# Table of Contents

New Course Descriptions ................................................. 1
New Policies .......................................................... 4
VST Student Dates Calendar: 2016-17 .................................. 7
Culminating Assignments: Deadlines and Guidelines ............... 16-17

A. General Community and Administrative Policies ................. 18
   1. VST’s Theological, Educational, Curricular and Communal Commitments
   2. Student Responsibilities ........................................... 18
   3. Inclusivity .......................................................... 18
   4. Language of Worship/Words we Choose ......................... 18
   5. VST Anti-Harassment Policy ...................................... 19
   6. Privacy Policy ...................................................... 19
   7. Disability Resources ............................................... 19
   8. Scent-Free Community Policy ..................................... 20
   9. Appropriate and Responsible Use of Information Technology & Social Media

B. Signposts for our Life Together ....................................... 21

C. Registration and Financial Obligations ............................... 22
   1. Registration Guidelines ............................................ 22
   2. Student Categories and Program Status ......................... 22
      i) Certificate Student ............................................. 22
      ii) Degree/Diploma Student ..................................... 22
      iii) Unclassified Student ......................................... 22
      iv) Auditing Student .............................................. 22
      v) Full Load and Full time Status ............................... 22
      vi) Writing a Thesis and full-time status ..................... 22
      vii) CPE and full-time status ................................... 22
      viii) Active Program Status ..................................... 22
      ix) Inactive Program Status ..................................... 22
   3. Accounting Office Policies ....................................... 24
   4. Transfer Policies and Locating Guidelines ....................... 25
   5. Registration in Special Programs and Courses .................. 26
      i) Denominational Studies ....................................... 26
      ii) Directed Studies: Policies and Procedures ................ 26
      iii) Academic Credit for Co-Sponsored Conferences & Events
   6. Distance Education and Off-Site Programming ................. 27
      i) Residential Requirements ................................... 27
      ii) Community Building and Orientation Week .............. 27
      iii) Library Use .................................................. 27
      iv) Off-Site Course Policies ..................................... 27
   7. Degree Program Changes ......................................... 28
   8. Course Records and Transcripts .................................. 29

D. Tuition and Fee Structure ............................................ 30
   1. Tuition fees ....................................................... 30
   2. Academic Fees ................................................... 30
   3. Student Fees ..................................................... 30
   4. Fee Refunds and Withdrawals ................................... 31
   5. Withdrawal and Student Loans .................................. 32
E. Written Work, Course Assignments, Evaluations, Due Dates and Remedial Work

1. Academic Guidelines for Assignments
   i) VST Citation Styles
   ii) List of Biblical Abbreviations
   iii) Plagiarism
   iv) Assignment Due Dates
   v) Late Assignments
   vi) Grading and Return of Work
   vii) Not Approved (NAPP) Assignments
   viii) NAPP Paper Appeals Process

2. Academic Guidelines for Courses
   i) Guidelines for course work
   ii) Guidelines for VST Intensives
   iii) Recording in Class
   iv) Social Media in Class
   v) Attendance
   vi) Final Examinations
   vii) Assignment and Course Evaluation

3. Grades and Grading Policies
   i) Grading Policy at VST
   ii) VST Letter Grade Scale
   iii) Narrative Comments
   iv) NAPP Final Grade Appeal Process
   v) Course Records
   vi) Missing Evaluations

4. Research Policies
   i) VST Guidelines for Ethical Research
   ii) Research with Human Subjects

5. Academic Support
   i) Research Modules
   ii) Editorial Help

6. Course, Teaching & Program Evaluations

F. Academic Performance and Student Conduct

1. Students’ Progress Review; Faculty Student Review Committee (FSRC)
2. Student Code of Conduct Guidelines
3. Disqualifying Patterns of Behaviour
4. Probation
5. Required Withdrawal
6. Satisfactory Academic Progress and Student Loans
7. Satisfactory Academic Progress and VST Bursaries

G. Readiness for Ministry Policy and Guidelines

H. MDiv Program Guidelines
   1. Readiness For Ministry Guidelines for MDiv Students
   2. Police Record Check
   3. Course Requirements for the Master of Divinity Degree
   4. Field Education at VST
   5. Major Exegetical Paper
   6. Integrative Ministry Paper and Interview
   7. Master of Divinity (Honours) with Concentration in...(M. Div. Honours)
   8. Protocols for NMP Students in Residency
   9. Determination of MDiv Equivalency
I. MA PPL Program Guidelines
   1. Readiness for Ministry Guidelines for MA PPL Students 57
   2. Police Record Check 57
   3. Course Requirements 57
   4. MA PPL Capstone Project and Presentation 58
   5. MA PPL Specialization in Spiritual Care 60

J. MATS Program Guidelines
   1. Course Requirements 61
   2. MATS Comprehensive Exam Guidelines 62
   3. MATS Thesis Guidelines 62

K. MA IIS Program Guidelines
   1. Course Requirements 64
   2. Competencies for MA IIS 64
   3. Supervised Field Experience for MA IIS 65
   4. MA IIS Directed Study Guidelines and Oral Presentation 65
   5. MA IIS Thesis Option 66

L. ThM Program Guidelines
   1. Coursework 67
   2. Thesis and Project 67

M. Continuing Education Certificate Guidelines
   1. Certificate Concentrations 70
   2. Transfer into a VST Diploma or Degree Program 70
   3. Transfer of external coursework 70
   4. Certificate Coursework expectations 70

N. Student Support
   1. Employment at VST 71
   2. Overnight Accommodation for VST Students 71
   3. Academic Advising 71
   4. Covenant Groups at VST 71
   5. Chaplaincy at VST 72
   6. Emergency Fund 72

O. Student Financial Aid
   1. VST Student Financial Aid Policy 73
   2. Work/Study Program 73
   3. Funding for course re-takes 74
   4. Applicants on Probation 74
   5. Thank-you Notes 74
   6. Federal and Provincial Government Loans 74
   7. U.S. Student Loans 75
   8. Satisfactory Academic Progress 75
   9. Continuing Education Bursaries 75
   10. H.R. MacMillan Policy for Clergy 75

P. Worship at VST
   1. Principals and Values 76
   2. Guidelines 76
   3. Language of Worship/Words we Choose 76
   4. Eucharist/Communion 76
   5. Evaluation 76
6. Guidelines for Use of the Epiphany Chapel

Q. Finding Things at VST
1. VST Reception Desk
2. Student Paper Submission & Pick Up
3. Office Locations
4. Student Lounges
5. Classrooms
6. Leaving Messages
7. Room Bookings
8. Computers
9. Parking

R. VST Structure
1. Board of Governors
2. Principals Council (PC)
3. Dean’s Advisory Council (DAC)
4. Faculty Council
5. Public and Pastoral Leadership Committee (PPL)
6. Research Studies Committee (RSC)
7. Bursary Committee
8. Admissions and Scholarship Committee
9. Other Associations and Committees
   i) Faculty Association
   ii) Denominational Communities
   iii) Staff Association
   iv) VST Alumni Association
   v) Worship & Spiritual Life Committee
   vi) VST Students’ Association (VSTSA)

S. Community Events
1. Orientation Week
2. Community Soup and Bun Lunches
3. Research Colloquia
4. Workshops
5. Parties and Socials
6. The Somerville Community Event and Public Lectures
7. The G. Peter Kaye Lectures
8. Convocation

T. UBC Campus and Beyond
1. Public Worship
2. Public Transit
3. UBC Resources and Information
New Course Descriptions

VST Course Numbering System

100's: Non–degree courses/workshops/lectures
500's: Degree program courses without prerequisites
600's: Degree program courses with prerequisites
700's: Basic/Advanced Courses
800’s: Advanced degree seminars only

VST course prefix
SAH prefix: taught by St. Andrew’s Hall faculty
BIBL: Biblical Language
ED: Educational Ministries
HB: Hebrew Bible
HIS: Historical Studies
HOM: Homiletics
INT: Integrated Studies
LS: Liturgical Studies
NT: New Testament
PT: Pastoral Theology
SP: Spirituality
TH: Theology
DS: Denominational Studies

Indigenous & Inter–Religious
Program Numbering System

IPC – Culture (Sacred Texts & Culture)
IPH – History
IPS – Spirituality (Spirituality, Practice, Ritual)
IPT – Thought (Thought, Philosophy, Theology)
IPI – Integrated

*Note: Course Descriptions for courses previously held at VST can be found in the ‘Course Description’ section of the 2016–2017 Academic Calendar on VST’s website. The course descriptions below are only those that are not otherwise available.

NEW FALL TERM 2016 COURSES:

LS502a – Anglican Vocation: Retreat – Rev. Grant Rodgers
This brief retreat, conducted during Orientation Week, will especially engage incoming but also ongoing students in the Anglican ministry stream to reflect upon and share their own unique understanding of calling and where they see that calling taking them. Senior students may be able to offer deeper insight into to new students about pursuing their sense of calling in the seminary milieu.

Just over a century ago, the unquestioned center of world Christianity was the North Atlantic nations of Europe and North America. By the end of the century, however, the Church had significantly declined in the North Atlantic, and historic Christendom was all but gone. At the same time, surprisingly and in sharp contrast, the Christian movement had grown dramatically in the global South, most notably in the former ‘mission fields’ of Africa, Asia, and Latin America. This course presents an alternative to traditional Euro-centric histories of the Church by surveying the historic dynamics of the Christian movement, the burgeoning growth of the past century, and issues that impinge on the post-Christendom Western churches in light of recognizing the Christian movement as a highly diverse, multi-cultural, worldwide phenomenon.

TH6/700 – Christology – Rev. Ray Aldred
The centre of Christian theology is Jesus Christ. Therefore, this course will focus on thinking through the scriptural and ecclesiastical traditions concerning the person and work of Christ. This will provide the basis for a discussion about the implication of Christology for the present and future Church. Thus, the course will seek to engage the ideas represented by the councils, creeds of past theologians, and then move to examine the theological praxis that resulted in a colonial and post-colonial context. Indigenous thought will be a key component in the teaching. All this in hopes of the learner developing a shared praxis based upon a renewed Christology. Pre-requisite: TH500
NT/HOM6/750 – From Text to Life: The New Testament and what we do with it – Rev. Dr. Jason Byassee
Academic study of the bible and the health of local churches and ministries are often frustratingly alien to one another. But surely how we study the bible and how we practice our faith ought to be intertwined. This seminar will attend to the work of St. Paul and current scholarship on the apostle alongside local ministries in Vancouver and how these are inspired (or not!) by the NT epistle writer. The questions we ask and debate have as their purpose imagining how our own scholarship and ministries will intertwine. Pre-requisite: HOM500 and/or NT501

TH857 – Radical Relationality for a New Theological Paradigm – Dr. Sallie McFague
The purpose of this course, put most simply, is why individualism may be a bankrupt model for imagining relations between God and the world and why we need a new paradigm. The individualistic, anthropocentric Western paradigm is killing our planet and increasing financial inequality. In this course, we will look at and try to internalize various forms of relationality as the basis for different models of God and the world more suited to 21st century planetary existence for human beings and other forms of life. The three types of relationality for our study will be insights from quantum and evolutionary thought, from selected indigenous sources, and from Eastern Orthodox Trinitarian interpretations. Pre-requisite: Th.M student or permission from instructor.
A second 1.5 credit Th.M seminar will be offered as a further exploration on the same topic in Spring term 2017. Students may take both courses for the full 3.0 credits, or one or the other.

NEW SPRING TERM COURSES:

Description TBD

SAH-TH5/723 – Missional Theology in a Post-Christendom World – Rev. Dr. Bob Paul
This course introduces the historical-cultural context and key voices that shaped a missional theology movement in the late-twentieth century, and the implications of this distinctive perspective for contemporary church leadership in North America.

IPT5/720 – Jews and Christians: A Theological Journey – Rabbi Dr. Laura Duhan Kaplan & Rev. Dr. Jason Byassee
Jews and Christians have often done theology as rivals. In this course, we will explore a different approach: talking about God as curious friends with a common goal of being a blessing to the world. We will study both traditions’ core Biblical narratives of faith (Exodus and Resurrection), examine prominent modern declarations of common ground, read inter-faith writings from contemporary theologians, and discuss multiple approaches to interfaith engagement.

HB6/715 – Lamentations – Rev. Dr. Patricia Dutcher-Walls
This seminar style course will engage in a close reading of the text of Lamentations, as well as consider traditional and recent interpretive approaches for the book. These approaches include traditional historical critical methods as well as feminist interpretation and recent interpretive perspectives engaging topics around trauma. Reading in the Hebrew text of Lamentations will occur every week, as well as presentations of resources on the interpretive approaches included. Students with limited Hebrew (BIBL500) are welcome and Hebrew reading assignments will be adjusted to match their abilities. Access to Bible Works or Logos online Bible software will be important (Bible Works is available at the VST Library). Pre-requisites: HB500, HB600 and BIBL500 or equivalent

TH6/715 – Kierkegaard – Rev. Dr. Travis O’Brian
Provocative, prophetic, relentless, playful: many of the most influential philosophical and theological movements of the last 100 years have claimed Søren Kierkegaard as one of their own. But Kierkegaard is notoriously difficult to school. The purpose of this class is a detailed introduction to the thought of Kierkegaard through a close reading of some of his most influential writings. Top of the agenda will be to get a feeling for his unceasingly dialectical way of
thinking. We will encounter his use of pseudonyms, and consider his technique of ‘indirect’ (as opposed to ‘direct’) communication. We will pay close attention to his concept of selfhood, including the so-called ‘stages of existence,’ but concentrating especially on his notions of paradox, striving, inward deepening, faith and offense, and the God-relation. In preparation for this course, it is highly recommended students read Plato’s dialogue, “Meno.” Pre-requisite: TH500

TH858 – Radical Relationality for a New Theological Paradigm (Part 2) – Dr. Sallie McFague
The purpose of this course, put most simply, is to show why individualism may be a bankrupt model for imagining relations between God and the world and why we need a new paradigm. The individualistic, anthropocentric Western paradigm is killing our planet and increasing financial inequality. In this course, we will look at and try to internalize various forms of relationality as the basis for different models of God and the world more suited to 21st century planetary existence for human beings and other forms of life. The three types of relationality for our study will be insights from quantum and evolutionary thought, from selected indigenous sources, and from Eastern Orthodox Trinitarian interpretations. Pre-requisite: Th.M student or permission from instructor.

A first 1.5 credit Th.M seminar will be offered as an initial exploration on the same topic in Fall term 2016. Students may take both courses for the full 3.0 credits, or one or the other.

TIMETABLES: For more complete course outlines, and to see what day and time each course is timetabled, please visit the VST website: www.vst.edu under the Student/Current/Academic tab.
New Policies

Use of Social Media in Classrooms – Passed by Faculty Council: May 19, 2016
Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand.

Research with Human Subjects – Passed by Faculty Council: May 19, 2016
It is VST policy that all students whose research involves human subjects undertake, as a part of their research preparation, a review of appropriate background and guidelines on such research, including the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. Further, students must complete the procedure for obtaining informed consent from all persons who will be a part of their research.

If any student research project or thesis involves human research activities such as questionnaires, focus groups, or participant observation, the student must prepare a Consent Form as a part of their project proposal, which must be reviewed and approved by the student’s project supervisor and the appropriate faculty committee (Pastoral and Public Leadership Committee for MA PPL or MDiv; Research Studies Committee for MATS, MA IIS, and ThM.) The production of a consent form demonstrates to the faculty considering the project proposal that the student has understood and addressed the ethical considerations necessary for the research and the form will be the basis for the committee to do an ethics review. All participants in the research must individually sign the Consent Form; each of them should be given a copy for their records, and the student should keep a copy of all forms for their records.

Students in degree programs which usually or often include research or a culminating project (MATS, MAPPL, MA IIS, ThM) are required to complete one or more Research Modules offered on Research with Human Subjects, usually as a part of an existing methods courses, or through an online tutorial that provides an orientation to the Tri Council Policy Statement, or both as directed by their degree program protocols.

Guidelines for Ethical Research and Consent Forms – Passed by Faculty Council: May 19, 2016
It is VST policy that all students whose research involves human subjects undertake, as a part of their research preparation, a review of appropriate background and guidelines on such research, including the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. Further, students must complete the procedure for obtaining informed consent from all persons who will be a part of their research.

Students in degree programs in which research or a culminating project is usually or often involved (MATS, MAPPL, MA IIS, ThM) are required to complete one or more Research Modules offered on Research with Human Subjects, usually as a part of the regularly scheduled Research Methods course. Further, an online, self-paced tutorial that provides an orientation to the Tri Council Policy Statement is available:
http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/

This document provides information for students who will be doing research in any project or thesis at VST that involves the use of human subjects. These guidelines are based on ones developed by the Behavioural Research Ethics Board of UBC. For more information see:
https://ethics.research.ubc.ca/about-human-research-ethics

Who is required to follow these guidelines for ethical research protocols?
Does your research involve any of the following?
• Interviews (even if you are interviewing an expert or public figure about his/her work)
• Focus groups
• Administration of a questionnaire or survey in person or online (even if you don’t collect personal information)
• Naturalistic observation in real or virtual settings
• Participant observation/ethnographic fieldwork

If your research involves any of the above activities, you will have to follow the guidelines given here to obtain consent from your research subjects. Also you must have your research project proposal reviewed and approved by the appropriate faculty committee, which will include an ethics review. Other forms of research may also require consent; for more information see: https://ethics.research.ubc.ca/sites/ore.ubc.ca/files/documents/Graduate_student_checklist_.pdf

As a part of your project or thesis proposal, you must include a Consent Form, which you will use to obtain consent from those participating in your research. The production of a consent form demonstrates to the faculty committee considering your project proposal that you have understood and addressed the ethical considerations necessary for your research and the form will be the basis for the committee to do an ethics review. All your participants must individually sign the Consent Form; each of them should keep a copy for their records, and you should keep a copy of all forms for your records.

If your research is being carried out in conjunction with an institution that has its own Ethics Review procedures (for example, a hospital or other research institution), you may state that in your project proposal and then you do not need to include a consent form. Your faculty advisor must verify that you are following the ethics procedures of the respective institution.

Guidelines for Consent Forms: Your consent form should include the following sections:

1. What is this study and who is conducting it?
A. Give the title of your study, your name and contact information, and the name of the professor with whom you are working as advisor. Include a statement that the research is being carried out as a part the requirements for a degree at Vancouver School of Theology, and whether the project is part of a thesis (public document) or culminating project (semi-public document). The participants must be informed of what use will be made of the information and who will have access.
B. Explain in simple terms the purpose of the study and provide an explanation of why participants have been asked to participate. For example, “I am doing this study to learn more about…” and “You are being invited to take part in this research study because…”

2. How will you do the study?
Explain in simple terms exactly what will happen to people if they participate in the study. Describe the total amount of time required if they participate in the research. For example:

a. I will conduct and interview to ask you questions about...
b. You will be asked to be part of a focus group that will discuss/answer questions about....
c. I will give you a questionnaire about....and follow up with a telephone conversation about...
d. Describe how many sessions or visits, amount of time required for each visit, amount of time required for interviews/questionnaires, etc

e. If any recordings will be made of sessions (audio or video), include a statement to that effect and describe under Confidentiality how you will ensure the confidentiality of the recordings and who will have access to them. The eventual fate of the records must also be disclosed.

3. How will the study results be used?

A. Describe how the study results will be used. For example, “The results of this study will be reported in a graduate thesis/final project for my degree program.” If there is any realistic possibility that the results may eventually be published, you can add, “The main study findings might be published in academic journal articles.”
B. If applicable, include the following: If you can provide the participants with the results of the study, describe how this will be accomplished; for example, include an option on the consent form to provide a mailing address for a report on the findings or website details if study results will be made available on line.
4. What are the risks of the study?

Describe any known risks (e.g., psychological, cultural, privacy, confidentiality), and a description of the procedures in place to minimize risks. For example, you might say, “I do not think there is anything in this study that could harm you or be bad for you. Some of the questions I ask might upset you. Please let me know if you have any concerns.” Or if you are aware that your research is about a sensitive subject, you might say, “Some of the questions I ask may seem sensitive or personal. You do not have to answer any question if you do not want to”.

5. Confidentiality

A. The assumption of research for VST student projects is that you will protect the privacy and confidentiality of all information you receive from participants. State this on the consent form and describe how the participant’s identity will be kept confidential. For example, “Only summary data will be used in my final project and participants will not be identified by name in any reports of the completed study.”

B. If the study involves focus groups, it should be noted that only limited confidentiality can be offered. For example, include a sentence that says something like, “We encourage participants not to discuss the content of the focus group to people outside the group; however, we cannot control what participants do with the information discussed.”

6. Contact for questions about the study

Include an offer to answer any inquiries concerning the procedures, to ensure that they are fully understood by the subject/participant. Note that your contact information was given at the top of the consent form, or is appended at the end.

7. Participant Consent and Signature

Use this wording:

“Taking part in this study is entirely up to you. You have the right to refuse to participate in this study. If you decide to take part, you may choose to pull out of the study at any time without giving a reason.

Your signature below indicates that you have received a copy of this consent form for your own records.

Your signature indicates that you consent to participate in this study.”
<table>
<thead>
<tr>
<th>Date</th>
<th>Event_DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Sept 5</td>
<td>Labour Day – School Closed</td>
</tr>
</tbody>
</table>
| Tues Sept 6 – Sat Sept 10 | 2016-2017 Orientation (New and Returning Students)  
                                                                               See Orientation Schedule for full schedule of events |
<p>| Mon Sept 12      | $650 Tuition and Fees Deposit Due to Accounting for Fall registration            |
| Mon Sept 12      | <strong>Fall Term Classes Begin</strong>                                                      |
| Tues Sept 13     | Denominational Worship (UCC; PCC; ACC) (12 - 1 pm)                               |
| Wed Sept 14      | Choir Practice (12 - 1 pm)                                                       |
| Wed Sept 14      | Covenant Group (1 - 1:50 pm)                                                     |
| Wed Sept 14      | Book Launch (5 - 6 pm)                                                           |
| Thur Sept 15     | Community Worship (12 - 12:45 pm)                                                |
| Thur Sept 15     | Community Soup &amp; Bun Lunch (12:45 pm)                                            |
| Thur Sept 15     | <strong>Bursary Applications Due: Fall Term</strong>                                          |
| Thur Sept 15 – Sat Sept 17 | SAH-DS515 - PCC Denom Studies Weekend #1                                           |
| Tues Sept 20     | Denominational Worship (UCC; PCC; ACC) (12 - 1 pm)                               |
| Wed Sept 21      | Choir Practice (12 - 1 pm)                                                       |
| Wed Sept 21      | Research Colloquium (1 - 2 pm)                                                   |
| Thur Sept 22     | Community Worship (12 - 12:45 pm)                                                |
| Thur Sept 22     | Community Soup &amp; Bun Lunch (12:45 pm)                                            |
| Fri Sept 23      | Last day of Add/Drop period for Fall term courses (without penalty)              |
| Fri Sept 23 – Sat Sept 24 | DS501 - Anglican Liturgy                                                           |
| Mon Sept 26      | <strong>Papers due: Summer Term Medical Extension &amp; Advanced Degree</strong>                   |
| Tues Sept 27     | Denominational Worship (UCC; PCC; ACC) (12 - 1 pm)                               |
| Wed Sept 28      | Choir Practice (12 - 1 pm)                                                       |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Wed Sept 28</td>
<td>Covenant Group (1 - 1:50pm)</td>
</tr>
<tr>
<td>Thur Sept 29</td>
<td>Community Worship (12 - 12:45 pm)</td>
</tr>
<tr>
<td>Thur Sept 29</td>
<td>Community Soup &amp; Bun Lunch (12:45 pm)</td>
</tr>
<tr>
<td>Thur Sept 29 - Fri Sept 30</td>
<td>IPS/SP500 Weekend One - Christian Spirituality (Bishop Melissa Skelton)</td>
</tr>
<tr>
<td>Thur Sept 29</td>
<td>Somerville Public Lecture: Bishop Melissa Skelton (7 pm)</td>
</tr>
<tr>
<td>Fri Sept 30</td>
<td>Somerville Community Retreat with Bishop Skelton (9:30am - 12:30pm) Class with Bishop Skelton (2 - 5 pm)</td>
</tr>
<tr>
<td><strong>OCTOBER</strong></td>
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<tr>
<td>Sat Oct 1</td>
<td>Basic Module A: Introduction to Library Research (9am - 12pm) Basic Module C: How to Write Papers (1 - 4pm)</td>
</tr>
<tr>
<td>Tues Oct 4</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Oct 5</td>
<td>Choir Practice (12 - 1pm)</td>
</tr>
<tr>
<td>Thur Oct 6</td>
<td>Community Worship (12 - 12:45pm)</td>
</tr>
<tr>
<td>Thur Oct 6</td>
<td>Community Soup &amp; Bun Lunch (12:45 pm)</td>
</tr>
<tr>
<td><strong>Mon Oct 10</strong></td>
<td><strong>Thanksgiving Day: School Closed</strong></td>
</tr>
<tr>
<td>Tues Oct 11</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Oct 12</td>
<td>Choir Practice (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Oct 12</td>
<td>Research Colloquium (1 - 2pm)</td>
</tr>
<tr>
<td>Thur Oct 13</td>
<td>Community Worship (12 - 12:45pm)</td>
</tr>
<tr>
<td>Thur Oct 13</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
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<tr>
<td><strong>Fri Oct 14</strong></td>
<td><strong>Tuition due: 2nd half of tuition due</strong></td>
</tr>
<tr>
<td>Sat Oct 15</td>
<td>Basic Module B: Library Research Strategies for Paper Writing (9am - 12pm) Advanced Module 1: Human Research 1: Intro (1 - 4pm)</td>
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<tr>
<td>Tues Oct 18</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
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<tr>
<td>Wed Oct 19</td>
<td>Choir Practice (12 - 1pm)</td>
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<tr>
<td>Wed Oct 19</td>
<td>Covenant Group (1 - 1:50pm)</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>Thur Oct 20</td>
<td>Community Worship (12 - 12:45pm)</td>
</tr>
<tr>
<td>Thur Oct 20</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
</tr>
<tr>
<td>Thur Oct 20  - Fri Oct 21</td>
<td>IPS/SP500 Weekend Two - Jewish Spirituality (Rabbi Laura Duhan-Kaplan)</td>
</tr>
<tr>
<td>Thur Oct 20  - Sat Oct 22</td>
<td>PT501 - Self as Leader</td>
</tr>
<tr>
<td>Fri Oct 21</td>
<td>Butler Chair Induction (4:15 pm)</td>
</tr>
<tr>
<td>Mon Oct 24 - Fri Oct 28</td>
<td>Reading Week - no classes</td>
</tr>
<tr>
<td>Mon Oct 24</td>
<td>Papers due: Basic Degree NAPP re-writes from Summer Term</td>
</tr>
<tr>
<td><strong>NOVEMBER</strong></td>
<td></td>
</tr>
<tr>
<td>Tues Nov 1</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1 pm)</td>
</tr>
<tr>
<td>Wed Nov 2</td>
<td>Choir Practice (12 - 1pm)</td>
</tr>
<tr>
<td>Thur Nov 3</td>
<td>VST Open House</td>
</tr>
<tr>
<td>Thur Nov 3</td>
<td>Community Worship (12 - 12:45pm)</td>
</tr>
<tr>
<td>Thur Nov 3</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
</tr>
<tr>
<td>Fri Nov 5</td>
<td>Remaining Tuition Due: Last Day to Pay Fall Tuition</td>
</tr>
<tr>
<td>Fri Nov 4 - Sat Nov 5</td>
<td>DS522 - UCC Worship &amp; Music</td>
</tr>
<tr>
<td>Fri Nov 4 - Sun Nov 6</td>
<td>LS/SP501 - Anglican Retreat: Marriage (Bethlehem Retreat Centre)</td>
</tr>
<tr>
<td>Sat Nov 5</td>
<td>Advanced Module 3: Advanced Research for a Thesis (9am - 12pm)</td>
</tr>
<tr>
<td></td>
<td>Basic Module D: Library Web Resources for Ministry &amp; Leadership (1 - 4pm)</td>
</tr>
<tr>
<td>Mon Nov 7</td>
<td>Grades due: Summer NAPP re-writes, Adv. Deg. and Med. Ext.'s</td>
</tr>
<tr>
<td>Tues Nov 8</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1 pm)</td>
</tr>
<tr>
<td>Wed Nov 9</td>
<td>Choir Practice (12 - 1pm)</td>
</tr>
<tr>
<td>Thur Nov 10</td>
<td>Community Worship (12 - 12:45pm)</td>
</tr>
<tr>
<td>Thur Nov 10</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
</tr>
<tr>
<td>Fri Nov 11</td>
<td>Remembrance Day holiday – school closed</td>
</tr>
</tbody>
</table>

