VST | THOUGHTFUL ENGAGED GENEROUS

STUDENT HANDBOOK 2025 – 2026

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Contents

A. General Community and Administrative Policies

1. **VST's Theological, Educational, Curricular, and Communal Commitments**

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

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

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

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

2. Student Responsibilities
Responsibility for course selection to fulfill program and degree requirements rests with the student. The Registrar, Directors of Denominational Formation, and all faculty members are available to give advice and guidance.

It is the student's responsibility to read and understand the academic policies and procedures as set out in this Student Handbook and in the course descriptions and syllabi. Additional information about regulations and deadlines will be communicated by the Registrar during the term.

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

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

4. Language of Worship/Words We Choose
The language used in worship at VST ecumenical services should be consistent with the mission and values of the school and reflect our theological diversity and ethos of the community. Worship leaders are encouraged to be thoughtful in their choice of language with attention to experiences of the gathered community. General principles

to guide this include: seeking balance between the historical and the new; finding words that iDnclude all the people of God and don't exclude on the basis of gender, race, age, ability or social economic status; using a variety of metaphors to draw close to God: Mother, Father, King, Water, Wind, Spirit, Divine, Creator. Language considerations should include attention to gender-inclusivity, post-colonial interpretation, avoiding super-secessionism, respect for all religions, and multicultural sensitivity.

5. VST Anti-Harassment Policy

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, study, 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 VST, or if you, as a student, become aware of a harassing situation.

VST treats 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. VST will discipline anyone who has harassed a person or group of people. VST will discipline managers who do not act properly to end harassment.

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

6. Privacy Policy

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

Vancouver School of Theology collects through its website, by phone, email, 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, as well as 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.) All cloud-resident data is stored, used, and disclosed in full compliance of the Freedom of Information and Protection of Privacy Amendment Act (FIPPA)."

7. Disability Resources

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

Students should contact the UBC Centre for Accessibility if you have any questions about accommodations. The office has several advisors who have professional training and expertise related to promoting post-secondary

access and providing accommodations for students with disabilities. Advisors take a case management approach to service delivery. Each client is assigned a primary advisor; however, if that person is not available, another advisor may handle queries. A computerized database facilitates this process. See the UBC Centre for Accessibility webpage: https://students.ubc.ca/about-student-services/centre-for-accessibility/registering-centre-accessibility.

At VST, the Dean can help with the process of making sure appropriate accommodations are provided to students with documented disabilities or can assist a student in contacting the UBC Centre for Accessibility. A student requesting accommodations is encouraged to communicate directly with their instructors; however, the student is not required to share documentation about their disability or condition with anyone other than the Dean. The Dean will retain a record of a student's accommodation requirements in strict confidentiality. VST is committed to confidentiality in accordance with BC's Freedom of Information and Protection of Privacy Act. By working with the Dean to receive appropriate accommodation, a student gives permission for the Dean to share the minimum information necessary with faculty members to ensure that accommodations are provided.

Exemption from Language Requirement
Exemption from the language requirement in any degree program of the School may be granted if the student has a documented disability that affects language learning.

8. Scent-Free Community Policy
VST cannot guarantee that sensitive individuals will be able to avoid all reactions to environmental, chemical, and scented products while at the School, but states the following policy to minimize possible occurrences:
- VST is a scent-free building. All staff, faculty, students, and visitors should avoid the use of scented personal products when attending any activity at the School that involves the designated scent-free areas.
- VST will purchase and use cleaning products that are environmentally friendly and contain no or minimal scents.

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

9. Appropriate and Responsible Use of Information Technology and Services and Social Media
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 other networks to which the School's network is interconnected.

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

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

Responsible Use
Responsible use of computing and communications facilities and services requires that the user:
- Respect the legal protection provided by copyright and license to programs and data.
- Respect the rights of others by complying with all School policies and agreements regarding intellectual property.
- Respect the rights of others by complying with all School policies regarding sexual, racial, and other forms of harassment, and by preserving the privacy of personal data to which one has access.

- Respect the privacy of others by not tampering with their files, passwords, or accounts, or representing others when messaging or conferencing.
- Use only computer IDs 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.
- Remember that no material from Zoom classes, including screen capture pictures of fellow students, professors, and CTAs, can be posted to Facebook or any other social media without the express consent of the affected individuals.

B. Signposts of our Life Together

"We will mark our way to God with signposts—and not be lost." – 5th Century Anonymous

As a community nurtured, illumined, and set free by God's Spirit, we respond in gratitude and commit ourselves to our Signposts as a means of expressing the abundance of God's love. The signposts which follow speak our intention to live together as well as we can, knowing that we struggle as fragile creatures held in our brokenness by grace which is beyond all understanding.

Signposts for a Teaching/Learning Community

God is central to our life together. Our passionate commitment to the living Christ sustains us in all that we do.
We will entrust ourselves to God who calls us to shared mission for the world.
Worship will lie at the heart of our community; we honour and respect diversity in our prayer and ritual.
We will pray with and for each other.
VST affirms that God is revealed in the diversity of religious traditions recognized in and by the global human community. We honour the wisdom and companionship of those of other traditions.

Signposts for Communal Engagement

We will live with integrity;
We will model and embrace direct and intentional communication;
We will speak to an issue without personalizing; we will not demonize the other;
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 practice self-awareness and 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 and global communities;
We will be honest about what has to be let go;
We will practice communal and personal discernment in our speaking, listening, and keeping silent;
When it is time for closure, we will call it and move on to the next important work.

C. Registration and Financial Obligation

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

A permanent record of all student registrations and academic work is kept in Populi. 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 604-827-4748 or privacyofficer@vst.edu.

1. **Registration Guidelines**

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

   The Registrar also assists the student in planning and executing their program of study. Students may meet with the Registrar before each registration period to plan that term's work and review their progress in the program. Directed studies and transfer credit requests must also be processed through the Registrar's Office.

   All students registering for degree credit should do so by the following dates:
   > Summer Term: June 15
   > Fall Term: August 31
   > January Interterm: December 15
   > Spring Term: January 15

   How to Register for Courses
   Timetables and course descriptions can be found in the Current Students section on the VST website. Students should preview the course offerings and select courses which fulfill the requirements of their program. Program requirements are found in this Handbook and on the VST website. Students should use the Degree Audit function on Populi, VST's Student Portal and Learning Management System (LMS), to see what requirements have been completed and which ones are still outstanding.

   When students know which courses they want to take, students will self-register through Populi. Registration policies and deadlines are posted on the Registration page on the website. All students are required to sign an Enrollment Agreement (via Populi) after their initial registration each Term, agreeing to abide by VST's student policies. Tuition is payable upon registration and can often be paid over several instalments as outlined on VST's Registration webpage and in Section D of this handbook.

   Students may add or withdraw from a course without penalty until the Add/Drop Date of each Term on Populi. After the Add/Drop Date, students will need to contact the Registrar to make changes to their registration and enrolment. Note that all students must be registered before attending any class. See Section D for VST's Withdrawal policy.

2. Student Categories and Program Status

i)   **Certificate Student**
A student who is enrolled in the Continuing Education Certificate in Theological Studies.

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

iii)   **Unclassified Student (Permission to Register)**
In certain cases, a student may be granted permission to register for degree credit without 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 fall under this category. Normally a student will be limited to 18 credit hours total under this category, beyond which a student must apply to a VST diploma or degree program in order to continue taking courses.

iv)   **Auditing Student**
A student who participates in a course at VST but does not complete assignments nor receive degree credit for the course. Permission to audit a class must be obtained through the Registrar's Office, and at times permission must be granted from the instructor of the class. Auditors pay 50% of the degree tuition rate.

v)   **Full Load and Full-time Status**

Diploma/Master of Arts (DTS, DDS, ADDS, MAIIS, MAPPL, MATS)
To complete a diploma or Master of Arts degree within the designated timeframe, a student must enrol in a full load, consisting of 12 credit hours/term (or 24 credits/year). Students enrolled in 9 credits/term maintain full-time status for tax purposes. Canadian students enrolled in at least 60% of a full load (7.5 credits/term) are eligible for Canadian student loans. Americans enrolled in at least 50% of a full load (6 credits/term) are eligible for US student loans. Note: January Interterm registration is considered part of Spring Term enrolment and Summer School is considered part of Fall Term.

Master of Divinity (MDiv)
To complete a Master of Divinity degree within the designated timeframe, a student must enrol in a full load, consisting of 15 credit hours/term (or 30 credits/year). Students enrolled in 9 credits/term maintain full-time status for tax purposes. Canadian students enrolled in at least 60% of a full load (9 credits/term) are eligible for Canadian student loans. Americans enrolled in at least 50% of a full load (7.5 credits/term) are eligible for US student loans. Note: January Interterm registration is considered part of Spring Term enrolment.

Master of Theology (ThM) or Graduate Diploma in Theological Studies (GDTS)
To complete a ThM within the designated timeframe, a student must enrol in a full load, consisting of 6 credits hours/term. Students enrolled in 6 credits/term maintain full-time status for tax and student loan purposes. Note: January Interterm registration is considered part of Spring Term enrolment.

	Total credits required for degree	No. credits per year for full-time status	Credits for a full load	Number of years if taking full load
Diploma DTS, DDS, ADDS	18 - 24	18	18 -24	1
Master MAIIS, MAPPL, MATS	48	18	24	2
MDiv	90	18	30	3
ThM	24	12	12	2
GDTS	12	12	12	1

Students with a Documented Disability

Students with a documented disability are considered full-time with a lower course load (2 x 3 credit courses/term). Please speak with the Dean regarding this.

vi)   **Writing a Thesis and Full-time Status**

A student writing a thesis has full-time status if:

A student registers for and writes the thesis in one term only or;

A student registers for and writes the thesis over two terms and takes one additional course/term.

vii)   **Clinical Pastoral Education (CPE) and Full-time Status**

Intensive CPE units or residencies (12 weeks in length) are considered full-time status through the term. Extended CPE units or residencies (6-8 months in length), alongside 1 additional course per term grants a student full-time status (considered 60% full-load for student loan purposes).

viii)   **International Study Permits and Full-time Status:**

International students must be enrolled with full-time status to be eligible to work while a student at VST. In addition to the above-outlined designations for full-time status, International students are considered full time for the purpose of working in Canada if one of the following is true:

-    They are registered for 18 credit hours over the full academic year, or 15 credits plus TFE-E, TFE-P, TFE-FC, (Summer, Fall, Spring) with at least 6 credits in both Fall and Spring terms or;
-    They are registered in at least 6 credit hours, or 3 credits and Field Education, over the last two terms prior to the completion of their program, provided they were full-time over the previous academic year.

ix)   **Active Program Status**

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

Deferral of Enrollment

Once accepted into a program of study, a student may choose to defer enrollment for up to two full years from the originally indicated term of registration. Students are responsible for communicating in writing their decision to the Registrar as well as to meet with the Registrar once they are ready to enroll in their program of study. Note: It is not guaranteed that scholarships can be deferred.

Maintenance Status

A VST student who is involved in research and writing related to their program but not enrolled in any courses will be registered for Maintenance and charged a maintenance fee as well as all applicable student fees. Maintenance Status permits the student access to all VST student

resources and faculty/administrative services. The fee will be charged each term a student wishes to maintain student status, up to a maximum of 4 terms in their program, at which point the student must either enroll in a course, graduate, or withdraw from their program at VST.

Leave of Absence
A student may request, in writing, a leave of absence for up to one year, renewable upon written request for another year, up to a total of two years. These are usually granted by the term. Requests shall be submitted to the Dean. Approved Leaves of Absence are not considered part of a student's study time in determining their statute of limitations (i.e. the 'clock' stops).

x)   Inactive Program Status
Once a student has been admitted to a program and begins their enrolment, it is expected that they will maintain active status as outlined above. A student's program status will be changed to "inactive" in the following cases:

Failure to Register
If a student active in a program of study does not register in any term of study (excluding Summer term) and has not formally requested a Leave of Absence, they will receive notice 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 Registrar's Office for two 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 two-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 two or more years, the student will be considered to have dropped out of their program of study and will need to reapply to the Admissions Committee in order to continue with study at VST.

3. Accounting Office Policies

Maximum Permitted Cash for Payment of Tuition and Fees
In a report released by the Minister of Attorney General, concerns were raised regarding money laundering in British Columbia. The report can be found at https://news.gov.bc.ca/files/Dirty_Money_Report_Part_2.pdf. This report (page 265) alleges money laundering activities in British Columbia's public post-secondary system.

Due to these concerns, VST must limit the amount of cash accepted in lieu of payment for tuition and other fees. This limit is $750 in cash per term. The remainder of amounts owing must be paid by other methods made available (e.g. cheque, credit card, e-transfer).

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.

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 may request a deferral from the Dean or the Director of the ISP by submitting the required form via Populi. Permission will be granted by the Dean or ISP director and communicated to the Accounting Office.

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:

- The Accounting Office will send a statement indicating the existence of the credit;
- 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, or by e-transfer);
- 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;
- If, after 12 months, a student has neither registered for a subsequent course, nor provided a mailing address to which the refund can be sent, the credit will be absorbed into the operating costs of the School.

At all times the conditions incumbent on the School by the BC Student Aid program will be observed.

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, Facilities, and Library. When necessary for the functioning of their responsibilities related to services for students, financial information may be shared among senior administrative officers. The VST Privacy Policy is not affected by this internal use of information.

4. Transfer Policies and Guidelines

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

VST requires that at least half of the degree be completed at VST. As such, no more than half of the total credit hours can be transferred into a VST degree program (i.e. 45 credits total for the 90 credit MDiv degree; 24 credits total for the MA degrees).

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

Students applying transfer credit through work completed elsewhere must have completed that work no more than eight years prior to admission to VST. Only courses in which a student has received a B- or better qualify for transfer consideration.

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 members. Official transcripts, course outlines and syllabi, and any pertinent evaluations must be made available for allocating decisions.

Advanced Standing

In a number of cases, a student may have completed coursework 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:

Without Credit: rather than be required to duplicate material, students may be exempted from particular coursework 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.

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

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

Clinical Pastoral Education
Students who have completed a unit of CPE are eligible to receive 100 hours of credit towards one term of Theological Field Education: Leadership in Faith Community (TFE-FC1 or TFE-FC2). Students who wish to receive exemption from TFE 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, they may petition the PPL Committee for additional credit following one year of VST's program. There is no guarantee that additional credit will be given, and the decision-making body will make its decision based upon the student's current degree program, the number of credits previously transferred and the student's performance in her or his present degree program.

5. Registration in Special Programs and Courses

i) Cross-Registration of Courses
VST has a relationship with Regent College and St. Mark's College, our theological neighbours on the UBC campus and students are welcome to take advantage of course offerings at them. In all cases, the VST Registrar will confirm eligible courses for transfer, and a form with signatures from both the home and host schools is required in additional to all registration forms from both institutions before taking the course. Forms are available from the VST Registrar.

ii) Directed Studies: Policies and Procedures
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 diploma or degree program, unless otherwise noted under the specific 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.

The procedure to obtain permission to pursue a directed study is as follows:
1. The VST student and VST faculty member have a conversation about the possibility of pursuing a directed study, and outline the basic content, readings, and evaluation that would become part of the study. These details are outlined on VST's "Course Agreement Form" (https://vst.edu/students/forms/) or from the Registrar). Note: The initial outline can be preliminary, with full details to be added after the Study has been approved by the VST President and Academic Dean.
2. The preliminary Course Agreement Form is submitted to the Academic Dean for review.
3. If approved, the Course Agreement Form is completed in full, with a detailed outline of content, readings, and evaluation to meet the requirements for academic credit as described below. The form should include a title for the course, as well as the number of academic credits being completed. The course number will be assigned by the Registrar's Office.
4. The student and instructor sign the completed Course Agreement Form and submit it to the Registrar's Office no later than the drop/add deadline each term (normally the end of the 2nd week of classes). The Registrar will obtain the signature of the Academic Dean and register the student for the class.

Note: Directed Studies will be brought to Faculty Council for information, preferably before the course commences.

Academic Requirements for Directed Studies:
*Note: amounts of contact-time, reading, and writing are per credit hour. If the course is a 3-credit hour course (the normal weight for a course), multiply by three. See "Guidelines for VST Coursework: Reading, Writing and Research Expectations" in Section E of the Handbook.

Meetings Between Student and Instructor:
Normally 2 meetings of 1.5 to 2 hours each, including an initial meeting to set up schedule of meetings, readings, and assignments [total of 3-4 contact hours per credit hour].

Readings and Assignments for Meetings:
An appropriate bibliography should be established, along with a schedule of when the readings will be covered for the meetings. The guidelines for classroom-based courses can assist in establishing an appropriate Directed Reading bibliography. Total amounts of reading are usually increased in a Directed Reading format course.
    Basic Degree level: 250 - 350 pages of reading per credit
    Advanced Degree level: 400 - 500 pages of reading per credit

Written Assignments:
It is helpful for the student to prepare a brief written assignment (500-750 words, 2-3 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.

