



THE ISLAMIC SEMINARY OF AMERICA

Masters of Divinity (MDiv) Handbook

www.islamicseminary.us

MDIV PROGRAM HANDBOOK

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Statements of Vision, Mission and Commitments

Our **vision** is a world constantly bettered by religious scholarship and ethical leadership.

Our **mission** is to cultivate generations of world class doers and thinkers who lead from an Islamic paradigm while engaging contemporary challenges and opportunities.

As **Believing Academics** we are committed to mutual teaching and learning, to academic excellence, to open inquiry within the parameters of our faith, and to critical engagement of texts, contexts, and practices in all of our educational programs with the aim of graduating leadership that has the following core competencies¹.

1. **Qur'anic Literacy**
2. **Prophetic Theory and Praxis**
3. **Cross-Cultural Competence**
4. **Facilitation Skills**
5. **Professional Practice**

¹ As developed and required by Muslim Endorsement Council Inc.

Overview of Program

The Master of Divinity (MDiv) is a program designed to prepare students to serve as transformative religious leaders in Islamic centers and the broader society. This program combines critical reflection with real life application— emphasizing the idea of doing service and studying in the context of community. The Master of Divinity program culminates in a final writing project, the Theory and Practice Paper. 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-traditional settings such as: healthcare facilities, human service organizations, governmental agencies, nonprofits, business and academic entities, community and advocacy organizations, and in the public sphere.

This Master of Divinity program seeks, always, to provide students with the tools necessary to interpret the Quran, Hadith, and other religious texts and doctrine in light of the Quranic injunction “to join the good and forbid evil” (Quran 3:110).

Goals and Outcomes of the Program

Program Goals

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

- I. To engage in **critical thinking** while demonstrating an ability to apply such knowledge creatively to new challenges in ways that foster the increase of justice and mercy.
- II. To make **compassionate connections** 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 integrity** while promoting it in others.
- IV. To undertake **strategic action** that is grounded to promote the increase of justice and mercy.

Program Outcomes

- I. Develop Critical Thinking
 - Demonstrate knowledge of the Quran and Hadith, and the capacity to bring textual wisdom into critical engagement with current crises and opportunities.
 - Demonstrate knowledge of multiple cultural contexts and capacity for critical reflection that takes contextual issues seriously.

- Demonstrate knowledge of and ability to critically engage with at least one tradition other than Islam.

II. Cultivate Compassionate Connections

- Engage and collaborate across lines of difference, privilege and power.
- Demonstrate ability to offer quality service and consistent ethical guidance to individuals and communities.

III. Promote Ethical-Spiritual Integrity

- Engage in sustained, critical, and effective theological and ethical reflection on service in Islamic centers and other contexts.
- Seek greater coherence between one's publicly stated beliefs and values and one's personal and communal practices.

IV. Support Concrete Strategic Action

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

Admissions Requirements

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

- Official transcripts from undergraduate (and/or graduate) institutions attended.
- Three letters of reference – at least two must be academic.
- A resume documenting relevant work experience, education, and accomplishments.
- Written materials, including an autobiographical statement, as required in the application.
- TOEFL (Test of English as a Foreign Language) scores are required of applicants for whom English is not a first language. The exam must be completed no more than two years prior to application. The TOEFL may only be waived if the applicant has completed another degree, in English, in the US.

Program of Study/Advanced Standing

The MDiv program includes 24 courses (72 course credits), including Field Placement (6 credit hours) and Clinical Pastoral Education (CPE) (6 credit hours). When a student who has previously earned a Master's degree in theological or religious studies is accepted into the MDiv program, up to 24 credit hours of coursework applied to the previous degree may be transferred into the MDiv program after an assessment by TISA.

Arabic and Qur'anic Proficiency Requirements:

- **All MDiv degree-seeking students** are required to attain a passing grade for Fawakih Institute's Level 4 assessment for Arabic Proficiency before graduating from TISA.
- **All MDiv degree-seeking students** are required to memorize 1 juz of Qur'an with Tajwid before graduating from TISA.
- These two proficiencies must be demonstrated successfully as soon as possible and prior to the student's taking the last 9 credits of their degree. This means that if these two requirements are not met, the student will not be allowed to take their last 9 credits until they have met these requirements.

Advising

Students will meet with their faculty advisor regularly throughout the program for vocational conversations and for discussions about their proposed course of study. Other communications may be initiated by either the student or the faculty, as necessary. MDiv faculty advisors will work with students to discern what pattern of advising conversations is most suitable. For course registration, students will consult with the Registrar about course selection to ensure appropriate progress toward completion of the MDiv.

Middle Review/Candidacy Process

Ongoing direct assessment of student learning takes place through coursework and Field Education. At the midpoint of the program, the student undertakes the candidacy process, also known as the Middle Review. This is a supportive and affirmative process, not simply evaluative. Although it is understandable that a student may feel anxiety at this important juncture, the Middle Review is an important decision made together by faculty, for each individual, for the seminary, and for the communities that look to the seminary to educate future leaders. This process is undertaken in a spirit of mutuality and care, in hopes of nurturing and celebrating each student's unique vocation.

Each student will prepare a degree proposal during their second academic year, or after the student has completed approximately one-half of her or his coursework. The degree proposal is prepared in

consultation with the student's faculty advisor and the Registrar. In addition, each student prepares a self-assessment instrument which is shared with the Academic Council during a meeting dedicated to Middle Review. The Council comes to a common mind regarding each review. Once the degree proposal has been formally approved by the Council, it becomes an educational contract between TISA and that student for the MDiv degree. No MDiv student may graduate without an approved degree proposal.

The Registrar will provide each student with a personalized electronic Degree Proposal form, which will list the remaining requirements the student must complete. Each student is responsible for completing the form provided to them by the Registrar in full and making an appointment with his or her faculty advisor to discuss the form and his or her vocational goals. The student's Degree Proposal is the application for admission to MDiv candidacy. Individuals with special needs requiring some variance from this procedure may make a request to the Academic Council through the Registrar.

For each student making an application, the Academic Council will consider the person's academic, professional, and personal promise for professional service as evidenced in the classroom, the seminary community, and field education. The Council will also consider the student's self-assessment and proposal for moving toward his or her goals. While it is not normally included, if a student feels that outside recommendations can supply important perspective and information, he or she is welcome to submit such material as part of the proposal. In some instances, a student proposal will be accepted as presented and the student will be admitted to the final part of the program. In other instances, the Council will recommend or require modifications of the proposal for admission. In other instances, the Council will decide that the student will not be accepted into candidacy. Students will be notified in writing of the Council's decision and/or recommendations. A student may appeal the Council's decision and ask for a reconsideration. The final decision, however, rests with the Academic Council. The mutually agreed upon and accepted degree proposal will be returned to the student.

Field Education

Introduction

Field Education is a name for teaching and learning that centers on integrating the practical and the theoretical dimensions of *doing* and *living* Islamically – 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.

The entire Master of Divinity curriculum, from classroom instruction to site placements, nurtures the student's exploration of religious tradition, integration of thought and feeling, and

embodiment of the Islamic paradigm as a way of life within contemporary communities of faith, service and action.

