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CANDLER  
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# **2025 - 2026 Contextual Education Handbook**

**Contextual Education Handbook  
2025-2026  
Candler School of Theology  
Emory University  
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## Introduction

Contextual Education combines academic instruction with opportunities for formation in ministry and leadership in churches, social service agencies, hospitals, and other clinical and social settings. Candler's unique commitment to contextual theological education is formalized through the four-semester sequence, Contextual Education I and Contextual Education II, required for all MDiv students.

Enrollment in one of the following programs can fulfill the Contextual Education requirement:

- Contextual Education Program
- Teaching Parish Program
- Episcopal and Anglican Studies Program

### Additional Programs

In addition to the Contextual Education requirement, the Office of Contextual Education coordinates academic credit and resources for the following programs:

- Clinical Pastoral Education (CPE)
- Internships

### Disabilities and Accommodations in Contextual Education

It is the responsibility of students with disabilities to seek available assistance and establish their needs. If you are a student registered with the Access, Disability Services, and Resources (OAS) Office, accommodations are effective for a particular course on the date of the in-person discussion with the course instructor(s) regarding implementation of course accommodations and receipt of the accommodation letter (this should happen simultaneously). In the case of Contextual Education, this letter should be given to the student's Con Ed I Site Supervisor and (in the Spring) the faculty member of the Integrative Seminar Teaching Team; or to the Con Ed II Site Mentor and Teaching Supervisor. A copy should be forwarded to the Office of Contextual Education, as well, at [candlerconed@emory.edu](mailto:candlerconed@emory.edu). Students with disabilities are required to complete all course assignments.

Students with disabilities may request reasonable accommodation during the site selection and placement process for Contextual Education I or II, Internships, or other programs (for example, a sign language interpreter for required meetings with a prospective site mentor). In such a case, the student is responsible for making the accommodation request to OAS as soon as reasonably practicable in order for arrangements to be made.

## **Faculty and Staff in the Office of Contextual Education**

**Dr. Letitia M. Campbell, Ph.D.**

***Director, Contextual Education I and Clinical Pastoral Education (CPE)***

***Assistant Professor in the Practice of Ethics and Society***

As the director of the Contextual Education I program, Letitia Campbell coordinates the social and clinical settings for the first year of Contextual Education. Approved for ordination in the Presbyterian Church (USA), she has served in congregational, campus ministry, academic and non-profit settings.

**404.727.3704 – [letitia.campbell@emory.edu](mailto:letitia.campbell@emory.edu) - RARB 434**

**Dr. Thomas W. Elliott, Jr.**

***Professor in the Practice of Practical Theology and Methodist Studies***

***Director, Contextual Education II, Teaching Parish Program, and Internships***

Thomas Elliott facilitates student placements in their second-year ecclesial settings for the Contextual Education Program. He is able to build effective partnerships with area churches given his knowledge and experience as an ordained elder in the North Georgia Conference of the United Methodist Church.

**404.727.3006 – [thomas.elliott@emory.edu](mailto:thomas.elliott@emory.edu) - RARB 432**

**Carmen Toussaint**

***Assistant Director, Programs***

Carmen Toussaint coordinates the administrative duties for Contextual Education, Teaching Parish, Internships, and CPE. She is available to help students with any questions about these programs.

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**Amanda Kirkscey**

***Program Coordinator***

Supports all Contextual Education programs and related plenaries (Contextual Education I, Contextual Education II, Teaching Parish, CPE, and Internships).

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**Office of Contextual Education**

[Candlerconed@emory.edu](mailto:Candlerconed@emory.edu)

**Mailing Address:**

Office of Contextual Education

Candler School of Theology

1531 Dickey Drive

Atlanta, GA 30322

**Website:** <http://www.candler.emory.edu/academics/con-ed>

## Contextual Education I

### Fall Semester

- Residential: CE551A Contextual Education I Reflection Group. Credit, 3 hours.
- Hybrid: CE551HYBA Contextual Education I Reflection Group. Credit, 3 hours.

### Spring Semester

- Residential: CE551B Contextual Education I Integrative Seminar. Credit, 3 hours.
- Hybrid: CE551HYBB Contextual Education I Integrative Seminar. Credit, 3 hours.

### Registration Requirements:

MDiv: Contextual Education 500-Level Requirement

MARL: Internship Requirement (3 of 6 hours)

MTS: Elective

MRPL: Elective

The goals of Contextual Education I are to introduce students to particular practices of ministry, nurture professional growth, strengthen students' capacity to reflect theologically, and integrate theological education in the classroom with the hands-on experience of ministry. Students complete four hours of weekly engagement at a social service or clinical site during the entire academic year, giving them opportunities to develop pastoral relationships and skills for ministry. During the first year of the MDiv, students enroll in Contextual Education I unless they are participating in the Teaching Parish Program.

### Site Work

Students are required to work at the Contextual Education I site four hours each week throughout the entire academic year: eleven weeks in the fall semester (44 hours) and thirteen weeks in the spring semester (52 hours). Travel time to and from the site does not count towards these requirements.

Students are not allowed to miss weeks of site work and cluster site work at the end of the semester. If a student has not fulfilled the on-site requirement within one week of the last day of classes each semester, the student will fail Contextual Education I. If a student must miss a week of site work, they must notify the site supervisor in writing in advance, then make arrangements with the site supervisor to make up these four hours in a timely fashion. Students are responsible for managing conflicts in time and commitments in order to fulfill these requirements.

### Coursework

#### Fall Semester: Weekly Reflection Group with Site Supervisor

In the fall semester, students meet in reflection groups with the site supervisor for 90 minutes each week. These thirteen weekly meetings, coupled with the four hours of weekly site work and plenary work, receive three credit hours towards the Contextual Education I fall semester requirement. Syllabi will be made available on the class Canvas site no later than the first week of classes. Some groups meet off campus at the Con Ed site for the reflection group meetings, and other groups meet on campus. Hybrid groups will meet online.

### **Spring Semester: Weekly Integrative Seminar**

In the spring semester, students meet for two hours each week with the site supervisor and a faculty person for an Integrative Seminar. This course, coupled with the on-site requirements and plenary work, receives three credit hours toward the Contextual Education I spring semester requirements.

### **Con Ed Plenaries**

All first-year Contextual Education students are required to participate in Contextual Education plenaries during their first academic year at Candler. These hands-on sessions will focus on topics and skills useful in a wide range of community and ministry settings and will be accompanied by an online module of resources and learning activities. Plenary dates will be sent ahead of the semester in which they are offered, and all plenary-related information will be hosted in a Canvas course to which first-year students will be added. Make-up assignments can be completed with permission from the Con Ed Office, but it is highly recommended to plan ahead to attend all plenaries to meet all course requirements.

### **Selecting and Enrolling in a Residential Contextual Education I Site**

In the summer before arriving at Candler, incoming students will enroll in fall courses through the Registrar's Office. At this time, they will be prompted to select their Contextual Education site from a list of approved sites for the year, and to enroll in the corresponding Reflection Group (CE551A). The Registrar will give students instructions regarding this enrollment process prior to the enrollment period, including information about Contextual Education I Integrative Seminars (CE551B) scheduled for the spring semester.

The Candler Contextual Education website identifies the Con Ed sites for the year, their locations and distance from the Emory campus, site supervisors, and the other critical information about the site. Students can view the hours available to students to fulfill their weekly four-hour site work requirements on the Inside Candler Website. Students will also have information about the time of the fall weekly Reflection Group (CE 551A) and the spring Contextual Education I Integrative Seminar (CE55B). For a complete list of **Contextual Education I Residential** sites, see the Candler School of Theology website at <https://candler.emory.edu/academic-programs/contextual-education/con-ed-i/>

Students are to avoid site placements in which there is or could be a conflict of interest arising from significant personal or professional relationships at the site. (e.g., partners, relatives, and close friends).

Students remain at the same Con Ed I site for the full academic year (fall- spring). Students may not change Contextual Education sites following the Contextual Education Introduction, during Orientation, unless there are extraordinary extenuating circumstances.

### **Selecting and Enrolling in a Hybrid Contextual Education I Site**

Hybrid Con Ed I Students are responsible for researching and securing an approved Con Ed I site in their local area, in consultation with the Director of Contextual Education I. Hybrid Con Ed I students select a thematic cohort that engages their interests and then identify a community-based or social ministry setting in their local area that allows them to explore the themes of the cohort more deeply. Students serve four hours per week and meet with a cohort of students serving in similar sites during the Fall and Spring Semesters. All hybrid reflection groups meet online.

Permission to enroll in Hybrid Contextual Education is provided by the Office of Contextual Education upon approval of a site contract for a site which aligns with a themed reflection group.

**Contextual Education sites will fall into one of the following cohorts:**

- Community Organizing and Advocacy
- Refugee & Immigrant Communities
- Food Justice and Hunger
- Care in Community

**Hybrid Students in Residential Sites**

Hybrid plan students who live in the Atlanta Metro Area may choose to enroll in the Residential Con Ed I Program, in consultation with the Con Ed I Director. In this case, they would serve weekly at one of Candler's established Residential Con Ed I sites and meet on campus for a weekly reflection group.