> Basic Degree level: Total writing assigned 5 - 8 pages of writing assigned per credit
> Advanced Degree level: Total writing assigned 10 - 12 pages of writing assigned per credit

iii)   **Academic Credit for Co-Sponsored Conferences and Events**
When a co-sponsored event or conference at VST offers possibility of a coordinated academic course, the following will apply:
- The student will set up a Directed Study course with an appropriate faculty member, under the normal procedures for such setting up and registering such courses. The course will be registered as a 3.0 credit hour course.
- The student will register for the conference and pay the conference rate using the stated conference procedure.

The student will be charged tuition for 1.5 credit hours through the normal VST registration and tuition charge procedures. Any event/conference that does not offer at least 15 hours of content will be evaluated by the Faculty/Registrar as not appropriate for a course offering. Any event/conference for which there is not an appropriate VST faculty member, or available sessional/ occasional adjunct, will not be appropriate for a course offering.

6. Distance Education and Off-Site Programing

VST's main platform for off-site classes is through Zoom. Most off-site options are classes taught synchronously on-site. Off-site student can choose to connect concurrently to the on-site class (recommended), or to watch a video/audio recording of the class at some later time in the same week. Off site students are expected to follow along weekly with the required readings and assignments. Note: Not all courses permit asynchronous Zoom participation. Timetables and course outlines will note synchronous expectations.

i)   **Residential Requirements**
Certificate and Diploma programs may be completed entirely offsite. Research-orientated programs (MATS and ThM) can also normally be completed entirely off-site. Ministry-oriented programs (MDiv and MAPPL) require that 1/3 of the degree be completed on-site at VST's main campus. Indigenous and Inter-religious programs (DIIS; MAIIS and ThMIIS) include course requirements which are only available on campus and will require some travel to Vancouver. Please contact the Registrar for more information.

On-site requirements are fulfilled in 3 ways:
- Intensive courses offered in the January Interterm or Summer School in which students are present on campus for the entire course.
- Hybrid courses in which distance students are present on campus for one intensive 3-day weekend and are connected online to the rest of the classes spread out over the term. The intensive weekend contains over half the class hours; the other classes of the course are accomplished through synchronous or asynchronous Zoom connections.
- Specialized on-site weekend intensive courses in which all students are present for the entire course. These short courses (1 - 1.5 credit hours) are used for particular denominational requirements like polity courses or spiritual retreats. The format used in these courses helps address the needs for denominationally-relevant opportunities for

interaction, peer learning, development of pastoral skills, and growth in personal spiritual formation.

ii) Community Building and Orientation Week
All Off-Site Degree students are required to come onto the VST campus for 3-4 days at the beginning of their program of study for the Community Building and Orientation Week. Diploma and Certificate students are encouraged, but not required, to attend in person as well. During these days, off-site students will:

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

iii) Library Resources for Off-Site Study
During an off-site student's first Orientation Week at VST, all students will obtain both a VST Library Card and a UBC Affiliate Student Card (UBC library barcode on the back). With these cards, all off-site students can access:

- ATLA database and other smaller theological databases on the VST library site.
- UBC library and research databases.
- E-books and online resources.
- Inter-library loans through their local public library branch.
- Scanned-loans from the VST library collection.

iv) Distance Course Policies
Course Access:
Students enrolled in a course will have access to the Course Materials on their Populi student portal until the end of the term. Students should download any materials they will need to access before the end of term.

Zoom Recordings:
Normally, audio, and video recordings will be made of all classes which are being offered for off-site students. Recordings will be made available on the student portal course site within a day of the class being taught. Recordings will be available until the end of the term in which the course is taught. Students should download any materials they wish to keep beyond the end of the term.

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

7. Degree Program Changes

Once a student has been admitted into a degree program at VST, they may wish to pursue a program other than the degree or concentration into which they were 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, giving their reasons for requesting the change;
- 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 MDiv or MAPPL 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 MAIIS program, a letter of support from the Director of the Indigenous Studies Program or the Inter-religious Program is required.
- To move from the Diploma in Theological Studies into a master's 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.

8. 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.

9. Course Records and Transcripts

Permanent records for students are kept in Populi. If a student needs an official transcript for any reason, there is a fee of $25 for up to 3 transcripts. Each student is entitled to three free transcripts within one year of graduation. A copy of the permanent record, printed on letterhead and signed by the Registrar with the School seal imprinted, will serve as an official transcript of marks for other institutions. Digital versions will be sent to institutions where accepted. Official transcripts can be ordered through a form located on the VST Website: https://vst.edu/students/transcripts/.

Students can download course records and unofficial transcripts from the Student tab on their Populi profile.

D. Tuition and Fee Structure

1. Tuition Fees
Rates for 2025-2026 are as follows (subject to change):

Auditing Rate	$150.00 per audit hour
Certificate Rate (CTS)	$210.00 per credit hour
Basic Rate (Diploma, MDiv, MA)	$300.00 per credit hour
Advanced Rate (ThM)	$430.00 per credit hour
Clinical Pastoral Education (CPE)	$2000.00 Flat Fee (A CASC registration fee of $250 also applies)

Seniors (65+) receive a 50% discount on one degree-level course per term.

2. Academic Fees

i) Maintenance Fee
A fee of $400/term will be charged to any student who is not enrolled in any classes but continues to work on VST courses or thesis/final project and needs to maintain access to VST resources such as library use and faculty advising or grading.

ii) Comprehensive Exam and Thesis Fee
An Administration Fee of $210 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 and ThM programs).

iii) Registration and Technology Fee for Populi Access
All students are charged a Registration and Technology fee per credit hour of their active registration. In cases where a student is given permission to remediate a medical extension-based INC (Incomplete) or W (Withdrawal), or a NAPP (Not Approved) which has been successfully appealed, students can pay the Registration and Tech fee for access to the current Populi version of the class.

3. Student Fees

Type of Fee	Amount	Less than 3 credit hours	3 credit hours or more than 3 credit hours
VST Registration and Technology Fee	$25/credit hour	Mandatory (all students)	Mandatory (except CPE course)
VST Student's Association:	$25	Mandatory	Mandatory (except CPE students)
CASC Registration Fees	$250	-	CPE Students only
PhD Registration Fee	$50/term	-	-
UBC AMS Fees	$124.06/term	Not eligible	Mandatory

UBC AMS/GSS Health & Dental:
  Sep 1/25 - Aug 31/26
  Jan 1 - Aug 31/26
	$388.26
	$258.84
		Not eligible	Mandatory
			(may opt out if eligible, see below)

UBC U-Pass (Fall and Spring Terms)	$184.00/term	Not eligible	Mandatory (may opt out if eligible, see below)

i) Eligibility for Student Fees
Student Fees are mandatory for full-time and part-time students at Vancouver School of Theology who are registered in a minimum of three credits per term. Eligible students can opt out of AMS/GSS Health and Dental Fees if they are covered by equivalent coverage during the Change-of-Coverage period. Eligible students can opt out U-Pass if they reside outside of Metro Vancouver and only taking courses online.

Summer U-Pass Eligibility
Students are eligible for Summer U-Pass if they meet one of the requirements below and can opt-in for summer U-Pass by emailing studentservices@vst.edu.
- If you are only registered for Summer courses and are not registered for Fall or Winter courses at VST, you are not eligible for the U-Pass.
- If you are a student registered in the Fall or Spring Term or a new student beginning in the Summer Term and taking 3 or more credits in the Summer Term.
- If you are a CPE student registered for 3 or more credits in the Summer Term.

Questions about eligibility, fees, and UBC services can be directed to studentservices@vst.edu.

ii)   Exemption from Student Fees
Clinical Pastoral Education (CPE) Students only enrolled in the CPE program are not assessed UBC Fees, VST Registration and Technology Fee, and VST Student Associate Fee. Students pay CASC Registration Fee to register for CPE courses. CASC membership fees are separate.

Students aged 65 years or more during the Term in which they are registered are not assessed UBC Fees. They may choose to opt in to UBC AMS Fees to be eligible for health and dental plans and U-Pass. Senior citizens who choose this option must pay all UBC AMS Fees including U-Pass Fees, subject to eligibility requirements.

Certificate Students
Certificate programs at Vancouver School of Theology are non-academic and therefore, certificate students are not assessed any UBC and are not eligible for UBC services. Certificate students are assessed the VST Student Association Fee and VST Registration and Technology Fee.

Summer School and Intensive Course Students who are not registered for Fall or Winter Term courses at VST are not assessed UBC Student Fees or the VST Student Associate Fee.

Auditors are not assessed UBC Fees and the VST Student Associate Fee.

iii)   Refund of Student Fee

Refund of VST Registration and Technology Fee
Eligible students shall not be refunded VST Registration and Technology Fee if they withdraw from the term they were registered in.

Refund of VSTSA Fee
VSTSA fees are refunded as per 4. below.

Refund of UBC Fees
Eligible students who withdraw from Vancouver School of Theology shall receive a full refund of their UBC Fees if they are registered in Fall or Spring but withdraw from Vancouver School of Theology during the first two weeks of classes. If you have requested your U-Pass BC benefit online for the current month, you will not be entitled to a refund, and you can use your Compass Card until it expires at the end of the month. If you withdraw from your courses, you will not be eligible for the U-Pass BC benefit for the remainder of the term.

UBC Fees are non-refundable if current registered students change from degree credit to Audit.

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

Students can opt out or enroll their family during Change-of-Coverage Period periods only, normally the first 3 weeks of each term. Opt outs and enrolments can only be processed during the Change-of-Coverage Period or within three weeks of their registration period, whichever is later. For information on enrolling or opting out, go to https://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS_Home or call 1.877.795.4421, or visit the Health and Dental Plan Office on campus.

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

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

4. Fee Refunds and Withdrawals
Withdrawal from some portion of the program may result in the reassessment of charges and a partial tuition refund. Any refund is calculated for the day the Registrar receives in writing from the student notification of his or her desire to withdraw from their course or program, OR the student self-withdraws from courses on VST's Student Portal, Populi. If students do not self-withdraw nor give appropriate notification of withdrawal in writing, they will be held responsible for the full tuition cost.
> Note: Clinical Psychospiritual Education (CPE) units have their own withdrawal policies as determined by the hospital in which they are held. Check with your Spiritual Care Supervisor about the policy at your site.

Fall and Spring Terms
Tuition fee 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.

Short-Term Intensive Courses (January Interterm; Summer School; Fall & Spring Weekend Courses)
Short-term Intensive course refunds will be made on the following basis when notification is received:
100% is refunded prior to the 1st day of classes;
80% is refunded by the end of the first day of class;
40% is refunded by the end of the second day of class;
20% is refunded by the end of the third day of class;
After the third day of class, no refund can be given.

For intensives shorter than 4 days, no refund can be given after the end of the 1st day of class
Note: Refunds of UBC fees may not be available after classes begin.

Withdrawal from non-credit Workshops
If withdrawal notification is received by the Registrar prior to event, a full refund will be given minus a $25 administration fee.

Changing from Credit to Audit
In all terms of study, a student may change from credit to audit up until the last day of term. Tuition refunds for switching from credit to audit will follow the above policies. Requests to switch to audit must be made to the Registrar prior to the end of Term.

Withdrawal Notations on Transcripts
Any withdrawals after the first two weeks of Fall/Spring classes, or the first day of Short-Term Intensives will result in a WDR notation on the student's transcript. After the last day of term, any withdrawal will be recorded as NAPP. Consistent patterns of withdrawal from courses will affect a student's satisfactory academic progress and may result in a student being put on probation.

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

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

5. **Withdrawal and Student Loans**

Canadian Student Loans
If you withdraw from full-time studies while receiving a Canadian Student Loan:
- VST will automatically notify the NSLSC (National Student Loans Service Centre) that you no longer meet requirements for assistance.
- Your funding will be re-calculated based on the number of weeks you actually attended school.
- The NSLSC will explain to you in writing how your withdrawal decision affects your student loan or grant.
- Any tuition refund you are eligible for will be applied to your outstanding loan balance if VST received tuition from your student loans.

Re-qualifying for student assistance depends on several conditions, including successfully completing full-time studies for two terms or one academic year without Canadian Student Loan assistance.

U.S. Student Loans – Return of Title IV Funds
In accordance with U.S. federal regulations, when a federal financial aid recipient withdraws from all classes during a term, it is VST's responsibility to determine the withdrawal date and amount of grant and/or loan assistance that the student earned. If a student received less assistance than what was earned, they 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.

See VST's Financial Aid/Additional Sources of Funding webpage for detailed information about VST's Return of Title IV Funds policy.

E. Written Work, Course Assignments, Evaluations, Due Dates, and Remedial Work

1. **Academic Guidelines for Assignments**
   i) **Writing Papers: VST Approved Citation Styles**
   The School's style guide is The Chicago Manual of Style (17th edition) available electronically as <u>Chicago Manual of Style (CMS)</u> through UBC library as well in print. The <u>Turabian</u> manual presents a simplified version of Chicago style adapted to Master's level students. However, it is not completely consistent with Chicago.

   For Biblical studies and Bible sources, please refer to <u>SBL handbook</u> as well. This will at times be necessary, because Chicago style was not developed with religious/theological disciplines in mind. The SBL handbook of style is in the Library's Reference section.

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

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

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

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

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

   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 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.

   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.

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

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.

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.

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

Policies for Dealing with Cases of Plagiarism
For minor plagiarism or for plagiarism judged by the instructor to be unintentional, the consequence of the first instance will be re-writing the paper. This can be done on the authority of the instructor, but shall be reported to the Dean. If there are subsequent cases, a minimum consequence will be suspension from the school.

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

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

iii)   **The Use of Artificial Intelligence in Academic Writing**
Artificial Intelligence (AI) language models come in various forms, including ChatGPT, Bard, Copy.ai and others besides. This policy seeks to strike a balance between treating it as a useful tool, whilst keeping the emphasis on the student in terms of work and creativity.
1. AI is NOT to be used for generating essay content, or for generating the major argument. Presenting AI content as your own constitutes plagiarism.
2. AI CAN be used for translation, or for finding alternative ways of expressing something in English. If you use it for translation, make sure you read through the work that is produced and edit it so that it represents exactly what you want it to say.
3. AI CAN be used to bounce ideas off. You can chat with an AI tool about ideas that you have for your work, much as you would converse with another human in order to help form your own ideas. But, just as you would not use exactly what another human had said from such a conversation, DO NOT simply pick up the text it generates and use it as if it were your own. (See point 1).
4. AI CAN be used to help plan your essays, by, for example, assisting with an essay outline/plan. If you use it in this way, it is advisable to generate several outlines/plans and to choose the elements that speak to you, and add in things that you think are missing. In this way, you make the essay your own.
5. AI CAN be used to generate an image for inclusion in academic work, where this is appropriate. If this is done, then the image must be attributed to the AI program (e.g. DALL-E) in a footnote.

The student must include the text input that generated the image, either in the footnote or in the body of the text.

Some questions to check your use of AI:
    Looking at the argument, does it feel like your own?
    Is this an argument you are happy making? Can you defend it?
    Did you play the main role in shaping the argument you are presenting?
    Other than properly cited quotations, is the text your own?
    If you cannot answer "yes" to these questions, you need to think again before submitting your work. Potentially you need to rewrite it.

Warning on the use of AI:
AI can generate incorrect data. This includes making up facts, mistaking similarly named documents for one another, making up fake articles or books, and more besides.

iv)   **Assignment Due Dates:**
These are general guidelines. Final due dates for each Term are set each year by the Registrar and noted in the Academic Calendar on the website. Assignment due dates are set by Faculty and in the syllabus and Populi course calendar. All assignments must be completed within the term the course is being taken, unless granted an extension by 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 in taken.

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

Graduating Students must submit all work by the date specified by the Registrar in the Academic Calendar. No medical extensions are available unless a student chooses not to graduate.

v)   **Late Assignments**
Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus for each course. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course. Particular faculty members will specify the extent to which repeated late submission of assignments will affect a student's final grade. Failure to submit an assignment at all will constitute a "Not Approved" for the course and the course will have to be retaken.

vi)   **Return of Work**
Faculty are responsible to mark and return papers within the dates set by the Registrar (see Academic Calendar). When papers are submitted outside of due dates, faculty are expected to mark and return papers within 30 days.

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

viii)   Not Approved (NAPP) Paper Appeals Process
When a student wishes to appeal a professor's NAPP evaluation of their work, the following steps should be taken:

The student should raise concerns with the professor who evaluated the work and should attempt to resolve the issue directly. 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.

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 themself.

2. Academic Guidelines for Courses
It is a VST policy that opportunities are provided for students to demonstrate sufficient competency in a given area during the course in which that competency is evaluated.

