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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

Indigenous & Inter– Religious
Program Numbering System
IPC – Culture (Sacred Texts & Culture)
IPH – History
IPI – Integrated
IPS – Spirituality (Spirituality, Practice, Ritual)
IPT – Thought (Thought, Philosophy, Theology)

*Note: Course Descriptions for courses previously held at VST can be found in the 'Course Description' section of the 2014– 2015 Academic Calendar on VST’s website. The course descriptions below are only those that are not otherwise available.

NEW FALL TERM 2014 COURSES:

HB6/710 – Timeless Inquiries: Biblical Wisdom Literature and Contemporary Values
  Laura Duhan Kaplan
  Biblical wisdom literature engages with a surprisingly modern set of concerns, including creation, ecology, feminine faces of God, sexuality, money, and responsibility. Using a variety of text– centered and reader– centered interpretive techniques, we will explore the lessons and questions of Job, Proverbs, Ecclesiastes, Song of Songs, and Ben Sirach. Prerequisites: HB500

NT6/711 – Decolonizing Jesus: Christologies against the backdrop of the Roman Empire
  Harry Maier
  This course investigates New Testament representations of Jesus and their function in creating social identity and witness in the context of Roman imperial society. Using the lenses of post– colonial studies, it takes up ways in which early Christians borrowed from the colonizing forces of imperial culture, especially the cult of the emperor, to build a counter– cultural identity. The course unfolds with a view to contemporary forms of Christian identity, rooted in spirited witness to the Reign of God in our midst. Prerequisites: NT500 and NT501

IPT5/710 – Indigenous Ways of Knowing
  Patricia Vickers
  This introductory course offers an opportunity to explore Indigenous, North American principles and teachings focusing on the Northwest Coast, and the sweat lodge and vision quest fast traditions through dialogue, media and assigned readings. Students will meet monthly to discuss assigned readings in open dialogue. We will inquiere into community and national perceptions of Indigenous identity, conditioned thought patterns, and how conditioning impacts personal exposure to literature and media. This course will assist students with inquiring into the Indigenous mind as a way of thinking and being rather than a concept of identity and separation. Throughout discussions and writings, all are supported to explore personal and collective experiences past and present. Throughout all exploration, the emphasis will be on foundational spiritual teachings from Indigenous ancestral protocol and the teachings of Christ.

IPS/SP5/700 – Spiritual Formation in Communities (Muslim/Indigenous/Jewish)
  Seemi Ghazi; Samaya Jardey; Laura Duhan Kaplan
  This course explores spiritual formation in three religious traditions. Normally taught over three weekends, each of which will be dedicated to one of the traditions, the course will focus on the specific form of spirituality brought by the instructor. Study of approaches to spirituality and specific spiritual practices will develop the student’s skills in understanding spirituality in general and the particular forms and ways of spirituality for each tradition. Students will read a resource bibliography, cultivate experiential learning by interaction with contemporary practitioners, and document their learning in modalities not restricted to academic– paper formats.
TH614 – Theologies in a World of Differences  
Stephen Chambers  
As pastoral leaders and public theologians, we find ourselves often in conversations that matter greatly. To be respectful and to be clearly articulate are challenges we all face, whether the conversation is in a coffee shop, from a pulpit/lectern or on social media. Recognizing the ambiguity and pluralism of this time, our confidence needs to be strong in offering theological clarity and meaning in respectful and helpful ways. This course will further the student's competence across lines of difference by deepening understandings of contextuality and pluralism.  
Pre– requisite: TH500

PT653 – Leadership Here and Now: Advanced Leadership Skills and Practice  
Janet Gear; Keith Howard; Allison Rennie  
Building on and advancing the skills acquired in the Leadership Studio (PT651/652), this course examines fundamental issues of leadership – effective communication, authority, power, trust, accountability, response to conflict, the setting and keeping of boundaries and sustaining resilience – through the practice of self– reflection and group process and through the lenses of generational analysis, theological worldviews, and cross– disciplinary conversation. Pre– requisites: PT651/652 (or concurrent enrolment)

JANUARY INTERTERM:

IPS/LS510– Rituals and Ceremonies: Celebrations of the Sacred  
Paula Sampson  
Human beings of all cultures use ceremony and symbol to communicate with the divine, mark important life events and form communities. This course will explore a variety of understandings of how sacred ceremony and public ritual operates in various cultures and traditions. It will employ theologies of imagination, ritual and the semiotics of culture and in addition to being available for elective credit, the course provides the MAIIS competencies in Ritual and Ceremony.

INT550: El Salvador Trip – Theologies of Community Development  
Foundation Cristosal  
Participants will be exposed to different theological perspectives from Latin America and the theological underpinnings of international development work. The course will also explore the evolution of development theory and practice. Participants will receive training in rights based community development methods that can be applied in future community work as public and pastoral leaders.

NEW SPRING TERM COURSES:

HOM6/715: Tell Me a Story! The Art and Craft of Storytelling  
Stephen Farris  
Participants in this course will hear, read and reflect on a wide variety of stories, primarily but not exclusively from the Christian tradition. We will consider together what stories can and cannot do in effective communication. The course will also feature extensive practice in the various skills of effective storytelling. Prerequisite: HOM500

PT/HB6/712: Social Justice: Amos – Prophet and Reformer  
Pat Dutcher–Walls  
What is the Biblical and prophetic basis for the church's involvement in social justice in local communities and the world community? This course will engage both the theology and practice of social justice. An analysis of the types and uses of power in societal relationships will help understand both the biblical call for justice and contemporary social justice issues. A current social justice issue of the student's choosing, or from a student's social ministry site, will provide the source for theory and praxis. Prerequisites: HB500 and HB600

PT510 – Nurturing Strong Youth  
Martin Brokenleg  
For a century, the Positive Youth Movement has been using the best psychological and educational practices to create strong youth, no matter the youth’s background or ethnicity. What many in this movement do not say is that it is deeply spiritual work that creates resilient youth and adults. This course will review positive youth practices and explore how the parish and congregation have important work in creating strong Aboriginal and non– Aboriginal youth and so, a strong society. Students will read the resource bibliography, participate in course activities, and research one aspect of youth resiliency to share with the class.
IPC/TH572 – Foundational Traditions in Judaism, Christianity, and Islam
Laura Duhan Kaplan
What are the functions of religious tales of origin? This introductory–level course will explore the basic content as well as some of the functions of originary tales (foundational traditions) in the formation and incremental development of Judaism, Christianity, and Islam. The course will compare and contrast different foundational traditions within these traditions, as well as between the different religious traditions. In addition to exploring common characteristics (such as founders, sacred sites, ‘defining’ events, canons, ‘heresies,’ narratives, and counter–narratives), the course will consider some of the functions of foundational tales – sacred, authoritative narratives of religious and cultural origins – in the present day.

TH6/780 – Contemporary Trinitarian Thought
Richard Topping
This course explores the ‘rediscovery’ of the doctrine of the Trinity in twentieth–century theology. Current projects in Trinitarian theology are examined for their appropriation of scripture and tradition and for their fruitfulness in funding ecclesiology, liturgy, missiology and ethics. Special attention will be paid to the influence of Orthodox (Cappadocian) Trinitarian thought in recent Trinitarian formulations. Among the writers considered are Barth, Moltmann, Gunton, Jüngel, Zizioulas, Placher, LaCugna and Tanner. Prerequisite: TH500

SP522 – Clothed in God: Women Mystics and the Christian Tradition
Lynne McNaughton
Mysticism, as Dorothee Soelle defines it, is the seeking of experience of direct union with God. It is not for a few select heroic spirits or mentally unstable visionaries who flee the world, but a call for all of us as human beings to see the divine in our connection and service to the world God loves. This course will explore the lives, art and writing of several women mystics in different historical contexts and from a variety of traditions, bold voices to guide and inspire us in the 21st century. With language and images from domestic chores and administration, child–bearing and mothering, but also erotic desire and friendship, nature and community life, these women give expression to their experience of God. Although full of deep theological insight, many were dismissed by the institutional church. We will encounter, amongst others, some of Macrina, Hildegard of Bingen, Mechtild of Madgeburg, the Beguines, Julian of Norwich, Catherine of Sienna, Hadewijch, Teresa of Avila, Queen Marguerite of Navarre (patron of Jean Calvin), Margaret Fell, Anne Bathurst, Evelyn Underhill, and Mary Oliver. In addition to figures from the western tradition, we will engage lesser–known but important voices from non–western and indigenous cultures. Bring your sense of wonder and your willingness to play.

New Policies

Overnight accommodation
Because of the sale of the Iona building, during the 2014–15 academic year there will be 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://www.housing.ubc.ca/student–residences–van/commuter–hostel.

Information Literacy Workshops (see page 36 for full description)
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.

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 on page 44.