As students participate in Field Education, they engage in praxis within particular contexts for an extended period of time – an ongoing process of entering into the lives of Islamic centers, organizations and communities; accompanying these communities through their own practices of faith, service and action; and returning to the theology, scripture, theory and reflection that both shape and are shaped by the lived experience of service in community. Through this time of service, leadership, learning, and integration, students explore their particular intention to be of service; develop personally, interpersonally and professionally; clarify their commitment to service; refine skills and illuminate talents; and articulate a theory of practice based upon Islamic paradigms.

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

- Field Placement I and II (TISA-890 and 891)
- Clinical Pastoral Education (CPE) I and II (TISA-895 and 896)

Both CPE and field placement will provide an opportunity to experience the intersections of service in theory and ministry in context – or even a variety of different contexts. And, both CPE and field placement will involve a learning/serving relationship with your supervisor and Islamic center/community, during which you will engage an *action-reflection-action or praxis* model of learning together. Your CPE and field placement experiences will be filled with *action* – practical, hands-on experience as you take on the tasks of service, wherever you may be placed. And your supervisor, peers, TISA faculty and perhaps other members of the Islamic center/community will join you in *reflection* – offering guidance and companionship as you reflect on your experiences and grow, personally and professionally, in knowledge, faith, and service. TISA honors contextual diversity.

Field Education Requirements

	Islamic Center/Community Field Placements	Clinical Pastoral Education (CPE)
Components	<ul style="list-style-type: none"> • 400 supervised hours at a site selected by the student in consultation with your faculty advisor. • Register for TISA-890 and 891, Field Placement I and II. 	<ul style="list-style-type: none"> • 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; your faculty advisor is available to consult with you about potential CPE sites. • Register for TISA- 895 and 896, Clinical Pastoral Education (CPE) I and II. <p>For more information and for application forms, visit the ACPE website: https://acpe.edu</p>
Prerequisites	<ul style="list-style-type: none"> • Completion of 12 credit hours of coursework 	<ul style="list-style-type: none"> • Completion of 12 credit hours of coursework
Required Written Materials and Evaluations	<p>All are completed in consultation with your faculty advisor.</p> <ul style="list-style-type: none"> • Learning Contract. • Mid-Year Evaluation (after 200 hours), self and supervisor. • Final Evaluation (after 400 hours), self and supervisor. • Other assignments as determined by the course syllabus. 	<p>All are completed at the CPE site.</p> <ul style="list-style-type: none"> • Verbatim reports and other clinical reflections. • Mid-point self-evaluation. • Final evaluation (self and supervisor). <p>When you complete your program, please provide a copy of your final evaluation to your faculty advisor, and a copy of your certificate to the Registrar.</p>

Field Placement

Overview

All MDiv students must complete supervised, experiential learning – *typically concurrent with other coursework during your second or third year* – which can be satisfied through participation in a community-based context which both challenges and enhances your learning. Placements may include religious communities, mission-driven organizations, or other community-based settings whose commitments fit the TISA commitment and your vocational goals as a religious leader. Some examples include Islamic centers, hospitals, prisons, higher education, social services, or advocacy. **Background checks of students are required.**

It is your responsibility to initiate contact with potential sites and supervisors and make arrangements for your own field placement. All site placements and supervisors must be approved by your faculty advisor.

The Site Placement may be defined as **one** of the following:

1. **400 hours of supervised experience, concurrent with the academic year, typically involving 10-15 hours per week. Register for (TISA-890 and 891): Field Placement I and II. Students are not to begin field placement in the middle or towards the end of the academic year.**
2. **400 supervised hours during the summer (typically 35-40 hours/week for 10-12 weeks). Register for (TISA-890 and 891): Field Placement I and II for the summer. Summer field placement is approved only for programs or opportunities that are solely offered during this said time i.e., selective resident camps or internships. Its purpose is not to jump start field placement hours that are to commence in the fall.**

During an Islamic center/community field placement, students are required to:

1. Submit a **Learning Contract**, which will include both your Professional Development Goals and the Administrative Agreement between you and your site (see pg. 29 and Appendix D).
 - a. Part 1 of the Learning Contract is due May 1 prior to beginning the field placement experience. Students may submit the entire Learning Contract at this time, pending approval of their faculty advisor and site supervisor.
 - b. Parts 2 and 3 of the Learning Contract will be due September 1. The final draft will be due mid-October.
 - c. If a student is participating in a summer placement, the final, signed copy of her or his Learning Contract will be due no later than May 31st. The Learning Contract must be approved and signed by the student's academic advisor and site supervisor. Failure to

submit an approved Learning Contract in a timely fashion will result in an incomplete (I) on the student's transcript.

2. Complete a **Mid-Year Evaluation** after completion of 200 hours and a **Final Evaluation** after completion of 400 hours (See pg. 12-16). **Failure to submit Mid-Year or Final Evaluations in a timely fashion will result in an incomplete (I) on the student's transcript.**

Islamic Center/Community Site Placement – First Steps

1. **Identify an appropriate site for your 400 hour supervised placement**, either concurrent (part-time) during the school year or full-time during the summer. **Summer field placement is approved only for programs or opportunities that are solely offered during this said time i.e., selective resident camps or internships. Its purpose is not to jump start field placement hours that are to commence in the fall.**
 - a. *Research the possibilities.* Your faculty advisor will meet with you one-on-one (in person, over the phone, or via video conference) during the first semester before your placement at TISA to learn about your vocational interests and begin considering potential matches for you and will provide as much assistance with this process as you may wish.
 - b. *Communicate* with the prospective Site Supervisor to determine the appropriateness of your proposed site for your educational goals (Please be aware that different sites and supervisors will have different processes for interviewing and accepting students).
 - c. Forward the contact information of the prospective site supervisor to your faculty advisor and the Registrar. Sites are not approved until your faculty advisor has communicated in-person or electronically with the site supervisor(s). It is incumbent upon the student to forward the necessary information promptly and to encourage the supervisor(s) to respond.
 - d. Supervisors are mentors and must be willing to commit to regular times of reflection and supervision. *Supervisors must have an MDiv degree or its equivalent, significant experience in ministry, demonstrated capacity to supervise interns, and capacity to foster student learning and work toward achievement of the MDiv competencies.*
 - e. Your faculty advisor must approve the site and supervisor prior to taking the next step.

Register for TISA-890 and 891: Field Placement I and II.

2. Draft your Learning Contract in consultation with your supervisor. A completed Learning Contract will include your learning objectives, along with the administrative agreement and signatures – you, your site supervisor(s) and your faculty advisor. The completed Learning

Contract must be submitted to your faculty advisor. For students completing field placement during the academic year, Part 1 of the Learning Contract is due May 1, preceding the fall field placement experience. Parts 2 and 3 are due mid-October. The completed, final Learning Contract is due May 31 for students in a summer placement. Submit the Learning Contract to your faculty advisor. We encourage you to get started on your Learning Contract as soon as your site is selected and approved.

