

GREETINGS FROM THE DEAN

Welcome to St Stephen's College! A graduate school founded by The United Church of Canada and an Affiliated College of The University of Alberta in Edmonton, St Stephen's has been an active part of Alberta society and its many faith communities since 1908. Old St Stephen's College was the first building erected on the University campus; and as the University and Province have changed and grown, so have we.

For the past century, St Stephen's has been recognized not only for its commitment to academic excellence, but also for its creative and non-traditional styles of learning: we value flexibility, innovation, collegiality, self-directed learning, and the integration of the arts with theology. Here we assume that students have as much to offer the learning process as they have to receive from it. Here we seek new ways of education for the whole person: body, mind and spirit. Here we are committed to learning that informs us and transforms us, and that helps us to shape the society in which we live. Here we live within a large network of partnerships which support our work. Among many others, we are Associate Members in The Association of Theological Schools in The United States and Canada; an Approved Training Program of the Canadian Art Therapy Association; and offer a program in pastoral counseling at The International University of the Caribbean.

As part of the St Stephen's community, you will be encouraged to develop learning goals that fit your life experiences and faith commitments, whatever those are. We will make available to you faculty from a wide variety of backgrounds whose experience and expertise will broaden and enrich your own. As well as courses in our popular five-day intensive format here on campus, we offer semester-long, on-line, correspondence and directed reading opportunities. We are committed to making courses and programs as accessible as we can, while maintaining a diverse learning community. Our success is demonstrated by students and faculty who come to us from across Canada and the US, and from overseas.

St Stephen's College is primarily oriented toward graduate education. However, if a formal program is not what you need, most of our classes are open to the occasional learner. By virtue of our mandate, history and experience, we seek to live out the tenet that study and integration in all areas and for all persons is fundamental.

We cannot escape the fact that the future of theology is intimately tied to the future of faith itself. If we are not serious about the one, the other also will be in serious trouble. At St Stephen's, our mandate is the critical task of helping to equip you as you seek to live and exercise your own unique vocation in a continuously changing world which is no longer satisfied with pious platitudes, unfounded authoritarianism and a style of life that has placed the delicate ecological balance of our earth at risk. As we begin this, our second century, St Stephen's will continue to equip persons of spirit to meet the opportunities and challenges of life. We invite you to join us on this journey!

Earle Sharam DPhil
Principal and Dean

GOVERNANCE

The governance of St Stephen's College is carried out jointly under Provincial Charter by the Academic Senate and The Board of Governors of St Stephen's College. The Academic Senate is responsible for setting all academic policies and academic standards, the oversight of all academic matters pertaining to the College and its programming, as well as the granting of degrees in theology both earned and honorary. The Academic Senate is accountable to The Board, which is responsible for the overall governance of the College.

ACADEMIC SENATE

The Academic Senate is committed to a Learner-Centered approach in carrying out the College's Mission Statement. This value is reflected in all academic policies and academic standards. At St Stephen's College, all individuals are respected and empowered to participate in their own education in relation to their faith or spiritual tradition and the educational requirements of the College, in consultation with Degree Program Coordinators and Instructors. The Academic Senate is the decision-making body for issues involving both academic principles and standards. Standing Committees of Academic Senate are: Nominating Committee, Faculty Council, Honorary Degrees Committee, Research Ethics Committee, Program Review Committee, and the Program Committees (Doctor of Ministry Program Committee, Master of Theological Studies Program Committee, Master of Arts in Pastoral Psychology and Counselling Program Committee, and the Community Learning/Continuing Education Committee).

CONVOCATION

St Stephen's College Convocations are normally held in October, on the first Monday following Canadian Thanksgiving. In 2011, Convocation will be held October 24. They are public, ecumenical celebrations of the life and work of the College. Convocations are held in various local churches in order to demonstrate the College's commitment to ecumenicity and community.

Through the Charter of St Stephen's and its degree granting authority, certificates, diplomas and degrees are granted each year to those students who have fulfilled the requirements of their respective programs. Honorary Degrees are granted upon recommendation of the Honorary Degrees Committee to those persons who have given meritorious service to the community, denominational or ecumenical structures or to the church's ministries.