**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 accounts, 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.

**Ethical Conduct for Research Involving Humans**

All students whose research involves human subjects shall 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, and complete the procedure for obtaining informed consent from all persons who will be a part of their research.
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<td>End of Summer Term - Summer Term Papers Due (Certificate/Basic Degree); NAPP re-writes for Spring Term Med. Ext., Advanced Degree and Major Exegetical Papers</td>
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<td>Mon 1</td>
<td>Labour Day – School Closed</td>
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<td>Tues 2</td>
<td>$700 Tuition and Fees Deposit Due to Accounting for Fall registration</td>
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<td>Wed-Mon 3-8</td>
<td>2014-2015 Orientation (New and Returning Students) See Orientation Schedule for full schedule of events</td>
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<td>Wed 3</td>
<td>New Student Retreat (9:00 - 4:30)</td>
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<td>Thur 4</td>
<td>Full School Orientation: WE ARE ALL NEW!!! (9:00 - 5:00) All new and returning students are expected to attend</td>
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<td>Thur 4</td>
<td>BBQ Kick Off - New and Returning Students, VST staff and faculty and families! (5:30pm)</td>
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<td>Fri 5</td>
<td>Denominational Retreats (UCC; PCC; ACC)</td>
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<td>Mon 8</td>
<td>Fall Term Begins</td>
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<td>Mon 8</td>
<td>Information Literacy Modules 1 &amp; 2: Introduction and Research Strategies (9am - 4pm)</td>
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<td>Tues 9</td>
<td>Fall Term Classes Begin</td>
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<td>Thur 11</td>
<td>Community Worship: 12:00 pm</td>
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<td>Thur 11</td>
<td>Principal’s Luncheon: 1:00 pm</td>
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<td>Thur 11</td>
<td>VST Sommerville Lecture: Laura Duhan Kaplan: 7:00pm</td>
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<td>VST Sommerville Spiritual Retreat Day - Laura Duhan Kaplan 10:00am - 2:00pm</td>
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<td>LS500 - Christian Worship Weekend #1  Indigneous Ways of Knowing Weekend #1</td>
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<td>Bursary Applications Due: Fall Term</td>
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<td>Community Worship, 12:00 noon</td>
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<td>PT653 - Leadership Here and Now Weekend #1</td>
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<td>IPS/SP500 - Spiritual Formation in Communities Weekend #1: Islam</td>
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<td>Fri 19</td>
<td>Last day of Add/Drop period for Fall term courses (without penalty)</td>
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<td>Wed 24</td>
<td>Research Colloquium (1:00 - 2:00)</td>
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<td>Thur 25</td>
<td>Community Worship: 12:00 pm</td>
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<td>Chancellor's Dinner: Guest Speaker - Stevie Cameron</td>
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<td>Symposium with Stevie Cameron - Time TBA</td>
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<td>Thur Oct 2</td>
<td>Community Worship: 12:00pm</td>
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<td>Wed Oct 8</td>
<td>Faculty Council 2:00 - 5:00pm</td>
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<td>Thur Oct 9</td>
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<td>Principal’s Luncheon: 1:00 pm</td>
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<td>Info Lit Module 3: Writing a Thesis (9 am – noon)</td>
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<td>Fri/Sat Oct 10/11</td>
<td>LS500 - Christian Worship Weekend #2</td>
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<td>Mon Oct 13</td>
<td><strong>Thanksgiving Day: School Closed</strong></td>
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<td>Wed Oct 15</td>
<td><em>Tuition Due: Last day to pay Fall Term Tuition</em></td>
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<td>Community Worship: 12:00 pm</td>
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<td>PT653 - Leadership Here and Now Weekend #2</td>
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<td>Fri/Sat Oct 17/18</td>
<td>IPS/SP500 - Spiritual Formation in Communities Weekend #2: Indigenous</td>
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<td>Mon-Fri Oct 20-24</td>
<td><strong>Reading Week - no classes</strong></td>
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<td>Mon Oct 27</td>
<td>Papers Due: Basic Degree NAPP re-writes from Summer Term</td>
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<td>Wed Oct 29</td>
<td>Research Colloquium (1:00 - 2:00)</td>
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<td>Thur Oct 30</td>
<td>Community Worship: 12:00 pm</td>
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<td>Thur Nov 6</td>
<td>Community Worship: 12:00 pm</td>
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<td>PT653 - Leadership Here and Now: Weekend #3</td>
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<td>MATS/MA IIS Comprehensive or Oral Exam Week (Dec completion)</td>
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<td>Tues Nov 11</td>
<td><strong>Remembrance Day holiday – school closed</strong></td>
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<td>Thur Nov 13</td>
<td>Community Worship: 12:00 pm</td>
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<td>Thur Nov 13</td>
<td>Principal’s Luncheon: 1:00 pm</td>
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<td>Thur-Fri Nov 13/14</td>
<td>IPS/SP Spiritual Formation - Weekend #3: Jewish</td>
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<td>Fri-Sat Nov 14/15</td>
<td>IPT5/714 Indigneous Ways of Knowing Weekend #3</td>
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<tr>
<td>Fri/Sat Nov 14/15</td>
<td>LS500 Christian Worship: Weekend #3</td>
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<tr>
<td>Fri Nov 14</td>
<td>MA/ThM theses/project proposals due (May completion)</td>
</tr>
<tr>
<td>Fri Nov 14</td>
<td>MA/ThM theses/project due (December completion)</td>
</tr>
<tr>
<td>Wed Nov 19</td>
<td>Faculty Council: 2:00 - 5:00pm</td>
</tr>
<tr>
<td>Thur Nov 20</td>
<td>Community Worship, 12:00 noon</td>
</tr>
<tr>
<td>Wed Nov 26</td>
<td>Research Colloquium (1:00 - 2:00)</td>
</tr>
<tr>
<td>Thur Nov 27</td>
<td>Community Worship: 12:00 pm</td>
</tr>
<tr>
<td>Thur - Sat Nov 27-29</td>
<td>LS/SP500 - Anglican Sacramental Retreat: Marriage</td>
</tr>
</tbody>
</table>
### DECEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Dec 1</td>
<td>Papers Due: NAPP rewrites for Summer Med. Ext &amp; Adv. Degree</td>
</tr>
<tr>
<td>Mon-Thur Dec 1-4</td>
<td>Flex Week: Make up classes from missed Fall classes</td>
</tr>
<tr>
<td>Mon-Thur Dec 8-11</td>
<td>Exam Week (Exams scheduled on same day/time/location as regular class)</td>
</tr>
<tr>
<td>Tues Dec 16</td>
<td>Faculty Council (2:00 - 5:00)</td>
</tr>
<tr>
<td>Fri Dec 19</td>
<td>Last Day of Fall Term: Final day to submit papers without a medical extension (Basic Degree)</td>
</tr>
<tr>
<td>Mon Dec 22 - Mon Jan 5</td>
<td>School Closed for Christmas Holidays</td>
</tr>
</tbody>
</table>

### SPRING TERM 2014

#### JANUARY

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Jan 5</td>
<td>School Re-Opens</td>
</tr>
</tbody>
</table>

#### January Interterm Classes

<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 5-16</td>
<td>HIS500 - Christianity &amp; Judaism in Antiquity: 9:30 - 12:30</td>
</tr>
<tr>
<td></td>
<td>HIS600 - NA/Canadian Church History: 9:30 - 12:30</td>
</tr>
<tr>
<td></td>
<td>IPS/LS510 - Rituals and Ceremonies 2:00 - 5:00</td>
</tr>
<tr>
<td>Sat Jan 10</td>
<td>UCC Winter Circle Retreat</td>
</tr>
<tr>
<td>Jan 12-17</td>
<td>DS523 - UCC History and Ethos 2:00 - 5:00 (Mon - Wed)</td>
</tr>
<tr>
<td></td>
<td>DS521 - UCC Worship and Music 2:00 - 5:00 (Thur - Sat)</td>
</tr>
<tr>
<td>Thur Jan 15</td>
<td>Bursary Applications or Updates Due (for Spring Term)</td>
</tr>
<tr>
<td>Sat Jan 17</td>
<td>Faculty Speaker Day</td>
</tr>
<tr>
<td>Mon Jan 19</td>
<td>Spring Term Classes Begin</td>
</tr>
<tr>
<td>Mon Jan 19</td>
<td>Papers due: Adv. Degree; Fall Term Med. Ext and Major Exegetical (Basic Degree)</td>
</tr>
<tr>
<td>Thur Jan 22</td>
<td>Community Worship: 12:00 pm</td>
</tr>
<tr>
<td>Thur Jan 22</td>
<td>Principal’s Luncheon: 1:00 pm</td>
</tr>
<tr>
<td>Fri Jan 23</td>
<td>Info Lit: Mod’s 1 &amp; 2 Introduction and Research Strategies (9 am–4 pm)</td>
</tr>
<tr>
<td>Fri/Sat Jan 23-24</td>
<td>PT551 - Pastoral Identity and Practice: Weekend #1</td>
</tr>
<tr>
<td></td>
<td>IPI500/700 - IIS Integrating Seminar: Weekend #1</td>
</tr>
<tr>
<td>Sun Jan 25</td>
<td>Theology Sunday</td>
</tr>
<tr>
<td>Wed Jan 28</td>
<td>Research Colloquium (1:00 - 2:00)</td>
</tr>
<tr>
<td>Thur Jan 29</td>
<td>Community Worship: 12:00 pm</td>
</tr>
<tr>
<td>Fri Jan 30</td>
<td>Last day to Drop/Add courses Spring Term without penalty</td>
</tr>
<tr>
<td>Fri- Sat Jan 30/31</td>
<td>IPI/PTS10 - Nurturing Strong Youth (Saturday class includes participation in the Children and the Church conference)</td>
</tr>
<tr>
<td>Sat Jan 31</td>
<td>Children in the Church Event: 9:00 - 4:00</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mon Feb 2</td>
<td>Papers Due: Fall term NAPP re-writes (Basic Degree)</td>
</tr>
<tr>
<td>Thur Feb 5</td>
<td>Community Worship, 12:00 noon</td>
</tr>
<tr>
<td>Thur-Sat Feb 5-7</td>
<td>Anglican Silent Retreat</td>
</tr>
<tr>
<td>Mon Feb 9</td>
<td><strong>Family Day Holiday - School Closed</strong></td>
</tr>
<tr>
<td>Thur Feb 12</td>
<td>Community Worship, 12:00 noon</td>
</tr>
<tr>
<td>Thur - Sat Feb 12-14</td>
<td>G. Peter Kaye Lecture Series</td>
</tr>
<tr>
<td>Fri Feb 13</td>
<td>Tuition Due: Last day to pay Spring Term tuition</td>
</tr>
<tr>
<td>Wed Feb 18</td>
<td>Faculty Council (2:00 - 5:00)</td>
</tr>
<tr>
<td>Thur Feb 19</td>
<td>Community Worship: 12:00 pm</td>
</tr>
<tr>
<td>Thur Feb 19</td>
<td>Principal's Luncheon: 1:00pm</td>
</tr>
<tr>
<td>Fri Feb 20</td>
<td>Info Lit Module 4: Web Resources for Ministry (9 am – noon)</td>
</tr>
<tr>
<td>Fri/Sat Feb 20-21</td>
<td>PT551 - Pastoral Identity and Practice: Weekend #2</td>
</tr>
<tr>
<td></td>
<td>IPI500/700 - IIS Integrating Seminar: Weekend #2</td>
</tr>
<tr>
<td>Wed Feb 25</td>
<td>Research Colloquium (1:00 - 2:00)</td>
</tr>
<tr>
<td>Thur Feb 26</td>
<td>Community Worship: 12:00 pm</td>
</tr>
<tr>
<td>Fri/Sat Feb 27-28</td>
<td>IPI/PT510- Nurturing Strong Youth: Weekend #2</td>
</tr>
<tr>
<td>MARCH</td>
<td></td>
</tr>
<tr>
<td>Mon – Fri Mar 2-6</td>
<td><strong>Reading Week - no classes</strong></td>
</tr>
<tr>
<td>Thur Mar 12</td>
<td>Community Worship: 12:00 pm</td>
</tr>
<tr>
<td>Thurs-Sat Mar 12-14</td>
<td>LS/SP501 - Anglican Sacramental Retreat: Ordinations and Funerals</td>
</tr>
<tr>
<td>Thur Mar 19</td>
<td>Community Worship: 12:00 pm</td>
</tr>
<tr>
<td>Thur Mar 19</td>
<td>Principal’s Luncheon: 1:00 pm</td>
</tr>
<tr>
<td>Mon-Thur Mar 23-26</td>
<td>MATS/MA IIS Comprehensive or Oral Exam Week (May grad)</td>
</tr>
<tr>
<td>Mon Mar 23</td>
<td>Papers Due: Fall Term NAPP re-writes of Med. Ext, Adv. Degree, and Major Exegetical</td>
</tr>
<tr>
<td>Wed Mar 25</td>
<td>Research Colloquium (1:00 - 2:00)</td>
</tr>
<tr>
<td>Wed Mar 25</td>
<td>Faculty Council 2:00 - 5:00pm</td>
</tr>
<tr>
<td>Thur Mar 26</td>
<td>Community Worship: 12:00 pm</td>
</tr>
<tr>
<td>Thur Mar 26</td>
<td>MA/ThM theses/projects due (May grad)</td>
</tr>
<tr>
<td>Fri/Sat Mar 27-28</td>
<td>IPI/PT510 - Nurturing Strong Youth: Weekend #3</td>
</tr>
<tr>
<td>APRIL</td>
<td></td>
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</tr>
<tr>
<td><strong>Wed Apr 1</strong></td>
<td><strong>2015/2016 Timetables posted: Registration begins</strong></td>
</tr>
<tr>
<td><strong>Thur Apr 2</strong></td>
<td>Community Worship: 12:00 pm</td>
</tr>
<tr>
<td><strong>Fri Apr 3</strong></td>
<td><strong>Good Friday - School Closed</strong></td>
</tr>
<tr>
<td><strong>Mon Apr 6</strong></td>
<td><strong>Easter Monday - School Closed</strong></td>
</tr>
<tr>
<td><strong>Thur Apr 9</strong></td>
<td>Final Community Worship: 12:00 pm</td>
</tr>
<tr>
<td><strong>Thur Apr 9</strong></td>
<td>Principal’s Luncheon: 1:00 pm</td>
</tr>
<tr>
<td><strong>Fri Apr 10</strong></td>
<td>Bursary Applications Due: Summer Term and 2015/16 Work/Study</td>
</tr>
</tbody>
</table>
| **Fri/Sat Apr 10-11** | PT551 - Pastoral Identity and Practice: Weekend #3  
IPI500/700 - IIS Integrating Seminar: Weekend #3 |
| **Sat Apr 11** | **Last Day of Classes** |
| **Mon-Thur Apr 13-16** | **Exam Week** |
| **Fri Apr 17** | **ALL WORK FOR GRADUATING STUDENTS DUE!!** |
| **Fri Apr 17** | UCC Closing Circle Retreat |
| **Mon Apr 20** | Graduating Student Retreat |
| **Wed Apr 22** | Faculty Council 2:00 - 4:00pm (approval of new courses for Fall 2015) |
| **Fri Apr 24** | **Grades & Evaluation due for Graduating Students**, Papers returned to graduating students with email notification of NAPP work  
**Grades also Due**: NAPP re-writes for Fall Term Adv. Degree, Med. Ext. and Major Exegetical Papers |
| **Fri Apr 24** | **Last Day of Spring Term: Final day to submit papers without medical extension (Basic Degree)** |