The Learning Contract

All site placements start with the **Learning Contract**. The Learning Contract is a specific plan of action negotiated between the student and the site supervisor and agreed upon with the student's faculty advisor. It includes: 1) Site Confirmation, 2) Professional Development Goals and 3) the Administrative Agreement.

Developing a Learning Contract

A *Learning Contract* is crafted by the student, in close consultation with the student's site supervisor. The Contract expresses goals for professional development; suggests the means to reach those objectives; explains the methods of reporting; outlines resources for the student's work and learning; and indicates connections to the broader MDiv degree learning objectives. The Learning Contract process is one in which the student, faculty advisor, and supervisor share expectations and reach a common agreement which is mutually productive for all. Because it involves conversations with multiple parties, it is therefore wise to begin this process early – e.g., during the summer, for a placement beginning in September. Please consult with your faculty advisor for assistance in formulating your goals and agreements, if needed. Failure to submit an approved Learning Contract will result in an incomplete (I) on the student's transcript. All must be submitted by the due date for successful completion of TISA-890 and 891.

The Learning Contract serves to:

- Define the student's specific professional development goals while in the placement;
- Define the student's responsibilities to the site;
- Clarify the relationship of the supervisor and placement to the student's overall program; and
- Aid the student, supervisor and seminary in evaluating the student's learning.

As you begin to draft your Learning Contract, please use the questions below to help guide you and your supervisor in the beginning stages of writing and clarifying your learning goals:

PROFESSIONAL DEVELOPMENT GOALS: Identify 4 goals – What, specifically, do you want to learn about service during this year? Consider your own particular interests and areas for growth; specific needs at your site to which you can positively contribute; and the broader spectrum of the common tasks and concerns of service

and/or advocacy.

STRATEGIES: What specific tasks and responsibilities will you undertake, which will help you both serve your site appropriately and work toward your goals? What courses, research, reading, or other experiences will undergird your preparation? What books/writings will you and your supervisor explore together, to help you learn as you go?

LEARNING OUTCOMES: What MDiv program learning outcomes do you feel are addressed by these particular professional development goals?

ASSESSMENT: How will you invite and involve others in reflecting on and assessing your performance and growth? It may be helpful to think of evaluation for your field placement less in terms of a job performance evaluation and more in terms of how you are evaluated in a class – e.g., via direct observation of your service, written and spoken reflection, etc.

Student Mid-Year and Final Evaluations

Guidelines for Students

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 (roughly 200 hours) and once at the completion of their service learning experience (400 hours). Primarily the Mid-Year Evaluation is due mid-February, and the Final Evaluation is due mid-May; however, the dates vary depending on the academic calendar. Both the Mid-Year and Final evaluations should be scheduled in the Learning Contract so that both supervisor and student agree upon the dates for the evaluations to be completed and submitted to their faculty advisor.

Failure to submit by the due date either the student or supervisor section of the Mid-Year Evaluation or Final Evaluation will result in an Incomplete (I) on the student's transcript. All must be submitted by the due date for successful completion of (TISA-890 and 891).

Please follow the following procedure for both evaluations:

1. Both the student and the supervisor are asked to complete separate written evaluations, using the Guidelines for Students or Guidelines for Supervisors, from the respective sections of the Field Education handbook. When you have each had a chance to read the other's evaluation, please schedule some time for conversation and joint reflection.
2. These evaluations will be read by your faculty advisor, and they may be used in conferences with your faculty advisor. Therefore, after meeting and discussing the evaluations, both the supervisor's evaluation and the student's evaluation should be signed by both supervisor and

student. Please be sure to include the names of both student and supervisor, the name of the placement, and the date.

Mid-Year Evaluation Reflections – Student

The Mid-year evaluations provide an opportunity for you to review your progress at your site, and to review the responsibilities set out by you and your supervisor via your Learning Contract. They are meant to facilitate reflection on your growth in leadership competency, personal and professional development, and depth of reflection on the experience. Students will be asked to respond to the following questions (4-5 thoughtful, detailed sentences per question):

- In what ways have you been contributing to service at your site?
- How are you doing with your professional development goals? Are there any goals that need to be adjusted at this point in your placement?
- How often have you been meeting with your supervisor? How do you usually spend your time together? Would you like to make any adjustments to how you spend your time together?
- Where do you see your talents shining through in your service at your site (or new talents coming to light)? What has been challenging for you?
- How has your time at your site contributed to your sense of professional clarity, or your understanding of your intention to serve?
- What do you think you'll need to pay special attention to as you continue with your placement?

Final Evaluation Survey - Student

Master of Divinity students at TISA are expected to demonstrate particular learning objectives upon completion of the degree, as noted below. For your field placement experience, you have identified four specific learning objectives from the list below that directly relate to the professional development goals you defined for your field placement. You will address those specific objectives with greater depth, in the narrative portion of the evaluation.

Here, we ask that you assess your current competency in *each* of the MDiv program learning objectives, as you have seen yourself develop throughout the course of your field placement. 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 Quran; Hadith, 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 Islamic 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 reflection that takes contextual issues seriously.

1 2 3 4 5 6 7

Demonstrate knowledge of and ability to critically engage with at least one tradition other than Islam.

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 service and consistent ethical guidance to individuals and communities.

1 2 3 4 5 6 7

Promote ethical integrity

Engage in sustained, critical, and effective ethical reflection on the practice of service in Islamic centers and other contexts.

1 2 3 4 5 6 7

Seek 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 and to propose and implement strategies of change.



1



2



3



4



5



6



7

Final Evaluation Reflections - Student

As with the Mid-Year evaluations, the Final Evaluations for field placement are meant to facilitate reflection on your growth in service competency, personal and professional development, and depth of reflection on the experience. In addition, the final evaluation offers you a chance to reflect upon your leadership style, your understanding of the broader mission and challenges of Islamic centers, and your sense of how you can facilitate your future personal and professional development.

Students will be required to respond to the following questions in 1-2 paragraphs each:

Self-Evaluation

- Describe and evaluate the strengths you perceive yourself bringing to service, and the areas you perceive as weaknesses or “growing edges.” Include in this response a reflection on your service, leadership, and learning at your site, and your progress on the professional development goals you created to focus this field placement experience.
- Describe your understanding of your leadership style and reflect on how this educational experience has helped you to become a more effective leader.
- Describe the Islamic paradigmatic issues that have been highlighted for you during this educational experience at your site. How has this experience contributed to your understanding of the mission and challenges of Islamic context, as experienced and lived out in a particular Islamic center or community?
- Describe how this experience has challenged or helped you develop your skills in time management, commitment, and dependability; your personal spiritual/devotional life; and your sense of personal growth and development.
- Based on this field placement experience, what personal and professional development goals do you see as important and appropriate next steps for you on your professional path?

Roles of the Supervisor

The supervisory relationship is a mentoring relationship. It is intended to be a dynamic and interactive relationship between two persons who seek to grow in Taqwa, thought, and action.