**Requirements, Sequence, and Grading Policies**

MDiv students must successfully complete six credit hours of Contextual Education I requirements in concurrent fall and spring semester. Under normal circumstances, students must successfully complete these components (6 credits) before enrolling in Contextual Education II.

In the fall semester, students receive a grade of "IP" (in progress) or "U" (unsatisfactory) for their three credit hours for Contextual Education site work, weekly 90-minute reflection group meeting with the site supervisor, and plenary work. This grade is assigned by the site supervisor. A satisfactory grade will also be listed on the fall transcript as "in progress" until the spring requirements have been successfully completed. An unsatisfactory grade will be listed as "U." If a student receives a grade of "U" for Contextual Education I in the fall semester, the student will fail Contextual Education I. The student will not be allowed to enroll in the spring semester of Contextual Education, and must re-enroll in all parts of Contextual Education I, the following fall. In the spring semester, students receive a grade of "S" or "U" for their three credit hours of Contextual Education I site work, weekly Integrative Seminar and plenary work. The grade is assigned by the Teaching Team (site supervisor and teaching faculty). If a student receives a grade of "U" for Contextual Education I in the spring semester, the student will fail Contextual Education I and have to re-enroll in all parts of Contextual Education. The student will need to choose a different site and must complete both semesters of Contextual Education I.

**Attendance**

In any given semester, a student cannot receive a passing grade if they miss more than two of the fall weekly Reflection Group meetings with the site supervisor, or two of the spring semester weekly Integrative Seminar classes.

**Con Ed I Introduction Attendance**

Contextual Education begins prior to the first day of classes with an Introduction to Contextual Education I. All students are required to attend this mandatory in person orientation before the fall semester begins. This policy applies to all students enrolled in Contextual Education, whether they are enrolling in Con Ed I for the first time or are repeating the course.

Students are not allowed to miss more than two Contextual Education I classes in any given semester. Failing to attend the Introduction to Contextual Education I counts as two absences for the fall semester, the maximum allowed.

### **Completion of Written Assignments**

All written work for the fall semester Reflection Group, spring semester Integrative Seminar, and all plenary assignments must be completed no later than one week after the last day of classes for the relevant semester. Coursework for an approved Incomplete grade must be successfully completed and submitted no later than 30 days after the last day of the semester. See the Candler Catalog and Handbook for full details of the policy on requesting and resolving incompletes.

### **Confidentiality and Professional Behavior**

All students are expected to follow “Student Conduct Standards and Procedural Guidelines” in Emory University’s Campus Life Handbook and Candler’s “Student Honor and Conduct Code” found in the Candler Catalog and Handbook. Students are expected to respect the conversations that occur on-site and in the classroom with care and confidentiality.

### **Evaluations, Assessments and Confidential Records**

The evaluation process in Contextual Education I provides students with an opportunity to assess their own learning and growth and receive feedback from others. Students, Supervisors, and Faculty are all involved in the evaluation process. Students evaluate themselves at the conclusion of each semester. Teaching supervisors evaluate each student individually at the end of the fall semester. At the end of the spring semester, the teaching supervisor and faculty member (together) evaluate each student in their Integrative Seminar. These evaluations are shared with the student and kept on file in the Office of Contextual Education.

The teaching supervisor, in the fall, and Integrative Seminar Teaching Team, in the spring, evaluate students based on how they have met the following broad learning goals of Contextual Education I:

- Formation in reflective practices of leadership and ministry.
- Articulation of an informed understanding of their vocation as practitioners, leaders, and public theologians.
- Demonstration of critical engagement with a multiethnic, intercultural, ecumenical, and religiously diverse world.
- Demonstration of basic proficiency in practical skills for ministry, development of pockets of theological expertise.

With these learning goals in mind, Contextual Education I students are evaluated on performance and growth in the following areas:

- Reflective Practices of Leadership and Ministry
- Vocational Formation and Public Leadership
- Pastoral Care
- Contextual Analysis (Social Analysis)
- Professional Behavior
- Care for Marginalized Persons
- Diversity

Each semester, students also evaluate the site work, the reflection group, the site supervisor, the faculty member of the teaching team (in the spring), and the Office of Contextual Education. These evaluations provide anonymous, confidential feedback, and are submitted directly to the Office of Contextual Education. A summary of student feedback will be given to the site supervisor and teaching team after grades have been submitted.



Students are strongly encouraged to retain copies of their evaluations as part of their professional records. Contextual Education evaluations are kept on file in the Office of Contextual Education during a student's enrollment at Candler and for five years following their graduation. Should the Office of Contextual Education be requested to provide evaluations to a student's denominational board, ordination committee, employer, etc., the student must sign a release form before those confidential files can be released. All Contextual Education student files are destroyed five years after the student's graduation.

## Contextual Education II

### Fall Semester

- Residential: CE600A Contextual Education II Reflection Group and Site Work. Credit, 3 hours.
- Hybrid: CE600HYBA Contextual Education II Reflection Group and Site Work. Credit, 3 hours.

### Spring Semester

- Residential: CE600B Contextual Education II Reflection Group and Site Work. Credit, 3 hours.
- Hybrid: CE600HYBB Contextual Education II Reflection Group and Site Work. Credit, 3 hours.

Contextual Education II takes seriously the role of ministry settings as “teaching parishes.” In the second year of Contextual Education, second-year students serve in ecclesial settings, applying theory and learning from the classroom to a ministry context.

### Choosing A Site

Students will choose a site for their Contextual Education II placement (approved by the Office of Contextual Education) in which they work eight hours per week during the fall and spring semesters. This second year of Contextual Education provides students with an excellent opportunity to expand their experience of ministry. If you come from a large membership church experience, you may want to consider placement in a small membership church. If you come from a rural church experience, you may want to experience ministry in an urban setting and vice versa. If you have experienced extensive leadership in ministry, consider a placement of a different race or culture. If you are still affiliated with your home church, we strongly encourage you to consider placement elsewhere. We encourage you to use this second year of Con Ed to widen your horizons and deepen your experience of ministry. Students who are employed by local congregations may use that setting for their Con Ed II work. For a complete list of approved Contextual Education II sites, visit the Contextual Education Tab on the Inside Candler Intranet.

### Site Work

Students who are employed in churches typically work in those churches as their second-year placement. The site must be able to fulfill the five areas of ministry: Leadership and Administration; Gathering, Proclamation, and Engagement; Pastoral Care and Community Care; Outreach, Mission and Advocacy; and Religious Education and Spiritual Formation. All students are supervised by a site mentor who is a ministry leader, typically a full-time employed, ordained pastor or person with comparable ministry experience and a graduate of an accredited seminary or possessing comparable education.

### Reflection Group

Along with the site work, students are assigned to a reflection group facilitated by an experienced practitioner in ordained pastoral ministry. Groups meet biweekly in the local ecclesial settings in which students are serving or online for hybrid students. The residential groups are organized by geographic location and the first *required* meeting will be held at Candler on the first *Monday* of the

fall semester, *before* classes begin. The hybrid groups will meet virtually, and the first *required* meeting will be held on the first *Monday* of the fall semester, *before* classes begin.

### **Choosing an Ecclesial Setting**

In the spring semester of their first year, students choose an ecclesial setting for the Contextual Education II placement. The Office of Contextual Education works with students to secure these sites in several ways:

- Students may refer to the online directory in the Candler Intranet: Con Ed II Sites. (login required)
- For Residential Students: Attending the Con Ed Meet and Greet, an informal gathering of site mentors interested in hosting a student.
- For Hybrid Students: Contact the Director of Candler Alumni Relations for assistance connecting with alumni or sites in your city.
- Choosing a site on their own, provided it meets the guidelines for site placements.
- Making an appointment with the Director of Contextual Education II, if in need of further assistance in finding a site.

No more than three students are allowed at each Con Ed II site.

### **Contextual Education II Contract**

Once a student has chosen a site, they must return the completed Contextual Education II Contract, signed by the student and site mentor, to the Office of Contextual Education. A student is not enrolled in Contextual Education II without a signed contract on file.

### **Change of Placement**

After a site has been secured and a contract signed, students must receive approval from the Director of Contextual Education II before changing site placements. Approved site changes require a contract signed by the new site mentor and student. Students are responsible for notifying their teaching supervisor of any site changes. Changes in placement for Con Ed II will normally not be made after the Drop/Add period.

### **Conflict of Interest**

Students should avoid placements where there could be a conflict of interest arising from personal and professional relationships at the site, such as relatives or close friends.

## **Completion of Contextual Education II**

### **A. Site Work and Reflection Group**

All site work and reflection group assignments must be completed no later than one week following the last day of classes. Failure to receive a passing grade from the site mentor and the Reflection Group teaching supervisor will require a student to re-enroll in Con Ed II the following year. Only upon successful completion of site work, Reflection Group participation, and all evaluations for both fall and spring semesters will a student receive the six credit hours for Contextual Education II. (Note: students receive an "In Progress" (IP) grade for the fall semester).

