

MASTER OF DIVINITY

Program Handbook



The Master of Divinity prepares and cultivates transformative religious leaders often with the goal of ordained ministry. This program combines critical reflection on history, Biblical studies, culture and theological perspective with real life applications.

The MDiv/Master of Social Service Administration is a dual degree program between Chicago Theological Seminary and University of Chicago School of Social Service Administration that allows students to complete the two degrees simultaneously.



MASTER OF DIVINITY (MDIV) PROGRAM HANDBOOK

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CHICAGO THEOLOGICAL SEMINARY

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Statement of Mission and Commitments

Chicago Theological Seminary, a graduate school affiliated with the United Church of Christ, serves God, diverse religious and spiritual communities, and the larger world by educating persons theologically and cultivating the intellectual, spiritual, and ethical capacities of lay and ordained religious leaders, scholars, activists, and others who contribute to the increase of justice and mercy.

Guided by the Spirit of the Divine, inspired by ancient and contemporary prophets, sages, and sacred texts, informed by numerous religious and philosophical traditions, and nurtured by faith and culture, we strive to create a sacred learning community that educates for public ministry, based upon the following interwoven commitments:

- We are committed to a life of mutual teaching and learning, to academic excellence, to open inquiry, and to critical engagement of texts, contexts, and practices in all of our educational programs;
- We are committed, in a world suffering from spiritual impoverishment, which is characterized by meaninglessness, lovelessness, and hopelessness, to proclaim a message of divine purpose, compassion, and promise;
- We are committed, in a society structured by white supremacy and racism, to challenge white privilege, to combat the forces of racial division and domination, and to equip leaders who embrace and celebrate racial, ethnic, and cultural diversity;
- We are committed, in a global context of religious conflicts and a society structured by Christian privilege, to joyous embrace of religious diversity, expanding our groundbreaking work in Jewish, Christian, and Islamic Studies to advance understanding and collaboration among the rich multiplicity of spiritual traditions and lifestances;
- We are committed, in a world governed by sex and gender binaries, to advocate gender justice, to nurture movements for women's equality, and to liberate humanity from restrictive gender norms;
- We are committed, in world governed by the presumption of heterosexual expression, to challenge homophobia, to celebrate lesbian, gay, bisexual, transgender, and other individuals within the spectrum of human sex and sexuality, and to develop leadership to encourage faith communities to become more open and affirming;
- We are committed, in a world stratified by economic and social class, to challenge the structures that sustain poverty and economic disenfranchisement, and to join the struggle, as companions with the poor, for liberation of all from want, homelessness, hunger, and disease;
- We are committed, on a fragile planet threatened by pollution and exploitation, to interrogate ecological policies, theologies, and practices, and to challenge materialism and the devaluation of creation; and,
- We are committed, in recognition that social divisions are local, national, and global, to international collaboration among individuals and institutions with similar commitments to our own.

In all these ways, we embrace not only the rhetoric but the reality of diversity, and recognize the vital intersectionality of our commitments, working together to do justice, love mercy, and walk humbly with our God. We invite others to join us.

Overview of Program

The Master of Divinity (MDiv) is a 75-credit program designed to prepare individuals of all genders to serve as transformative religious leaders in congregations and society, often in an ordained capacity. This program combines critical reflection with real life application—emphasizing the idea of doing ministry and studying theology in the context of community—with consideration given to the wide and varied spectrums of historical, cultural, and theological perspectives. The emphasis placed upon self-awareness and the development of transferable leadership skills also makes this degree appropriate for those preparing to serve in non-congregational and non-traditional ministry settings such as: health care facilities, human service organizations, governmental agencies, not-for-profit agencies, business and academic environments, community organizations, advocacy organizations, and in the public square.

The CTS Master of Divinity program is grounded in clearly articulated commitments to liberation in the Christian Gospel, in Islamic Chaplaincy, and in coformative conversation with other religious traditions and spiritualities. This is a Master of Divinity program that seeks, always, to provide students with the tools necessary to interpret history, sacred texts, and religious thought and praxis in light of the claim that ministry is first and foremost about being good news for the poor, the marginalized, and the outcast.

Goals and Outcomes of the Program

<u>Program Goals</u>

At the conclusion of the CTS MDiv program, a student will be able:

I. to engage in **critical thinking** based in mastery of theological disciplines and methods of interpretation while demonstrating an ability to apply such knowledge critically to new challenges in ways that foster the increase of justice and mercy.

II. to make **compassionate connection** with others, especially those who inhabit different cultural contexts and those who are suffering in a world stratified by social and economic class.

III. to embody **ethical-spiritual integrity** while promoting it in others, as one develops an authentic embodiment of faith in life through spiritual practices, liturgies, beliefs, and wisdom.

IV. to undertake **concrete strategic action** that is spiritually grounded to promote the increase of justice and mercy.

Learning Outcomes

I. Develop Critical Thinking

1. Demonstrate knowledge of sacred texts most significant to you; knowledge of its history, tradition, and methods of interpretation; and the capacity to bring scriptural wisdom into critical engagement with current crises and opportunities.
2. Demonstrate knowledge of historical, systematic, and constructive theology, and the capacity to bring theological insight into critical engagement with current crises and opportunities.
3. Demonstrate knowledge of multiple cultural contexts and capacity for critical theological reflection that takes contextual issues seriously.
4. Demonstrate knowledge of and ability to critically engage with at least one spiritual lifestance other than your own.

II. Cultivate compassionate connection

1. Engage and collaborate across lines of difference, privilege and power.
2. Demonstrate ability to offer quality pastoral care and wise ethical guidance to individuals and communities.

III. Promote ethical-spiritual integrity

1. Engage in sustained, critical, and effective theological and ethical reflection on the practice of ministry in the parish and other contexts.
2. Seek greater coherence between one's publicly stated beliefs and values and one's personal and communal practices.

IV. Support concrete strategic action

1. Communicate effectively, orally and in written form, both interpersonally and publicly.
2. Demonstrate ability to identify and analyze social structures of oppression and to propose and implement strategies of change.

Admissions Requirements

Applicants must have successfully completed a bachelor's degree from an accredited college or university. Though a variety of college programs provide adequate preparation, it is to the applicant's advantage to have well developed written and oral communication skills, strong academic references, good critical thinking skills, and coursework in the area of humanities. GRE scores are not required. The MDiv application must include:

- Official transcripts from all academic institutions attended.
- Three letters of reference – at least one must be academic, one may come from a pastor or other religious professional, and one may come from a supervisor or friend.
- Written materials, including an autobiographical statement.

- Applicants for whom English is not a first language are required to submit language test scores. They may submit TOEFL (Test of English as a Foreign Language) scores that have been completed no more than two years prior to application, or they may take the Duolingo English Proficiency Test; the minimum test score for Duolingo is 120. The language test requirement may be waived if the applicant has completed another degree, in English, in the US.

Program of Study

1. The MDiv program is designed to be completed over three academic years if pursued full-time. Recognizing that many students need to proceed on a part-time basis, we expect most students to complete the degree within six years. It requires successful completion of 25 courses (75 course credits), including two consecutive terms of Field Placement (completed concurrently with the two-term LM 400O Leadership and Ministry in Context course) and one unit of Clinical Pastoral Education (CPE), which may count towards elective course credit. See Appendix A for the recommended three-year course of study for the degree, and Appendix B for the degree audit worksheet. See pages 12-19 for more information about CPE and Field Placements, the two Theological Field Education components of the MDiv program.

   When a student who has previously earned a Master's degree in theological or religious studies is accepted into the MDiv program, up to 8 courses can be applied for *advanced standing* which exempts students from corresponding course requirements. Advanced standing is *not* the same as transferring credit hours; accreditors do not allow courses to be used for more than one degree. See the Student Handbook for details about requesting advanced standing. Information for transfer students can also be found there.

2. Advising:
   Students will meet with their faculty advisors regularly throughout the program for vocational conversations, course advising, and portfolio development—including three key assessment points (4-Course Review, Middler Review, and Portfolio Capstone). Other conversations may be initiated by either the student or the faculty member as necessary.

   If a student wishes to declare a concentration, the advisor should discuss this with the student, work to discern with the student whether a new advisor is appropriate, and consider the feasibility of successful completion of a concentration (given course schedules, etc.). MDiv students pursuing a concentration will, as much as possible, be assigned an advisor with expertise in the concentration area.

   Advising questions around Field Placement and Clinical Pastoral Education (CPE) should be addressed to the Director of Theological Field Education.

