Belmont University
College of Theology & Christian Ministry

Field Education Manual

College of Theology & Christian Ministry
1900 Belmont Blvd.
Nashville, TN 37212-3757
615.460.5552 – office
615.460. – fax
Office Hours: Monday-Friday
8:00am-4:30pm

Dr. Darrell Gwaltney, Dean

Dane Anthony, Field Education Advisor
dane.anthony@belmont.edu

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From the Dean:

Exploring one’s sense of vocation happens among complex interactions of classroom conversations, reading and critical thinking, and developing sustained relationships. An important element in this exploration process involves gaining experience within the varied fields of ministry and service.

The Field Education experience in the College of Theology & Christian Ministry provides the opportunity for students to explore the varied ways they may live out their sense of vocation while receiving feedback and guidance from professional practitioners.

This Manual is for use by students, field instructors, and faculty/administrators. It includes the objectives, policies and procedures encompassing the shared responsibilities of the College of Theology & Christian Ministry, congregations, agencies, Field Supervisors, and students regarding Supervised Ministry/Field Education.

The materials have been developed by way of ongoing experience between the College of Theology & Christian Ministry, Field Supervisors, and the community in partnership toward educating students for a vibrant professional life and sense of calling.

We value your ongoing suggestions and partnership in collaboration for improving the Supervised Ministry/Field Experience for Belmont students and the community at large.

Sincerely,

Dr. Darrell Gwaltney, Dean

College of Theology & Christian Ministry

Belmont University
Introduction

Life (the living of it) is a laboratory for learning, and in the process of living every day, we often learn more accidentally than we do on purpose. We learn through our experiences in observing others, by tackling and solving the myriad of issues we encounter daily, and by the creative discovery of new ideas, methods, and approaches to meet the needs of life. We also learn as we take part in our society’s curriculum-based school and university requirements, as we pursue our personal interests, and as we make preparations toward chosen career fields.

Specialized competencies (knowledge, skills, abilities, etc.) have been identified for persons who are interested in entering certain professions or trades. For these persons (more specifically as related to this Manual students preparing to follow a vocational calling) the discovery, application, practice, and integration of these competencies supports the learning process helpful for transition from student to professional.

As a place where preparation for vocation takes place, Belmont University seeks to provide students competency-based educational/learning experiences. This experience is referred to by terms such as Field Education, apprenticeship, practicum, internship, on-the-job training, and contextual education. In this context these experiences should be considered as the part of the formal education process in which the learner steps into an actual professional role.

The manner in which students engage in experiential learning “is a process through which a learner constructs knowledge, skill, and value from direct experience” (Association of Experiential Education) and provides a rich and comprehensive opportunity to make integrated connections between theory, critical thinking and analysis, and practical knowledge.

Experiential learning has deep roots. Ancient Greek dramatist Sophocles (495-406 BCE) acknowledges the benefit of hands-on learning in deepening human understanding: “One must learn by doing the thing: for though you think you know it you have no certainty until you try.”

Experiential education takes several forms:

- A process through which a learner constructs knowledge individually and in collaboration with others
- Learning by doing
- Learning that occurs through active involvement in what is being studied
- A strategy that connects classroom theory with practice in a real world context
- The process of actively engaging students in experience that has real consequences
- A powerful learning tool
- A pedagogy that complements traditional education*
BELMONT UNIVERSITY VISION STATEMENT

Vision Statement: To be a leader among teaching universities, bringing together the best of liberal arts and professional education in a Christian community of learning and service.

BELMONT UNIVERSITY MISSION STATEMENT

Mission Statement

Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith.

Belmont University is student-centered. The university provides an environment for students to develop intellectually, spiritually, socially, and physically through experiences of learning and research, leading and serving, success and failure, and consideration and choice. Faculty, administration and staff commit themselves to guide and challenge students to develop their full potential in order to lead lives of meaning and purpose.

Belmont University is a Christian community. The University faculty, administration and staff uphold Jesus as the Christ and as the measure of all things. Students encounter Christian values relevant to personal growth and spiritual maturity and are expected to commit themselves to high moral standards.

Belmont University is academically challenging. The university offers rigorous undergraduate and graduate programs emphasizing knowledge and discernment, intellectual discourse and debate, and humble engagement of cultural and social perspectives within the framework of ethical and moral reflection. All learning contexts stress the skills and dispositions necessary for lifelong learning and the sustaining value of higher education in each person's professional and personal life.

Belmont University welcomes men and women from diverse backgrounds. The university upholds the dignity of all and fosters an atmosphere of respect for the civil expression of divergent perspectives that enables students to learn, to live, to work, and to play together.

Belmont University empowers men and women to engage and transform the world. The university prepares students to use their intellectual skills, creativity, and faith to meet the challenges and opportunities that face the human community.
BELMONT UNIVERSITY VALUES

As a student-centered Christian community with a rich Baptist heritage, Belmont University upholds the following core values as essential to intellectual, spiritual, personal, and corporate life:

- Integrity
- Inquiry
- Collaboration
- Service
- Humility

Honor System

The members of the Belmont University community seek to provide students with a high-quality education while encouraging in the entire community a sense of ethics, social responsibility, and interdependence. We believe that trust is a vital part of this enterprise and that self-discipline and responsibility to one another are also essential elements. We also believe that any instance of dishonesty is a violation of the entire Belmont University community. Therefore, the Belmont University Honor System aims to cultivate a community based on trust, academic honesty, and social responsibility that promotes the following:

- to ensure that students, faculty, staff, and administrators understand that the responsibility for upholding honor at Belmont University lies with them;
- to ensure that all members of the Belmont University community understand that all forms of dishonesty represent a profound violation of the entire community;
- to clarify what constitutes academic dishonesty and to define standards of behavior expected of all members of our community;
- to promote an environment at Belmont University where honor is expected and respected and where dishonesty is not tolerated;
- to define a statement of expectations at Belmont University regarding behavior, as well as a mechanism for a consistent and reasonable adjudication process for violations of our community.