**Attendance**

Only one absence from the Con Ed Reflection Group is permitted per semester. Attendance will be taken at the beginning of each class. Students are required to be on time and not leave early. Two late arrivals or early departures will count as one absence. Cases of extreme exception may be brought before the Con Ed II Director and the Contextual Education Committee by the student and teaching supervisor. Students receive an "In Progress" (IP) grade for the fall semester. Only when both semesters have been satisfactorily completed will a Satisfactory (S) grade be awarded for each semester.

**Site Work**

Each student is required to work at least eight hours per week on-site beginning the first week of classes. Students may not miss weeks of site work and "cluster" their work at the end of the semester.

Students are required to attend the Contextual Education II Introduction in August, before classes begin.

**Con Ed II Introduction Attendance**

Contextual Education begins prior to the first day of classes with an Introduction to Contextual Education II. All students are required to attend this mandatory orientation before the fall semester begins. This policy applies to all students enrolled in Contextual Education, whether they are enrolling in Con Ed II for the first time or are repeating the course.

Students enrolled in Contextual Education II are allowed only **one** absence per semester. If a student misses the Contextual Education II Introduction, this will count as one class absence for the fall semester.

**Confidentiality and Professional Behavior**

All students are expected to follow "Student Conduct Standards and Procedural Guidelines" in Emory University's Campus Life Handbook and Candler's "Student Honor and Conduct Code" found in the *Candler Catalog and Handbook*. Students are expected to respect the conversations that occur on-site and in the classroom with care and confidentiality.

**Evaluations, Assessments and Confidential Records**

At the conclusion of each semester, students do a self-evaluation and the site mentor and teaching supervisor complete an evaluation of each student. Students also complete a Course evaluation at the end of each semester. Those evaluations are given to the student and kept on file in the Office of Contextual Education during the student's active enrollment at Candler. Should the directors of Contextual Education be asked by denominational committees/boards to write a reference, the student must sign a release form before those confidential files can be used for that purpose.

Once a student graduates their file is archived for five years and then destroyed. Only the grade is retained as a permanent record. Note: Each student should receive a copy of all their evaluations from their Contextual Education I and II supervisors, site mentor and teaching team. Additional copies or evaluations can be requested from the Office of Contextual Education.

Students do a self-evaluation of the following areas:

- A. Reflective Practices of Leadership
- B. Vocational Formation and Public Leadership
- C. Contextual Analysis (Ecclesial/Communal)
- D. Participation in the life of the group
- E. Five Areas of Ministry
  - 1. Leadership and Administration
  - 2. Gathering, Proclamation, and Engagement
  - 3. Pastoral Care and Community Care
  - 4. Outreach, Mission and Advocacy
  - 5. Religious Education and Spiritual Formation

Site mentors complete an evaluation of the student in the following areas:

- A. Reflective Practices of Leadership
- B. Vocational Formation and Public Leadership
- C. Contextual Analysis (Ecclesial/Communal)
- D. Five Areas of Ministry
  - 1. Leadership and Administration
  - 2. Gathering, Proclamation, and Engagement
  - 3. Pastoral Care and Community Care
  - 4. Outreach, Mission and Advocacy
  - 5. Religious Education and Spiritual Formation
- E. Professional Behavior

Teaching supervisors complete an evaluation of the student in the following areas:

- A. Reflective Practices of Leadership
- B. Vocational Formation and Public Leadership
- C. Contextual Analysis (Ecclesial/Communal)
- D. Participation in the Life of the Group
- E. Professional Behavior

## Clinical Pastoral Education as Con Ed II

### Fall Semester

- Residential: CE600CPEA CPE for Contextual Education II Reflection Group. Credit, 3 hours.
- Hybrid: CE600CPHA CPE for Contextual Education II Reflection Group. Credit, 3 hours.

### Spring Semester

- Residential: CE600CPEB CPE for Contextual Education II Reflection Group. Credit, 3 hours.
- Hybrid: CE600CPHB CPE for Contextual Education II Reflection Group. Credit, 3 hours.

Students who wish to take Clinical Pastoral Education (CPE) as their Contextual Education II credit are able to do that through completing one extended unit of CPE over the course of two concurrent semesters.

At the successful completion of this program, students receive both **6 credit hours of 600-level Contextual Education** (satisfying the second-year Candler Con Ed requirement) and **one unit of CPE**.

### The CPE Contextual Education II Track is ideal for students who:

- Are interested in gaining hands-on chaplaincy and pastoral care experience
- Plan to apply for a full-time CPE Residency after graduation
- Are required to complete CPE for ordination or Chaplaincy Certificate requirements
- Want to complete CPE during the academic year (ie, rather than summer)

### Requirements for the Contextual Education CPE Track:

- Enroll in an **ACPE-accredited CPE program AND in CPE-Con Ed II (Fall and Spring)**
  - The CPE Program must be scheduled to take place over both the fall and spring semesters and to be completed prior to the date when spring grades are due. A directory of these programs can be found [on the ACPE website](#).
  - The CPE Program must be willing to work with the Office of Contextual Education to meet Con Ed requirements including submitting required evaluations
- Successful completion of all aspects of the CPE program, including:
  - 300 clinical hours of spiritual care activities
  - 100 hours of supervision and educational activities (Combined Approx. 10-14 h/wk)
- Participation in CPE Con Ed II Reflection Group, Fall and Spring Semesters (3hr every other week)

For more information on Choosing a CPE site, please review the [CPE Section](#) of this manual.

## Teaching Parish

The Teaching Parish program enables United Methodist students appointed to student pastorates, United Methodist students serving on church staffs, and students working pastorally in other denominations to meet in Reflection Groups led by ordained United Methodist pastors. These Reflection Groups meet five Mondays for a total of 20 hours each semester. For United Methodists, the program is a cooperative venture between Candler and the annual conferences of the United Methodist Church.

Enrollment in Teaching Parish fulfills the Contextual Education requirement. After the second year, student pastors who are required by their conference to participate in the third year of Teaching Parish for continued supervision, integration, and support, may enroll each semester for one or two credit hour of Teaching Parish (four hours maximum). A maximum of sixteen credit hours is granted for the Teaching Parish Program.

Due to immigration regulations limiting off-campus employment to an 18-month term of service, international students will not be considered for a student-pastor appointment in their first year of study. International students may be considered for appointment during their final 18 months of study at Candler. For additional information regarding international students and student-pastor appointments, please contact the Office of Admission at 404.727.6326.

### First Year

#### Fall Semester

- Residential: CE551TPA Contextual Education IA Teaching Parish. Credit, 3hours.
- Hybrid: CE551TPHA Contextual Education IA Teaching Parish. Credit, 3hours.

#### Spring Semester

- Residential: CE551TPB Contextual Education IB Teaching Parish. Credit, 3 hours.
- Hybrid: CE551TPHB Contextual Education IB Teaching Parish. Credit, 3 hours.

### Second Year

#### Fall Semester

- Residential: CE600TPA Contextual Education IIA Teaching Parish. Credit, 3 hours.
- Hybrid: CE600TPHA Contextual Education IIA Teaching Parish. Credit, 3 hours.

#### Spring Semester

- Residential: CE600TPB Contextual Education IIB Teaching Parish. Credit, 3 hours.
- Hybrid: CE600TPHB Contextual Education IIB Teaching Parish. Credit, 3 hours.

### Third Year

#### Fall and Spring Semesters

- CE553TPR, Teaching Parish, Credit, 1 or 2 hour per semester.

Student pastors carry out the responsibilities of clergy in these settings and learning outcomes include the following:

- The ability to exercise reflective practices of leadership and ministry
- An informed understanding of vocation as a practitioner, leader, and public theologian
- A greater understanding of personal, religious identity and ongoing spiritual growth
- A support network of peers and supervision by an experienced pastor
- Understanding of unique gifts for service and leadership in the Church
- The development of practical skills essential to the role of a pastor

This program is a cooperative venture between Candler and United Methodist Church Conferences, other denominations and non-denominational churches. For UMC students, normally only those students who are certified candidates or in process for ordained United Methodist ministry are considered for appointment. In consultation with the Director of Teaching Parish at Candler, students will need to contact the District Superintendent in their home UMC Conference to request an appointment. If this is being requested in relation to a staff position in a larger church, the student should work first with the Senior Pastor/leader of the church in making this request. For other denominational and non-denominational churches, students will need to already have a negotiated ministry site position and the appropriate approval and support from their judicatories or boards to be eligible for enrollment.

Congregation and campus ministries partner with Candler in educating leaders for the church's ministries in the world by providing the following:

- opportunities to lead, serve, and practice ministry
- a healthy and redemptive community of faith
- an understanding of the priority of seminary education and study

Student pastor positions can be in congregations or campus ministries, are usually part-time (minimum of 10 hours required), and provide compensation from the congregation or campus ministry (decided by the ministry site). Student pastors should have a clear role and set of responsibilities in these positions. The relationship between the congregation/campus ministry is secured by a covenantal contract signed by the student, judicatory (District Superintendent in UMC, board or other entity in other denominations or non-denominational churches) and the Director of Teaching Parish at Candler.

For further information, including a Teaching Parish application, contact the Office of Contextual Education at [candlerconed@emory.edu](mailto:candlerconed@emory.edu).