   Students may also consult with the Registrar about course selection to ensure appropriate progress toward completion of the MDiv degree.

3. Course of Study
   To be awarded the Master of Divinity degree at Chicago Theological Seminary, the student must successfully complete twenty-five courses (for 75 course credits). There are two tracks that students may follow to complete their coursework requirements:

Master of Divinity	**MDiv in Islamic Chaplaincy**
Religious Heritage (RH)	
Interpreting the Hebrew Bible	The Qur'an: Composition, Collection, and Teachings
Interpreting the Gospels	Islamic Law and Legal Theory
Two of the following three: • Interpreting the Epistles • Interpreting the Hebrew Bible II • Bible Elective	Arabic 2A Arabic 2B
History of Christian Thought	Islamic History
Religion in North America	RH Area Elective
Theology, Ethics, and Culture (TEC)	
Living into our Commitments and Effecting Social Change	Living into our Commitments and Effecting Social Change (CTS)
Systematic Theology	Islamic Theology and Philosophy
Christian Ethics	Islamic Ethics
Constructive Theology	TEC area requirement
Theology elective	
Leadership and Ministry	
Introduction to Pastoral Care OR Introduction to Pastoral Theology	Theories and Practices of Spiritual Care OR Introduction to Pastoral Theology
Leadership and Ministry in Context plus Field Placement	Leadership and Ministry in Context (CTS) plus Field Placement
Global Sensitivity in Ministry	Paradigms of Islamic Spirituality

Preaching or Worship area requirement	Preaching or Worship area requirement
Ministry elective	Fiqh of Chaplaincy – Facilitating Islamic Life Cycle Rituals
Clinical Pastoral Education	Clinical Pastoral Education
	Introduction to Chaplaincy Studies (CTS)
	Self-Development and Self-Care
Electives	
An elective course focusing on a religious tradition other than your own	An elective course focusing on a religious tradition other than your own (CTS)
	A course in interreligious studies
6 free electives	4 free electives

Concentrations

MDiv concentrations in Interreligious Engagement, in LGBTQ Studies, in the Study of Black Faith and Life, in Chaplaincy Studies, in Muslim Studies, and in Islamic Chaplaincy are available.

Requirements:

Interreligious Engagement:

TEC 395 – Introduction to Interfaith Engagement (or equivalent)
3 additional electives in the area of Interreligious Engagement

LGBTQ Studies:

4 elective courses in the area of LGBTQ Studies

The Study of Black Faith and Life:

TEC 390 - Introduction to the Study of Black Faith and Life (or equivalent)
3 additional electives in the area of Black Faith and Life

Chaplaincy Studies:

LM 395 – Introduction to Chaplaincy Studies
3 additional electives in the area of Chaplaincy

Muslim Studies:

RH 483 – Introduction to Muslim Studies (or equivalent)
3 additional electives in the area of Muslim Studies

Islamic Chaplaincy: See table above

Elective courses can be taken at CTS, at other ACTS schools, or through Bayan Chicago. See the Course Listing for information about which courses can serve as electives for each concentration. For more information on these concentrations, contact the MDiv Program Director.

Portfolio and Assessment

We use a portfolio of each student's collected work to assess academic progress, spiritual formation, and leadership development through the degree program. Detailed instructions for portfolio development are found in the Assessments course on Canvas. (If you completed Middler Review before Fall 2018, you will not utilize the portfolio process; you will use the Constructive Theology paper as your capstone for the oral exam.)

You are encouraged to discuss the artifacts for your portfolio with your advisor, and to make sure that the organization and presentation conform to best practices. There is a template that you should paste into the home page of your portfolio and build it out from there. Each item requires a 2-3 sentence introduction that describes how you think the artifact demonstrates the learning outcomes assigned to it (see chart below). If it is a graded assignment, you should also paste in the professor's grade and comments.

You should review your portfolio at the end of each semester, deciding what you might want to add from your recent work. (You can always change things later.) In this way, the collection of materials also provides ongoing opportunities for reflection on your learning journey. At three points in your degree program, the portfolio is submitted to faculty for review. During these semesters, you will be notified by the Registrar or MDiv Director, and be registered for Assessments in Canvas.

Stages in Portfolio Development

Four Course Review
After you have completed four courses, the Registrar submits your name to the faculty for Four Course Review. This review is designed to assess your academic capacity for a graduate program in theological education, and for you to reflect on your self-understanding of your social **formation** prior to entering CTS (e.g., politics, family, geography, education, gender/sex identity, lifestance/religious tradition, embodiment).

Middler Review
Approximately halfway through your degree program, you will be invited to prepare for Middler Review. It is at this stage that students are affirmed for candidacy for the Master of Divinity degree. There are several parts to your preparation, including additional development of the portfolio. At this point, your portfolio should reflect your **integration** of the curriculum within your self-understanding, critical thinking, and practice. It is an opportunity for you to reflect on your change and growth since matriculating into the program. You will discuss the portfolio and other Middler materials with your advisor in advance of the faculty review and discussion. Passing Middler Review is a requirement for graduation.

Capstone

In the final semester of your program, you will complete your portfolio. You will also prepare a presentation about your learning journey as part of your Capstone exam, a summative conversation with a classmate and two faculty members. It is an opportunity for you to articulate how you have been informed, changed, and challenged by the mission and values of CTS—a process of **transformation**. This stage emphasizes your vocational self-understanding and contextual theological reflection, and identifies your gifts and competencies for religious leadership. We also assess your substantive engagement in another religious/spiritual tradition, public leadership, and areas of concentration (if applicable).

The artifacts in the Portfolio align with our MDiv Program Goals:

Section 1: MD1. Develop Critical Thinking

MD 1.1 Demonstrate knowledge of sacred texts most significant to you; knowledge of their history, tradition, and methods of interpretation; and the capacity to bring scriptural wisdom into critical engagement with current crises and opportunities.

MD 1.2 Demonstrate knowledge of historical, systematic, and constructive theology, and the capacity to bring theological insight into critical engagement with current crises and opportunities.

MD 1.3 Demonstrate knowledge of multiple cultural contexts and capacity for critical theological reflection that takes contextual issues seriously.

MD 1.4 Demonstrate knowledge of and ability to critically engage with at least one spiritual lifestance other than your own.

Section 2: MD 2. Cultivate Compassionate Connection

MD 2.1. Engage and collaborate across lines of difference, privilege and power.

MD 2.2. Demonstrate ability to offer quality pastoral care and wise ethical guidance to individuals and communities.

Section 3: MD 3. Promote Ethical-Spiritual Integrity

MD 3.1 Engage in sustained, critical, and effective theological and ethical reflection on the practice of ministry in the parish and other contexts.

MD 3.2 Seek greater and greater coherence between one's publicly stated beliefs and values and one's personal and communal practices.

Section 4: MD 4. Support Concrete Strategic Action

MD 4.1 Communicate effectively, orally and in written form, both interpersonally and publicly.

MD 4.2 Demonstrate ability to identify and analyze social structures of oppression and to propose and implement strategies of change.

Portfolio Assessment Outline – Master of Divinity

	Artifact	Assessed Learning Outcomes/Process
Stage 1-Four Course Review		Advisor discussion recommended; faculty review
1	Application essay to CTS Master of Divinity program	3.1, 3.2
2	Living Into Our Commitments course assignment	2.1
3	Pastoral Care/Theology course assignment, e.g., verbatim	2.2
Stage 2-Middler		Advisor reviews portfolio and Middler Review Packet, meets with you, completes rubric. Faculty discussion
4-5	Demonstration of core knowledge with 2 assignments from Bible, history and/or theology courses	1.1, 1.2, 1.3
6	Practical Application, e.g., sermon, grant proposal, lesson plan, worship planning	4.1, 4.2
7	Field Ed: Learning Covenant, evaluations from student and supervisor (mid-year and final, if available)	(flexible)
8	CPE Supervisor and Student Evaluation	2.1, 2.2
9	Middler Review Packet: Degree Proposal Learning Reflections	
Stage 3-Capstone	Assessed as Capstone	Reviewed by 2 members of faculty, presented orally by student to examiners and peer group; rubric used
10	Assignment from a course focused on a lifestance other than your own	1.4
11	Theology in Context Paper (Constructive Theology)	1.2, 1.3 4.1, 4.2
12	Sacred Text in Context, e.g. sermon, op-ed, lesson plan that substantively engages interpretation of sacred text	1.1, 1.3 4.1
13	Vocational Statement: Professional goals and leadership philosophy	3.1, 3.2
Optional	Concentration artifact	