Affirmation of Academic Integrity

The Belmont community values personal integrity and academic honesty as the foundation of university life and the cornerstone of a premiere educational experience. Our community believes trust among its members is essential for both scholarship and effective interactions and operations of the university. As members of the Belmont community, students, faculty, staff, and administrators are all responsible for ensuring that their experiences will be free of behaviors which compromise this value. In order to
uphold academic integrity, the university has adopted an Honor System. Students and faculty will work together to establish the optimal conditions for honorable academic work.

**Student Honor Pledge**

*I will not give or receive aid during examinations; I will not give or receive false or impermissible aid in course work, in the preparation of reports, or in any other type of work that is to be used by the instructor as the basis of my grade; I will not engage in any form of academic fraud. Furthermore, I will uphold my responsibility to see to it that others abide by the spirit and letter of this Honor Pledge.*

**Standards for Academic Integrity**

Generally, academic fraud and dishonesty includes, but is not limited to, the following categories: cheating, fabrication, plagiarism, multiple submissions, obtaining unfair advantage, aiding and abetting, and unauthorized access to academic or administrative systems.

*Cheating*: using unauthorized notes, aids, or information on an examination; altering a graded work prior to its return to a faculty member; allowing another person to do one's work and submitting it for grading.

*Plagiarism*: submitting material that in part or whole is not one's own work without properly attributing the correct sources of its content.

*Fabrication*: inventing or falsifying information, data, or citation; presenting data gathered outside of acceptable professional guidelines; failing to provide an accurate account of how information, data or citations were gathered; altering documents affecting academic records; forging signatures or authorizing false information on an official academic document, grade, letter, form, ID card, or any other university document.

*Multiple Submissions*: submitting identical papers or course work for credit in more than one course without prior permission of the instructor.

*Obtaining Unfair Advantage*: a) gaining or providing access to examination materials prior to the time authorized by an instructor; b) stealing, defacing, or destroying library or research materials which can deprive others of their use; c) unauthorized collaboration on an academic assignment; d) retaining, possessing, or circulating previously used examination materials without the instructor's permission; e) obstructing or interfering with another student's academic work; or f) engaging in any activity designed to obtain an unfair advantage over another student in the same course.

*Unauthorized Access*: viewing or altering in any way computer records, modifying computer programs or systems, releasing or distributing information gathered via unauthorized access, or in any way interfering with the use of availability of computer systems/information.
Aiding and Abetting: providing material, information, or other assistance which violates the above Standards for Academic Integrity; providing false information in connection with any inquiry regarding academic integrity.

For additional information regarding procedures for upholding the Honor System, including sanctions for violation of the system, contact the Office of Student Affairs.

Nondiscrimination Statement

Belmont University is a Christian community. The university faculty, administration, and staff uphold Jesus as the Christ and as the measure for all things. As a community seeking to uphold Christian standards of morality, ethics, and conduct, Belmont University holds high expectations of each person who chooses to join the community. In compliance with federal law, including provisions of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 504 of the Rehabilitation Act of 1973, Belmont University does not discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, military service, or sexual orientation in its administration of education policies, programs or activities; its admissions policies; or employment. Under federal law, the university may discriminate on the basis of religion in order to fulfill its purposes. The university has appointed the director of the Office of Human Resources to serve as coordinator of compliance with Title IX issues and questions for staff and faculty. The Associate Dean of Students serves as coordinator of compliance for Title VI and Title IX issues and questions for students.

University Harassment Statement

Belmont University values the dignity and worth of every individual, recognizing that each person is unique with certain rights and responsibilities; therefore, any form of harassment is contrary to our Community Commitments and to the Christian standards of conduct expected of all members of the university community. Employees and students have the right to be free from harassment. Employees and students are prohibited from engaging in harassing conduct toward any other person.

The university's prohibition of harassment applies to members of the university community, visitor's to the campus and contractors and others who do business with the university or who use university facilities. The policy prohibiting harassment applies regardless of the gender of the harasser or of the person being harassed. The policy applies to harassment that takes place in any relationship, including both those involving a power differential and those between peers, colleagues and co-workers. Harassment denotes any conduct that creates an intimidating, hostile, or offensive environment for another individual when:

- submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in University activities;
- submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting the individual;
• such conduct has the purpose or effect of interfering with an individual's work, academic performance, or participation in University activities or creates an intimidating, hostile, or offensive University environment.

Harassing conduct includes, but is not limited to, the following:

1) Acts that invade the privacy of another individual (including but not limited to repeated contact in person, in writing, via phone, online, etc.), so as to create fear for that individual's life or personal safety.

2) Sexual Harassment: Sexual harassment is a form of sexual discrimination prohibited by civil rights law including Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and university policy. It is defined as unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Unlawful sexual harassment may take many forms, including but not limited to:

   a) VERBAL CONDUCT such as epithets, derogatory comments, slurs or unwanted sexual advances, invitations or comments: other examples include such conduct as persistent, unwanted sexual or romantic attention, discussion of and rating sexual attributes and attractiveness or asking or commenting about someone's sexuality or sex life.

   b) VISUAL/ELECTRONIC CONDUCT such as derogatory posters, cartoons, calendars and drawings in physical or virtual/online contexts.

   c) PHYSICAL CONDUCT such as assault, blocking normal movement or interference with activities that is sexual in nature and directed at an individual because of his/her gender.

   d) THREATS AND DEMANDS to submit to sexual requests in order to keep a job, or academic status, participation in University activities, or to avoid some other loss and offers of job benefits or academic opportunity in return for sexual favors.

   e) OBSCENE MATERIALS, which must be both (1) materials which a reasonable person, applying contemporary Belmont community standards, would conclude they are expressions of an explicitly sexual nature and appeal to prurient sexual/physical interests, and (2) materials that, given their content and their particular usage or application, lack any redeeming literary, scientific, political, artistic or social value.
3) Harassment based on Protected Categories: In addition to prohibiting sexual harassment, the University also prohibits harassment based upon an individual’s race, sex, color, national or ethnic origin, age, disability, military service, or sexual orientation. For these purposes, prohibited harassment includes, without limitation, slurs, jokes, other verbal, graphic, or physical conduct that denigrates or shows hostility or aversion toward an individual, or that of his/her relatives, friends or associates.