<table>
<thead>
<tr>
<th>MAY</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Fri May 1</strong></td>
<td><strong>NAPP re-writes due for Graduating Students</strong></td>
</tr>
<tr>
<td><strong>Mon May 4</strong></td>
<td><strong>Grades due for NAPP re-writes for Graduating Students</strong></td>
</tr>
</tbody>
</table>
| **Thur May 7** | Faculty Council – vote on Graduates (9:30 – 10:30)  
FSRC - 11:00 - 4:00 |
<p>| <strong>Fri May 8</strong> | Board of Governors |
| <strong>Sun May 10</strong> | Graduating Student Dinner |
| <strong>Mon May 11</strong> | <strong>CONVOCATION - Shaughnessy Heights United Church</strong> |
| <strong>Wed-Thur May 13-14</strong> | May Planning/Faculty Council (9:30 - 4:30) |
| <strong>Fri May 15</strong> | Fall 2015 Course outlines due for posting to website |
| <strong>Mon May 18</strong> | <strong>Victoria Day – School Closed</strong> |
| <strong>Tues May 19</strong> | <strong>Summer Term Begins</strong> |
| <strong>Tues May 19</strong> | Papers Due: Spring Term Medical Ext., Adv. Degree, Major Exegetical |</p>
<table>
<thead>
<tr>
<th>JUNE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon June 1</td>
<td>Last day to Register for Summer Term (degree credit only)</td>
</tr>
<tr>
<td>Fri June 5</td>
<td>Papers Due: NAPP re-writes (Spring Term Basic Degree)</td>
</tr>
</tbody>
</table>
# VANCOUVER SCHOOL OF THEOLOGY TIMETABLE – FALL 2014

**Orientation Week:** September 3-8  
**Fall Term Classes:** Sept. 9th – Dec.4th ; Fall term ends Dec.19th

Published: April 23, 2014  
Revised: July 8, 2014

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>WEEKEND COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Dawn Prayers</td>
<td>Dawn Prayers</td>
<td>Dawn Prayers</td>
<td></td>
</tr>
<tr>
<td>9:00-12:00</td>
<td>NT500 (3) Synoptics</td>
<td>DS515 – PCC Credo and Confessions (3)</td>
<td>SAH-HOM500 (3) Homiletics</td>
<td>PT500 (3) Theological and Spiritual Foundations in Pastoral and Public Leadership (Gear)</td>
</tr>
<tr>
<td></td>
<td>(Maier)</td>
<td>(Lockhart)</td>
<td>(Farris)</td>
<td>Auditorium</td>
</tr>
<tr>
<td></td>
<td>Epiphany Chapel</td>
<td>SAH-boardroom</td>
<td>SAH-boardroom</td>
<td>SAH-boardroom</td>
</tr>
<tr>
<td>WORSHIP &amp; LUNCH</td>
<td>PCC Worship</td>
<td>Choir Practice</td>
<td>Community Worship &amp; Lunch</td>
<td></td>
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<tr>
<td></td>
<td>UCC Worship</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Angl/Luth Worship: Eucharist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-5:00</td>
<td>PT651 (3) Studio I</td>
<td>SAH-TH500 (3) Constructive Theology</td>
<td>BIBL500 (3) Biblical Language Tools</td>
<td>FACULTY MEETINGS</td>
</tr>
<tr>
<td></td>
<td>*class hours and dates below</td>
<td>(Topping)</td>
<td>(Ames/Tong)</td>
<td>HB500 (3) Introduction to Hebrew Bible I</td>
</tr>
<tr>
<td></td>
<td>(Howard)</td>
<td>Epiphany Chapel</td>
<td>Epiphany Chapel</td>
<td>(Dutcher-Walls)</td>
</tr>
<tr>
<td></td>
<td>Epiphany Chapel</td>
<td></td>
<td></td>
<td>Epiphany Chapel</td>
</tr>
<tr>
<td></td>
<td>Epiphany Chapel</td>
<td></td>
<td></td>
<td>Epiphany Chapel</td>
</tr>
<tr>
<td>5:00-6:00</td>
<td>Dusk Prayers</td>
<td>Anglican Holy Eucharist</td>
<td>Dusk Prayers</td>
<td></td>
</tr>
</tbody>
</table>
| 6:00-9:00 | Studio Dates:  
Sept.15: 10am – 4pm  
Sept.22: 10am – 4pm  
Oct 6 : 2pm – 5pm  
Oct. 27: 2pm – 5pm  
Nov. 3: 2pm – 5pm  
Nov.17: 2pm – 5pm | TH614 (3) Theologies in a World of Differences | Courses offered in off-site format:  
HB500 – Intro to Hebrew Bible I  
PT500 – Theol and Spirit. Found in PPL  
NT500 – Synoptics  
HOM500 – Homiletics |                  |
|  |  | (Chambers) | Auditorium |                  |

Notes: Courses are available for Audit, Certificate Units, and Degree Credit. Credit/Unit Hours noted in brackets. 700 or 800 numbered courses are available for Advanced Degree credit (Th.M)
## VANCOUVER SCHOOL OF THEOLOGY TIMETABLE – SPRING 2015

**January Interterm: Jan.5-16th (M-F)**

**Spring Term Classes: Jan. 19th – April 11th; Spring term ends April 24th**

Published: April 23, 2014
Revised: July 8, 2014

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Dawn Prayers</td>
<td>Dawn Prayers</td>
<td>Dawn Prayers</td>
</tr>
<tr>
<td>9:00-12:00</td>
<td>TH6/780 (3) Contemporary Trinitarian Thought</td>
<td>DS510 (3) PCC Polity and Ethos</td>
<td>HOM6/715 (3) ‘Tell me a Story!’ The Art and Craft of Storytelling</td>
</tr>
<tr>
<td>(Topping)</td>
<td>(Lockhart)</td>
<td>(Farris)</td>
<td>(Duhan-Kaplan)</td>
</tr>
<tr>
<td>SAH-boardroom</td>
<td>SAH-boardroom</td>
<td>Epiphany Chapel</td>
<td>SAH-boardroom</td>
</tr>
<tr>
<td>WORSHIP &amp; LUNCH</td>
<td>PCC Worship</td>
<td>Choir Practice</td>
<td>Community Worship &amp; Lunch</td>
</tr>
<tr>
<td></td>
<td>UCC Worship</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anglican/Luth Worship: Eucharist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-5:00</td>
<td>PT652 (3) Studio II</td>
<td>PT/HA6/712 (3) Social Justice: Amos – Prophet and Reformer</td>
<td>SP522 (3) clothed in God: Women Mystics and the Christian Tradition</td>
</tr>
<tr>
<td><em>class hours and dates below</em></td>
<td>(Howard)</td>
<td>(Dutcher-Walls)</td>
<td>(McNaughton)</td>
</tr>
<tr>
<td>Epiphany Chapel</td>
<td>Epiphany Chapel</td>
<td>Epiphany Chapel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SAH-boardroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00-6:00</td>
<td>Dusk Prayers</td>
<td>Anglican Holy Eucharist</td>
<td>Dusk Prayers</td>
</tr>
<tr>
<td>6:00-9:00</td>
<td>Studio classes: Jan.26: 10am – 4pm Feb. 2: 10am – 4pm Feb.16: 2pm – 5pm Mar. 9: 2pm – 5pm Mar. 23: 2pm – 5pm Mar. 30: 2pm – 5pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WEEKEND COURSES**
Friday 6-9pm; Saturday 9-5 unless otherwise noted

- IP500/700 – IIS Integrating Seminar (Sampson)
- PT551 – Pastoral Identity and Practice (Johnson)
- Jan.23/24; Feb. 20/21; April 10/11

- IP/PT510 – Nurturing Strong You (Brokenleg)
- Jan.30/31; Feb. 27/28; March 27/28

- Anglican Sacramental & Spiritual Retreats:
  - Feb. 5-7; March 12-14 (Clark-King)

**JANUARY INTENSIVES**
(January 5-16, 2014)

- HB600 (3) Hebrew Bible II (Dutcher-Walls) |
- NT6/740 (3) John (Maier) |
- HH600 – NA/ Can Church History (Thorpe) |
- 2:00 – 5:00pm |
- IPS/LSS510 – Rituals & Ceremonies: Celebrations of the Sacred (Sampson) |
- DS523 – UCC History and Ethics (Thorpe) & DS522 - UCC Worship; TFE1 (second week only) (Fawkes) |

**TFE 1: Exploration** seminars will be held on one day in Interterm and the first Friday after Reading Week.
# Major Papers, Theses, Comprehensive Exams and Projects: Deadlines and Guidelines

<table>
<thead>
<tr>
<th>Program</th>
<th>Study Advisor/Thesis Director Appointed</th>
<th>Registration and credits</th>
<th>Length of paper/thesis</th>
<th>Submission of Paper</th>
<th>Submit final paper/thesis for evaluation (Reading and Flex weeks included in weeks of term)</th>
</tr>
</thead>
</table>
| *M.Div Major Exegetical Paper* | N/A                                    | Student registers their intent to write the *Major Exegetical Paper* when registering for the course in which the Exegetical Paper will be written.  