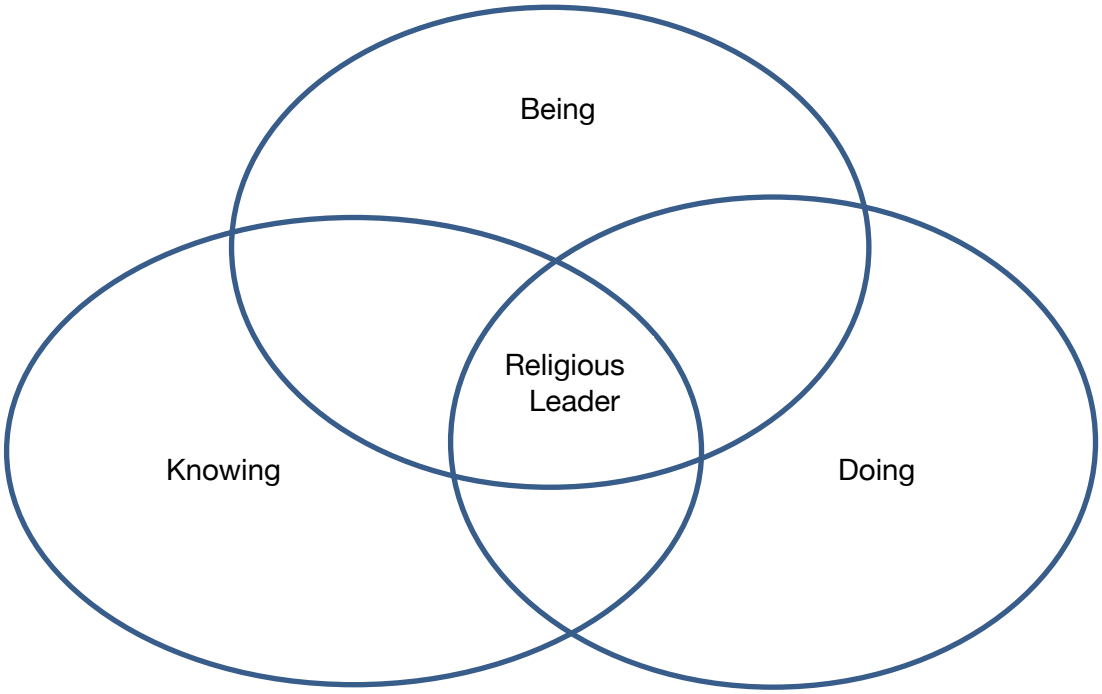
1. Here is a video on how to create a Portfolio on Canvas. There is a particular structure that is required, so please be sure to watch the video even if you can intuit your way around creating the portfolio.

2. Presentation Expectations: We ask you to organize your presentation around *Knowing, Being*, *Doing.* In many ways these correspond to our Program Goals:
    - Knowing – Develop critical thinking (MD1)
    - Being – Cultivate Compassionate Connection (MD2), Promote ethical-spiritual integrity (MD3)
    - Doing – Support Concrete Strategic Action (MD4) of religious leadership

    The assessment stages are described not only by the percentage of the program you have completed, but also by a key developmental phase:
    - 4-Course – Formation
    - Middler Review – Integration
    - Capstone - Transformation

    At Middler Review, we ask you to reflect on the early stages of that progression. With your Capstone, you should review artifacts by program goal to note your growth as a religious leader. Your observations should be incorporated into your oral presentation.
    - MD1: Develop Critical Thinking – Artifacts 4, 5, 10, 11, 12
    - MD2: Cultivate Compassionate Connection – Artifacts 2, 3, 7, 8
    - MD3: Promote Ethical-Spiritual Integrity – Artifacts 1, 7, 8, 13
    - MD4: Support Concrete Strategic Action – Artifacts 6, 11, 12

    The format of the presentation is a 10-15 minute PowerPoint (or other media presentation) with your live narration, followed by discussion. Faculty and your peer candidate will ask questions that relate to your presentation or other aspects of your portfolio and experience at CTS.



Theological Field Education

Introduction

Theological Field Education is a name for teaching and learning that centers on integrating the practical and the theoretical dimensions of *doing* and *living* theology – in real places, with real people, in a diversity of contexts. It is pedagogy, methodology, and epistemology rooted in the primacy of experience and context. It is inherently community-based, integrative, self-reflexive, and action-oriented.

At Chicago Theological Seminary, we understand our entire curriculum as *contextual education* because we acknowledge that *all theology is contextual*. The entire Master of Divinity curriculum from classroom instruction to site placements nurtures the student's exploration of religious tradition, integration and critical investigation of theory and practice, and the embodiment of ministry as a way of life within contemporary communities of faith, service, and action.

As a CTS student participating in Theological Field Education, you will engage in praxis within particular contexts for an extended period of time – an ongoing process of entering into the lives of congregations, organizations, and communities, accompanying these communities through their own practices of faith, service, and action. You will reflect theologically on what's at stake in connection with familiar and new religious wisdom, traditions, and sacred texts, consider carefully the theology of your own practices of ministry, and then return again to action. Through this time of leadership, learning, and integration, students further refine and clarify their professional path as religious leaders and develop as theologians.

The MDiv Degree at CTS includes fulfilling two distinct Theological Field Education requirements:

- Clinical Pastoral Education (CPE): FE 470: *Clinical Pastoral Education*
- Field Placement: FE 471 concurrently with LM 400O: *Leadership & Ministry in Context*

Both CPE and Field Placement require integration of theory and practice in diverse contextual settings. Community and place-based teaching and learning is central to the formation of religious leaders. Identifying appropriately credentialed and meaningful CPE and Field Placement sites and supervisors takes place in conversation with the Director of Theological Field Education. Life experience such as internships, previous time spent in a particular field, or community engagement/activism will not normally be considered for course credit toward one's program, nor count toward Field Education which is inclusive of CPE.

Theological Field Education Requirements

	Clinical Pastoral Education (CPE)	Field Placement
Components	• 400 supervised hours at a site accredited by the *Association for Clinical Pastoral Education, Inc.* (**ACPE**). • Apply to as many sites as you wish, according to the application procedures of the ACPE. Consult with the Director of Theological Field Education is available to consult with you about potential CPE sites. • Register for FE 470, *Clinical Pastoral Education.* **For more information and for application forms, visit the ACPE website at www.acpe.edu**	• 400 supervised hours at a site selected by the student in consultation with the Director of Theological Field Education. • Register for FE 471, *Field Education Placement* over two consecutive terms to be taken concurrently with LM 400O. *and* • Register for *LM 400O: Leadership & Ministry in Context* over two consecutive terms to be taken concurrently with FE 471.
Prerequisites	• Completion of 4 courses INCLUDING • *LM 331: Introduction to Pastoral Care or LM 332O: Introduction to Pastoral Theology or LMB 484O: Theories & Practices of Spiritual Care*	• Completion of 3 courses INCLUDING 1. Course in History/Foundational Theology • E.g., *Systematic Theology, Islamic Theology and Philosophy, History of Christian Thought, Jewish Thought: Historically Rooted and Radically Engaged* 2. Introduction to Pastoral Care/Theology • *LM 331: Introduction to Pastoral Care or LM 332O: Introduction to Pastoral Theology or LMB 484O: Theories & Practices of Spiritual Care* 3. Additional course in leadership/ministry (LM) **Strongly recommended:** • *TEC 355 Living into Our Commitments*
Required Written Materials and Evaluations	**All below are completed at the CPE site.** • Verbatim reports and other clinical reflections • Mid-point Self-Evaluation • Final Evaluation (self and supervisor) **When you complete your program, you are required to provide a copy of your Final Evaluation to the Director of Theological Field Education and a copy of your CPE Certificate to the Registrar.**	**All are completed as part of LM 400O: Leadership and Ministry in Context** • Learning Covenant (Parts 1, 2, and 3) • Mid-Year Evaluations (after 200 hours): self and supervisor • Final Evaluations (after 400 hours): self and supervisor • Other assignments as determined by the LM 400O course syllabus