In addition, Teaching Parish students are encouraged to participate in a "Formation Community." These communities of discernment and commitment are animated by distinct charisms that orient the rule of life of each community. Communities are organized around common prayer and celebration, and each is coordinated by a student rector and a faculty chaplain who provides worship leadership and long-term guidance. The Director of Formation Communities organizes these communities.



**Teaching Parish Reflection Groups**

Student-pastors will meet in person or online in a Teaching Parish reflection group, which meets bi-weekly on Mondays throughout the fall and spring semesters. Together students learn to reflect theologically upon faith and ministry, share pastoral verbatims, learn church, community, and systems analysis, explore ministry and money, and practice Bible study and preaching. Each reflection group is led by a Supervising Pastor, a United Methodist elder who has been chosen for this responsibility. The Supervising Pastor's job is to lead the Teaching Parish group in its work, evaluate each student-pastor's performance, and provide individual counsel to each student pastor. Teaching Parish reflection groups do not meet during the summer, though there is an orientation for all student-pastors at the end of the summer.

**Con Ed Plenaries**

All first-year Teaching Parish students are required to participate in Contextual Education plenaries during their first academic year at Candler. These hands-on sessions will focus on topics and skills useful in a wide range of community and ministry settings and will be accompanied by an online module of resources and learning activities. Plenary dates will be sent ahead of the semester in which they are offered, and all plenary-related information will be hosted in a Canvas course to which first-year students will be added. Make-up assignments can be completed with permission from the Con Ed Office, but it is highly recommended to plan ahead to attend all plenaries to meet all course requirements.

## Episcopal and Anglican Studies Program

Candler's Episcopal Studies program is dedicated to equipping students for lay and ordained ministry in the Episcopal Church and all the churches in the Anglican Communion.

Candler students enrolled in the MDiv degree program who are postulants or seeking ordination in the Episcopal Church complete their Contextual Education I requirement through the standard Residential or Hybrid Contextual Education I Program. Please review the [Contextual Education I](#) section of this manual for more information. In the second and third year of the MDiv, Episcopal students fulfill their Contextual Education II requirement by working in a parish setting and participating in a Wednesday Con Ed Reflection Group with other Episcopal students. The Office of Contextual Education does not oversee the Episcopal and Anglican Studies Program in the second or third years, as it does its own program. For more information about the Episcopal and Anglican Studies program, please contact the Director of Episcopal and Anglican Studies, Rev. John Thompson-Quartey, at [chief.john.thompson-quartey@emory.edu](mailto:chief.john.thompson-quartey@emory.edu)

### First Year

#### Fall Semester

- Residential: CE551A Contextual Education I Reflection Group. Credit, 3 hours.
- Hybrid: CE551HYBAA Contextual Education I Reflection Group. Credit, 3 hours.

#### Spring Semester

- Residential: CE551B Contextual Education I Integrative Seminar. Credit, 3 hours.
- Hybrid: CE551HYBAB Contextual Education I Integrative Seminar. Credit, 3 hours.

### Second Year

#### Fall Semester

- Residential: CE552ANGA Contextual Education IIa Episcopal/Anglican Studies. Credit, 3 hours.
- Hybrid: CE552ANHA Contextual Education IIa Episcopal/Anglican Studies. Credit, 3 hours.

#### Spring Semester

- Residential: CE552ANGB Contextual Education IIb Episcopal/Anglican Studies. Credit, 3 hours.
- Hybrid: CE552ANHB Contextual Education IIb Episcopal/Anglican Studies. Credit, 3 hours.

### Third Year

#### Fall and Spring Semesters

- Residential: CE553ANGR Contextual Education for Episcopal Studies. Credit, 2 hours each semester.
- Hybrid: CE553ANHR Contextual Education for Episcopal Studies. Credit, 2 hours each semester.

It is possible for students to do a certificate in both Episcopal and Anglican studies as well as in Chaplaincy. Prospective students should talk to the Director of the Episcopal and Anglican Studies Program.

## Clinical Pastoral Education (CPE)

Clinical Pastoral Education (CPE) is theological and professional education for ministry. It brings together theological students, ordained clergy, and qualified lay people to minister to people in a variety of settings while being supervised. Through intense involvement with people and communities in need, and structured feedback from peers and teachers, students deepen their awareness of themselves and are challenged to improve the quality of their pastoral relationships. CPE has a concentrated focus on pastoral care, counseling and relational skills development. CPE programs can be an effective part of a person's preparation for parish ministry, chaplaincy, lay ministry, teaching or counseling.

CPE programs are certified by a national organization, the Association of Clinical Pastoral Education (ACPE). They are most often located in hospitals, clinics and community agencies. For more information, please see the CPE section of the Contextual Education website:

<http://www.candler.emory.edu/academics/con-ed/clinical-pastoral-education.html>.

### CPE Sites

Accredited CPE sites are located across the country and can be found by searching the ACPE website. There are a number of certified centers for CPE in the metro-Atlanta area and throughout the region, including hospitals, clinics and community-based agencies. **You can find a list of CPE sites in metro Atlanta in the Candler Intranet at**

<https://candler.inside.emory.edu/students/con-ed/cpe/index.html> (Emory Net ID required)

For a full list of accredited CPE programs, please see the website of the Association for Clinical Pastoral Education (ACPE): [www.acpe.edu](http://www.acpe.edu).

### Obtaining Candler Elective Credit for CPE

Students currently enrolled at Candler may choose to obtain elective academic credit for completing CPE. Academic credit, ranging from 3 to 6 hours for basic CPE, is only granted for work successfully completed at an accredited ACPE site. Up to three academic credits are awarded for a half unit of CPE, and up to six credits awarded for one full CPE unit. Students receive either a Satisfactory (S) or Unsatisfactory (U) grade for this course.

Students who complete summer CPE during or after the August term may enroll in up to 3 hours of credit for a half unit or up to 6 hours of credit for a full unit in the August term. Students who enroll for CPE credit in the August term may not exceed 18 total credit hours for the fall semester, including CPE and regular semester courses.

Students can also choose to take CPE without receiving academic credit at Candler. In this case, students are encouraged but not required to notify the Office of Contextual Education that they are enrolled in CPE.

### Enrolling in a CPE Program for Academic Credit

1. The student identifies an accredited CPE center. Visit [www.acpe.edu](http://www.acpe.edu).
2. The student makes an appointment with a representative of the site, clarifies details of the program, and completes the site's application process. This often includes a written application, as well as an interview with the site.
3. Once the student has been accepted to the particular CPE program, the student confirms acceptance by submitting a copy of the acceptance letter to the Office of Contextual

Education and completes the CPE (CE696R) registration form found in the Candler Intranet at <https://candler.inside.emory.edu/students/con-ed/cpe/index.html> x. (login required) This must be done before the drop/add period ends for the semester in which you intend to receive credit. \*\* Students enrolling in CPE as Con Ed II should complete the CPE/CEII (CE600CPE) registration form

[https://CandlerConEd.formstack.com/forms/cpe\\_ceii\\_ce600\\_reg](https://CandlerConEd.formstack.com/forms/cpe_ceii_ce600_reg) \*\* (Refer the [CPE as Con Ed II](#) section for more information.)

4. The Office of Contextual Education will review your submission and forward your request to the Candler Registrar. Please allow time for your course registration to appear in your OPUS account. Students should confirm enrollment through OPUS.
5. Once the student has completed the CPE program, the CPE supervisor will send the final grade (Satisfactory/Unsatisfactory) in writing and will submit a copy of your CPE final evaluation to the Office of Contextual Education. This evaluation will be kept on file in the Office of Contextual Education during a student's enrollment at Candler and for five years following her/his graduation.
6. The Office of Contextual Education then communicates with the Candler Registrar the student's final grade of Satisfactory or Unsatisfactory.

Note: Some Spring CPE placements do not conclude until after Emory's commencement. Spring graduates who plan to enroll in CPE for academic credit in their final semester must consult with the Contextual Education Office early in their planning process to determine whether CPE enrollment will prevent them from full participation in commencement.

The completed CPE registration form is kept on file in the Office of Contextual Education for the duration of the student's enrollment.

### **Cost of CPE Enrollment**

Students will be responsible for paying fees to the CPE site as assessed by the site and according to the terms and policies established by the site. CPE expenses may vary from site to site. Candler is not responsible for any expenses students incur.

For those Candler students interested in enrolling in a summer CPE program for academic credit, you may enroll in a summer CPE program as an August term course and receive academic credit in the fall semester as long as the CPE program overlaps with the dates of Candler's August short-term by at least one day. Enrolling in CPE as an August term course means that you do not have to pay summer school tuition, and you will receive three credits in the fall for a half unit of CPE or six credits in the fall for a full unit of CPE.

## Internships (CE695R)

Internships provide MDiv, MTS and MARL students with an opportunity to enrich their studies. Internships are a student-initiated practical experience for which academic credit is given. Internships provide students with an opportunity to tailor their course of study by meeting the specific ministry-learning goals they have, to enrich and/or complement their courses, to provide more depth to a particular aspect of ministry, or to obtain greater exposure to a broader range of ministry, for instance. Students are encouraged to select contexts of ministry that will enable them to explore issues of ministry and/or develop skills (e.g., teaching, preaching, administration, etc.). Students may intern with a church, an agency or an existing internship program.