Fri Nov 11   | Remembrance Day holiday – school closed                              |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Nov 14 - Fri Nov 18</td>
<td>MATS/MA IIS Comprehensive or Oral Exam Week (Dec completion)</td>
</tr>
<tr>
<td>Tues Nov 15</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1 pm)</td>
</tr>
<tr>
<td>Wed Nov 16</td>
<td>Choir Practice (12 - 1 pm)</td>
</tr>
<tr>
<td>Wed Nov 16</td>
<td>Covenant Group (1 - 1:50 pm)</td>
</tr>
<tr>
<td>Thur Nov 17</td>
<td>Community Worship (12 - 12:45 pm)</td>
</tr>
<tr>
<td>Thur Nov 17</td>
<td>Community Soup &amp; Bun Lunch (12:45 pm)</td>
</tr>
<tr>
<td>Thur Nov 17 - Fri Nov 18</td>
<td>Weekend #3 - IPS/SP5/700 - Spiritual Formation in Communities: Muslim Spirituality</td>
</tr>
<tr>
<td>Fri Nov 18</td>
<td>MA/ThM theses/project proposals due (May completion)</td>
</tr>
<tr>
<td>Fri Nov 18</td>
<td>MA/ThM theses/project due (December completion)</td>
</tr>
<tr>
<td>Tues Nov 22</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1 pm)</td>
</tr>
<tr>
<td>Wed Nov 23</td>
<td>Choir Practice (12 - 1 pm)</td>
</tr>
<tr>
<td>Wed Nov 23</td>
<td>Research Colloquium (1 - 2 pm)</td>
</tr>
<tr>
<td>Thur Nov 24</td>
<td>Community Worship (12 - 12:45 pm)</td>
</tr>
<tr>
<td>Thur Nov 24</td>
<td>Community Soup &amp; Bun Lunch (12:45 pm)</td>
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<tr>
<td>Thur Nov 24 - Sat Nov 26</td>
<td>DS515 - Confession the Faith (PCC): Worship, Creeds and Subordinate Standards Weekend #2: Thurs 6-9pm; Fri 9am-4pm; Sat 9am-4pm</td>
</tr>
<tr>
<td>Mon Nov 28</td>
<td>Papers Due: NAPP rewrites for Summer Med. Ext &amp; Adv. Degree</td>
</tr>
<tr>
<td>Tues Nov 29</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1 pm)</td>
</tr>
<tr>
<td>Wed Nov 30</td>
<td>Choir Practice (12 - 1 pm)</td>
</tr>
<tr>
<td>Wed Nov 30</td>
<td>Covenant Group (1 - 1:50 pm)</td>
</tr>
<tr>
<td>Thur Dec 1</td>
<td>Final Community Worship (12 - 12:45 pm)</td>
</tr>
<tr>
<td>Thur Dec 1</td>
<td>Community Soup &amp; Bun Lunch (12:45 pm)</td>
</tr>
<tr>
<td>Thur Dec 1</td>
<td>Last Day of Fall Classes</td>
</tr>
</tbody>
</table>

**DECEMBER**
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Dec 5 - Thur Dec 8</td>
<td>Exam Week or Make-Up Classes (Exams and make-up classes scheduled on same day/time/location as regular class)</td>
</tr>
<tr>
<td>Dec 5 - 16</td>
<td>Integrative Position Paper and Capstone Project Presentations (sign-up on Moodle)</td>
</tr>
<tr>
<td>Fri Dec 16</td>
<td>Last Day of Fall Term: Final day to submit papers without a medical extension (Basic Degree)</td>
</tr>
<tr>
<td>Dec 19 - Jan 2</td>
<td>School Closed for Christmas Holidays</td>
</tr>
<tr>
<td><strong>SPRING TERM 2017</strong></td>
<td><strong>Updated May 4, 2016 - Needs editing</strong></td>
</tr>
<tr>
<td><strong>JANUARY</strong></td>
<td></td>
</tr>
<tr>
<td>Tues Jan 3</td>
<td>School Re-Opens</td>
</tr>
<tr>
<td><strong>January Interterm Classes</strong></td>
<td></td>
</tr>
<tr>
<td>Jan 3 - 13</td>
<td>NT501 - Paul (Tim Hegedus)</td>
</tr>
<tr>
<td>9-12:30</td>
<td></td>
</tr>
<tr>
<td>Jan 3 - 13</td>
<td>SP513 - Indigenous Spirituality and Christian Faith (Ray Aldred)</td>
</tr>
<tr>
<td>1:30-5</td>
<td></td>
</tr>
<tr>
<td>Jan 3 - 14</td>
<td>IPI/INT5/700 - Research Methodologies (Modules will be held on some evenings only)</td>
</tr>
<tr>
<td>6-9pm</td>
<td></td>
</tr>
<tr>
<td>Sat Jan 7</td>
<td>Basic Research Module A: Introduction to Library Research (9am-12pm)</td>
</tr>
<tr>
<td></td>
<td>Basic Research Module B: Research Strategies for Paper Writing (1-4pm)</td>
</tr>
<tr>
<td></td>
<td>Advanced Module 5: Research Methods in Theology (9am - 12pm)</td>
</tr>
<tr>
<td></td>
<td>Advanced Module 9: Research Methods in Education (1 - 4pm)</td>
</tr>
<tr>
<td>Sat Jan 7</td>
<td>UCC Winter Circle Retreat</td>
</tr>
<tr>
<td>Sat Jan 14</td>
<td>Advanced Module 3: Library Research for a Thesis (9am - 12pm)</td>
</tr>
<tr>
<td></td>
<td>Advanced Module 2: Human Research II: Advanced (1 - 4pm)</td>
</tr>
<tr>
<td>Mon Jan 16</td>
<td>Spring Term Classes Begin</td>
</tr>
<tr>
<td>Mon Jan 16</td>
<td>Papers due: Adv. Degree; Fall Term Med. Ext and Major Exegetical (Basic Degree)</td>
</tr>
<tr>
<td>Mon Jan 16</td>
<td>NAPP re-writes due for Integrative Position Paper and Capstone Projects</td>
</tr>
<tr>
<td>Tues Jan 17</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Jan 18</td>
<td>Choir Practice (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Jan 18</td>
<td>Covenant Group (1 - 1:50pm)</td>
</tr>
<tr>
<td>Thur Jan 19</td>
<td>Community Worship (12 - 12:45pm)</td>
</tr>
<tr>
<td>Thur Jan 19</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
</tr>
<tr>
<td>Fri Jan 20</td>
<td>Bursary Applications or Updates Due (for Spring Term)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tues Jan 24</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Jan 25</td>
<td>Choir Practice (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Jan 25</td>
<td>Research Colloquium (1 - 2pm)</td>
</tr>
<tr>
<td>Thur Jan 26</td>
<td>Community Worship (12 - 12:45pm)</td>
</tr>
<tr>
<td>Thur Jan 26</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
</tr>
<tr>
<td>Fri Jan 27</td>
<td>Last day to Drop/Add courses Spring Term without penalty</td>
</tr>
<tr>
<td>Fri Jan 27 -</td>
<td>PT551 - Pastoral Identity and Practice: Weekend 1 (Fri 6-9pm; Sat 9am-5pm)</td>
</tr>
<tr>
<td>Sat Jan 28</td>
<td>Mon Jan 30 - Papers Due: Fall term NAPP re-writes (Basic Degree)</td>
</tr>
<tr>
<td>Tues Jan 31</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
</tr>
<tr>
<td></td>
<td><strong>FEBRUARY</strong></td>
</tr>
<tr>
<td>Wed Feb 1</td>
<td>Choir Practice (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Feb 1</td>
<td>Covenant Group (1 - 1:50pm)</td>
</tr>
<tr>
<td>Thur Feb 2</td>
<td>Community Worship (12-12:45pm)</td>
</tr>
<tr>
<td>Thur Feb 2</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
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<tr>
<td>Sun Feb 5</td>
<td>Theological Education Sunday</td>
</tr>
<tr>
<td>Tues Feb 7</td>
<td>Grades due: Fall Term Med. Ext, Adv. Degree, and Major Exegetical</td>
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<tr>
<td>Tues Feb 7</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Feb 8</td>
<td>Choir Practice (12 - 1pm)</td>
</tr>
<tr>
<td>Thur Feb 9</td>
<td>Commons Hour (12 - 12:45pm)</td>
</tr>
<tr>
<td>Thur Feb 9</td>
<td>Community Soup &amp; Bun Lunch (12:45)</td>
</tr>
<tr>
<td>Fri Feb 10</td>
<td>Tuition Due: Last day to pay Spring Term tuition</td>
</tr>
<tr>
<td>Fri Feb 10 -</td>
<td>DS601 - Anglican Mission and Ministry: Weekend 1</td>
</tr>
<tr>
<td>Sat Feb 11</td>
<td>Mon Feb 13 - Family Day Holiday - School Closed</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tues Feb 14</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Feb 15</td>
<td>Choir Practice (12 - 1pm)</td>
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<tr>
<td>Wed Feb 15</td>
<td>Covenant Group (1 - 1:50pm)</td>
</tr>
<tr>
<td>Thur Feb 16</td>
<td>Community Worship (12-12:45pm)</td>
</tr>
<tr>
<td>Thur Feb 16</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
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<tr>
<td>Thur Feb 16</td>
<td>DS510 - PCC Heritage, Polity &amp; Practice: Weekend 1</td>
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<td></td>
<td>Thursday 6-9pm; Friday 9am-4pm; Sat 9am-4pm</td>
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<tr>
<td>Thur Feb 16</td>
<td>DS523 - UCC History and Ethos (Fri 6-9pm; Sat 9am-5pm)</td>
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<tr>
<td>Thur Feb 16</td>
<td>LS/SP505 - Anglican Retreat: Reconciliation, End of Life, &amp; Funerals</td>
</tr>
<tr>
<td></td>
<td>(Rosemary Heights)</td>
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<tr>
<td>Thur Feb 21</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Feb 22</td>
<td>Choir Practice (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Feb 22</td>
<td>Research Colloquium (1 - 2pm)</td>
</tr>
<tr>
<td>Thur Feb 23</td>
<td>Community Worship (12-12:45pm)</td>
</tr>
<tr>
<td>Thur Feb 23</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
</tr>
<tr>
<td>Fri Feb 24</td>
<td>G. Peter Kaye Lecture Series: Randall Zachmann</td>
</tr>
<tr>
<td>Sat Feb 25</td>
<td>PT551 - Pastoral Identity and Practice: Weekend 2 (Fri 6-9pm; Sat 9am-5pm)</td>
</tr>
<tr>
<td>Mon Feb 27</td>
<td>Grades due: Fall Term NAPP re-writes (Basic Degree); Adv. Degree, Med. Ext. and Major Exegetical papers</td>
</tr>
<tr>
<td>Mon Feb 27</td>
<td>Reading Week - no classes</td>
</tr>
<tr>
<td>MARCH</td>
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<tr>
<td>Tues Mar 7</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Mar 8</td>
<td>Choir Practice (12 - 1pm)</td>
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<tr>
<td>Wed Mar 8</td>
<td>Covenant Group (1 - 1:50pm)</td>
</tr>
<tr>
<td>Thur Mar 9</td>
<td>VST Open House</td>
</tr>
<tr>
<td>Thur Mar 9</td>
<td>Community Worship (12 - 12:45pm)</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Thur Mar 9</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
</tr>
<tr>
<td>Thu Mar 9 -</td>
<td>SAH-DS510 - PCC Denom Studies Weekend #2</td>
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<td>Sat Mar 11</td>
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<tr>
<td>Fri Mar 10 -</td>
<td>DS601 - Anglican Mission and Ministry: Weekend 2</td>
</tr>
<tr>
<td>Sat Mar 11</td>
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<tr>
<td>Tues Mar 14</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
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<td>Wed Mar 15</td>
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</tr>
<tr>
<td>Thur Mar 16</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
</tr>
<tr>
<td>Mon Mar 20</td>
<td><em>Papers Due: Fall Term NAPP re-writes of Med. Ext, Adv. Degree, and Major Exegetical</em></td>
</tr>
<tr>
<td>Mon Mar 20 -</td>
<td>MATS/MA IIS Comprehensive or Oral Exam Week (May grad)</td>
</tr>
<tr>
<td>Thur Mar 23</td>
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<tr>
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<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
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<td>Research Colloquium (1 - 2pm)</td>
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<td>Community Worship (12-12:45pm)</td>
</tr>
<tr>
<td>Thur Mar 23</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
</tr>
<tr>
<td>Fri Mar 24</td>
<td><em>MA/ThM theses/projects due (May grad)</em></td>
</tr>
<tr>
<td>Fri Mar 24 -</td>
<td>PT551 - Pastoral Identity and Practice: Weekend 3</td>
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<tr>
<td>Fri Mar 25</td>
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<tr>
<td>Tues Mar 28</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
</tr>
<tr>
<td>Wed Mar 29</td>
<td>Choir Practice (12 - 1pm)</td>
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<tr>
<td>Wed Mar 29</td>
<td>Covenant Group (1 - 1:50pm)</td>
</tr>
<tr>
<td>Thur Mar 30</td>
<td>Community Worship (12 - 12:45pm)</td>
</tr>
<tr>
<td>Thur Mar 30</td>
<td>Community Soup &amp; Bun Lunch (12:45pm)</td>
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<tr>
<td>Fri Mar 31</td>
<td>LS/SP502b - Anglican Retreat Day: Ordination (10am - 4pm)</td>
</tr>
<tr>
<td>APRIL</td>
<td></td>
</tr>
<tr>
<td>Mon Apr 3</td>
<td>2017/2018 Timetables posted: Registration opens</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Tues Apr 4</td>
<td>Denominational Worship (UCC; PCC; ACC) (12 - 1pm)</td>
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<tr>
<td>Wed Apr 5</td>
<td>Choir Practice (12 - 1pm)</td>
</tr>
<tr>
<td>Thur Apr 6</td>
<td>Final Community Worship (12-1pm)</td>
</tr>
<tr>
<td>Thur Apr 6</td>
<td>Community Soup &amp; Bun Lunch (1 - 2pm)</td>
</tr>
<tr>
<td>Thur Apr 6</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Mon Apr 10 - Thur Apr 13</td>
<td>Exam Week or Make-Up Classes (Exams and make-up classes scheduled on same day/time/location as regular class)</td>
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<tr>
<td>Mon Apr 10 - Thur Apr 13</td>
<td>Integrative Position Paper and Capstone Project Presentations (sign-up on Moodle)</td>
</tr>
<tr>
<td>Thur Apr 13</td>
<td><strong>ALL WORK FOR GRADUATING STUDENTS DUE!!</strong></td>
</tr>
<tr>
<td>Fri Apr 14</td>
<td>Good Friday - School Closed</td>
</tr>
<tr>
<td>Mon Apr 17</td>
<td>Easter Monday - School Closed</td>
</tr>
<tr>
<td>Fri Apr 21</td>
<td>Bursary Applications Due: Summer Term</td>
</tr>
<tr>
<td>Fri Apr 21</td>
<td><strong>Grades &amp; Evaluation due for Graduating Students</strong>, Papers returned to graduating students with email notification of NAPP work; <strong>Grades also Due</strong>: NAPP re-writes for Fall Term Adv. Degree, Med. Ext. and Major Exegetical Papers</td>
</tr>
<tr>
<td>Fri Apr 21</td>
<td>Last Day of Spring Term: Final day to submit papers without medical extension (Basic Degree)</td>
</tr>
<tr>
<td>Fri Apr 28</td>
<td>NAPP re-writes due for Graduating Students</td>
</tr>
<tr>
<td>MAY</td>
<td></td>
</tr>
<tr>
<td>Mon May 1</td>
<td>Summer Term Begins</td>
</tr>
<tr>
<td>Mon May 1</td>
<td><strong>Grades due for NAPP re-writes for Graduating Students</strong></td>
</tr>
<tr>
<td>Sun May 7</td>
<td>Graduating Student Dinner</td>
</tr>
<tr>
<td>Mon May 8</td>
<td>CONVOCATION (7PM)</td>
</tr>
<tr>
<td>Tues May 9</td>
<td>Hugh and Helen Mogensen Fund Church Revitalization Event</td>
</tr>
<tr>
<td>Mon May 22</td>
<td>Victoria Day – School Closed</td>
</tr>
<tr>
<td>Tues May 23</td>
<td><strong>Papers Due: Spring Term Medical Ext., Adv. Degree, Major Exegetical</strong></td>
</tr>
<tr>
<td>JUNE</td>
<td></td>
</tr>
<tr>
<td>Mon June 5</td>
<td>Last day to Register for Summer Term (degree credit only)</td>
</tr>
<tr>
<td>Fri June 16</td>
<td>$250 deposit due for Summer Term courses</td>
</tr>
<tr>
<td><strong>Fri June 16</strong></td>
<td><strong>Papers Due: NAPP re-writes (Spring Term Basic Degree)</strong></td>
</tr>
</tbody>
</table>
# Culminating Assignments: Deadlines and Guidelines

*Revised June 2016*

<table>
<thead>
<tr>
<th>Culminating Assignment</th>
<th>Study Advisor/Thesis Director Appointed</th>
<th>Registration and credits</th>
<th>Length of paper/thesis</th>
<th>Submission of Thesis/Project Proposal</th>
<th>Submit final paper/thesis for evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M.Div/MAPPL Integrative Ministry Paper</strong></td>
<td>In the term in which the paper will be written. Normally the student’s Director of Denominational Formation.</td>
<td>The <em>Integrative Ministry Paper</em> is normally written in the Fall term of a student’s final year. <em>A student does not earn any additional credits for this paper.</em></td>
<td>5000 words and an interview</td>
<td>N/A</td>
<td>Paper Due by one week prior to the Interview. The student is responsible to ensure that copies of the paper are given to the 3 members of the interview committee and to arrange a time and place for the 90-minute interview. Interviews are normally scheduled during exam week.</td>
</tr>
<tr>
<td><strong>MA PPL Capstone Project</strong></td>
<td>In the term prior to when the project will be completed</td>
<td>The <em>Capstone Project</em> is normally completed in the Spring term of a student’s final year. <em>A student does not earn any additional credits for this project.</em></td>
<td>4,500 words and an oral presentation</td>
<td>No later than the end of the 10th week of the term prior to the term in which a student intends to graduate. 750 word proposal to be submitted to Director of PPL Committee</td>
<td>No later than one week prior to the presentation date. The student is responsible to ensure that copies of the paper are given to the 3 members of the presentation committee, and to arrange a time and place for the 90-minute presentation. Presentations are normally scheduled during exam week.</td>
</tr>
<tr>
<td><strong>M.Div Honours Major Paper</strong></td>
<td>Request to enter program is made to PPL committee prior to the completion of 60 credit hours. Study Advisor appointed when student is admitted to Honours M.Div.</td>
<td>One term – 3 credits (HON699) In prior term, student registers for 3-credit directed readings course (HON450) in preparation for Major Paper</td>
<td>12 500 words, exclusive of bibliography.</td>
<td>N/A</td>
<td>The Honours Major Paper must be submitted to the Study Advisor no later than the end of the 10th Week of the final term. There will be 2 readers of the Major Paper.</td>
</tr>
<tr>
<td>Culminating Assignment</td>
<td>Study Advisor/Thesis Director Appointed</td>
<td>Registration and credits</td>
<td>Length of paper/thesis</td>
<td>Submission of Thesis/Project Proposal</td>
<td>Submit final paper/thesis for evaluation</td>
</tr>
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<tr>
<td>MATS Comprehensive Exams</td>
<td>Study Advisor appointed by the Research Studies Committee in the term prior to when the student plans to write the exams.</td>
<td>A student registers for Comprehensive Exams in the term in which they will be undertaken. A $200 Comp. Exam Fee is assessed.</td>
<td>4 – 6 questions based on approximately 25 books chosen from course syllabi</td>
<td>N/A</td>
<td>A student will typically sit the exams in the 10th week of the student’s final term. There will be 2 readers of the comprehensive exams.</td>
</tr>
<tr>
<td>MA IIS Directed Studies Project</td>
<td>Appointed by the Research Studies Committee in the term in which the proposal will be submitted.</td>
<td>Register over one or two terms – 6 credits total A $200 Thesis/Project fee is assessed in the term in which the Project will be submitted.</td>
<td>30 – 35 pages (7,500 – 8,750 words) plus 1-2 hour presentation.</td>
<td>No later than the end of the 10th week of the first term of project registration. Submit proposal to the Research Studies Committee.</td>
<td>No later than the end of the 10th Week of a student’s final term of project registration. There will be 2 readers of the project who also attend the oral presentation.</td>
</tr>
<tr>
<td>MA Thesis</td>
<td>Students wishing to write a thesis must petition the Research Studies Committee for approval of this option. Thesis Advisor appointed upon approval</td>
<td>Register over one or two terms – 6 credits total A $200 Thesis fee is assessed in the term in which the Thesis will be submitted.</td>
<td>75-90 pages (18,750 – 22,500 words). When alternative media is used, theological rational must be 35-45 pages</td>
<td>No later than the end of the 10th week of the first term of thesis registration. Submit proposal to the Research Studies Committee.</td>
<td>No later than the end of the 10th Week of a student’s final term of thesis registration. There will be 2 readers of the thesis.</td>
</tr>
<tr>
<td>Th.M Project</td>
<td>Project Director appointed in the term prior to the term in which the student intends to register for the Th.M project</td>
<td>Register for Th.M project – 3 credits</td>
<td>15,000 words. When alternative media is used, paper should be 11,000 words.</td>
<td>No later than the end of the 10th week of the term of project registration (Th.M project course). Submit proposal to the Research Studies Committee. At same time, a 300 word abstract should be sent to the Research Studies Committee.</td>
<td>No later than the end of the 10th Week of a student’s final term. At same time, an updated 300 word abstract should be sent to the Research Studies Coordinator. Project defended before panel of 2 examiners.</td>
</tr>
<tr>
<td>Th.M Thesis</td>
<td>Thesis Director appointed in the term prior to the term in which a student first registers for the thesis</td>
<td>Register over one or two terms – 6 credits total A $200 Thesis fee is assessed in the term in which the Thesis will be defended. A Thesis Agreement Form must accompany registration</td>
<td>90-120 pages (22,500 – 30,000 words)</td>
<td>No later than the end of the 10th week of the first term of thesis registration (Th.M thesis reading course). Submit proposal to the Research Studies Committee. At same time, a 300 word abstract should be sent to the Research Committee.</td>
<td>No later than the end of the 10th Week of a student’s final term. At same time, an updated 300 word abstract should be sent to the Research Studies Coordinator. Thesis defended before panel of 2 examiners whose decision must be unanimous.</td>
</tr>
</tbody>
</table>
A. General Community and Administrative Policies

1. VST’s Theological, Educational, Curricular and Communal Commitments

Our Theological Foundations:
1. God calls a people from and for the world to be a blessing for all creation.
2. The God revealed in the history of Israel and in Jesus Christ, calls us to think together with tradition for the sake of the present and the future.
3. We meet God’s image in our neighbour and in all creation.

Our Educational Objective:
We are called to educate and form thoughtful, engaged and generous Christian leaders together with friends of other faith and cultural traditions.

Our Curricular Goals:
1. Faithful discernment of the demands of Christian service
2. Rigorous engagement with Christian tradition and contemporary learning
3. Hospitable and respectful collaboration with Indigenous spiritualities and other cultural and faith traditions for the good of all creation.

Our Educational Community commits to:
1. Theological education and formation (theological, biblical, pastoral, ethical, liturgical, historical, indigenous and inter-religious) for the flourishing of God’s people
2. Inspiring discerning Christian discipleship within and outside this community
3. Respect for the dignity of every person
4. Learning and scholarship undertaken with diligence and openness
5. Encouraging prophetic speech and just action for the love and welfare of creation

2. Student Responsibilities
Responsibility for course selection to fulfill program and degree requirements rests with the student. The Registrar, Program Chairs and all faculty members are available to give advice and guidance.
It is the student’s responsibility, however, to read and understand the academic policies and procedures as set out in this Supplementary Calendar/Student Handbook, the Academic Calendar, and in the course descriptions and syllabi.
Additional information about regulations and deadlines will be communicated by the Registrar during the term.

3. Inclusivity
VST is a multi-denominational school that encourages respect for the capabilities and contributions of all people.
Students are expected to treat each other with respect in order that all may learn from each other in a nurturing environment.

VST admits qualified students to its programs of study regardless of age, colour, gender, sexual orientation or preference, national or ethnic origin, or disability. VST does not discriminate on the basis of any of these in the administration of its educational policies, admissions policies, bursaries, or other programs administered by the School.

4. Language of Worship/Words We Choose
The language used in worship at VST ecumenical services should be consistent with the mission and values of the school and reflect our theological diversity and ethos of the community. Worship leaders are encouraged to be thoughtful in their choice of language with attention to experiences of the gathered community. General principles to guide this include: Seeking balance between the historical and the new; finding words that include all the people of God and don’t exclude on the basis of gender, race, age, ability or social economic status; using a variety of metaphors to draw close to God: Mother, Father, King, Water, Wind, Spirit, Divine, Creator. This includes attention to gender-inclusivity, post-colonial interpretation, avoiding super-secessionism, respect for all religions and multicultural sensitivity.
5. VST Anti-Harassment Policy
Vancouver School of Theology (VST) is a community that operates on Christian values including caring and integrity in relationships. We endeavor at all times to provide a working and learning environment that is free from discrimination, supportive of spiritual and academic life, and that promotes the dignity, self-esteem and fair treatment of all members of the community.
The basis of interaction at the School is one of mutual respect, cooperation and understanding, and we will not tolerate any behavior that is likely to undermine this.

Harassment is against the law: The Canadian Human Rights Act and the Canada Labour Code protect us from harassment. The Criminal Code protects us from physical and sexual assault. You have a right to live and work without being harassed, and if you are harassed, you can do something about it. This policy tells you what to do if you experience harassment at work, or if you, as a manager or an employee, become aware of a harassing situation.

VST promises to treat all complaints of harassment seriously, whether they are made informally or formally. We undertake to act on all complaints to ensure that they are resolved quickly, confidentially, and fairly. We will discipline anyone who has harassed a person or group of people. We will discipline managers who do not act properly to end harassment.

For more information, see the VST Anti-Harassment Policy on the VST website, or contact the Anti-Harassment Officer, Shari Coltart.

6. Privacy Policy
Vancouver School of Theology (VST) respects the privacy of the personal information of its students, alumni, faculty, staff, volunteers (including Board of Governors), donors, Library patrons and other stakeholders and is committed to the protection of that information.

Vancouver School of Theology collects through its website, by phone and facsimile and departmental office forms personal information in the course of business in accordance with the general authority of the Vancouver School of Theology Act (Bill Pr 402 – 1992) and other applicable administrative policies approved by VST’s Board of Governors; and relevant provincial and federal legislation.

All personal information provided for VST’s administrative and operational purposes and any other information placed into a student, alumnus, employee or donor record will be collected, protected, used, disclosed and retained in compliance with the Personal Information Protection Act of British Columbia (SBC 2003 Chapter 63.)

