the plagiarism policy. Specific attention should be given to the academic work submitted in conjunction with field education course requirements (learning/serving covenants and appraisals). Materials submitted by the student should not include ideas borrowed from or developed in conjunction with another student nor should the student resubmit work developed for a previous placement or other course(s).
Matters of plagiarism also apply to work completed in conjunction with the placement itself. While preachers freely confess to “stealing” one another’s sermon ideas in the same way that comedians acknowledge a common pool of joke material, the integrity of the craft of preaching and its relationship to the scholarly community suggest that a more rigorous approach is in order. Quoted material in sermons and prayers must be attributed to the authors in an appropriate manner. The student and supervisor are urged to have a serious conversation about these ethical concerns at the beginning of their time together.

LEGAL MATTERS

While religious freedom is granted by the U.S. Constitution and various federal and state statutes, these laws do not protect criminal or illegal behavior. Therefore, because churches and their professional staff are increasingly being held accountable for their actions or their failure to act, it is important to be aware of potential legal liabilities that exist in connection with the enterprise of ministry.

SEXUAL HARASSMENT

Sexual harassment is against the law. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature, which may involve, but is not limited to, one or more of the following: submission to conduct that is made (either explicitly or implicitly) a condition of continued employment; submission to or rejection of such conduct is used as the basis for employment decisions affecting that individual; or evidence of conduct that has the purpose or effect of unreasonably interfering with an individual’s work performance and/or creating an intimidating, hostile, or offensive work environment. Free expression of religion does not include sexual harassment.

While a student is involved in field education, it is vital that good boundaries are maintained, and that their role and work not be compromised by engaging in inappropriately intimate relationships within the ministry context, either platonic or romantic. Therefore, supervisors, students, and congregants/agency clientele are prohibited from engaging in any verbal or physical conduct that involves sexual or romantic relationships or connotations during the period of placement. Breach of this
policy may result in appropriate disciplinary action, including, without limitation, immediate termination of the placement.

The Office of Field Education will not tolerate any form of sexual harassment. We will abide by and enforce all provisions of PTS’s sexual harassment policy for preventing, investigating, and reporting harassment.

When an allegation of sexual harassment is made, parties affiliated with the Seminary will be governed by the Seminary’s Title IX and sexual harassment policies. Field education supervisors are subject to these policies because of their relationship to the Seminary’s field education students described in this handbook. Please review Title IX on inside Princeton Seminary in order to become familiar with the scope and procedures of these regulations.

CONFIDENTIALITY

The legal issues surrounding counseling are complicated. Because seminary students are generally unordained and unlicensed, they may not invoke the clergy-penitent privilege. Therefore, before undertaking any counseling activities, the seminary student should indicate to any potential penitent that they are not a religious counselor, but is instead a pastoral care trainee.

CHILD ABUSE

Child abuse can occur in many ways. In New Jersey, child abuse includes, but is not limited to, acts such as the employment of a child in a position that could injure the child’s health, exposure of a child to indecent language or behavior, the performance of an unlawful act upon or in the presence of a child, and the use of unwarranted excessive physical restraints upon a child. The law also provides complete immunity from both civil and criminal liability to anyone reporting incidents of child abuse. Therefore, even if the information that gives an individual “reasonable cause to believe” that an incident of child abuse has taken place is gained through a professional relationship, such as clergy counseling, the professional has a clear obligation under the law in New Jersey to report such incident immediately.
The child’s welfare overrides any possible claim of privilege by the counseled person. Indeed, failure to report child abuse in New Jersey can be a crime. New Jersey law is referenced in these sections since it is the law most likely to apply to our field education placements. The laws in these areas may vary from state to state; our discussion of New Jersey law should be taken as a starting point when the placement is outside New Jersey.

CRIMINAL SEXUAL CONDUCT

New Jersey laws prohibit an individual from making sexual contact with someone who is legally deemed unable to consent. Minors under the age of eighteen (18) years, adults with diminished mental capacities, and institutionalized persons are among those whom the law may deem unable to consent to sexual contact or relations. In addition, clergy engaging in counseling may be subject to both civil and criminal liabilities if they have sexual contact with parishioners to whom they are providing such counseling. New Jersey courts have concluded that clergy owe a fiduciary duty to their parishioners by virtue of the trust and confidence parishioners typically place in the clergy during counseling. Sexual contact between clergy and the counseled parishioner is a clear breach of that duty, for which clergy could be liable for damages and criminal penalties.

DIVERSITY AND CULTURAL SENSITIVITY

Students confront diversity in a multicultural society by living and working in today’s world of immediate communication and of cultural and religious diversity. Seeking to fulfill God’s call for mission and justice involves everyone in both communicating the perspectives of one’s faith community and seeking to understand the perspectives of others.

All students need an ability to see, understand, and respond across different cultures, patterns of thought, and theological perspectives.

The Office of Field Education values diversity and cultural differences and strives to embrace the personal stories of the students and the communities of every placement with whom we partner. In response to Christ’s call for unity, the Office of Field Education is aware of the transforming work of the Holy Spirit within and through cultural-theological differences.
The Office of Field Education will not tolerate any discriminatory practices. When a claim of a discriminatory practice is made, parties that are affiliated with the Seminary will be governed by the Seminary’s Title VI policy. Field education supervisors are subject to these policies because of their relationship to the Seminary’s field education students described in this handbook. Please review Title VI on inside Princeton Seminary in order to become familiar with the scope and procedures of these regulations.

REPORTING CAMPUS CONDUCT VIOLATIONS

The Seminary encourages reporting of violations of the Seminary’s rules of conduct, either verbally or in writing. Field education students should feel free to submit their concerns directly to their advisor, the director, or to the Office of Academic Affairs.