1. **THE SUPERVISOR IS A GUIDE.** This primary image may be useful in defining the role of the supervisor. The supervisor, along with the student, is on a personal pilgrimage to grow in faith and action. Yet the supervisor has covered some of the territory before, and at least has some experience in negotiating the unforeseen occurrences that will be encountered on the journey. While vulnerable to what is encountered on the journey and open to insights which the student will have, the guide's experience enables him or her to see the meaning of events, to connect insights, and to support the student on the journey.

As a guide the supervisor will need to listen to the student as commitments in service, questions about adequacy for service, and personal and spiritual issues are raised. The supervisor will be called on to give direction to the student, assisting the student to understand his or her actions in service and defining areas of growth. It will mean challenging the student as well as giving support. The maintenance of openness and communication in the relationship will allow challenges to be heard.

2. **THE SUPERVISOR IS A TEACHER.** He or she has been officially recognized by the seminary as one who has a particular gift of guiding, teaching, and evaluating a student. As with any faculty member, the supervisor must help the student develop a disciplined program of learning.

Expectations of the Supervisor

Supervisors are expected to:

1. **Hold an MDiv or its academic equivalent. If the immediate supervisor does not have this degree, 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. The faculty advisor must be consulted in such instances.**
2. **Attend orientation.** Whether you are a "seasoned" mentor or brand new to this role, this face-to-face and remote orientation will offer some shared foundations for entering into a supervisory role with our students. It will also give you a chance to introduce yourself to and meet your fellow supervisors.
3. **Complete a mutually agreed upon Learning Contract** with the student (see pg. 29 and Appendix D). This includes participating in the writing of the Learning Contract and accompanying the student in the process of meeting the goals set out within the Contract.

4. **Provide regular supervisory time for the student**, usually one hour each week. This includes:
 - Mentoring the student through her/his growth in leadership.
 - Engaging in reflection.
 - Discussing readings included in the Learning Contract.
 - 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 (pg. 12-16).
6. **Participate in online support meetings and training sessions** as you are able. Dates for such opportunities will be provided by the Registrar at the beginning of the fall semester.
7. **Read and accept the definitions, policies, and procedures of TISA's Policies Against Discrimination and Harassment.**

TISA Course Audits

During your year as a Site Supervisor, you may audit one TISA course (face-to-face or online) free of charge – **with permission of the instructor and contingent on seat availability**. If you are interested in auditing a course, you may find class schedules online at www.islamicseminary.us. Please contact our Registrar at (214) 484-1309 for more information. Questions may also be directed to the Dean or the Dean's designee.

Library Privileges

All site supervisors are welcome to make use of the resources at the TISA Library. For information regarding hours and borrowing privileges, please contact the Registrar.

Mid-Year and Final Evaluations – Guidelines for Supervisors

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 (roughly 200 hours)*** and ***once at the completion of your service learning experience (400 hours)***. Primarily the Mid-Year Evaluation is due February 1, and the Final Evaluation is due May 1; however, the dates vary depending on the academic calendar. Both the Mid-Year and Final Evaluations should be scheduled in the Learning Contract so that both supervisor and student agree upon the dates for the evaluations to be completed and submitted to the faculty advisor; failure to submit either the student or supervisor section of the Mid-Year or Final Evaluations by the due date may result in a grade of "F" on the

student's transcript. All must be submitted by the due date for successful completion of TISA-890 and 891.

Please follow the following procedure for both evaluations:

1. *Both the student and the supervisor are asked to complete separate written evaluations*, using the Guidelines for Students or Guidelines for Supervisors, from the respective sections of MDiv handbook. When you have each had a chance to read the other's evaluation, please schedule some time for conversation and joint reflection.
2. These evaluations will be used in conferences with your faculty advisor. Therefore, after meeting and discussing the evaluations, both the supervisor's evaluation and the student's evaluation should be *signed by both supervisor and student*. Please include the names of both student and supervisor, the name of the placement, and the date.

Mid-Year Evaluation Reflections - Supervisor

The Mid-Year Evaluations provide an opportunity for you to review your student's progress, and to review the responsibilities set out by you and the student via the Learning Contract. They are meant to facilitate reflection on the student's growth in professional competency, personal and professional development, and depth of reflection on the experience. Supervisors will be asked to respond to the following questions (4-5 thoughtful, detailed sentences per question):

- In what ways has your student been contributing to the service at your site?
- How is your student progressing towards the professional development goals? Are there any goals that need to be adjusted at this point in the placement?
- How often have you been meeting with your student? How do you usually spend your time together? Would you recommend any adjustments to how you spend your time together?
- Where do you see your student's talents shining through in ministry at your site (or new talents coming to light)? Where have you seen your student experiencing challenges?
- How would you evaluate your student's sense of vocational clarity, or understanding of the intention to serve?
- What will need additional attention as your student continues this placement?

Final Evaluation Survey – Supervisor

Master of Divinity students at TISA are expected to demonstrate particular learning objectives upon completion of the degree, as noted below. For the field placement experience, your student has identified four specific learning objectives from the list below that directly relate to the professional development goals defined for this field placement. You will address those specific objectives with greater depth, in the narrative portion of the evaluation.

Here, we ask that you assess your student’s current competency in *each* of the MDiv program learning objectives, as you have seen development throughout the course of this field placement. Please provide a numerical ranking that indicates how you identify your student’s 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 Quran; Hadith, 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 Islamic 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 reflection that takes contextual issues seriously.

1 2 3 4 5 6 7

Demonstrate knowledge of and ability to critically engage with at least one tradition other than Islam.

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 service and consistent ethical guidance to individuals and communities.

1 2 3 4 5 6 7

Promote ethical-spiritual integrity.

Engage in sustained, critical, and effective ethical reflection on the practice of service in Islamic centers and other contexts.

1 2 3 4 5 6 7

Seek 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 and to propose and implement strategies of change.

1 2 3 4 5 6 7

Final Evaluation Reflections - Supervisor

As with the mid-year evaluations, the final evaluations for field placement are meant to facilitate reflection on your student's growth in leadership competency, personal vocational development, and depth of theological reflection on the experience. In addition, the final evaluation offers you a chance to reflect upon the student's leadership style, understanding of the broader mission and challenges of the Islamic community and your sense of how this person can facilitate future personal and professional development.

The Supervisors will be required to respond to the following questions in 1-2 paragraphs each:

Student Evaluation

- Describe and evaluate the strengths you perceive your student bringing to service, and the areas you perceive as weaknesses or "growing edges." Include in this response a reflection on the service, leadership and learning your student engaged in at your site, and progress on the professional development goals s/he created to focus this field placement experience.
- Describe your sense of your student's leadership style and reflect on how this educational experience has helped efforts to become a more effective leader.
- Describe the Islamic paradigmatic issues that have been highlighted for your student (and perhaps also for you!) during this educational experience at your site. How has this experience contributed to the student's understanding of the mission and challenges of Islam, as experienced and lived out in a particular Islamic center or community context?
- Describe how this experience has challenged or helped your student to develop skills in time management, commitment and dependability; personal spiritual/devotional life; and sense of personal growth and development.
- Based on this field placement experience, what personal and professional development goals do you see as important and appropriate next steps for your student's professional path?