7. Disability Resources
Students who have documented disabilities will be accommodated as a matter of policy to the extent possible within VST. The UBC Access and Diversity Office is available to VST students to review documentation and determine eligibility for academic accommodation. This office will also provide initial screening for learning disabilities, offers seminars or professional development activities, and provides adapted equipment and Alternate Format materials.

You should contact the Access and Diversity Office if: You have any questions about accommodations. The office has several advisors who have professional training and expertise related to promoting post-secondary access and providing accommodations for students with disabilities. Advisors take a case management approach to service delivery. Each client is assigned a primary advisor; however, if that person is not available, another advisor may handle queries. A computerized database facilitates this process. See the Access and Diversity webpage: http://students.ubc.ca/about/access

Need additional help assessing a learning disability? The Eaton Learning Centre provides assessment and consulting services designed to provide students with a clear understanding of their learning profile and begin to feel confident in their ability to self-advocate.

Location: Suite 205, 6190 Agronomy Road at UBC
Exemption from Language Requirement
Exemption from the language requirement in any degree program of the School may be granted if the student has a documented disability that affects language learning.

8. Scent-Free Community Policy
VST cannot guarantee that sensitive individuals will be able to avoid all reactions to environmental, chemical, and scented products while at the School, but states the following policy to minimize possible occurrences:

The following areas are designated as scent-free areas:

- Fire and emergency escape routes
- Common areas, including elevators, hallways, stairways, rotunda, copier rooms, lounges and rest rooms
- Classrooms, Chapel, and Library

All staff, faculty, students and visitors should avoid the use of scented personal products when attending any activity at the School that involves the designated scent-free areas.

VST will purchase and use cleaning products that are environmentally friendly and contain no or minimal scents.

This policy does not interfere with the use of incense or sweetgrass in worship at VST; the VST Worship Policy contains guidelines that should be consulted.

9. Appropriate and Responsible Use of Information Technology and Services and Social Media

Appropriate Use
Vancouver School of Theology is committed to ensuring a working and learning environment in which all persons treat others with humanity and respect.

The computing and communications facilities and services provided at the School are primarily intended for learning, teaching, research, and administrative purposes. Their use is governed by all applicable School policies as well as by all applicable Canadian federal, provincial, and local laws and statutes, including the Criminal Code of Canada, the B.C. Civil Rights Protection Act, the B.C. Freedom of Information and Protection of Privacy Act and the B.C. Human Rights Act. These policies may be supplemented by the acceptable use policies established by those networks to which the School's network is interconnected.

The user bears the primary responsibility for the material that he or she chooses to access, send, or display. The computer facilities may not be used in any manner which contravenes the above policies, laws, or statutes.

Those who do not adhere to these guidelines may be subject to academic discipline as outlined in Section F.

Responsible Use
Responsible use of computing and communications facilities and services requires that the user:

- Respect the legal protection provided by copyright and license to programs and data.
- Respect the rights of others by complying with all School policies and agreements regarding intellectual property.
- Respect the rights of others by complying with all School policies regarding sexual, racial, and other forms of harassment, and by preserving the privacy of personal data to which one has access.
- Respect the privacy of others by not tampering with their files, tapes, passwords, or ac-counts, or representing others when messaging or conferencing.
- Use only computer ID's or accounts and communication facilities which one is duly authorized to use, and use them for the purposes for which they were intended.
- Remember that anything posted to any program on the Internet is potentially accessible to others and care should be taken about appropriate use of all online media, including social media.
As a community nurtured, illumined, and set free by God’s Spirit, we respond in gratitude and commit ourselves to our Signposts as a means of expressing the abundance of God’s love. The signposts which follow hold our intention to live together as well as we can, knowing that we struggle as fragile creatures held in our brokenness by grace which is beyond all understanding.

**Signposts for a Teaching/Learning Community**

VST holds God as central; our passionate commitment to the living Christ sustains us in all that we do.
We will entrust ourselves to God who calls us to common mission for the world, though the way is often unclear;
Worship will lie at the heart of our community; we honour and respect diversity in our prayer and ritual.
We will pray with and for each other.
VST affirms that God is revealed in the diversity of religious traditions recognized in and by the global human community. We honour the wisdom and practices of those of other traditions, as welcome companions to our movement more deeply into God’s intention for this world.

**Signposts for Communal Engagement**

We will live with integrity;
We will model and embrace direct and intentional communication;
We will speak to the issue without personalizing; we will not demonize the other, recognizing that “Love is the extremely difficult realisation that something other than oneself is real;”¹
We will embody realism and practice graciousness in discussions and decision-making; we will check things out;
we will be charitable;
We will assume the best of each others’ motives and actions;
We will hold each other accountable and give respectful feedback;
We will recognize the contribution of each and be intentional in our expression of gratitude and appreciation;
We will put conflict on the table and address it as an opportunity for creative transformation;
We will own our own feelings;
We will set boundaries and respect those of others; we will avoid the quicksand of over-involvement;
We will bring a sense of humour and a spirit of playfulness to our life together;
We will engage the world and nurture faith communities – let our passion from here work in and for the transformation of local & global communities;
We will be honest about what has to be let go.
We will practice communal and personal discernment in our speaking, listening & keeping silent;
When it is time for closure we will call it and move on to the next important work;

C. Registration and Financial Obligation

All students admitted to VST programs and all those taking courses at VST under another status (see below) will complete registration for every course taken at VST.

All students enrolled in VST courses will pay appropriate tuition and fees as assessed.

Students admitted to Vancouver School of Theology carry responsibility for the full payment of tuition, student and residence fees. The registration process is not complete until all outstanding fees are paid. All financial obligations to the School must be paid before a degree can be conferred on a graduating student or before a student can register for a subsequent term.

A permanent record of all student registrations and academic work is kept by the Academic Records office. This information is confidential and is handled according to relevant privacy legislation and VST's Privacy Policy. For more information about how VST handles personal information, please refer to our Privacy Policy or contact VST's Privacy Officer at 604-822-9813.

1. Registration Guidelines

The Role of the Registrar
The Registrar is the primary person to whom the student relates in working out a program of study. The Registrar is responsible in the first instance to facilitate the student’s understanding of the curriculum, its intentions and the possibilities it makes available.

Secondly, the Registrar assists the student in planning and executing his or her program of study. This involves meeting with the student before each registration period to plan that term’s work, reviewing with the student her or his progress in the program at least once each term and, in general, overseeing the student’s completion of the degree. Course changes, directed studies, and transfer credit requests must also be processed through the Registrar’s Office.

How to Register for Courses

When you know which courses you want to take, registration forms can be downloaded from the VST website under Students/Current/Forms
Registration policies, duedates, and the student contract are included on the registration form.

Once the form is completed, an appointment should be made with the Registrar at (604) 822-9563 or registrar@vst.edu. In certain cases this appointment can take place over the phone or via email. Forms can also be scanned and emailed to the Registrar.

In the month prior to the beginning of each term, a confirmation of registration will be emailed to you indicating which courses you have registered for. You will also be sent an invoice which will include your assessed tuition and fees. Students should check with the Accounting Office at 604-822-3550 with questions regarding any outstanding amount still owed to VST.

You will greatly assist us by advising us promptly should you wish to change or drop courses. Note that all students must be registered before attending any class. See Section D for VST’s Withdrawal policy.

2. Student Categories and Program Status

i) Certificate Student: a student who is enrolled in the Continuing Education Certificate in Theological Studies

ii) Degree/Diploma Student: a student who is enrolled as a candidate for a degree or diploma, full time or part time.

iii) Unclassified Student: in certain cases, a student may be granted permission to register for degree credit prior to
being admitted into a degree program at VST. A student who is granted permission to register may take up to 9 credit hours per term, the exact number of credit hours being determined by the Registrar in consultation with the Admissions Committee and/or the Dean’s Advisory Council. Permission to register will be reviewed at least annually to determine whether the student may (a) continue in this category, (b) be required to complete the admission requirements for a diploma or degree program or (c) be denied further enrollment. Students who are enrolled in a degree program in another institution also fall under this category. Normally, a student will be limited to 18 credit hours total under this category, beyond which a student must apply to a VST diploma or degree program in order to continue taking courses.

iv) Auditing Student: a student who participates in a course at VST but does not complete assignments nor receive degree credit for the course. Permission to audit a class must be obtained through the Registrar’s office, and at times permission must be granted from the instructor of the class. Auditors pay 50% of the degree tuition rate. Additional discounts apply during Fall and Spring terms only for VST Alumni, VST staff, faculty and board members, as well as the spouse/partner of any full-time VST student.

v) Full-Load and Full-time-status (for Student VISA, VST Work/Study, and Student Loan purposes)

Diploma/M.Div/M.A
Full Load: 12 - 15 credit hours/term (enrolment exceeding 18 credit hours/term not permitted) Full-time-status (60% full-load): 9 credit hours

Master of Theology (Th.M)
Full Load: 9 credit hours (enrolment exceeding 12 credit hours/term not permitted)
Full-time-status (60% full-load): 6 credit hours

vi) Writing a Thesis and full-time equivalency
A student writing a thesis has full-time equivalency if:
1. A student registers for and writes the thesis in one term only
2. A student registers for and writes the thesis over two terms and takes one additional course/term

vii) Clinical Pastoral Education (CPE) and full-time equivalency
Intensive CPE units (3 months in length) are considered a full-time load through the term. Extended CPE units (8 months in length), alongside 2 additional courses per term grants a student full-time equivalency.

viii) Active Program Status
Once a student accepts their offer of admission and begins their course of study, it is expected that they will maintain active program status until their program is complete. Active status normally involves registration in coursework for at minimum Fall and Spring terms. If a student is not registered in any courses, the following options to maintain active program status are available.

Deferral of Enrollment
Once accepted into a program of study, a student may choose to defer enrollment for up to two full years from the originally indicated term of registration. Students are responsible for communicating in writing their decision to the Registrar as well as to meet with the Registrar once they are ready to enroll in their program of study.

Maintenance status
A VST student who is involved in research and writing related to their program but not enrolled in any courses will be registered for Maintenance and charged a maintenance fee as well as all applicable student fees. Maintenance status permits the student access to all VST student resources and faculty/administrative services. The fee will be charged each term a student wishes to maintain student status up to a maximum of 4 terms in their program, at which point the student must either enroll in a course, graduate or withdraw from their program at VST.

Leave of Absence
A student may request, in writing, a leave of absence for up to one year, renewable upon written request for another year, up to a total of two years. These are usually granted in six month segments. Requests shall be submitted to the Dean. Approved Leave’s of Absence are not considered part of a student’s study time in determining their statute of limitations (i.e. the ‘clock’ stops). Approved leaves will be recorded as such on the student’s cumulative record.
Inactive Program Status
Once a student has been admitted to a program and begins their enrolment, it is expected that they will maintain active status as outlined above. A student’s program status will be changed to “inactive” in the following cases:

Failure to Register
If a student active in a program of study does not register in any term of study (excluding Summer term) and has not formally requested a Leave of absence, they will receive a letter from the Registrar indicating their need to either request a formal Leave of Absence from the Dean, or to go on Maintenance Status.

Long term Absence from Program
If a student does not register or fails to communicate with the office of the Registrar for 2 consecutive terms, the status of their program file will become inactive. In order to reactivate a file, a student must apply to the Dean’s Advisory Council (DAC) and may be allowed to continue with their program if still within the statute of limitations for their program of study. The period of absence will be deducted from the maximum 2 year Leave of Absence allowed in a program of study.

If a student does not register or fails to communicate with the office of the Registrar for a period of 2 or more years, the student will be considered to have dropped out of their program of study and will need to reapply to the Admissions Committee in order to continue with study at VST.

3. Accounting Office Policies

Policy for Late Payment Fee and Interest Charges
Tuition fees to the Vancouver School of Theology must be paid in full by the payment due date. Otherwise, students may be placed on Financial Hold and charged penalties as follows:

- A late payment fee of $50.00 charged by the Finance Department the week following a payment due date.
- Interest calculated on a 6.0% per annum basis charged monthly on outstanding balances (interest rate is subject to change).
- Part or all of the late payment fee and/or interest may be waived under extenuating circumstances (see below)

Deferral of payment of tuition fees
In exceptional cases when a student is unable to pay tuition and fees by the date on which they are due (typically the end of the 4th week of each term) the student will:

- Discuss their inability to meet the payment deadline with the Dean or Director of NMP
- Receive permission from the Dean or Director of NMP to delay full payment, and agree upon a payment schedule;
- Provide the Accounting office with a credit-card number or, in cases where the student does not have a credit card, with post-dated cheques.

Account credit policy
When there is a credit on a student’s account, either due to overpayment or a withdrawal from a course or program, the following procedures and policies apply:

1. The accounting office will send a statement indicating the existence of the credit;
2. It is the student’s responsibility to request that a refund be processed (either by the issuing of a cheque, or by crediting the Credit Card used in payment, or to the funding institution);
3. If a student does not request that a refund be issued, the credit will remain on the student’s account for 12 months, during which time it can be used towards another VST course;
4. If, after 12 months, a student has neither registered for a subsequent course, nor requested that a refund be issued, the credit will be absorbed into the operating costs of the School.

Internal Use of Student Financial Information
Vancouver School of Theology functions as one school and administrative structure that encompasses the Registrar’s
Office, Dean’s Office, Accounting Office, Housing and Facilities, and Library. When necessary for the functioning of their responsibilities related to services for students, financial information may be shared among senior administrative officers. The VST Privacy Policy is not affected by this internal use of information.

4. Transfer Policies and Locating Guidelines
Students admitted to degree programs who have studied at the graduate level in another theological college or seminary may qualify to transfer credit hours into their VST program.

Vancouver School of Theology requires that at least 1/2 of the degree be completed at VST. As such, no more than 1/2 of the total credit hours can be transferred into a VST degree program (i.e. 45 credits total for the 90 credit hour M.Div degree; 24 credits total for the M.A. degrees).

If a student has completed a Masters Degree before entering VST, up to half of the credit hours earned towards that first degree may be shared with the Masters degree being pursued at VST as long as this does not exceed 1/2 of VST’s degree requirements, and does not undermine the integrity and standards of the VST degree.

Students applying transfer credit through work competed elsewhere must have completed that work no more than seven years prior to admission to VST.

Decisions about the specific requirements for transfer students to complete a degree program at VST will be made in consultation with the student, the Registrar, and the appropriate faculty and Program Coordinators. **Official transcripts; course outlines and syllabi; and any pertinent evaluations must be made available for all locating decisions.

Advanced Standing
In a number of cases, a student may have completed course work at an undergraduate level and/or through non-degree status experience or programs. This work may not need to be duplicated at Vancouver School of Theology.

In these cases, VST may grant advanced standing through exemptions from certain courses. This advanced standing may be granted in two ways:

1. Without credit: rather than be required to duplicate material, students may be exempted from particular course work and be required to take alternative courses to make up the required credit hours. Ministerial or life experience does not qualify for academic credit, but may warrant exemption from a particular course or courses.

2. With credit: students may be given degree credit for non-graduate level course work if it can be determined by appropriate written and/or oral assessment that students have the knowledge, competence, or skills that would normally be provided by the specific courses for which they have been admitted with advanced standing. Advanced standing with credit is limited to 1/4 of the total credits required for a VST degree.

Transfer credit for Specific Programs: The following information provides locating guidelines for specific programs related to the Vancouver School of Theology.

Pacific Jubilee Program: The completion of Year I of PJP does not qualify a student for advanced standing in a VST degree program. If a VST student has completed Year II of the PJP they may apply to receive up to 12 credits of advanced standing with credit for Spirituality courses or elective credit hours. The usual Locating Guidelines will be followed, on a case by case basis and criteria for receiving such credit include: the status of the teachers/facilitators; methods of evaluation; contact hours; course syllabi; and the evaluation given to the student. This policy applies only to advanced standing with credit within a VST program; no transcripts will be produced for a student for other uses.

Pilgrimage: Claiming our Spiritual Heritage: Student’s who participate in the Pilgrimage Program with Peregrinatio may receive 3 credits of advanced History or Spirituality elective credit through participation in the Pilgrimage program, and the writing of a major paper. Approval to take the Pilgrimage for degree credit must be obtained ahead of time from the Pilgrimage leaders and the VST Registrar.

Approved Eight-month Internship: Students who have successfully completed an approved eight-month internship
will be granted the equivalent of one 3-hour course credit and exemption from two units of Theological Field Education (TFE 3a & 3b). Students who do an alternative internship that combines a unit of CPE with an eight month pastoral placement are eligible for two 3-hour course credits and exemption from two terms of Theological Field Education (TFE 3a & 3b).

Clinical Pastoral Education: Students who have completed a unit of CPE are eligible to receive one 3-hour course credit and exemption from one term of Theological Field Education (TFE 3a or 3b). Students who wish to transfer CPE experience into their VST program must provide evaluations from their CPE supervisor.

CPE completed prior to VST admissions
A student may transfer up to 6 credits (2 units x 3 credits) for CPE units undertaken prior to the student’s VST program. If a student has more than two units, he or she may petition the appropriate decision making body of the School for additional credit following one year of VST’s program. There is no guarantee that additional credit will be given and the decision-making body will make its decision based upon the student’s current degree program, the number of credits previously transferred and the student’s performance in her or his present degree program.

5. Registration in Special Programs and Courses

i) Denominational Studies
For students completing a program of study required by their judicatory that is 12 or more credit hours, a Diploma in Denominational Studies will be granted by the School at Convocation as per the usual process. For students completing a program of study required by their judicatory that is less than 12 credit hours, recognition of their program will be given by letter from the Registrar, and mailed to the student. No formal certificate will be granted nor conferred at Convocation for a program less than 12 credit hours.

ii) Directed Studies Policy:
Students may elect to do Directed Studies in selected topics and readings with individual instructors. Directed studies are intended to take a student outside of the area of material typically covered through a timetabled course, to focus and enhance their learning in a particular area of interest. They are not replacements for regularly scheduled courses.

Where a course covering the material in which the student wishes to study is timetabled in either the current or a subsequent term of study, a student shall take the regularly scheduled course.

VST is responsible to timetable courses such that students attending full-time can graduate in the designated timeframe of the degree program as follows:
- Diploma in Theological Studies: 1 year full-time
- Master of Arts: 2 years full-time
- Master of Divinity: 3 years full-time
- Master of Theology: 2 years full-time

A maximum of 6 credit hours per degree may be done as directed studies throughout a student’s degree program, unless otherwise noted under the specific degree program guidelines.

In all cases it is the responsibility of the student to discuss the possibility of doing a directed study with the VST professor and to arrange the details of the directed study.

In certain cases, workshops and other guided learning experiences taken outside of the School can be integrated into a directed study. Arrangements must be made prior to the beginning of the workshop or guided learning experience, and a VST faculty member must agree to oversee the student’s engagement with the material and to help determine and evaluate learning goals through appropriate evaluative methods.

VST is not responsible to provide Directed Studies for students studying part-time if the course they need to graduate is not being taught that year, or there is a timetabling conflict. However, all efforts will be made to assist students in program planning so that timetabling conflicts are less likely to occur late in a student’s program.
Directed Study Guidelines

The study program for a Directed Study should be defined between the professor and student and written up on the Course Agreement Form and submitted to the Registrar by the end of the Add/Drop period in the term the course is taken. The Course Agreement Form requires the signatures of the student, the professor and the Dean.

a) Meetings between student and instructor: 5-6 meetings of 1.5 to 2 hours each, including an initial meeting to set up schedule of meetings, readings and assignments [total of 10-12 hours] If the Directed Study course is being conducted with an off-site mentor, the possibility and frequency of email or phone contact should also be considered and specified where appropriate.

b) Readings and assignments for meetings: An appropriate bibliography should be established, along with a schedule of when the readings will be covered for the meetings. The guidelines for classroom-based courses can assist in establishing an appropriate Directed Reading bibliography. Total amounts of reading will probably be increased in a Directed Reading format course.

c) Written Assignments: It is helpful for the student to prepare a brief written assignment (500-1000 words, 2-4 pages) focusing on the readings assigned for each meeting, which should be turned into the professor several days before the meeting. The focus questions to be addressed in these short papers should be established by the professor in conjunction with the student. The final assignment can be a research paper, annotated bibliography, presentation or other format appropriate to the subject matter.

iii) Academic Credit for Co-Sponsored Conferences and Events

When a co-sponsored event or conference at VST offers possibility of a coordinated academic course, the following will apply:

• The student will set up a Directed Study course with an appropriate faculty member, under the normal procedures for such setting up and registering such courses. The course will be registered as a 3.0 credit hour course.
• The student will register for the conference and pay the conference rate using the stated conference procedure.
• The student will be charged tuition for 1.5 credit hours through the normal VST registration and tuition charge procedures. Any event/conference that does not offer at least 15 hours of content will be evaluated by the Faculty/Registrar as not appropriate for a course offering. Any event/conference for which there is not an appropriate VST faculty member, or available sessional/occasional adjunct, will not be appropriate for a course offering.

6. Distance Education and Off-Site programming

VST’s main platform for off-site classes is through Adobe Connect and Moodle. All off-site options are classes taught synchronously on-site. Off-site student can choose to connect via Adobe Connect concurrently to the on-site class time (recommended), or to watch a video/audio recording of the class at some later time in the same week. Off-site students are expected to follow along weekly with the required readings and assignments.

i) Residential Requirements

While the Certificate, Diploma and certain Degree programs may be completed entirely off-site, the M.Div Degree program requires the equivalent of one full-time year of study on campus (30 credits). The MA PPL program requires the equivalent of 1/3 of its courses on campus (15-18 credits).

Certain courses have been determined by the faculty of Vancouver School of Theology as key courses for which person-to-person contact is crucial. These courses will not be available in off-site format, and students required (or wanting) to take them as part of their Degree program must take them on-site, either through a 2-week January interterm, or through 5-day Fall and Spring intensives with additional Adobe Connect Modules.

ii) Community Building and Orientation Week

All Off-Site Degree and Diploma students are required to come onto the VST campus for 5 days at the beginning of their program of study for the Community Building and Orientation Week. During these 5 days, off-site students will:

• Join the annual Orientation and Community Building Week events
• Meet VST faculty, students and staff
- Become familiar with VST policies, programs, and other aspects of VST student life
- Share meals and worship together
- Develop relationships with other off-site students whom they will be studying alongside
- Receive special training and orientation for Adobe Connect and off-site class learning
- Attend two required Information Literacy modules
- Attend a denominational retreat (if applicable)

iii) Library Resources for off-site study:
During an off-site student’s first 5-day Orientation to VST, all students will obtain both a VST Library Card and a UBC Library card. With these cards, all off-site students will have:
- Access to ATLA database and other smaller theological databases on the VST library site
- Access to UBC library and research databases
- E-books and online resources
- Inter-library loans through their local public library branch
- Mail-loans from the VST library collection

iv) Off-Site Course Policies

Moodle Access: Students enrolled in a course using Moodle will have access to the Moodle site for the period of course enrolment, until the end of the following term (7 months).

Adobe Connect recordings: Normally, Adobe Connect recordings will be made of all classes which are being offered for off-site students. Recordings will be made available, normally on Moodle, within a day of the class being taught. Recordings will be kept for 1 year after the year in which the course was offered.

Maximum enrolment:
Normally, a maximum of 10 off-site students will be permitted to enroll in a VST course also being taught on-site (more may be admitted for courses which are only off-site). Students are admitted with the following priorities:
- Students admitted to an “Off-Site” degree or diploma program
- Other VST degree and diploma students living outside of the lower mainland
- VST Certificate students living outside of the lower mainland
- VST degree and diploma students who live within the lower mainland
- Unclassified students (Permission to Register)
- VST Certificate students who live within the lower mainland
- Auditors

Additional Students Fees: Off-site students will be charged the basic VST Library and Technology fee of $35/term plus $5 per credit hour of an Adobe Connect course.

Skype in courses: Courses will normally not be available via Skype, unless arranged individually with the instructor of the course.

Technology Requirements for Off-Site study:
- A broadband internet connection
- A modern PC or Tablet (Windows Desktop or Laptop recommended, manufactured within the last 5 years)
- An internet browser such as (but not limited to) Mozilla Firefox or Chrome
- A pair of headphones (Over-ear recommended)
- A USB microphone (if using a desktop PC. Most laptops, phones and tablets have a mic built in)

7. Degree Program Changes
Once a student has been admitted into a degree program at VST, she/he may wish to pursue a program other than the degree or concentration into which she/he was originally admitted.
The procedure for requesting such a change is as follows:
- The student shall make a written request for the change to the Admissions Committee;
• Requests for a change in academic program shall be processed through the Admissions Committee at their following meeting;
• Certain requests may require additional material to supplement the student’s original admissions file. These additions are as follows:
  • To move into the M.Div or MA PPL program, a letter of support from the appropriate Director of Denominational Formation or Church Leader is required
  • To move into the MATS program, a letter of support from a faculty member with whom the student has studied is required.
  • To move into the MA IIS program, a letter of support from the Director of the Indigenous Studies Centre or the Iona Pacific Interreligious Centre is required
  • To move from the Diploma in Theological Studies into a Masters degree program, the student shall provide evidence of support from at least two faculty members, as well as additional application material not included in the student’s first application to the School but required for the program as listed in the Academic Calendar
• Admission to the M.Div (Honours) Students will ordinarily apply to enter this program once they have completed all Foundational Courses. Application will be made to the Registrar for approval by the Public and Pastoral Leadership Committee and will include the student’s previous record and VST transcript to date. A Statement of Intent indicating the student’s proposed area of study, and one Reference Letter from a faculty member is also required for application to the M.Div (Honours)

In the case that the student wishes to appeal the Admissions Committee’s decision regarding the request for a degree program change, the student shall follow the Admissions appeal process.

Concurrent or Sequential Degrees at VST

Students may be either simultaneously or sequentially enrolled in two Masters’ programs at Vancouver School of Theology. The programs may, in some instances, use the same resources and be overlapping. In these cases, not more than half of the credits required for either degree may be ‘shared’ between the two degrees. Where the design of the programs have more than a 50% overlap, alternative courses will be required.

Alternately, graduates of VST who wish to build on their first degree towards a second may choose to relinquish their first degree and complete only the additional requirements of the second degree program of choice. The overall time required to complete two degrees either simultaneously or sequentially will be determined by the demands of the two degrees combined, but will not exceed 10 years.

In all cases, students must submit an application to their program(s) of choice to be reviewed by the Admissions Committee.

8. Course Records and Transcripts

Permanent records for students are kept in the Registrar’s and Academic Records’ Office. After final grades have been submitted for each term, the Academic Records Coordinator will email an unofficial copy of the student’s permanent record to all students who took courses in that term. At any point, a registered student may request, free of charge, a copy of their unofficial course record.

If a student needs an official transcript for any reason, there is a normally fee of $10 for up to 3 transcripts. Each student is entitled to three free transcripts within one year of graduation. A copy of the permanent record, printed on letterhead and signed by the Registrar with the School seal imprinted, will serve as an official transcript of marks for other institutions.

To request an unofficial course record or an official transcript, contact the Coordinator of Academic Records at 604-822-0824 or mtrim@vst.edu
D. Tuition and Fee Structure

1. **Tuition Fees**: Rates for 2016-2017 are as follows (subject to change):
   - **Auditing Rate**
     - Full-time VST students may audit an additional course each term free of charge (excluding summer term)
     - $137.50 per audit hour
   - **Certificate Rate (CTS)**
     - $187.50 per credit hour
   - **Basic Rate (Diploma, MDiv, MA)**
     - $275 per credit hour
   - **Advanced Rate (ThM)**
     - $400 per credit hour
   - **Clinical Pastoral Education (CPE)**
     - $2000.00 Flat Fee (CASC fee of $250 may also apply)

2. **Academic Fees**:
   - **i) Maintenance Fee**
     A fee of $350/term will be charged to any student who is not enrolled in any classes, but needs to maintain access to VST resources such as library use and faculty advising or grading.
   - **ii) Internship Fee**
     During their internship, students can opt to pay a 3.0 credit course fee to receive credit for their Internship upon its successful completion.
   - **iii) Comprehensive Exam and Thesis Fee**
     An Administration Fee of $200 will be charged to students in the term in which they register to take their comprehensive exams or in which their thesis will be examined (MA programs).
   - **iv) Graduation Fee**
     Students are charged a $100 graduation fee in the term before Convocation.