Clinical Pastoral Education Overview

	Clinical Pastoral Education (CPE)
Components	• One unit (400 total hours) of Clinical Pastoral Education through a program accredited by the *Association for Clinical Pastoral Education* (ACPE) is required for the MDiv degree. A program generally consists of 300 hours of direct spiritual care and 100 hours of clinical supervision. • Each accredited center determines the length (Fall, Winter, Spring, Summer, Extended), site placement (on-site, arranged placement site with agency; student-initiated placement site) and modality (on-site supervision; remote supervision) of program. Fall, Winter, and Spring units are approximately 25 hours/week for the length of asemester. Extended units are approximately 12-18 hours/week for 6-9 months. Summer units are 40 hours/week for the summer. Site placements are determined by the program. You may be required to work on-site in hospitals or other clinical sites that sponsor the CPE unit. You may be placed at a partner site such as a social service agency within the region serviced by the accredited center. You may be required to develop your own site placement with a congregation, agency, or clinical setting. Students provide 300 hours of direct spiritual care. Part-time students are encouraged to search and apply to extended units. Students without access to an accredited center in their locality are encouraged to search and apply to remote units. • Research and apply directly to CPE sites as listed on www.acpe.edu. Register for FE 470A, *Clinical Pastoral Education*, for 3 credits or FE 470 for 0 credits
Prerequisites	• Completion of 4 courses, INCLUDING • *LM 331: Introduction to Pastoral Care or LM 332O: Introduction to Pastoral Theology or LMB 484O: Theories & Practices of Spiritual Care*

Clinical Pastoral Education Program & Procedure

Clinical Pastoral Education (CPE), is a nationwide program that develops student's emotional intelligence and professional identity as religious leaders and trains them to provide clinically sound, self-aware spiritual care. Students provide 300 hours of direct spiritual care to persons and communities while participating in 100 hours of individual and group clinical supervision. **One unit of CPE is required to complete the MDiv degree program.** Students are required to initiate, identify, and apply to accredited clinical pastoral education programs. The Office of Theological Field

Education offers MDiv students an orientation to the process at various times throughout the academic year.

1. Students are responsible to research accredited programs that fit their educational needs (hours per week, meeting times, location, and supervision delivery method) through the Member Directory. **Begin your search 3-6 months prior to your enrollment.**

   Please be aware that each site has its own application deadlines, start/end dates,application fees, and requirements.

   Directly contact the site to introduce yourself and request any additional information regarding scheduling, fees, process, and program.

2. Apply directly to the CPE site. Submit your completed ACPE application and any application fees.

3. Upon acceptance, enroll in FE 470A: Clinical Pastoral Education for 3 credits* and communicate directly with CTS staff to confirm enrollment. Send the accredited center's letter of acceptance to the Registrar and Director of Theological Field Education and send the accredited center's tuition invoice to the Controller in the Business Office. Indicate that you are taking the unit as a 3-credit elective. The tuition for the unit (up to the cost of CTS tuition for the course) will be paid directly from CTS to the accredited center and you will be billed at the annual CTS tuition rate for a 3-credit elective course.

   MDiv students with a concentration in Islamic Chaplaincy are required to enroll in FE470A for credit.

   *Instead of taking CPE for credit, students who need a free elective credit slot to complete a concentration or for other reason *may* choose to register for FE 470: Clinical Pastoral Education for 0 credits. In this case, students are responsible for paying tuition directly to the accredited center and will not be billed CTS tuition. If you choose to do this, send your letter of acceptance to the Registrar and Director of Theological Field Education and indicate that you are taking the unit for 0 credits. Opting to take CPE for 0 credits changes the number of overall electives in your program from 6 to 7. One CPE unit will be recorded on your transcript, the course will show as 0 credits and will not fulfill one of the MDiv elective requirements. Upon completion of the unit, send your Certificate of Completion to the Registrar and your Supervisor's Final Evaluation to the Director of Theological Field Education. CTS will only use one unit of CPE. Additional units will not be recorded or counted toward one's degree.

4. At the completion of the unit, send the Certificate of Completion to the Registrar and send the Supervisor's Final Evaluation to the Director of Theological Field Education.

5. Once the above steps are complete, your required unit of CPE will be noted on your transcript and you will receiveagrade of P from the Office of the Registrar.

Extended CPE Units & Remote CPE Units

Part-time students are encouraged to find centers that offer a length of program and delivery model that will support their 400 hours of experiential learning.

In particular, students may wish to search and apply to Fall, Winter, or Spring Units (4-month programs) or Extended Units (6-9 month programs).

Additionally, students may wish to search and apply to accredited centers with remote supervision. Remote supervision is often coupled with student placement in a local context of ministry. In these cases, students are responsible for developing their own CPE placement site, articulating their role at the site, and identifying a site preceptor to supervise their 300 hours of direct service.

Remote units allow the student to receive 100 hours of clinical supervision with a seasoned, accredited ACPE Educator at a distance. Individual and group supervision is often offered at various times of day and evening in order to accommodate the needs of adult learners.

CPE as Transfer Credit

Students who have completed a unit of CPE prior to matriculation and within the last 10 calendar years may request its transfer. Students may request course credit and advanced standing (3 credits, fulfilling the requirement) or simply advanced standing (0 credits).

If transferring CPE credit, students must submit the Certificate of Completion as well as the supervisor's Final Evaluation to the Registrar and the Director of Theological Field Education. If the student does not have the required documents, the student needs to request them from the host program. The CPE unit will not be transferred without them. Completion of the unit will be noted at the bottom of the transcript.

Students who have already matriculated are required to complete a unit of CPE following CTS course sequence and registration protocols.

Field Placement Overview

Field Placement	
Components	• Total of 400 supervised hours (200 per term) at a site selected by the student in consultation with the Director of Theological Field Education • Register for FE 471A/B, *Field Education Placement* (two consecutive terms) – to be taken concurrently with LM 400O. • Register for LM 400O, *Leadership & Ministry in Context* (two consecutive terms) – to be taken concurrently with FE 471A/B.
Prerequisites	Completion of 3 courses INCLUDING: 1. Course in History/Foundational Theology • E.g., *Systematic Theology, Islamic Theology and Philosophy, History of Christian Thought, Jewish Thought: Historically Rooted and Radically Engaged* 2. Introduction to Pastoral Care/Theology • *LM 331: Introduction to Pastoral Care or LM 332O: Introduction to Pastoral Theology or LMB 484O: Theories & Practices of Spiritual Care* 3. Additional course in leadership/ministry (LM) **Strongly recommended:** ***TEC 355 Living into Our Commitments***
Required Written Materials and Evaluations	All are completed as part of FE 471/LM 400O: • Learning Covenant (Parts 1, 2, and 3) • Mid-Year Evaluations (after 200 hours): self and supervisor • Final Evaluations (after 400 hours): self and supervisor • Coursework as assigned

Field Placement: Procedure and Deadlines

Field Placement is a community-based academic internship requirement fulfilled over two consecutive academic terms. In Field Placement, students gain valuable, hands-on experience in diverse contexts for their religious leadership while critically investigating and integrating theological theory and theological practice. The Office of Theological Field Education offers Orientation to this process at various times throughout the Academic Year. Life experience such as internships, previous time spent in a particular field, or community engagement/activism will not normally be considered for course credit toward one's program, nor count toward Field Education which is inclusive of CPE.

1. Attend the Orientation to Field Placement. Attendance is mandatory. Students need to review the MDiv handbook prior to attending the meeting. The Office of Theological Field Education will have consultation appointments available for students one-on-one for advisement following the Orientation.

2. Identify an appropriate Field Placement site and supervisor. Be cognizant of ordination requirements and board certification requirements.

3. Enroll in LM 400O: *Leadership & Ministry in Context* and FE 471: *Field Education Placement.*

   LM 400O and FE 471 are required of and restricted to students who are in Field Placement. The classes will provide a venue for integration of theory and practice, wise discernment, and professionalization. Grades of Pass/Fail are submitted at the conclusion of each term. Grades of Pass are required in each term, in both LM 400O and FE 471, in order to complete the graduation requirement.

4. Submit a Learning Covenant, which will include both your Professional Development Goals and the Administrative Agreement between you and your site. **The Learning Covenant is crafted by the student in close consultation with site supervisor.** The covenant expresses goals for professional development, suggests the means to reach those objectives, explains the methods of reporting, outlines resources for your work and learning, and indicates connections to the broader MDiv degree learning objectives.

   a. **Part 1 of the Learning Covenant is due the last day of the academic term that precedes the term when you'll begin your Field Placement internship and LM400O: *Leadership & Ministry in Context***. Students working with minors are also required to submit a background check by this time. See Appendix I for background check instructions.

   b. **A full draft of Parts 2 and 3 of the Learning Covenant is due during the first class meeting of the first-of-two consecutive terms of LM 400O.** Finalized and executed Learning Covenants are due no later than three weeks after the start of the term or as scheduled by the Director of Theological Field Education. See Appendices G & H for the Learning Covenant form and samples. You must use these forms.