In determining whether an alleged behavior constitutes harassment, the full context in which the incident occurred will be considered. Any retaliatory action or behavior taken toward an alleged victim as a consequence of his or her decision to report a violation, pursue conduct action or criminal prosecution, is prohibited. Retaliation by either party may result in immediate disciplinary action.

Rights and Responsibilities Relative to Relationships between University Employees and Students

Belmont's faculty and staff have the right and, in many cases, even the responsibility to maintain congenial relationships of a professional nature with students. Such relationships often enhance the educational processes of the university. The university also recognizes that faculty and staff have a right to have personal relationships with their students that are mutually desired. Such relationships can also occur between faculty and staff Supervisors and those who report to them.

Romantic relations between faculty members and students or Supervisors and those who report to them do not necessarily involve sexual harassment. However, the power faculty members exercise in evaluating students' work, awarding grades, providing recommendations, etc. will generally constrain a student's actual freedom to choose whether to enter into a romantic relationship with a faculty member. Similarly, the power Supervisors exercise over the terms and conditions of their subordinates' employment will constrain the employee's freedom of choice.

Where such power differentials exist, it may be exceedingly difficult to defend against a charge of sexual harassment on the grounds that the relationship was consensual. In internal proceedings, the university generally will be unsympathetic to a defense based on consent when the facts establish that the accused had the power to affect the complainant's academic or employment status or future prospects.

Even genuinely consensual relationships between faculty or staff and students and between Supervisors and those who report to them may be problematic. For example, they may result in favoritism or perceptions of favoritism that adversely affect the learning or work environment. Consensual relationships involving a power differential, therefore, may violate university policy and equal opportunity law. All university employees are expected to exercise good judgment and avoid such relationships. Failure to exercise good judgment may result in disciplinary action such as formal reprimand or suspension; or depending on the gravity and nature of the incident, it may be cause for discharge.
Likewise, a power differential must be considered for any interactions between members of the faculty and staff and Belmont students that would constitute immoral conduct on the part of the faculty or staff member, that would represent a professional conflict of interest for the employee (e.g., dating a student who is in one's class; dating a person that one supervises) or conduct that would be contrary to Belmont's mission, vision and values (e.g., inappropriate off campus fraternization, underage drinking or any drug and alcohol abuse).

Belmont University History

Belmont University sits on 75 historic acres two miles southwest of downtown Nashville, Tenn., a thriving metropolis known worldwide as Music City. In the mid-1800s, the land the university now occupies was known as Belle Monte, the Victorian home of one of Tennessee’s wealthiest couples, Joseph and Adelicia Acklen, but the property has been the site of higher education since the founding of the original Belmont College in 1890.

With more than 80 areas of study, 23 master’s programs and five doctoral degrees, there is no limit to the ways Belmont University can expand an individual's horizon.

Along with a lengthy history of premier teaching, woven into the fabric of the Belmont experience is a strong commitment to providing a Christian community of learning and service. Through the efforts of students and faculty, Belmont touches lives in Nashville’s urban communities through area tutoring and mentoring programs, charitable organizations and neighboring businesses as well as takes it talents to the world through a variety of overseas mission projects.

Continually reflecting its rich heritage, Belmont strives to be a place that enables students, faculty, staff and communities to achieve their greatest dreams, giving credence to its theme “from here to anywhere.”
Belmont University
College of Theology & Christian Ministry

Vision

The College of Theology & Christian Ministry seeks to be a premier academic community that nurtures a living faith in God, reflects critically on its discipline, and develops skills for Christian ministry, and distinguishes itself through its emphases on contemplative spirituality and social justice.

Purpose

The purpose of the College of Theology & Christian Ministry is to provide student-centered, academically challenging religion classes to the diverse student body of Belmont University and to provide a foundation of religious studies for students preparing for congregational ministry and advanced theological studies.

Goals

1. To provide all Belmont students with a solid foundation in biblical and theological studies.
2. To teach courses for religion majors and minors in the following areas: biblical languages, biblical studies, religion and society, theological and historical studies, practical studies, seminars and special studies.
3. To offer professional education courses in practical ministry.
4. To offer continuing education opportunities to ministers and laity.
5. To integrate contemplative spirituality and social justice into the curricular and co-curricular program.
OBJECTIVES OF FIELD EDUCATION EXPERIENCES

1. Provide a curricular service experience by creating for the Student an instructional environment for learning. It should not be viewed as an extra-curricular activity. With this in mind, one objective will be to provide the Student with as much practical vocational experience as possible.

2. Provide for the Student ongoing (weekly), quality supervision by someone who is currently engaged in the profession and is, at the same time, well-qualified to supervise and to serve in a supportive role as counselor/mentor to the student. One part of this objective will focus on evaluation—ongoing feedback that will assist the Student in identifying strengths and weaknesses and in measuring progress/growth toward vocational goals/Learning Objectives. The University faculty/staff, through the Field Education Advisor will be a part of this supervision process and will work closely with the Student and the assigned Field Supervisor.

3. Provide an environment to assist in interpreting God's call toward vocation and to help the Student begin to focus on specific vocation goals/Learning Objectives.

4. Help the Student in the initial stages of developing a personal professional competency by providing opportunities to have quality experiences in the following areas:
   - Introduce administrative procedures to the Student by participating, and/or observing the implementation of leadership styles, policies, procedures, calendaring/scheduling, budget planning and control, committee work, constituent relationships, reports and record keeping, daily routines, staff relations, and other support systems, etc.
   - Observe and participate in study and research, and in the activities of program design, planning, preparation, publicity and promotion, implementation, and evaluation. Where feasible, participate as a project or activity leader within the program. Become familiar with available opportunities for staff and volunteer leader training.
   - Other experiences that will be valuable to the Student include the observation of methods used in counseling and problem solving; the preparation, writing, and use of job descriptions; personal goal setting and performance evaluation.

5. Provide the Student an opportunity and a setting in which to correlate, synthesize, test, and evaluate classroom learning in the laboratory of daily living.