3. **Student Fees**:

<table>
<thead>
<tr>
<th>Type of Fee and Amount</th>
<th>Less than 3 credit hours</th>
<th>3 or more credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VST Student’s Association: On-site: $20/term; Off-site: $10/term</td>
<td>Not charged</td>
<td>Mandatory</td>
</tr>
<tr>
<td>VST Library &amp; Tech Fee: $35/term</td>
<td>Mandatory (all students)</td>
<td>Mandatory (all students except CPE)</td>
</tr>
<tr>
<td>VST Off-Site Student Technology Surcharge: $5/credit hour</td>
<td>Mandatory (off-site students only)</td>
<td>Mandatory (off-site students only, except those in CPE only)</td>
</tr>
<tr>
<td>UBC Fees: (for on-site degree students only)</td>
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</tr>
<tr>
<td>AMS: $188.35/year</td>
<td>Optional – opt in available</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Health &amp; Dental: $227.04 full year $147.96 Jan-Aug</td>
<td>Optional – opt in available</td>
<td>Mandatory (with option to opt-out if covered by equivalent coverage)</td>
</tr>
<tr>
<td>UPASS (bus pass): $158/term</td>
<td>Not eligible</td>
<td>Mandatory</td>
</tr>
</tbody>
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**Opting Out of Health and Dental**

Students who already have an equivalent health and dental plan may opt out of the AMS/GSS Health and Dental plan by providing proof of this equivalent coverage. Students can also enroll their spouse and/or dependants by completing an enrolment process and paying an additional fee over and above their student association fee.

Students can opt out or enroll their family during **Change-of-Coverage Period** periods only, normally the first 3 weeks of each term. Opt outs and enrolments can only be processed during the **Change-of-Coverage Period** or within three weeks of their registration period, whichever is later. For information on enrolling or opting out, go to **I Have a Plan UBC**, call 1.877.795.4421, or visit the Health and Dental Plan Office on campus.
Proof of Medical Coverage before Registration (for International Students)

All international students relocating to Vancouver to pursue studies must show proof of health care coverage during their time at VST. Those coming for less than 6 months may have out-of-country insurance through their local provider, and should check first if this is the case. For those who are not otherwise covered by their current health care provider for out-of-country insurance or who will be in Vancouver for more than 6 months, the following policy applies:

In order to enroll in classes, International students must provide to the Registrar proof that they are 1) temporarily covered for basic medical coverage for the 3-month waiting period, and 2) have applied to BC Medical Services Plan (by showing a copy of the MSP application form). Such proof must be given to the Registrar as follows: 1) for temporary medical coverage, prior to registration in courses; 2) for application to BC MSP, no later than the add/drop period in their first term of studies (normally the Friday of the 2nd week of classes).

4. Fee Refunds and Withdrawals

Withdrawal from some portion of the program may result in the reassessment of charges and a partial tuition refund. Any refund is calculated for the day the Registrar’s Office receives in writing from the student notification of his or her desire to withdraw from their course or program. Course change forms (add/drop) are available from the Registrar’s Office. Please note that if students do not give appropriate notification of withdrawal in writing, they will be held responsible for the full tuition cost.

The following withdrawals qualify for refund of some portion of tuition:
- Withdrawal from all study for the term in question
- Withdrawal from one or more courses.

The following fees (or portions thereof) are non-refundable: Student fees for VSTSA and UBC Alma Mater Society, AMS Healthcare Plan, technology fee, late registration fees

Summer Term

For students for whom the course is their only Summer registration, the first $50 of tuition and any student fees are non-refundable.

Of the remaining charges, refunds will be made on the following basis when notification is received:
- 100% is refunded 7 days prior to day One of the course;
- 80% is refunded by the end of the 1st day of classes;
- 40% is refunded by the end of the 2nd day of classes;
- 20% is refunded by the end of the 3rd day of classes;
- After the 3rd day of class, no refund can be given.

Fall and Spring Terms: The first $100 of the tuition assessed and any student fees are non-refundable.

Of the remaining charges, refunds will be made on the following basis when notification is received:
- 100% is refunded during the first two weeks of classes
- 60% is refunded during the third and fourth weeks of classes
- 40% is refunded during the fifth and sixth weeks of classes
- 20% is refunded during the seventh and eighth weeks of classes
- After the eighth week of classes, no refund can be given.

January Interterm: For students for whom the Interterm is the only registration for the term, the first $100 of tuition and any student fees are non-refundable. Of the remaining charges, refunds will be made on the following basis when notification is received:
- 100% is refunded by the end of the 1st day of classes;
- 80% is refunded by the end of the 2nd day of class;
Changing from Credit to Audit
In all Terms of study, a student may change from credit to audit up until the last class. Tuition refunds for switching from credit to audit will follow the above policies.

Withdrawal notations on transcripts
Any withdrawals after the first two weeks of Fall/Spring classes, or the first day of January or Summer Intensives will result in a WDR notification on the student’s transcript. After the last day of term, any withdrawal will be recorded as NAPP. Consistent patterns of withdrawal from courses will affect a student’s satisfactory academic progress, and may result in a student being put on probation.

See Section F for more information on Satisfactory Academic Progress and Probation.

Withdrawal from non-credit workshops
If withdrawal notification is received by the Registrar 7 days prior to event, a full refund will be given, minus a $25 administration fee. For withdrawals less than 7 days prior to beginning of the event, no refund will normally be given.

Withdrawal and VST Bursaries
Where a student has received a tuition bursary, only the tuition that the student has paid themselves will be refunded at the pro-rated amount. The bursary portion will be returned to VST’s bursary funds.

5. Withdrawal and Student Loans

Canadian Student Loans
If you withdraw from full-time studies while receiving a Canadian Student Loan:
• VST will automatically notify the NSLSC (National Student Loans Service Centre) that you no longer meet requirements for assistance.
• Your funding will be re-calculated based on the number of weeks you actually attended school.
• The NSLSC will explain to you in writing how your withdrawal decision affects your student loan or grant.
• Any tuition refund you are eligible for will be applied to your outstanding loan balance if VST received tuition from your student loans.
Re-qualifying for student assistance depends on several conditions, including successfully completing full-time studies for two semesters or one academic year without Canadian Student Loan assistance.

U.S. Student Loans – Return of Title IV Funds
In accordance with U.S. federal regulations, when a federal financial aid recipient withdraws from all classes during a term, it is VST’s responsibility to determine the withdrawal date and amount of grant and/or loan assistance that the student earned. If a student received less assistance than what was earned, he/she may be able to receive those funds. On the other hand, if the student received more assistance than earned, the unearned funds must be returned by the school and/or aid recipient to the appropriate aid program. Note: The Return of Title IV funds calculation is different from VST’s tuition refund calculation.

Calculation of Earned Title IV Assistance
The amount of Title IV federal aid assistance earned by the student is determined on a pro-rata basis up to the end of 60% of the term. For example, if the student completed 30% of a term, 30% of the aid originally scheduled to be received would have been earned. Once a student has completed more than 60% of a term, all awarded aid has been earned.
E. Written Work, Course Assignments, Evaluations, Due Dates and Remedial Work

1. Academic Guidelines for Assignments
VST is committed to treat students fairly. Academic accommodations may be negotiated with the Dean.

i) Writing Papers: VST Approved Citation Styles
The Kate L. Turabian Manual for Writers (Turabian) and the Modern Languages Association (MLA) in their most recent edition are considered the official VST citation styles. Faculty may direct students to other styles as needed for specialized subject areas. For assistance, see the VST Librarian.

ii) List of Biblical Abbreviations
The Society of Biblical Literature has complete guides to using biblical references. You can find the appropriate guidelines at: http://www.sbl-site.org/

The SBL handbook of style is in the Library’s Reference section.

iii) Plagiarism
Plagiarism - the use of someone else’s work without appropriate acknowledgment - is not tolerated at VST. It is seen as grounds for terminating a student’s program.

Definition

Intentional plagiarism – copying work of others without due acknowledge – is a moral issue that is taken seriously at VST and most academic institutions. Students who plagiarize may lose credit for the paper, be required to repeat a course, or be suspended.

Plagiarism is a serious issue. If more than five words of someone else’s work is quoted, then the passage should be placed in quotation marks and referenced. In any case if more than a very small number of distinctive words are used, quotation marks and references are required.

Varieties of Improper Use of Sources
There are several varieties of inadequate citation and improper use of written sources, not all of which constitutes true plagiarism, though none of them really belong in written work submitted for academic credit. They differ from one another not only mechanically, but also ethnically, representative, not exhaustive.

1. The Cloner (Type A). The most serious kind of plagiarism consists in submitting a paper written entirely or largely by someone else. This may be an old paper written by another VST student, a student at another institution, or a paper purchased from a paper mill, either locally, or as is becoming more and more common, from a source on the Web. The student who is found to have done this can expect as a minimum consequence to be suspended from the school.

2. The Cloner (Type B). Only slightly different is the practice of copying an entire published work (such as an encyclopedia article), or compiling a paper by joining excerpts of published works. In both of these first two cases, the student is clearly motivated by an intent to deceive. The student who is found to have done this can expect as a minimum consequence to be suspended from the school.

3. The Self-Cloner. It is not unheard-of for a student to submit a paper he or she has previously written on a similar topic, or to submit parts of the same paper to two faculty members simultaneously.

4. The Pastiche Artists. A more common practice is the writing of a paper by lightly paraphrasing published works, taking phrases and sentences from the published work (or from another student’s paper), changing a word here and
there, and joining them together with a few editorial words written by the student, producing sentences and paragraphs in which most of the words are copied from the original source, but with a few alterations. This is still technically plagiarism, provided it meets the 5-word criterion, but in many cases it appears to be the result of carelessness in note-taking or uncertainty about the proper way to use and cite sources, rather than an intent to deceive.

5. **The Hyper-Quoter.** There are also students who submit papers consisting almost entirely of quotations, more or less adequately referenced. This is not plagiarism; it is just bad writing style that won’t get you an “Approved” mark on a paper.

6. **The Beneficiary of Too Much Help.** The school supports student who need assistance in writing research and reflection papers. This may be for reasons of insufficient command of written English, or for medical reason. But too heavy a reliance on editorial help can shade over into plagiarism, i.e. the “helper” can help so much that the work is no longer the student’s own.

**Policies for Dealing with Cases of Plagiarism**

For minor plagiarism or for plagiarism judged by the instructor to be unintentional, the consequence of the first instance will be re-writing the paper. This can be done on the authority of the instructor, but shall be reported to the Dean. If there are subsequent cases, #2 will apply.

For serious and intentional plagiarism, the minimum consequence will be failure of the course (if the plagiarized work is a course assignment), and suspension of the student. In particularly serious cases, the student may be required to withdraw from the school. See the policy on Probation and Required Withdrawal in Section F.

These two categories are not always clearly distinct. In doubtful cases, the instructor should consult with the Dean.

**iv) Assignment Due Dates:**
(These are general guidelines. Specific due dates are set each year by the Registrar and noted in the Dates Calendar) All assignments must be completed within the term the course is being taken, unless negotiated with the Dean.

**Summer, Fall and Spring Terms:**
• The latest possible due date for submission of course material is by the last day of term. For papers with due dates before the end of term, professors can extend to the end of term without consulting the Dean.
• Extension of work is possible through the Dean for medical or exceptional personal reasons. If granted, the extension deadline will normally be 30 days after the end of term.
• ThM papers are due on the medical extension deadline for the term in which the course is taken.

**January Interterm:**

January Interterm assignment due dates are set by the instructor, and no later than the end of Spring Term.

For those students participating in a January Interterm course of 3.0 credit hours, a 1-week extension is granted for the submission of the Major Exegetical paper or for Medical extension papers from Fall Term classes. These papers are due the second Monday of Spring Term. It is the responsibility of the student to communicate to the professor for whom the work is due that this 1-week extension applies.

**Graduating Students must submit all work by the date specified by the Registrar in the VST Academic Dates Calendar.**

**v) Late assignments**
Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus for each course. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course. Particular faculty members will specify the extent to which repeated late submission of assignments will affect a student’s final grade. Failure to submit an assignment at all will constitute a “Not Approved” for the course and the course will have to be retaken.
vi) Return of Work
Faculty are responsible to mark and return papers within the dates set by the Registrar (see the VST Academic Dates Calendar). When papers are submitted outside of due dates, faculty are expected to mark and return papers within 30 days.

vii) Not Approved (NAPP) Assignments
Re-writes for “not approved” (NAPP) work are possible (maximum of once within the deadline framework) as long as the work was submitted by deadlines negotiated with the instructor or the Dean (in the case of medical extensions). Only NAPP work can be re-written. Due dates for NAPP re-writes are noted in the Key Dates Calendar. In the event that a professor returns a student’s paper after the stated return date, the student has 30 days from return of the paper to re-submit any revisions of NAPP work.

viii) Not Approved (NAPP) Paper Appeals Process
When a student wishes to appeal a professor’s formal evaluation of his or her work, the following steps should be taken:
1. The student should raise his or her concerns with the professor who evaluated the work and should attempt to resolve the issue directly.
2. If that is not possible, the student or the professor should contact the Dean, who will request an evaluation of the student’s work by another professor competent in the discipline. If the Dean is the professor in question, a member of the Dean’s Advisory Council will act in that capacity.
3. If either the student or the professor is dissatisfied with the results of the second evaluation, either may register their dissent with the Dean. The Dean will bring it to the Dean’s Advisory Council, and the decision of that body will be final and binding. If the Dean is the professor in question, a member of the Dean’s Advisory Council will act in that role. If the professor in question is a member of the Dean’s Advisory Committee, the professor will recuse him or herself.

2. Academic Guidelines for Courses
It is a School policy that opportunities are provided for students to demonstrate sufficient competency in a given area during the course in which that competency is evaluated. Competency is evaluated through:
• Attendance (at least 80% attendance is required to receive an APP for the course)
• Class participation and small-group work
• Papers
• Oral and written examinations
• Class presentations

All course work must be completed during the term in which it is taken, and all methods of evaluating competency will be considered in designating the student’s final grade for the course. Competency as evaluated through attendance and class participation is as important as written assignments; therefore, receiving ‘Approved’ on a paper or exam does not guarantee final approval of the course.

i) Guidelines for VST Coursework: Reading, Writing and Research Expectations

Continuing Education Certificate in Theological Studies course work expectations:
• All reading as assigned by instructor
• Class participation and group work
• 3-4 pages of writing per credit (i.e. a 1 credit workshop requires 3-4 pages of writing; a 1.5 credit intensive requires 5-7 pages; a 3 credit course requires 9-12 pages)

Written assignments should:
• Demonstrate the ability to thoughtfully engage the material and reading for the class
• Give a personal reflection on the reading and material covered

Degree program Guidelines for course work (assumes a 3-credit hour course)
1. Core foundations and basic elective options (most 500-level courses)
   All programs:
   **Assigned reading:** 50 - 75 pages/week [In particular instances shorter but closer reading will be appropriate] (Total writing assigned:) 3000-3750 words/12-15 pages
   **Research depth:** 5-8 entries beyond course texts for final paper as applicable
   *in certain cases, increased writing may be compensated by less reading and/or research depth

2. Advanced required and elective course options (600 level)
   **Assigned reading:** 75-125 pages/week [In particular instances shorter but closer reading will be appropriate] Total writing assigned: 3750 - 6250 words/15-25 pages
   **Research depth:** 10-20 entries beyond course texts for final paper as applicable

3. ThM and Graduate Diploma in Theological Studies courses (700 and 800 level)
   **Additional contact hours** [with research scholar supplemental to faculty as appropriate]: 7-9 hours above semester contact hours
   **Assigned reading:** 150-200 pages/week [In particular instances shorter but closer reading will be appropriate] Total writing assigned: 7500-8750 words/30-35 pages
   **Research depth:** appropriate for Advanced Degree work [with suggestion of annotated bibliography]

ii) Guidelines for VST Intensives
   • Students must plan for a full-time schedule (morning, afternoon and evening expectations) during the Intensive period. It will not be possible for students to work part-time during the Intensive weeks.
   • Intensive expectations include: substantial pre-reading assignments; reading and full participation in classes during the intensive week(s); research and course assignments before, during and/or after the intensive class period.
   • Students should consider the requirements for the Intensive course to span the full period of the Term in which the Intensive falls.
   • 100% attendance and completion of the final evaluation (paper or project) is required to receive credit for an Intensive module.

January Inter-term:
   • Interterm courses will entail pre-reading and follow-up assignments. As the bulk of the work falls in the Spring term, Interterm courses are registered as part of a student’s Spring term workload. Due dates for final work for January Intensives all fall within Spring term and are clearly stated in the syllabus for each course.

Summer Term modules:
   • Students register for Summer Term Intensives by June 1st each year.
   • Some courses in Summer School may not be taken concurrently with other courses. The Dean and/or Faculty Council will determine the limits to concurrent registration.
   • The latest due date for Summer assignments will be the end of Summer Term. Medical extensions, granted by the Dean prior to the regular due date, may extend this deadline for one month.
   • 12 credit hours is considered full-time for Summer Term. For Student Visa and loan purposes, 7.5 credit hours is 60% full-time equivalency.

iii) Recording in Class
   Students may audio record a lecture in class only with the explicit permission in advance of the instructor. Students may only make such recordings for their personal use. Permission for any other use must also be sought in advance from the instructor. Nevertheless, in all such cases, the instructor retains the copyright of all such material.

iv) Use of Social Media in Classrooms
   Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand.
v) Course Pre-requisites
Any course numbered in the 500’s does not have a pre-requisite. Many 500-numbered courses function as pre-requisites for other courses in any subject area. Any course numbered 600 or above has a prerequisite, the specifics of which should be noted in the academic calendar or supplementary calendar. The professor teaching a course can grant a waiver from specified pre-requisites for any upper-level course at his or her discretion after an interview with the student requesting the waiver.

vi) Attendance
In order for students to achieve adequate competencies in the areas studied in any course, VST has strict attendance standards. For full term courses, VST requires that students be present for at least 80% of class time in order to receive credit for the course. For Intensive courses, the attendance requirement for classes is 100%.

vii) Final Examinations

Exam Schedule
Exams at VST will be scheduled as follows:
• The evaluation period for any given term will be the week following the end of classes;
• The written exam for any given course will be held at the same time, in the same place, as the course schedule for the term;
• The intention to schedule a written exam in this period will be included in the course description and the published course timetable;
• Any oral evaluations will be scheduled in the copious spaces left during exam week

Off-site Exams
When a written final exam is required in a course in which there are off-site students, the following arrangements for the exam will be arranged.

All arrangements for an off-site exam are coordinated by the student and professor in the course. No involvement of the Dean’s or Registrar’s office is required.

At least two weeks before the exam, the student will find and arrange for a location convenient for them that will include the following requirements:
1. allow the student to take the exam on the date and for the amount of time specified, giving a quiet room in which to work;
2. have a contact person at that institution that would be willing and able to receive the exam by email and print a copy for the student; (noting that student might have to pay for the printing); have that person contact the professor by email before the exam to make sure the email connection works; the professor will email the exam directly to that person the day before the exam is scheduled;
3. have that same person give the student the exam at the specified time and collect it back from student at the stated end time; the student should bring their own paper and writing materials to the exam; no computer is allowed; the student should bring any books that are allowed in the exam; the contact person does not have to personally invigilate the exam;
4. have that same person be willing to make a photocopy of the completed exam for the student to keep and then have that same person either a) make a .pdf of the exam for emailing back directly to the professor, or mail the exam to the professor (noting the student might have to pay for the .pdf scan or the postage).

The student is well advised to follow up both with the professor and with the location several days before the exam to make sure that all the arrangements are complete.

3. Grades and Grading Policies
i) Grading Policy at VST
Course evaluations at VST combine a letter grade system with a competence model of assessment.

Individual assignments within a course are given narrative evaluations, that is, APP (Approved) or INC (Incomplete) or NAPP (Not Approved) with narrative comments, based on the competencies and expectations set for that assignment. No number or letter grades or weights of assignments are calculated for assignments. One re-write is allowed on any assignment which is INC or NAPP within a course. The final evaluation for an assignment can be APP or NAPP after a re-write. The policy on appeals of a NAPP assignment is following.

The final grade for a course is reported both as a letter grade and as a narrative evaluation on the basis of a student’s overall fulfillment of the competencies and expectations of the course, which are stated in the course syllabus. No number grades are assigned. On a student’s transcript, no points are assigned to letter grades and no grade point average is calculated. Both the final letter grade and narrative evaluation will be given to the student by the professor, as well as reported to the Registrar, and kept in the student’s permanent academic record.

Final grade designations are: A+, A, A-, B+, B, B-; NAPP and APP [as specified for particular program elements (see below)]. Competency for VST graduate courses is defined as B- or better.

No re-writes are allowed to improve a letter grade given as a final grade for a course.

The following will receive only APP or NAPP final grades, with a narrative evaluation: Certificate in Theological Studies Units; Theological Field Education units; Clinical Pastoral Education units; internships; the Native Ministries Program (although an individual student can request a letter grade); and particular courses by agreement of Faculty Council.

For a course for which the student has not fulfilled the competencies and expectations of the course a grade of NAPP will be assigned. Students who receive NAPP in a course will be required to re-take the course if it is a required course, or substitute another elective course if it is an elective. Students have the right to appeal a final grade received in a course if there are discrepancies between the evaluations on assignments and the final grade.
### ii) VST Letter Grade Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description of fulfillment of expectations and competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Exhibits exceptional clarity, complexity, perceptiveness and depth; responds critically and perceptively to the task, indicating an superlative or highly advanced analysis; displays a highly imaginative, creative and original approach; engages material or task at an advanced level; demonstrates faultless structure, organization and style; displays abilities to synthesize, integrate, and extend knowledge and skills</td>
</tr>
<tr>
<td>A</td>
<td>Exhibits clarity, complexity, perceptiveness and depth; responds precisely and critically to the task, indicating an excellent analysis; displays an imaginative, creative and original approach; engages wide range of material or task at an advanced level; demonstrates excellent structure, organization and style; displays abilities to synthesize and integrate knowledge and skills</td>
</tr>
<tr>
<td>A-</td>
<td>Exhibits clarity and perceptiveness, shows depth of thought; responds precisely and critically to the task, indicating strong analysis; displays evidence of an original approach or thinking beyond that taught in class; engages a range of material with clarity and precision; demonstrates clear structure, organization and style; displays abilities to integrate knowledge and skills beyond those taught in class</td>
</tr>
<tr>
<td>B+</td>
<td>Exhibits a good ability to evaluate main issues and produce well-reasoned arguments; responds appropriately to the task with some critical capacity, indicating a competent analysis; displays evidence of adequately reproducing approaches and ideas taught in class with occasional originality; engages a good range of relevant issues, resources, and materials, in some cases beyond those covered or assigned; material is presented with reasonable care and has a discernible structure; displays ability to understand and reproduce integration of knowledge and skills as presented in class</td>
</tr>
<tr>
<td>B</td>
<td>Exhibits ability to evaluate main issues and produce arguments relative to a discussion; responds appropriately to the task with some critical capacity, indicating a basic analysis following that modeled in class; displays evidence of adequately reproducing approaches and ideas taught in class and can recognize originality or new approaches in material; engages materials and resources as assigned and can find new sources; material is presented with adequate structure, organization and clarity; displays ability to understand and describe integration of knowledge and skills presented in class</td>
</tr>
<tr>
<td>B-</td>
<td>Exhibits ability to summarize arguments and reproduce thinking from class or readings, with basic grasp of main issues; responds appropriately to task most of the time, indicating an adequate analysis but limited critical capacity; displays evidence of adequately reproducing approaches and ideas taught in class but work lacks originality; engages only materials and resources as assigned; material is presented with adequate structure, organization and clarity but contains noticeable lapses in structure or clarity; displays ability to understand integration of knowledge and skills presented in class</td>
</tr>
<tr>
<td>NAPP</td>
<td>Exhibits inaccurate or incomplete or superficial grasp of main issues and limited ability to summarize and present arguments; Responds inappropriately to the task, with superficial analysis and limited critical capacity; Displays limited ability to grasp approaches and ideas presented in class; Fails to engage materials and resources presented in class or avoids some approaches; Material is presented with significant mistakes in structure, organization and clarity; Does not display ability to understand integration of knowledge and skills.</td>
</tr>
</tbody>
</table>
iii) Narrative Comments
The historical commitment of VST to narrative evaluation as the primary means of communicating meaningful evaluation is affirmed. All narrative evaluations will be given both to the student, and kept in the student’s evaluation dossier – maintained by the office of Academic Records. No evaluative comments that the student has not also received in writing will be kept in the student’s dossier, and the student may request to see the dossier at any time.

iv) Not Approved (NAPP) and Final Grade Appeals Process
Students who do not satisfactorily meet attendance, participation or competency requirements will receive a Not Approved for the course. Students have the right to appeal final grades received in courses, if there are discrepancies between evaluations on assignments and the final grade. An appeal must be filed with the Dean’s Advisory Council by the end of the Term following the Term in which the NAPP grade or disputed letter grade was received. The Dean’s Advisory Council will make decisions regarding remediation of all appeals.

In the event of an unsuccessful appeal, options that are possible include:
• Re-taking the course (this is the normal option),
• Taking an alternative course or course of action which will allow the student to achieve the competency in a different way; this includes the possibility of tutorial work or independent study in some cases,
• In exceptional cases, designating an aegrotat grade for documented medical or extenuating personal circumstances upon the advice of the Dean’s Advisory Committee and at the discretion of the Dean.

v) Course records
Grades and narrative comments are reported at the end of each term to the Academic Records office of the Registrar. Students are sent an unofficial record of their program-to-date following the due date for grade submission. Students may request to see a copy of their academic record at any time. Narrative comments are kept in a student dossier as part of a student’s academic file. No narratives are kept in the dossier that haven’t also been reported to the student.

vi) Missing Evaluations
If course work is graded but missing from a student’s record, the student should report this situation to the Registrar’s Office. The student should also check with the faculty member to whom the work was submitted and then, if necessary, speak to the Dean, giving pertinent information such as the student’s name, the title of the paper, details regarding the assignment, the faculty member to whom it was submitted and the date on which it was submitted. The Dean will then notify the faculty member concerned that he or she has one week to evaluate the paper and return it to the Dean.

4. Research Policies
i) Research with Human Subjects
It is VST policy that all students whose research involves human subjects undertake, as a part of their research preparation, a review of appropriate background and guidelines on such research, including the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. Further, students must complete the procedure for obtaining informed consent from all persons who will be a part of their research.

If any student research project or thesis involves human research activities such as questionnaires, focus groups, or participant observation, the student must prepare a Consent Form as a part of their project proposal, which must be reviewed and approved by the student’s project supervisor and the appropriate faculty committee (Pastoral and Public Leadership Committee for MA PPL or MDiv; Research Studies Committee for MATS, MA IIS, and ThM.) The production of a consent form demonstrates to the faculty considering the project proposal that the student has understood and addressed the ethical considerations necessary for the research and the form will be the basis for the committee to do an ethics review. All participants in the research
must individually sign the Consent Form; each of them should be given a copy for their records, and the student should keep a copy of all forms for their records.

Students in degree programs which usually or often include research or a culminating project (MATS, MAPPL, MA IIS, ThM) are required to complete instructional modules on Research with Human Subjects, either as a part of an existing methods courses, or through an online tutorial that provides an orientation to the Tri Council Policy Statement, or both as directed by their degree program protocols.

**ii) Guidelines for Ethical Research and Consent Forms**

It is VST policy that all students whose research involves human subjects undertake, as a part of their research preparation, a review of appropriate background and guidelines on such research, including the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. Further, students must complete the procedure for obtaining informed consent from all persons who will be a part of their research.