5. Complete a Mid-Year Evaluation after completion of 200 hours and a Final Evaluation after completion of 400 hours. **Failure to submit Mid-Year or Final Evaluations in a timely fashion results in an incomplete on the student's transcript. Both student and supervisor evaluations are required and must be submitted through online submission**. See Appendix J.

6. Participate in and complete the required assignments of LM 400O, Leadership & Ministry in Context, an academic course and your community of reflective practice. Your 400 hours of direct community-based learning are denoted as FE 471 *Field Education Placement*. LM 400O is a separate course which includes individual and group reading, writing, reflecting, and research assignments intended to aid in the integration of yourself, your theology, and your articulation of your professional religious leadership. **Students are required to attend scheduled class meetings as indicated on the LM400O syllabus.**

Expectations of Supervisors

1. **Hold an MDiv or its academic equivalent.** If the immediate supervisor does not have this degree or equivalency, another staff member, board member or someone affiliated with the site who has obtained an MDiv or its academic equivalent must assist with the student's supervisory process. There may be an exception in cases where a student is serving in a social service agency or in a site where the religious tradition does not maintain such an equivalent.

2. **Attend Orientation and read materials.** Whether you are a seasoned supervisor or brand new to this role, remote orientation and supporting resources offer some shared foundations for entering into a supervisory role with CTS students.

3. **Complete a mutually agreed upon Learning Covenant** with the student. This includes participating in the development of the Learning Covenant and companioning the student in the process of meeting the goals set out within the covenant.

4. **Provide regular supervisory time for the student,** usually one hour each week. This includes:

    - Mentoring the student through their growth in religious leadership;
    - Engaging in reflection;
    - Discussing readings included in the Learning Covenant;
    - Reviewing progress toward stated learning objectives;
    - Offering regular, constructive feedback.

5. **Complete Mid-Year and Final evaluations** of the student's growth, including appropriate discussion with the student about these evaluations and verification of hours.

6. **Read and accept the definitions, policies, and procedures of the Chicago Theological Seminary Policy Against Discrimination and Harassment.**

APPENDICES

Appendix A – Master of Divinity Course of Study

25 courses total

If there is a (**P**) following the course title, it has at least 1 **prerequisite** (see Appendix C).

	1st Phase	2nd Phase	3rd Phase
Fall	Interpreting the Hebrew Bible Intro to Pastoral Theology History of Christian Thought Living into our Commitments	Leadership and Ministry in Context* (P) Field Placement (P) Global Sensitivity in Ministry	Ministry Elective* Non-Christian Elective* Elective***
Spring	Interpreting the Hebrew Bible II** (P) Systematic Theology Elective (CPE?) Interpreting the Gospels	Religion in America Leadership and Ministry in Context* (P) Field Placement (P) Elective	Constructive Theology (P) Preaching/Worship* Elective
Summer	Introduction to the Epistles** (P) **Elective** **Elective**	Christian Ethics (P) Theology Elective* Elective	

* May be taken any term.
**A Bible elective may be taken in place of one of these.
***Students are encouraged to take advantage of intensive courses rather than manage 5 courses in one semester.

Appendix B – Master of Divinity Worksheet

(25 required Courses or 75 credit hours)

NAME_____ **Date Admitted**_____

Transfer information (if any)_____

Degree proposal Submitted _____ **Accepted**_____

(Fill in Dates & Courses Taken)

Requirements (9)	**Electives (8)**
Interpreting the Hebrew Bible	**Elective course in a religious tradition other than your own**
Interpreting the Hebrew Bible II**	**1)**
Interpreting the Gospels	**2)**
Interpreting the Epistles**	**3)**
History of Christian Thought	**4)**
Religion in America	**5)**
Christian Ethics	**6)**
Systematic Theology	**7)**
Theology Elective	
Ministry Requirements (6)	**3rd Year Requirement (1)**
Global Sensitivity in Ministry	**Constructive Theology**
Leadership and Ministry in Context (2 terms, concurrent with Field Placement)	**Field Education (minimum of 2 including a basis unit of CPE)**
Intro to Pastoral Theology	**1) FE 470 CPE**
Preaching/Worship Elective	**Where?**
Living Into Our Commitments	**2) Field Education Placement**
Ministry Elective	**Where?**

****a Bible Elective may be taken in place of one of these courses**

Master of Divinity Worksheet – Islamic Chaplaincy Track

(25 required Courses or 75 credit hours)

NAME_____ **Date Admitted**_____

Transfer information (if any)_____

Degree proposal Submitted _____ **Accepted**_____

(Fill in Dates & Courses Taken)

Bayan Course Requirements	**Electives**
The Qur'an: Composition, Collection and Teachings	**Elective course in a religious tradition other than your own (CTS)**
Islamic Law and Legal Theory	**RH Elective Course**
Islamic Theology and Philosophy	**TEC Elective Course**
Islamic History	**Preaching/Worship Elective**
Islamic Ethics	**Interreligious Studies course (Bayan or CTS)**
Paradigms of Islamic Spirituality	**Four (4) Spiritual Care Electives (Bayan)**
Fiqh of Chaplaincy – Facilitating Islamic Life Cycle Rituals	
Self-Development and Self-Care	
Arabic 2A	
Arabic 2B	
CTS Course Requirements	**Field Education (minimum of 2 including a basis unit of CPE)**
Introduction to Pastoral Theology/Care (CTS) / or Theories and Practices of Spiritual Care (Bayan)	**1) FE 470 CPE**
Living Into Our Commitments	**Where?**
Leadership and Ministry in Context (2 terms, concurrent with Field Placement)	**2) Field Education Placement**
Introduction to Chaplaincy Studies	**Where?**

Appendix C – Master of Divinity Course Prerequisites

Course	Prerequisites*
RH 302 Interpreting the Hebrew Bible II (or upper level Hebrew Bible elective)	RH 301 Interpreting the Hebrew Bible
RH 321 Interpreting the Gospels	Strongly recommended: • RH 301—Interp. the Hebrew Bible
RH 325 Interpreting the Epistles (or upper level New Testament elective)	RH 321 Interpreting the Gospels
LM 400 Leadership & Ministry in Context/Field Ed Placement	Course in History/Foundational Theology • E.g., Systematic Theology, Islamic Theology and Philosophy, History of Christian Thought, Jewish Thought: Historically Rooted and Radically Engaged Introduction to Pastoral Care/Theology • LM 331, 332, or LMB 484 **Additional course in leadership/ministry (LM)** **Strongly recommended:** • **TEC 355 Living into Our Commitments** **check w/advisor re: best prep for your placement*
FE 470 Clinical Pastoral Education (CPE)	LM 331 Introduction to Pastoral Care LM 332 Introduction to Pastoral Theology *Or* LMB484 Theories and Practices of Spiritual Care
TEC 321 Intro to Christian Ethics	RH 344 History of Christian Thought
TEC 400 Constructive Theology	Course in sacred text • E.g., RH 301 Interpreting the Hebrew Bible, RH 321 Interpreting the Gospels Course in history • RH 344 History of Christian Thought or equivalent Course in pastoral care/theology • LM 332 Intro to Pastoral Theology or equivalent Strongly recommended: • LM 400 Leadership & Ministry in Context
Arabic 2B	Arabic 2A
Advanced ʻIlm al-Kalam	Islamic Rational Theology: ʻIlm al-Kalam

*Exceptions must be approved by petition of the MDiv committee updated: 2-17-2022

Appendix D – CTS Master of Divinity Portfolio Outline

	Artifact	Assessed Learning Outcomes
Stage 1- Four Course Review		
1	Application essay to CTS Master of Divinity program [link] *How does this artifact manifest the identified learning outcomes?*	**Promote Ethical-Spiritual Integrity** MD 3.1 Engage in sustained, critical, and effective theological and ethical reflection on the practice of ministry in the parish and other contexts. MD 3.2 Seek greater and greater coherence between one's publicly stated beliefs and values and one's personal and communal practices.
2	Living Into Our Commitments course assignment [link] Term/Year, Instructor: Grade: Professor's comments: *How does this artifact manifest the identified learning outcome?*	**Cultivate Compassionate Connection** MD 2.1. Engage and collaborate across lines of difference, privilege and power.
3	Pastoral Care/Theology course assignment, e.g. verbatim [link] Term/Year, Instructor: Grade: Professor's comments: *How does this artifact manifest the identified learning outcome?*	**Cultivate Compassionate Connection** MD 2.2. Demonstrate ability to offer quality pastoral care and wise ethical guidance to individuals and communities.