Competency is evaluated through:
Attendance (at least 80% attendance is required to receive an APP for the course)
Class participation and small-group work
Papers
Oral and written examinations
Class presentations

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

i)   Guidelines for VST Coursework: Reading, Writing, and Research Expectations
Credit Hours and Faculty/Student 'Contact Time' (i.e. in-class time)
VST assigns one (1) credit-hour per, at minimum, 10 hours of in-class instruction/contact time. 1.5 credit courses involve 15 hours, and 3-credit courses involve 30-36 hours contact time.
Less time in class may be expected when courses include a field placement.

Credit Hours and Reading and Writing Assignments
Recognizing that the same amount of out-of-class work (i.e. reading and writing) may take longer for some students than for others, VST sets guidelines which delineate required reading, length of assignments, and research depth per credit-hour, rather than estimating the hours of out-of-class time spent per credit hour. In certain cases, increased writing may be compensated by less reading and/or research depth.

Required Reading and Writing

Credit Hours	Certificate level	500-level (Basic Degree)	600-level (Basic Degree)	700 & 800-level (Advanced Degree)
1 credit hour	**Reading**: as assigned to Basic level students **Writing**: 750-1000 words (3-4 pages)	**Reading:** 250-350 pages **Writing:** 1000-1250 words (4-5 pages)	**Reading**: 300-500 pages **Writing**: 1250-2000 words (5-8 pages)	**Reading:** 500-700 pages **Writing:** 2000-2500 words (8-10 pages)
1.5 credit hours	**Reading**: as assigned to Basic level students **Writing**: 1000-1500 words (4-6 pages)	**Reading:** 350-500 pages **Writing**: 1500-2000 words (6-8 pages)	**Reading:** 450-700 pages **Writing:** 1850-3000 words (8-12 pages)	**Reading:** 750-1000 pages **Writing:** 3000-3750 words (12-15 pages)
3.0 credit hours	**Reading:** as assigned to Basic level students **Writing:** 2250-3000 words (9-12 pages)	**Reading**: 750-1000 pages **Writing**: 3000-3750 words (12-15 pages)	**Reading:** 900-1500 pages **Writing:** 3750-6000 words (15-24 pages)	**Reading:** 1500-2000 pages **Writing:** 6000-7500 words (24-30 pages)

Research Depth

	Certificate level (Continuing education)	500-level (Basic)	600-level (Basic)	6/7 & 800-level (Advanced)
Research Depth	written assignments are reflective; no additional research beyond course texts expected	research depth of 5-8 entries beyond course texts	research depth of 10-15 entries beyond course texts	15-20 entries beyond course texts (with option of annotated bibliography)

Note: Directed studies should use the above guidelines to determine the extent of reading and writing assignments per credit hour of the guided study. Due to the reduced number of contact hours in a directed study, the designated faculty member conducting the directed study ought to require reading and writing on the heavier end of the above spectrum.

ii) **Guidelines for VST Intensives**

Students must plan for a full-time schedule (morning, afternoon and evening) 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.

iii) **Recording in Class**

Any course taught via Zoom technology is both audio and video recorded and posted for students enrolled in the class on Populi under the course in the Lessons section. Under no circumstances may the Zoom recordings or any part of the recordings be used by students for any other purpose, either personal or commercial, than for the course. Further, students may make their own audio recording of a lecture in class only with the explicit permission in advance of the instructor. Students may only make such recordings for their personal use. Permission for any other use must also be sought in advance from the instructor. Nevertheless, in all such cases, the instructor retains the copyright of all such material.

iv) **Use of Social Media in Classrooms**

Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand.

v) **Course Pre-requisites**
Any course numbered in the 500's does not have a pre-requisite. Many 500-numbered courses function as pre-requisites for other courses in any subject area. Any course numbered 600 or above has a prerequisite, the specifics of which should be noted course outline. The professor teaching a course can grant a waiver from specified pre-requisites for any upper-level course at their discretion after an interview with the student requesting the waiver.

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

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

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

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

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

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

3. Grades and Grading Policies

 i) **Grading Policy at VST**
Course evaluations at VST combine a letter grade system with a competence model of assessment.

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

The 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 uploaded to Populi.

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

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

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

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

 ii) **VST Letter Grade Scale**

Letter Grade	Description of fulfillment of expectations and competencies
A+	Exhibits exceptional clarity, complexity, perceptiveness and depth; responds critically and perceptively to the task, indicating a 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
A	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
A-	Exhibits clarity and perceptiveness, shows depth of thought; responds precisely and critically to the task, indicating strong analysis; displays evidence of an original approach or thinking beyond that taught in class; engages a range of material with clarity and precision; demonstrates clear structure, organization and style; displays abilities to integrate knowledge; and skills beyond those taught in class

B+	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
B	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
B-	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
NAPP	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.

iii) Narrative Comments

The historical commitment of VST to narrative evaluation as the primary means of communicating meaningful evaluation is affirmed. All narrative evaluations will be posted on the *'Final Evaluation and Narrative Comments'* assignment on their Populi course page.

iv) Not Approved (NAPP) and Final Grade Appeals Process

Students who do not satisfactorily meet attendance, participation or competency requirements will receive a Not Approved for the course. Students have the right to appeal final grades received in courses, if there are discrepancies between evaluations on assignments and the final grade. A student may request permission from the Dean to remediate a course in a Term when the course is offered.

In the event of an unsuccessful appeal, options 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 AEG (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.

Note: In cases where a student is given permission to remediate a medical extension based INC, or a NAPP which has been successfully appealed, and the student wants access to the Populi platform and Zoom recordings for the course when it is offered next, they will be assessed the Registration and Technology Fee normally charged for the course in the term in which they will have access to Populi and Zoom recordings.

v) Course Records

Grades and narrative comments are normally posted to student records within a month of term-end. Students may view their record and download an unofficial transcript at any time from the *'Students'* tab on their Portal.

vi) **Missing Evaluations**

If course work is graded but missing from a student's record, the student should report this situation to the Registrar. 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 they have one week to evaluate the paper and return it to the Dean.

4. Research Policies

i) **Research with Human Subjects**

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

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

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

Who is Required to Follow These Guidelines for Ethical Research Protocols?
Does your research involve any of the following?
- Interviews (even if you are interviewing an expert or public figure about their work)
- Focus groups
- Administration of a questionnaire or survey in person or online (even if you don't collect personal information)
- Naturalistic observation in real or virtual settings
- Participant observation/ethnographic fieldwork
- If your research involves any of the above activities, you will have to follow the guidelines given here to obtain consent from your research subjects. Also you must have your research project proposal reviewed and approved by the appropriate faculty committee, which will include an ethics review. Other forms of research may also require consent.

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

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

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

How will you do the study?
Explain in simple terms exactly what will happen to people if they participate in the study. Describe the total amount of time required if they participate in the research. For example:
I will conduct and interview to ask you questions about...
You will be asked to be part of a focus group that will discuss/answer questions about....
I will give you a questionnaire about....and follow up with a telephone conversation about...
Describe how many sessions or visits, amount of time required for each visit, amount of time required for interviews/questionnaires, etc.
If any recordings will be made of sessions (audio or video), include a statement to that effect and describe under Confidentiality how you will ensure the confidentiality of the recordings and who will have access to them. The eventual fate of the records must also be disclosed.

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

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

Confidentiality
    A. The assumption of research for VST student projects is that you will protect the privacy and confidentiality of all information you receive from participants. State this on the consent form and describe how the participant's identity will be kept confidential. For example, "Only summary data will be used in my final project and participants will not be identified by name in any reports of the completed study."
    B. If the study involves focus groups, it should be noted that only limited confidentiality can be offered. For example, include a sentence that says something like, "We encourage participants not to discuss the content of the focus group to people outside the group; however, we cannot control what participants do with the information discussed."

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

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

5. Academic Support

i) Research Skills Modules

All degree and diploma students are required to complete between 6 and 21 hours of non-credit, no-fee Research Modules that orient students to library, research and writing skills within an environment of critical enquiry and mutual accountability. The modules will engage students in hands-on as well as theoretical work intended to develop knowledgeable, disciplined and critically astute researchers. The number and foci of the Modules will differ by program and are specified under guidelines for specific Diplomas and Degrees. Attendance will be taken at the required research modules and completed modules will appear on the student's transcript. The specifics of any required modules in addition to the ones already required will be worked out by the appropriate program committee (PPL or Research Studies) in consultation with the Librarian, Dean, and the Registrar.

All students (full-time or part-time) are required to complete Modules 1-3 in their first year of registration. Modules are available to be taken synchronously online.

ISP students will meet these requirements in a variety of ways as appropriate for each student.

These workshops are required of all degree and diploma students. In cases in which a student can show background in high-level, academic research and library resources, testing will be available to evaluate whether a student can waive all or part of the requirement.

Specific Dates and Times for Research Modules are announced in Populi and emailed directly to students by the VST Library several times throughout the term.

ii) Editorial Help

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

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

Note that the same assignment cannot be submitted twice for editorial assistance.

VST Student Editors
The list of VST Student editors is held confidentially by the Registrar. If a student knows who the editors are, they 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.

6. Course, Teaching, and Program Evaluations

i) Course Evaluations
At VST, instructors value student feedback. The following process has been created to allow students and faculty to give and receive helpful feedback. Students will receive a Course Evaluation Form in Populi in the final weeks of class. Instructors will leave the room while students complete the form during class time. Responses are made available to faculty once they have submitted final grades. 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.

ii) Program Evaluations
Every year VST faculty and program administrators evaluate VST degree programs at their May Planning meetings. Evaluations are on a three-year rotation of Ministry programs (MDiv, MAPPL); Research degrees (MATS, ThM) and Inter-religious and Indigenous degrees and programming. VST also values student feedback on the student's entire experience in a program at VST. At the end of each year, graduating students are invited to meet with the President for an exit interview to discuss their time at VST. In addition, VST participates in the Association of Theological Schools 'Graduating Student Questionnaire' as one way of evaluating the various degree programs offered at the school.

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

F. Academic Performance and Student Conduct

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

1. **Students' Progress Review: Faculty Student Review Committee (FSRC)**
If the FSRC identifies any concerns, a 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.

Purpose of FSRC:
To flag and respond to students who are facing significant academic challenges
To flag and respond to students who are engaging in disqualifying behaviours
When necessary, to aid Directors of Denominational Formation in their reporting

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.

Note:
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, to their director of denominational formation, and/or other faculty persons
Minutes will be taken of the meeting and maintained by the office of the Dean.

2. **Student Code of Conduct Guidelines**
All VST Students are expected to engage in appropriate behaviour. The "Disqualifying Patterns of Behaviour" section 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 at https://students.ubc.ca/campus-life/student-code-conduct) 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.

3. **Disqualifying Patterns of Behaviour:**
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.

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.

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

4. **Probation**
After consultation with FSRC, the Dean's Advisory Council may place a student on probation for the following reasons:
- The student has received a NAPP grade in 25% or more of their courses in any given term of study or academic year;
- The student has a persistent pattern of withdrawals, incomplete courses, or academic misconduct as defined in UBC's Code of Student Conduct and Discipline;
- The student has a persistent pattern of engaging in inappropriate behavior, as defined by the "Disqualifying Patterns of Behaviour" 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.

Being placed on Probation may affect your eligibility for VST bursaries, scholarships and/or Canadian or U.S. Students Loans. See Satisfactory Academic Progress and Financial Aid for more details.

5. Required Withdrawal

If a student's suitability to remain at the School is questioned for academic or other reasons, FSRC or DAC may recommend that the President 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 President through the School's Appeal Committee. The decision of the Appeal Committee is final.

The Statute (sections 27 and 28 of 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.

Any student suspended, expelled, or otherwise disciplined by the President 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.
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 President.
The Board may confirm or overturn the action of the President or return the matter for reconsideration.

The Board will deal with such appeals promptly, and no later than the next scheduled meeting of the Board.

6. Satisfactory Academic Progress and Financial Aid

Government Loan regulations require that all students who receive Canadian or US (Title IV) financial aid maintain satisfactory academic progress toward achieving their degree. Satisfactory academic progress is defined as successful completion of sufficient coursework to complete the degree within the maximum timeframe as defined by VST or, for those receiving U.S. Federal Loans, by the U.S. Department of Education. 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.

Students who are placed on Probation for the reasons noted in the Probation policy and who are receiving VST Bursaries and/or Student Loans 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 academic probation will result in their becoming ineligible for these financial aid programs during their 2nd term on probation. Note: those receiving Title IV funding (U.S. Federal Aid) immediately become ineligible once placed on academic probation.

7. Appeals and Financial Aid Probation

Where the student is placed on academic probation, the student has the right to appeal the loss of their financial aid (but not the status of Academic Probation) if they can demonstrate academic failure due to exceptional circumstances such as an injury/illness of the student or the death of a relative. A letter of appeal must be submitted to the Dean within 14 days of notification of academic probation. Supporting evidence will be required.

Student appeals must state the reasons for the failure to make Satisfactory Academic Progress (SAP) and also state how a change in circumstances will allow the student to make SAP in the future. If the appeal is not submitted within

the 14 days, financial aid eligibility will be suspended unless there are extenuating circumstances that existed to prevent the submission within the timeframe; supporting documentation will be required. The student will be notified of the decision in writing within 14 days of the submission of all documentation needed for the appeal. This decision is binding.

If the student's appeal is successful, they may continue to receive financial aid for one additional term of study while they work to achieve SAP.

After this one additional term, the student must demonstrate SAP and be removed from academic probation to receive subsequent student loans and bursaries. If they do not meet these conditions, they will remain on academic probation, their funding will be suspended, and no further appeals are allowed.

If the student's appeal is unsuccessful, the student will cease to be eligible for VST bursaries and scholarships if they are unable to meet the terms for removal from probation as set by DAC within one term, and Title IV (US Loan) funding immediately.

Additional information about these policies as they relate to US Loans can be found on the VST website under Financial Aid/Additional Sources of Aid.

G. Denominational Reporting Guidelines

The Evaluation Process
Directors of Denominational Formation will report to a student's denomination throughout the student's entire program.

The primary criteria included in reports are:
- Personal Characteristics,
- Understanding and Practice of Ministry, and
- Disqualifying Patterns of Behaviour.

Reports may also include consideration of information obtained through a student's participation and performance in VST programs of study as well as relevant information that is provided to VST from community members or other external sources.

Normally, an annual report will be submitted by the student's Director of Denominational Formation to the appropriate Denominational Officials. Students will be provided with a copy of the annual report when it is released to Denominational Officials. Students may provide a supplemental statement in response to the annual report which will be provided to the Denominational Officials with the annual report.

If the Faculty/Student Review Committee identifies any serious concerns, the student shall be notified and may be referred to the Dean's Advisory Council, in consultation with the student's Director of Denominational Formation, for consideration of appropriate remediation or other action.

Access to the Recommendation Decision and Record
Students entering the MDiv are required to submit an application for denominational reporting at the time of their admission to the School. The MDiv application includes the student's written authorization for the collection, use and disclosure of their personal information to appropriate Denominational Authorities for the purposes of the reporting process.

Any information obtained for the purposes of denominational reporting will be treated as confidential and will not be disclosed, except with the student's consent or to the extent that such disclosure is authorized or required by law, including in accordance with the provisions of the *Personal Information Protection Act.* Additional information about the categories of information that may be collected for the purposes of denominational reporting is included in the attached "Guidelines for Denominational Reporting").

Guidelines for Denominational Reporting
  Personal Characteristics
- Faithfulness to Persons and Tasks: Respects and cares for others. Values ideas and needs of others. Practices adequate self-care. Communicates honestly. Demonstrates leadership abilities.
- Personal Integrity: Demonstrates authenticity, sincerity and congruity in word and deed.
- Personal Responsibility: Maintains commitments, schedules, promises, inner convictions. Manages personal finances in a responsible way. Accepts responsibility for mistakes. Shows consistency in responses to persons and circumstances.
- 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.
- 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.
- Self Awareness: Aware of how others perceive her or him. Able to solicit honest feedback. Able to be self-critical.

Understanding and Practice of Ministry
- Vocational Clarity: Has a clear vocational identity and direction. Gives evidence of spiritual growth and development. Has a disciplined life of prayer. Able to articulate a well-grounded personal faith.
- 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.
- Denominational Collegiality: Feels at home in the student's denomination and is familiar with the denomination's ethos and history. Can work within denominational structures. Is respectful of other traditions within the student's denomination and of other denominational and faith traditions.
- 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.

Disqualifying Patterns of Behaviour
- 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 the student's own.
- 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.
- Aggressive/Abusive Behaviour: Attacks persons not issues. In intense situations consistently bursts with anger or withdraws in hostility.

H. Continuing Education Certificate in Theological Studies

Overview of Program
The Certificate in Theological Studies is for all who are interested in deepening their understanding of contemporary theological thought through active engagement with the topics and theological disciplines explored in VST workshops and courses. An undergraduate degree is not required.

Length of Program
The Certificate is granted at VST's Convocation ceremony to students who successfully complete 12-15 continuing education credits of study. The Certificate program is generally undertaken part-time, although the program can be completed full-time in one term of study. All course work must be completed within 8 years of beginning in the Certificate program.