Students in degree programs in which research or a culminating project is usually or often involved (MATS, MAPPL, MA IIS, ThM) are required to complete one or more Research Modules offered on Research with Human Subjects, usually as a part of the regularly scheduled Research Methods course. Further, an online, self-paced tutorial that provides an orientation to the Tri Council Policy Statement is available: [http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/](http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/)

This document provides information for students who will be doing research in any project or thesis at VST that involves the use of human subjects. These guidelines are based on ones developed by the Behavioural Research Ethics Board of UBC. For more information see: [https://ethics.research.ubc.ca/about-human-research-ethics](https://ethics.research.ubc.ca/about-human-research-ethics)

**Who is required to follow these guidelines for ethical research protocols?**

Does your research involve any of the following?

- Interviews (even if you are interviewing an expert or public figure about his/her work)
- Focus groups
- Administration of a questionnaire or survey in person or online (even if you don’t collect personal information)
- Naturalistic observation in real or virtual settings
- Participant observation/ethnographic fieldwork

If your research involves any of the above activities, you will have to follow the guidelines given here to obtain consent from your research subjects. Also you must have your research project proposal reviewed and approved by the appropriate faculty committee, which will include an ethics review. Other forms of research may also require consent; for more information see: [https://ethics.research.ubc.ca/sites/ore.ubc.ca/files/documents/Graduate_student_checklist_.pdf](https://ethics.research.ubc.ca/sites/ore.ubc.ca/files/documents/Graduate_student_checklist_.pdf)

**As a part of your project or thesis proposal, you must include a Consent Form, which you will use to obtain consent from those participating in your research.** The production of a consent form demonstrates to the faculty committee considering your project proposal that you have understood and addressed the ethical considerations necessary for your research and the form will be the basis for the committee to do an ethics review. All your participants must individually sign the Consent Form; each of them should keep a copy for their records, and you should keep a copy of all forms for your records.

If your research is being carried out in conjunction with an institution that has its own Ethics Review procedures (for example, a hospital or other research institution), you may state that in your project proposal and then you do not need to include a consent form. Your faculty advisor must verify that you are following the ethics procedures of the respective institution.
Guidelines for Consent Forms

Your consent form should include the following sections:

What is this study and who is conducting it?

A. Give the title of your study, your name and contact information, and the name of the professor with whom you are working as advisor. Include a statement that the research is being carried out as a part the requirements for a degree at Vancouver School of Theology, and whether the project is part of a thesis (public document) or culminating project (semi-public document). The participants must be informed of what use will be made of the information and who will have access.

B. Explain in simple terms the purpose of the study and provide an explanation of why participants have been asked to participate. For example, “I am doing this study to learn more about…” and “You are being invited to take part in this research study because…”

How will you do the study?

Explain in simple terms exactly what will happen to people if they participate in the study. Describe the total amount of time required if they participate in the research. For example:

f. I will conduct and interview to ask you questions about...

h. I will give you a questionnaire about....and follow up with a telephone conversation about...

i. Describe how many sessions or visits, amount of time required for each visit, amount of time required for interviews/questionnaires, etc

j. If any recordings will be made of sessions (audio or video), include a statement to that effect and describe under Confidentiality how you will ensure the confidentiality of the recordings and who will have access to them. The eventual fate of the records must also be disclosed.

How will the study results be used?

A. Describe how the study results will be used. For example, “The results of this study will be reported in a graduate thesis/final project for my degree program.” If there is any realistic possibility that the results may eventually be published, you can add, “The main study findings might be published in academic journal articles.”

B. If applicable, include the following: If you can provide the participants with the results of the study, describe how this will be accomplished; for example, include an option on the consent form to provide a mailing address for a report on the findings or website details if study results will be made available on line.

What are the risks of the study?

Describe any known risks (e.g., psychological, cultural, privacy, confidentiality), and a description of the procedures in place to minimize risks. For example, you might say, “I do not think there is anything in this study that could harm you or be bad for you. Some of the questions I ask might upset you. Please let me know if you have any concerns.” Or if you are aware that your research is about a sensitive subject, you might say, “Some of the questions I ask may seem sensitive or personal. You do not have to answer any question if you do not want to”.

Confidentiality

A. The assumption of research for VST student projects is that you will protect the privacy and confidentiality of all information you receive from participants. State this on the consent form and describe how the participant’s identity will be kept confidential. For example, “Only summary data will be used in my final project and participants will not be identified by name in any reports of the completed study.”

B. If the study involves focus groups, it should be noted that only limited confidentiality can be offered. For example, include a sentence that says something like, “We encourage participants not to discuss the content of the focus group to people outside the group; however, we cannot control what participants do with the information discussed.”
Contact for questions about the study
Include an offer to answer any inquiries concerning the procedures, to ensure that they are fully understood by the subject/participant. Note that your contact information was given at the top of the consent form, or is appended at the end.

Participant Consent and Signature
Use this wording:
“Taking part in this study is entirely up to you. You have the right to refuse to participate in this study. If you decide to take part, you may choose to pull out of the study at any time without giving a reason.
Your signature below indicates that you have received a copy of this consent form for your own records.
Your signature indicates that you consent to participate in this study.

5. Academic Support

i) Research Skills Modules
All degree and diploma students are required to complete between 6 and 9 hours of non-credit, no-fee Basic Research Modules. The modules will engage students in hands-on as well as theoretical work intended to develop knowledgeable, disciplined and critically astute researchers. For those writing a thesis, one session will focus specifically on developing a thesis proposal and thesis writing skills. Attendance will be taken and reported at the required research modules.

Specific Guidelines are as follows:
1. All basic diploma and degree programs at VST require Basic Research Modules A & B – Introduction to Library Research and Library Research Strategies.
2. Ministry programs also require Module D – Web Resources for Ministry and Leadership
3. Students in basic and advanced research degrees will take a series of Advanced Research Modules as part of their required course in Research Methodologies. Other students are welcome to sign up for these Modules if applicable to their program.
4. All students (full-time or part-time) are required to complete Modules A &B in their first year of registration
5. Students in VST’s off-site programs will complete Module A&B during their first Orientation Week.
6. NMDP students will meet these requirements in a variety of ways as appropriate for each student.
7. These workshops are required of all degree and diploma students, only in rare cases in which a student can show background in high-level, academic research and library resources will testing be available to evaluate whether a student can waive all or part of the requirement.

Dates and Times for Basic and Advanced Research Modules for Fall 2016/Spring 2017 are outlined in the “Key Dates” page of the VST website.

ii) Editorial Help
At Vancouver School of Theology, the normal expectation is that every written submission will be entirely the work of the student turning it in. But in some cases a student may be advised to seek help in improving the style, organization and grammar of his or her papers. This may be done for a variety of reasons: students for whom English is not their first language; students with learning disabilities; and in a few cases, students who simply have not acquired the skills to write a research or reflection paper.

Vancouver School of Theology can offer limited editorial help for students enrolled in a degree program at VST. A student may also choose to work with someone outside the School. If a VST student requires assistance, he or she should:

Step 1: Ask the instructor for permission to work with a helper to assist in editing a given paper or papers, indicating who the helper will be.
Step 2A: If the student chooses not to use the VST editing service, the name and telephone number (or email
address) of the person giving editorial help must be submitted to the instructor.

**Step 2B:** If the VST editing service is to be used, the student’s next-to-final draft of the assignment is to be given to the Registrar, who will record receiving the paper and arrange for it to be passed along to a student editor*. The paper will be returned within five working days, with editorial comments. A paper will not be accepted if the due date is within a week of its submission for editing assistance.

In all cases, the original draft of the paper, as prepared by the student before receiving any editorial help, must be kept, and if requested, submitted to the faculty member marking the paper.

**VST Student Editors**

The list of VST Student editors is held confidentially by the Registrar. If a student knows who the editors are, he or she should not approach them directly for assistance, but always submit their paper through the Registrar’s office.

The following editorial dimensions will guide the work of the VST student editors:

- **Proofreading:** correction of spelling, capitalization, and punctuation;
- **Typographic Errors:** Typographic errors, such as extra letters and spaces;
- **Logic & Grammar:** lack of transition phrases between paragraphs; subject-verb agreement, pronoun referents, run-on and fragmented sentences, weak verb usage, and other grammatical mistakes;
- **Citation Style:** attention will be paid to correct use of citations based on the VST Style Guide.

*The same assignment cannot be submitted twice for editorial assistance.

6. **Course, Teaching and Program Evaluations**

**Course Evaluations:** At VST, instructors value student feedback. The following process has been created to allow students and faculty to give and receive helpful feedback.

- Students will receive a Course Evaluation Form from their instructor in the final weeks of class. Instructors will leave the room while students complete the form during class time.
- A designated student from the class will be responsible for collecting all evaluation forms and delivering them to the Registrar’s office.
- The Registrar’s Office will collate the responses and provide a summary of the comments and feedback to the instructor.
- The Dean’s office will keep the original forms.
- Students should be aware that these evaluations are used in the faculty review process and that unsigned forms will not be read. When faculty members are reviewed, a major component of the review is feedback from students.

**Program evaluations:** Every year VST faculty and program administrators evaluate VST degree programs at their May Planning meetings. Evaluations are on a three-year rotation of Ministry programs (M.Div, MA PPL); Research degrees (MATS, Th.M) and Inter-religious and Indigenous degrees and programming. VST also values student feedback on the student’s entire experience in a program at VST. At the end of each year, graduating students are invited to meet with the Principal for an exit interview to discuss how they experiences their time at VST. In addition, VST participates in the Association of Theology Schools ‘Graduating Student Questionnaire’ as one way of evaluating the various degree programs offered at the school. Student feedback through these questionnaires is highly valued.

**Policy for completing Graduating Student Questionnaires**

All graduating students are required to complete the Graduating Student Questionnaire prior to the Friday before Convocation. Those who have not completed the GSQ prior to this date will receive an empty degree case at the convocation ceremony, and their diploma will be mailed to them once the GSQ has been completed.
F. Academic Performance and Student Conduct

Satisfactory academic performance and appropriate conduct are necessary prerequisites for all students at VST to continue their studies.

1. Students’ Progress Review: Faculty Student Review Committee (FSRC)
The progress of students is normally reviewed at the end of each term by the Faculty/Student Review Committee (FSRC), which is chaired by the Dean and consists of all members of the faculty and the Registrar. Time is allotted to consider each student, to celebrate gifts and to identify areas where support and challenge may be needed. The Review Committee keeps all members of faculty informed about the progress of students and gives an overview of the needs of the student body.

The Faculty Student Review Committee will use the Student Conduct Guidelines when discussing all students and the Guidelines for Readiness for Ministry when discussing M.Div and MA PPL students. If the FSRC identifies any concerns the student may be referred to the Dean’s Advisory Council (DAC), and the student will be informed, in writing, of the concerns of the FSRC and any remediation or other action deemed necessary. These may include any concerns that might affect the granting of the Recommendation of Readiness for Ministry at the time of graduation (see Section G for Readiness for Ministry guidelines).

Purpose of FSRC:
• To flag and corporately track progress of students;
• To offer accountable feedback to assist the school to fulfill its obligations to denominational judicatories regarding readiness for ministry.

If problematic issues consistently reoccur, FSRC or the DAC may recommend one of several alternatives, including remedial work, personal counseling, academic probation, a unit of Clinical Pastoral Education, temporary withdrawal, required withdrawal, or extension of time in which the student hopes to complete the program.

Guidelines for FSRC:
• Discussions regarding suitability for ministry shall be undertaken; faculty shall offer feedback on students’ progress and development; specific illustrations of concerns or affirmations should be provided where possible.
• The directors of denominational formation are obliged to share a copy of any written report that represents the views of the FSRC with the Dean to ensure group accountability for effective and accurate representations of group perspective – e.g. as such reports speak in the name of the faculty they should be accountable to the faculty.
• Students see a draft of their denominational reports for discussion before they are sent.
• Direct communication is encouraged – where possible, faculty should raise concerns regarding academic issues directly with students about whom they are concerned prior to FSRC.
• Students who require further follow-up out of FSRC shall be referred to the DAC for academic issues and to their director of denominational formation or other faculty person for other issues.
• Follow-up out of FSRC should be done by the Registrar and/or the Dean in matters of program details.
• Cumulative record issues will be dealt with by the Registrar.
• Minutes will be taken of the meeting and maintained by the office of the Dean.

2. Student Code of Conduct Guidelines
All VST Students are expected to engage in appropriate behaviour. The “Disqualifying Patterns of Behaviour” section of the Readiness for Ministry Guidelines (following) is used by the FSRC to assess any patterns of inappropriate behaviour. Upon registration, VST students also agree to follow the UBC Code of Student Conduct and Discipline (available on the UBC website, under Student Conduct and Discipline) particularly section 3, “Academic Misconduct”, and Section 11, “Non-Academic Misconduct”. If there is a conflict or perceived conflict between the UBC Code of Student Conduct and Discipline and any VST policy, the VST policy shall take precedence. See the website for policy details.
http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,0,0
3. Disqualifying Patterns of Behaviour:
1) Pursuit of Personal Advantage: Inappropriately manipulates institutional structures to meet personal needs. Tries to control situations to an inappropriate degree. Rejects others’ needs or desires and aggressively pursues their own.
2) Inappropriate Self-Protective Behaviour: Under stress becomes guarded and secretive or, alternatively, aggressive and bullying. Excessively self-interested. Inflexible about schedules, appointments, etc. Tends to shift blame to others or to circumstances.
3) Aggressive/Abusive Behaviour: Attacks persons not issues. In intense situations consistently bursts with anger or withdraws in hostility.

4. Probation
After consultation with FSRC, the Dean’s Advisory Council may place a student on probation for the following reasons:
1) The student has received a NAPP grade in 25% or more of their courses in any given term of study or academic year;
2) The student has a persistent pattern of withdrawals, incomplete courses, or academic misconduct as defined in UBC’s Code of Student Conduct and Discipline;
3) The student has a persistent pattern of engaging in inappropriate behavior, as defined by the “Disqualifying Patterns of Behaviour” in VST’s Readiness for Ministry guidelines (above), and/or UBC’s Code of Student Conduct and Discipline.

In cases 2 and 3, the student will be warned once in writing by DAC about the patterns of behaviour before being placed on probation.

When placed on probation, the Dean’s Advisory Council will set the conditions by which the student will be removed from probation. If, after the completion of a term on probation, the student fails to meet the conditions set by the Dean’s Advisory Council for removal from probation, DAC or FSRC may initiate the process of Required Withdrawal in regard to the student. Prior to that recommendation, DAC or FSRC may require the student to undertake further evaluations or meet further conditions toward ameliorating the problematic behaviour.

Students receiving Canadian or U.S. student loans will become ineligible to receive such loans if, after their initial term on probation, they fail to meet the conditions for removal from probation (see below, Satisfactory Academic Progress).

5. Required Withdrawal
If a student’s suitability to remain at the School is questioned for academic reasons or other reasons such as plagiarism or inappropriate conduct, FSRC or DAC may recommend that the Principal require the student to withdraw from the School.

In reporting a decision to require withdrawal, a full disclosure of the rationale upon which the decision is based shall be given to the student in question. Students have the right to appeal the decision of the Principal through the School’s Appeal Committee. The decision of the Appeal Committee is final.

The Statute (sections 27 and 28) [The Vancouver School of Theology Act (1992)] requires that the Board, in certain limited circumstances, serve as the court of final appeal within the School.
1) Any student suspended, expelled, or otherwise disciplined by the Principal may appeal a suspension, expulsion or other disciplinary action to the Board by providing written notice to the Board within 30 days of the action.
2) The purpose and scope of such appeals shall be solely to determine whether fair and due process has been followed and reasonable judgment has been exercised by the Principal.
3) The Board may confirm or overturn the action of the Principal, or return the matter for reconsideration.
4) The Board will deal with such appeals promptly, and no later than the next scheduled meeting of the Board.

6. Satisfactory Academic Progress and Student Loans
Government Loan regulations require that all students who receive National, Provincial, or Federal (U.S.) financial aid maintain satisfactory academic progress toward achieving their degree. Satisfactory academic progress is defined as successful completion of at least 60% of a full course load for those receiving Canadian Loans (40% for students with disabilities), and 50% of a full course load for those receiving U.S. Loans. Multiple or repeated course drops/withdrawals or cancellations, frequent or repeated program changes, as well as NAPP (Not Approved) courses are considered indicators of
unsatisfactory academic progress. In all cases, students must complete their degree within the statute of limitations noted for each program.

Students who are placed on Probation for the reasons noted in the Probation policy, and who are receiving National, Provincial, or Federal financial aid, will also receive warning in their letter from the Dean’s Advisory Council that failure to meet the terms set by DAC to be removed from probation will result in their ineligibility for these loan programs. Students may continue to receive loans when first placed on probation (for academic reasons), but after one term on probation will only be permitted to continue receiving loans if they meet the requirements for removal from probation (i.e. they can not receive aid during a 2nd term on probation).

7. Satisfactory Academic Progress and VST Bursaries
If a student does not pass or withdraws from a course for which they have received a bursary, they are ineligible to receive an additional bursary to retake the same course (or an alternative course to fulfill the same requirement). Students placed on Probation for academic or behavioural reasons will become ineligible to receive tuition assistance from VST during their second term on Probation. In certain cases (to be determined through FSRC and DAC) a student may be deemed ineligible to receive tuition assistance during their initial term on probation.
G. Readiness for Ministry Policy and Guidelines

Recommendation for Readiness for Ministry Policy Statement *
The granting of a Recommendation, i.e., the certification that in the opinion of the members of the Faculty Council a graduate of the School is suitable for the exercise of the ministry to which they are preparing, is the end of a process that begins early in a student’s program of studies. This process is done automatically for all M.Div. students, and MA PPL students who are preparing for accountable ministry within their denominations. Other students may request the process if desired.

The criteria stated below should guide the Faculty and the Directors of Denominational Formation as they discuss a student’s readiness for ministry throughout that student’s entire program. The primary criteria on which the decision to grant or to withhold the Recommendation are as follows: (A) Personal Characteristics, (B) Potentially Negative Patterns of Behaviour, and (C) Understanding and Practice of Ministry. The numbered items under each heading are descriptive rather than prescriptive.

The criteria should be shared with field educators and pastoral care supervisors to guide their assessment of students engaged in these dimensions of the School’s program. Students should also receive a copy of the criteria as part of their orientation to the School’s program of studies.

Students who are entering the MDiv or MA PPL shall submit an application for the Recommendation to the Director of Field Education at the time of their admission to the School. The application shall include the student’s written authorization for the gathering of the required information for the Recommendation and the final faculty vote to grant or withhold the Recommendation.

Programmatically, the criteria should be explicitly used in the discussion of a student’s progress during the spring session of the Faculty Student Review Committee (FSRC). The key is the identification of patterns of behaviour rather than isolated incidents which of themselves are not necessarily indicative of a student’s fundamental character and readiness for ministry. In the event that the Faculty Student Review Committee identifies any concerns that might affect the granting of a Recommendation at the time of a student’s graduation, the student shall be referred to the Dean’s Advisory Council, in consultation with the student’s Director of Denominational Formation or degree program coordinator, for consideration of appropriate remediation or other action.

The granting of the Recommendation itself can only be made after certain evaluations are before the Faculty and Directors of Denominational formation, e.g., the assessments of field educators, pastoral care supervisors, and the report of the team assessing the student’s ministry position paper. Consequently, the granting of the Recommendation will normally be considered in the January of the student’s final term.

Students have the right to appeal the decision of the FSRC through the Principal’s Appeal Committee. The decision of the Appeal Committee is final.

Any information obtained for the purposes of the Recommendation is confidential and is subject to the School’s normal procedures regarding access to and discussion of confidential student information.

* Recommendation for Readiness for Ministry Policy Statement adopted by Board of Governors May 2003

Guidelines for Recommendation of Readiness for Ministry Assessment

A) Personal Characteristics


2) Personal Integrity: Demonstrates authenticity, sincerity and congruity in word and deed.


4) Flexibility: Adaptive to new situations and contests. Copes well with the unexpected. Able to relate to a
wide variety of people, e.g., age, gender, cultures, economic status, etc.

5) Gifts of Caring: Sensitive to needs and feelings of other people. Encourages others to share their problems and to seek appropriate help/support. Helps others evaluate options and make their own decisions. Speaks the truth in love.

6) Self Awareness: Aware of how others perceive her or him. Able to solicit honest feedback. Able to be self-critical.

**B) Understanding and Practice of Ministry**


2) Mission of the Church: Demonstrates support for the mission of the church. Committed to public ministry. Concerned about justice issues. Cares for the marginalized, the alienated and the needy.

3) Denominational Collegiality: Feels at home in her or his denomination and is familiar with the denomination’s ethos and history. Can work within denominational structures. Is respectful of other traditions within her or his denomination and of other denominational and faith traditions.

4) Coping with Stress/Conflict/Life Crises: Understands conflict as an inevitable part of community life. Seeks fairness, openness and good communication in a conflict situation. Deals with stress in a balanced, healthy way. Is constructively supportive when others ask for help.

**C) Disqualifying Patterns of Behaviour**

1) Pursuit of Personal Advantage: Inappropriately manipulates institutional structures to meet personal needs. Tries to control situations to an inappropriate degree. Rejects others’ needs or desires and aggressively pursues their own.

2) Inappropriate Self-Protective Behaviour: Under stress becomes guarded and secretive or, alternatively, aggressive and bullying. Excessively self-interested. Inflexible about schedules, appointments, etc. Tends to shift blame to others or to circumstances.

3) Aggressive/Abusive Behaviour: Attacks persons not issues. In intense situations consistently bursts with anger or withdraws in hostility.

**Recommendation Notation**

A Notation regarding the granting (or lack thereof) of the Recommendation of Readiness for Ministry will be included on a student’s academic transcript.
H. MDiv Program Guidelines

The Master of Divinity degree program is a 90-credit hour degree. It may be completed in three years of full-time study or it may be completed on a part-time basis. There is a limit of seven years from the date of initial enrollment to the completion of this degree.

1. Readiness For Ministry Guidelines for MDiv Students
VST has the expectation that students in the MDiv will undertake personal and spiritual formation through which the student may grow in “personal faith, emotional maturity, moral integrity and public witness”. The standards of the Association of Theological Schools also state that “ministerial preparation includes concern with the development of capacities—intellectual and affective, individual and corporate, ecclesial and public—that are requisite to a life of pastoral leadership”.

The granting of a Recommendation, i.e., the certification that in the opinion of the members of the Faculty a graduate of the School is suitable for the exercise of the ministry to which they are preparing, is the end of a process that begins early in a student’s program of studies. Students who are entering the MDiv shall submit an application for the Recommendation as part of their registration process. The application shall include the student’s written authorization for the gathering of the required information for the Recommendation.(See Section G for a full description of the process and criteria.)

2. Police Record Check
The M.Div program requires 3 units of theological field education as part of the learning process. Because these placements involve the student working directly with potentially vulnerable populations, VST requires that all Canadian and American students who undertake a field placement under the auspices of a VST program get a criminal record check, at their own expense, prior to beginning their first field placement. A copy of the results must be given to the Director of Field Education, and will be kept in the student’s file for the duration of the student’s program at VST.

3. Course Requirements for the Master of Divinity Degree

Biblical Studies:
- HB500 – Intro to Hebrew Bible: I (3)
- HB 600 – Intro to Hebrew Bible: II (3)
- NT500 – Synoptics (3)
- NT501 – Paul (3)
- BIBL500 – Language Tools and Exegesis (3)
- Advanced elective in Hebrew Bible (3)
- Advanced elective in New Testament (3)
- Major exegetical paper (non-credit) – details follow

Historical and Theological Studies:
- HIS500 – Judaism and Christianity in Antiquity (3)
- TH500 – Constructive Theology 1 (3)
- ETH500 – Christian Ethics (3)
- 6 additional credits in Theological Studies
- 6 additional credits in Historical Studies

Public and Pastoral Leadership:
- ED500 - Education and Pastoral Leadership in Inter-cultural contexts (3)
- LS500 – Introduction to Christian Worship (3)
- PT500 –Theological and Spiritual Foundations for Public & Pastoral Leadership (3)
• PT501 – Personal Foundations for PPL: Self as Leader (1.5)
• PT502 – Practical Foundations for PPL: Leadership in Context (1.5)
• PT551 – Pastoral Identity and Practice (3)
• PT651 – PPL: Studio I (3)
• PT652 – PPL: Studio II (3)
• PT653 – Leadership Here and Now: Advanced Leadership Skills and Practice (1.5)
• PT610 – Best Practices in Leadership for Ministry (1.5)
• 9 additional credits in Public and Pastoral Leadership (Pastoral Theology; Education; Liturgy; Homiletics; Denominational Studies)
• Theological Field Education: (non-credit – see TFE Handbook for details) o TFE Unit 1: Exploration (1 term) o TFE Unit 2: Studio (2 terms) o TFE Unit 3: Practice (2 terms)

Additional Elective areas:
• 3 credits in Inter-religious Studies
• 6 credits in Spirituality
• 6 additional elective hours in any area of study

(Certain denominations will have their own requirements which students will take to fulfill the various elective requirements in each discipline noted above. VST sponsoring denomination’s requirements follow below.)

Denominational Requirements
VST’s sponsoring denominations have designated courses that their candidates for ordination must take as part of a VST M.Div program. These courses fulfill all or part of the elective area requirements in the 90 credit-hour M.Div listed above.

Anglican Church Requirements:
• HOM500 – Preaching (3)
• HIS600 – North American Church History (3)
• HIS650 – Anglican History, Theology, & Spirituality (3)
• NT640 – John (3)
• DS500 – Anglican Ethos and Polity (1)
• DS501 – Anglican Liturgy (1)
• DS601 – Anglican Mission and Ministry (2)
• LS/SP502a – Anglican Vocation (.5)
• LS/SP501 – Marriage in the Anglican Tradition (1)
• LS/SP503 – Baptism in the Anglican Tradition (1)
• LS/SP504 – Eucharist in the Anglican Tradition (1)
• LS/SP505 – Reconciliation, End of Life, & Funerals (1)
• LS/SP502b – Ordination (.5)

Presbyterian Church Requirements:
• Either:
o BIBL500 plus 3 credits of Greek or Hebrew, OR o 6 credits of Greek or Hebrew
• DS510 – PCC Heritage, Polity & Practice (3)
• DS515 – PCC Worship, Creeds and Subordinate Standards (3)
• HIS600 – North American/Canadian Church History (3)
• HIS640 – Reformation History (3)
• HOM500 – Preaching (3)
• TH650 – Reformed Theology in the 19th/20th Centuries (3)
• Advanced Preaching Elective (may be waived by Homiletics instructor) (3)

United Church Requirements:
• DS521 – UCC Educational Ministries (1)
• DS522 – UCC Worship and Music (1)
• DS523 – UCC History and Polity (1)
• DS525 – UCC Polity and Governance (1)
• DS624 – UCC Theology and Doctrine (2)
• HOM500 – Preaching (3)
• HIS600 – Canadian History Seminar (3)
• HIS640 – Reformation History or TH650 – Reformed Theology in the 19th/20th Centuries (3)
• One course involving in-depth study of Christology (NT or TH) (3)

Non-affiliated Students in Public and Pastoral Leadership degrees (M.Div/MA PPL)

Students entering the MDiv or MA-PPL who do not affiliate with the Presbyterian, Anglican/Lutheran or United Church will be assigned a faculty mentor as follows:

➢ Otherwise affiliated Christians – Rev. Dr. Jason Byassee
➢ Otherwise affiliated religious traditions – Rabbi Dr. Laura Duhan Kaplan
➢ Unitarians – Rev. Brenda Fawkes

This member of the faculty shall function to provide some of the academic and vocational mentorship to the student otherwise offered by the Director of Denominational Formation of VST’s sponsoring denominations. Specifically these duties shall include meeting at least once a semester with the student, being copied on correspondence to the student by the administration, counseling the student on field education and vocational opportunities as needed, and chairing the Position Paper interview.