An internship will enable students to:

- Sharpen reflective practices of leadership and ministry.
- Further discern and clarify vocational identity and calling.
- Gain understanding and proficiency in an area of ministry or interest.
- Obtain greater exposure to a broader range of vocational pathways and professional opportunities.

### Program Features

- Choose a setting that relates to a vocational interest and/or direction.
- Earn up to six credit hours while gaining practical ministry experience.
- Explore relevant ministry issues.
- Practice skills.
- Create personalized reading list.
- Mentorship from initial meeting with the Director of Internships, regular meetings with GDR internships supervisors and internship cohort to evaluate progress and provide guidance on the presentation
- Develop a final integrative presentation that fosters student learning goals and outcomes.

### Enrollment

1. Meet with the Director of Internships at least eight weeks before the internship start date.

2. Submit the Internship Proposal

Students work with their internship supervisor to develop an Internship Proposal. A copy of the proposal will go to the internship supervisor, Director of Internships, and the Office of Contextual Education. See **Internship Proposal** below for details on the proposal.

3. Complete the Internship (CE695R) Cohort Contract Form

Students will complete the CE695R Internship Cohort Contract Form with two signatures (internship supervisor and the student). This form must be submitted with a copy of the full internship proposal to the Contextual Education Office. If all requirements are met, the

Director of Internships will approve the contract. The Contextual Education Office will submit the internship contract to the registrar office for student enrollment.

#### 4. International Students

International students who qualify for Curricular Practical Training (CPT) may enroll in an internship and should consult with the ISSS office and the Office of Contextual Education. International students will need to receive authorization before beginning their internship. (Please allow at least eight weeks before internship start date.)

#### 5. Deadlines

Your Internship Proposal and Internship Contract Form must be completed and turned in to the Office of Contextual Education no later than four weeks prior to the internship start date. See the Candler Academic Calendar for dates

<http://www.candler.emory.edu/academics/registrar/academic-calendar.html>.

#### Credit

MDiv, MTS and MARL students may earn the following credits in an internship:

- MDiv (elective credit up to 6 credit hours)
- MTS (elective credit up to 6 credit hours)
- MARL (requirement of 6 credit hours)

MDiv and MTS students may take CE695R for variable elective credit for a maximum of six credit hours. MARL students are required to take CE695R for the full six credit hours.

One credit hour requires the completion of 42 hours of work in an internship setting. For example, in order to earn three (3) hours of credit at 42 hours/credit, a student would need to complete 126 hours of work ( $3 \times 42 = 126$ ).

Ordinarily, at least two thirds of the total hours worked for the internship would be actual contextual work. One third of the time may be used for study, reflection and supervision. Students are required to participate in cohort meetings with a GDR supervisor and peers. No credit will be awarded retroactively for internship work previously conducted. Internships are graded on a satisfactory/unsatisfactory basis (S/U).

All internships are subject for approval by the Director of Internships.

#### Finding a setting and internship supervisor

The student is responsible for completing the Internship (CE 695R) contract form, securing a setting and an internship supervisor to participate in the project.

Setting: Students should secure a setting that relates to their overall interest in the internship.

Internship supervisor: Students are supervised by an internship supervisor who is: 1) an ordained minister, employed full time in the setting and has a graduate theological degree

from an accredited seminary; and/or 2) a director who has a master's degree or equivalent knowledge and experience in the indicated field. Internship supervisors require the approval of the Director of Internships.

### **Internship Proposal**

In conjunction with the internship supervisor, the student will develop an internship proposal.

The proposal should include the following:

1. Project outline that provides information on the rationale, the practice of ministry, and the setting. MARL students should check with their respective areas of concentration for specific requirements and opportunities.
2. Learning outcomes and how the project fulfills those outcomes. Internship learning outcomes should be in keeping with the "learning outcomes" appropriate to the student's degree program for [MDiv](#), [MTS](#) or [MARL](#). Learning outcomes have to do with knowledge and/or skills that you wish to develop through your work in the setting. For example: "To start a singles group" is a task, not a learning outcome. Some examples of learning outcomes include: To develop skills in recruiting volunteers; to gain firsthand a theoretical understanding of the dynamics of small rural churches; to become more comfortable sharing myself in teaching or pastoral care situations; or to explore my capacity to function in a setting with children with limited verbal skills; etc. The more focus you have the richer your experience is likely to be.
3. A listing of readings, methods, or resources you plan to use to facilitate reflection (e.g., texts, one-on-one interviews, journal, etc.).
4. Site work schedule (based on the number of credit hours taken).
5. Schedule for weekly meetings with internship supervisor for reflection and supervision.
6. Plan for final integrative presentation. The student is responsible for conceiving and completing a final integrative presentation. In general, this presentation should demonstrate that the student has made progress in realizing his or her learning outcomes. Specifically, the final presentation should be the product of the student's integration of any readings, reflection, and the practice of ministry in the student's setting. The final presentation may take various forms: a standard academic paper, an audio-visual presentation, the development of a church program's curriculum, the planning and leading of a retreat or seminar, etc.

### **Supervision**

The internship supervisor is responsible for:

- Meeting with the student in the first week of the semester for the purpose of reviewing and confirming the plan of work and developing a weekly schedule for meetings.
- Meeting weekly with the student for reflection and supervision. Normally, these meetings require a minimum of one hour.

- Evaluating the student's work at the end of the internship. Copies of the evaluation will be submitted to the student, GDR Supervisor and the Contextual Education Office.
- Providing recommendations to the GDR supervisor concerning what grade (S/U) the student shall be given for the internship.

The GDR Supervisor is responsible for overseeing the work of the student intern by completing the following:

- Sign student contract;
- Conduct four cohort meetings. The cohort will meet four times during the semester for the following reasons: the first meeting for setup and orientation; the second and third meetings for monitoring learning outcomes, reflection, and supervision; and the fourth meeting for the final integrative presentation seminar and evaluation;
- Coach students in the development of a final integrative presentation.
- In general, this presentation should demonstrate that the student has made progress in realizing their learning outcomes. Specifically, the final project should be the product of the student's integration of any readings, reflection, and the practice in the student's setting.
- The final presentation may take a variety of forms; a standard academic paper, an audio-visual presentation, the development of a curriculum for a church program, the planning and leading of a retreat or seminar, etc. The presentation will be delivered at the last meeting of the cohort.
- Consulting with the student and monitoring progress in the internship (site supervision and mentoring, hours, site work, etc.) learning outcomes, and the final integrative presentation, and providing guidance as needed;
- Complete a final evaluation of the student;
- Conferring with the Director of Internships on the final grade (S/U).

## **Final Evaluations**

Final evaluations by the internship supervisor and student are due at the end of the semester. Copies of all evaluations will be submitted to the Office of Contextual Education and the student.

The student's grade will be assigned by GDR supervisor in consultation with the internship supervisor. The GDR supervisor will then forward the grade to the Office of Contextual Education, to have it recorded with the Registrar's Office and in OPUS.



## Contextual Education Guidelines for International Students

International Students planning to participate in Contextual Education I or II, Internships, or other programs administered by the Office of Contextual Education should work with their International Student Advisor in the Office of International Student and Scholar Services (ISSS) to be sure that they have appropriate authorization to work in the United States. *Students will not be allowed to engage in Contextual Education work until they are authorized to do so through the ISSS office.*

Curricular Practical Training (CPT) is a form of work authorization for students studying in the United States on an F-1 visa whose degree programs require certain training as an integral part of the established curriculum. CPT authorization is required for any off-campus training, regardless of whether students are in paid or unpaid positions. Authorization must be renewed prior to the start of each semester. Students are encouraged to consult with ISSS as soon as is practical to make sure that they understand and initiate this authorization process through the Contextual Education Office.

Different guidelines apply to students who are in the United States on a J-1 visa; these students should contact the Office of Contextual Education to discuss their options for participating in contextual education program.

**Please note that University procedures related to work authorization may change from time to time, and the most recent changes may not be reflected in this document.** For the most current information about the CPT authorization process and a link to initiate this process online, please see the ISSS website: [iss.emory.edu](https://iss.emory.edu)

**Contextual Education I.** Incoming international students who are planning to enroll in Contextual Education I should complete their CPT authorization process as soon as they are able to do so. Students must begin this process during International Student Orientation in August in order to allow time to receive CPT authorization before the beginning of Fall classes. Con Ed I students should contact the Contextual Education Office at [candlerconed@emory.edu](mailto:candlerconed@emory.edu) to get the job offer letter AND academic letter required for CPT authorization, and for assistance in filing a CPT request online through the ISSS Link system.

**Contextual Education II.** International students preparing to enroll in Contextual Education II should request CPT authorization in the spring of the year preceding their Contextual Education II enrollment, concurrent with the process of completing a Con Ed II contract. Con Ed II students should contact the Contextual Education Office at [candlerconed@emory.edu](mailto:candlerconed@emory.edu) to get the job offer letter AND academic letter required for CPT authorization, and for assistance in filing a CPT request online through the ISSS Link system.