*Note: Some papers can be written ‘outside’ of a course context. No additional credits are earned.* | Refer to guidelines set by individual instructors. | Paper is submitted to the instructor who taught the course in and for which the paper is being written. | For papers written ‘within’ a Biblical course, the Major Exegetical paper is due **one month after the end of term**. This paper is the final paper for the course itself.  
Papers “unattached” to a specific course are due no later than **Friday of Spring Term Reading Week**. In these cases, the paper is in addition to the requirements of the course previously completed. |
| *M.Div Ministry Position Paper* | N/A                                    | The *Ministry Position Paper* is normally written in the Fall term of a student’s final year, usually concurrently with *Public and Pastoral Leadership III: Integration and Formation*  

*A student does not earn any additional credits for this paper.* | 20-24 pages (5,000 – 6,000 words) | The student is responsible to ensure that copies of the paper are given to the 3 members of the interview committee (DDF, faculty from student’s denomination, lay person) and to arrange a time and place for the 90-minute interview. | Paper Due by **the last day of Fall Term classes**. Position Paper Interview to take place during Fall Term Exam week. |
<table>
<thead>
<tr>
<th>Program</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 (Reading weeks included in weeks of term)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATS Comprehensive Exams</strong></td>
<td>Study Advisor appointed by the Research Studies Committee after completion of a minimum of 18 credit hours of course-work, and before 24 credit hours is completed.</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><strong>MATS Thesis</strong></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. A Thesis Agreement Form must accompany registration.</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><strong>Th.M Project</strong></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 A $200 Project fee is assessed in the term in which the Project will be defended. A Project Agreement Form must accompany registration</td>
<td>45-50 pages (11,250 – 12,500 words). When alternative media is used, paper must be 30-35 pages</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 Coordinator. Project defended before panel of 2 examiners.</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.</td>
</tr>
<tr>
<td><strong>Th.M Thesis</strong></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 Studies Coordinator. Thesis defended before panel of 2 examiners whose decision must be unanimous.</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>
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A. VST Policies

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.

Student Responsibilities
Responsibility for course selection to fulfill program and degree requirements rests with the student.
The Registrar, Program Coordinators 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 posted outside the Registrar's office during the term.

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.

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.)

Language about the People of God
Language in liturgy, prayer, hymns or other music and in sermons should include all the people of God. VST discourages the use of language that excludes on the basis of gender, race, age, mental or physical ability and socio-economic status. When referring to God's people, the leader should use words and phrases such as God's people, humanity, humankind, people, friends, ancestors, descendants, etc., to reflect the diversity of the VST community. The members of the community are encouraged to be sensitive
to the use of words, phrases and metaphors that denigrate or are insensitive to the diversity of God’s people. Where the worship leader’s, or speaker’s knowledge of biblical language is appropriate, when the intent of the Greek or Hebrew is inclusive of all God’s people, it is appropriate for the translation of Scripture to reflect this.

Language about God
Many metaphors are used to draw closer to God: father, mother, king, wind, water, rock, mountain and many more. The exclusive or excessive use of masculine terms and pronouns for God in liturgy, hymns or other music and sermons is discouraged. Leaders are encouraged to use alternative metaphors and to avoid the use of gender-specific pronouns.

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

See the DRC webpage: http://students.ubc.ca/facultystaff/disability.cfm

You should contact a Disability Resource Centre Advisor if:

You have any questions about accommodations. The DRC 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.

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
Telephone: (604) 734-5588
E-mail: info@eatonlearning.com

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.

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.
B. SIGNPOSTS OF OUR LIFE TOGETHER

“We will mark our way to God with signposts—and not be lost.”
Anonymous 5th century

(Revised August 31, 2012)

VST is an educational community in the historic tradition of the Anglican and United Churches of Canada, in affiliation with the Presbyterian Church in Canada. As a Christian institution, we honour the traditions from which we come.

As an institution committed to an affirmation of the value of diversity and inclusivity, we also recognize that the faith journeys which animate us are particular and diverse. We honour this particularity and diversity in our intellectual, communal, and worship lives.

The historic work of VST has evolved to include three Centres: the Centre for Christian Leadership; the Indigenous Studies Centre; and the Iona Pacific Inter-Religious Centre. With this work, we welcome partners from a wide variety of cultural and religious traditions, as we face into the challenges of life in today’s world.

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. 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.

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 recognition that something beside yourself really exists”;

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 clear about the call to die – honest about what has to die; we affirm that dying and living are painful but necessary parts of each other;

We will practise 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;

Signposts for a Teaching/Learning Community

VST holds Christ 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.

VST affirms that God reveals Godself 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.
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.

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.

Student Records

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.
Student Categories

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

Permission to Register: 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.

Certificate Student: a student who is enrolled in the Certificate in Theological Studies, full time or part time.

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.

Program Status

If a student is not registered in any courses, the following options for program status are available.

1. Maintenance status and Fees
   A VST student who is involved in research and writing related to their program but not enrolled in any courses will be charged a maintenance fee as well as all applicable student fees. The Maintenance Fee 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.

2. 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.

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.

Deferral of Acceptance

Once accepted into a program of study, a student may choose to defer enrollment for up to one full year 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.
Admissions Appeal process
In the case where an applicant chooses to appeal the decision of the Admissions committee, the applicant will proceed as follows:

1. Contact the Dean and request elaboration of the reasons for the rejection of the application.
2. After reviewing that data, if an applicant wishes to continue he/she shall contact the Dean and request that the application be re-considered by the Admissions committee in light of the addition of new information.
3. If the decision of the committee is still negative and the applicant wishes to proceed, he/she shall send a letter of appeal to the Dean's Advisory Council (DAC). The Dean's Advisory Council is a sub-committee of the Faculty Council and is the usual body to which all academic matters can be appealed.
4. When a member of DAC has also been a part of the original admission committee decision-making process, that person shall be excused from DAC and a replacement for him/her named by Faculty Council.
5. DAC shall review all written material and shall hear the appellant in person if that person so desires. Members of the Admissions committee who wish to be heard may also make a submission to DAC's deliberations.
6. Decisions of DAC are final with no further appeal possible in the VST system. However, this does not preclude the submission of a new application at some point in the future.

Auditing Students (Excluding Summer School courses)
The following regulations apply to students auditing courses:

- A Registration Form must be filled out and signed by the Registrar.
- At times, faculty permission must be obtained to audit a course. In all cases the instructor determines the degree of participation expected or allowed.
- Normally, an audited course may not be 'upgraded' to degree credit status after the course has been completed.
- The auditing fee is 50% of the fee for credit.
- VST students who have completed the credit requirements of their degree program may audit additional courses for a special rate of $50/course during their final year of studies, prior to graduation.

Students transferring from another Institution
Students who have studied at the graduate level in another theological college or seminary may qualify to transfer credit hours into their VST program. As part of their application procedure, these students must:

- Fulfill all requirements for admission;
- Complete their usual procedures for admission;
- Present transcripts of marks from institutions previously attended, together with a letter of reference from the Dean or Registrar of the Institution last attended;
- Present course outlines and syllabi, and any pertinent evaluations for the courses under question;
- Be prepared to demonstrate skill and knowledge competencies (most usually through providing course descriptions, syllabi, course assignments and having a personal interview with the appropriate faculty member and/or the Registrar).

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.

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.

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.

**Criminal Record Check**

Certain degree programs at VST require one or more 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.

**Special Program in 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.

**Program Recognition**

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.

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

1. **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.

2. **Pilgrimage: Claiming our Spiritual Heritage**: Student's who participate in the Pilgrimage Program with Peregrenatio 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.

3. **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).

4. **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.

How to Register for Courses
When you know which courses you want to take, use the following forms to begin the registration process:
http://www.vst.edu/main/academic-info/student-forms

   VST Students: Registration Form 2014-2015
   Non-VST Students seeking degree credit: Registration Form 2014-2015
   Auditing Student: Auditing Registration Form 2014-2015

Forms can be obtained from the Registrar’s Office or downloaded from VST’s website. 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.

Once you have been registered, you will be sent an invoice which will include your course confirmation. 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 page 32 for VST’s Withdrawal policy.

Registration Dates and Fee Payment Schedule

Fall Term: September 9 – December 19, 2014
Tuition and Fees Deposit of $700.00: Due by September 2nd
Registration Deadline: Tuesday September 2nd
Bursary Application Deadline: Monday September 15th
Fall Tuition payment deadline: October 15

Spring Term (Including January Interterm): January 5 – April 24th, 2015
Tuition and Fees Deposit of $400.00: Due by December 15th (for those only registered in Spring)
Registration Deadline: December 15th
Bursary Application Deadline: January 15th
Spring Tuition payment deadline: Friday, February 13th

Summer Term: May 18 – August 28th, 2015
Bursary Application Deadline: April 1st (must register by this date if applying for bursary)
Registration Deadline: June 1st
Summer Tuition payment deadline: June 15th

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
Writing a Thesis and full-time equivalency

A student writing a thesis will be considered full-time 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

Clinical Pastoral Education (CPE)

Intensive CPE units (1 term in length) are considered a Full-time load through the term.

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 on page 40 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.
Off-Site Course Policies

VST is slowly phasing in the option for students to enroll in Off-Site degree programs (in which up to 2/3 of one’s coursework can be completed through off-site courses). Off-Site courses offer a unique combination of audio-upload of real-time lectures, Moodle on-line resources, and/or Skype sessions with faculty.