4. Theological Field Education at VST

Students in the M.Div. program at VST are required to complete three units of theological field education or equivalent. (TFE 1, 2, 3)

Students in the MA PPL program at VST are required to complete two units of theological field education . (TFE 1, 2)

Though mandatory, these units are not counted in the credit hour requirement of the degree program nor are students charged tuition for any unit of theological field education. Students should register for TFE when registering for their courses.

First Year (TFE 1 Exploration) – In the spring of their first year, students will follow-up on the concluding papers written for PT500 and the formation work done in PT 501. Concurrent with their registration in the course PT 502 Leadership in Context, they search for a ministry site (plus its mentor) which provide opportunity to engage and reflect critically on leadership challenges arising from the changing role of church in society. This site becomes their Studio Practicum placement in year two. It is a seminar- based course for the Spring Term (ten to twelve weeks). It is normally undertaken in the second term of first year but for part-time students it can be completed in the spring term prior to the year they enroll in the Studio Leadership course (PT 651/652) and TFE 2.

Second Year (TFE 2 Studio) - In the second year, over two terms, students participate in the Leadership Studio PT651/652 course which directs and integrates their experience in the field placement. The student is required to undertake a ten to twelve-hour weekly commitment during each term (ten to twelve weeks). This is an integrated part of PT 651/652. Students should plan their academic coursework cognizant of PT 651/652 required time commitments. TFE 2 is normally undertaken in the Fall and Spring terms of the second year, however this course and field placement are offered every year so may be undertaken in any year the student wants to register for it as long as the TFE prerequisites are satisfied.

Third Year (TFE 3 Practice) In their third year students become immersed in the ministry of a congregation or social placement, participating in various ways which are appropriate to their learning goals, that particular ministry context, and the requirements of their denominations. Interaction with their supervisor provides support and feedback on their “hands on” experience. They also do theological reflection together in which they open themselves to explore the presence and
activity of God in the field placement experience. TFE 3 practice is normally undertaken in the Fall and Spring terms of the third year of a student’s M.Div. program. This unit requires the student to undertake an eight to ten hour weekly commitment during each term (ten to twelve weeks). For this unit students may be placed in a congregational, societal or overseas setting.

The actual hours spent in TFE units 2 and 3 include (a) the practice/work of the placement (b) sessions with the student’s mentor, and (c) special projects, meetings or events in which the student is engaged as part of her or his learning covenant. The time required to plan for other meetings, workshops and worship services should be included in time spent in the field placement work and must be negotiated with their mentor.

Placements for TFE 2 and TFE 3 usually last for an entire academic year unless there are compelling reasons to change placements. Arrangements for theological field education placements must be discussed with the Director of Field Education before final decisions are made regarding their appropriateness.

5. HB698 or NT698 - Major Exegetical Paper
Master of Divinity are required to complete a major exegesis paper as a part of their program. In addition to the Core Courses in each testament (HB500 and 600, NT500 and 501), the exegesis requirement is normally met by: 1) taking BIBL500 Biblical Language Tools for Exegesis (3 credit hours) or a basic Hebrew or Greek course (6 credit hours), 2) taking a Hebrew Bible or New Testament upper level exegesis course that uses the respective language and 3) producing a major exegetical paper that meets the criteria of the Biblical Division. Note: Students must also complete one additional upper level biblical course in the testament not chosen for the exegetical paper.

Students who elect to do their Major Exegesis Paper in New Testament will normally write it in NT640 (John). Students who elect to do their Major Exegesis Paper in Hebrew Bible will write it within an upper level Hebrew Bible exegesis course (the courses will be clearly designated each year). The purpose of the major exegetical paper is for students, reflecting on their own social location as readers and interpreters of the Bible, to demonstrate exegetical ability by considering a selected passage with particular attention to its social and historical background, its literary structure and narrative context, its textual and grammatical properties, its history of interpretation, its theology and ideology and its meaning in our contemporary context. Full details of the paper requirement will be given in class.

6. M.Div Culminating Assignment: PT698 – Integrative Ministry Paper and Interview
A culminating assignment (Integrated Ministry Paper, Capstone Project, Thesis or Comprehensive examination) is required for successful completion of a Masters degree (MDiv, MA-PPL, MATS, MA-IIS) at VST.

Purpose
The purpose of the Integrative Paper on Public and Pastoral Ministry is to assist VST in assessing the ability of Master of Divinity students to integrate their academic and experiential learning and to demonstrate competency in the disciplines under-girding a vocation in ministry. The paper might also be used by some denominational bodies in their assessment of candidates for ordered ministry. The paper should reflect the learning outcomes and competencies articulated by the school for the M.Div. degree. [Variations in the Guidelines for Unitarian Universalist students are placed in brackets.]

Successful completion of the Integrative Ministry paper will indicate the student’s proven capacity as a reflective practitioner capable of allowing theory and action to mutually inform one another in the exercise of faithful and effective leadership in ministry.

Paper Guidelines
The Paper on Public and Pastoral Ministry is an integrative paper of 5,000 words (exclusive of notes and bibliography), normally completed in the penultimate term of the student’s MDiv program. In writing the paper, students may want to make some use of case studies, art, poetry or other forms of expression that might assist them in articulating theologically, biblically and practically the integration of their academic, spiritual, and practiced-based experience of a VST education. The paper must include a bibliography of sources and follow the guidelines for academic papers (MLA, Turabian, Chicago). Papers must be carefully edited and will not be approved until all copy-edit errors and omissions are corrected.
It is anticipated that the approach to the paper will follow the method of the “pastoral cycle” wherein the student will integrate the following steps in demonstrating their capacity as practical theologians to reflect critically and constructively on ministry in a specific context with reference to wider issues currently influencing the church in the world. Note that all sections are required and that the majority of the paper should be dedicated to point 3:

1. **An identification** or description of the ministry situation which the student is preparing to enter (denominational affiliation, order of ministry, geographic location [if known], specialization in ministry – children/youth/family, innovation/planting, congregational, community-based, etc.)
2. **An analysis** of the context (historic, demographic, etc.) drawn from various bodies of knowledge—theological, cultural, political, economic, and social theory, including naming one’s own hermeneutic principles, recognizing one’s location vis à vis that of others.
3. **A reflection** on the context and opportunity for ministry as presented above based on knowledge, understanding, and critical interpretation of theologies, Scriptures, traditions and experiences, demonstrating a capacity for illumination, guidance and critique. This section will include discussion of the nature or agency of God, Christology, and ecclesiology, particularly as or if these pertain to the theological and practical norms [statements of faith, creeds, confessions, principles, doctrines] within the student’s denomination or tradition. This section will demonstrate the student’s capacity as a practical theologian to draw on the academic, practical and spiritual disciplines of the field in which they have been engaged throughout their program of study, to interpret divine agency (*missio Dei*, what God is up to, the spirit at work, etc.) in a particular context.
4. **A response** [to 1-3] in which the student situates or identifies their own contribution to the ministry of the church (or faith community) of our time. This section will demonstrate the student’s realistic self-knowledge as well as their ability to name faithful and effective personal and corporate responses to identified challenges and opportunities. The student will give evidence of their ability to place themselves with modesty and particularly within a historical and global movement.

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Student’s paper is expected to demonstrate the following competencies:
1. the ability to critically engage issues/topics related to religious and public life
2. the ability to analyze the impact of global realities on the ways in which human dilemmas are diversely experienced in a particular context
3. knowledge of biblical themes and their contexts, the ability to articulate one’s interpretive principles, and the willingness and ability to integrate biblical themes and theology with contemporary contexts
4. knowledge of central themes of theology such as Christology, sacraments, worship, prayer, ecclesiology, orders of ministry, “subordinate standards,” [7 principles] of student’s faith critical to the history and ethos of the student’s denomination or tradition
5. the ability to reflect theologically on challenges and opportunities facing contemporary society and the practice of ministry
6. self-awareness, knowledge of one’s gifts and limitations, and discernment of one’s readiness to offer effective leadership in public and pastoral ministry
Process
1. Students registered in their penultimate semester of their program register for PT698 (Culminating Project – 0.0 credits) and choose a date for presentation on the culminating project calendar. All students registered in PT698 should inform their DDF.
2. Students are required to invite a ministry practitioner to the presentation of their Integrative Ministry Paper. The evaluative panel will include the student’s DDF, 1 additional VST faculty member assigned by the Faculty Association, and the practitioner chosen by the student and approved by the DDF. This practitioner should have experience of the student’s practice of ministry during the student’s degree program. All three members sit equally as evaluators on the panel. Students will have opportunity to invite one additional sessional or core faculty member to attend panel WITHOUT an evaluative role, if desired.
3. The Integrative Ministry paper is submitted ONE WEEK PRIOR to the presentation date to each of the three members of the panel. A copy of the evaluation form must be sent with the paper.
4. On the assigned date, the student meets the panel for a 1.5 hr discussion of the paper led by the panel members. At a certain point, the student will be invited to leave while the panel makes their assessment. When the student returns, the results will be shared with the student. Papers are either APPROVED, INCOMPLETE, or NOT APPROVED based on the competencies listed above.

7. Master of Divinity (Honours) with Concentration in...(M. Div. Honours)
The purpose of the Master of Divinity (Honours) degree is to give an enhanced preparation to students who are considering doctoral study and a teaching career in one of the areas of VST’s program of theology, but who also want the full scope of preparation offered by the M.Div degree.

Admission to the M.Div (Honours)
Application into the Honours M.Div is normally submitted after the completion of 30 credit hours, and is made to the Public and Pastoral Leadership Committee through the Registrar. Applicants must submit the following:
• One letter of recommendation from a VST faculty member
• 250 word statement of intent delineating the applicant’s study interest and concentration
• VST transcript to date

Length of Program
The M.Div (Honours) degree program adds an additional 15 credit hours to the regular M.Div program for a total of 105 credit hours. Students entering this program should plan carefully in advance and should be aware that, in some cases, it may not be possible to complete the program in three years of study.

Requirements for Master of Divinity (Honours) degree
• All requirements for the M.Div program
• Three additional elective courses (9 credit hours) in the area or areas of concentration. Interdisciplinary projects are encouraged.
• HON600: this 3-credit hour directed study reading course will provide the preparation and readings necessary for the writing of the major paper. Readings will be done in the area in which a student is concentrating. The Readings Course is typically supervised by the faculty advisor for the Honours Major Paper and the student will typically register for their readings course in the Fall term of their final year of study
• HON650: A major research paper, for which a student is give 3 credit-hours, is the final evaluation for the Honours M.Div degree program. A student will typically register for their major paper in the Spring term of their final year of study

MDiv Honours Major Paper Guidelines:
The major paper will be approximately 12,500 words (50 pages) in length and will have two readers, the primary faculty person working with the student on their readings course, and a second to be chosen by the primary faculty person in consultation with Public and Pastoral Leadership Committee. The major paper is due by the 10th week of the final term of studies, and must be approved by both readers. Any revisions required must be submitted by the last day of term prior to graduation.

MDiv Honours Ministry Position Paper:
Students in this program will incorporate in the Ministry Position Paper (a requirement in the M.Div program) some reflections on how this particular concentration relates to their sense of call and understanding of ministry.
8. Protocols for NMP Students in Residency

**Tuition:** at the beginning of a student’s program in residency, the student must choose to opt into either the credit-hour model of payment (if part or all of their program will be done in Vancouver) or into the NMP 20 credit hour per annum payment schedule for extension students; if a student changes from residency to extension modes of payment, the balance owing for the degree cost will be adjusted and spread over the remaining number of years, up to five years. Maintenance fees (set annually) will be charged for year six and above.

Students may choose one of the three ways to complete their M.Div. degree after admission to VST through the Native Ministries Programs:
Complete all work in the extension model with summers at the Native Ministries Consortium Summer School.
Complete part of a program in extension and part through the Vancouver campus (fall, spring, summer terms).
Complete all of a program through the Vancouver campus (fall, spring, and summer terms).

**NOTE:** Those students who choose option #2 or 3 may choose to achieve their competencies as outlined in the Native Ministries Programs’ guidelines through the completion of credit-hour courses, or through the Native Ministries Programs’ competency evaluations schedule.

Students may audit courses while completing evaluations for the competency list; as with all VST auditors, students will be required to attend 80% of all classes and readings (and other expectations as named by faculty for auditors). Although auditing the course, the student is completing work for credit and must pay the on-campus student fees: AMS, VSTSA, U-Pass, Health and Dental. First Nations students may opt out of the Health and Dental plan if they are covered through their band.

Students completing their work entirely through the Vancouver campus should normally take a minimum of one quarter of their courses (equivalent of 25 credit hours) through the Native Ministries Consortium Summer School.

All in-residence/on-campus students shall have a First Nations mentor; the mentors will be named by the Native Ministries Consortium.

If a student enters the program without supervised pastoral/practical experience, the Director of Native Ministries Programs will discern which courses (including ministry placements) the student must complete to fulfill this competency requirement.

**Paper deadlines:**
For students who opt for the course evaluation model, all residential degree program paper submission deadlines and rules apply. For students who opt to complete the competence evaluations, the Native Ministries Programs submission deadlines apply.

NMP language guidelines are in effect for all Native Ministries students regardless of the form in which they choose to complete their program.

If students opt for the course model and are not succeeding, other ways of achieving competencies rather than re-taking courses may be pursued in consultation with the Director of Native Ministries Programs.

9. Determination of MDiv Equivalency

On an occasion when a student’s denominational judicatory has requested a determination on whether the student’s program is the equivalent of an MDiv from VST, Faculty Council authorized the following procedure. An appropriate faculty committee will review the academic program of the student, including transcripts of past degrees and current work at VST. A committee for this purpose will be established as needed and be called together by the Dean; the committee will consist of the Dean, the Registrar, the appropriate Director of Denominational Formation, or another appropriate faculty member. Notice of the committee’s decision will be sent to the requesting judicatory.
I. MA PPL Program Guidelines

The Master of Arts in Public and Pastoral Leadership recognizes the kinds of leaders that are needed for the changing nature of Christian communities and supports persons engaged in various forms of leadership, from congregations to social entrepreneurships, faith-based social services, NGOs, community-based development, mediation services and community-based justice initiatives. A unique specialization in Spiritual Care prepares students for a variety of chaplaincy ministries (see following description).

Students in this program are expected to connect to a community or project in which their ability to practice and grow their capacity for leadership will be tested.

1. Readiness for Ministry Guidelines for MA PPL Students Preparing for a Vocation in Ministry

VST has the expectation that students preparing for a vocation in pastoral and public leadership will undertake personal and spiritual formation through which the student may grow in personal faith, emotional maturity, moral integrity and public witness.

If a student in the MA PPL, or that student’s denominational judicatory, requires that the VST Faculty provide their Recommendation for Readiness for Ministry, that request will be allowed by the Faculty Student Review Committee upon receipt of the student’s application for the Recommendation submitted as part of the student’s registration process. (See Section G for a full description of the process and criteria).

2. Police Record Check

The MA PPL program requires 2 units of theological field education as part of the learning process. Because these placements involve the student working directly with potentially vulnerable populations, VST requires that all Canadian and American students who undertake a field placement under the auspices of a VST program get a police record check, at their own expense, prior to beginning their first field placement. A copy of the results must be given to the Director of Field Education, and will be kept in the student’s file for the duration of the student’s program at VST.

3. Course Requirements

The MA-PPL is a 48 credit hour degree, 30 credit hours in required courses, 9 credit hours in designated advanced elective courses, and 9 credit hours in open electives.

Public and Pastoral Leadership will be anchored in 7 courses (15 credit hours) and 3 units of theological field education:

a) **PT500**: Spiritual and Theological Foundations for Public and Pastoral Leadership (3 credits);

b) **PT501**: Personal Foundations for PPL: Self as Leader (1.5)

c) **PT502**: Practical Foundations for PPL: Leadership in Context (1.5)

d) **PT651/652**: Public and Pastoral Leadership Studio I & II (6)

e) **PT653**: Leadership Here and Now: Advanced Leadership Skills and Practice (1.5)

f) **PT611**: Leadership Skills for Community Ministry (1.5)

g) 3 terms of Theological Field Education:

a. **TFE1**: Exploration (taken as part of PT502)

b. **TFE2a**: Studio Part 1 (taken alongside PT651)

c. **TFE2b**: Studio Part 2 (taken alongside PT652)

Classical Core: Students will take 5 courses (15 credit hours), one course each from the 4 primary theological disciplines:

a) **Hebrew Bible Introduction** (HB500, 3 credits)

b) **New Testament** (either NT500 Synoptics or NT501 Paul, 3 credits)

c) **Constructive Theology I** (TH500, 3 credits)

d) **History** (either HIS500 Christianity and Judaism in Greco-Roman Antiquity or HIS600 N/A and Canadian Church History, 3 credits)

e) **IPI510 – Encountering the Other** (3 credits)
Representative electives
Students will be required to take 3 courses (9 credits) that pose critical religious reflection in relation to social context. These electives are intended to be representative of the core commitments of VST’s curriculum, such as feminism and gender studies, post-colonial awareness, interfaith and multicultural dynamics, and ecological justice. The courses include those which relate to inter-disciplinary study (such as economics, education, sociology, political science, physical sciences) with an aim to develop capacity for public and/or practical theology in inter-religious and inter-cultural contexts.

Open Electives: 3 courses (9 credit hours)

4. MA PPL Culminating Assignment: PPL698 – Capstone Project and Presentation

The final requirement for graduation in the MA-PPL will be a capstone project and presentation (see below). Two further options are available to students under particular circumstances:

- Students completing an MA-PPL toward congregational ministry may, with support from their Director of Denominational Formation, petition the PPL Committee to write an integrative ministry position paper (see MDiv requirements) in place of a capstone project and presentation.
- Students wishing to continue academic study after completing the MA-PPL may petition the Research Studies Committee to write a thesis (see MA requirements) in lieu of a capstone project and presentation.

The final requirement is normally completed in the student’s final year or semester of study.

Capstone Project and Presentation Description:

WHY: The Capstone Project is an opportunity for students to complete their MA-PPL degree by addressing a practical, real world leadership challenge or opportunity using the skills and knowledge they have gained throughout their program of study. A successful culminating assignment demonstrates the student’s capacity to integrate the academic, practical, and spiritual disciplines under-girding a vocation in public and pastoral leadership. It helps them to negotiate successfully the transition to the next stage of their career, whether to the workplace or further study.

WHAT: The Capstone Project culminates in a 15 page paper (4500 words exclusive of notes and bibliography) and presentation. The written report should include the outcomes of the student’s experience in addressing the challenge or opportunity identified in the proposal. Along with the Capstone Project report, students also submit any product that resulted from the project, i.e, powerpoint slides, educational resource, video capture of an event, etc. This presentation will offer the panel audience a glimpse of the student’s leadership by engaging the panel (example, World café or open space, etc.) or creatively sharing with the panel a particular aspect of the student’s overall project; it is NOT a repetition or recitation of the full paper.

If a student is enrolled in Studio I & II concurrently with the capstone project, the student must make clear how the capstone builds on but goes beyond the requirements of the Studio.

Through the project and presentation, the student will demonstrate capacity to identify a leadership opportunity and to:

- Plan and execute a project
- Assess outcomes
- Communicate effectively
- Manage work in a team
- Reflect critically on self as leader
- Integrate and synthesize prior learning
- Demonstrate capacity as public and/or practical theologian to draw on the academic, practical and spiritual disciplines as covered in the VST curriculum in a community context

HOW:

1) A proposal (750 words) is due to the PPL Committee no later than the 10th week of the student’s penultimate term in the degree program. The proposal will outline:

   A. The context in which the leadership challenge or opportunity is situated
B. A description and analysis of the leadership challenge or opportunity
C. The intended project’s
   o Aims
   o Time frame
   o Delivery
   o Intended outcomes
   o Assessment process
D. The competencies for leadership which the student intends to demonstrate
E. A completed proposal for research with human subjects (interviews, questionnaires, etc.), if necessary
E. An outline and date for the presenting the project
F. Bibliography

2) Students whose proposals have been approved register for PPL698 (Culminating Project – 0.0 credits) and choose a date on the culminating project calendar.

3) The capstone project will be evaluated by a three-member team consisting of: one PT faculty member, a second faculty member (normally also PT) or DDF assigned by the Faculty Association, and one practitioner chosen by the student from a field associated with the student’s project. Students are required to assemble an appropriate audience of minimally three additional people with suitable connection to/interest in the project (practitioners, students, faculty, members of public).

4) The capstone project paper is submitted **ONE WEEK PRIOR to the presentation date** to each of the three members of their panel. A copy of the evaluation form must be sent with the paper.

5) The paper must include a bibliography of sources and follow the guidelines for academic papers (MLA, Turabian, Chicago). **Papers must be carefully edited and will not be APPROVED until all copy-edit errors and omissions are corrected.**

6) On the assigned date, the student offers a 1hr presentation followed by 15 minutes of discussion. At that time, the participants/audience are dismissed while the evaluators make and share their assessment (either APPROVED, INCOMPLETE, or NOT APPROVED) of both the paper and the presentation based on the published evaluation criteria (see competencies below).

7) Students have one opportunity, working with a faculty advisor, to re-work as assigned by the evaluation team either or both the paper and presentation. The student will need to register and pay the maintenance fee for another semester if the deadline for successful completion of coursework for graduation has passed prior to successful completion of the culminating project.

**Capstone Project competencies:**
The project and presentation will show one’s capacity as a public theologian by demonstrating:
- knowledge of biblical themes and their contexts, articulation of one’s own hermeneutic, and ability to integrate biblical themes [and/or wisdom from other religions and spiritualities] and theology with practice of leadership
- knowledge of central themes of one’s faith and ability to engage in theological reflection on those themes as they relate to major challenges facing contemporary religious communities and society and the practice of ministry and leadership (nb: Christology)
- familiarity with one’s denominational or faith tradition, including an historical analysis of the tradition as it relates to major challenges facing contemporary religious communities and society and the practice of ministry and leadership
- understanding of the intersection of religious faiths and contemporary culture, and how this intersection might impact one’s contribution to public and pastoral leadership
- the way in which one’s spiritual life bears on one’s leadership
- compliance with the VST policy on research with human subjects
5. MA PPL Specialization in Spiritual Care

The concentration in Spiritual Care is designed for those intending to pursue vocations as spiritual care practitioners in settings such as health care facilities, prisons and correctional facilities. This specialization has been designed to be in sync with the BC provincial government framework standards as well as the Canadian Association for Spiritual Care certification requirements. Within 24 months students can meet the BC standards requirements for a spiritual health practitioner. An additional advanced unit and residency is required by CASC for certification. These are usually completed post-degree.

This program provides an integrated approach to learning in which pastoral studies are intentionally integrated with clinical experience in therapeutic methods. Student/interns are immersed into the modern health care team context and learn the pastoral leadership skills essential to ministering within an institutional setting. All students must pass a readiness interview with one of the VST adjunct faculty CPE supervisors prior to being accepted into the program. Persons wishing to enroll should be aware of the emotional rigor that is part of CPE and be prepared for focusing full time on their studies if they wish to complete the program in the time framework outlined below.

Length of Program: As a concentration within the larger MA PPL degree, this program likewise carries 48 credit-hours of study. The concentration can be completed in 24 full-time months of academic and practical study, which includes one or two full-time Clinical Pastoral Education Units over the summer months. If a student wishes to study part time, all courses required for this degree must be completed in seven years from the date of first registration.

Concentration Requirements:
Theological Core: (students from religions other than Christianity may substitute some of these courses for courses in their own tradition. It is up to the student to find these substitutions and have them approved through the Registrar’s office)
• TH500 – Constructive Theology (3)
• ETH500 – Introduction to Christian Ethics (3)
• ETH580 – Professional Ethics (3)
• Religious Pluralism or course in a tradition other than one’s own (3)
• HB500 – Introduction to Hebrew Bible (3 credits)
• One of NT500 – Synoptics or NT501 – Paul (3 credits)
• One of HIS500 Christianity and Judaism in Greco-Roman Antiquity or HIS600 NA Church History (3)

Pastoral Identity, Leadership, and Spiritual Care Practice:
• PT500: Spiritual and Theological Foundations for Public and Pastoral Leadership (3)
• PT501: Personal Foundations for PPL: Self as Leader (1.5)
• PT502: Practical Foundations for PPL: Leadership in Context (1.5)
• PT651/652: Public and Pastoral Leadership Studio I & II (6)
• PT653 – Advanced Leadership Seminar: Leadership Here and Now (1.5)
• PT611 – Leadership Skills for Community Ministry (1.5)
• CPE Basic Unit I (3)
• CPE Basic Unit II (3)
• CPE Advanced Unit I (3)
Plus: Theological Field Education
• TFE1: Exploration (taken alongside PT502)
• TFE2a & 2b: Studio (taken alongside PT651/652)

Open Elective: 3 credits in any area of study (a 4th CPE unit can be completed here for those desiring certification as a Specialist with CASC)

Culminating Assignment: See the general description for the MA PPL, above.

Additional tuition fees for CPE units:
The total cost of this program is higher than the other streams due to the 6 - 1 student – CPE supervisor ratio and other factors associated with the costs of running a clinical program. Some bursaries are available.
The Master of Arts in Theological Studies is a 48 credit hour program. While a general degree rooted in biblical, historical, spiritual and theological studies, the MATS program will typically concentrate in 1 of 3 distinct program areas:

1) Biblical Studies
2) Theology and History
3) Practical Theology

[See the Academic Calendar for descriptions of these areas.] For students who prefer the broadest cross-disciplinary approach towards their studies, a fourth “Integrated Studies” (IS) option is also available.

The MATS degree is typically an analytic, research-based intellectual model. The concentration in Practical Theology proves some exception as that course of study includes field-based, action-reflection epistemology.

Normally, the MATS is a two year, full-time course of study. Full-time students will take 3 to 4 courses (or 9 to 12 credit hours of study) per semester.

1. Course Requirements
The MATS is a first, general theological degree which requires that students complete 24 credit hours of study in foundational courses—including introductions to biblical studies, historical and contemporary theologies, with options for ethics, spirituality, liturgy, public and pastoral leadership, and world religions. In addition to all the foundational courses, all MATS students are required to take INT500 Research Methods, a course which orients students to diverse biblical hermeneutical approaches, historical and theological methodologies as well as research and writing skills within an environment of critical inquiry and mutual accountability. Students are advised to take this early in their academic career—preferably within the first two semesters.

Students may declare their area of concentration—Bible, History & Theology, Practical Theology, or Integrated Studies—at time of enrollment and must do so prior to the completion of 18 credit hours of study. A studies advisor appropriate to the student’s concentration will also be assigned by the Research Studies Committee.

A concentration assumes completion of 12 credit hours above and beyond the required foundational core course/s within a particular discipline.

* An Integrated Studies Approach, the broadest and most multi-disciplinary approach to the completion of the MATS degree, designates the completion of a second, advanced elective in each of the designated areas of study;

* A Biblical Studies concentration requires an additional 6 credit-hours of either biblical Hebrew or biblical Greek as part of the coursework; students in this concentration will also write a Major Exegetical Paper, using the language studied;

* A History and Theology concentration requires students to take at least 3 credit hours of advanced coursework in both historical and theological studies;

* A Practical Theology concentration requires students to take PT500; PT502; PT651/652 and either PT610 or PT611, along with all concurrent field education requirements. A Police Record Check is required prior to beginning this placement (see M.Div or MA PPL guidelines for details)

To ensure a cohort of learners while also encouraging the particularity of a student’s studied enquiry, students may undertake no more than 3 credit hours of directed readings within their MATS program.

To insure maturation of analytic thought while allowing exposure to a breadth of ideas, a MATS student may take no more than four 1.5 credit units of study (or 6 credit hours).
2. Comprehensive Examinations

Students typically complete their MATS program by sitting a six hour comprehensive examination in their last semester of studies—no later than the tenth week of semester. The student will approach his/her studies advisor prior to his/her last semester of study to arrange for the examination. The student and faculty studies advisor will draw up a list of texts (typically approximately 25 titles, totaling 5,000 to 6,000 pages)—representative of both the general foundational course of study as well as the student’s area of concentration—upon which the examination will be based. A comprehensive examination normally takes the form of writing 6 essays in response to a set of questions—at least one of the questions to be outside the student’s area of concentration.