The Continuing Education Certificate can be completed in the following concentrations:

General Theological Studies: Courses from the foundations of each discipline in theological studies, including biblical study, the history of Christianity, theological studies, Christian ethics, Indigenous and inter-religious studies and spirituality can be taken to complete the Continuing Education Certificate in Theological Studies. Certain denominations may use the Certificate program for lay education within their communities and have specific requirements.

Children, Youth & Family Ministries: The program in Children, Youth and Family Ministries at Vancouver School of Theology is designed to offer the opportunity for participants to gain background and learn skills in the field from an accredited theological school. This Certificate program carries 15 credits of study.

Indigenous and Inter-religious Studies: IIS studies at VST provide students with the opportunity to engage learning in a context where Jewish, Christian and Islamic faith traditions meet North American Indigenous traditions and vice versa. For those desiring a concentration in Indigenous and Inter-religious Studies, this Continuing Education Certificate is made up of the following:
>3 credits in Inter-religious studies or studies in one of the monotheistic traditions
>3 credits in Indigenous Studies
>6 additional credits in IIS courses or through the Indigenous Studies Program Summer School.

Note: Workshop - Indigenous Issues
All non-indigenous certificate students who enrol in ISP summer school are required to participate in a 3-hour workshop on Indigenous issues, normally held on the first day of ISP summer school. There is no additional fee for this workshop.

Indigenous Studies: The Indigenous Studies Certificate is offered by the ISP office and is a non-degree program for students who are interested in deepening their understanding of Christianity and theological thought framed by the Indigenous context in which the learner is rooted. All 12 continuing education credits in this concentration are taken through study in the Indigenous Studies Program Summer School or Indigenous Studies Program MDiv courses.

Charlotte Sullivan Certificate in Designated Lay Ministry (by extension): For United Church of Canada students pursuing Certificate courses through the Indigenous Studies Program Summer School and the Indigenous Studies Degree Program courses towards Designated Lay Ministry, the certificate is named "The Charlotte Sullivan Certificate in Designated Lay Ministry. See the Diploma in Theological Studies (by Extension) for information about additional courses available.

Courses: Certificate courses are taught by VST faculty and visiting scholars from around the world, and most are courses in which Diploma and Degree students are also participating. VST Academy courses are also eligible for Certificate credit.

One (1) Credit is equal to approximately 10 hours of teaching time. Certificate credits can be completed through weekend classes (1 credit each); January Interterm and Summer School intensives (1.5 or 3 credits, depending on length); and 14-week Fall and Spring term courses (3 credits).

Some restrictions may apply as to which courses may be taken for the Certificate program. Normally, any course numbered in the 100's or 500's can be taken to fulfill one or more credits in the Certificate program.

Transfer of External Coursework
The Continuing Education Certificate program assumes that all credits are taken at VST or through the Indigenous Studies summer program. No continuing education courses or workshops from other institutions can be used in this program.

Certificate course work expectations:
- All reading as assigned by instructor
- Class participation and group work (at least 80% attendance for 12-week classes; 100% attendance for intensives and workshops)
- 3-4 pages of writing per credit. For the Indigenous Studies Certificate, an equivalent oral presentation can be used to meet the writing expectations

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

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

Transfer into a VST Diploma or Degree Program
Certificate Credits may not be transferred directly into VST's Diploma or Degree programs. In certain cases, a Certificate student may be permitted to upgrade courses to basic degree level with additional academic work and payment of tuition fees. Requests for upgrades can be made through the Registrar.

I. Diploma Programs

1. **Diploma in Theological Studies**
   The Diploma in Theological Studies is a general program that is designed to provide theological enrichment and a solid base for lay ministry. Diploma seekers may use their study time as a retreat, taking time away from busy lives to seek further spiritual development. Others may choose to continue their studies and to pursue a Master's degree, having received a solid base of theological education.

   Length of Program
   This is a 24-credit hour program. The Diploma may be completed in two full-time terms, with an average workload of 40 hours per week. The Diploma may be taken part time and must be completed within eight years. In our experience, it is difficult for full-time students employed more than 10 hours a week to complete the Diploma program successfully in one year. The Diploma in Theological Studies can be completed entirely off-site, without relocating to Vancouver.

   Information Literacy and Research Skills Modules
   All diploma students are required to complete 6 hours of non-credit, no-fee research modules in Information Literacy. The research modules will engage students in hands-on as well as theoretical work intended to develop knowledgeable, disciplined and critically astute researchers. Diploma students are required to take the following Research Modules:
   - Module 1: Indigenous Ways of Knowing and Research Methods (previously Module J);
   - Module 2: Undertaking Library Research (previously Module A and B);
   - Module 3: How to Write a Paper (previously Module C); and
   - Module 4: Research with Human Subjects (previously Module E)
   Research Modules should be taken in a student's first year of study and are available for off-site students.

   Course Requirements for Diploma in Theological Studies
   Any five of the following courses:

HB500	Introduction to Hebrew Bible I (3 credits)
HB600	Introduction to Hebrew Bible II (3)
HIS500	Christianity and Judaism in Antiquity (3)
NT500	Synoptics (3)
NT501	Paul (3)
TH500	Christian Theology I (3)
LS500	Introduction to Christian Worship (3)
PT500	Spiritual and Theological Foundations for Public and Pastoral Leadership (3)

   Plus: 9 credit hours of elective courses (may be taken from among the above list, or through other courses for which the student has the prerequisites)

   Specialization within Diploma in Theological Studies
   Students enrolled in the Diploma in Theological Studies program may petition to undertake a revised program of study that meets their particular needs and interests while maintaining the integrity of a broadly-based general theological studies program.

   A student may petition after successful completion of at least three foundational courses, and their petition must be accompanied by a letter of support from a faculty member. The petition will be considered by a sub-committee consisting of the Dean, the Registrar, and at least one additional member of the Admissions committee.

2. Indigenous Studies Program Diploma in Theological Studies

This is a 24-credit program consisting of eight courses developed by VST faculty for the Indigenous Studies Master of Divinity degree program. It is designed to be delivered by extension with the assistance of a VST-trained tutor in the student's locale and some student attendance at the Indigenous Studies Program summer school. Course work is evaluated by VST faculty.

This Diploma is designed primarily to provide and/or augment local training for ordained ministry, but it would also provide an ample foundation for lay ministry. Depending on the course configuration and delivery method selected, it could also provide seminary-transferable credits for students who later decide to obtain a Master of Divinity degree.

Length of Program
It is anticipated that a student could complete the program in three to four years, based on our current experience that most, if not all, students work part time.

Course Offerings
Courses are chosen from among the following. Courses marked with an "S" are only presently available at summer school. All the rest are in extension mode and several are also offered at summer school on a rotation basis. All courses are three credits, with the exception of the Indigenous Studies Program summer school courses, which are one and a half credits each.

Required Courses
>   THX512 Indigenous Theologies S
>   At least four of the courses with an asterix (*):
>>   Scripture
>>>   HBX500   Hebrew Bible (Pentateuch)*
>>>   HBX600   Hebrew Bible (Prophets)*
>>>   NTX500   Synoptic Gospels*
>>>   NTX501   Paul*
>>>   NTX640   John
>>   History
>>>   HISX500   Early Christian Studies*
>>>   HISX600   Missionization: A New History Theology
>>>   THX500   Introduction to Christian Theology*
>>>   THX600   Christology
>>>   THX571   Religious Pluralism S
>>>   THX550   21st Century Theology S
>>>   THX512   Indigenous Theologies S
>>   Christian Ethics
>>>   ETHX500 Introduction to Christian Ethics S
>>   Indigenous Spiritualities
>>   ISP Summer School courses S
>>   Christian Worship
>>>   LSX500   Introduction to Christian Worship
>>>   LSX610   Sacraments
>>>   HOMX500 Preaching S
>>   Ministry Theory & Practice
>>>   PTX 551   Pastoral care*

3. Diploma in Indigenous and Inter-religious Studies

North American spiritual, pastoral and public leaders are called to work with diverse publics. Through our programs in Inter-Religious Studies and Indigenous Studies, VST has developed resources for multi-faith literacy. This diploma makes these resources available to lay leaders and others interested in improving civic literacy in the area of cultural and religious diversity.

Goals
- To equip people for engagement in indigenous and inter-religious community life
- To develop integrative faith-based knowledge and skills which address critical local and global needs
- To acknowledge the historical and contemporary role of the indigenous North American spiritual and intellectual tradition(s) as a world religion

Length of Program
This is a 24-credit hour program. The Diploma is not available full-time but may be completed part-time over two or three years. All requirements must be completed within eight years. Some Dip IIS requirements can be completed off-site, but this Diploma does require onsite course attendance for at least 9 credit hours.

Information Literacy and Research Skills Modules
All diploma students are required to complete 6 hours of non-credit, no-fee research modules in Information Literacy. The research modules will engage students in hands-on as well as theoretical work intended to develop knowledgeable, disciplined and critically astute researchers. Diploma students are required to take the following Research Modules:
- Module 1: Indigenous Ways of Knowing and Research Methods (previously Module J);
- Module 2: Undertaking Library Research (previously Module A and B);
- Module 3: How to Write a Paper (previously Module C); and
- Module 4: Research with Human Subjects (previously Module E)

Research Modules should be taken in a student's first year of study and are available for off-site students.

Course Requirements for Diploma in Indigenous and Inter-religious Studies
    Required Courses: (15 credits)

        IPT512   Sacred Texts and Oral Traditions (3)
        TH514   Indigenous Theologies and Epistemologies (3)
        IPI510   Encountering the Other (3)
        One of: IPS/SP510 Ritual, Liturgy & the Sacred (3) or IPS/SP500 Spiritual Formation in Communities (3)
        Attendance at and coursework from ISP Summer School (minimum 3 credits)
        9 credit hours of elective courses (may be taken from any discipline for which the student has the prerequisites)

Indigenous Issues Workshop at ISP Summer School
All non-indigenous diploma students who enrol in the ISP summer school are required to participate in a 3-hour workshop on Indigenous issues, normally held on the first day of ISP summer school. There are no fees associated with the workshop.

4. Diploma in Denominational Studies

The Diploma in Denominational Studies is a program that takes two forms: 1) a course of studies set by the judicatories of a particular student's denomination that is designed to meet the needs of the particular student or 2) a course of studies designated by the School that provides a general theological background with courses in the history, theology, polity, and ethos of the historic denominations of the School.

Diploma in Denominational Studies: Designated by Denominational Judicatory

Overview of Program

The Diploma in Denominational Studies: Anglican/United/Presbyterian is designed to recognize accomplishment by a student who has completed a program of study set for them by their respective denomination, The Anglican Church of Canada, The United Church of Canada or The Presbyterian Church in Canada. Normally, the Diploma is given for a program of 18 credit hours or more. A student who accomplishes more than 12 and fewer than 18 credit hours of work that has been set by a denomination will be awarded a Recognition of a Program of Studies.

Length of Program

The Diploma in Denominational Studies: Anglican/United/Presbyterian varies in length depending on the program of study set by the denomination for a particular student. However, any program that consists of 18 credit hours or more will be recognized by the School with the granting of the Diploma. All studies must be completed within eight years of initial enrolment.

Course Requirements

Course requirements for the Diploma in Denominational Studies: Anglican/United/Presbyterian are set by the respective denomination. The judicatory may ask the School to determine specific course work for the student, taking into account previous academic work the student has accomplished. Depending on the requirements, many if not all the courses may be completed off-site, without relocating to Vancouver.

Diploma in Denominational Studies: Designated by VST

This is an 18-credit hour program that combines several introductory courses in the history, theology, polity, and ethos of the three respective denominations, as follows:

Diploma in Denominational Studies: Anglican (for those needing the Diaconate program see below)

    PT500   Theological and Spiritual Foundations in Public and Pastoral Leadership (3)
    LS500   Introduction to Christian Worship (3)
    TH500   Christian Theology I (3)
    HIS500   Christianity & Judaism in Antiquity (3)
    TH/HIS650 Anglican History, Theology, & Spirituality (3)
    DS601   Anglican Polity, Mission and Ministry (3)

Diploma in Denominational Studies: United

    TH500   Christian Theology I (3)
    PT500   Theological and Spiritual Foundations in Public and Pastoral Leadership (3)
    HIS600 Canadian Church History (3)
    HIS640 Reformation History (3) or TH650 Reformed Theology (3)
    DS522   UCC Worship and Music (2)
    DS525   UCC Polity and Governance (1)
    DS624   UCC History, Theology and Doctrine (3)

Diploma in Denominational Studies: Presbyterian

    PT500   Theological and Spiritual Foundations in Public and Pastoral Leadership (3)
    TH500   Christian Theology I (3)
    TH650   Reformed Theology in the 19th and 20th Centuries (3)
    HIS640 Reformation History (3)

DS510   PCC Heritage, Polity & Practice (3)
    DS515   PCC Studies: Worship, Creeds and Confessions (3)

VST-Regent College Joint Program for PCC Candidates for Ministry

Candidates for the ministry of The Presbyterian Church in Canada may choose to enter a joint Regent College-Vancouver School of Theology Program. Students choosing this option would apply concurrently for the Master of Divinity Program at Regent College, and the Diploma in Denominational Studies at VST. During their time at Regent College, they will take up to 15 courses (45 credit hours) at VST and may transfer a significant number of those credits to the Regent College MDiv. Those courses include Denominational Studies, Field Placement in a Presbyterian Church in Canada congregation and at least one course with all PCC professors at VST. Candidates who successfully complete this program will be qualified academically to enter the ministry of The Presbyterian Church in Canada. Students in this program generally take a little longer to complete their studies than those enrolled only in the MDiv program at VST.

Information Literacy and Research Skills Modules

All diploma students are required to complete 6 hours of non-credit, no-fee research modules in Information Literacy. The research modules will engage students in hands-on as well as theoretical work intended to develop knowledgeable, disciplined and critically astute researchers. Diploma students are required to take the following Research Modules:
- Module 1: Indigenous Ways of Knowing and Research Methods (previously Module J);
- Module 2: Undertaking Library Research (previously Module A and B);
- Module 3: How to Write a Paper (previously Module C); and
- Module 4: Research with Human Subjects (previously Module E)

Research Modules should be taken in a student's first year of study and are available for off-site students.

5. Anglican Diploma in Diaconal Studies (ADDS)

The goal of this special denominational diploma is to form and educate Anglican Deacons for service in the church and the world. Students in this program must already be supported by their Diocese for training towards the diaconate. This program entails 25 credit hours of coursework and must be completed within eight years of enrolment. For students in the Diocese of New Westminster, at least 50% of coursework must be completed on-site.

Core Courses

    TH500   Christian Theology I (3)
    HB500   Introduction to the Hebrew Bible 1 (3)
    NT500   Synoptics (3)
    HOM500   Homiletics (3)
    DS501   Anglican Liturgy (2)
    DS502   Diaconal Ministry (2)
    One of: DS601 Anglican Polity, Mission and Ministry (3)
                    or TH/HIS650 Anglican History, Theology and Spirituality (3)
    Electives 6 credits from selected elective offerings (6)

6. Graduate Diploma in Theological Studies (GDTS)

The Graduate Diploma in Theological Studies is a post-graduate diploma designed to provide opportunities for interested persons to complete a focused program of advanced studies in a given area supportable by the School of Theology. The program may serve to prepare a student for work in a Master of Theology (ThM) program, provide scholarly enhancement of ministerial practice, or provide disciplined focus in an area of theological study for personal interest. This program may be of particular interest for those who may not be able to undertake a full graduate degree program but who wish an organized program of studies culminating in certification. If eventual application to a ThM or other graduate program in undertaken, additional language requirements and/or application materials may apply.

Length of Program and Course Requirements
The Graduate Diploma is a 12-credit hour program, consisting of four 3 credit hour courses at the 700 level or above. At least three of the four courses must be in one chosen area of concentration.

Generally, the guidelines for ThM level work apply to the Graduate Diploma. All work for any course undertaken as a part of the Graduate Diploma program must be completed within one month of the end of the term in which the student registered for the course. Courses completed in the Graduate Diploma program can be transferred into another VST degree at the advanced level and may be eligible for transfer into other graduate programs.

General Areas of Study
Currently, studies for the Graduate Diploma in Theological Studies may be undertaken in:
> Biblical Studies
> Hebrew Scriptures
> Homiletics
> History
> Hermeneutics
> Indigenous Studies
> Jewish Studies
> New Testament
> Theology

Information Literacy and Research Skills Modules
All diploma students are required to complete 6 hours of non-credit, no-fee research modules in Information Literacy. The research modules will engage students in hands-on as well as theoretical work intended to develop knowledgeable, disciplined and critically astute researchers. Graduate Diploma students are required to take the following Research Modules:
- Module 1: Indigenous Ways of Knowing and Research Methods (previously Module J);
- Module 2: Undertaking Library Research (previously Module A and B);
- Module 3: How to Write a Paper (previously Module C); and
- Module 4: Research with Human Subjects (previously Module E)

Research Modules should be taken in a student's first year of study and are available for off-site students.