Students should submit CPT-related paperwork as indicated below:

**Due mid-April:**

Con Ed II Contract: Due to Contextual Education Office, [candlerconed@emory.edu](mailto:candlerconed@emory.edu)

**Due May 1:**

CPT Request Form (online): [iss.emory.edu](https://iss.emory.edu)

*Note: This process will require that you upload your job letter and academic letter.*

**Due November 15:**

CPT Request Form (online): [iss.emory.edu](https://iss.emory.edu)

*Note: CPT Authorization must be renewed each semester. This process will require that you upload your job letter and academic letter.*

**Teaching Parish.** International students may choose to participate in the Teaching Parish program after their first full year in the M.Div. program. Interested students should contact the Director of Teaching Parish in the Office of Contextual Education to discuss the requirements of this program.

**Internships.** International students preparing to participate in Internships or other Contextual Education programs should request authorization for Curricular Practical Training through ISSS in the semester prior to their enrollment in these programs. Please note that a job letter from your internship site and academic letter must be submitted at the time of course enrollment — by November 15 for Spring semester internships, or by May 1 for Summer and Fall semester internships.

Students planning to participate in a summer internship program must be enrolled in at least one credit for the summer term. Students planning to participate in summer internships should submit the following CPT-paperwork as indicated below

**Due November 15 (for Spring) or May 1 (for Summer or Fall):**

CPT Request Form (online): [iss.emory.edu](https://iss.emory.edu)

*Note: This process will require that you upload your job letter from your internship site and academic letter.*

**Clinical Pastoral Education (CPE).** International students planning to enroll in a unit of Clinical Pastoral Education (CPE) should request authorization for Curricular Practical Training through ISSS as soon as they have received notice of their acceptance to a CPE program. International students must be enrolled in CPE for credit to receive CPT authorization, and international students planning to complete CPE in the summer must be enrolled in at least one credit for the summer term.

For all Candler students, an acceptance letter from an ACPE-accredited CPE site must be submitted to the Office of Contextual Education in order to enroll in CPE for academic credit through Candler. International students should contact the Office of Contextual Education for information about the academic letter and the job letter required from the CPE program for CPT authorization.

CPT must be approved prior to the first day of orientation for the CPE program. Students planning to participate in CPE should follow the process outlined below to complete a CPT request:

1. Select and apply to a CPE program accredited by the Association for Clinical Pastoral Education (ACPE). You must be accepted to an accredited CPE program before you can register for CPE at Candler. *Note: The deadline for application to CPE programs varies. You should begin thinking about this process at least six months before you plan to enroll in CPE.*

2. Register for Academic Credit for CPE (online):

[https://CandlerConEd.formstack.com/forms/cpe\\_ce696\\_reg](https://CandlerConEd.formstack.com/forms/cpe_ce696_reg)

In order to receive academic credit for CPE, you must complete an online registration process through the Office of Contextual Education. This process will require that you scan and upload an acceptance letter from your CPE site and provide additional details about your program. Once this material has been reviewed, the Office of Contextual Education will direct the registrar to enroll you in “CE 696R” Clinical Pastoral Education. *Note: You must be enrolled in “CE 696R” before you can be approved for CPT.*

3. Complete CPT Request Form (online): [iss.emory.edu](https://iss.emory.edu)

Candler Registrar Shelly Hart should be listed as the “second approver” when you complete the CPT request for this program.

*Note: This process will require that you scan and upload an acceptance letter from your CPE Site. You will need an additional job offer letter and academic letter to satisfy the requirements of the CPT request process.*

Remember, the CPT request must be approved prior to the first day of orientation for your CPE program!

***Clinical Pastoral Education (CPE) Residency Programs.*** International students who wish to apply for a year-long, full-time CPE Residency program following their graduation from Candler should discuss this with the Office of Contextual Education as early as possible, and ideally no later than six months prior to their graduation from Candler. Application to residency programs can be competitive. CPE Residency programs typically require that students have completed a full unit of CPE (a 10-week CPE unit in the summer, or a part-time CPE unit during the academic year) prior to their application for a residency position. International students who plan to enroll in a residency program following graduation should ideally begin planning for this at least a full year in advance and should consult with

their International Student Advisor at ISSS about eligibility for Optional Practical Training (OPT) following graduation.

***More questions?***

For additional information about the CPT and OPT authorization processes, or other questions related to work authorization for international students, Candler students should contact Demi Ongolo, Senior Advisor for ISSS Candler Students, at [demi.ongolo@emory.edu](mailto:demi.ongolo@emory.edu), or 404.727.3300. Questions regarding authorization for work in programs administered through the Office of Contextual Education may also be directed to [candlerconed@emory.edu](mailto:candlerconed@emory.edu).

## **Additional Policies for Students**

### **Confidentiality of Pastoral Conversations in Educational Context**

Confidentiality is a sacred practice required of all of us, particularly of pastors and seminary students engaged in pastoral relationships on-site and in settings such as the Contextual Education reflection groups. Candler students in Contextual Education are most often treated as pastors and chaplains when they are on-site—whether in a church, clinical setting, or social service site. People confide in seminarians and expect confidentiality to be honored.

Likewise, the Contextual Education reflection groups become places of trust. Students use those settings to confide in one another, often sharing deeply personal information and emotions. In order to respect this trust and honor confidentiality, students agree to maintain the anonymity of persons on-site (parishioner, clients, patient, inmates, guests, staff, volunteers, etc.). These persons should never be identified by their actual names or initials in written work (journals, case studies, verbatims, etc.), email, or verbal conversations. Similarly, students agree to respect the confidential nature of all conversations within the Contextual Education Reflection Groups, promising not to share any personal information outside of the group. Covenants regarding confidentiality are signed at the beginning of the fall semester of the first year. Contextual Education reflection groups are not recorded.

### **Con Ed I/II and Teaching Parish Student Introduction Attendance**

Contextual Education begins prior to the first day of classes with an Introduction to Contextual Education I, an Introduction to Contextual Education II and an Introduction to Teaching Parish. This policy applies to all students enrolled in Contextual Education, whether they are enrolling in Con Ed I, II or Teaching Parish for the first time or are repeating a course.

Students are **not** allowed to miss more than **two** Contextual Education I classes in any given semester. Failing to attend the Introduction to Contextual Education I counts as two absences for the fall semester, the maximum allowed.

Students enrolled in Contextual Education II and Teaching Parish are allowed only **one** absence per semester. If a student misses the Contextual Education II or Teaching Parish Introduction, this will count as one class absence for the fall semester.

### **Termination from Site**

Contextual Education I,II, or Teaching Parish students who are terminated from their site, in consultation with the respective Director of Contextual Education and the student's academic advisor, will fail Contextual Education.

### **Student Files and Requests for Records**

The Office of Contextual Education retains a confidential file on each student. This file contains the completed written evaluations for all programs administered by the Office of Contextual Education, including Contextual Education I and II, Teaching Parish, Episcopal and Anglican Studies, Internships, and Clinical Pastoral Education. These evaluations are retained as a confidential file and may be read and used only by the student and the directors of Contextual Education. Once a student graduates from Candler, the file will be archived for five years and will then be destroyed. Only the grade is retained as a permanent record.

### **Requesting Copies of Evaluations**

It is the responsibility of the student to retain records of their Contextual Education evaluations. Students may, however, request copies of these evaluations from the Office of Contextual Education by submitting a “Release of Evaluations” form via the Office of Contextual Education website. The release form link is located on the Contextual Education Homepage and below:

[https://candlerconed.formstack.com/forms/release\\_eval](https://candlerconed.formstack.com/forms/release_eval)

Please allow two weeks for processing.

**Note:** Students in Contextual Education I, II, Teaching Parish, and Episcopal and Anglican Studies will receive copies of their evaluations from their respective supervisors and/or teaching team. Students are strongly encouraged to retain copies of these evaluations as part of their academic and professional records.

### **Evaluations for MDiv Integrative Advising**

In the final year of the MDiv program, academic advisors conduct an Integrative Advising Conversation with advisees. The purpose of this conversation is to discuss the student’s overall progress in theological studies, reflection on the Candler experience, state of vocational discernment, and post-MDiv plans, including continuing education. Completion of the Integrative Advising Conversation is a graduation requirement.

In preparation for this conversation, students prepare a portfolio that is submitted to the academic advisor at least one week prior to the interview. The portfolio shall include faculty and supervisor evaluations from Contextual Education I and II, along with additional documentation. Students should plan ahead if they need to request additional copies of evaluations from the Office of Contextual Education. Please follow the process described above and allow two weeks for processing.

### **Requests for Recommendation Letters**

Occasionally, students and alumni will need a letter of recommendation for their Board of Ordained Ministry or another organization. To request a letter for recommendation, contact the Office of Contextual Education using the “Release of Evaluations” form described above. Students should allow two weeks to process letters of recommendation. If a student’s recommendation deadline is in January, the request should be submitted no later than the first week of December.

## **Accessibility and Accommodations in Contextual Education**

Emory University supports students with disabilities and encourages their full participation in all academic programs, including contextual education programs and field placements of all kinds. In the context of the Candler School of Theology, “contextual education” includes Contextual Education I and II, Teaching Parish, Internships, and any other internship, training, or work experiences conducted for academic credit. The Office of Accessibility Services (OAS) is the designated University office that works with students with disabilities to provide reasonable accommodation so they may enjoy the same benefits, experiences, and opportunities as persons without disabilities.