While the student must receive an approved in her/his comprehensive exams in order to complete the degree, no credit is given for the completion of exams.

The library attempts to be as supportive of students in the preparation for comprehensive exams as is possible. The library will make all reasonable attempts to secure titles to be read—including recalling titles, purchasing two copies of selected foundational titles, extending some loan periods and working with professors’ schedules for reserve titles that may be necessary for comprehensive exam preparation. Students, however, must be prepared for the fact that there may be increased challenges when the same foundational texts are required by multiple students at the same time. The library will not purchase more than two copies of titles nor allow students to keep all their readings out on extended loans at the same time.

The faculty studies advisor will submit the set of questions to the Research Studies Committee Coordinator no later than one week prior to the examination. The Research Studies Committee Coordinator vets the set of questions for clarity and format, consistency with standards in the MATS program, and appropriateness to the student’s area of exam. The Research Studies Committee Coordinator works with the registrar to set up the exam room, requisition the VST computer, and schedule an exam room monitor.

The examination will be read by the studies advisor as well as by a second reader appointed by the Research Studies Committee. After reading the examination, the examiners will confer one of the following evaluations: Approved, Not Approved.

1. When both examiners agree upon an approved evaluation, the second reader will submit narrative comments to the studies advisor (first reader), who will submit the grade and the final narrative evaluation to the student, and the Registrar’s office; and notify the Research Studies Coordinator.

2. When the written exam receives a Not Approved, the student will have one opportunity to re-sit the examination or the portion that was not approved.

3. MATS Thesis Guidelines

A MATS student may petition to the Research Studies Committee to be allowed to complete her/his course of study by researching and writing a thesis. The thesis would be an advisable path for those, for example, who will be applying for further academic study at other universities. If the thesis option is chosen and approved by the Research Studies Committee, the thesis counts as an additional 6 credit hours within the concentration.

Writing a MATS thesis:

A MATS student may petition to the Research Studies Committee to be allowed to complete her/his course of study by researching and writing a thesis. The thesis would be an advisable path for those who will be applying for further academic study at other universities. An initial petition shall be presented to the Research Studies Committee after the completion of no less than 18 credit hours of study and no more than 24 credit hours of study. This petition should include:

- a rationale of no more than 500 words as to why this route of program completion should be granted.
- the proposed thesis topic (no more than 750 words).
- the student’s academic record to date. The student is responsible for acquiring a copy of her/his academic record from the registrar’s office and including this with the petition; this should include narrative evaluations from the student’s file.
- A note from a proposed faculty thesis advisor indicating her/his willingness and availability to undertake the supervision of the thesis student.

The Committee will act both on the letter of petition and, if appropriate, on the appointment of a thesis advisor. When the petition for the writing of a thesis has been granted, the thesis adds 6 elective hours of study in the student’s area of
concentration. The Committee will relay its approval of the thesis option in writing both to the student and to the registrar, thereby alerting the registrar that the student may now enroll in thesis preparation units. The student will then complete a thesis agreement form to be submitted to the Registrar.

**MATS Thesis Description:** The thesis itself is an extended essay, a critically reasoned, academic engagement, setting forth a proposition—sometimes called “the problem” or “the argument” or “the thesis statement.” The substance of the thesis project 1) situates the scholarly proposition within a particular field and within a selected method of study; 2) gathers primary and secondary literature and data relevant to the argument, and 3) poses a conclusion. A MATS thesis is expected to be approximately 18,750-22,500 words in length (exclusive of footnotes and bibliography).

**MATS Thesis Competencies:** A MATS thesis will show an engagement with a theological issue and theological resources at a level commensurate with a first degree in theological studies:
1) The thesis will clearly identify and articulate a theological problem;
2) The thesis will identify and summarize a range of primary and secondary sources, bearing on that problem;
3) The thesis will identify and articulate a method appropriate to framing the theological problem;
4) The thesis will, employing that method, provide a critical assessment of the sources reviewed;
5) The thesis will formulate a preliminary response to the problem based on the sources reviewed.

**Content and Development of the Thesis Proposal:** The student will work with the thesis advisor appointed by the Research Studies Committee to bring forth a thesis proposal. A thesis proposal is itself an academic document, and shall be, apart from the working bibliography, 2500 to 3000 words in length. The thesis proposal will use the outline of the competencies above to structure the proposal itself, identifying and describing:
1) a theological problem, culminating in a thesis statement which may be framed as a statement or question and must state in succinct form the hypothesis or argument the thesis will support;
2) the primary and secondary sources relevant to the thesis argument, fitting the thesis thereby into a critical review of scholarship in the relevant field;
3) a method appropriate to the theological problem;
4) a procedure or outline of the thesis, setting out in brief form how the argument of the thesis will develop chapter by chapter, including proposed outcomes or conclusions. An outline of chapters may conclude this section.
5) A calendar of proposed chapter submissions and editorial revisions, which should be carefully reviewed by the faculty thesis advisor so as to coordinate with his/her workload, shall accompany the thesis proposal.

The thesis proposal must be submitted by the end of the 10th week of the term prior to the term in which the student expects to complete the thesis—the date to be specified by the registrar in the school calendar. Research Studies Committee vets the thesis proposal and, if approved, appoints the second reader.

**Thesis Evaluation:** The thesis in its entirety must be submitted no later than the Friday of the 10th week of the semester in which the student intends to graduate—the date to be set by the Registrar and listed on the annual school calendar. At that point, the student submits four copies of the thesis. The examiners will consult and jointly confer one of the following evaluations on the thesis: Approved, Approved with Corrections, Not Approved. The faculty thesis advisor will ensure that comments for any required corrections are communicated to the student clearly in writing.

In the case of an evaluation of Approved with Corrections, the student will work with the Faculty Advisor to make necessary corrections. When this has been done, normally no later than the last day to submit work in the semester the student expects to graduate, the faculty advisor will communicate to the Research Studies Coordinator that the thesis has been completed and will submit the grade and a narrative evaluation to the Registrar.

In the case of a Not Approved, the student will have one opportunity, working with the faculty advisor, to re-write the thesis. The student will need to register and pay the maintenance fee for another semester in order to finish the thesis. The re-written thesis will be re-submitted for examination by both the faculty advisor and second reader.

The style for a thesis is defined by the field of study, and the student should work with the Library Director as soon as possible to make sure that they are using the correct style manual. Once the thesis has been evaluated and approved by the advisor and second reader, the student will meet with the Library Director for approval of formatting and citations. When the Library Director is satisfied with the document, the student will submit three hard copies of the thesis for library binding.
K. MA-IIS

The purpose of this degree is to provide students with the opportunity to engage in research and writing in a context where three major monotheistic faith traditions meet North American indigenous traditions and vice versa. It will make available the unique resources of VST’s partner institutions, Iona Pacific (inter-religious) and Yuuhaadax (indigenous), in addition to VST’s core faculty to offer a distinctive academic experience, both intellectual and spiritual. The degree will prepare students to participate in an increasingly pluralistic world and equip them to meet the challenges of religious diversity.

1. Course Requirements
A student in the MA IIS program will be able to accomplish appropriate competencies in depth for two of the four traditions of the IIS program and with some degree of familiarity for the other two traditions. Through course work, Supervised Field Experience, and an integrating seminar, students will treat pedagogically matters which cross a number of spiritual and intellectual boundaries areas. Most courses will engage two or more of the religious traditions. 45 credit hours will be allocated among:

**Foundational core courses**
- Research methods: 3 credits
- Religious Traditions (courses in one or more traditions): 6 credits
- Sacred texts (including oral traditions): 6 credits
- Inter-cultural conflict resolution: 3 credits
- Spiritual formation in communities: 3 credits
- Ritual and ceremony in communities: 3 credits
- Electives: 6 credits
- Integrating seminars: 3 credits

Supervised field experience in Indigenous, Christian, Jewish or Muslim communities: 6 credits

Culminating assignment: 6 credits (see following for additional information)

**Students will have two options for their culminating evaluative exercise:**
- A Directed Studies project and oral examination (details follow)
- A 75 – 90 page thesis (see MATS Thesis guidelines for more information)

2. Competencies for MA IIS
A student in the MA IIS program will be able to accomplish the following competencies in depth for two of the four traditions of the IIS program and with some degree of familiarity for the other two traditions:

- Demonstrate knowledge about the following aspects of a religious tradition: 1. What is knowledge
  - 2. Definitions of authority
  - 3. Cultural identities
  - 4. Sacred texts and canon
  - 5. Performative practices
  - 6. Spiritual formation
- Articulate commonalities and differences among religious traditions in respect to the six named aspects
- Demonstrate awareness of complexities and varieties of approach among religious traditions in respect to the six named aspects
- Demonstrate respectful communication, capacities for inter-religious dialogue, and leadership skills in interactions with communities and organizations related to religious traditions
- Articulate and demonstrate practices and strategies for conflict resolution and peace-making toward intercultural understanding and communication
- Demonstrate awareness of critical concerns of contemporary communities within each tradition on issues such as: identity, authenticity, prejudice, survival, etc
- Articulate how each tradition articulates/avoids/has tensions around interactions among religious traditions, on issues
such as: collision, appropriation, and assimilation

• Articulate and assess possibilities for respectful communication among religious traditions about these critical concerns and interactions

3. Supervised Field Experience for MA IIS

Normally, a Supervised Field Experience for a student in the MA IIS program is set up by the School in conjunction with the Iona Pacific Centre or the Indigenous Studies Centre. The SFE included the following elements:

• Agreement between the School, the student, and an approved Supervised Field Experience site with appropriate mentorship in an Indigenous, Christian, Jewish or Muslim community or organization, or in an inter-religious organization
• The equivalent of 13-15 hours per week at the Field site over one or two semesters or in intensive format, totally 260 – 300 hours
• Naming of a mentor who can appropriately guide and evaluate the experiential and academic aspects of the Experience, or of two mentors for those components respectively who agree to coordinate their supervision of the student
• Establishment and reading of a relevant bibliography, averaging 50 pages/week
• Establishment and accomplishment of evaluative exercises—written, oral, or per-formative, with a guideline of 12-15 pages per semester or the equivalent
• Specification of a Learning Covenant at the beginning of the Field Experience, setting out the learning goals and agreements between the student and the mentor(s)
• A mid-term evaluation by the student and mentor(s)
• A final evaluation by the student and mentor(s)

4. The Directed Studies Project and Oral Examination

This culminating assignment is a research-grounded project, such as a curricular unit, a program, an interactive performance, an art piece or the like. In some cases a detailed Project design may suffice, without having been implemented. In all cases the Project must incorporate the basic elements, if not necessarily the scope, common to a thesis at the MA level: statement of a theological problem; statement of a clear thesis, claim or argument; review of relevant pre-existing work; rationale for research method, including detailed model for a Project, including all key materials that would be required to implement it; rationale for relevant research method (e.g., qualitative) for evaluating the effectiveness of the project in meeting its objectives; standard format, and academic bibliography. In the case of students working within an Indigenous tradition where Eurocentric argumentation methods are not the norm, appropriate adjustments can be made.

When using Indigenous oral tradition or another unpublished source, the student shall consistently and accurately cite these sources with the greatest possible degree of precision. Moreover, the student shall make sure that permission has been granted to use the source. In addition, the student shall observe all appropriate tribal and/or other cultural protocols, as to presentation style and research method, and make certain that these have been adequately explained, either in the proposal or in the body of the presentation.

Proposal: The student will work with the studies advisor (and first evaluator) appointed by the Research Studies Committee to bring forth a proposal. A proposal is itself an academic document, and shall be, apart from the working bibliography, 2500 to 3000 words in length. As in the case of a thesis, the Directed Studies Project shall be supervised by a faculty member or Faculty Association-approved alternate. The Proposal shall be approved by the Research Studies Committee. Abiding by the principle of consultation with appropriate Indigenous elders and other religious/cultural scholars, the approval process will involve representatives from the member groups involved.

The proposal must be submitted by the end of the tenth week of the term prior to the term in which the student expects to complete the directed studies project. This date will be specified by the registrar in the school calendar.

After approving the proposal and no later than the point when alerted by the Faculty Advisor that the project will be ready for presentation, the Research Studies Committee will name a second evaluator in consultation with the student and with Indigenous elders and other religious/cultural scholars as appropriate, with the aim of supporting as much as possible the
student’s wellbeing. If the student would like a small support group in attendance during the oral presentation, that option is available. If the student’s first language is not English, the help of a translator will be made available.

**A Directed Study project will involve:** 30-35 page commentary accompanying a one to two hour presentation, performance or installation. If the work is fully oral, the presentation will be between two and three hours in length.

In an oral exam a student will be able to:

- Employ oral tradition appropriately
- Present ideas with clarity and cultural appropriateness
- Explain the cultural and research tradition out of which the project/presentation comes
- Respond appropriately to questions and comments from conversation partners during the exam
- Demonstrate integration of the listed MAIIS competencies within the project and oral exam

**Evaluation:** The project in its entirety must be presented no later than the Friday of the tenth week of the semester in which the student intends to graduate, the date to be set by the registrar and listed on the annual school calendar. The evaluators will consult and jointly confer one of the following evaluations of the project: Approved, Approved with Corrections, Not approved. The faculty advisor will ensure that comments for any required corrections are communicated to the student clearly, orally and in writing.

In the case of an evaluation of Approved with Corrections, the student will work with the Faculty Advisor to make necessary corrections. When this has been done, normally no later than the last day to submit work in the semester the student expects to graduate, the faculty advisor will communicate to the Research Studies Committee that the project has been completed and will submit the grade and a narrative evaluation to the registrar.

In the case of a Not Approved, the student will have one opportunity, working with the faculty advisor, to re-present the project. The student will need to register and pay the maintenance fee for another semester in order to finish the project which will then be resubmitted for examination by both the faculty advisor and the second evaluator.

The student will work with the Coordinator of Public Services at the library to make sure that the written commentary conforms to formatting and bibliographic conventions. There may also be photographs, video or audio recordings of the project submitted with the commentary. If the presentation is completely oral, it will be recorded and the recording will be submitted. When the project has been evaluated and approved by the advisor and second reader, the student will meet with the Coordinator to make the necessary arrangements for library holdings. The student will submit three hard copies of the commentary.

**5. MA IIS Thesis Option**

If a student elects to pursue the thesis option for the culminating assignment, the student should initially confer with one of the MA IIS Program Directors to consider a potential faculty advisor or Faculty Association-approved alternate and appropriate research areas for a thesis reflecting the MA IIS competencies. The student and MA IIS Program Director in consultation with the Research Studies Committee agree on the Faculty Advisor, who is then appointed by the Research Studies Committee.

The description of and guidelines for the preparation and approval of the thesis proposal, and evaluation of the thesis follow the guidelines articulated for the MATS thesis option. Abiding by the principle of consultation with appropriate Indigenous elders and other religious/cultural scholars, the approval process for the proposal and the evaluation of the thesis will involve representatives from the member groups involved.

When using Indigenous oral tradition or another unpublished source, the student shall consistently and accurately cite these sources with the greatest possible degree of precision. Moreover, the student shall make sure that permission has been granted to use the source. In addition, the student shall observe all appropriate tribal and/or other cultural protocols, as to presentation style and research method, and make certain that these have been adequately explained, either in the proposal or in the body of the thesis.
L. ThM Program Guidelines

1. Coursework
The Th.M. degree is a 27–credit hour program. The normal course of study involves the following:

- 3 credits  Research Methodologies and Theological Disciplines
- 12 credits  Courses in the area or discipline of study
- 6 credits  Courses in theological fields outside the area of study
- 6 credits  Either: Th.M. thesis preparation and writing OR one additional course and preparation of a Th.M project; and an oral examination on the thesis or project

Courses for the ThM must be taken at the 700 or 800 level. This includes regular ThM courses, augmented Basic Degree 600 level courses that are offered with a ThM component at the 700 level, and reading courses set up with the permission of the instructor. No more than half of a student's full course load can be 600/700 courses.

All work undertaken for any course as a part of the ThM program must be completed by the stated ThM due date for the term in which the student registered for the course. Medical extensions may be granted under the same terms for other students and will be due on a date set by the Registrar.

Normally, language courses are not counted as part of the elective courses required for the ThM.

All course work (and any required languages) must be completed and approved before a ThM thesis proposal can be approved by the Research Studies Committee.

All students in the ThM Program must complete 9 hours of Information Literacy workshops, coordinated by the Director of the Library. A student may petition for exemption from this requirement which may be granted after an interview with the Director of the Library.

2. Thesis and Project

Dates: See the “Culminating Assignment Chart” for precise due dates for both the thesis proposal, and the completed work (available from Registrar or Research Studies Coordinator).

ThM Thesis Description: If the thesis option for the ThM program is chosen by the student, this requires that the student successfully complete a thesis demonstrating scholarly competence, including the formulation of a research topic or question relevant to the field of study, critical understanding of primary and secondary sources in the field, demonstration of appropriate research methods, and the ability to make a sustained and critical scholarly contribution to the field. The ThM thesis should be 22,500 – 30,000 words. The ThM project option will likewise show scholarly competence in a more delimited area of study in a paper of 11250 – 12500 words. If the project includes alternate media (performance, video, etc) the paper will be 7500 – 8750 words. The student must make a satisfactory oral defense of the thesis/project before a committee of examiners appointed by the Research Studies Committee.

Thesis Competencies: The ThM thesis will show an engagement with a theological issue and theological resources commensurate with a second degree in theological studies.
- Identify and articulate a theological problem
- Identify and read primary sources relevant to the problem in the original language where applicable
- Place the theological problem within the context of relevant secondary literature, fitting the problem into a critical review of scholarship in the relevant field
- Identify and demonstrate competency in applying a method appropriate to the theological problem
- Formulate a cogent and sustained argument in response to the problem in light of the critical review of the literature

Project Competencies: The ThM project will demonstrate similar competencies and use a qualitative research based, media based, or other project as the core of the work. The accompanying paper will address the competencies articulated above in setting the project into the field of research and a theological problem.
Content and Development of the Thesis/Project Proposal: In the semester before the ThM thesis or the ThM project is to be undertaken, the student shall work with the Research Studies Coordinator and appropriate Faculty member(s) to select a Faculty Advisor for the thesis or project, who shall be appointed by the Research Studies Committee. In specific cases where other expertise is needed at the proposal stage, a Second Advisor may be appointed by the Research Studies Committee.

The ThM thesis reading course [first of two course thesis], or the ThM project course, must be authorized by the Research Studies Coordinator and the appointed Faculty Thesis/Project Advisor no later than the registration deadline of the term in which the thesis/project is undertaken. A Thesis Agreement Form should be submitted to the Registrar, signed by the Research Studies Coordinator and the appointed Faculty Thesis/Project Advisor. The student is advised to work with the Director of the Library in the preparation of the thesis/project proposal for help in locating relevant research and in formatting the proposal.

The thesis/project proposal will use the outline of the competencies above to structure the proposal itself, identifying and describing:

• a theological problem, and articulating a thesis statement which may be framed as a statement or question and must state in succinct form the hypothesis or argument the thesis will support
• the primary sources relevant to the problem
• the context of relevant secondary literature, fitting the problem into a critical review of scholarship in the relevant field
• a method appropriate to the theological problem
• a procedure or outline of the thesis setting out in brief form how the argument of the thesis will develop chapter by chapter. An outline of chapters can conclude this section
• Formulate a cogent and sustained argument in response to the problem in light of the critical review of the literature
• The length of the thesis proposal will vary according to the practices of the field of study; a general guideline is 3000 to 4200 words/10-14 pages, exclusive of bibliography.

The style for a ThM thesis/project is defined by the field of study, and the student should work with the Library Director to make sure that they are using the correct style manual.

When the Faculty Advisor and the student judge that the proposal is ready for evaluation, the Faculty Advisor will communicate in writing (email) to the Research Studies Coordinator that the thesis/project proposal is ready for evaluation and the student will submit the proposal to the Research Studies Coordinator. The Research Studies Committee will evaluate all ThM thesis and project proposals. If a proposal is not approved in its first submission, a student will be given evaluative comments and may re-submit their proposal a second time for approval.

The proposal must be submitted for approval by the Research Studies Committee no later than the end of the term prior to the term in which the student expects to finish the thesis/project; this date to be set by the Registrar.

At the time when the thesis/project is deemed ready by the student and the Faculty Advisor, and in no case later than the stated thesis submission date in the semester in which the thesis or project is to be completed, the Faculty Advisor will communicate in writing (email) to the Research Studies Coordinator that the thesis/project is ready for examination. The student will submit four hard copies of the thesis or the project to the Research Studies Coordinator. [Email submissions of theses/projects are not normally allowed.] At the time that the thesis is submitted, an abstract of 300 words in must also be sent to the Research Studies Coordinator in electronic form.

In order to give the Research Studies Committee sufficient time to locate second reader for a ThM thesis or project, the Faculty Advisor shall notify the Research Studies Coordinator in writing (email) by the Monday after Reading Week that the thesis/project will in his or her estimation be ready for examination by the due date [as specified in the “Major Paper and Thesis Due Date Chart”].

Second Reader for a ThM thesis: The examination of a ThM thesis requires a panel of two examiners, one of whom may be a person who is not a faculty member of the School. The second examiner is appointed at the point where the
thesis is ready for examination. The second reader normally does not participate in the actual direction of the thesis/project and is expected only to read the completed thesis and participate in the oral examination of the thesis. If a Second Advisor has been appointed for the preparation of the proposal and thesis/project, the Second Advisor may be appointed as the Second Reader.

**Second Reader for a ThM project:** The examination of a ThM project requires a panel of two examiners, one of whom may be a person who is not a faculty member of the School. The second examiner is appointed at the point where the project is ready for examination. The second reader normally does not participate in the actual direction of the project and is expected only to read the completed project and participate in the oral examination of the project. If a Second Advisor has been appointed for the preparation of the proposal and thesis/project, the Second Advisor may be appointed as the Second Reader.

The Research Studies Coordinator will set a time for the examination acceptable to all concerned and at least one week before the date for graduating students to submit work. At the thesis or project examination, the Research Studies Coordinator [or his/her appointee] will be chair of the proceedings. The decision of the two examiners must be unanimous.

The examination normally will take 1 - 2 hours. It will begin with the student making a brief presentation of their work, and then the examiners will proceed to ask questions that require the student to explain and defend their thesis or project. In the case in which a performance is part of a project, a recording of sufficient quality to permit examination must be submitted at or immediately after the examination. The technical arrangements for the video recording shall be accomplished by the student.

At the end of the examination, the examiners will confer one of the following evaluations for the thesis/project on the basis of the oral examination: Approved, Approved with Minor Corrections, Approved with Major Corrections, Not Approved. The Chair of the Examining Committee and the Faculty Advisor will ensure that comments for any required corrections are communicated to the student clearly in writing.

The Director of the Library will also examine the thesis/project for approval of formatting and citations.

In the case of an evaluation of Approved or Approved with Minor Corrections, the student will work with the Faculty Advisor to make any corrections needed. When this has been done, normally no later than the last day to submit work in the semester the student expects to graduate, the student will submit the corrected thesis/project to the Director of the Library and the Faculty Advisor, who will communicate to the Research Studies Coordinator that the thesis/project has been completed and will submit the grade and a narrative evaluation to the Registrar.

In the case of an evaluation of Approved with Major Corrections, the examining Committee will specify who must approve the corrections—the Faculty Advisor, or the whole Examining Committee. If the student is completing the thesis at the end of their program, they must submit the corrected thesis by the stated date for graduating students to submit work. The student may need to register and pay for another semester of registration in order to finish the thesis/project. When the Faculty Advisor or Examining Committee has approved the thesis, the student will submit the corrected thesis/project to the Director of the Library and the Faculty Advisor, who will communicate to the Research Studies Coordinator that the thesis/project has been completed and will submit the grade and a narrative evaluation to the Registrar.

In the case of an evaluation of Not Approved, the student will work with the Faculty Advisor to re-write the thesis. The student will need to register and pay for another semester of registration in order to finish the thesis/project. The re-written thesis/project will be re-submitted for examination under the above guidelines, normally before the same examination committee when possible.

Three clear copies of the final approved version thesis/project must be submitted to the Librarian before the degree is conferred. An abstract of 300 words must accompany each copy.
The Certificate in Theological Studies is for all who are interested in deepening their understanding of contemporary theological thought through active engagement with the topics and theological disciplines explored in VST workshops and courses. An undergraduate degree is not required. The Certificate is granted at VST’s Convocation ceremony to students who successfully complete 12 Continuing Education Credits of study. The Certificate program is generally undertaken part-time, although the program can be completed full-time in one term of study. All course work must be completed within 8 years of beginning in the Certificate program.

1. Certificate Concentrations

**General Theological Studies:** Courses from the foundations of each discipline in theological studies, including biblical study, the history of Christianity, theological studies, Christian ethics, indigenous and inter-religious studies, youth and children’s ministry, and spirituality can be taken to complete the Continuing Education Certificate in Theological Studies.

**Indigenous and Interreligious Studies:** IIS studies at VST provide students with the opportunity to engage learning in a context where Jewish, Christian and Islamic faith traditions meet North American Indigenous traditions and vice versa. For those desiring a concentration in Indigenous and Interreligious Studies, this Continuing Education Certificate is made up of the following:

- 3 credits in Inter-religious studies or studies in one of the monotheistic traditions
- 3 credits in Indigenous Studies
- 6 additional credits in IIS courses or NMC summer school.

*Note: Workshop - Indigenous Educational Practices*

All non-indigenous certificate students who enroll in NMC summer school are required to participate in a 3-hour workshop on Indigenous educational practices, normally held on the first Sunday of NMC summer school. There is no additional fee for this workshop.

2. Transfer into a VST Diploma or Degree Program

Certificate Credits may not be transferred directly into VST’s Diploma or Degree programs.

3. Transfer of external coursework

The Continuing Education Certificate program assume that all credits are taken at VST or through the Native Ministries Consortium summer program. No continuing education courses or workshops from other institutions can be used in this program.

4. Certificate course work expectations

- All reading as assigned by instructor
- Class participation and group work (all regular attendance policies apply. See Section E)
- 3-4 pages of writing per credit (i.e. a 1 credit course requires 3-4 pages of writing; a 1.5 credit intensive requires 5-7 pages; a 3 credit course requires 9-12 pages) or the equivalent oral examination

Written and oral assignments should:

- Demonstrate the ability to thoughtfully engage the material and reading for the class
- Give a personal reflection on the reading and material covered

Due dates for papers and assignments are the same as those for degree students. Certificate students will be evaluated on an Approved (APP)/Not Approved (NAPP) system. No letter grades will be given for the completion of Certificate courses.
N. Student Support at VST

1. Employment at Vancouver School of Theology
VST student employment includes work study and other casual jobs in various areas of the School’s administrative and academic life. Information about applying for such jobs is available each Spring.

- Library
- Housing
- Principal’s Office/Hospitality
- Registrar’s Office/Admissions
- Faculty Assistants
- Special Projects

Faculty Assistants
The School provides a Faculty Assistant for each Faculty member, a role that variously provides teaching, research, program or administrative support for faculty.

When VST employs students to be Faculty Assistants for faculty members, any FA position that includes evaluation of students’ papers will be reserved for a student who is in a degree program at a more advanced level than that of the students being evaluated. If a FA is employed who is in a degree program at the same level as the students in a class, the FA will be used only for editorial and peer consultation for student papers before evaluation, which is done by the professor.

2. Overnight accommodation
There is no overnight accommodation for students at VST. The UBC Commuter Student Hostel is available Sunday – Thursday during the academic year and all week during exam periods. The rate is $30/night including taxes. Please see http://vancouver.housing.ubc.ca/other-housing/commuter-student-hostel/. VST Students must email a booking request as they will not have a functioning CWL.