The following policies apply to Off-Site courses and students:

A. Moodle Access and Retention policies:

- 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).
- Requests for Moodle Courses (Course Request Form) are to be submitted 2 weeks previous of the course start date. Student Rosters are not required this early and can be submitted at any time.
- A course request submitted during/after the 2 week buffer is subject to completion up to 2 weeks from the date it is submitted.
- Courses will remain on the www.VST.ca website for 1 year
- If the course requires reuse for the following year it will be setup for reuse
- If the course will not be re-used for the following year, a backup will be created and stored on VST-FS1
- If course then needs reuse within 2 years -> restore from backup and reset counter
- If course has been inactive for 2 years -> remove backup file

B. Audio-recordings:

- Normally, Audio 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 2 years after the year in which the course was offered, and re-used in situations such as:
  - Courses with enrolment of 5 or fewer students
  - Courses needed for graduation which are not held in the year a student is graduating
  - Individual lecture recordings when a student misses a class
- Once a course is re-held and new recordings made, the recordings from the previous class will be deleted and replaced by the updated version.

C. Maximum and Minimum numbers:

**Maximum:** 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
- Permission to Register students
- VST Certificate students who live within the lower mainland
- Students registered in degree programs at other institutions
- Auditors

**Minimum:**

*Where audio-recordings already exist*: Courses with on-site/off-site options which meet enrolment requirements (minimum of 8 students in total) but have 5 or fewer on-site students enrolled will typically be held in off-site format only, using the existing audio recordings. Instructors will determine the extent to which face-to-face meetings are held with on-site students. The practice of meeting with off-site students at least once/term via Skype or phone conversation remains.

*Where audio-recordings do not exist*: In cases where the course has not yet been held, and there are no previous audio-recordings to use, the following options will be considered:

- The course will be offered as a directed study (with on-site and/or off-site options)
- The course will be cancelled
D. Students Fees:
• Off-site students are not assessed AMS fees, unless they choose to ‘opt-in’, following the typical procedures to do so.
• Off-site students will be charged the basic VST Library and Technology fee of $30/term plus $5 per credit hour of an audio course.

E. Skype in courses: With the launching of Off-Site programming at VST, courses will normally not be available via Skype, unless arranged individually with the instructor of the course.

F. Technology Requirements for Off-Site study:
• A good internet connection and Skype capability
• An internet browser such as (but not limited to) Mozilla Firefox or Chrome which supports Adobe Flash
• Adobe Flash installed and working (http://get.adobe.com/flashplayer/)
• Java installed and working (http://java.com/en/download/index.jsp)

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.

Procedure for requesting change to Program/Concentration
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.

Transcripts
Permanent records for students are kept in the Academic Records Office. A copy of the permanent record, signed by the Registrar with the School seal imprinted, will serve as a transcript of marks for other institutions. Each student is entitled to three free transcripts within one year of graduation. Additional requests for transcripts should be accompanied by a cheque or money order for $10. To request a transcript, contact the Coordinator of Academic Records at 604-822-0824 or mtrim@vst.edu

Course Outline Submission and Retention
1. Instructors are responsible to provide the Registrar with a detailed course outline for any course being taught in a given term. The outline should be submitted to the Registrar for posting on the VST website no later than one month prior to the beginning of the class.
2. Course outlines will be archived and accessible from the Course Outline webpage for 3 years. After 3 years, they will be moved to the Dean of Studies shared drive.

D. Tuition and Fee Structure

Tuition: Rates for 2014-2015 are as follows (subject to change):

<table>
<thead>
<tr>
<th>Rate Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditing Rate*</td>
<td>$132.50 per audit hour</td>
</tr>
<tr>
<td>*in their graduating year, VST students may audit courses for $50/course</td>
<td></td>
</tr>
<tr>
<td>Certificate Rate (CTS)</td>
<td>$182.50 per credit hour</td>
</tr>
<tr>
<td>Basic Rate (Diploma, MDiv, MA)</td>
<td>$265 per credit hour</td>
</tr>
<tr>
<td>Advanced Rate (ThM)</td>
<td>$387.50 per credit hour</td>
</tr>
</tbody>
</table>

Academic 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: $20/term</td>
<td>Not charged</td>
<td>Mandatory (on-site students only)</td>
</tr>
<tr>
<td>VST Library &amp; Tech Fee: $30/term</td>
<td>Mandatory (all students)</td>
<td>Mandatory (all students)</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)</td>
</tr>
<tr>
<td>UBC Fees: (for on-site students only)</td>
<td>Optional – opt in available</td>
<td>Mandatory</td>
</tr>
<tr>
<td>AMS: $165.37/year</td>
<td>Optional – opt in available</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Health &amp; Dental: $219.53 full year</td>
<td>Optional – opt in available</td>
<td>Mandatory (with option to opt-out if covered by equivalent coverage)</td>
</tr>
<tr>
<td>$146.21 Jan-Aug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UPASS (bus pass): $147/term</td>
<td>Not eligible</td>
<td>Mandatory (with option to opt out)</td>
</tr>
</tbody>
</table>

UPass Program
1. Each month you will need a new pass
2. Every month, you must pick up your pass at UBC Central
3. Your pass will not include your name or photo so you will always need to have your UBC card with you.

For the purposes of the UPass BC program the following list qualifies for UPass exemption:

- Those living outside the GVRD;
- Those taking extension courses only, regardless of home address;
- Those holding a valid UPass BC from another institution;
- Those holding a valid Translink transit pass;
- Those with a permanent disability;
- Those on Maintenance status (i.e., those engaged only in research and writing not involving coursework or on-campus meetings with faculty, typically Th.M/M.Div/M.A. students)
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. The opt out deadlines are as follows:
• For students starting in September: September 3 - 24, 2014
• For students starting in January: January 2 - 23, 2015

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 (SUB, Rm. 61).

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.

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).

Graduation Fee

Students are charged a $100 graduation fee in the term before Convocation.

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

1. 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.

2. 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.
3. 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;
- 40% is refunded by the end of the 3rd day of class;
- 20% is refunded by the end of the 4th day of class;
- After the 4th day of class, no refund can be given.

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 pages 43 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.

Withdrawal and Student Loans
1. 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.

2. 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

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.

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.

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.

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.

A. 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.

B. 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.

C. 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 for more information (see page 45).

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

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 on page 44.

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.

Official Language for Papers
Papers may be submitted for evaluation in either of Canada's two official languages, English or French.

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.

**Information Literacy Workshops**

All degree and diploma students are required to complete between 6 and 9 hours of non-credit, no-fee workshops in Information Literacy. The workshops 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. Students may be able to test out of all or part of these workshops if they already have sufficient background in the areas covered. These workshops are taught by the Technical Services Coordinator of the Library.

**Specific Guidelines are as follows:**

1. All Diploma programs at VST require 2 of the 4 Information Literacy Workshops (DDS students should confer with their DDF to determine which 2 are most important for their studies)
2. All Degree programs at VST require 3 of the 4 Information Literacy Workshops
3. All students (full-time or part-time) are required to complete Modules 1&2 in their first year of registration
4. Full-time students are required to complete Module 3 or 4 by the end of their 2nd year of registration
5. Part-time students are required to complete Module 3 or 4 by the end of their 3rd year of registration
6. Students in VST’s off-site programs will complete Module 1&2 during their first Orientation Week, and the final module during their on-site terms.
7. NMDP students will meet these requirements in a variety of ways as appropriate for each student.
8. 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.

**Information Literacy Workshops for Fall 2014/Spring 2015** (Register with Library Circulation Desk)

**Fall Term (by date):**

- **Module 1 Introduction to Research Using Web Resources**
  Monday September 8 (9 am – noon)
- **Module 2: Research Strategies for Paper Writing**
  Monday September 8 (1 – 4 pm)
- **Module 3: Writing a Thesis at VST**
  Friday October 10 (9 am – noon)
Spring Term (by date):
  Module 1 Introduction to Research Using Web Resources   Friday January 23 (9 am – noon)
  Module 2: Research Strategies for Paper Writing   Friday January 23 (1 – 4 pm)
  Module 4: Web-based Resources for Past. & Public Ldrshp.  Friday February 20 (9 am – noon)

Assignment and Course Evaluations
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.

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.

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 can be found on page 42.

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.

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.

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.
<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; 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>

**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%.
Guidelines for VST Coursework
A. Certificate in Theological Studies course work expectations:
- All reading as assigned by instructor
- Class participation and group work
- 3-4 pages of writing per Unit (i.e. a 1 Unit workshop requires 3-4 pages of writing; a 1.5 Unit intensive requires 5-7 pages; a 3 Unit 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

B. 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]

Policy on 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.

Assignment Due Dates by Term:
(These are general guidelines. Specific due dates are set each year by the Registrar and noted in the Calendar of Events)
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.**
Policy on 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.

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

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.

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.

Course work not submitted by the due dates will constitute a “Not Approved” for the course and the course will have to be retaken.

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.

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

Remedial Work
Due dates for NAPP re-writes are noted in the Academic Dates Calendar (see page 6)

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.

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.

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.

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.
- No required course will be offered only in Intensive modular format.

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.

Teaching 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 Principal's office.
- The Registrar's Office will collate the responses and provide a summary of the comments and feedback to the instructor.
- The Principal'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.
F. Academic Performance and Student Conduct

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

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 page 44 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.

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

Ethical Conduct for Research Involving Humans
All students whose research involves human subjects shall 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, and complete the procedure for obtaining informed consent from all persons who will be a part of their research.
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.

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).

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.

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).

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.

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 page 44 for a full description of the process and criteria.)

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.
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)

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)
- 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
- PT610 – Best Practices in Leadership for Ministry (3)
- 9 additional credits in Public and Pastoral Leadership (Pastoral Theology; Education; Liturgy; Homiletics; Denominational Studies)
- Ministry Position Paper (non-credit)
- 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)

Plus: Major Exegetical Paper – details follow
Ministry Position Paper – details follow

Additional Elective areas:
- 3 credits in Religious Pluralism
- 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 – Canadian History Seminar (3)
- HIS650 – Anglican History, Theology, & Spirituality (3)
- NT640 – John (3)
- DS500 – Anglican Ethos and Polity (1)
- DS501 – Anglican Liturgy (2)
- DS601 – Anglican Mission and Ministry (1)
- 5 Sacramental Spiritual Retreats (1 credit each X 5)

Presbyterian Church Requirements:
- Either:
  - BIBL500 plus 3 credits of Greek or Hebrew, OR
  - 6 credits of Greek or Hebrew
- DS510 – Practical Presbyterian Polity: Maintenance or Leadership? (3)
- DS515 – PCC Creeds and Confessions: Changing Perspectives (3)
- HIS600 – Canadian History Seminar (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 to a faculty member at the time of their admission. This member or 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 TFE and vocational opportunities as needed, and chairing the Position Paper interview.

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 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.
Ministry Position Paper Guidelines

Purpose
The purpose of the Position Paper on Public and Pastoral Ministry is to assist VST in assessing the ability of Master of Divinity students to integrate both their academic and experiential learnings into a cohesive theological position on 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.]