6. Provide the Student with relational learning experiences which will help strengthen the understanding of people/human needs, and will help to develop people skills (the ability to get along with people) in the process of daily living; to involve the student in ongoing observation and interaction within the professional settings.
7. In all of the above, to instill confidence in the Student as related to his/her abilities (gifts, talents, skills, understandings) for future vocation.
INFORMATION FOR STUDENTS

Everybody has a vocation to some form of life-work. However, behind that call (and deeper than any call), everybody has a vocation to be a person, to be fully and deeply human in Christ Jesus.
- Brennan Manning

Eligibility Process:

Eligibility

1. Maintained a minimum cumulative GPA of 2.0 in all course work.
2. Successfully completed the following course: REL 2410 Spiritual Formation
3. Personal interview with the Field Education Advisor prior to registration for REL3440:
   Field Education Experience

Planning for Field Education:

The Student is expected to be involved in the planning for Field Education. Completing the planning process requires the student to take the initiative in the follow steps:

1. Prior to registering for REL 3440, each Student must:
   a) Schedule a personal interview with the Field Education Advisor
   b) Submit Field Education placement site for approval
   c) Provide a basic description of the work to be performed in the Internship
2. Student must provide to the Field Education Advisor, evidence of a personal interview with the potential Site Supervisor at the desired site, and a promissory note of approval
3. Final field placement decisions for Student will be made by the Field Education Advisor who must take into consideration the Student’s goals as well as the organization’s ability to meet the Field Education site requirements as outlined in this Manual.

Grading Procedures:

Field Education Grading Policy

Students will be evaluated by the Field Supervisor at the end of the semester on the progress relating to the learning contract, objectives and, personal/professional competencies. Evaluation is an ongoing process and one by which the student and Field Supervisor monitor the Student as a developing professional.

Grade Assessment (Ultimate responsibility for determining the Student’s grade rests with the Field Education Advisor)

70% will be determined by the quality of professional experiences gained, as determined through
the evaluations provided by the Field Supervisor and Field Education Advisor, and by a review/assessment of progress/results in achieving state learning objectives.

**20%** will be determined by the subjective assessment/review of the Field Education program/work assignments, i.e. reports, journals, reflections, weekly meetings, etc.

**10%** will be determined by the Student’s engagement.

The Field Supervisor bears responsibility for a formal written evaluation at the mid-term point and the end of the semester. The Field Education Advisor assigns the grade after consultation with the Field Supervisor. Areas of consideration will include, but are not limited to, the Student's use of field supervision, field performance, and progress toward Learning Objectives. The Field Education Advisor will conduct a formal evaluation with the Student requiring the signature of both parties signifying their understanding of the process and the final semester grade. Should the Student disagree with the semester grade, there is a formal grade appeals process available which is described in the University Bulletin.

**CTM Grading scale:**

- A  94-100
- A- 90-93
- B+ 87-89
- B  83-86
- B- 80-82
- C+ 77-79
- C  73-76
- C- 70-72
- D+ 67-69
- D  63-66
- D- 60-62
- F  59 and below

**Placement Process:**

The process of securing a Field Education placement is interactive and involves the Student, his or her academic Advisor, various Field Education site Supervisors, and Field Education Advisor. The initial meeting between the Student and Field Education Advisor allows each to meet the other and begin to explore the Student’s gifts for and vocational goals. Subsequent meetings between the Student and the Field Education Advisor address the basics of assessing 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 organizations.
The Student must allow enough time to visit the sites in which he or she is interested, and meet the potential Field Supervisor.
  o If after the visit the site is considered suitable, the Student should arrange for an interview with the Field Supervisor.
  o During this interview the Field Supervisor should describe the site and what tasks/responsibilities the student may be expected to do in the placement.
  o The Student may bring a résumé or other biographical statement that outlines his or her skills and related experiences.
  o The Student should be prepared to discuss her/his learning and vocational objectives, 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.
  o The Field Supervisor should explain the site’s context for learning and how the placement will coincide with the Student’s needs, skills and learning objectives.
  o Questions on personal history, relationships, and other private matters can be discussed as they relate to the role and task.

NOTE: The Office of Field Education will not recruit sites and placements designed to accommodate one specific Student. Due to geographic constraints during the summer, the Student may propose a new site for a summer placement. In all instances, the Student must demonstrate that a suitable site does not already exist in the pool of approved placements. In the event that a new site needs to be developed, the Field Education Advisor (not the Student) evaluates the site and Supervisor to determine their suitability for the program. The Student must provide Field Education Advisor with the contact information of the person responsible for serving as the Field Supervisor of the proposed site in a timely manner so the evaluation can take place. Failure to do so in a timely manner may eliminate the site from consideration.

Program Requirements & Expectations

The Student in Field Education has the same professional responsibilities as an employed staff member and is expected to follow all policies and abide by rules and regulations of the organization. This includes the following:

- Notifying the Field Supervisor of unavoidable absences or lateness, in advance, if possible.
- Make up time for absences and lateness.
- Follow the dress code of the organization.

As a general rule, students spend only the required number of hours per week in Field Education and reserve the other time for classroom courses and study. Classroom work should not be done during field instruction and ordinarily Students should not be asked to fulfill field obligations during class time.
Students are typically entitled to holidays listed on the University calendar which fall on Field Education days if they make the Field Supervisor aware of these at the beginning of the semester.

Time Expectations

For the academic year, the Student is required to be on site **10–12 hours per week**. The summer placement requires a minimum of **35 hours per week** on site. *Note: each hour of credit is based on a minimum of forty (40) hours, or 120 hours of supervised work for the 3-credit class.*

Liability

Belmont University assumes no special or expanded legal liability for injuries sustained or accidents incurred by Students involved in off-campus clinical or applied study programs, including Field Education. Students who choose to participate in certain types of work/study experiences are presumed to be aware of any special risks or dangers inherent on or associated with a particular work environment. While en route to an off-campus site, a Student is exposed to the same risks as if s/he were en route to class on-campus. In such cases, the Student assumes the risk of any accident or injury.

Life Experience Credit

Academic credit for life experience and previous work experience *will not be given*, in whole or part, in lieu of the Supervised Ministry/Field Education or of courses in the College of Theology & Christian Ministry curriculum.