J. 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 eight years from the date of initial enrollment to the completion of this degree.

1. **MDiv Competencies**
A graduate of the MDiv program at VST will be equipped and prepared to exercise a vocation of theological scholarship in the service of the flourishing of God's people:

Self and Contextual Knowledge
Articulate critical knowledge of self, one's own denominational or faith tradition, and contemporary cultures, communities and contexts both locally and globally.

Bible, Preaching, and Worship
Demonstrate knowledge of biblical texts and their contexts in order to integrate biblical vision with contemporary realities in varied expressive formats such as preaching, teaching, and social ministry that witness effectively the mission of the church.

Demonstrate theoretical and practical knowledge of worship traditions and lead worship celebrations that interpret divine agency and hold space where God and people meet.

Pastoral and Public Leadership
Evidence spiritual maturity to care effectively for the pastoral and spiritual well-being of individuals, congregations or communities.

Demonstrate deep formation within the student's own denominational tradition.

Practice effective leadership in pastoral and public situations amidst a climate of change, being a sign of Christ's presence while making use of and possibly going beyond current models of ministry.

Indigenous and Inter-religious Studies
Demonstrate awareness of a variety of Indigenous ways of knowing and being and show willingness to engage the Indigenous community locally and advocate for Indigenous issues globally.

Demonstrate knowledge of and sensitivity to religious traditions other than one's own and show ability to identify and engage in areas of 'overlapping consensus' for the good of the world.

Theology and History
Demonstrate knowledge of theology and history in the service of the flourishing of the church.

Integration
Demonstrate integration of knowledge drawn from scripture, history and theology with spiritual and practical insights to analyze and respond imaginatively to contemporary challenges in the practice of ministry.

2. **Police Information Check**
A Police Information Check (PIC), formerly called a Criminal Record Check, is required for all students in Theological Field Education (TFE). Students are responsible for attaining the PIC from their local police department and for the cost. Students can be provided with an individualized letter to assist them in attaining a PIC. If the student has a current PIC (within the last 12 months), a copy of that document will be accepted. A copy of the PIC (current or within

12 months) is to be uploaded to Populi by the student before the beginning of any course with a field component, or any unit of TFE begins.

3. Information Literacy and Research Skills Modules

All MDiv students are required to complete 12 hours of non-credit, no-fee research modules in Information Literacy. The research modules will engage students in hands-on as well as theoretical work intended to develop knowledgeable, disciplined and critically astute researchers. MDiv students are required to take the following Research Modules:

- Module 1: Indigenous Ways of Knowing and Research Methods (previously Module J);
- Module 2: Undertaking Library Research (previously Module A: Intro to Library Research and Module B: Library Research Strategies for Papers);
- Module 3: How to Write a Paper (previously Module C); and
- Module 4: Research with Human Subjects (previously Module E: Human Research 1: Intro).

Research Modules 1-3 should be taken in a student's first year of study and are available for off-site students.

4. Course Requirements

Biblical Studies:

HB500	Intro to Hebrew Bible I (3)
HB600	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)

Historical and Theological Studies:

HIS500	Judaism and Christianity in Antiquity (3)
HIS600	North American Church History (3)
TH500	Christian Theology 1 (3)
ETH500	Christian Ethics (3)

6 additional credits in Theological Studies
3 additional credits in Historical Studies

Public and Pastoral Leadership:

ED500	Catechesis and Community in Post-Christendom (3)
HOM500	Homiletics (3)
LS500	Introduction to Christian Worship (3)
PT500	Spiritual and Theological Foundations for Public & Pastoral Leadership (3)
PT505	Practical Foundations for PPL: Leadership in Context (3), taken concurrently with TFE-E
PT551	Pastoral Identity and Practice (3)
PT651	PPL Studio I (3), taken concurrently with TFE-P1
PT652	PPL Studio II (3), taken concurrently with TFE-P2
PT655	Integrative Ministry Seminar (3)
PT698	Integrative Ministry Paper

6 additional credits in Public and Pastoral Leadership (Denominational Studies, Practical Theology; Education; Liturgy; Homiletics;)

Theological Field Education: (non-credit see TFE Handbook for details)

TFE-E: Exploration (1 term)
TFE-P: Leadership in Practice (2 terms, P1 and P2)
TFE-FC: Leadership in Faith Community (2 terms, FC1 and FC2)

Additional Elective areas:

3 credits in Inter-religious Studies
6 credits in Spirituality
6 additional elective hours in any area of study

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

5. Denominational Requirements

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

Anglican Church Requirements:
TH/HIS650 Anglican History, Theology, & Spirituality (3)
HIS640   Reformation History (3)
DS501   Anglican Liturgy (2)
DS601   Anglican Polity, Mission and Ministry (3)
LS/SP501   Marriage in the Anglican Tradition (1)
LS/SP503   Baptism in the Anglican Tradition (1)
LS/SP504   Eucharist in the Anglican Tradition (1)
LS/SP505   Reconciliation, End of Life, & Funerals (1)

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

United Church Requirements:
DS522   UCC Worship and Music (2)
DS525   UCC Polity and Governance (1)
DS624   UCC History, Theology and Doctrine (3)
TH/SP630 Intercultural Theology and Spirituality (3)
TH514   Indigenous Theologies and Epistemologies (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)

6. Otherwise Affiliated Students in Public and Pastoral Leadership Degrees (MDiv/MAPPL)

Students entering the MDiv or MAPPL who do not affiliate with the Presbyterian, Anglican/Lutheran or United Church will be assigned a faculty mentor as follows:
Otherwise affiliated Christians Rev. Dr. Ross Lockhart
Otherwise affiliated religious traditions (including Unitarians) Rev. Dr. Hyuk Cho

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

7. Theological Field Education (TFE) at VST

Students in the MDiv program at VST are required to complete three units of theological field education or equivalent. Students in the MAPPL program at VST are required to complete two units of theological field education. Though mandatory, these units are not counted in the credit hour requirement of the degree program and students

are not charged tuition for any unit of Theological Field Education. Students should register for TFE when registering for their courses.

TFE Exploration (First year, Spring Term)
> In the spring of their first year, MAPPL and MDiv students will follow-up on the concluding papers written for PT500. Concurrent with their registration in the course PT505 Leadership in Context, they search for a ministry site (plus its mentor) which provide opportunity to engage and reflect critically on leadership challenges arising from the changing role of church in society. This site becomes their Studio Practicum placement in year two. It is a seminar- based course for the Spring Term (ten to twelve weeks). It is normally undertaken in the second term of first year but for part- time students it can be completed in the spring term prior to the year they enroll in the Studio Leadership course (PT 651/652) and TFE-P (co-requirements) or TFE-FC.

For MDiv students TFE Practice and TFE Faith Community may be taken in either order after completing PT505 and TFE-E. It is recommended that students complete Studios and TFE-Ps before taking PT655 Integrative Seminar in their final year.

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

TFE Leadership in Faith Community
> Students become immersed in the ministry of a congregation or social placement, participating in various ways which are appropriate to their learning goals, that particular ministry context, and the requirements of their denominations. Interaction with their supervisor provides support and feedback on their "hands on" experience. They also do theological reflection together in which they open themselves to explore the presence and activity of God in the field placement experience. TFE Faith Community is often undertaken in the Fall and Spring terms of the third year of a student's MDiv 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, community, or overseas setting.

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

Placements for TFE Practice and TFE Faith Community 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. Please refer to the TFE Handbook.

8. MDiv Culminating Assignment: PT698 Integrative Ministry Paper and Interview

Prerequisites
All designated denominational courses should be completed prior to or concurrently with a student's registration for this cumulative assignment.

Purpose

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

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

Paper Guidelines

The Paper on Public and Pastoral Ministry is an integrative paper of 5,000 words (exclusive of notes and bibliography), normally completed in the final term of the student's MDiv program. In writing the paper, students may want to make some use of case studies, art, poetry or other forms of expression that might assist them in articulating theologically, biblically and practically the integration of their academic, spiritual, and practiced-based experience of a VST education. The paper must include a bibliography of sources and follow the guidelines for academic papers (Chicago). Papers must be carefully edited and will not be approved until all copy-edit errors and omissions are corrected.

It is anticipated that the approach to the paper will follow the method of the "pastoral cycle" wherein the student will integrate the following steps in demonstrating their capacity as practical theologians to reflect critically and constructively on ministry in a specific context with reference to wider issues currently influencing the church in the world. Note that all sections are required and that the majority of the paper should be dedicated to point 3:

> **An identification** or description of the ministry situation which the student is preparing to enter (denominational affiliation, order of ministry, geographic location [if known], specialization in ministry children/youth/family, innovation/planting, congregational, community-based, etc.)

> **An analysis** of the context (historic, demographic, etc.) drawn from various bodies of knowledge— theological, cultural, political, economic, and social theory, including naming one's own hermeneutic principles, recognizing one's location vis à vis that of others.

> **A reflection** on the context and opportunity for ministry as presented above based on knowledge, understanding, and critical interpretation of theologies, Scriptures, traditions and experiences, demonstrating a capacity for illumination, guidance and critique. This section will include discussion of the nature or agency of God, Christology, and ecclesiology, particularly as or if these pertain to the theological and practical norms within the student's denomination or tradition. This section will demonstrate the student's capacity as a practical theologian to draw on the academic, practical and spiritual disciplines of the field in which they have been engaged throughout their program of study, to interpret divine agency (missio Dei, what God is up to, the spirit at work, etc.) in a particular context.

> **A response** (to 1-3) in which the student situates or identifies their own contribution to the ministry of the church (or faith community) of our time. This section will demonstrate the student's realistic self-knowledge as well as their ability to name faithful and effective personal and corporate responses to identified challenges and opportunities. The student will give evidence of their ability to place themselves with modesty and particularly within a historical and global movement.

4. Response (collective and individual)

1. Ministry situation in which the student anticipates serving

3. Theological, biblical, historical, spiritual interpretation or reflection on context

2. Analysis of context (socio-political, cultural, ecclesial, etc.)
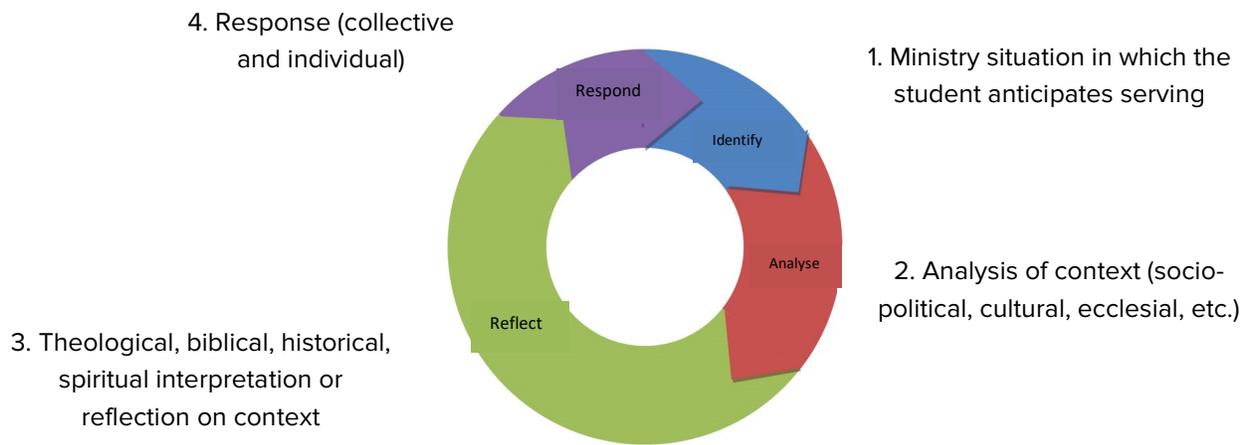
Student's paper is expected to demonstrate the following competencies:
-   knowledge of central themes of theology such as Christology, sacraments, worship, prayer, ecclesiology, ministry, missiology, orders of ministry, "subordinate standards," [7 principles] of student's faith critical to the history and ethos of the student's denomination or tradition
-   knowledge of biblical themes and their contexts, the ability to articulate one's interpretive principles, and the willingness and ability to integrate biblical themes and theology with contemporary contexts
-   the ability to reflect theologically on challenges and opportunities facing contemporary society and the practice of ministry, including insights from Indigenous and inter-religious studies
-   self-awareness, and discernment of one's readiness to offer effective leadership in public and pastoral ministry, including one's spiritual practice and pastoral presence
-   the ability to name and critically engage issues/topics related to religious and public life, including the impact of global realities in a particular context

Process
Students in their final term of their program register for PT698 (Culminating Project 0.0 credits) and choose a date for presentation on the culminating project calendar. All students registered in PT698 should inform their DDF. Students are required to invite a ministry practitioner to the presentation of their Integrative Ministry Paper. The evaluative panel will include the student's DDF, 1 additional VST faculty member assigned by the Chair of the PPL committee, and the practitioner chosen by the student and approved by the DDF. This practitioner should have experience of the student's practice of ministry during the student's degree program and should not be a staff member or other faculty member at VST. The ministry practitioner will not normally be a spouse of a faculty member, unless that person has been a TFE supervisor. All three members sit equally as evaluators on the panel. Students will have opportunity to invite one additional sessional or core faculty member to attend panel without an evaluative role, if desired.

The Integrative Ministry paper is submitted one week prior to the presentation date to each of the three members of the panel. A copy of the evaluation form must be sent with the paper.

On the assigned date, the student meets the panel for a discussion of the paper. The approximate duration of this discussion will be 1.5 to 2 hours. The chair will invite the student to make an initiation presentation summarizing (not reading) the paper (about 30 minutes), followed by discussion with the student and members of the panel. Following this discussion, the student is asked to leave, the panel discusses the student's work, makes a decision and the student is invited to return. The chair informs the student of the panel's decision (Approved, Approved with Minor Corrections to Be Reviewed by Chair, Incomplete, Not Approved).

9. Protocols for Indigenous Studies Program MDiv 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 ISP-MDiv 18 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 MDiv degree after admission to VST through the Indigenous Studies Program:
1) Complete all work in the extension model with summers at the Indigenous Studies Program 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 Indigenous Studies Programs' guidelines through the completion of credit-hour courses, or through the Indigenous Studies 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. Indigenous 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 Indigenous Studies Program Summer School.

All in-residence/on-campus students shall have an Indigenous mentor; the mentors will be named by the Indigenous Studies Program Committee.

If a student enters the program without supervised pastoral/practical experience, the Director of Indigenous Studies 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 ISP-MDiv submission deadlines apply.

ISP-MDiv language guidelines are in effect for all Indigenous Studies 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 Indigenous Studies Programs.

10. 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.

K. MAPPL Program Guidelines

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

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

1. **MAPPL Competencies**
A graduate of the MAPPL program at VST will know, articulate and integrate aspects of religious heritage, cultural context, and public and pastoral leadership:
   - Demonstrate Masters level knowledge of biblical, theological, and historical traditions and contexts, including the student's own denomination or faith tradition.
   - Analyze the relationship between religious faiths and contemporary culture and demonstrate how engagement with both impacts one's contribution to public and pastoral leadership.
   - Analyze and interpret various cultural, congregational, and organizational contexts where ministry is practiced.
   - Demonstrate positive growth in self-knowledge, emotional maturity, and spiritual vitality necessary for leadership in community.
   - Articulate and practice an ethical and theological framework for decision-making and action.
   - Articulate the student's own purpose or call within their community of faith and wider society, making use of and possibly going beyond current models of ministry.
   - Demonstrate integration of the knowledge, reflection and skills described above in theological reflection on the practice of ministry and leadership, in relation to major challenges facing contemporary religious communities and society.
For those in the Spiritual Care concentration, demonstrate skills as a practitioner in spiritual care, working with a care team in a clinical institutional setting.

2. **Police Information Check**
A Police Information Check (PIC), formerly called a Criminal Record Check, is required for all students in TFE. Students are responsible for attaining the PIC from their local police department and for the cost. Students can be provided with an individualized letter to assist them in attaining a PIC. If the student has a current PIC (within the last six months), a copy of that document will be accepted. A copy of the PIC (current or within six months) is to be uploaded to the Populi Student Portal by the student before the beginning of any course with a field component, or any unit of TFE begins. The upload takes place on the Student Portal 'Info' Tab *(Other Info (add)/Choose a Custom Field/Police Information Check)*

3. **Information Literacy and Research Skills Modules**
All MAPPL students are required to complete 12 hours of non-credit, no-fee research modules in Information Literacy. The research modules will engage students in hands-on as well as theoretical work intended to develop knowledgeable, disciplined and critically astute researchers. MAPPL students are required to take the following Research Modules:
   - Module 1: Indigenous Ways of Knowing and Research Methods (previously Module J);
   - Module 2: Undertaking Library Research (previously Module A and B);
   - Module 3: How to Write a Paper (previously Module C); and
   - Module 4: Research with Human Subjects (previously Module E)
Research Modules 1-3 should be taken in a student's first year of study and are available for off-site students.