These competencies may be summarized as:

1. Demonstrate knowledge of biblical themes and their contexts, the ability to articulate one's interpretive principles, and the willingness and ability to integrate biblical themes [wisdom from the world religions] and theology with contemporary contexts and cultural intersections in the practice of ministry.
2. Describe two or three major themes of Christian [Unitarian Universalist] faith and demonstrate the ability to engage in theological reflection on those themes as they relate to major challenges facing contemporary church and society and the practice of ministry.
3. Demonstrate the ability to articulate one's own Christological commitments [theology], how they relate [it relates] to one's denominational tradition, to an historical analysis of the tradition and to an open stance towards “truth” and tradition.
4. Demonstrate the ability to describe the intersection of religious faiths and contemporary culture, and how this intersection might impact one's contribution to public and pastoral ministry.
5. Demonstrate critical self awareness, knowledge of one's gifts and limitations, and self-discernment of one's readiness to offer effective leadership in public and pastoral ministry.

Paper Guidelines
The Position Paper on Public and Pastoral Ministry is an integrative paper of 3,500-5,000 words, normally completed in the first term of the M.Div. student's final year. 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 experience of a VST education.

Process
1. Registration: When registering for the term in which the student will write the Position Paper, the student will register for "PT698 Position Paper – 0.0 credits"
2. The student will notify the Director of Denominational Formation (DDF) or other appropriate faculty person from the PPL Committee, that she/he has registered for the Position Paper in that term.
3. The DDF, or other responsible faculty, will ensure that appropriate instruction, guidance and support are provided to the student either through denominational class instruction or individual conversation.
4. The paper is normally due on the due date for all papers for the term and should be submitted to the review team one week before the review.
5. One month before the paper is due, the student will recruit two reviewers in addition to the DDF. One of them should be a VST faculty member (or sessional lecturer or emeriti professor of the student's choice) normally in the student's denomination or tradition. The second person should be a theologically engaged lay or ordered minister from the student's denomination or tradition. These reviewers should be chosen in consultation with the student's DDF.
6. In addition, the student may choose one other person for moral support and accompaniment, such as a Studio mentor or field education supervisor, who will not be part of the evaluation team.
7. The student will arrange a time for the review, normally during the exam week of the term, and will also arrange a suitable room for the review.
8. The interview should take approximately 1.5 hours:
   - 5 minutes at the beginning to explain the process;
   - 10 minutes for the review team to discuss the paper without the student being present;
   - 60 minutes for the team and student to discuss the paper;
   - 15 minutes for the team to evaluate the presentation, both written and oral, and to inform the student of its decision.
9. The DDF, or other responsible faculty, will ensure that one copy of the signed assessment, with any narrative comments, is submitted to the registrar, and one copy given to the student.
Outline of Theological Field Education at VST

Students in the M.Div. programme at VST are required to complete three units of theological field education or equivalent. The normal flow of TFE Units is as follows:

Year One:  TFE 1 Exploration is normally introduced during PT 500 and carried out in the spring preceding the student's entry into PT 651
Year Two:  TFE 2 Studio is done over two terms during the academic year, September – April as part of PT 651/652.
Year Three:  TFE 3 Practice is usually done over two terms in the third year but may be done earlier after consultation with the TFE Director. Summer Placements may be used to replace all or part of TFE 3. A Unit of CPE (Clinical Pastoral Education) may be used to fulfill one term of TFE 3 requirements.

Goals of Theological Field Education at VST

First Year (TFE 1 Exploration) – In the spring of their first year, students will follow-up on the concluding papers written for PT500. They interview potential mentors who have been recommended to them, based on the vocational direction expressed in their papers. They search for a ministry site (plus its mentor) which provides opportunity to engage and reflect critically on leadership challenges arising from the changing role of church in society. (See Appendix I)

Second Year (TFE 2 Studio) - In the second year, over two terms, students participate in the Leadership Studio PT651/652 which directs and integrates their experience in the field placement.

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 (See Appendix VI “Denominational On-Site Learning Outcomes). Interaction with their mentor 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.

Description Of Theological Field Education Units

All students in the M.Div. program are required to complete three units of supervised theological field education. Though mandatory, these units are not counted in the credit hour requirement of the degree programme nor are students charged tuition for any unit of theological field education. Students should register for TFE when registering for their courses.

The actual hours spent in TFE units 2 and 3 include (a) the Sunday worship service (if appropriate to 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.

TFE 1 Practice

TFE 1 is a unit of self-directed, denominationally guided, pre-requisite preparation for PT651/652. It is normally introduced in the fall term course PT 500 of the first year of a student's M.Div. programme and continues in a self-directed four to six-hour weekly commitment for the Spring Term (ten to twelve weeks). This unit includes 3 “exploration seminars” and progress is recorded in an Exploration Log. (See Appendix I for Expectations of TFE 1.) Note that practicum hours associated with PT551 (“Pastoral Identity and Practice”) are supervised by the instructor and do not fall under TFE credits per se.

TFE 2 Studio (PT 651/652)

TFE 2 is undertaken in the Fall and Spring Terms of the second year of a student's M.Div. programme. 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. (See TFE Handbook for the Site Covenant and PT 651 /652 course description.) Students should plan their academic coursework cognizant of PT 651/652 required time commitments.

TFE 3 Practice

TFE 3 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.
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.

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 given 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.

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:

1. Complete all work in the extension model with summers at the Native Ministries Consortium Summer School.
2. Complete part of a program in extension and part through the Vancouver campus (fall, spring, summer terms).
3. 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.

**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.

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**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 entrepreneurship, 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).

The MA PPL seeks to live out of a theological vision where love is linked to a passion for justice, in which the agenda of theology is that of the hurts and hopes of the world. This means that we are committed to forming leaders who are spiritually, emotionally, intellectually and practically capable of being public theologians, that is of placing themselves in service to others – offering to the world religious reflection and/or faith-based practices such as non-violence, love of the neighbor, community-building, sacrificial livelihood, and reconciliation. The vocation to love God in the world is a wide work that does not discriminate between pastoral and public spheres. We recognize the longing for truth, identity, purpose and belonging at the heart of human life and community as religious work. In this degree, attention is placed in the core curriculum on action-reflection models of learning and contextual analysis. The
theological intellect is honed towards the skills needed for public theologians and leaders — with special attention to the religious literacy needed to take one's place as a leader in a multi-religious (including secular) context; to the visionary capacities of organizers and ecclesial change agents; to ritual, spiritual, rhetorical and communitarian skills needed for engaging the public sphere and individual citizens. Courses attend to spiritual practice as the practice of everyday life, as a street-based attention to faithfulness and therefore disciplined attention to developing a life that makes a difference in the world.

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.

Suitability for Particular Vocations and Occupations

- An MA-PPL prepares people for offering theologically informed leadership in community organizations and institutions such as NGOs, non-profits, para-church initiatives, and community-based development organizations. This is especially the case when a student includes in their program courses from VST's offerings in Indigenous and Inter-Religious Studies.
- In the face of shifts in ministerial preparation in the churches, an MA-PPL, with a credit load of half of the MDiv, may be more achievable preparation for a variety of types of ministry leadership. An MA-PPL may meet denominational competencies for a variety of ordered ministries in some denominations, in some cases with the addition of denominational courses.
- The degree is preparation for various forms of ministries and emerging models of Christian community, for example, as worker-priests and leaders of community-based ministries.
- The MA PPL specialization 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, pastoral counselling centres, and congregations.
- An MA is recognized as preparation for graduate work should a person at some point decide to move to advanced study.

Degree Design & Requirements

The MA-PPL is a 48 credit hour degree, 27 credit hours in required courses, 12 credit hours in designated advanced elective courses, and 9 credit hours in open electives.

Public and Pastoral Leadership will be anchored in 5 courses (15 credit hours) and 3 units of theological field education:

- PT500: Spiritual and Theological Foundations for Public and Pastoral Leadership (3 credits);
- PT551: Pastoral Identity and Practice (3);
- PT651/652: Public and Pastoral Leadership Studio I & II (6)
- PT653: Leadership Here and Now: Advanced Leadership Skills and Practice (3 credits)
- 3 terms of Theological Field Education:
  a. TFE1: Exploration (taken in preparation for the Studio course)
  b. TFE2a: Studio Part 1 (taken alongside PT651)
  c. TFE2b: Studio Part 2 (taken alongside PT652)

Classical Core: Students will take 4 courses (12 credit hours), one course each from the 4 primary theological disciplines:

- Hebrew Bible Introduction (HB500, 3 credits)
- New Testament (either NT500 Synoptics or NT501 Paul, 3 credits)
- Constructive Theology I (TH500, 3 credits)
- History (either HIS500 Christianity and Judaism in Greco-Roman Antiquity or HIS600 N/A and Canadian Church History, 3 credits)

Representative electives

Students will be required to take 4 courses (12 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. These electives should include opportunity to develop post-colonial analysis and an understanding of the impact of globalization.

Open Electives: 3 courses (9 credit hours)

Culminating Assignment
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 a position paper on ministry (see MDiv requirements pg 48) 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 pg …) 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. The Capstone Project and Presentation provides opportunity for students to synthesise and apply their knowledge and experiences from their whole programme. 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 10-15 page paper 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.

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

**Capstone Project competencies:**
The project and presentation will show one’s capacity as a public theologian by demonstrating an ability to be articulate about:

- biblical themes and their contexts, articulate about one’s interpretive principles, and able to integrate biblical themes [and/or wisdom from other religions and spiritualities] and theology with contemporary contexts and cultural intersections in the practice of leadership
- major themes of one’s faith and able 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. (nb: Christology)
- one’s denominational or faith tradition, to an historical analysis of the tradition and to an open stance towards “truth” and tradition
- the intersection of religious faiths and contemporary culture, and how this intersection might impact one’s contribution to public and pastoral leadership.

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 in a diverse community context

**HOW:**

1) A student should speak with the Professor of Public and Pastoral Leadership to determine a point person on the faculty for the student’s project. A proposal (750 words) is due to the PPL faculty point person in the student’s penultimate term in the degree program. The proposal will outline:

- The context in which the leadership challenge or opportunity is situated
- A description and analysis of the leadership challenge or opportunity
- The intended project’s
  - Aims
  - Time frame
  - Delivery
  - Intended outcomes
  - Assessment process
• The competencies for leadership which the student intends to demonstrate
• An outline and proposed date for the presenting the project
• Bibliography

2) The proposal must be approved by the Faculty point person before the student registers for the project and presentation. The Faculty point person will advise the registrar directly via email copied to the student when the proposal has been approved.

3) The student registers for the project with the Registrar.

4) The paper and accompanying product (if any) are due to the faculty members one week prior to the presentation. The project presentation must take place no later than the Friday of the 10th week of the term in which the student intends to graduate.