Guidelines for Getting Started in Field Education

Effective communication and mutual understandings between the Student, the Field Supervisor, and the Field Education Advisor are very important to the successful beginning of the Field Education experience. In order to nurture this kind of beginning, and after all the paperwork is completed (application, contract, approvals, registration, etc.), the Student will:

- Spend time in prayer about the Field Education experience and relationships.
- Remember that s/he is a representative of Belmont University. Dress, conduct, personal hygiene, attitude and work habits are a direct reflection of Student’s commitment to the experience.
- Assume ALL responsibility for establishing a good relationship with Field Supervisor and with the Field Education Advisor.
- Take the initiative to contact Field Supervisor to set up the first meeting of the semester. In turn, take the initiative to keep the Field Education Advisor apprised of work progress, reports and additional communication.
- Prepare to present a typed resume to Field Supervisor.
- Prior to first meeting with Field Supervisor, prepare several questions to ask about the position, the organization, and expectations for the Field Education experience.
In the first meeting with Field Supervisor, be prepared to speak to pertinent information, i.e., interests, vocational/career hopes and dreams, etc.

Seek to learn something about the Field Supervisor (education, work experience, hobbies, and other interests). *Note: be aware that the first conversation may not be an appropriate time to ask deeply personal questions, though the time for this may come later.*

Convey to Field Supervisor a desire to learn during the internship. Speak to specific goals/objectives at this point, as well as a willingness to be open to what the position may present. *Student will be expected to share and discuss established Learning Objectives with Supervisor after final draft is completed.*

Review with Field Supervisor the **Field Education Manual** and other resource materials for the internship. Also, review the due dates for projects/evaluations.

Arrange, plan (negotiate) weekly meetings with Field Supervisor.

- As part of the transition to the work of the internship, arrange very early in the experience to have a specific conversation with the Supervisor to explore the ways in which the following items will be addressed in your site context:
  - **Confidentiality** & reporting procedures. Ask specifically what can and cannot be repeated or shared outside of the site context (including social media postings and updates)
  - **Office Protocol** and Procedures: including, but not limited to appropriate dress for the office/work site,
  - **Communication**: Ask how the Supervisor prefers or requires communication (intern & external – written & verbal) to be addressed, including, expected language of communication with those in other positions (titles, respect, office access, etc.)

**Roles and Responsibilities:**

**Field Education Seminar**

A weekly integrative seminar course is conducted by the College of Theology & Christian Ministry Field Education Advisor with all Students currently enrolled in Field Education. The Seminar emphases:

- socialization to, and understanding of, the Field Education role, including such topics as;
  - supervision & leadership
  - ethics & professional behavior
  - current issues
- issues of Student self-awareness, such as;
  - StrengthsFinder Inventory
  - self-reflection & evaluation
  - communication
• integration of classroom theory into field practice.
• selection of supplemental educational materials.

Students’ actual field experiences are utilized in an effort to help Students integrate classroom concepts and theories, and to illuminate and deepen practice. Each Student will complete weekly journal entries of personal reflections about work specific to the Internship. Journal entries (discussed later) will be submitted to the Field Education Advisor who will use journal reflections to evaluate the Student’s progress, as well as to structure seminar topics/conversations.

Policy for Working at the Field Education Site

Although it is discouraged, Students may complete Field Education at a site in which they are employed, provided the following criteria exist:

• the assignments/projects designated for the Student in Field Education differ from those of the Employee
• as is possible, the Supervisor for the Student in Field Education differ from the Student as Employee
• the Student in Field Education be treated as such and evaluated separately and in accordance with guidelines contained in this Manual.

Responsibilities of the Student to Field Education Organization/Site:

• to fully cooperate with the Field Supervisor with regard to expectations about learning and reporting responsibilities including recording, identification of goals, problems, and needs; to help Field Supervisor define and keep an educational-focus based on student learning objectives;
• to furnish all reports and other work required on time; to devote the full amount of time expected in the field; to respond flexibly when hours have to be modified because of Field Education site needs; to notify Field Supervisor of anticipated absences and/or lateness;
• to discover how one’s own learning experiences may simultaneously promote one’s growth as a professional and augment the Field Education site’s capacity to function effectively.

Responsibilities of the Student to Belmont University:

• to maintain communication with both the Field Supervisor and the Field Education Advisor on issues related to the field experience;
• to provide feedback from the Field Education experience;
• to fulfill all educational requirements including spending the full time expected in the field as usefully as possible;
• to present issues which limit the implementation of classroom learning in the field arising out of inadequacies or misunderstanding in the Field Education system, including evaluation of the organization;
• to participate in university activities related to Field Education; and
• to responsibly budget time to allow for adequate attention to both class and field expectations.

Responsibilities of the Student to her/himself:

• to identify learning needs and objectives;
• to be ethical in all activities;
• to complete field expectations;
• to apply one’s self fully to learning and services; and
• to demonstrate willingness to recognize the needs of the others in the Field Education partnership (i.e., Field Supervisor, Field Education site support staff, Field Education Advisor, greater community).

Learning Objectives:

Purpose of Learning Objectives: Learning Objectives are statements that clearly define what the Student intends.desires to learn during the semester. The internship is an academic course, thus credit is awarded for the learning and processing that takes place, not just for working required hours. The objectives are designed to help the Student, the Field Supervisor, and the Field Education Advisor evaluate the learning progress at the conclusion of the experience. Learning Objectives are not intended to cover all aspects of the internship, but focus on select areas that you will be exposed to throughout the internship. Each Learning Objective should involve new learning, expanded growth, or improvement during the Field Education experience. Furthermore, the outcomes should be designed to benefit both the Student and the organization.

Each Learning Objective must be specific, measurable, limited to a single definite result, and have a completion date within the time period of the internship. A measurable Learning Objective is a statement that clearly and precisely describes what it is the Student intends.desires to accomplish. Use the following guidelines when developing the Learning Objectives:

• avoid broad and general objectives; make Objectives as specific and measurable as possible
• the Objectives should be realistic considering the time constraint. How will the Student accomplish this objective (be specific)?
  o what knowledge (be specific) do I want to acquire during this internship?
  o what do I want to understand at the conclusion of this experience?
  o what new skills do I want to master as a result of the internship?