4. Course Requirements

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

Foundational Core (15 credit hours)

TH500	Christian Theology (3)	
HB500	Introduction to Hebrew Bible (3 credits)	
NT500	Synoptics or NT501 Paul (3 credits)	
HIS500	Christianity and Judaism in Greco-Roman Antiquity or HIS600 North American Church History (3)	
IPI510	Encountering the Other (3)	

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

PT500	Spiritual and Theological Foundations for Public and Pastoral Leadership (3 credits);
PT505	Practical Foundations for PPL Leading in Context (3)
PT651	Public and Pastoral Leadership Studio I (3)
PT652	Public and Pastoral Leadership Studio II (3)
PT655	Integrative Ministry Seminar (3)

Theological Field Education

TFE-E	Exploration (taken concurrently with PT505)
TFE-P	TFE Leadership in Practice, P1 and P2 over 2 terms (taken concurrently with PT651 and PT652)

For more information on Theological Field Education, see the TFE Handbook available on the VST website or from the Director of Field Education.

Representative Electives

Students will be required to take 9 credit hours of study 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, missional theology, post-colonial studies, Inter-religious studies, and Indigenous studies.

Open Electives: 9 credits

5. MAPPL Culminating Assignment: PPL698 Capstone Project and Presentation

The final requirement for graduation in the MAPPL is a capstone project and presentation (see below).

Students completing the Specialization in Spiritual Care will write an Integrative Paper specific to that specialization. Information about PPL697: Integrative Paper Spiritual Care can be found in Section 7, following.

The final requirement is normally completed in the student's final year or term of study.

Capstone Project and Presentation Description:

WHY:

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

WHAT:

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

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

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

HOW:

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

    A. The context in which the leadership challenge or opportunity is situated

    B. A description and analysis of the leadership challenge or opportunity

    C. The intended project's

        Aims

        Time frame

        Delivery

        Intended outcomes

        Assessment process

    D. The competencies for leadership which the student intends to demonstrate

    E. A completed proposal for research with human subjects (interviews, questionnaires, etc.), if necessary

    E. An outline and date for the presenting the project

    F. Bibliography

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

3) The capstone project will be evaluated by a three-member team consisting of: one PT faculty member, a second faculty member (normally also PT) or DDF assigned by the Chair of the PPL committee and one practitioner chosen by the student from a field associated with the student's project. Students may invite an appropriate (non-voting) audience of not more than three people with particular interest in the project to attend the presentation.

4) The capstone project paper is submitted one week prior to the presentation date to each of the three members of their panel. A copy of the evaluation form must be sent with the paper.

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

6) On the assigned date, the student meets the panel for a discussion of the paper. The approximate duration of this discussion will be 1.5 to 2 hours. The chair will invite the student to make a presentation summarizing (not reading) the paper (about 30 minutes), followed by discussion with the student and members of the panel. Following this discussion, the student is asked to leave, the panel discusses the student's work and makes a

decision, and the student is invited to return. The chair informs the student of the panel's decision (Approved, Approved with Minor Corrections to be Reviewed by the Chair, Incomplete, Not Approved).
7) Students have one opportunity, working with a faculty advisor, to re-work as assigned by the evaluation team either or both the paper and presentation. The student will need to register and pay the maintenance fee for another term if the deadline for successful completion of coursework for graduation has passed prior to successful completion of the culminating project.

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

6. MAPPL Specialization in Spiritual Care (MAPPL-SC)

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

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

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

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.

Concentration Requirements:
    Theological Core:
        TH500   Christian Theology (3)
        ETH500   Introduction to Christian Ethics (3)
        HB500   Introduction to Hebrew Bible (3 credits)
        NT500   Synoptics or NT501 Paul (3 credits)
        HIS500   Christianity and Judaism in Antiquity or HIS600 North Am. Church History (3)
        Inter-religious Studies or course in a tradition other than one's own (3)
    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.
    Pastoral Identity, Leadership, and Spiritual Care Practice:
        PT500   Spiritual and Theological Foundations for Public and Pastoral Leadership (3)
        PT551   Pastoral/Spiritual Care and Practice (3)
        ETH580   Directed Study Professional Ethics for Spiritual Care (3)
        Clinical Pastoral Education Unit I (3)
        Clinical Pastoral Education Unit II (3)
        Clinical Pastoral Education Unit III (3)
        PT655   Integrative Ministry Seminar (3)
        PPL 697   Integrative Paper, Spiritual Care (non-credit, see below)
    Electives in Spiritual Care Practice (courses in spiritual care; ministry training; counselling) (3)
    Open Electives 6 credits in any area of study

PPL697 Integrative Paper Spiritual Care (non-credit)
Students completing an MAPPL with Specialization in Spiritual Care write an Integrative Paper as their culminating assignment. Such students register for PPL697 Integrative Paper Spiritual Care (0 credits)

The purpose of the Integrative Paper Spiritual Care is to assist VST in assessing the ability of MAPPL students in Spiritual Care to integrate their academic and experiential learning and to demonstrate competencies appropriate to the field of spiritual care. The paper should reflect the competencies articulated by the school for the MAPPL degree, as expressed below.

Integrative Paper Spiritual Care Competencies
The paper and presentation will show one's capacity as a public theologian by demonstrating knowledge of biblical themes and their contexts, articulation of one's own hermeneutic, and ability to integrate biblical themes [and/or wisdom from other religions and spiritualities] and theology with practice of spiritual care and pastoral leadership;
- knowledge of central themes of one's faith tradition and ability to engage in theological and historical reflection on those themes as they relate to major challenges facing contemporary religious communities and society;
- familiarity with theological and professional ethics as they relate to major challenges facing contemporary religious communities and society and the practice of ministry and leadership;
- understanding of the intersection of religious faiths and contemporary culture, and how this intersection might impact one's contribution to the practice of spiritual care;
- the way in which one's spiritual life bears on one's practice of spiritual care;
- compliance with the VST policy on research with human subjects.

Paper Guidelines
The paper should be 5,000 words (exclusive of notes and bibliography) and is normally completed and submitted in the final term of the students MAPPL program. In writing the paper, students may want to make use of case studies, art, poetry or other forms of expression that assist them in articulating the integration of their academic, spiritual, and practical-based experience of a VST education. The paper must include a bibliography of sources and follow the guidelines for academic papers (Chicago). Papers must be carefully edited and will not be approved until all copy-edit errors and omissions are corrected.
The approach to the paper should follow the method of the "pastoral cycle" described below, wherein the student integrates the following steps in demonstrating their capacity to reflect critically and constructively on spiritual care in a specific context, and with reference to wider issues currently influencing the church or other faith communities in the world. While all the phases of the cycle are required, the majority of the paper should be dedicated to point 3:

Identify and Describe the situation, or type of situation, where the student is preparing to provide spiritual care. This may include things such as a student's faith tradition or denominational affiliation, orders of ministry, geographic location [if known], particular specializations, etc.

Analyze the wider context by drawing from various bodies of relevant knowledge such as theological, cultural, political, economic, and social theory, including recognition of one's personal identity and location *vis à vis* that of others.

Reflect on the context as presented above and needs and opportunities for spiritual care in that context, drawing on the knowledge and understanding gained through courses taken at VST in theology, history, biblical studies, leadership, spirituality, and inter-religious and indigenous studies.

Compose a Personal Response to points 1-3. In this section, the student situates or identifies their anticipated contribution to spiritual care and demonstrates realistic self-knowledge as well as the ability to name faithful and effective personal and corporate response to challenges and opportunities that have been identified. The student will give evidence of their ability to place themselves with modesty and confidence within the wider field spiritual care practitioners.

Process

Students who wish to write the Integrative Paper Spiritual Care should register for PPL697 Integrative Paper Spiritual Care and PT655 Integrative Seminar and choose a date for presentation of the paper on the culminating project calendar.

The evaluation panel will include the student's DDF (where appropriate), or the Spiritual Care faculty mentor, 1 additional VST faculty member assigned by the Chair of the PPL committee and a spiritual care practitioner chosen by the student and approved by Chair of the PPL Committee. This practitioner should have experience of the student's practice of spiritual care during the student's degree program and should not be a staff or faculty member or spouse of a staff or faculty member at VST. If the student is from a religious tradition other than Christianity, a religious leader from the student's own tradition may be an additional panel member, as chosen by the student and approved by Chair of the PPL Committee. All members of the evaluation panel sit equally as evaluators on the panel. Students will have opportunity to invite one additional sessional or core faculty member to attend the panel without an evaluative role, if desired.

The Integrative Paper is submitted one week prior to the presentation date to all members of the panel. A copy of the evaluation form must be sent with the paper.

On the assigned date, the student meets the panel for a discussion of the paper. The approximate duration of this discussion will be 1.5 to 2 hours. The chair will invite the student to make an initiation presentation summarizing (not reading) the paper (about 30 minutes), followed by discussion with the student and members of the panel. Following this discussion, the student is asked to leave, the panel discusses the student's work, makes a decision and the student is invited to return. The chair informs the student of the panel's decision (Approved, Approved with Minor Corrections to be Reviewed by the Chair, Incomplete, Not Approved).

L. MATS Program Guidelines

The Master of Arts in Theological Studies degree program is for those seeking further development in their spiritual journey in relation to other professions, for those interested in further academic study or for those wishing to develop further perspectives in theological thought for personal or professional enrichment. 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 term. The MATS degree program can be completed entirely via distance coursework.

This program allows students to concentrate their studies in one of four areas. Students will choose one of the following areas before the completion of 18 credits hours of study:

Biblical Studies:
This concentration is intended for those seeking an in-depth and rigorous analysis of Scripture from various perspectives along with biblical language training. Students choosing the Biblical Studies concentration are required to complete 3 credit-hours of either Biblical Hebrew or Biblical Greek as part of their coursework

History and Theology:
For those with a passion for history and theology, this program offers an opportunity to explore historical, ethical and constructive dimensions of the contemporary theological imagination. Students within this concentration are required to take at least 3 credit hours of advanced coursework in both historical and theological studies.

Integrative Studies:
A generalist's choice, this concentration allows study in all of the above subject areas and equips the degree-holder with a broad base of knowledge in theological studies. Those doing an Integrated Studies program must take 3 credit hours in each of the 3 concentrations, beyond the foundational core.

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

1. MATS Outcomes
Graduates of the program will be equipped and prepared to
- exercise a vocation of theological scholarship, characterized by independent initiative, personal responsibility, collegial cooperation, ethical behavior consistent with academic integrity, and an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods and disciplines.
- Demonstrate an introductory knowledge of theological disciplines,
- Apply appropriate hermeneutical methods to accomplish an introductory level interpretation of a biblical text both in its ancient context and in contemporary contexts.
- Analyze the central topics in theology and engage in theological reflection in light of particular issues and topics and articulate an understanding of the theological task.
- Demonstrate analytical skills applied to historical data such as use of primary and secondary source materials.
- Demonstrate introductory level awareness of the content, methods, issues, and contexts of one other theological discipline (spirituality, public and pastoral leadership, inter-religious studies, Indigenous studies, or ethics).

In the student's discipline of concentration, identify the basic working concepts in the critical study of the discipline, offer discussion of the basic content of the discipline, and employ research skills sufficient to present the basic content of that discipline.

For an Integrative Studies concentration, demonstrate intermediate level familiarity with the content, methods, issues and contexts of two or more theological disciplines, and ability to make comparative and integrative judgments between or among the fields chosen.

Demonstrate proficiency in clear and effective communication in both oral and written forms; the construction of a logical argument; the making of informed judgments on complex issues, and the use of standard conventions of style for scholarly writing.

Length of Program

The Master of Arts in Theological Studies degree is a 48 credit-hour program and can be completed in two years of full-time study. However, if a student wishes to study part time, all courses required for this degree must be completed in eight years from the date of first registration.

2. Information Literacy and Research Skills Modules

All MATS students are required to complete 4 non-credit, no-fee research modules in Information Literacy and Research Skills. The 3-hour research modules will engage students in hands-on as well as theoretical work intended to develop knowledgeable, disciplined and critically astute researchers. MATS students are required to take the following Research Modules:
-    Module 1: Indigenous Ways of Knowing and Research Methods (previously Module J);
-    Module 2: Undertaking Library Research (previously Module A and B);
-    Module 3: How to Write a Paper (previously Module C); and
-    Module 4: Research with Human Subjects (previously Module E);

MATS students writing a thesis are also required to complete the following thesis-based modules:
-    Module 5: Thesis Proposal and Writing (previously Modules G and H); and
-    Module 6: Library Research for a Thesis (previously Module I).

Research Modules 1-3 should be taken in a student's first year of study and are available for off-site students.

3. Course Requirements for Master of Arts in Theological Studies Degree

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, and Inter-religious studies.

Core Required Courses (21 credit hours)
HB500   Introduction to Hebrew Bible I (3)
HB600   Introduction to Hebrew Bible II (3)
HIS500   Christianity and Judaism in Late Antiquity (3)
NT500   Synoptics (3)
NT501   Paul (3)
TH500   Christian Theology 1 (3)
3 credits in Inter-religious studies (3)

Area of Concentration and Additional Coursework (27 credit hours)

Students may declare their area of concentration (Bible, History & Theology, Practical Theology, or Integrated Studies) at time of enrollment and must do so prior to the completion of 18 credit hours of study. A studies advisor appropriate to the student's concentration will be assigned by the Research Studies Committee when the student registers for the comprehensive exam or thesis.

A concentration assumes completion of 12 credit hours above and beyond the required foundational core courses 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 3 credit-hours of a Biblical language (Greek, Hebrew, or other language as approved by the Dean) and 6 credits in Bible electives (advanced NT or HB, not including BIBL500).

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

Directed Studies:
To ensure a cohort of learners while also encouraging the particularity of a student's studied enquiry, students may undertake no more than 6 credit hours of directed readings within their MATS program.

Half courses:
To ensure 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).

4. Comprehensive Examinations

Students typically complete their MATS program by sitting a six-hour comprehensive examination in their last term of studies—no later than the tenth week of term. The student will approach the Research Studies Chair prior to their last term of study to arrange for the examination. The Research Studies Committee will then assign a faculty studies advisor. The student and faculty studies advisor will draw up a list of readings (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. The list of readings for comprehensive exams will be drawn from syllabi for courses the student has taken and readings the student has done for research papers.

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

The library attempts to be as supportive of students in the preparation for comprehensive exams as is possible. The library will make all reasonable attempts to secure titles to be read—including recalling titles, purchasing two copies of selected foundational titles, extending 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 Chair no later than one week prior to the examination. The Research Studies Chair 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 Chair works with the registrar to set up the exam room, requisition the VST computer, and schedule an exam room monitor.

The student will be given 6 questions and must choose 4 of those questions to write on. The exam will be given in two portions and the student will write on 2 questions during each portion.

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.

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.
Should a student receive a NAPP on a question, they will be allowed to rewrite that question once.

5. MATS Thesis Guidelines

A MATS student may petition to the Research Studies Committee to be allowed to complete their 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.

Petition to Write a Thesis

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 their 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 their 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 counts as 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:
- The thesis will clearly identify and articulate a theological problem;
- The thesis will identify and summarize a range of primary and secondary sources, bearing on that problem;
- The thesis will identify and articulate a method appropriate to framing the theological problem;
- The thesis will, employing that method, provide a critical assessment of the sources reviewed;
- 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:
- 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;
- the primary and secondary sources relevant to the thesis argument, fitting the thesis thereby 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, including proposed outcomes or conclusions. An outline of chapters may conclude this section.
- a calendar of proposed chapter submissions and editorial revisions, which should be carefully reviewed by the faculty thesis advisor so as to coordinate with their 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
At the time when the thesis is deemed ready, and in no case later than the Friday of the 10th week of the term in which the student intends to graduate, the student will email one complete draft of the thesis (in MS Word format) to their thesis advisor, with a cc to the chair of Research Studies. The examiners will consult and jointly confer one of the following evaluations on the thesis Approved, Approved with minor corrections, Approved with revisions, Not Approved. The faculty advisor will consult with the second reader and provide the student with necessary corrections for the final version of the thesis.

The student will make revisions according to the readers' suggestion and submit them to the advisor for approval. After the advisor has approved the final corrections, the student will send the final version of the thesis to the library for formatting review, normally no later than the last day to submit work in the term the student expects to graduate (final day of term). The library will return it to the student with suggested formatting corrections, and the student will make necessary changes to meet the library's thesis publication standards.

The faculty advisor will communicate to the Research Studies Chair that the thesis has been completed and will submit the grade and a narrative evaluation to the Registrar.