It is the responsibility of students with disabilities to seek available assistance and establish their needs. If you are a student registered with the OAS Office, accommodations are effective for a particular course on the date of the in-person discussion with the course instructor(s) regarding implementation of course accommodations and receipt of the accommodation letter (this should happen simultaneously). In the case of Contextual Education, this letter should be given to the Con Ed I Site Supervisor and (in the Spring) the faculty member of the Integrative Seminar Teaching Team; or to the Con Ed II Site Mentor and Teaching Supervisor. A copy should be forwarded to the Office of Contextual Education at [candlerconed@emory.edu](mailto:candlerconed@emory.edu). Students with disabilities are required to complete all course assignments.

### **Contextual Education Selection and Placement Process**

Incoming M.Div. students select their Contextual Education I site prior to their arrival at Candler when they register for classes through the Registrar’s Office. Incoming M.Div. students with disabilities who need accommodations to participate in Contextual Education I are encouraged to begin discussions with the Office of Accessibility Services (OAS) as soon as reasonably practicable so that accommodations can be made prior to registration for classes in the summer before the first year.

Students with disabilities may request reasonable accommodation during the site selection and placement process for Contextual Education I or II, Teaching Parish, Internships, or other programs (for example, a sign language interpreter for required meetings with a prospective site mentor). In such a case, the student is responsible for making the accommodation request to OAS as soon as reasonably practicable in order for arrangements to be made.

Students with disabilities are not required to declare, nor may an educational institution inquire about, the presence of a disability unless they are seeking reasonable accommodation, as discussed below. In addition, students are not required to inform the Contextual Education Office, site supervisors or mentors, or other staff about their disabilities at any time before, during, or after the site selection process.

However, students with disabilities who will be requesting accommodation in Contextual Education placements must be registered with OAS. OAS is responsible for managing an interactive process between the student and the University, including those who are directly involved in administratively facilitating the Contextual Education placement (e.g., the relevant director of Contextual Education, faculty, or other supervisors) and the Contextual Education site (persons at the site responsible for implementing reasonable accommodations). The process of providing reasonable accommodation should proceed in an individualized and systematic fashion.

As in all academic programs at Emory, the Contextual Education program assesses students on the basis of their abilities rather than on their status as individuals with disabilities. Students with disabilities who are assigned to Contextual Education placements must be able to perform the essential functions or meet the essential eligibility requirements of the experiences with or without reasonable accommodation. Pre-placement inquiries as to whether a person has a disability are not permitted. The Contextual Education program will determine the essential functions of the program so that students can request reasonable accommodation if needed.

### **Student Responsibilities**

If not already registered with OAS, please follow the steps to begin the registration process. If registered with OAS, please reach out to 404-727-9877 or [accessibility@emory.edu](mailto:accessibility@emory.edu).

- Please register as soon as reasonably practicable after you know that you are enrolled in a degree program or concentration that requires a field experience or contextual placement in order to discuss accommodations.
- OAS will consult with the Office of Contextual Education, faculty supervisors or others familiar with the Contextual Education program to identify possible site placements and/or formulate a reasonable accommodation plan for a specific site.
- If you have an existing accommodation plan for accommodations in the classroom and you may choose *not* to seek accommodations for contextual education placements or internships – *this is your right*. However, neither your grade nor your performance evaluation in Contextual Education or internship placements can be reversed based on a late declaration of need for accommodation. You will be accommodated from the point in time that you request accommodation, and a review and determination has been completed by OAS. No alterations will be made before the request and review has been conducted.

If a contextual site is unable or unwilling to make a requested reasonable accommodation or you do not believe your accommodation plan is adequate, contact OAS immediately, 404-727-9877, [accessibility@emory.edu](mailto:accessibility@emory.edu), Student Activity and Academic Center (SAAC) on Emory's Clairmont Campus, to facilitate resolution of the issue. OAS will provide an informal grievance process if necessary. If a site is unable or unwilling to make accommodations, OAS will work with you and the Candler School of Theology Office of Contextual Education to provide alternative options for your contextual placement.

### **Office of Accessibility Services (OAS) Staff Responsibilities**

- Meet with the student to discuss possible accommodations for the student's contextual placement.
- Coordinate a meeting with student, Contextual Education Office staff, faculty and/or others familiar with the Contextual Education program and site, as soon as reasonably practicable, to formulate a reasonable accommodation plan for the specific program and site.
- Provide consultation services to Office of Contextual Education staff, faculty, site personnel, and student during the Contextual Education placement when adjustments to the accommodation plan may be required or questions arise concerning what is reasonable.



## Candler Office of Contextual Education Responsibilities

- Refer students to the OAS Office if an accommodation need is disclosed.
- Inform all students that they can contact OAS if they feel they need accommodations to participate equally in the Contextual Education program.
- Participate with OAS in considering the specific needs of the student and the essential functions or essential eligibility requirements of the contextual placement to determine what reasonable accommodation can be made, and assist in developing an accommodation plan in consultation with student and OAS.
- Provide the details of reasonable accommodation only to those who need to know, including those at the field site, in order to facilitate the accommodation request, while also respecting the confidentiality rights of the student with a disability.

**Note:** Even if a student has disclosed information about their disability or medical condition, that information cannot be shared with others. It is appropriate to discuss only the accommodations that are necessary to help the student succeed in the field placement. Classroom accommodations ordinarily should not be shared with a site supervisor or mentor unless they relate to required accommodations. Remember that there are ramifications to the improper disclosure of a student's disability information, including the potential to impact future employment with the site.

- Monitor student progress and contact OAS as necessary for advice in providing new accommodation strategies over the course of the placement.
- Discuss accommodation with the cooperating site supervisors. If a supervisor seems unwilling or unable to respond to the University's legally mandated requirements, remember that ultimately Emory has the responsibility to accommodate the student, which may require an alternative placement for the student.

If students have any discrimination concerns, they are advised to contact Emory's ADA Compliance Officer, Rashad Morgan, 404-727-7053, [rashad.armand.morgan@emory.edu](mailto:rashad.armand.morgan@emory.edu).

# **Policies for Supervisors, Mentors, And Sites**

## **Contextual Education I**

### **Teaching Supervisor Benefits and Responsibilities**

As a supervisor, the following benefits and responsibilities are agreed upon between the Supervisor and the Candler School of Theology.

#### **Benefits**

- An annual honorarium.
- Three (3) CEUs per semester through Candler School of Theology, to be requested.
- Complimentary textbooks, when they are required by Contextual Education.
- Use of the Pitts Theological Library (September through May for current academic year). All materials need to be returned prior to the advancement of the honorarium, according to the library policy.
- 10% discount on books purchased for teaching or research purposes at Barnes and Noble/Emory Bookstore location. Tell the Barnes and Noble salesperson that you are on the "Contextual Education" discount list.
- Authorization to purchase access cards for Emory's physical education center. Please advise the Contextual Education Office in writing of your interest in this benefit.
- Permission to audit one course per semester at Candler (MDiv program only) without charge. Supervisors must notify the Contextual Education Office in writing two weeks prior to the beginning of the course, as some faculty may not allow audits.
- Complimentary parking for Integrative Seminars and events related to Contextual Education I.

#### **Responsibilities**

- The supervisor shall lead a weekly, 90-minute reflection group in the fall for the students, on-line or in a designated Candler classroom.
- The supervisor shall design the fall Reflection Group syllabus and submit it by the first week of April to the Con Ed Office for approval
- The supervisor is partnered with a faculty person to co-teach the weekly, two-hour Integrative Seminar in the spring. The faculty member and supervisor, who form the teaching team, shall design the weekly Integrative Seminar syllabus together and submit it to the Con Ed Office by the second week of October for approval
- If the supervisor must miss one of the weekly reflection groups, the Director of Contextual Education I shall be notified one week in advance, and the name of the staff person from the site who is replacing the supervisor shall be named.
- Meet weekly throughout the academic year with the Contextual Education Reflection Group, not missing more than a maximum of two per semester.
- Attend evaluation sessions.
- Having done the assigned reading each week, be prepared to share leadership of the class with the faculty person assigned to the class.
- Read student weekly papers and give constructive feedback on written work.
- Attend Con Ed I supervisor workshop, or other planning meeting to be scheduled.
- Work with the faculty person to submit a written evaluation at the conclusion of spring semester for each student in the Integrative Seminar, on or before the required Candler due

date for each semester (i.e., December and May).

- As needed for the school, meet with faculty, students, or director to enhance the Contextual Education program.
- Be present on-site when students volunteer or be available if students are completing their site work remotely. If the Supervisor is unable to be present on site or available to students during all the times Candler students volunteer, arrangements must be made for another employee to be responsible for students, especially in case of emergency. The students and the Candler Office of Contextual Education must be notified of the name and contact information for that employee at the beginning of the fall semester.
- Provide a thorough orientation of the site to students.
- Provide appropriate identification for students to use on-site.
- Coordinate the work of the students on-site with other site employees.
- Coordinate the weekly hours students are on-site by establishing clear guidelines for students to check in and out of the site, keeping accurate records of the weekly hours students volunteer, notifying students, faculty, and Director of Contextual Education I of concerns as they arise.
- Have student insurance and emergency contact information available, as well as a notification policy in place with the institution, in case of an emergency.
- Consult with other site employees and volunteers, when appropriate, to write the evaluation of students due at the end of each semester.
- Carefully monitor students' weekly on-site hours, notifying students and Contextual Education I Director when problems occur.