The following are examples of tasks or goals - they are not Learning Objectives:

• I will become an “organizational specialist.”
• I want to undertake projects that enable me to gain further experience.
• I want to participate as a team member in day to day office tasks.
• I want to be the best intern so that they’ll offer me a job!

Reflective Journals:

Purpose of Reflective Journals
The Reflective Journals are the primary place for demonstrating meaningful reflection as you address the Learning Objectives; resolve problems and challenges, and document observations and feelings relating to your internship. The goals of the reflective journal are:

• To provide a forum for deep reflection on the internship experience (i.e. observations, projects/tasks, challenges, etc.);
• To provide an opportunity to highlight the progress towards achieving the Student’s Learning Objectives;
• To provide a venue for the Field Supervisor’s constant monitoring, coaching, and assessment of the internship experience.

Pre-flection Paper

Prior to initial field work, student will write a Pre-flection paper consisting of substantive responses to the following questions to assess a baseline for the Field Education experience. The pre-flection paper is designed to help students identify perceptions, and expectations for the formation of Learning Objectives.

As with ALL written reflections, reports and evaluations, submissions are to be typed and double-spaced, Times New Roman text, 1” margins, and 12 point font.

• What are your expectations about the Internship experience? Where do you sense these expectations have their genesis?
• What are your concerns about the context (organization & supervision) of your Internship? To what do you attribute your concerns? What do you sense will be necessary for you to address these concerns?
• What do you hope for &/or anticipate from this experience? What would you like to learn about both the context of the work you will do, and about yourself?
• Research the Vision &/or Mission of the organization where you will intern. How do you sense your vocational goals and your Strength Quest themes might resonate with the Vision or Mission?

Guidelines for Writing Weekly Reflective Journals

The following guidelines will be strictly enforced. Late papers will not be accepted. The student will be required to rewrite the journal if they do not adhere to the guidelines. Rewrites must be submitted
within 24 hours after notification or the student will receive a 5 point deduction for every day that it is late.

Reflective Journals should be a minimum of two (2) pages, typed and double-spaced, Times New Roman text, 1” margins, and 12 point font.

SPECIAL NOTE: Use 5 bolded topics below as “response headings” to guide EACH of your weekly journal responses:

- Jobs/tasks/projects accomplished, and how classroom knowledge has/has not helped?
- Progress towards achieving Learning Objectives; what did you learn and how did you learn it?
- Problems encountered with job assignments or work environment, and efforts towards resolution.
- Challenges about your internship in this reflection period.
- Expectations for the following week.

Grading of Weekly Reflective Journals

Satisfactory assessments of the Weekly Reflective Journals are based on:

- Evidence of thoughtful reflection, critical thinking, problem solving, complex interpretation;
- Consistent reference towards achieving the Learning Objectives;
- Demonstrated awareness of self in the work environment and the role of others;
- Adherence to the writing guidelines for Reflective Journals & timely completion.

Final Reflection Paper

Purpose of the Final Reflective Paper

Where the Weekly Reflective Journals are the Student’s ongoing record of specific analysis, the final paper provides an opportunity to reflect on the entire internship experience. The final reflection paper should summarize the Student’s learning, assess overall success in achieving the Learning Objectives, and highlight any additional insights.

The goals of the final reflection paper are:

- To provide an opportunity for the Student to reflect on and synthesize the full experience, and to analyze personal and professional effectiveness;
- To facilitate closure of the internship experience.

Guidelines for the Final Reflective Paper *
The following guidelines will be strictly enforced. Late papers will not be accepted. The Student will be required to rewrite the final paper if they do not adhere to the guidelines.

The Final Reflection Paper should be a **minimum of seven (7) pages, typed and double-spaced, with Times New Roman text, 1” margins, and 12 point font.** The final paper must address the topics below, and use “headings” to divide each reflection topic within the paper:

*The Final Reflective Paper must include:*

- Your perceived strengths and weaknesses
- What was your most significant challenge during this internship?
- List each Learning Objective and discuss the extent to which the objective was met as well as the tasks you did to accomplish the objective.
- If an objective was not accomplished, then provide an explanation as to why, and what may have been accomplished in place of that objective.
- What skills do you wish you had acquired before beginning this internship that would have made it easier for you to complete assigned tasks?
- How were you able to apply classroom knowledge to your internship experience?
- How can you utilize this experience when re-entering the classroom or workplace?
- How has this internship solidified or changed your sense of calling, vocational goals, and/or career focus?

*Satisfactory assessment of the Final Reflection Paper requires:*

- Demonstrated ability to synthesize and analyze the experience;
- Demonstrated awareness of self as an experiential learner;
- Adherence to the Final Paper guidelines.

*In addition to the Final Reflection paper, the Student will include all other pertinent information, data, correspondence, marketing/promotional materials, etc. that will help to more fully represent the Student’s work over the term of the Internship.*

**Site Visit**

**Purpose of the Site Visit**

The Site Visit allows the Student to introduce the Field Education Advisor to the work environment, and provides the Student an opportunity to reexamine Learning Objectives and express any concerns. The goals for the Site Visit are to:
• gather systematic feedback on the progress of the internship to date from the perspective of all three parties in the partnership (i.e. feedback from the Student, Field Supervisor, & Field Education Advisor);
• reassess and plan for the second half of the internship;
• provide an academic presence in the workplace, and gathering needed information for continued development of the program.

**Guidelines for the Site Visit**

The following guidelines will be strictly enforced. It is the **Student’s responsibility** to schedule a 1 hour Site Visit meeting with the Field Supervisor, Field Education Advisor, and the Student. The Site Visit is part of the mid-term evaluation and should therefore be scheduled as near the Student/Supervisor mid-term evaluation as possible. (*Due to geographic proximity &/or limitations, Site Visits may not be possible during the Summer Term).

**Grading of the Site Visit**

The Site Visit is part of the Field Education Performance measure. Satisfactory assessment of the Site Visit is based on adherence to the Site Visit guidelines.