Stage 2-Middler		
4-5	Demonstration of core knowledge with 2 artifacts from Bible, history and/or theology courses Artifact 4 Course [link]: Term/Year, Instructor: Grade: Professor's comments: *How does this artifact manifest the identified learning outcomes?* Artifact 5 Course [link]: Term/Year, Instructor: Grade: Professor's comments: *How does this artifact manifest the identified learning outcomes?*	**Develop Critical Thinking** MD 1.1 Demonstrate knowledge of sacred texts most significant to you; knowledge of their history, tradition, and methods of interpretation; and the capacity to bring scriptural wisdom into critical engagement with current crises and opportunities. MD 1.2 Demonstrate knowledge of historical, systematic, and constructive theology, and the capacity to bring theological insight into critical engagement with current crises and opportunities. MD 1.3 Demonstrate knowledge of multiple cultural contexts and capacity for critical theological reflection that takes contextual issues seriously.
6	Practical Application, e.g., sermon, grant proposal, lesson plan, worship planning [link] Course: Term/Year, Instructor Grade: Professor's comments: *How does this artifact manifest the identified learning outcomes?*	**Support Concrete Strategic Action** MD 4.1 Communicate effectively, orally and in written form, both interpersonally and publicly. MD 4.2 Demonstrate ability to identify and analyze social structures of oppression and to propose and implement strategies of change.
7	Field Ed Placement/year: Midyear eval. (self and supervisor) [link] Final eval. (self and supervisor) [link] *Which of the learning outcomes do you feel were best advanced by your work here, and how?*	
8	CPE Evaluations (self and supervisor) [link] *How do these artifacts manifest the identified learning outcomes?*	**Cultivate Compassionate Connection** MD 2.1. Engage and collaborate across lines of difference, privilege and power. MD 2.2. Demonstrate ability to offer quality pastoral care and wise ethical

		guidance to individuals and communities.
9	Middler Review Packet: Degree Proposal and Learning Reflections [link]	

Stage 3- Capstone		
10	Assignment from a course focused on a lifestance other than your own [link] Course: Term/Year, Instructor: Grade: Professor's comments: *How does this artifact manifest the identified learning outcome?*	**Develop Critical Thinking** MD 1.4 Demonstrate knowledge of and ability to critically engage with at least one spiritual lifestance other than your own.
11	Theology in Context Paper (Constructive Theology) [link] Term/Year, Instructor: Grade: Professor's comments: *How does this artifact manifest the identified learning outcomes?*	**Develop Critical Thinking** MD 1.2 Demonstrate knowledge of historical, systematic, and constructive theology, and the capacity to bring theological insight into critical engagement with current crises and opportunities. MD 1.3 Demonstrate knowledge of multiple cultural contexts and capacity for critical theological reflection that takes contextual issues seriously. **Support Concrete Strategic Action** MD 4.1 Communicate effectively, orally and in written form, both interpersonally and publicly. MD 4.2 Demonstrate ability to identify and analyze social structures of oppression and to propose and implement strategies of change.
12	Sacred Text in Context, e.g. sermon, op-ed, lesson plan that substantively engages interpretation of sacred text [link] Course: Term/Year, Instructor: Grade: Professor's comments:	**Develop Critical Thinking** MD 1.1 Demonstrate knowledge of sacred texts most significant to you; knowledge of their history, tradition, and methods of interpretation; and the capacity to bring scriptural wisdom into

	How does this artifact manifest the identified learning outcomes?	critical engagement with current crises and opportunities. MD 1.3 Demonstrate knowledge of multiple cultural contexts and capacity for critical theological reflection that takes contextual issues seriously. **Support Concrete Strategic Action** MD 4.1 Communicate effectively, orally and in written form, both interpersonally and publicly.
13	Vocational Statement: Describe your professional goals and leadership philosophy [link] *How does this artifact manifest the identified learning outcomes?* *Note: In your Capstone oral presentation, you will work to integrate these into your journey of theological education. The oral presentation is more than that, however; please see instructions.*	**Promote Ethical-Spiritual Integrity** MD 3.1 Engage in sustained, critical, and effective theological and ethical reflection on the practice of ministry in the parish and other contexts. MD 3.2 Seek greater and greater coherence between one's publicly stated beliefs and values and one's personal and communal practices.
Optional	Concentration artifact	

Appendix E – Resource List:
ACPE Centers Offering Remote CPE Supervision

These are some ACPE accredited centers that offer remote units of CPE. This is not an exhaustive list, as each center decides how to offer units.

The Academy for Jewish Religion
Arcadia, CA
(213) 884-4133
www.ajrca.edu

Advent Health Orlando CPE System Center
Altamonte Springs, FL
(407) 303-5297
http://www.pastoraleducation.org

Center for Pastoral Education at The Jewish Theological Seminary
New York, NY
(212) 280-6175
www.jtsa.edu

***The Christ College of Nursing and Health Sciences**
Cincinnati, OH
(513) 585-2266
www.thechristhospital.com
yvonne.valeris@thechristhospital.com

Ecumenical Institute for CPE C/O Cherokee Mental Health Institute
Cherokee, IA
(712) 225-6945
www.ecumenicalinstitute.org

***The Jed Center**
Glastonbury, CT
(860) 633-3359
https://thejedcenter.org

Johns Hopkins Medicine Academic Division
Baltimore, MD
(410) 550-7569
https://www.hopkinsmedicine.org/spiritualcare/education/

Lutheran Services New York Alliance CPE
New York, NY
(646) 413-5443
www.lsnya.org

R. C. Freedom Ministries, Inc.
San Antonio, TX
(210) 819-5832
http://rcfreedomministries.org

San Francisco Night Ministry (Buddhist CPE)
San Francisco, CA
(415) 935-7862
https://sfnightministry.org/cpe-day/

Serenity CPE Center for Experiential Learning
Elgin, IL
(800) 501-4250
www.serenityenterprisescdc.com

Sankofa CPE Center, LLC
Chicago, IL
(773) 953-9398
www.sankofacpe.com

***Spiritual Health at Emory Healthcare**
Atlanta, GA
(404) 686-2828
Spiritualhealth.emory.edu

**Denotes centers where students have completed units in years past.*

Appendix F – Frequently Asked Questions about CPE

I am a CTS MDiv student and have not completed any CPE program to date. What do I do?
Find a CPE site with a certified CPE Educator (you can search the CPE online directory of sites at: www.acpe.edu). Check out the specific requirements and dates for each site (this varies by location) to find a good fit for you. Submit an application to a site or sites (the application is the same for all sites). Go through an interview with the site. Once accepted, let the site know you are accepting the position, and then submit any CPE tuition requests along with the acceptance letter and invoice to the CTS Registrar, Controller, and Director of Theological Field Education. Enroll in FE 470A* (3 credits – it counts as an elective) or FE470 (0 credits – if you are saving an elective for a different course). At the conclusion of the CPE unit, send your supervisor's final evaluation to the Director of Theological Field Education and the Certificate of Completion to the Registrar. For more information on the process, consult additional pages in this MDiv Handbook.

***I am a Bayan MDiv student. Is any of this different for me?**
You are required to take FE470A for 3 credits. You may petition to transfer a unit of CPE if you completed it within three years prior to your matriculation.

I am an CTS or Bayan MDiv student who has previously completed CPE and would like it to be credited on my transcript to fulfill program requirements. What do I need to do?
In order to receive a transfer credit, CTS will need documentation from your completed CPE unit as proof that this requirement has been fulfilled. The needed documents are the CPE Certificate of Completion and the CPE supervisor's Final Evaluation. Send these two documents to the Registrar and the Director of Theological Field Education. The unit must have been completed within the three years prior to matriculation to qualify.

I'm a CTS or Bayan MDiv student in need of doing CPE but there isn't a CPE site nearby. What do I do?
Consult the list of remote sites included in this MDiv Handbook. You'll have to apply and be accepted to the unit, as well as arrange for your own site placement per the requirements of your Certified CPE Educator.

I am a CTS or Bayan MDiv student who is currently in a CPE program, but I did not enroll in FE470 or FE470A as I should have. How can this be resolved?
Submit any CPE tuition requests along with the acceptance letter and invoice to the Registrar, Controller, and Director of Theological Field Education. Enroll in FE470 (0 credits) or FE470A (3 credits). At the conclusion of the unit, send your CPE supervisor's Final Evaluation to the Director of Theological Field Education and the Certificate of Completion to the Registrar. For more information on the process, consult additional pages in this MDiv Handbook.