The VST library will provide basic guidelines for the formatting of theses. It is ultimately the student's responsibility under the guidance of their thesis supervisor to correctly format citations and bibliography before submitting it to the library for publishing before graduation. The library cannot publish improperly formatted theses. When the Library Director is satisfied with the document, the student will submit two hard copies of the thesis for library binding, and one PDF copy via email. (See additional document VST Thesis Formatting Specifications available from the Research Studies Chair and the VST forms webpage.)

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 term in order to finish the thesis. The re-written thesis will be re-submitted for examination by both the faculty advisor and second reader.

M. MAIIS

This degree program provides students with the opportunity to engage in study, research and writing in a context where three major monotheistic faith traditions and North American indigenous traditions meet. By making available VST's unique resources in Indigenous Studies, including the Indigenous Studies Program summer school, Inter-religious Studies, and ecumenical Christian Studies, the program offers a distinctive academic experience, both intellectual and spiritual. The degree will prepare students to participate in an increasingly pluralistic world and equip them to meet the challenges of religious diversity.

1. **MAIIS Outcomes**
A graduate of the MAIIS program at VST will be able to:
Demonstrate basic knowledge of four traditions (Indigenous traditions, Judaism, Islam and Christianity) and awareness of commonalities, complexities and varieties of approach among them
   - Demonstrate in depth knowledge about the following aspects of particular Indigenous traditions and at least one of Judaism, Islam or Christianity
       a) What is knowledge
       b) Definitions of authority
       c) Cultural identities
       d) Sacred texts or narratives and canon
       e) Performative practices
       f) Spiritual formation
   - Describe and demonstrate practices and strategies for intercultural communication, understanding and peacemaking
   - Demonstrate respectful communication, capacities for inter-religious dialogue, and leadership skills in interactions with communities and organizations related to religious traditions
   - Demonstrate growing self-awareness and understanding of critical concerns of contemporary communities within the traditions on issues such as identity, authenticity, prejudice, survival, etc.
   - Demonstrate awareness of tensions between traditions on issues such as power, appropriation, and assimilation

2. **Information Literacy and Research Skills Modules**
All MAIIS students are required to complete 4 non-credit, no-fee research modules in Information Literacy and Research Skills. The 3-hour research modules will engage students in hands-on as well as theoretical work intended to develop knowledgeable, disciplined and critically astute researchers. MAIIS students are required to take the following Research Modules:
   - Module 1: Indigenous Ways of Knowing and Research Methods (previously Module J);
   - Module 2: Undertaking Library Research (previously Module A and B);
   - Module 3: How to Write a Paper (previously Module C)
   - Module 4: Research with Human Subjects (previously Module E);
MATS students writing a thesis are also required to complete the following thesis-based modules:
   - Module 5: Thesis Proposal and Writing (previously Modules G and H);
   - Module 6: Library Research for a Thesis (previously Module I).
Research Modules 1-3 should be taken in a student's first year of study and are available for off-site students.

3. **Course Requirements**
A student in the MAIIS 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. 48 credit hours will be allocated among:

Foundational courses:

> 3 credits taught in ISP Summer School
> IPI510 Encountering the Other (3)
> IPS/SP510 Liturgy, Ritual & the Sacred (3)
> IPS/SP500 Spiritual Formation in Communities (3)
> IPT512 Sacred Texts and Oral Traditions (3)
> 3 additional credits in the study of sacred texts (6)
> 6 credits in the study of religious traditions (6)
> IPI600 IIS Integrating Seminar (3)

Additional Coursework (9 credit hours of electives of a student's choice)
Supervised field experience (see following for details) (6 credits)
Culminating assignment (6 credits)
Students will have two options for their culminating evaluative exercise:

> 1) A Directed Studies project and oral examination (details follow)
> 2) A 75 90-page thesis (see MATS Thesis guidelines for more information)

4. Supervised Field Experience for MAIIS

Normally, a Supervised Field Experience for a student in the MAIIS program is set up by the School in conjunction with the Director of Inter-religious studies and/or the Director of Indigenous studies. The SFE includes 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 two terms or in intensive format over one term, totalling 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 (100/pages per week in intensive format)
- Establishment and accomplishment of evaluative exercises—written, oral, or performative, with a guideline of 12-15 pages per term 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)

5. 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 and 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 meetings 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 term 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 term the student expects to graduate, the faculty advisor will communicate to the Research Studies Committee that the project has been completed and will upload the grade and a narrative evaluation to Populi.

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 term 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 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.

6. MAIIS Thesis Option

If a student elects to pursue the thesis option for the culminating assignment, the student should initially confer with one of the MAIIS Program Directors to consider a potential faculty advisor or Research Committee-approved alternate and appropriate research areas for a thesis reflecting the MAIIS competencies. The student should write a thesis petition (750 words) describing the area and focus of their proposed thesis topic which should be submitted to the Research Studies Committee for approval so that the MAIIS Program Director in consultation with the Committee can agree on the Faculty Advisor, who is then appointed by the 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. Evaluation will be in terms of the MAIIS outcomes. 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.

A MAIIS student may petition to the Research Studies Committee to be allowed to complete their 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.

Petition to Write a Thesis:

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 their 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 their 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 counts as 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.

MAIIS 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 MAIIS thesis is expected to be approximately 18,750-22,500 words in length (exclusive of footnotes and bibliography).

N. ThM Program Guidelines

1. ThM Outcomes

A graduate of the ThM program at VST will be equipped and prepared to exercise a vocation of theological scholarship reflecting an advanced level of knowledge and skills:
Demonstrate a knowledge of their discipline of concentration commensurate with a second degree in theology, including ability to:
- offer informed and critical discussion of the basic content of the discipline of concentration
- deploy research skills to discuss the content of that discipline knowledgeably
- describe and assess the relative strengths of various scholarly approaches in the discipline
- engage with a second discipline of theological study in order to demonstrate awareness of the content, methods, issues, and contexts of a theological discipline outside of the area of concentration
- demonstrate ability to produce standard forms of scholarly engagement at a level commensurate with a second degree in theological study, including the following skills:
  - clear and effective communication in both oral and written forms, including written and oral presentation of a major research paper
  - the use of standard conventions of style for scholarly writing
  - the creation of a research proposal, including a well-defined thesis statement and construction of logical arguments in support of that statement
  - the ability to propose and defend their own approach to a research topic
  - the making of informed judgments on complex issues including offering conclusions on approaches to the topic under investigation
  - Demonstrate vocational responsibility, including recognition of:
  - the importance of working with scholarly peers and associates in a collegial manner
  - the ecumenical character of theological scholarship and its place within the broader world of scholarly discourse
  - the importance of making their theological expertise available in appropriate ways to wider circles in church and society

Length of Program

The ThM degree consists of a minimum of 24 credit hours. If additional credit hours are required, for example to cover a specialty focus or language study necessary for a doctoral application, a student with the agreement of their study advisor can petition the Research Studies Committee for approval of up to 6 additional credit hours to be a part of their degree. The ThM can be completed full-time in 12 months and must be completed within eight years.

2. Information Literacy and Research Skills Modules

All ThM students are required to complete 4 non-credit, no-fee research modules in Information Literacy and Research Skills. The 3-hour research modules will engage students in hands-on as well as theoretical work intended to develop knowledgeable, disciplined and critically astute researchers. ThM students are required to take the following Research Modules:
- Module 1: Indigenous Ways of Knowing and Research Methods (previously Module J)
- Module 2: Undertaking Library Research (previously Module A and B)
- Module 3: How to Write a Paper (previously Module C)
- Module 4: Research with Human Subjects (previously Module E). Students must complete the module on research with human subjects before registering for more than 9 credit hours.

MATS students writing a thesis are also required to complete the following thesis-based modules:
- Module 5: Thesis Proposal and Writing (previously Modules G and H);
- Module 6: Library Research for a Thesis (previously Module I).

Research Modules 1-3 should be taken in a student's first year of study and are available for off-site students.

3. Coursework

The ThM degree is a 24–credit hour program. The normal course of study involves the following:

12 credits	Courses in the area or discipline of study	
6 credits	Courses in theological fields outside the area of study	
6 credits	ThM thesis preparation and writing OR one additional course and preparation of a ThM project; and an oral examination on the thesis or project	

Courses for the ThM must be taken at the 700 or 800 level. This includes regular ThM courses, augmented Basic Degree 600 level courses that are offered with a ThM component at the 700 level, and reading courses set up with the permission of the instructor.

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.

4. Thesis and Project

Dates

Thesis and Project proposals and final completed work must be submitted no later than that 10th week of either Fall or Spring terms.

ThM Thesis Description

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

Thesis Competencies

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

Project Competencies

The ThM project will demonstrate similar competencies and use a qualitative research based, media based, or other project as the core of the work. The accompanying paper will address the competencies articulated above in setting the project into the field of research and a theological problem.

Content and Development of the Thesis/Project Proposal

In the term before the ThM thesis or the ThM project is to be undertaken, the student shall work with the Research Studies Chair 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 theses], 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 10th week of the term prior to the one in which the student expects to finish the thesis/project. The Research Studies Committee will review the proposal, and return narrative comments to the student and a grade the Registrar. At this point, the student may register for the 2nd term of thesis writing (the final 3 credits of the full 6-credit thesis).

Thesis/Project Evaluation

At the time when the thesis/project is deemed ready by the student and the Faculty Advisor, and in no case later than the Friday of the 10th week of the term in which the student hopes to graduate, the Faculty Advisor will communicate in writing (email) to the Research Studies Coordinator that the thesis/project is ready for examination. The student email one complete draft of the thesis (in Word format) to their advisor, with a cc to the chair of Research Studies. 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 "Academic Dates Calendar" on the VST website].

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 their 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 term 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 term 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 term 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.

A final approved version of the thesis/project (including all formatting) in both Word and pdf formats must be digitally submitted to the Librarian before the degree is conferred.

O. Student Support at VST

1. Employment at Vancouver School of Theology
VST employs students in casual jobs in various areas of the school's administrative and academic life. Information about applying for such jobs is available from the Financial Aid Officer.

> Library Assistant
> Hospitality Assistant
> Editing Assistant
> Faculty Assistant
> Chapel Assistant
> Computer Technology Assistant
> Special Projects

A Note Regarding Faculty Assistants

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

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

2. Overnight Accommodation
There is no overnight accommodation for students at VST. Short-term accommodation is available at Carey Centre (http://www.carey-edu.ca/) or at UBC Suites (https://suitesatubc.com/) For VST's financial housing assistance, please refer to https://vst.edu/students/forms/#section-3

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

Secondly, the Registrar assists the student in planning and executing their program of study. This can involve meeting or corresponding with the student before each registration period to plan that term's work, reviewing with the student their progress in the program and, in general, overseeing the student's completion of the degree.

Course changes, directed studies, and transfer credit requests must be processed through the Registrar's office.

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

4. Faculty Mentors
All degree and diploma students will be assigned a faculty mentor using the following grouping guidelines:

> Hyuk Cho - ministry oriented United students and Unitarian Students
> Kevin Hunt - ministry oriented Anglican/Episcopalian/Lutheran students
> Rebecca Simpson - ministry oriented Presbyterian students
> Joni Sancken - Non-Christian students in MAPPL-SC
> Ross Lockhart - ministry-oriented students (including chaplaincy) in other Christian denominations

Casey Collins - students in the IIS programs
Ray Aldred - students in Indigenous Studies programs
Mari Joerstad - students in research degree programs (Chair of Research Committee)

Faculty mentors will invite their assigned students to meet with them at least once each term, particularly in the student's first year at VST, for the purposes of hospitality and orientation and general support for students including conversations about the student's interests and concerns in their program at VST.

5. Chaplaincy at VST
VST provides an environment and a network that offers each person support and encouragement in developing her or his spiritual life. VST employs a part-time Chaplain Rev. Alisdair Smith, asmith@vst.edu. At the same time, all faculty, staff and students provide informal pastoral support. More formal pastoral support is provided by the directors of denominational formation in keeping with the differing expectations of our sponsoring denominations. Should the need arise for spiritual direction and personal counseling, referrals will be made to appropriate agencies, services and professionals.

6. Pastoral Emergency Fund
A Pastoral Emergency Fund provides discretionary grants for those students in emergency situations. The fund is administered by the President. Pastoral Emergency grants are normally limited to $500.00 per academic year.

7. Academic Tutoring
VST provides academic tutoring support to students, particularly in the first year. In this innovative student support, tutoring will cover the mechanics of academic study, research, and writing. The tutorials offer active learning with applied knowledge; students will bring their assignments to work on. Topics that may be covered include and are not limited to understanding North America university culture and expectations, understanding a syllabus and expectations of the professor, what is plagiarism and how to avoid it, and genres of writing. This provides students with a better understanding of the academic expectations of their courses and help them to be able to fully engage in the content and learning, and improve the quality of their work.

P. Student Financial Aid

1. VST Financial Aid
Financial aid is made available for those VST students who demonstrate financial need. The school's resources depend on donations and investment income, 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 Financial Aid. Some suggestions include the following:
> Local congregation or parish
> Presbytery or Diocesan Office
> Benefactors
> External Bursaries
> Summer and part-time winter jobs
> Canada or U.S. Student Loans

Application Deadlines
A new application is due at the beginning of each term in which a student wishes to receive a bursary towards their tuition expenses. Application deadlines are noted on the Financial Aid page of the VST website, and on the application form. Interviews may be required if there are any questions about an application.

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 diploma/degree programs
3. International students in diploma/degree programs
4. 'Unclassified' students (those not yet admitted to degree programs but given Permission to Register in courses) may be considered as funds allow

Criteria for Awarding Financial Aid
All registered students are eligible to apply for a bursary (applied directly to their tuition account) of 50% of tuition, up to the maximum number of required course credit hours and maintenance fees to complete the program in which they are registered.

Financial Aid will be given only for VST programs. Where a VST diploma/degree student is required to take Clinical Pastoral Education (CPE) as part of their degree requirements, they are eligible to receive funding equivalent to 50% of 3-credits of VST tuition. Financial Aid will be given only for VST programs. Where a VST diploma/degree student is required to take Clinical Pastoral Education (CPE) as part of their degree requirements, they are eligible to receive funding equivalent to 50% of 3-credits of VST tuition. In all cases, bursaries will not exceed actual tuition charged in any academic year.

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

A Pastoral Emergency Fund is established for distribution as discretionary grant funds in emergency situations and administered by the President. Emergency grants may not exceed $500.00 for any particular student in an academic year.

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

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

Recipients of bursaries and scholarships are expected to write a thank you note to any living donor associated with the bursary they have been given in the term in which the bursary was received. Failure to do so may result in becoming ineligible for further funding. These notes are collected by the Financial Aid Officer and are sent to donors.

2. Canadian Student Loans

Canadian students may be eligible for Federal and Provincial student loans if they are full time or part time at VST. If you are a resident of BC, you can apply for student loans at https://www.canada.ca/en/employment-social-development/services/education/student-loan/apply.html. 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.canlearn.ca

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

3. U.S. Student Loans

On-site degree students (MA, MDiv, ThM) from the USA may be eligible for Federal Student Aid if they are enrolled in at least 50% of a full-time load at VST.

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.

Certificate, Diploma, and Off-Site programming is not eligible for funding through the federal loan program, but students in these programs may apply for a private student loan through a Sallie Mae Smart Option Loan. See www.SallieMae.com for more information.

Students enrolled in VST under our "Mature Student" category (i.e. students who are admitted without having completed a baccalaureate degree) are not eligible for US Student Loans.

Courses leading to the Diploma of Theological Studies, MDiv, MATS and ThM degrees have been included for the enrollment of eligible U.S. Veterans under the Veteran's Readjustment Benefits Act of 1966.

4. Satisfactory Academic Progress, VST Bursaries, and Financial Aid

All students who receive any form of financial aid towards their studies are expected to be making Satisfactory Academic Progress. 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 maximum timeframe for completion noted for each program.

Students who are placed on Probation for the reasons noted in the Probation policy and who are receiving VST Bursaries and/or National, Provincial, or Federal financial aid will also receive warning in their letter from the Dean's Advisory Council that Thure to meet the terms set by DAC to be removed from academic probation will result in their becoming ineligible for these financial aid programs during their 2nd term on probation. Note those receiving Title IV funding (U.S. Federal Aid) immediately become ineligible once placed on academic probation.

The student has the right to appeal losing financial aid (but not the status of Probation) if they can demonstrate academic failure due to exceptional circumstances such as an injury/illness of the student or the death of a relative. A letter of appeal must be submitted to the Dean within 14 days of notification of financial aid probation. Supporting evidence will be required.

For more information on Satisfactory Academic Progress, Financial Aid Probation, and Appeals, see Section F. Additional information about these policies as they relate to US Loans can be found on the VST website under Financial Aid/Additional Sources of Aid.

5. 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 up to 25% of the tuition fees, to a maximum of $100. Bursaries must be applied for at the time of registration.

The VST Continuing Education Grant Application form can be found on the VST website at www.vst.edu under Financial Aid/forms.

