



EXPECTATIONS OF FIELD EDUCATION IN THE EPISCOPAL DIOCESE OF MICHIGAN

I. Expectations for Worshiping Communities

Congregations applying to host a student preparing for ordination in the Diocese of Michigan must be willing to make a serious commitment to theological education as evidenced by the following expectations:

- Will name and train a lay team to support the seminarian's growth and learning, including meeting over the course of the year for discernment, reflection and feedback on general ministry as well as specific feedback on sermons and preaching
- Will support the priest's investment of time and energy in supervising the seminarian, having the consent of the vestry and or/wardens.
- Will be open to looking critically at its own common life and mission through action-reflection
- Will provide meaningful work experiences that help theological students learn about mission and ministry
- Congregations hosting a student in formation for the diaconate must have a deacon OR have had a deacon within the past five years OR seek an exception from the bishop

Field Education congregations must provide a healthy context for learning about Christian discipleship, including but not limited to

- significant missional activity beyond its own membership
- receptive to working with a seminarian without regard to gender, race, age, disability, sexual orientation or gender expression
- be committed to current Diocesan standards for safe church and anti-racism

II. Expectations for Field Education Supervising Clergy

1. Field Education congregations must have an on-site priest to serve as supervisor who meets the following minimum requirements
 - Ordained and practicing ministry for a minimum of three years, and for at least one year in this particular congregation or ministry setting
 - Is in good standing and has a positive relationship with the ecclesiastical authority in the diocese (or with their denominational governing body). This includes being up to date on safe church and anti-racism trainings
 - Able to provide on-going supervision and is willing to participate fully in Orientations or other Field Education related events hosted by the seminary or diocese and/or Commission on Ministry.
 - Commits to transparency in reporting progress of seminarian with Commission on Ministry and the bishop

Overview of Supervisor's Responsibilities

1. Meet with seminarian to discuss the possibility of a ministry placement and job description and receive approval of placement from the diocesan field education coordinator. Placements should be focused primarily on opportunities for the seminarian to learn and grow.
2. Obtain necessary approvals from board(s) or committees for church to participate in Field Education, including associated funding needs. **Note that some seminary programs expect a funded stipend from congregations, and reimbursement for professional materials and expenses ought to be covered by the congregation.*
3. Provide full and timely explanation of Field Education to church, and provide welcoming introduction of seminarian to the whole congregation
4. Consult with seminarian in selecting Lay Team and participate in orientation of Lay Team who will meet with the field ed student for preaching feedback and reflection.
5. Refine job description with seminarian with opportunities for preaching, worship leadership, pastoral care, teaching, administration/leadership, and outreach. Coach the seminarian as needed on creating learning goals for the year around the diocesan competencies and above ministry areas, and provide accountability, feedback and support for those goals.
 - a. For second year **priest formation** placements, the supervising priest should pay particular attention to providing experiences and feedback that will support the student in preparing for searching for their next call. This may include reviewing OTM essay questions, looking critically at congregational profiles and job postings, and/or coaching on ways to reflect and share their ministry gifts and passions.
 - b. For second year **deacon formation** placements, the supervising priest should pay particular attention to providing experiences and feedback that will support the student in the missional and prophetic ministry of deacons, including a focus on building a ministry that incorporates others into mission and leadership. The second year may include giving them the opportunity to visit other congregations as they discern their next placement, and/or coaching on ways to reflect and share their ministry gifts and passions.
6. Meet at least twice a month with seminarian for a minimum of one hour for supervision, including specific time feedback on strengths and weaknesses of preaching
7. Write mid-year and year-end evaluations and submit to the seminarian, appropriate seminary, the bishop, diocesan field education coordinator and the Commission in Ministry
8. Consult with seminary or local diocesan field education coordinator about any issues that arise regarding supervision
9. Collaborate and consult with Lay Team to provide a fitting closure occasion for seminarian

III. Expectations for Students in Field Education

Those in formation for ordination in the Diocese of Michigan are expected to do two years of field education, whether that is local or in residence at a seminary program. **The expectations of the seminarian's current seminary program are also expected to be met, and when they are in conflict, the student will reach out to the diocesan field coordinator.** Exceptions to any of the stated criteria should be discussed with the Bishop.

Field Education Students will:

1. Develop 3-5 measurable learning goals and covenant with the supervising priest, and be responsible for sharing those with the diocesan field education coordinator or seminary. In the second year of field education, students will want to consider what experiences will help them prepare to discern their first call or placement and complete their OTM profile (for preparing for the priesthood).
 - a. In designing learning goals, the student should consider areas of ministry, such as mission and outreach, formation, administration, liturgy, and pastoral care.
 - b. They should also consider the Competencies for Ordained Ministry, and areas of growth and interest from that document.
2. Commit to 8-10 hours per week on their field education, including Sunday mornings and other major liturgical of the church year. There is not an expectation that all hours happen on-site, but that the student and supervising clergy will be in communication about work expectations and progress, including the need to adjust hours for the variability of church life (for example, Holy Week)
3. Preach at least twice per semester for the first year of placement on Sundays, and at least three times per semester in the second year of placement on Sundays, along with other opportunities in the worship year; and seek feedback from the supervising clergy and lay committee specifically on preaching
4. Meet at least twice a month with supervising clergy for a minimum of one hour for supervision
5. Meet throughout the year with lay committee a minimum of six times over the course of the year for discernment, reflection and feedback. Second year field education students are also expected to do community organizing style one-on-one meetings with the members of their lay committee.
6. Participate in diocesan gatherings for local field education students.
7. For second year **priest formation** placements, ministry goals should give particular attention to the experiences and development that will support the student in preparing for searching for their next call. This may include reviewing OTM essay questions, looking critically at congregational profiles and job postings, and continuing to reflect on particular gifts and passion for ministry. For second year **deacon formation** placements, the supervising priest should pay particular attention to providing experiences and feedback that will support the student in the missional and prophetic ministry of deacons, including a focus on building a ministry that incorporates others into mission and leadership. The second year may include visiting other congregations as part of discerning their next placement, and continuing to reflect on particular gifts and passion for ministry.

A Note about Liturgical Participation

Seminarians and field education students should continue to function in liturgy in the order of ministry they currently live in, rather than the one they are preparing for in the future. In other words: Field Ed students should lead worship as lay ministers, including taking on roles such as lector, servers, acolytes, and lay preachers. They should not be exercising roles that are specifically reserved to the deacon or priest, including reading the Gospel, unless they are already ordained. Liturgical roles like setting the table or saying the dismissal should only be done by field ed students if it is normative for lay people to assist with those in your context.

Postulants for ordination in the Diocese of Michigan are considered “licensed” for the canonical areas of lay ministry including Eucharistic Visitor, Eucharistic Minister, Worship Leader and Preacher. However – depending on where they are in their formation, they may not have had specific training in these areas, and the supervising clergy should assist them in being prepared for these roles as needed.

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