**Evaluations of Field Placement** *(The following guidelines will be strictly enforced)*

It is the **Student’s responsibility** to request a Field Supervisor **Mid-term Evaluation**. This should correspond as closely as possible with the Field Education Advisor’s Site Visit (see: Site Visit section for more details). Evaluation forms for Field Supervisor and Self-Evaluation for Student are required as part of this experience—particularly as they relate to any necessary adjustments in the Student’s Learning Objectives for the remainder of the Internship. (*links to on-line Evaluations will be sent at Mid-Term and prior to end of semester from Field Education Advisor)*

It is the **Student’s responsibility** to request a Field Supervisor **Final Evaluation** prior to the conclusion of the internship. The request should coincide with when you provide your 2-3 week notice of the last day at the internship site. Evaluation forms for Field Supervisor and Self-Evaluation for Student are required as part of this evaluation and contribute significantly to the assessment of the final grade.

The Student must receive an overall satisfactory evaluation to receive academic credit for the Field Education course. Finally, it is strongly encouraged that the Student writes a “**Thank You**” letter to the Field Supervisor for the internship experience. Please contact the Field Education Advisor if help is needed writing an appropriate “**Thank You**” letter.

**Guidelines for the Student/Field Supervisor Relationship:**
Students are encouraged to advocate for their Supervisory relational needs. If the Student finds that the supervision relationship is not supportive or is causing a negative impact on the Field Education experience, the Student is encouraged to reach out to the Field Education Advisor for guidance. It is important to understand that to improve the experience; the Student must first collaborate with the Field Supervisor to create a secure environment that will support your professional growth and development through self-reflection and practice. Understanding the dynamics of the Student/Supervisor relationship affects the overall experience is extremely important for the development of the Student’s growing sense of professional identity (adapted from: Understanding the Supervisory Relationship With Social Work Students, by Dierdra Oretade, MSW).

Confidentiality

Due to the sensitive nature of information that may be conveyed, inferred, &/or entrusted to the Student, it is vital for the protection of all concerned that the Student commit to a personal and professional policy of Confidentiality. If the Student is unsure what information may be subject to confidentiality, s/he may consult with the Field Supervisor and/or the Field Education Advisor.

NOTE: In the case of potential illegal or abusive information, the Student will immediately convey this information to the Field Supervisor, and in turn, to the Field Education Advisor.

Professional Behavior and Values

Students within Field Education are representatives of the organization that s/he is assigned to and are, therefore, expected to conduct her/himself in a way that reflects appropriate maturity and accountability, to the context of her/his assignment, the university and the profession.

- Demonstrates awareness of her/his impact on others in organization
- Maintains appropriate professional boundaries, ethics and confidentiality
- Follow work projects and tasks through to satisfactory and timely completion
- Functions effectively as a productive member of work teams/committees, developing evident growth in collaborative skills and interdependent relationships
- Seeks appropriate consultation/advise that lead toward resolution of issues
- Works to develop sound personal and professional judgment in decision making

Professional Communication

- Growing proficiency and maturity in verbal and written communication, including electronic formats.
- Growing evidence of participation in team/committee and interpersonal relationships
- Meets deadlines associated with reports and projects
- Growing evidence of understanding the values and ethos of work context
- Growing evidence of clear, direct and appropriate communication with Field Supervisor
Student’s Use of Own Automobile

Students may be requested, as part of the Field Education experience, to transport non-Belmont persons in their own automobile. The School advises strongly against such practice. However, the decision as to whether to use his/her own automobile for this purpose is solely the Student’s. The Belmont University &/or the CTM assumes no responsibility in such instances. If Students choose to transport non-Belmont persons in their own vehicles, they should check with their own insurance companies as to whether they are covered by their own policies and should also inquire as to the Field Education organization’s policy regarding liability when transporting other persons.

Professional Misconduct includes but is not limited to the following. **No Student shall:**

- assault, threaten, harass, haze or otherwise physically, verbally, psychologically or sexually abuse, demean, ridicule or attempt to;
- intimidate any other person connected with the university, at the Field Education site or in the conduct of any other activity related to the student’s enrollment in the School; this includes but is not limited to bias related;
- acts of assault or abuse, the dissemination of material that ridicules or demeans individuals or groups and any acts which interfere with the rights of others;
- participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation;
- misrepresent professional qualifications, education, experience, or affiliations;
- exploit professional relationships for personal gain;
- exploit relationships for personal advantage;
- conceal information or activities that affect the safety and well-being of others;
- carry a weapon on school or Field Education site premises;
- misrepresent his/her role as a student to an institution, individual or to the public at large so as to mislead them in their expectations of the student’s competencies and/or limitations;
- practice and/or participate in any school academic or non-academic activity while under the influence of alcohol, drugs or mental disability not appropriately controlled;
- delegate his/her duties to an unauthorized person;
- falsify Field Education site or institutional records;
- be habitually absent or late, habitually leave early or fail to notify the Field Supervisor of intended absence.

Field Education Termination

In rare cases, it may become necessary to evaluate a Student’s academic and/or personal competency to remain in the Field Education position. The decision to terminate a Student’s participation in the Internship will ultimately reside with the Office of the Dean of the College of Theology & Christian Ministry in consultation with the Field Education Advisor, including feedback from the Field Supervisor.
INFORMATION FOR FIELD SUPERVISORS:

Field Supervisors serve as a "partners" between the organization and Belmont University. Every effort is made by Field Education Advisor to have a site visit with each organization at least once during a Student’s service (exceptions may be made due to geographic distance). The Student bears the responsibility to schedule the site visit between all parties.

This provides an opportunity to meet with the Field Supervisor and any other staff working with the Student to gain a better understanding of Student’s assignments, skill level, knowledge base, and to clarify areas of needed growth and development toward meeting Learning Objectives.

Supervisor Requirements

Field Supervisors should possess accredited degrees and credentials for their field of experience or demonstrate competency through successful length of service in the field.

The Field Supervisor will provide a résumé and complete any forms required by the College of Theology & Christian Ministry and/or Belmont University.

Roles and Responsibilities

In consultation with the Field Education Advisor, a Field Supervisor may delegate specified areas of instruction to another staff member, such as a task coordinator. However, the Field Supervisor is responsible for relating that instruction to the educational competencies of Field Education, for monitoring and evaluating the Student’s performance, and for maintaining regularly scheduled conferences with the Student.