Suggestions Service Reflection

The time you and your student spend together in supervision is yours to create together, in ways that make sense to and feel right for the two of you. The hour or so that you set aside each week is intended for mutual reflection towards the student's growth in professional formation and the work of service. You may wish to provide feedback on specific service tasks and projects the student has undertaken; discuss her/his progress on particular learning objectives; respond to direct questions your student may have about service in your particular context and service in general; etc.

Though your sessions will surely include some administrative concerns (e.g., reporting on accomplishments, planning for the weeks ahead), please note that your relationship is not meant to be administrative but educational in nature. At its most basic level, the supervisor-student relationship is one of mentorship and support towards the student's professional development; at its best it can be a dynamic and interactive relationship between two persons who each seek to grow in faithfulness, thought, and action. We hope you will strive for the latter.

You may find that you and your student quite easily engage in such reflection. If, however, you find yourselves struggling to bring greater depth of focus to your time together, you may wish to use certain tools or questions to guide the conversation. For example:

- Discussion of the readings that you've chosen together as resources for this field placement.
- Reflection on the student's learning objectives, as viewed through the lense of the MDiv competency areas.
- A "case study" or verbatim account of a particular service interaction, with reflection on any or all of the following – personal feelings and thoughts that came up for the student; cultural issues highlighted by this interaction (e.g., gender, race, age, socio-economic disparities, etc.); theological concepts that were deepened, affirmed or challenged; the student's sense of service identity; etc.
- Periodic reflection on your and your student's understandings of service, and how those understandings have been lived out, challenged, or even changed in your particular setting.
- Some discussion about the coursework your student has done at TISA – and how her or his work at your site has enhanced her/his classroom learning, and vice versa.
- Reflection on the week's current events and matters of local and global concern – and how they relate to the work of service at your site, how you each reflect on these matters Islamically, etc.
- Reflection on your personality types (e.g., MBTI, Enneagram, etc.), family background/family systems theory, or other such tools – and how they affect your understanding of leadership.

All of the above are simply suggestions for ways to shape your supervisory meetings, if you need some ideas. You, as supervisor, are serving as a guide and a teacher – through your observations, you will find the most appropriate ways to engage in this relationship together. However, if you would like further assistance, feel free to connect with the faculty advisor for additional thoughts on shaping weekly supervision. You may also contact the Academic Dean or Academic Dean's designee for additional support.

Field Placement Case Reflection

DESCRIPTION

Describe your observations of an encounter that you had in your field placement setting. What was the context? Who was present? What was *your* role in this situation? What occurred?

REFLECTION

1. *Personal*: Identify your feelings and thoughts – then and now – as they relate to your personal identity and relationships. Why did you respond/interact the way you did?
2. *Cultural*: Explore related issues and insights regarding gender, race, ethnicity, sexual orientation, age, socioeconomic level, educational background and/or any other dynamics that you perceived to be significant in this encounter.
3. *Theological*: Articulate key concepts or categories from an Islamic perspective that relate to this situation. What guidance does this theological insight offer you?
4. *Vocational*: How has this encounter informed your understanding of your role and identity as a servant leader, and the concept of religious leadership in general?
5. *Professional*: What areas for growth can you identify, via this encounter, that will be important for you to pay attention to as you continue to develop professionally?

Clinical Pastoral Education (CPE)

Overview

Clinical Pastoral Education is a nationwide program that places students in supervised group settings where they explore and develop their own ministry practices, self-awareness and pastoral identity while caring for persons in need. CPE often takes place in healthcare settings (hospitals/medical centers, nursing homes, hospice) but students may also experience CPE in service to the homeless, at-risk youth, prisons, community organizing agencies, and more. All students completing the MDiv degree must complete at least one unit of CPE.

All arrangements for the CPE placement are initiated by the student, who applies directly to program sites accredited by the Association of Clinical Pastoral Education, Inc. (ACPE). Information about CPE sites are available via the ACPE website: <http://acpe.edu>. Your faculty advisor is also available to help you locate further resources and consider CPE sites that will be of interest/benefit to you.

Prerequisites

Completion of 12 credit hours of coursework

CPE is a 400-hour placement completed at any one of the approved centers listed on the ACPE website <http://acpe.edu>. At some point, after completing a minimum of one semester of coursework, **all MDiv students must complete one basic unit of Clinical Pastoral Education (CPE) prior to receiving the MDiv degree.**

The basic unit can either occur in an “intensive,” 10-13 week full-time session (usually during the summer, though some programs offer intensives during the academic year) or in an “extended,” part-time session stretching over a 6-9 month period. Students who choose an extended session usually participate in CPE concurrently with other classes at TISA.

Evaluation

See the ACPE website for more information about written self and supervisory evaluations (<http://acpe.edu>). *Please note that the Registrar will require a copy of your final evaluations for your files in order for this requirement to be considered complete.* Students must submit a copy of the CPE Certificate of Completion to the Registrar.

CPE – Finding a Program

Visit <http://acpe.edu> to identify potential CPE centers. **If you would like further assistance, your faculty advisor is available to help you discern which sites might be a good match for you.**

1. Contact the CPE sites where you are interested in serving/learning. Please be aware that each site has its own start/end dates, requirements for when you must be on- site, application deadlines and policies on application fees. However, here are some general guidelines regarding applications:
 - a. For **full-time summer CPE** you should usually apply by **November 30, during the fall semester, prior to the placement.**
 - b. For **part-time CPE** beginning in the **fall semester**, you should usually apply no later than **the preceding February 1st.**
 - c. For **part-time CPE** beginning in the **spring semester**, you should apply by **the preceding August 30th.**
2. Complete an application (available to download in Word or PDF format, at <http://acpe.edu>). CPE applications involve much reflection and writing, so be sure to give yourself the time you will need to complete the application. On average, applications are twenty (20) pages in length. You

can submit this same standard application to all of the CPE sites you are interested in applying to. You will be contacted for an interview by the sites that are interested in your application.

3. Once you have been accepted at a CPE site, register at TISA for Clinical Pastoral Education (CPE) I and II (TISA-895 and 896).
4. When you complete your program, ***please provide a copy of your final evaluations to YOUR FACULTY ADVISOR, and a copy of your certificate to the Registrar.***

**** Course Credit for CPE ****

When you take CPE for TISA course credit, you will pay your course tuition to TISA, and inform the Registrar of the cost of the CPE tuition at the site. The Registrar will then send payment to the CPE site, with the CPE tuition taken out of your tuition paid to TISA.

Address any questions about registration for CPE to the Registrar.