5) Students present their project to two faculty members, one of whom teaches in the PPL stream, along with other appropriate participants. The presentation will be one hour (1hr) followed by 30 minutes of questions for assessment from the faculty present.

6) Students are responsible for arranging a convenient date and place for the presentation and for inviting all appropriate participants. Faculty members are not normally expected to leave the campus to attend the student's presentation. The Capstone Project and Presentation is either APPROVED or NOT APPROVED. Students have one opportunity, working with a faculty advisor, to re-work the project 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.

WHEN: The proposal is due no later than the end of the 10th week of the term PRIOR to the term in which the student intends to graduate.

The project presentation must take place no later than the Friday of the 10th week of the term in which the student intends to graduate.

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.

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.

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.

If a student in the MA PPL, or that student's denominational judicatory, requires a 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 page 44 for a full description of the process and criteria).

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 to a faculty member at the time of their admission. This member or 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 TFE and vocational opportunities as needed, and chairing the Position Paper interview.
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 18 months students can meet the BC standards requirements and within 24 months students can meet all CASC academic and Clinical Pastoral Education (CPE) requirements leading to certification (excepting post graduate work experience).

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 two full-time years of academic and practical study, which includes a full-time Clinical Pastoral Education Unit over the summer months following a student's first full-time year of theological studies. Those wanting to complete a 4th CPE unit for certification as a Specialist with CASC will either need to have completed it prior to admission in the program, or in the summer months following the 2nd year of full-time studies. 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)
- 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
  o HIS600 Canadian Church History Seminar (3)

Pastoral Identity, Leadership, and Spiritual Care Practice:
- PT500: Spiritual and Theological Foundations for Public and Pastoral Leadership (3)
- PT651/652: Public and Pastoral Leadership Studio I & II (6)
- CPE Basic Unit I with directed studies in Pastoral Identity or PT551 – Pastoral Identity (6)
- CPE Basic Unit II with directed studies in Professional Ethics (6)
- CPE Advanced Unit I with directed studies in Leadership or PT653 – Leadership Here and Now(6)

Plus:
- 3 Units of Theological Field Education:
  o TFE1: Exploration (taken in preparation for the Studio course)
  o TFE2a: Studio Part 1 (taken alongside PT651) in a faith-community setting
  o TFE2b: Studio Part 2 (taken alongside PT652) in a faith-community setting

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)

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.
J. MATS Program Guidelines

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) Public and Pastoral Leadership

[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 Public and Pastoral Leadership 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.

Coursework:
The MATS is a first, general theological degree which requires that students complete 21 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 enquiry 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, Public & Pastoral Leadership, 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 Public and Pastoral Leadership concentration requires students to take at least one unit (2 terms) of theological field education as part of their program. A Criminal Record Check is required prior to beginning this placement (see page 49 for details)

All students in the MATS Program must complete 9 hours of Information Literacy workshops, coordinated by the Director of the Library (Information Literacy workshops do not accrue academic credit). A student may petition for exemption from this requirement which may be granted after an interview with the Director of the Library.

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).
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.

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.

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.

MATS THESIS OPTION: 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

Vancouver School of Theology continues its long standing partnership with First Nations communities and its partnerships with inter-religious communities through Iona Pacific Inter-religious Centre to make possible a M.A. in Indigenous and Inter-religious Studies.

Purpose:
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.
Primary goals of the program:
1. To enhance theological expertise that is interdisciplinary in nature and cross-cultural in expression.
2. To foster innovative theological research, transcending comparative study, to develop integrative faith-based knowledge and skills which address critical local and global needs in such areas as ecology, conflict, colonialism and globalization.
3. To acknowledge the historical and contemporary role of the indigenous North American spiritual and intellectual tradition(s) as a world religion.
4. To equip people for engagement in indigenous and inter-religious community life.

Program content, duration and location

Content:
The program will enable students to study the heretofore largely unexplored interface among indigenous religions, Judaism, Islam and Christianity and their application in the world. 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 6 credits
(courses in one or more traditions)
Sacred texts 6 credits
(including oral traditions)
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
A 75 – 90 page thesis (see MATS Thesis guidelines for more information, page 59)

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

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)

Duration

This degree is a 45-credit hour program and can be completed in the equivalent of two years of full-time study, including summer programming. However, 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. Students admitted may be credited for courses of up to fifty per cent of credits already completed elsewhere in satisfaction of the core requirements.

Location

In most cases, at least one-half of the degree courses will be provided on VST’s main campus or at approved extension sites or in conjunction with web-based course delivery. It is anticipated that students will also be engaged in learning and research projects at off site locations which have the appropriate instructional, research and peer community resources consistent with and supportive of the student’s course of study. Completion of course requirements will include at least some course work through the Native Ministries Summer School and/or Iona Pacific programming in the VST Summer School.

Admission

Admission requires a baccalaureate degree from an accredited institution or the educational equivalent. For indigenous students, Yuuhaadax will be part of the assessment consultation. For others seeking recognition of equivalent experience or work, an assessment tool will be used.

Distinctive Resources

In addition to its own core and adjunct faculty, VST has available a range of resources for the program. The Iona Pacific Inter-religious Center offers expertise in the Abrahamic traditions and will bring Visiting Scholars, post-doctoral Fellows and other specialists to the degree courses. VST’s partnership with the Center for Indian Scholars, the Native Ministries Consortium and Wilp Wilxooskwilh Nisga’a makes available a number of traditional and academic educators in the field of indigenous knowledge. Proximity to Simon Fraser University, the University of British Columbia and other Vancouver-area post-secondary institutions affords other research interactions, and appropriate course credits may be accepted from some of these institutions for transfer into the MA IIS, as determined by VST.

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.
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. (p. xx-xx in the Supplementary Calendar). 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

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits</td>
<td>Research Methodologies and Theological Disciplines</td>
</tr>
<tr>
<td>12 credits</td>
<td>Courses in the area or discipline of study</td>
</tr>
<tr>
<td>6 credits</td>
<td>Courses in theological fields outside the area of study</td>
</tr>
<tr>
<td>6 credits</td>
<td>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</td>
</tr>
</tbody>
</table>

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.

Thesis and Project

Dates: See the “Major Paper and Thesis Due Date 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.

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**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.
M. Student Support at VST

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.

Overnight accommodation
Because of the sale of the Iona building, during the 2014–15 academic year there will be 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://www.housing.ubc.ca/student–residences–van/commuter–hostel.

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.

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.
- A different Covenant Group, facilitated by a member of the VST faculty, will be held on Mondays, Tuesdays, or Wednesdays, 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.

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.

Spiritual Direction
Spiritual Direction, for those who may not be familiar with it, is a practice of long standing within the Christian tradition which seeks to support individuals in the exploration of their relationship with the divine so that they may know God more intimately as that God is revealed to us in Christ Jesus and serve the Holy One more effectively in the life of the world. Spiritual Direction invites individuals to bring all of themselves and all of their life experiences to the process of direction. For students, these experiences will include, but not be limited to, the joys and challenges of community life, the stress and demands of assignments and deadlines and integration of the new theological knowledge and insight into their spiritual practice and into the larger context of their spiritual lives.

Jamie Powers, a graduate of the Master of Arts in Theological Studies Program, will be available 8 hours a week to meet with students in room 223. The service will be offered during term and examination weeks. There is a user fee of $10.00 for each hour session. If you have any questions about Spiritual Direction please feel free to contact him at 604-827-3438.

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. Emergency grants are normally distributed in amounts up to $500.00 per academic year. Students can approach the Directors of Denominational Formation or the Registrar to discuss accessing these funds.

N. Finding Things at VST

Student Paper Submission and Pick-Up
The Library Circulation Desk is the place to: turn in papers and written messages to faculty, 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.

Office Locations: VST Administration offices are located on the 3rd floor of St. Andrew’s Hall.
- Registrar – 301F
- Financial Aid – 301F
- Accounting – 304
- Dean - 301G
- Spiritual Direction – 302F

Mail and Communications

Incoming mail — External mail is usually sorted and ready by noon.

Change of address — It is important that students notify the Registrar’s Office of an address change as soon as possible.

Leaving messages
Written messages may be taken to SAH Quad 204 and left in the appropriate mailbox. Email and voice mail are the easiest way to leave a message for faculty and staff.
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.

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.

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.

O. VST Structure

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.

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.

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

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
Administrative Staff Group (ASG)
ASG consists of the Principal, Dean, Director of Native Ministries, Director of Finance, Director of Iona Pacific Centre and Director of Housing Operations. ASG coordinates and is responsible for the School’s administrative life.

Dean’s Advisory Council (DAC)
Composed of the Dean, Registrar, the Director of Native Ministries, 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.

Awards and Bursaries Committee (ABC)
Chaired by the Registrar, the ABC includes the Financial Aid Officer and one representative from each sponsoring denomination. The committee determines the distribution of bursaries and awards, as well as H.R. MacMillan Clergy Grants.

Other Associations and Committees

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.

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.

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.

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.

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.

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 mezzanine 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 noticeboard for information on events and information of importance to VST students.
P. 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

Vancouver School of Theology Financial Aid Policy and Tuition Support Plan

Financial Aid can be requested by students registered in VST degree or diploma programs, for 25%, 50%, 75% or 100% of tuition, based on the student's amount of financial need and registration status as indicated on the Financial Aid Application Form.

Application Deadlines: (Interviews may be required if there are any questions about an application)

1. April 1st for Summer Term (50%) bursaries OR if requiring 100% support (work/study) for Fall/Spring
2. September 15th for Fall Term Updates and new Applications requesting up to 50% support for Fall and/or Spring
3. 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, i.e. The Anglican Church of Canada, The Presbyterian Church in Canada and the United Church of Canada
2. Canadian students in degree programs
3. International students in degree programs
4. ‘Permission to Register’ students may be considered as funds allow (maximum 50% tuition support eligibility)

Criteria for Awarding Financial Aid

a) All full-time and part-time students are eligible to apply for a bursary (applied directly to their tuition account) of either 25% or 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) 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
   • Students will be paid through the regular bi-monthly pay cheque system and would be expected to use the pay toward their tuition payments
   • 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.
d) 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.

e) In all cases, tuition support will not exceed actual tuition charged in any academic year.

f) 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.

h) 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.

j) Bursaries are granted only for tuition credit in the specified term and cannot be deferred.

k) A Pastoral Emergency Fund is established for distribution as discretionary grant funds in emergency situations through the Financial Aid Officer. Emergency grants may not exceed $500.00 for any particular student in an academic year.

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.

Thanks
All students receiving funds from named bursaries are asked to thank the donor in a personal note, sharing their experience at VST and their educational progress. This small gesture encourages donors to continue giving. Where there is a living donor, their name and address will be included in bursary letter sent to students informing them of their bursary each term. Students who have received financial aid are also expected to attend any Donor Appreciation events (normally held once/year). Many donors attend and enjoy meeting VST students face-to-face.