## **Contextual Education II**

### **Teaching Supervisors Benefits and Responsibilities**

As a teaching supervisor, the following benefits and responsibilities are agreed upon between the Supervisor and the Candler School of Theology.

#### **Benefits**

- Honorarium.
- Three (3) CEUs per semester through Candler School of Theology, to be requested.
- Complimentary textbooks, when they are required by Contextual Education.
- Use of the Pitts Theology Library (September through May for current academic year). All materials need to be returned prior to the advancement of the honorarium, according to the library policy.
- 10% discount on books purchased for teaching or research purposes at Barnes and Noble/Emory Bookstore location. Tell the Barnes and Noble salesperson that you are on the "Contextual Education" discount list.
- Authorization to purchase access cards for Emory's physical education center. Please advise the Contextual Education Office in writing of your interest in this benefit.
- Permission to audit one course per semester at Candler (MDiv program only) without charge. However, supervisors must notify the Contextual Education office in writing two weeks prior to the beginning of the course. Note: Faculty need to be informed, as some may not allow audits.
- Complimentary parking for seminars and team meetings.

## **Responsibilities**

- The Supervisor shall lead bi-weekly two-hour Site Reflection in the fall and spring for the students at the CEII group sites or on-line
- Read student papers and give constructive feedback on written work.
- Attend supervisor workshops and meetings.
- As needed, meet with faculty, students, or director to enhance the Contextual Education program.
- Complete and submit evaluations for all students in assigned Reflection Groups in both fall (December) and spring (May).

## **Contextual Education II Site Mentor**

The participation of ecclesial site mentors in the theological education of our students is invaluable for the Contextual Education II Program at Candler School of Theology.

Every January, the Office of Contextual Education initiates the process for first-year students to secure an ecclesial placement. Students begin interviewing churches or chaplaincies that fit both their vocational goals and the goals of the Office of Contextual Education. Students are asked to complete their paperwork and finalize all contracts with their supervisor before the end of the spring semester.

## **Responsibilities of a Site Mentor**

- Review the [Site Mentor Requirements and Expectations](#) to confirm that you and your site can fulfill the requirements for Contextual Education II.
- Mentor your student through [the five areas of ministry](#) with the opportunity to experience all of them during the academic year.
- Provide opportunity for each student to work eight hours per week for twenty-five weeks during the academic year, engaging in the full life of the site. Students are not required to be on-site during school breaks.
- Maintain a mechanism to verify weekly time and schedule (e.g., a time sheet).
- Meet bi-weekly (on-site) with student(s) for approximately an hour to an hour and a half. (May delegate supervision to persons related to particular ecclesial activities.)
- Require written material(s) when appropriate, especially related to responsibilities.
- Retain confidentiality of conversations, unless of urgent need.
- Complete evaluations at the end of each semester, on or before the required Candler due date.
- Offer positive and professional role models for ministry, allow time to reflect theologically, and provide formative evaluations and feedback.
- Extend hospitality to the student.

## **Requirements to be an Approved Ecclesial Site**

The site must be able to fulfill the five areas of ministry:

- leadership and administration
- gathering, proclamation, and engagement
- pastoral care and community care
- outreach, mission, and advocacy

- religious education and spiritual formation

The site is also subject to approval by the Director of Contextual Education II. No more than three students may serve at one site.

# Student Emergency Protocols

## Candler School of Theology

For student emergencies involving enrolled Candler students during regular business hours, Monday through Friday, 8:00 am to 5:00 pm.

### Designated Contacts:

Assistant Dean of Students: Allison Henderson Brooks 404-727-4143

If Allison is unavailable, please contact one of the following persons:

Dr. Tom Elliott 404-727-3006

Assistant Dean Dr. Brett Opalinski 404-727-1351

Dr. Letitia Campbell 404-727-3704

Carmen Toussaint, in the Office of Contextual Education (404-727-4178) may assist in locating a designated contact.

**Contextual Education Contacts.** In the case of student emergencies that arise while students are engaged in off-campus Contextual Education or Internship activities, the Supervisor or other responsible party should also contact one of the Contextual Education Directors:

Dr. Letitia Campbell, CE I, CPE 404-727-3704

Dr. Tom Elliott, CE II, Internships, Teaching Parish 404-727-3006

Dean Jonathan Strom (404-727-6324) should be notified immediately of any student emergency.

**Life-threatening Emergencies:** *Includes natural disasters; sudden and/or severe illness or accident on campus; automobile accident; criminal activity; missing persons; security threat; sexual assault; violence; suicidal/homicidal thoughts*

- Contact Emergency Responders and/or Emory Police Department

**Off-campus Emergency: 911**

**On-campus Emergency: 911**

***In Cannon Chapel: 7-6111*** – This goes directly to Emory EMS and DeKalb police and emergency services. Give 515 S. Kilgo, Atlanta GA 30322 as the address.

**On-campus (non-urgent): Emory Police Department 404-727-6111**

- Notify Designated Candler Contacts

**Non-emergency Needs for Assistance:** *Includes depression; drug/alcohol abuse and/or intoxication; harassment; mental/physical stress; vandalism; conflict with peers; conflict with faculty/staff member; financial crisis; emotional stress; study problems*

- Notify Designated Candler Contacts

**Emergencies After Hours and Weekends:**

*Physical injury or other emergency medical concern*

- Contact Emergency Responders and/or Emory Police Department  
**Off-campus Emergency: 911**  
**On-campus Emergency: 911**  
**On-campus (non-urgent): Emory Police Department 404-727-6111**

*Urgent medical questions or concerns*

- Contact the Emory University Student Health Services' on-call physician, call: **404-727-7551** and press "0."

*Mental health emergency*

- Contact Emergency Responders and/or Emory Police Department; Emory Police Dispatcher will assist you.  
**Off-campus: 911**  
**On-campus: Emory Police Department 404-727-6111**

*Non-urgent mental health situations*

- Contact the Emory HelpLine at **404-727-4357 (HELP)**. The HelpLine is an anonymous, peer counseling telephone service that is **open from 8:30 PM-1:00 AM, 7 days per week**. The Line is open during the regular academic year and closes for all major student holidays.

*Psychiatry*

- Contact an Emory Healthcare psychiatrist-on-call during after hours or weekends at: **404-778-5000**.

*Sexual Assault*

- Contact the DeKalb Rape Crisis Center at: **404-377-1429**

**Links to Emergency Information on Emory University Website**

**Emory Safe App** <https://emergency.emory.edu/preparedness/emorysafe.html>

[http://studenthealth.emory.edu/hs/hs\\_emergencyinfo.php](http://studenthealth.emory.edu/hs/hs_emergencyinfo.php)  
<http://www.emory.edu/home/emergency/index.html> (Phone numbers only)

## **STEWARDS OF CHILDREN**

### **Adults protecting children from abuse**

Emory University's Policy 4.119 (<http://policies.emory.edu/4.119>) Child Abuse Reporting, in accordance with Georgia law, requires all Emory University faculty, staff, volunteers, students and Third-Parties to report suspected child abuse of which they are made aware in their employment or other duties, on or off-campus. Any Emory University faculty, staff, or students who fail to report a case of suspected child abuse is subject to disciplinary action, which could include termination (if a faculty or staff member) or expulsion (if a student.)

In addition, the United Methodist Discipline (2020/2024, ¶341.6) requires clergy of The United Methodist Church—including Student Local Pastors—to report cases of suspected child abuse or neglect, regardless of confessional confidences.

**Given these policies, a “reporting tree” for use by Candler student interns has been established:**

1. Report suspicions of child abuse immediately to the site mentor and/or an individual designated by the site and articulated through a “Safe Sanctuaries” or other policy regarding the mandatory reporting of suspicions of child abuse. If the site is in Georgia, the site's designated authority is required to report suspicions within 24 hours to a law enforcement agency or Division of Family and Children Services.
2. Report suspicions of child abuse to the teaching supervisor AND the Director of Contextual Education I (if enrolled in Con Ed I) or Director of Contextual Education II (if enrolled in Con Ed II, Teaching Parish, Contextual Education for Anglican Students, or an internship.)
3. The Directors of Contextual Education I and II, as required by Emory University, will inform the Emory Police Department of this report and will tell the student when the report has been passed to the Emory Police Department.
4. The Emory Police Department will report suspected child abuse to the Division of Family and Children Services in the county where the child lives or where the abuse was witnessed within 24 hours of receiving the report. Reporting to the Emory Police Department satisfies Emory University's expectation for reporting suspicions of child abuse.

It is Emory's policy that no faculty, staff, or student member of the Emory Community making a good-faith report of suspected abuse or neglect will be retaliated against in the terms and conditions of employment or educational program.