APPENDICES

Appendix A – Master of Divinity Worksheet – Religious Leadership
(72 credit hours)

NAME _____ **Date Admitted** _____

Transfer information (if any) _____

Degree proposal Submitted _____ **Accepted** _____

(Fill in Dates & Courses Taken)

Requirements for the MDiv (27 credit hours)	Requirements for Religious Leadership Concentration (Only) (6 credit hours)
TISA-650: Counseling and Cross-Cultural Communication	TISA-620: Evolution of Islamic Law and Usul al-Fiqh
TISA-760: Foundations of Effective Organizational Leadership	TISA-825: Advanced Usul al-Fiqh
TISA-830: Spiritual Formation	Electives for the Religious Leadership Concentration (9 credit hours) **CHOOSE THREE COURSES**
TISA-840: Imam and Chaplain Functions	TISA-615: Advanced Sirah
TISA-842: Public Speaking	TISA-641: Contemporary Issues in the Muslim Ummah
TISA-890: Field Placement I (200 Hours)	TISA-721: Contemporary Issues in Fiqh
TISA-891: Field Placement II (200 Hours & Capstone Paper: Leading from an Islamic Paradigm)	TISA-750: Navigating Muslim American Cultures and Identities
TISA-895: Clinical Pastoral Education (CPE) I (200 Hours)	TISA-821: Islam and Gender in the Contemporary Context
TISA-896: Clinical Pastoral Education (CPE) II, (200 Hours)	TISA-851: Pastoral Care and Counseling
Institutional Requirements for the Religious Leadership and Islamic Chaplaincy Concentrations (30 credit hours)	TISA-866: Effective Youth Work
TISA-601: Advanced Qur’anic Studies and Tafsir	
TISA-602: Advanced Hadith Sciences and Hadith Commentary	
TISA-611: Advanced Aqidah	
TISA-612: Comparative Religion and Interfaith Involvement	
TISA-621: Advanced Fiqh al-Ibadat	
TISA-622: Fiqh al-Mu’amalat: Family	

TISA-631: Advanced Akhlaq and Spirituality	
TISA-641: Contemporary Issues in the Muslim Ummah	
TISA-642: Islam in America	
TISA-643: History of Islamic Civilization and Muslim Cultures	
TISA-892: Arabic Proficiency Assessment- Pass/Fail (No credit)	
TISA-894: Qur’anic Recitation Assessment- Pass/Fail (No credit)	

Appendix B – Master of Divinity Worksheet – Islamic Chaplaincy
(72 credit hours)

NAME _____ **Date Admitted** _____

Transfer information (if any) _____

Degree proposal Submitted _____ **Accepted** _____

(Fill in Dates & Courses Taken)

Requirements for the MDiv (27 credit hours)	Requirements for Islamic Chaplaincy Concentration (Only) (6 credit hours)
TISA-650: Counseling and Cross-Cultural Communication	TISA-835: Foundations of Islamic Chaplaincy
TISA-760: Foundations of Effective Organizational Leadership	TISA-851: Pastoral Care and Counseling
TISA-830: Spiritual Formation	Electives for the Islamic Chaplaincy Concentration (9 credit hours) **CHOOSE THREE COURSES**
TISA-840: Imam and Chaplain Functions	TISA-615: Advanced Sirah
TISA-842: Public Speaking	TISA-641: Contemporary Issues in the Muslim Ummah
TISA-890: Field Placement I (200 Hours)	TISA-721: Contemporary Issues in Fiqh
TISA-891: Field Placement II (200 Hours & Capstone Paper: Leading from an Islamic Paradigm)	TISA-750: Navigating Muslim American Cultures and Identities
TISA-895: Clinical Pastoral Education (CPE) I (200 Hours)	TISA-821: Islam and Gender in the Contemporary Context
TISA-896: Clinical Pastoral Education (CPE) II, (200 Hours)	TISA-851: Pastoral Care and Counseling

Institutional Requirements for the Religious Leadership and Islamic Chaplaincy Concentrations (30 credit hours)	TISA-866: Effective Youth Work
TISA-601: Advanced Qur'anic Studies and Tafsir	
TISA-602: Advanced Hadith Sciences and Hadith Commentary	
TISA-611: Advanced Aqidah	
TISA-612: Comparative Religion and Interfaith Involvement	
TISA-621: Advanced Fiqh al-Ibadat	
TISA-622: Fiqh al-Mu'amalat: Family	
TISA-631: Advanced Akhlaq and Spirituality	
TISA-641: Contemporary Issues in the Muslim Ummah	
TISA-642: Islam in America	
TISA-643: History of Islamic Civilization and Muslim Cultures	
TISA-892: Arabic Proficiency Assessment- Pass/Fail (No credit)	
TISA-894: Qur'anic Recitation Assessment- Pass/Fail (No credit)	

Appendix C – Field Education Checklist

(Not required – Available to use for assistance with planning your course of study)

Name: _____

First Semester at TISA: _____ **Anticipated Graduation Date:** _____

Prerequisites for CPE and Islamic Center/Community Field Placement:

*** Students must complete 4 courses before participating in CPE and 8 courses before participating in Field Placement. ***

Clinical Pastoral Education	
<input type="checkbox"/> Application sent	
<input type="checkbox"/> Enrolled in TISA-895 and 896: Clinical Pastoral Education (CPE) I and II / Background check completed	
<input type="checkbox"/> Site:	
<input type="checkbox"/> Supervisor:	
<input type="checkbox"/> Dates of Program:	
<input type="checkbox"/> Final Evaluations Completed	<input type="checkbox"/> Date:

Islamic Center and/or Community Site Placement	
<input type="checkbox"/> Dates of Placement:	
<input type="checkbox"/> Site:	
<input type="checkbox"/> Supervisor:	
<input type="checkbox"/> Learning Contract completed and signed by all parties / Background check completed	
<input type="checkbox"/> Enrolled in Field Placement I and II– TISA-890 and 891	
<input type="checkbox"/> Mid-Year Evaluations Completed	<input type="checkbox"/> Date:
<input type="checkbox"/> Final Evaluations Completed	<input type="checkbox"/> Date:

Appendix D – MDiv Field Placement Learning Contract

Part 1 – Site Confirmation

This page must be submitted to your faculty advisor and the Registrar by the last day of the semester prior to commencement of your field placement.

Student _____

Phone and Email _____

Faculty Advisor _____

Placement Site _____

Site Supervisor _____

Site Address _____

Site Phone Number _____ **Site email** _____

Site Web Address _____

Student Signature _____

Supervisor Signature _____

You are strongly encouraged to use the form on pg. 33 as you identify your professional development goals. If you prefer to use a different written format, you are welcome to do so – but please be certain that it addresses all of the necessary elements: 1.) Professional development goal; 2.) Tasks/actions; 3.) Resources; 4.) Methods of assessment.

Part 2 – Professional Development Goals

The Goals and Competencies of the MDiv Degree reflect the following 4 ways in which a student is expected to demonstrate competency:

1. Engage in **critical thinking** based in mastery of foundational Islamic 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.
2. Make **compassionate connections** with others, especially those who inhabit different cultural contexts and those who are suffering in a world stratified by social and economic class.
3. Embody **ethical integrity** in oneself while promoting it in others, as one develops an authentic embodiment of faith in life through spiritual practices, worship, beliefs and wisdom.
4. Undertake **concrete strategic action** that is spiritually grounded and value-rich to promote the increase of justice and mercy.