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.

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.canlead.ca

The Vancouver School of Theology code for this application is APAP.

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.

**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).**

**HR MacMillan Fund – Clergy Grants Policy**

VANCOUVER SCHOOL OF THEOLOGY H.R. MACMILLAN FUND COMMITTEE
Revised March 8, 2012

**Purpose:** To establish a program of research, scholarship and training and in particular to afford members of the teaching staff of Vancouver School of Theology opportunity for advanced study in larger centers. To establish fellowships in order to attract the services of visiting lecturers expert in their field, to offer post graduate courses, to afford opportunity for studies abroad for those showing competence in special fields, to offer short term refresher courses for the Clergy through the Province of British Columbia and to undertake such other projects of a similar nature as the governing body of Vancouver School of Theology may decide upon from time to time, it being the wish of the donor that in the advanced studies and training undertaken hereunder there shall be the greatest degree of cooperation with other denominations, including exchange of personnel, results of research and of study.

➢ 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

Notification should be sent via fax or email directly to the VST Registrar at registrar@vst.edu or fax 604-822-9212

➢ Grants shall not be made for a course already completed by the applicant.

➢ Priority will be given to applicants continuing their education at Vancouver School of Theology.

➢ Requests from lay applicants will not be considered.
Requests from applicants outside of British Columbia for non-VST courses will not be considered.

Grants to applicants for continuing education courses will be restricted to a maximum of $350 per fiscal year (May – April).

Retired Clergy will not normally be supported. Retiring Clergy exercising accountable ministry may apply to the fund for programs related to the exercise of ministry.

Clergy on Leave of Absence will not normally be supported.

Support for Clinical Pastoral Education applicants only after they have supported themselves through the first two units.

For Students residing in B.C. and registered in a VST degree or diploma program: all full-time and part-time students are eligible to apply for a 50% tuition credit based on credit hours taken, up to the maximum number of required course credit hours to complete the program in which they are registered. Awards are made based on demonstrated financial need.

Q. Worship at VST

The VST curriculum assumes that worship is central to formation for ministry. The School seeks to provide a community of worship, learning and service concerned for and committed to the mission of the church in today's world. Worship at VST serves as a means of offering praise and thanksgiving to God. All services are open to all who wish to attend.

1. Regular times are set aside in the weekly timetable for worship at VST. General guidelines for the conduct of worship at VST are set out by the Worship and Spiritual Life Committee as follows:

VST COMMUNITY WORSHIP GUIDELINES
Adopted October, 2010; Revised May, 2014

The Worship and Spiritual Life Committee, on behalf of Faculty Council, has formulated the following guidelines for use at Community Worship. We ask that presiders and worship teams keep them closely in mind when planning and carrying out the weekly worship services. Please share them if you have invited a guest presider.

- In a community of diversity, choices and options are paramount. When the worship includes Communion, please always provide both wine and juice available in both chalices and Communion glasses and designate enough servers and stations accordingly.

- Those distributing the bread should wash their hands with soap and water (basin, soap and towels provided) prior to distribution. Rather than each communicant touching the loaf, the one serving should be the only one touching the bread.

- Bread that lends itself to being broken easily and without many crumbs will be provided by VST each week. This applies also to the gluten-free items which will also be available on the Communion plate, contained so that it doesn't touch the wheat product.

- The norm is that children receive communion if it is the desire of their parents to have them do so.

- Those organizing and leading worship are responsible for producing and copying the service leaflets.

- Do everything possible to keep the service within the one-hour time frame!

- Over the years, VST has established some general dimensions for reflecting the school's ethos in our worship language and imagery. These are:
Language about the People of God

Language in liturgy, prayer, hymns or other music and in sermons should include all the people of God. VST discourages the use of language that excludes on the basis of gender, race, age, mental or physical ability and socio-economic status. When referring to God’s people, the leader should use words and phrases such as God’s people, humanity, humankind, people, friends, ancestors, descendants, etc., to reflect the diversity of the VST community.

Language about God

Many metaphors are used to draw closer to God: father, mother, king, wind, water, rock, mountain and many more. The exclusive or excessive use of masculine terms and pronouns for God in liturgy, hymns or other music and sermons is discouraged. Leaders are encouraged to use alternative metaphors and to avoid the use of gender-specific pronouns and to be attentive to the language in the hymns and prayers which they choose.

As lived in the life of the community, the dimensions also relate to:

- gender inclusivity and feminist interpretations
- post-colonial interpretation
- care for the earth
- avoidance of super-secessionism
- respect for all religions
- multicultural sensitivity.

- The responsibility for worship music ultimately rests with the weekly presider/student leader. The VST Chapel Assistant/Music Coordinator works with this group to arrange for music provision. In the event of any conflicts, those involved should contact the Worship and Spiritual Life committee chair and/or the Denomination Directors of Formation.

- Use appropriate substitute language for the Tetragramaton whenever possible to avoid speaking the name aloud.

- The Revised Common Lectionary NRSV text from the Sunday previous is normally used, but flexibility is always possible and at the discretion of the worship leaders

- A spoken or written statement should appear in some appropriate way at Community Worship to acknowledge that VST is located on “the traditional, ancestral and unceded territory of the Musqueam Nation.”

Procedures for VST Community Worship

1. During the fall semester, responsibility for Community Worship is assigned to members of the faculty (or guests). Students and Staff are invited to sign up to help plan and lead worship. The Worship Committee strongly encourages faculty to use student advisees at all levels to ensure fair participation among the student body.

The spring roster is made up of assigned teams to include all graduating year students, each with a faculty member. Responsibility for convening each team is assigned to a graduating year student. Primary responsibility for planning the service belongs to the graduating students. Services include prayers for alumni in different regions of the world and a prayer roster is provided for worship teams.

2. Worship begins at 12:00 pm every Thursday during the semester and ends at 1:00 pm.

3. The Sacrament of Holy Communion will be celebrated at the beginning and the end of each semester and at other times at the discretion of those planning worship. Teams leading worship that includes the celebration of Holy Communion are responsible for finding an ordained person to preside. Given the ecumenical nature of the VST community, both wine and grape juice are served at Community Worship services. When stations for communion are used, the order from the centre out is bread, juice, wine. This pertains to both sides of the Chapel. The wine and white grape juice which are provided by the Worship Committee are kept in the Sacristy. For denominations whose tradition is to use individual glasses, there is a supply in the Sacristy cupboard.

4. The consistent use of inclusive language in worship is strongly encouraged. The issue runs deeper than including all people present at worship and reflects how we image God. Many resources are available to help worship planners use inclusive language creatively in worship — hymns, readings, prayers and sermons.
5. The normative service of worship in the VST community is in the Christian tradition. On occasion, services of other traditions are also offered.

6. Use of copyrighted music and other materials for worship:
VST policy with respect to copyright music resources is that only music for which copyright consent is held, or is being obtained, is to be used in VST worship. Music and words held in the public domain may be used as desired. As a general rule, copyright indications are given at the bottom of the page upon which a song appears. Where none is given, it is reasonable to assume that the piece is in the public domain.

There are now several worship music resources in the VST Chapel that correspond to today's standards of inclusive language, including the Anglican Church, the United Methodist, The United Church and the Presbyterian Church hymnals, a smaller number of US Episcopal hymnals and PCC Psalters.

Any use of other copyright resources is the responsibility of the person leading worship for that particular day. VST subscribes to LicenSing annually.

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.

R. VST Community Events

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).

Principal’s Lunches
One Thursday a month, the community assembles following Community Worship for a lunch hosted by the Principal’s Office. From time to time, the Principal’s lunch may include a visiting speaker, a forum on an issue, or a discussion of curriculum.

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 website.

Workshops
When need arises, workshops can be organized to focus on a specific aspect of community or student life. Workshops are typically arranged by students for students. For more information, students are encouraged to check with the Dean and/or Principal. VST also regularly organizes workshops on the following topics: Positive Space (LGBTQI issues), Inter-cultural communication and Professional Boundaries.

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.
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.

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.

Convocation
The VST community gathers to celebrate the achievement of those receiving certificates, diplomas and degrees each year. Convocation will be held Monday, May 11th, 2015 at Shaughnessy Heights United Church.

S. UBC Campus & Beyond

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
- Lutheran Campus Centre (604) 224-1614
- University Chapel (604) 224-2700
- University Hill United Church (604) 224-7011

Public Transit
The bus loop is located east of the UBC Student Union Building and the following buses service the loop:
No. 4  UBC/Powell (via 4th Avenue to downtown)
No. 9  UBC/Boundary (via Broadway to Boundary)
No. 10 UBC/Hastings Express (via 10th Avenue and Broadway to downtown)
No. 14 UBC/Hastings (on weekends)
No. 25 UBC Brentwood (via 16th Avenue and 25th Avenue to Brentwood)
No. 41 UBC/Joyce Station (via 41st Avenue to Joyce Station)
No. 49 UBC (peak hours)/Metrotown Station (via 49th Avenue to Metrotown Station)
No. 84 UBC/VCC-Clark (4th Avenue to VCC-Clark Skytrain station)
No. 99 UBC/Broadway Express

Transit schedule information is available on-line at www.translink.bc.ca. or by phone at (604) 953-3333. Bus tickets, monthly passes and Fast Trax stickers can be purchased at the AMS Ticket Office in SUB.

UBC Student Union Building (SUB)
SUB contains a cafeteria, movie theatre showing four movies each week for $3.00/show (programs can be obtained from the Speakeasy counter in SUB), offices of various student organizations, a sporting goods shop, a delicatessen, several take-out food counters, and a stationery shop that sells some toiletries in addition to stationery supplies. SUB also houses a copy centre, a computer centre, a professional word-processing service, a Travel CUTS travel agency, a Ticket Master Outlet, and the Pit Pub.

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
There is a Canadian Imperial Bank of Commerce in the UBC Village. VanCity, Scotia Bank, Bank of Montreal and TD Canada Trust banks have cash machines in SUB.
Shopping
The UBC Village (University Boulevard near Wesbrook Mall) has two small grocery stores, a health food store, pharmacy, drop-in medical clinic, video rental outlet, bank, computer stores, a number of restaurants and two copying/printing service centres. On West 10th Avenue, just outside the University gates on University Blvd, there are stores of all kinds, banks, a variety of medical, dental, insurance services, and restaurants.

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 Centre for Continuing Education
Located across from the Iona Building's north side, this office offers a wide variety of evening programs, weekend workshops and courses.

Campus Events
Every two weeks UBC publishes UBC Reports which lists the week's events, such as lectures and musical programs. A number of UBC Campus and degree program specific newspapers also report upcoming events.

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. The Coordinator can provide further information by phone at (604) 822-5343.