Short-term accommodation is also available at Carey Centre (http://www.carey-edu.ca/accommodations/) and Green College (http://www.greencollege.ubc.ca/), both a short 5 minute walk to VST.

3. Academic Advising
The Registrar is the primary person to whom the student relates in working out a program of study. The Registrar is responsible in the first instance to facilitate the student’s understanding of the curriculum, its intentions and the possibilities it makes available.

Secondly, the Registrar assists the student in planning and executing his or her program of study. This involves meeting with the student before each registration period to plan that term’s work, reviewing with the student her or his progress in the program at least once each term and, in general, overseeing the student’s completion of the degree.

Course changes, directed studies, and transfer credit requests must also be processed through the Registrar’s Office.

All students can also seek academic advising from members of the VST faculty. Research students are assigned study and thesis advisors who can serve in this capacity, and ministry students may find guidance particularly from their directors of denominational formation.

4. Covenant Groups at VST
One way that VST tends to community life and spiritual formation is participation in a VST Spiritual Covenant Group. All M.Div students are required, and all others invited to participate in such a group. These groups meet at least once per month, and each group will explore and practice one particular spiritual discipline (i.e. Lectio Divina, centering prayer, fasting, the spirituality of song etc.).
Below are the policies and procedures for Covenant groups:

• All M.Div students are required to demonstrate faithful participation in a VST Covenant Group during a minimum of two (2) terms of study at VST, practicing at least 2 different spiritual disciplines.
• Students in degree programs other than the M.Div may elect to participate in such groups.
• Covenant Groups, facilitated by a member of the VST faculty, will be held at minimum 4 times per term. The spiritual discipline practiced and the number of times a group will gather will be determined by the faculty facilitator and communicated to students prior to the beginning of each Fall and Spring term.
• No VST Covenant Groups will be held during Summer Term.
• VST students will register their intention to join a Covenant Group in any particular term of study with the Registrar at time of registration, who will provide each Covenant Group faculty facilitator with a list of students expected to participate in their group. The faculty facilitator will report back to the Registrar those students who have faithfully attended their group.
• Although no degree credit is earned for Covenant Group participation, the fulfillment of this requirement will be recorded on the student’s official transcript.

2016-2017 Covenant Groups: (Wednesdays 1-1:50 – see Key Dates Calendar for specific dates)

- Fall Term: Walking the Labyrinth – Rabbi Dr. Laura Duhan Kaplan
- Spring Term: Contemplative Practice – Rev. Dr. Jason Byassee

5. Chaplaincy at VST
VST provides an environment and a network that offers each person support and encouragement in developing her or his spiritual life. Faculty, staff and students provide informal pastoral support. More formal pastoral support is provided by the directors of denominational formation in keeping with the differing expectations of our sponsoring denominations. Should the need arise for spiritual direction and personal counseling, referrals will be made to appropriate agencies, services and professionals.

6. Emergency Fund
A Pastoral Emergency Fund exists to distribute, as discretionary grant funds in emergency situations, money for those students in emergency financial situations. The fund is accessed through the Registrar with the approval of the Principal. Emergency grants are normally distributed in amounts up to $500.00 per academic year.
O. Student Financial Aid

Student aid funds are made available for those VST students who demonstrate some financial need. The School’s resources are dependent upon donations and current interest rates and they vary each year. The amount given depends on the number of credit hours a student is enrolled in and the number of students who apply.

Students are encouraged to investigate all possible sources of student financial aid, in addition to VST Tuition assistance programs. Some suggestions include the following:

1. Local congregation or parish*
2. Presbytery or Diocesan Office*
3. Benefactors*
4. Summer and part-time winter jobs
5. Canada or U.S. Student Loans

1. VST Student Financial Aid Policy

Financial Aid can be requested by students registered in VST degree or diploma programs, for up to 100% of tuition, based on the student’s amount of financial need and registration status as indicated on the Financial Aid Application Form.

Unclassified students not yet admitted to a program at VST are normally not eligible for financial aid.

Application Deadlines: (Interviews may be required if there are any questions about an application)
April 1st for Summer Term (50%) bursaries OR if requiring 100% support (work/study) for Fall/Spring
September 15th for Fall Term Updates and new Applications requesting up to 50% support for Fall and/or Spring
January 15th for Spring Term Updates and new Applications requesting up to 50% support for Spring

Financial aid will be granted according to the following priorities:
1. Students from denominations formally affiliated with VST (ACC; UCC; PCC)
2. Canadian students in degree programs
3. International students in degree programs

Criteria for Awarding Financial Aid
a) All full-time and part-time students enrolled in a diploma or degree program at VST are eligible to apply for a bursary (applied directly to their tuition account) of 50% of tuition, up to the maximum number of required course credit hours to complete the program in which they are registered. Financial Aid will be given only for VST programs.
b) Any adjustments to tuition support (a student dropping a course) will first affect the tuition waiver if it has been granted, then the work/study portion if granted, and finally the tuition bursary portion.
c) In all cases, tuition support will not exceed actual tuition charged in any academic year.
d) Regarding assets: The school expects that cash savings, investment income and cashable resources such as GIC’s and investments will be included as income on their application form and will be taken into account in calculating need based on the gap between income and expenses. The school does not expect students to cash RRSPs/IRAs and other international registered retirement savings, or sell or mortgage their home before applying for student aid.
e) Rather than applying each term, VST students who are registered for the full academic year may apply once for the full year. A budget update form will be required for each term subsequent to the initial term of application. NOTE: A new application is required each school year.
f) Bursaries are granted only for tuition credit in the specified term and cannot be deferred.
g) A Pastoral Emergency Fund is established for distribution as discretionay grant funds in emergency situations through the Financial Aid Officer, and approved by the Principal. Emergency grants may not exceed $500.00 for any particular student in an academic year.

2. Work/Study Program
For full-time students (9 or more credits/term) admitted to a degree program, who request and qualify for more than 50% tuition support during Fall and Spring terms, the next portion of support will come from working at an on-campus
work/study job

- Jobs will be paid at the standard rate of $14 per hour, for approximately 60 hours/term. Any earnings over the initial 60 hours/term will be understood as regular income for the student.
- As long as there is outstanding tuition owed, wages will be applied directly against the student’s account. Once tuition is paid in full, any additional earnings will be issued directly to the student via cheque.
- Students will work under contract with a VST staff supervisor in an approved on-campus job—doing a variety of clerical, hospitality, and facilities related work.
- The School will designate certain jobs or job categories as part of the work-study pool and students for whom work-study is granted as part of their tuition support would apply and interview with the supervisor using standard procedures; some student jobs needing particular skills remain separate from the work-study pool.
- For work/study students the remainder of support will come in the form of a tuition waiver or other grant. A student will only receive a tuition waiver/final grant as long as they are fulfilling the requirement of an on-campus work/study job.

Note** Students applying for work/study must apply by April 1 for the following academic year in order to be included in the pool of applicants for work/study jobs. If there are still work/study jobs available in September, September applicants may be considered for those jobs.

Work/Study Tuition Payment
All earnings under the work-study program will be applied directly to a student’s outstanding tuition balance. If the student has a zero balance, a cheque will be issued to the student. All tax withholding will be done as required. The policy of applying earnings to a student’s outstanding balance will be included in the student work-study contract and the student’s signature on the contract will be taken as consent.

Work/study coverage on non-VST courses
In a case where a student’s program requires a course that is not offered by VST, and that student takes a course to fulfill the requirement off campus: VST work-study provisions will consider the course as part of the full-time load required for work-study students. However, no bursary monies are given for courses taken elsewhere than VST.

3. Funding for course re-takes
If a student does not pass or withdraws from a course for which they have received a bursary, they are ineligible to receive an additional bursary to retake the same course (or an alternative course to fulfill the same requirement).

4. Applicants on Probation
Students placed on Probation for academic or behavioural reasons will become ineligible to receive tuition assistance from VST during their second term on Probation. In certain cases (to be determined through FSRC and DAC) a student may be deemed ineligible to receive tuition assistance during their initial term on probation. See the Student Handbook for more information about Probation and Satisfactory Academic Progress.

5. Thank you Notes
Recipients of bursaries and scholarships are expected to write a thank you note to any living donor associated with the bursary they have been given in the semester in which the bursary was received. Failure to do so may result in becoming ineligible for further funding. Letters must be given to the Development Office for mailing.

6. Federal and Provincial Government Loans
Canadian students must enroll in a minimum of 9 credit hours per term over the loan period. If you are a resident of BC, you can apply for student loans at www.aved.gov.bc.ca/studentaidbc. If you are a Canadian student from outside BC, you can apply for student loans through the province where you have lived for a minimum of twelve consecutive months, excluding time spent in full-time studies. Search for your province at www.canlean.ca

The Vancouver School of Theology code for this application is APAP.
7. U.S. Student Loans
To be eligible for aid, an American student must be registered in 18 credit hours per academic year (with no fewer than 6 credit hours in any given term of study). If you are from the United States, VST has been assigned a school code number (G30783) by the U.S. Department of Education. This designation enables students from the U.S.A. who are attending VST to apply for either a U.S. Guaranteed Student Loan or deferred payment of an existing GSL. Students must first complete the Free Application for Federal Student Aid form online at www.fafsa.ed.gov.

Off-Site programming is not eligible for funding through the federal loan program, but off-site students (i.e. students in the Native Ministries Program) may apply for a private student loan through a Sallie Mae Smart Option Loan. See www.SallieMae.com for more information.

Courses leading to the Diploma of Theological Studies, M.Div., M.A.T.S. and Th.M. degrees have been included for the enrollment of eligible U.S. Veterans under the Veteran’s Readjustment Benefits Act of 1966.

8. Satisfactory Academic Progress
Government Loan regulations require that all students who receive National, Provincial, or Federal (U.S.) financial aid maintain satisfactory academic progress toward achieving their degree. Satisfactory academic progress is defined as successful completion of at least 60% of a full course load for those receiving Canadian Loans (40% for students with disabilities), and 50% of a full course load for those receiving U.S. Loans. Multiple or repeated course drops/withdrawals or cancellations, frequent or repeated program changes, as well as NAPP (Not Approved) courses are considered indicators of unsatisfactory academic progress. In all cases, students must show evidence of moving towards the completion of their degree within the statute of limitations noted for each program.

Students who are placed on Probation for the reasons noted in the Probation policy, and who are receiving National, Provincial, or Federal financial aid, will also receive warning in their letter from the Dean’s Advisory Council that failure to meet the terms set by DAC to be removed from probation will result in their ineligibility for these loan programs. Students may continue to receive loans when first placed on probation (for academic reasons), but after one term on probation will only be permitted to continue receiving loans if they meet the requirements for removal from probation (i.e. they can not receive aid during a 2nd term on probation).

**Please note: Students receiving VST bursaries are eligible for aid only up to the maximum number of credits required in their program, as noted in the VST Tuition Support Policy. If a student receives a NAPP in a course for which they received a bursary, they are ineligible to receive an additional bursary to retake the same course (or an alternative course to fulfill the same requirement).**

9. Bursaries for Continuing Education Courses and Workshops – Lay Applicants
Lay people wishing to audit a VST Continuing Education course or workshop can apply for a tuition bursary covering either 25% or 50% of the tuition fees, depending on their level of need. Bursaries must be applied for at the time of registration. For any Continuing Education registrant, up to $ 200 in tuition bursaries are available over the course of the fiscal year (May to April) as funds are available.

10. HR MacMillan Fund – Clergy Grants
The H.R. MacMillan Fund Committee will review applications four times per fiscal year (May – April). Application deadlines: April 1 and June 1 (for May–August programming), Sept. 15 (for September–December programming), Jan 15 (for January–April programming) or the following Monday if these dates fall on a weekend or a holiday.

Grants will only be considered for clergy in good standing with their respective denominational affiliation. Applicants must include with their application official notification indicating their standing within their denomination from the following:
- ACC – Diocesan Bishop
- UCC – Conference Personnel Minister
- PCC – Clerk of Presbytery

The H.R. MacMillan Clergy Grant Policy and Application forms can be found on the VST website at www.vst.edu under the Financial Aid tab.
P. Worship at VST

1. Principles and Values
Worship is at the heart of our community at VST. We believe our community life and our formation as Christian leaders is informed by the practice of prayer, reflection, praise and shared meals. It is both shared work and shared nourishment. All students and faculty, whether full or part-time, are required to attend and to share in worship leadership.

We are an ecumenical and interreligious community. We worship as an ecumenical community once per week on Thursdays and as individual denominations once per week on Tuesdays. On Thursdays in the Epiphany Chapel we experience, and are challenged by, the rich diversity of traditions that make up our school. We share appreciation of and experience in varying worship styles of the participating denominations of the school. It is an opportunity to encounter God as part of community.

Although the normative service of worship is Christian, presentations from other faith traditions are offered at least once per term.

As a teaching and learning community VST encourages excellent and creative engagement in leading the people of God.

2. Guidelines
The Thursday ecumenical worship services in the FALL semester are lead by a member of the faculty and a team of volunteer students. Consider which weeks you are available to offer leadership and sign up on the roster during orientation week.

Services in the SPRING semester are lead by a graduating student preparing for ordained or preaching ministries. They are responsible for inviting a team of peers to assist them. A member of the faculty will be assigned to each student leader for consultation and support.

A minimum of three times each year the VST community will host guest preachers from our three supporting denominational partners in the broader community. This will enhance our learning from and our relationships with practitioners.

Community worship services shall normally include a sermon. Other creative and thoughtful expressions of reflection on the word are welcome. Teams preparing worship services are encouraged to include liturgical elements appropriate for ecumenical worship from a variety of sources. Elements to consider when planning are music, prayers, movement, ritual and visual details.

The scriptural texts for Thursday worship are normally the ones suggested in the lectionary for the Sunday following. However preachers are not restricted to the lectionary. Attention should also be given to the liturgical calendar.

3. Language of Worship/Words We Choose
The language used in worship at VST ecumenical services should be consistent with the mission and values of the school and reflect our theological diversity and ethos of the community. Worship leaders are encouraged to be thoughtful in their choice of language with attention to experiences of the gathered community. General principles to guide this include: Seeking balance between the historical and the new; finding words that include all the people of God and don’t exclude on the basis of gender, race, age, ability or social economic status; using a variety of metaphors to draw close to God: Mother, Father, King, Water, Wind, Spirit, Divine, Creator. This includes attention to gender-inclusivity, post-colonial interpretation, avoiding super-secessionism, respect for all religions and multicultural sensitivity.

4. Eucharist/Communion
Communion may be celebrated each week and is at the discretion of the weekly worship planners. Teams including communion in their liturgy are responsible for finding an ordained person to preside. Both wine and juice are provided by the school as are gluten-free bread options. VST has a practice of an open table and decisions regarding receiving communion are those of individual worshippers. For details on preparing for communion please see Worship Planning and Logistics page.

5. Evaluation
Leading and presiding at worship is a privilege and opportunity to assist a community of believers in expressing their faith and being formed in their identity as disciples. As VST is a learning and teaching community it also provides a chance to develop skill in confidence in the competencies related to ministry leadership. Therefore following each student-lead worship service there will be a structured time of evaluation. This evaluation group will be made up of at least one faculty member and two other students. The faculty member will be the same person who was an advisor to the student leader in the planning of the service. It will also include the Chapel Assistant. The purpose of this evaluation team will not be to critique the liturgy so much as to provide useful feedback to the practitioners. This should take place immediately following the chapel service unless prior arrangements have been made. The format for these circles is provided by the Worship and Spiritual Life Committee at the beginning of the term.

6. Guidelines for Use of the Epiphany Chapel

1. **Provisions**
   Wine, white grape juice, bread and candles are provided by the school.

2. **Linens, Vessels and Candle Holders**
   The Sacristan is responsible for care of the chapel linens, vessels, etc. The large piece of plexiglass should be used on the fair linen.

3. **Sacristan**
   This person, usually a student, is an employee of the school and is the “go to” person for all chapel set up and other similar information.
Q. Finding Things at VST

1. VST Reception Desk
   In the atrium of Vancouver School of Theology, a reception desk will be staffed during office hours. General enquiries can be made at the reception desk.

2. Student Paper Submission and Pick-Up
   The Library Circulation Desk (North End of 1st floor) is the place to turn in papers and to pick up returned papers and exam results. The Library does not arrange for the photocopying of student papers or provide typing/word processing services for students. Library photocopiers are available at minimal cost for students and visitors.

3. Office Locations: Most VST Faculty and Administration offices are located on the 4th floor of VST.
   - Registrar & Financial Aid – Room 410
   - Accounting – Room 404
   - Dean - Room 407

4. Student Lounges
   The main Student Lounge is located on the 2nd Floor south end. This lounge contains a small kitchenette and a lockers. A sitting lounge on the 4th Floor also provides a social gathering place for study, discussion groups, and times of worship.

5. Classrooms
   Most classrooms are on the 2nd floor. Two seminar rooms are on the North end of the 3rd floor.

6. Leaving messages
   Email and voice mail are the preferred way to leave a message for faculty and staff. Emails and phone numbers can be found on the ‘People’ page of the website.

7. Room Bookings
   Between the School’s needs and outside bookings, VST’s classrooms and meeting spaces are in heavy use. It is, therefore, very important that rooms needed for any meeting outside the regular room assignments for classes be booked by emailing Elaine Young, Director of Housing Operations at eyoung@vst.edu. For all private functions, there is a nominal charge for use of all rooms.

8. Computers
   All VST students pay fees to the Alma Mater Society at UBC. This gives students’ access to UBC computer labs located throughout the UBC campus. In addition, VST and the UBC campus are set up for wireless internet. Students who have a wireless capable laptop may request a campus wide login to access the internet. Forms are available from the Library Circulation Desk.

9. Parking
   There is no free parking available for faculty, students, or staff. People who must drive to campus are encouraged to use the UBC parkades (the Rose Garden and North Parkade are the two closest) or at Carey Centre nearby. Maps to the parkades are available on the VST website.

Out of Province Students with Vehicles
   Students from out-of-province bringing a vehicle into BC must register, license and insure the vehicle or apply for a Student Exemption Permit (non-resident permit) within 30 days of arrival into the province. Failure to do so could invalidate the student’s insurance and may result in a charge under the Motor Vehicle Act.

A Student Exemption Permit allows full-time students operating a vehicle with a valid out-of-province license and sufficient insurance coverage to be exempt from purchasing BC Autoplan Insurance. This student exemption is not automatic. Students must contact ICBC Prorate and Inter-jurisdictional Licensing Department by phone at (604)443-4624 or 1-800-665-4336 to apply.
R. VST Structure

1. Board of Governors
The Board of Governors follows a Policy Governance structure and sets policies for VST. Members are appointed by our supporting denominations and include the Principal.

2. Principal’s Council (PC)
The PC consists of the Principal, Dean, Director of the Indigenous Studies Program, Director of Finance, Director of Inter-religious Studies and Director of Housing Operations. The PC coordinates and is responsible for the School’s administrative life.

3. Dean’s Advisory Council (DAC)
Composed of the Dean, Registrar, the Director of the Indigenous Studies Centre, and any other such person as Faculty Council appoints, this Committee’s mandate is to assist and support the Dean in the maintenance and administration of the curriculum. It also considers student requests related to their specific academic program, regularly reviews the progress of students in completing their progress of study, and oversees curriculum policy as set by Faculty Council.

4. Faculty Council
Faculty Council consists of all members of faculty, the Registrar, the Director of Finance, the Communications staff, four elected students and one staff representative. Faculty Council does detailed work on curriculum matters. Faculty Council has responsibility for the day-to-day tending of the curriculum.

5. Public and Pastoral Leadership Committee (PPL)
A standing committee of Faculty Council, The PPL committee is responsible for the following:
   • Oversee the integrity of the programs and degrees addressing Public and Pastoral Leadership: MDiv, MA PPL, MATS in PPL, Diplomas in Theological Studies and in Denominational Studies
   • Make recommendations to FC regarding: changes to curricula, provision for required and elective courses, evaluation of the programs, Theological Field Education, and denominational formation
   • By delegation of responsibility from FC, receive and make decisions about applications for the MDiv Honour program and report approvals to FC
   • Make provision for mentoring of MDiv’s

6. Research Studies Committee (RSC)
A standing committee of Faculty Council, the RSC is responsible for the following:
   • Oversee the integrity of the degrees using a research based methodology: MATS, MA IIS, ThM
   • Make recommendations to FC regarding: changes to curricula, provision for required and elective courses, evaluation of the programs, etc
   • By delegation of responsibility from FC, receive and make decisions about the academic progress of students in MATS and Th.M programs, including:
     o Assignment of Study Advisors for MATS students when they declare a study area
     o Requests for thesis option
     o Appointment of Faculty Advisor(s) for thesis and comprehensive exams
     o Thesis proposals
     o Second readers

7. Bursary Committee
Chaired by the Registrar, the Bursary Committee includes the Financial Aid Officer, the CFO, and one representative from each sponsoring denomination. The committee determines the distribution of bursaries, as well as H.R. MacMillan Clergy Grants.
8. Admissions and Scholarship Committee
Composed of the Coordinator of Admissions, the Registrar, and three members of the Faculty, the Admissions and Scholarship Committee considers applications to VST programs, requests for changes to programs, and all applications for VST Entering and Returning Scholarships.

9. Other Associations and Committees

i) Faculty Association
Faculty Association is an organization of full-time faculty members that provides a forum for discussing questions of mutual concern and a body that collectively represents faculty members’ interests.

ii) Denominational Communities
Within the larger VST community are other smaller ones, including those gathered around denomination affiliation: Anglican/Lutheran, Presbyterian (Canadian and American), United Church and “others”, an umbrella title which includes all other denominations and traditions present at the School. Life within these groups varies, but all have responsibility for denominational studies, to choose representatives to the VST Worship and Sacristan Committees and to relate to their parent denominations in a variety of ways. The Anglican/Lutheran, Uniteds (includes United Church, United Methodist and United Church of Christ) and Presbyterian communities have assigned worship space on the timetable and hold social events from time to time.

iii) Staff Association
The Staff Association is an organization of full-time and regular part-time staff of VST. The Association provides a forum where items of mutual interest and concern may be discussed and a body that collectively represents staff members.

iv) VST Alumni Association
Those who have completed one year of study at VST are eligible to be members of the Alumni Association. The Association is invaluable to the School as a network of over 700 people across Canada and in the USA and other parts of the world. Alumni contribute to the life of the School as field supervisors, sessional lecturers and worship leaders. The weekly worship schedule during the school year includes prayers for alumni in various regions of the world. The Alumni Association is a responsibility of the Office of Development and Community Engagement.

v) Worship and Spiritual Life Committee
The Worship and Spiritual Life Committee consists of the Principal (or the Principal’s delegate), the Directors of Denominational Formation, three students representing various denominational groupings, and the Chapel Assistant/Music Coordinator. This group sets standards and criteria for Community Worship and the use of the Chapel. It is accountable to the Principal.

vi) VST Students’ Association (VSTSA)
The aims and purposes of the Association are to:
- Foster and promote the full participation of students in the governance and administration of Vancouver School of Theology;
- Provide a forum in which the concerns of students can be discussed and pursued;
- Arrange and sponsor social, educational and other activities for the members of the Association.

Names of the VSTSA executive members are posted on the notice board in the Student Lounge in September, and updated following the Autumn elections. All minutes, and contact information is also posted online via Moodle. Please e-mail vstsa@vst.edu, or check the Student Lounge noticeboard for information on events and information of importance to VST students.
S. VST Community Events

1. Orientation Week
In this important week before classes begin, students have a chance to connect with faculty, staff, and other students, learn to know one another or become re-acquainted, and prepare for studying together in the upcoming year. Events include tours, introductions to faculty, academic policies and procedures, gatherings in denominational and degree program groups; information sessions; community worship; a new-student retreat day; and a Family BBQ. Off-Site students are expected to attend Orientation Week in the first year of their registration, and, if possible, attend the first class of each course in which they are enrolled during the first week of classes (directly following Orientation Week).

2. Community Lunches
Every Thursday at 1pm, the community assembles following Community Worship for a lunch hosted by the VST Student’s Association and the Principal’s Office. From time to time, the community lunch hour may include a visiting speaker, a forum on an issue, or a discussion of curriculum.

3. Research Colloquia
The Research Studies Committee organizes lectures and roundtables throughout the Fall and Spring terms featuring student and faculty presentations. Details of upcoming speakers are posted on the VST Key Dates calendar on the website.

4. Workshops
When need arises, workshops can be organized to focus on a specific aspect of community or student life. VST regularly organizes workshops on the following topics: Indigenous Educational Practices; Sexuality/Genders, Inter-cultural awareness and Professional Boundaries.

5. Parties and Socials
Occasional parties and social gatherings are organized by students, staff and faculty throughout the year, such as summer BBQ’s, a Christmas banquet and Year End Party.

6. Somerville Community Event and Public Lectures
The Somerville Event promotes spiritual vitality and community leadership and is made possible through The Somerville Fund for Spiritual Formation. The fund was established in appreciation for the pastoral presence and spiritual guidance of Archbishop T. David Somerville. The Somerville Event is normally scheduled during Fall term.

7. The G. Peter Kaye Lectures
This is a school event for everyone. Students, faculty, staff and the general public are invited to attend the public lectures during Spring term. Many alumni attend this event. More information will be available in the Fall.

8. Convocation
The VST community gathers to celebrate the achievement of those receiving certificates, diplomas and degrees each year. Convocation will be held Monday, May 8th, 2017 at Christ Church Cathedral.
1. Public Worship
There are several places of worship on campus:

- St. Anselm’s Anglican Church (604) 224-1410
- St. Ignatius’ Roman Catholic Church (604) 224-5427
- St. Mark’s Roman Catholic College (604) 224-3310
- University Chapel (604) 224-0800
- University Hill United Church (604) 224-7011

2. Public Transit
The bus loop is located east of the UBC Student Union Building, a short 5 minute walk to VST. Transit schedule information is available on-line at www.translink.bc.ca or by phone at (604) 953-3333. VST Students receive a UPASS (3-zone bus pas) as part of their student fees each term.

3. UBC Resources and Information

UBC Student Union Building (SUB)
On top of nine AMS-operated student support services, club offices and spaces, the new UBC Student Union Building, now called “The Nest” also houses eight eateries and 11 retailers, The Delly, frozen yogourt bar, grocery store, convenience store, Wireless Wave mobile shop, and an upscale casual dining restaurant called ‘Perch’ on the fifth floor with sweeping views of the North Shore Mountains. There is also a performance centre, art exhibition space, a three-storey climbing wall, radio broadcast facilities, a daycare with 22 spaces, and a 10,740 square foot rooftop garden and public space with a water feature and outdoor seating.

Graduate Student Centre
The Grad Centre is located across from Frederick Wood Theatre and houses Koerner’s Pub. The Grad Student Center is a casual place for students to socialize.

Financial Institutions & Shopping
There are many amenities on the UBC campus of all sorts. For detailed information, see http://students.ubc.ca/campus/discover-spaces-and-places/shopping

Recreational Activities
UBC Aquatic Centre south of SUB has an Olympic Standard indoor pool, an outdoor pool in summer and a weight room. There is an exercise circuit and weight room at the War Memorial Gym and the Student Recreation Centre has different kinds of ball courts for squash, racquetball, and others. Non-credit fitness, dance, martial arts and other recreational courses can be taken here. VST students pay AMS student fees, allowing them free or reduced rates for access to these facilities. A student’s UBC Library Card is required for access.

UBC Campus Events
The University of British Columbia is vibrant with public events and places to visit. Many facilities such as the Museum of Anthropology and the Nitobe Japanese Gardens give free admission to students with a valid UBC Card (which VST student obtain as affiliates). For more information about the events on campus, see http://www.ubc.ca/campus-life/.

Day Care
The University Day Care Council operates Parent Co-op Day Care Centres on the UBC campus for children 18 months to 12 years. More information can be found at http://www.childcare.ubc.ca/