As you name **4 professional development goals** you would like to focus on during the year, you are asked to connect your goals to each of these areas of competency. Your goals are particular to **you**, so you might begin by asking yourself some questions – *what would you especially like to learn and/or experience? What would help you with professional development? In what areas do you feel challenged? Are there things you must learn about, in preparation for endorsement?* Do your goals make sense within the **context** of your field placement – *the specific tasks of service in your placement setting, the ways you’ll be expected to contribute at your site, and the ways in which you’ll have room to explore, imagine and grow as you serve there.* An Islamic center placement will include goals focused around service responsibilities such as worship/teaching, outreach and advocacy, religious education, spiritual support, site governance, administration, etc.; while a community setting will involve goals that are connected to the commitments and activities of that particular organization.

The first column names the MDiv program goals, or competency categories. In the second column please list your own professional development goals, as they pertain to your specific field placement setting. In the third column, list the strategies that will help you work toward each objective – specific tasks/activities, and helpful resources. In the fourth column, name a specific learning outcome from the MDiv program goals and outcomes (on page 2-3 of the MDiv handbook) that you feel is addressed by your learning goal. And in the fifth column, indicate how you, your supervisor, and any other supporting bodies will assess your progress towards your professional development.

It may be helpful to think of assessment in terms of how you are assessed for coursework at TISA, rather than how you are evaluated at a job. The responsible performance of the tasks of your specific placement will, of course, be among the things evaluated – but in a *Learning Contract*, this will come alongside such things as an overall increase in service competency, openness to learning, personal/professional/vocational growth, etc. For any given goal your progress might be assessed through your supervisor’s direct observation of your various service activities; written and spoken reflection that reflects depth/breadth of understanding and integration of theory and the practice of service; feedback from community members and leaders; etc. You will also be given an assessment chart that you and your supervisor can use together as a “rubric” – a place to name some concrete, observable criteria that will help both of you see how you are progressing on each

of your goals. See *Appendix G* for suggestions about creating professional development goals, and sample learning objectives for Islamic center and community settings.

Professional Development Goals Table

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 pg. 3 of the MDiv Handbook.**

Part 3 – Administrative Agreement

Title student holds at Placement _____

Description of Responsibilities _____

Total hours per week: _____ Stipend (if provided) \$ _____ per month

Terms of Learning Contract: Start date _____ Ending date _____

**** N.B: 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 Administrative Agreement must be mutually agreed upon by the supervisor, the student and faculty advisor at TISA. ****

Other benefits _____ Vacations _____

SUPERVISION

Name of Supervisor _____

Title or Position _____

Address _____

Phone: _____ Email _____

Schedule for 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 reporting mechanisms will be used? (e.g., Supervisor, Council/Board, etc.)

Expectations of The Islamic Seminary of America

- A. The Learning Contract is a three-way agreement among student, supervisor, and faculty advisor. It is to be worked out by the student in consultation with these persons. It is understood that the Contract is a point of departure and therefore may need to be redesigned as new goals and possibilities emerge. The Learning Contract is not to be broken without consultation of the parties involved.
- B. The student is to be involved responsibly in the placement for 10-15 hours per week (including a reasonable amount of travel time) for a concurrent unit (or full-time for a summer or intern unit). The student is to engage in regular, weekly supervision to reflect on his or her experience in service.
- C. The supervisor will make available at least one hour of supervisory time each week where the student's learning, concerns or problems are the primary agenda item.
- D. The student and supervisor will complete evaluations of the student's experience in January and May (approximately). The evaluations are to be sent to the faculty advisor and Registrar, where they may be used in faculty consultations with the student.

Your signature below indicates your agreement with the goals and conditions of this learning covenant, and your understanding and acceptance of the TISA Policies Against Discrimination and Harassment.

Student _____

Supervisor _____

Faculty Advisor _____

Appendix E – Clinical Pastoral Education (CPE)

Clinical Pastoral Education is a nationwide program which places students in supervised group settings where they explore and develop their own ministry practices, self-awareness and pastoral identity while caring for persons in need. CPE often takes place in healthcare settings (hospitals/medical centers, nursing homes, hospice) but students may also experience CPE in street service and other services to the homeless, at-risk youth, prisons, community organizing agencies, and more. All students completing the MDiv degree must complete at least one unit of CPE.

All arrangements for the CPE placement are initiated by the student, who applies directly to program sites accredited by the Association of Clinical Pastoral Education, Inc. (ACPE). Information about CPE sites are available via the ACPE website: <https://acpe.edu>. The Registrar’s Office is also available to help you locate further resources and consider CPE sites that will be of interest/benefit to you.

Prerequisites

Completion of 12 credits of coursework (12 credit hours)

CPE is a 400-hour placement done at any one of the approved centers listed on the ACPE website <https://acpe.edu>. At some point after completing a minimum of one semester of coursework, **all MDiv students must complete one basic unit of Clinical Pastoral Education (CPE) prior to receiving the MDiv degree.**

The basic unit can occur in an “intensive,” 10-13 week full-time session (usually during the summer, though some programs offer intensives during the academic year) or in an “extended,” part-time session stretching over a 6-9 month period. Students who choose extended, part-time units usually participate in CPE concurrently with other classes at TISA.

EVALUATION:

See the ACPE website for more information about written self and supervisory evaluations. (<https://acpe.edu>). *Please note that the Registrar will require a copy of your final evaluations for your files in order for this requirement to be considered complete.*

CPE – Finding a Program

1. Visit <https://acpe.edu> to identify potential CPE centers. If you would like further assistance, your faculty advisor is available to help you discern which sites might be a good match for you.
2. Contact the CPE sites where you are interested in serving/learning. Please be aware that each site has its own start/end dates, requirements for when you must be on site, application deadlines and policies on application fees. However, here are some general guidelines regarding applications:
 - a. For **full-time summer CPE** you should usually apply by **November 30, during the fall semester prior to the placement.**
 - b. For **part-time CPE** beginning in the **fall semester**, you should usually apply no later than **the preceding February 1.**
 - d. For **part-time CPE** beginning in the **spring semester**, you should apply by **the preceding August 30.**
3. Complete an application (Available to download in Word or PDF format, at <https://acpe.edu>). *CPE applications involve much reflection and writing, so be sure to give yourself the time you will need to complete the application.* You can submit this same standard application to **all** of the CPE sites you are interested in applying to. You will be contacted for an interview by the sites that are interested in your application.
4. Once you have been accepted at a CPE site, register at TISA for Clinical Pastoral Education (TISA-895 and 896, Clinical Pastoral Education (CPE) I and II).

**** Course credit for CPE ****

When you take CPE for TISA course credit, you will pay your course tuition to TISA, and inform the Registrar of the cost of the CPE tuition at the site. The Registrar will then send payment to the CPE site, with the CPE tuition taken out of your tuition paid to TISA.

Address any questions about registration for CPE to the Registrar.