6. HR MacMillan Fund Clergy Grants

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

Grants will only be considered for clergy in good standing with their respective denominational affiliation. Applicants must include with their application official notification indicating their standing within their denomination from the following :

 ACC Diocesan Bishop
 UCC Conference Personnel Minister
 PCC Clerk of Presbytery

The H.R. MacMillan Clergy Grant Application form can be found on the VST website at www.vst.edu under Financial Aid/Forms.

Q. Worship at VST

1. Principles and Values

Worship is at the heart of our community at VST. We believe our community life and our formation as Christian leaders is informed by the practice of prayer, reflection, praise and shared meals. It is both shared work and shared nourishment. Students and faculty, whether full or part-time, are invited to maintain a regular pattern of worship, and all have the opportunity to attend and lead worship here at the school.

We are an ecumenical and inte-rreligious community. We worship as an ecumenical community once per week on Thursdays and as individual denominations once per week on Tuesdays. On Thursdays in Community Worship we experience, and are challenged by, the rich diversity of traditions that make up our school. We share appreciation of and experience in varying worship styles of the participating denominations of the school. It is an opportunity to encounter God as part of community. Although the normative service of worship is Christian, presentations from other faith traditions are offered at least once per term.

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

2. Guidelines

The Thursday ecumenical worship services in the Fall Term are led by a member of the faculty and a team of volunteer students.

Services in the Spring Term are led by a graduating student preparing for ordained or preaching ministries. They are responsible for inviting a team of peers to assist them. While the service should reflect the tradition the student is connected to, the team of volunteers may include students and faculty from other denominations and traditions. The service planning needs to take into account both students worshiping online and in person. A member of the faculty will be assigned to each student leader for consultation and support.

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

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

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

3. Language of Worship/Words We Choose

The language used in worship at VST ecumenical services should be consistent with the mission and values of the school and reflect our theological diversity and ethos of the community. Worship leaders are encouraged to be thoughtful in their choice of language with attention to experiences of the gathered community. General principles to guide this include seeking balance between the historical and the new; finding words that include all the people of God and don't exclude; using a variety of metaphors to draw close to God.

Please be respectful and diverse in your language, and always assume good will, as we hold with care the diverse traditions we come from. This includes attention to gender-inclusivity, post-colonial interpretation, avoiding super-secessionism, respect for all religions and multicultural sensitivity.

4. Eucharist/Communion

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

Please be aware of your tradition's guidelines for participation in these services.

5. Evaluation of Student-Led Worship

Leading and presiding at worship is a privilege and opportunity to assist a community of believers in expressing their faith and being formed in their identity as disciples. As VST is a learning and teaching community it also provides a chance to develop skill in confidence in the competencies related to ministry leadership. Therefore, following each student-lead worship service there will be a structured time of evaluation. This evaluation group will be made up of at least one faculty member (the Director or Denominational Formation generally), at least two other students (usually all those involved in worship), with the support of the school chaplain. The faculty member will be the same person who was an advisor to the student leader in the planning of the service. It will also include the Chapel Assistant and musician.

The purpose of this evaluation team will not be to critique the liturgy so much as to provide useful feedback to the practitioners. This should take place immediately following the chapel service unless prior arrangements have been made. A short series of questions will be provided to the student as part of the preparation for the service.

6. Worship Planning Things to Keep in Mind

Territorial Acknowledgment

> 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."
> Consider how you will include people who are worshiping on different lands.

Length

> Thursday Chapel worship services should be 45 minutes in length. Please take the length of the service into account when planning sermon/reflections, music and prayers. Time is an essential resource; this is especially important as we continue to meet both for worship and in class online and in person. Ideally, we would like to give everyone an hour between worship and the next class. Please be aware of the medium of online zoom services and be familiar with the technology you are using.

Worship Slides (Pro Presenter)

> It is the responsibility of each worship team to plan and prepare the materials (text and imagery) of their worship slides. Please email a copy of your worship materials in Microsoft Word (.docx) format to the IT Team (worshipmaterials@vst.edu) no later than the Monday before your service, unless you have made other arrangements. If you have special requests pertaining to the layout, order, or structure of the final slides, please include them in this email.

Music

> VST policy with respect to music is that only music for which copyright consent is held, or is being obtained, is to be used in VST worship. There are several worship music resources in the VST Chapel including Anglican, United Methodist, Presbyterian and the United Church hymnals.

> In planning the music, please contact VST's musician at least a week in advance. The Musician(s) can be a helpful resource as you are planning your service. If you wish the musician to make selections for your service please let them know your theme a week in advance.

Eucharist/Communion
> Please let the Chapel Assistant know if you will be having communion/eucharist. She/he will provide the elements and set up as requested. 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 is bread, juice, wine. For further guidance or questions, please contact the School Chaplain.

Physical Space
> Chairs and Table can be set up in the Epiphany chapel in a variety of configurations. You will be provided with a diagram, please fill it out and return it to the Chapel Assistant and Chaplain at least 3 days in advance to discuss the physical space and your service with them.

Online and in Person
> The Chapel is now equipped with the technology to hold true hybrid services with both in person and online participants. When planning worship please take into account those online and make space to include people not physically present.

If you have any questions or are looking for ideas, please contact the Chaplain.

VST Chaplain: Rev. Alisdair Smith asmith@vst.edu

Musician: Lonnie Delisle ldelisle@gmail.com

Additional resources:
> http://lectionary.library.vanderbilt.edu/
> http://www.textweek.com/
> https://www.anglican.ca/about/liturgicaltexts/
> http://www.united-church.ca/worship
> Celebrate God's Presence A Book of Services for The United Church of Canada. UCPH. 2000.
> The Book of Praise. Presbyterian Church in Canada. 1997.
> The Book of Psalms A Worship Resource for Reading or Singing The Psalms With Optional Refrains. Presbyterian Church in Canada. 1995
> The Book of Common Worship. Presbyterian Church USA. 1993.
> Inclusive Psalter (both pointed and not) https://www.anglican.ca/wp-content/uploads/GS2016-Liturgical-Psalter-2016-05-04.pdf

R. Finding Things at VST

1. **VST Reception Desk**

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

2. **Student Paper Submission and Pick-Up**

Many professors request that papers be submitted electronically to the instructor of the course. They may also return graded papers electronically. Where this is not the case, the Library Circulation Desk is the place to turn in papers and to pick up returned papers and exam results. The library does not arrange for the photocopying of student papers or provide typing/word processing services for students. Library photocopiers are available at minimal cost for students and visitors.

3. **Student Lounges and Classrooms**

The main Student Lounge is located on the 2nd Floor south end. This lounge contains a small kitchenette and lockers. A sitting lounge on the 4th Floor also provides a social gathering place for study, discussion groups, and times of worship. Most classrooms are on the 2nd floor. Two seminar rooms are on the North end of the 3rd floor. A small meditation space is located on the south end of the 3rd floor.

4. **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 Rachael Shi, President's Assistant at rshi@vst.edu. For all private functions, there is a nominal charge for use of all rooms.

5. **Computers**

For public workstations, please refer to https://services.library.ubc.ca/computers-technology/public-computers/. In addition, VST and the UBC campus are set up for wireless internet. Students who have a wireless capable laptop can access VST Wi-Fi with the username: Students and password: vstedu19#.

6. **Parking**

There is no free parking available for faculty, students, or staff. The parking spots are from 56 to 62 in front of the school and 6 spots at the Epiphany Chapel. The parking fee is $5.00 a day paid by cash or card. 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.

7. **Out of Province Students with Vehicles**

Students from out-of-province bringing a vehicle into BC must register, license, and ensure 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.

S. VST Structure

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

2. **President's Council (PC)**
The PC consists of the President, Dean, Director of the Indigenous Studies Program, Chief Financial Officer, and Director of Advancement. The PC coordinates and is responsible for the school's administrative life.

3. **Dean's Advisory Council (DAC)**
Composed of the Dean and three additional faculty members as appointed by Faculty Council, this Committee's mandate is to assist and support the Dean in the maintenance and administration of the curriculum. It also considers student requests related to their specific academic program, regularly reviews the progress of students in completing their progress of study and oversees curriculum policy as set by Faculty Council.

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

5. **Public and Pastoral Leadership Committee (PPL)**
A standing committee of Faculty Council, The PPL committee is responsible for the following:
   - Oversee the integrity of the programs and degrees addressing Public and Pastoral Leadership MDiv, MAPPL, 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
   - Make provision for mentoring of MDivs

6. **Research Studies Committee (RSC)**
A standing committee of Faculty Council, the RSC is responsible for the following:
   - Oversee the integrity of the degrees using a research-based methodology MATS, MAIIS, 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 ThM programs including:
   - Assignment of Study Advisors for MATS students when they declare a study area
   - Requests for thesis option
   - Appointment of Faculty Advisor(s) for thesis and comprehensive exams
   - Thesis proposals
   - Second readers

7. **Bursary Committee**
Chaired by the Financial Aid Officer, the Bursary Committee includes the Financial Aid Officer, the Registrar, a representative from the ISP office, the CFO, and one representative from each sponsoring denomination. The committee determines the distribution of bursaries, as well as H.R. MacMillan Clergy Grants.

8. **Admissions and Scholarship Committee**
Composed of the Recruitment and Admissions Coordinator, the Registrar (Chair), and four members of the Faculty, the Admissions and Scholarship Committee considers applications to VST programs, requests for changes to programs, and all applications for VST Entering Scholarships.

9. Other Associations and Committees

i) Faculty Association

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

ii) Denominational Communities

Within the larger VST community are other smaller ones, including those gathered around denomination affiliation Anglican/ Lutheran, Presbyterian (Canadian and American), United Church, and "Otherwise affiliated", an umbrella title which includes all other denominations and religious 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. Each denominational group has assigned worship space on the timetable and holds social events from time to time.

iii) Staff Association

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

iv) VST Alumni Association

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

v) Worship and Spiritual Life Committee

The Worship and Spiritual Life Committee consists of the President (or the President's delegate), the Directors of Denominational Formation, the VST Chaplain, 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 President.

T. VST Students' Association (VSTSA)

The official aims and purposes of the Vancouver School of Theology Students' Association (VSTSA) 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; and
-   Arrange and sponsor social, educational and other activities for the members of the Association.

Elections are held twice a year, in spring at an AGM and in the first weeks of the fall term (to fill any vacant openings, as well as the first-year representative position).

VST Student Association Fees
    On-site and off-site students $20/term (excluding summer term)
    Students enrolled in less than 3 credits not charged

Activities and events vary from year to year, depending on the energy, philosophy, and membership of the executive members.

The VSTSA also serves as liaison with the VST Faculty Council. VSTSA student representatives are members of Faculty Council and attend meetings to bring a student voice to the table. The VSTSA also appoints representatives to participate in other VST committees such as Worship and Spiritual Life. You can contact the VSTSA at vstsa@vst.edu.

U. VST Community Events

1. **Orientation Week**
In this important week before classes begin in September, students have a chance to connect with faculty, staff, and other students, get to know one another or become re-acquainted, and prepare for studying together in the upcoming year. Events include an introduction to theological education for new students, tours, introductions to faculty, academic policies and procedures, orientation to technology used in classrooms, gatherings in denominational and degree program groups; community worship; and a Family BBQ. Off-Site students are expected to attend Orientation Week in the first year of their registration and it is suggested that, if possible, they stay into the following week and attend the first class of each course in which they are enrolled.

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

3. **Research Colloquia**
The Research Studies Committee organizes lectures and roundtables throughout the Fall and Spring terms featuring student and faculty presentations. Details of upcoming speakers are posted on the VST website and distributed to students through monthly communication from the Registrar's office.

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

5. **Parties and Socials**
Occasional parties and social gatherings are organized by students, staff and faculty throughout the year.

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

7. **The G. Peter Kaye Lectures**
This Spring lecture series is made possible primarily by a grant from the Vancouver Foundation in honour of the late G. Peter Kaye, former Chancellor of Vancouver School of Theology, Chair of the Board of Governors, and Executive Director of the Vancouver Foundation. Kaye was a member of St. Francis-in-the-Wood Anglican Church, West Vancouver. Speakers have included Dr. Gabor Maté, Dr. Stanley Hauerwas, The Rev. Barbara Brown Taylor, and Prof. Janet Soskice.

8. **The Cork Lecture and Workshop**
The Cork Lecture and Workshop is jointly sponsored by VST and St. Andrew's Hall in honour of Mardee Cork, a generous supporter of theological education. The Cork Lecture and Workshop is made possible through allocations from a permanent fund held by St. Andrew's Hall with all distributions exclusively at the direction of the VST President. The Cork Lecture and Workshop focus on congregational vitality.

9. Inter-religious Events

VST's Inter-religious Studies program aims to enhance the school's theological curriculum. Inter-religious events support student spiritual formation raises awareness of multi-faith issues in ministry and communal life and prepares leaders for working in Canada's contemporary multi-faith environment.

Student and Broader Community Events include:
Annual Inter-religious Studies conference
Multi-faith worship events led by students and faculty
Public events in multi-faith education
Courses on Judaism, Islam, Christianity, Indigenous traditions, and multi-faith encounter

10. Convocation

The VST community gathers to celebrate the achievement of those receiving certificates, diplomas and degrees each year. The location rotates among Churches of our three supporting denominations and takes place on the 2nd Tuesday of May each year.

V. UBC Campus & Beyond

1. Public Worship
There are several places of worship on campus:
St. Anselm's Anglican Church https://www.stanselms.ca/
St. Mark's Roman Catholic Parish https://stmarksparishvancouver.ca/
University Hill United Church https://uhillcongregation.squarespace.com/
University Chapel https://www.universitychapel.org/

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

3. UBC Resources and Information

The Nest
The AMS Student Nest is a campus hub for students to eat, shop, socialize and study. Find informal study spaces on all 4 floors of the Nest, from casual tables on the ground floor, study aisles overlooking the campus to quiet lounge spaces. Visit ams.ubc.ca/nest for more information.

UBC Life Building
Additional student services can be found in the Student Life building, including UBC Wellness Centre. Several cafés and restaurants also call this building home.

Graduate Student Centre
The Grad Centre is located across from Frederick Wood Theatre. The Grad Student Center is a casual place for students to socialize, and home to the Koerner's Pub a popular casual restaurant and pub.

Recreational Activities
UBC Aquatic Centre east of the 'Nest' has an Olympic Standard indoor pool, 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 valid UBC affiliate student card is required for access.

UBC Center of Accessibility
The UBC Center of Accessibility assesses academic accommodations for VST students; however, VST is responsible for implementing the accommodation, and covering any associated costs. This typically involves one of their accessibility advisors meeting with a student one time to review medical documentation and determine the accommodation. The UBC Center of Accessibility then issues them a Letter of Accommodation which is usually valid for the entirety of their program. They are welcome to re-connect with us if they request additional accommodation.

UBC Center for Writing and Scholarly Communication
Students would also be able to register for writing workshops and writing consultations with a valid CWL. If they have any difficulty registering for workshops and consultation services, please directly contact the CWSC by library.contact@ubc.ca to enquire about their workshops and consultation services or the UBC IT Help Desk to confirm their CWL.

UBC Student Health Services
VST students can acces**s** me to access the following Student Health and Wellbeing services
Student Health Services Students can receive primary and specialized care in-person or virtually. Students can access the Koerner Pavilion Student Health Service clinic, the Orchard Commons clinic, Nurse on Campus and the Recovery Community. See more at https://students.ubc.ca/health/student-health-service

Counselling Services Students can meet with a Wellness Advisor (a certified mental health professional) who will help them identify their goals and navigate the range of support available in the community.
Students can call Counselling Services at 604 822 3811 to schedule a virtual or in-person Wellness Advising appointment, offered Monday to Friday. First-time appointments are booked for the same day and arranged on a first-come, first-served basis.

Students can also access Here2Talk, a free and confidential mental health counselling and referral service that provides immediate, 24/7 support to students in various languages and on multiple platforms. It can be accessed via phone, by downloading the Here2Talk app, or through online chat sessions at Here2talk.ca

The Wellness Centre is in the UBC Life Building, and is a peer-hosted space that offers many wellbeing programs for students. They offer workshops and presentations that students can attend and other resources on site. See more at https://students.ubc.ca/health/wellness-centre

Note resources like Therapy Assistance Online and Self-Directed Canvas Courses require a UBC student number and/or email and are not available to affiliated students

UBC Library
VST students access UBC Library's online resources — e.g., online journal articles and databases — you'll need to sign into UBC's OpenAthens Login service at https://openathens.library.ubc.ca/ and sign in with your CWL credentials. VST students can also access UBC Library Catalogue System where students can use to find library resources and its current physical location. You will need your UBC barcode and PIN to sign in.

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

On-Campus Day Care
UBC Childcare Services UBC Child Care Services To Provide Exemplary Child Care Services at UBC
University Hill Preschool University Hill Preschool
Berwick Child Development Center Children and Youth Developmental Disabilities Association
The Vista Point YMCA Home | YMCA Canada
Wesbrook Childcare Center UNA | Child Care UNA (myuna.ca)