The organization/Field Supervisor must provide a suitable work environment to enable the Student to work effectively toward her/his own Learning Objectives as well as to the expectations of the Field Supervisor. Such elements may include desk, telephone, supplies, computer, reimbursements for travel or other expenses in the normal course of previously agreed upon responsibilities.

The Field Supervisor is expected to work directly with the Student throughout the field placement period (semester or summer).

The responsibilities of Field Supervisor are:

- to prepare other staff members for arrival of the Student and to discuss with them the Student's role and function so that they have some knowledge and appreciation of the importance the Student’s assignment and Learning Objectives;
• to provide an orientation to introduce Student to staff members and to general procedures of the organization;

• to provide orientation to the setting including:
  • purpose, function, policy and goals of the organization
  • program and services provided
  • expectations of Student and role of Field Supervisor
  • personnel policies and lines of communication;

• to make initial assignments to Student within the first week in field so that the student is immediately involved in her/his learning, and to increase the complexity and/or responsibility in accordance with the Student’s work toward Learning Objectives;

• to help Student learn how to prepare for and use Supervisory conferences;

• to supervise Student individually (and in groups, as might fit the placement context) in keeping with the needs of the Student, and the policies of the university;

• to help Student build Learning Objectives which enlarge the Student's knowledge of the particular work/ministry focus of the organization;

• to help Student recognize her/his own attitudes and values that may affect the Student’s effectiveness;

• to help Student learn effective verbal and written communication for the context of the organization;

• to enable Student to develop skills in work with individuals, families, groups, organizations and communities as appropriate;

• to help Student learn to assess his/her own progress;

• to help Student become aware of his/her strengths, limitations, and areas for further development;

• to help Student develop a professional identity and adhere to professional values and ethics;

• to provide opportunity for Student to consult and to collaborate with staff members and other professionals as available and appropriate;

• to confer with Field Education Advisor as needed in relation to Student’s progress; particularly
where potential difficulties are identified;

- to submit written evaluations of Student’s progress and attendance; and

- to attend workshops and conferences organized by Belmont University relative to the work of Field Education and Supervision.

**Evaluation of Student:**

The evaluation of the Student’s performance in Field Education is an important aspect of the Student’s learning process and professional development. Evaluation is a mutual process between the Field Supervisor and Student and entails an on-going process of assessment. Evaluation discussions may be held at any time. Mid-semester evaluation is required by the Field Supervisor, as well as a Final Evaluation conference with the Student. The College of Theology & Christian Ministry requires written evaluations at the end of each semester.

*NOTE: it is the Student’s responsibility to schedule these conferences. If Student fails to take initiative toward this end, Field Supervisor is asked to make note of this on Final Evaluation document. (links to on-line Evaluations will be sent at Mid-Term and prior to end of semester from Field Education Advisor)*

Students participating in Field Education are viewed as representatives of the College of Theology & Christian Ministry, Belmont University, and of the organization at which s/he is placed, and are, therefore, expected to conduct themselves in a way that reflects accountability to all entities. The College of Theology & Christian Ministry asks the Field Supervisor to address any inappropriate behavior directly with the Student, making note of the conversation in evaluation documentation.

If Student’s behavior is egregious, the Field Supervisor is asked to address the behavior and circumstances directly with the Field Education Advisor at her/his earliest convenience. The Field Education Advisor will make the determination, based on this conversation and any additional fact-finding, to continue or terminate a Student’s Field Education assignment.

**Honorarium:**

At the conclusion of the Students’ field placement, the Field Supervisor will be paid a $100.00 minimum honorarium for providing the Student’s supervision.
INFORMATION FOR FIELD EDUCATION ADVISOR

The Field Education Advisor is the representative of Belmont University College of Theology & Christian Ministry who coordinates and consults with the Student, the Field Supervisor, and other staff as necessary to ensure that the Student and Field Supervisor are working within an appropriate educational plan. This plan should allow the Student to focus on the Learning Objectives established in consultation with the Field Supervisor.

Roles and Responsibilities

The Field Education Advisor carries administrative, academic, and consultant responsibilities for the Field Education experience. S/he oversees the contribution of Field Education to the competencies of the College of Theology & Christian Ministry and carries responsibility for the effective and efficient coordination of field activities involving the Student, Field Supervisors and Supervision sites.

Administrative Responsibilities

- Select new supervision sites.
- Place Students.
- Evaluate and monitor field sites.
- Plan for, coordinate and manage viable in-service workshop for Field Supervisors.
- Maintain efficient reporting systems and records of Field Education activities.
- Oversee the preparation and maintenance of a current Field Education Manual.

Academic Responsibilities

- To initiate and respond to Faculty, Student, and organization’s suggestions for the continuous evaluation of the field instruction curriculum.
- To apply a grade to the Student’s work at the end of the semester.

Consultant Responsibilities

- To maintain ongoing contact with the Field Supervisors through site visit and other communication during the semester.
- Meet with the Student during the site visit, 1:1 meeting once/week, and to be available to the Student as necessary.
- Assist the Field Supervisor in the designing of Learning Objectives for the Student, as necessary
- To facilitate the provision of appropriate Student tasks and assignments.
- Provide the Field Supervisors with current knowledge about the academic curriculum and any necessary assistance in relating it to field supervision.
- Ensure that Student evaluations are made promptly in collaboration with the Field Supervisor.
- Complete evaluations of Field Education organization & sites.
**Resources:**

Belmont University College of Theology & Christian Ministry Supervised Ministry Education Manual, Print.
http://www.ptsem.edu/uploadedFiles/Academic_Affairs/Field_Education/Field_Education/FE%20Manual%202011-12.pdf
Belmont University Department of Social Work Field Manual
Rollins College, Intern Manual, 2012-2013
http://www.rollins.edu/academic-internships/syllabus.html
Stony Brook University, School of Social Welfare, Field Education Manual
Medaille College, Undergraduate Internship Guidelines and Resource Manual
Oxford University Learning Institute
http://www.learning.ox.ac.uk/
Understanding the Supervisory Relationship With Students by Dierdra Oretade, MSW
http://socialwork.ou.edu/Websites/socialwork/images/field_education/Instructor_Articles/Oretade_Article.pdf

(pg. 7: Source: “What is Experiential Education?”