Appendix F - Policies Against Discrimination and Harassment

The Islamic Seminary of America Policies Against Discrimination and Harassment

General Policy Statement and Notice on Sexual Harassment

Sexual harassment is antithetical to academic values and to a work environment free from the fact or appearance of coercion. It is a violation of TISA policy and may result in serious disciplinary action. Sexual harassment consists of sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature on or off premises – in person or online, when: (1) submission to such conduct is made either explicitly or implicitly a condition of an individual’s employment or academic standing; or (2) submission to or rejection of such conduct is used as the basis for employment decisions or for academic evaluation, grades, or advancement; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating or hostile academic or work environment. Sexual harassment may be found in a single episode, as well as in persistent behavior. Conduct that occurs in the process of application for admission to a program or selection for employment is covered by this policy, as well as conduct directed toward students, appointees, faculty, or staff members. In addition, conduct initiated by or directed toward third parties (i.e., individuals who are neither students nor employees, including but not limited to guests and consultants) is covered by this policy. All individuals are and should be protected from sexual harassment, and sexual harassment is prohibited regardless of the sex of the harasser. Sexual harassment is a matter of concern to an academic community in which students, faculty, and staff are related by strong bonds of faith, intellectual dependence and trust. If members of the faculty introduce sex into a professional relationship with a student, they abuse their position of authority. A student or staff member’s complaint of sexual harassment by a faculty member will be reviewed by the Academic Council. Faculty members who believe they have been sexually harassed by faculty members or students may also complain to the Academic Council for review. Any Faculty member concerned about an issue of sexual harassment may and is encouraged to discuss it with the President or designee.

General Policy Statement and Notice on Discrimination in Regard to Academic Integrity

In the spirit of Islamic ethics and the statement from the International Center for Academic Integrity quoted above, TISA faculty, staff and students are expected to meet the following expectation: To be honest, fair, respectful, and responsible in developing, implementing and evaluating all academic tasks and assignments without regard to race, color, religion, sect, sex, national origin, political affiliations or unrelated activities outside the classroom.

Appendix G – Suggestions for Creating Professional Development Goals

TISA Field Education is an experiential learning opportunity that is focused on professional competency and personal growth, toward developing your leadership identity and imagination – your sense of who you are as a leader. During your field placement, you will be contracted to be in a learning/serving relationship with your supervisor and Islamic center/community, using an action-reflection model of learning together. Your placement year will be filled with *action* – practical, hands-on experience as you take on the tasks of service, wherever you may be placed. Your supervisor (and perhaps other members of the Islamic center/community) will join with you in *reflection* – offering guidance and companionship as you reflect theologically on your experiences and grow in knowledge, faith and professionalism.

Your goals should thus identify your intentions for *how you wish to develop personally and professionally* during this placement. There will be tasks, readings, and feedback mechanisms that accompany them – but the goals themselves should be focused on your learning interests and development needs. As you name your goals, you may wish to use words such as, *develop, experience, learn, discern, explore*, etc. You may also wish to keep a few things in mind:

- In what service do you intend to lead? What knowledge and experiences will you need to have as you prepare for this placement? You may not be able to do it all – but it will be helpful to incorporate enough of a variety to make your experience as well-rounded and fruitful as it can be...
 - o E.g., for Islamic center placement – worship & teaching; Islamic education; Quran study; visitation; community service, justice/advocacy; governance & stewardship; etc.
 - o E.g., for a non-Islamic center placement – knowledge of the prison/justice system; knowledge of resources for hunger, homelessness, etc.; understanding of health and wellness resources and barriers; understanding of youth development; etc.
- Are there requirements for endorsement that you must address? And/or (for a specialized profession, such as chaplaincy or counseling) are there other requirements for certification that you must pay attention to?
 - o If you need assistance finding any of these requirements, your faculty advisor can help you locate them.

For example, an Islamic center field placement might include professional development goals, such as the following:

Islamic Center Field Placement Professional Goal Table

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 skills in teaching in a way that is connected to both Islamic life and current events.	Teach 2x/semester and participate in worship 3 Fridays per month.	Demonstrate knowledge of the Quran, Hadith, 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 the lay committee after each sermon.
Cultivate Compassionate Connection	Develop confidence and competence in providing care to individuals and Islamic centers/communities.	Shadow supervisor on visits during the first 2 months. Do solo visits, for crisis care and sustained care. Incorporate service focus into sermons. Look at family systems theory resources with the supervisor.	Demonstrate ability to offer quality care and consistent ethical guidance to individuals and communities.	Weekly supervisory conversations with the supervisor.
Promote Ethical Integrity	Identify and develop an Islamic-centered 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 Islamic center cultural competence training.	Seek greater coherence between one's publicly stated beliefs and values and one's personal and communal practices.	Weekly supervisory conversations with the supervisor. Periodic direct feedback from appropriate community leaders.
Support Concrete Strategic Action	Develop capacity for engaging an Islamic center in faith-based organizing that is focused on the needs of the surrounding community.	Participate in outreach committee activities. Attend organizing training with supervisor and community leaders.	Demonstrate ability to identify and analyze social structures of oppression and to propose and implement strategies of change.	Weekly supervisory conversations with the supervisor. Periodic direct feedback from outreach committee leaders.

Or, for a field placement at a faith-based or interfaith community-service organization (e.g., an agency focusing on homelessness):

Faith-based/Interfaith Community Service Field Placement Professional Goal Table

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 Islam and neighboring faiths' responses to homelessness.	Participate in an interfaith dialogue series, which will culminate in a shared community service project.	Demonstrate knowledge of and ability to critically engage with at least one tradition other than Islam.	Direct observation and weekly reflection with supervisor and agency peer group.
Cultivate Compassionate Connection	Gain understanding of and experience with sensitive and effective care for people who are homeless, and across the spectrum of agency clients served (teens, seniors, women, men, families, LGBTQ+, African Americans, Latino/a, white, etc.)	Provide care and outreach services to clients, through regular participation in ongoing agency services and activities.	Demonstrate ability to offer quality care and consistent ethical guidance to individuals and communities.	Direct observation and weekly reflection with supervisor and agency peer group.
Promote Ethical Integrity	Develop ways to bring the compassionate care and advocacy needs of the homeless community into Islamic center ministry.	Teach twice a year at in-care congregation, incorporating stories from outreach service.	Engage in sustained, critical and effective theological and ethical reflection on the practice of ministry in the Islamic Center and other contexts.	Weekly reflection with supervisor.
Support Concrete Strategic Action	Learn about & demonstrate capacity with faith-based advocacy.	Attend faith-based organizing training(s). Participate in community action council meetings. Work with an agency advocacy team on an educational event for local leaders.	Demonstrate ability to identify and analyze social structures of oppression and to propose and implement strategies of change.	Direct observation and weekly reflection with supervisor and agency peer group; feedback from faith-based organizing trainers after actions and events.

Appendix H – Suggestions for Creating Professional Development Goals - How do I know if I'm making progress on my goals?

You and your supervisor can fill out this chart together, to identify specific ways that both of you can track how you are making progress on your professional development goals. Write each goal and its accompanying learning outcome into the first two columns. In the remaining columns, name *observable criteria* that will help you and your supervisor determine how you are demonstrating your ability in each of these areas. Your faculty advisor will be glad to provide guidance for this exercise.

Professional Development Goal Progress Table

Goal	Learning Outcome	Demonstrates Progress	Demonstrates Adequate Progress	Demonstrates Inadequate Progress	Fails to Demonstrate Progress

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