How long is CPE?
Each accredited center determines the length (Fall, Winter, Spring, Summer, Extended), site placement (on-site, arranged placement site with agency, student-initiated placement site) and modality (on-site supervision; remote supervision) of their own program. The length of CPE units varies, and you need to find something that works best for you.

Do I pay tuition to CTS or to the CPE site directly?
That depends. If you take FE470A for 3 credits, you will pay your seminary tuition and the tuition for the unit will be processed and paid directly to the CPE center via the CTS Controller's office. If the site requires a deposit to hold the spot, and you pay the deposit out of pocket, you can submit your receipts

to CTS for reimbursement up to the cost of tuition. If you take FE470 for 0 credits, you must pay the tuition directly to the site. You will not be charged CTS tuition to take FE470 for 0 credits.

Is there any CTS coursework for FE 470A?
No. All CPE education is delivered at your site in communication with your Certified CPE Educator (supervisor).

What are the required prerequisite courses to apply for CPE? Completion of one full semester of coursework (4 courses) including LM 331: Introduction to Pastoral Care or LM 332O: Introduction to Pastoral Theology or LMB 484O: Theories & Practices of Spiritual Care.

Can I speak with someone in the Office of Theological Field Education about my specific questions?
Yes. You can setup a Zoom or phone meeting with the Director of Theological Field Education by contacting them via email to schedule.

Appendix G – Field Placement Learning Covenant – Master of Divinity

MDiv Field Placement Internship Learning Covenant

Chicago Theological Seminary

Part 1: Site Confirmation
(Part 1 of the Learning Covenant (this page) is due on the last day of the academic term that precedes the term when you'll begin your Field Placement site-based internship hours and LM400O: *Leadership & Ministry in Context*. Plan ahead!**)**

Student Name _____

Phone and Email _____

Academic Advisor _____

Placement Site _____

First Term of Field Placement (ex: Fall 2026, etc.)_____

Second Term of Field Placement (ex: Spring 2027, etc.)_____

Site Supervisor _____

Site Address _____

Supervisor Phone _____ Supervisor email _____

Site Web Address _____

Brief Description of Student Responsibilities & Title: _____

_____

To note: all students are required to complete an Oxford background check and Praesidium Academy online trainings prior to beginning your site-based internship hours. See Appendix I for details and deadlines for completing these requirements.

Student signature & date _____

Supervisor signature & date _____

Learning Covenant Part 2 – Professional Development Goals

AREA of COMPETENCY	PROFESSIONAL DEVELOPMENT GOAL	STRATEGIES (tasks/activities and helpful resources)	What specific MDiv LEARNING OUTCOME will this goal address?*	METHODS of ASSESSMENT
Develop Critical Thinking				
Cultivate Compassionate Connection				
Promote Ethical-Spiritual Integrity				
Support Concrete Strategic Action				

*** See MDiv Program Goals and Learning Outcomes, on pages 4-5 of the MDiv Handbook**

Learning Covenant Part 3: Administrative Agreement (cont. on next page)

Student Name & Title at Internship _____

Description of Responsibilities _____

Total hours per week: _____ Stipend: $_____

Terms of covenant Start date: _____ End date: _____

*** Students are expected to abide by the start and completion dates agreed upon between the site and the student; students may not expect to exit their field placement before the end date, even if the required 400 hours have already been completed. Any alterations to the Learning Covenant must be mutually agreed upon by the supervisor, the student and the Director of Theological Field Education at CTS. ***

Other benefits _____ Vacations _____

Supervision

Name & Title of Supervisor: _____

Address: _____

Phone: _____ Email: _____

Schedule for weekly planned supervision

When _____ Where_____

Schedule for Evaluation Sessions with Supervisor

Date of Mid-Point Evaluation (at 200 hours) _____

Date of Final Evaluation (at 400 hours) _____

What support structures are in place? What reporting structures are in place? (e.g., Site Supervisor, Lay Committee, Peer Group):

_____

Learning Covenant Part 3 (cont.): Expectations of the Seminary

A. The Learning Covenant is a consultative, four-way covenant among student, supervisor, academic advisor, and the Office of Theological Field Education. **Students bear the responsibility for its development.** It is understood that the Covenant is a point of departure and therefore may need to be redesigned as new goals and possibilities emerge. **The Learning Covenant is not to be broken without consultation of the parties involved.**

B. The student is to be involved responsibly in the placement for 12-15 hours per week (including a reasonable amount of travel time), following the tri-term academic calendar. The student is to engage in regular, weekly supervision with the supervisor to reflect on their experience.

C. The supervisor will make available at least one hour each week where the student's learning, concerns or problems are the primary agenda items.

D. The student and supervisor will complete evaluations of the student's growth and learning at the time of mid-point and final evaluations. The evaluations will be completed online and may be used by faculty to assess student progress.

E. The supervisor will participate in an orientation and other trainings, as available.

F. The Seminary will provide support and consultation for supervisors throughout the year as needed, and with the student and/or supervisor at the placement sites or online.

Your signature below indicates your agreement with the goals and conditions of this Learning Covenant, and your understanding and acceptance of the Chicago Theological Seminary Policy Against Discrimination and Harassment.

Student signature & date: _____

Site Supervisor signature & date: _____

Academic Advisor signature & date:_____

Theological Field Education Director signature & date:_____

Appendix H – Sample: Professional Development Goals

A congregation-based field placement might include professional development goals such as the following:

AREA of COMPETENCY	PROFESSIONAL DEVELOPMENT GOAL	STRATEGIES (tasks/activities and helpful resources)	What specific MDiv LEARNING OUTCOME will this goal address?	METHODS of ASSESSMENT
Develop Critical Thinking	Develop skill in preaching from the lectionary, in a way that is connected to both congregational life and current events.	Preach 2x/semester and participate in worship 3 Sundays/month Write weekly lectionary reflections, to share with supervisor Read *The Preaching Life* by Barbara Brown Taylor and discuss with supervisor	I.1 – demonstrate knowledge of the Bible, its history, tradition and methods of interpretation, and the capacity to bring scriptural wisdom into critical engagement with current crises and opportunities	Weekly supervisory conversations with supervisor Feedback from lay committee after each sermon
Cultivate Compassionate Connection	Develop confidence and competence in providing pastoral care to individuals and congregational community.	Shadow supervisor on pastoral visits during first 2 months Do solo pastoral visits, for crisis care and sustained pastoral care Incorporate pastoral focus into sermons Look at family systems theory resources with supervisor	II.2 – demonstrate ability to offer quality pastoral care and wise ethical guidance to individuals and communities	Weekly supervisory conversations with supervisor Feedback from lay committee after each sermon Direct feedback from parishioners I've provided care for (if they are comfortable providing it)
Promote Ethical-Spiritual Integrity	Identify and develop congregational leadership style that mirrors my spiritual and social commitments.	Attend staff meetings, council meetings, and relevant committees Practice facilitation skills that are sensitive to different styles of engagement Participate in congregational anti-racism training	III.2 – seek greater and greater coherence between one's publicly stated beliefs and values and one's personal and communal practices.	Weekly supervisory conversations with supervisor Periodic direct feedback from appropriate committee leaders
Support Concrete Strategic Action	Develop capacity for engaging a congregation in faith-based organizing that is focused on the needs of the surrounding community.	Attend local CAPS meetings at neighboring church Participate in outreach committee activities Attend organizing training with supervisor and congregational leaders	IV.2 – demonstrate ability to identify and analyze social structures of oppression and to propose and implement strategies of change	Weekly supervisory conversations with supervisor Periodic direct feedback from outreach committee leaders

Or, for a field placement at a community-based organization:

AREA of COMPETENCY	PROFESSIONAL DEVELOPMENT GOAL	STRATEGIES (tasks/activities and helpful resources)	What specific MDiv LEARNING OUTCOME will this goal address?	METHODS of ASSESSMENT
Develop Critical Thinking	Gain deeper understanding of Christian and neighboring faiths' responses to homelessness	Participate in interfaith dialogue series, which will culminate in a shared community service project Meet with leaders from the Jewish Council on Urban Affairs and Inner-City Muslim Action Network	I.4 – demonstrate knowledge of and ability to critically engage with at least one tradition other than Christianity	Direct observation and weekly theological reflection with supervisor and agency peer group
Cultivate Compassionate Connection	Gain understanding of and experience with sensitive and effective pastoral care with people who are homeless, and across the spectrum of agency clients served (teens, seniors, women, men, families, LGBTQ, African American, Latino/a, white, etc.)	Provide pastoral care and outreach services to clients, through regular participation in ongoing agency services and activities Read *A Recipe for Hope,* by Karen Skalitzky	II.2 – demonstrate ability to offer quality pastoral care and wise ethical guidance to individuals and communities	Direct observation and weekly theological reflection with supervisor and agency peer group
Promote Ethical-Spiritual Integrity	Develop ways to bring the compassionate care and advocacy needs of the homeless community into congregational ministry	Preach twice/year at in-care congregation, incorporating stories from outreach ministry Develop draft of curriculum about homelessness to share with in-care congregation	III.1 – engage in sustained, critical and effective theological and ethical reflection on the practice of ministry in the parish and other contexts	Weekly theological reflection with supervisor, feedback from church pastor, Christian Education committee and in-care committee after each sermon
Support Concrete Strategic Action	Learn about & demonstrate capacity with faith-based advocacy	Attend faith-rooted organizing training Participate in community action council meetings Work with agency advocacy team on educational event for aldermen and other local leaders	IV.2 – demonstrate ability to identify and analyze social structures of oppression and to propose and implement strategies of change	Direct observation and weekly theological reflection with supervisor and agency peer group; feedback from faith-rooted organizing trainers after actions and events

Appendix I

Required Background Checks and Online Trainings for Field Placement Students

Oxford background checks and Praesidium Academy Online Trainings are required for all students who will be completing their Field Placement internships. **These background checks and online trainings must be completed and submitted by the last day of the preceding academic term prior to when you'll begin your Field Placement internship.**

The background check is of the sex offender registry, motor vehicle violation, social security number, national directory, federal records, and county records checks, only. Results of the background check are reviewed by the Director of Theological Field Education. Students and Field Placement sites do not have access to this information. If concern arises, the Director of Theological Field Education will consult with the Academic Dean.

Instructions for Oxford background check:

To begin the process, click the following link: https://www.oxforddoc.com/

- Click on "Candidate Registration" at the top right of the window
- Enter your first name, last name and CTS email address
- Enter Client Number/Abbreviation as 2856
- Enter Position Code as 1
- Follow prompts until finished

If there are technical issues, please contact Oxford Document Management at (800)801-9114.

Once you have completed the steps above to initiate the Oxford background check process, the Office of Theological Field Education will receive a confirmation email. This confirmation email from Oxford will prompt the Director of Theological Field Education to enroll you in the following online **Praesidium Academy Training Courses:**

1. Foundations- Preventing Abuse in Youth-Serving Organizations (45 minutes)
2. Keeping Your Church Safe (30 minutes)
3. Duty to Report- Mandated Reporter (30 minutes)
4. Social Media Safety (45 minutes)

Upon enrollment in these four Praesidium courses, students will receive an invitation directly from Praesidium to your @ctschicago email address to access the online portal and complete the courses named above. **A reminder that these trainings must also be completed and submitted by the last day of the preceding academic term prior to when you'll begin your Field Placement internship.**

Appendix J

MID-YEAR & FINAL FIELD PLACEMENT EVALUATION FORM
(Student & Supervisor)

Written evaluations of the student's growth and experience are to be completed by the student and supervisor twice during the placement – once at the mid-point (at 200 hours) and once at the completion of your contextual learning experience (at 400 hours). Both the Mid-year and Final evaluations should be scheduled in the Learning Covenant. The Mid-Year Evaluation (200 hours) is due at the end of the Fall semester. The Final Evaluation (400 hours) is due at the end of the Spring semester.

Please follow the following procedure for both evaluations:

1. Both the student and the supervisor are asked to complete separate written evaluations. Use the form below to draft evaluations. When you have each had a chance to read the other's evaluation, schedule time for conversation and joint reflection. Both parties should formalize their evaluations and submit their finalized responses to the Office of Theological Field Education following the instructions for online submission. Supervisors and students should retain a copy for their records, for supervisory documentation, for MDiv portfolio, and for ordination committees, licensure, and/or certifying boards, if applicable. You will receive a copy of your submission. Please share a copy with your supervisor, if student, and with student, if supervisor.

2. These evaluations will be read by LM 400O/FE 471 instructors, may be used in conferences with your faculty advisor, and they may also be required documentation for students seeking ordination. Please retain and safeguard your own documentation.

Master of Divinity students at CTS are expected to demonstrate particular learning objectives upon completion of the degree. Students have identified four specific learning objectives from the list below that directly relate to the professional development goals they defined for their Field Placement. Please address those specific objectives with greater depth in your narrative responses.

FIELD PLACEMENT EVALUATION FORM

Student Name: _____

Student Email & Phone: _____

Site Supervisor Name, Email, & Phone: _____

Placement Site and Dates of Internship: _____

Person completing evaluation: _____Student _____Supervisor

Is this the mid-year or final evaluation: _____Mid-year _____Final

Assess current competency in *each* of the MDiv program learning objectives. Please provide a numerical ranking that indicates how you identify your current level of competency with each goal, using the following scale:

1	2	3	4	5	6	7
N/A	Beginning	Developing	Adequate	Good	Excellent	Exemplary

Develop Critical Thinking

Demonstrate knowledge of the sacred texts; knowledge of its history, tradition, and methods of interpretation; and the capacity to bring scriptural wisdom into critical engagement with current crises and opportunities.

☐ ☐ ☐ ☐ ☐ ☐ ☐
1 2 3 4 5 6 7

Demonstrate knowledge of historical, systematic, and constructive theology, and the capacity to bring theological insight into critical engagement with current crises and opportunities.

☐ ☐ ☐ ☐ ☐ ☐ ☐
1 2 3 4 5 6 7

Demonstrate knowledge of multiple cultural contexts and capacity for critical and sustained theological reflection that takes contextual issues seriously.

☐ ☐ ☐ ☐ ☐ ☐ ☐
1 2 3 4 5 6 7

Demonstrate knowledge of and ability to critically engage with at least two religious traditions.

☐ ☐ ☐ ☐ ☐ ☐ ☐
1 2 3 4 5 6 7

Cultivate compassionate connection

Engage and collaborate across lines of difference, privilege and power.

☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

Demonstrate ability to offer quality spiritual care and wise ethical guidance to individuals and communities.

☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

Promote ethical-spiritual integrity.

Engage in sustained, critical, and effective theological and ethical reflection on the practice of ministry in context.

☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

Seek greater and greater coherence between one's publicly stated beliefs and values and one's personal and communal practices.

☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

Support concrete strategic action

Communicate effectively, orally and in written form, both interpersonally and publicly.

☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

Demonstrate ability to identify and analyze social structures of oppression and to propose and implement strategies of change.

☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

NARRATIVE EVALUATION REFLECTION

Master of Divinity students at CTS are expected to demonstrate particular learning objectives upon completion of the degree. Please comment directly on the identified goals from the learning covenant while reflecting on competencies, professional development, and preparation for leadership. Each questions warrants a paragraph or more of serious, thoughtful reflection.

- Comment on progress on each of the four stated professional development learning goals. Include any shifts in work plan or unexpected learning that may be occurring.

- Describe and evaluate the gifts or strengths as well as growing edges. Include in this response a reflection on service, leadership, and learning at the site.

- How would you describe your/the student's leadership style? How has this internship helped you/the learner grow their capability to be an effective religious leader?

- What theological issues did you/the student wrestle with during this period of internship? How have you seen this experience shaping your/their theology and practice? Be specific.

- Describe how this experience has challenged or helped you to develop your skills in time management, commitment, and dependability; your personal spiritual/devotional life; and your sense of personal growth and development. What practices or habits did you/the student implement toward personal, professional, and spiritual development? What worked? What didn't work?

- Based on this field placement experience, what personal, professional, and spiritual development goals do you see as important and appropriate next steps?

_____ _____

Signature of Student and Date Signature of Supervisor and Date

Contact Information

Chicago Theological Seminary
1407 E. 60th Street
Chicago, IL 60637
773.896.2400
www.ctschicago.edu

Dr. José Morales
MDiv Program Director
Associate Professor of Worship
773.896.2493
jose.morales@ctschicago.edu

Ms. Rachel Payden
Director of Theological Field Education
773.896.2411
rpayden@ctschicago.edu

Mr. Munir Shaikh
Vice President of Operations and Academic Affairs at Bayan
munir.shaikh@ctschicago.edu

Ms. Kylie Stochel
Registrar
773.896.2471
kylie.stochel@ctschicago.edu



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THEOLOGICAL
SEMINARY

1407 E. 60th Street, Chicago, IL 60637
773.896.2400 ctschicago.edu