MISSION

To be an ecumenical community that offers sacred spaces for learning and transformation. (Approved by the Board of Governors of St Stephen's College February 26, 2007)

OUR VALUES

We are deeply committed to the values rooted in our experience and those that shape our response to changing rural, urban and global perspectives. These values help define our life together and are characterized by:

- Inclusiveness and justice in language and practice for all persons, regardless of race, creed, gender, sexual orientation or abilities;
- Commitment to social and ecojustice, with a special commitment to the use and honouring of feminist perspectives in our activities and programs;
- High standards and commitment to scholarship and academic excellence, with academic freedom to explore theology and spirituality;
- financial stability and accountability;
- Honouring and understanding the need to be in care of one another;
- Resiliency and creativity in the face of adversity and scarcity of resources;
- Academic programs and policies that are grounded in adult learning principles and are learner-centred;
- Consultative ethos, including academic planning and decision-making processes characterized by open communication, widespread consultation, and transparency;
- Mutual respect for and honouring of diverse cultures, locally and abroad;
- Openness to risk-taking, innovation and flexibility in offering of programs, in our relationship to the communities around us, and in supporting faith communities as they undertake theological reflection;
- Integration of theory and practice;
- Accessibility to theological education through a multi-faceted program that creates communities of learners;
- Shaping of our theology by the contexts in which we live and work and have our being, and solidarity with those who suffer.

ST STEPHEN'S COLLEGE ACADEMIC CALENDAR 2011-2012 TABLE OF CONTENTS

Greetings from the Dean	i
ABOUT ST STEPHEN'S COLLEGE	ii
Governance	
Academic Senate	
Convocation	
Mission and Values	
FACULTY	
Faculty	1
Faculty and Instructors 2011-12	2
ACADEMIC POLICIES	
Applications	6
Admission	6
English Language Proficiency	6
Evaluation Standards and Grading System	7
Repeating a Course	7
Grade Appeal Process	7
Obtaining Final Grade	8
Transcripts	8
Academic Writing Course	8
Transfer Credits	8
Advanced Standing	9
On Hold Status	9
Reapplication to a Program	9
Academic Standing	9
Research Ethics Policy	10
Criminal Records Check	10
Masters Programs Thesis and Integrative Study Deadlines	11
Masters and Undergraduate Programs Graduation Deadline	11
Doctor of Ministry P/D Deadlines	11
Doctor of Ministry Graduation Deadline	11
Thesis and Dissertation Binding	11
Student Record Archiving	11
REGISTRATION POLICIES	
Course Registration	12
Auditing a Course	12
Course Withdrawal Academic Deadlines	12
Class Attendance	12
Course Numbering/Credits	12
Course Completion	13
Course Extensions	13
HUMAN RIGHTS	
Affirming Statement of Faith	13
Conflict of Interest Policy	13
Student Records: Contents, Access, Use and Protection	13
Sexual Abuse Policy	14

FINANCIAL POLICIES	
Degree Program and Course Fees	15
Fees and Fines	16
Financial Assistance	16
St Stephen's Bursary	16
Refunds and Withdrawals-Courses/Programs	16
Student Cards	16
Tuition/Education Tax Credit (T2202A)	17

RESOURCES	
Online Database Service	17
Resource Centre/Library	17
Online Resources	18
Computer Technology	18
Access to St Stephen's Theses	18

SUPPORTING ST STEPHEN'S	
Friends of St Stephen's College	19
Donors	19

DISCLAIMER	19
-------------------	----

PROGRAMS	
Community Learning/Continuing Education	20
Open Studies	20
Youth/Young Adult Ministry Training Certificate	21
Lay Worship Leader Certificate	22
BA Minor in Christian Theology	23
Bachelor of Theological Studies	23
Bachelor of Theological Studies in Diaconal Ministry	24
Master of Theological Studies in Diaconal Ministry	24
Master of Theological Studies Spirituality Specialization Honours	25
Master of Arts in Pastoral Psychology and Counselling	27
Art Therapy Specialization	
Spiritually Informed Post Graduate Art Therapy Certificate	29
Master of Theology	30
Doctor of Ministry	31

COURSES	
Course Formats: Week-long Intensive, Semester-long, Online, Correspondence, Independent Study	33
Course Titles by Subject Category	34
Arts and Theology	
Biblical Studies	
Ethics	
Methodology	
Pastoral Practice	
Sacred History	
Spirituality	
Theology	

COURSE DESCRIPTIONS	35-46
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COURSE SCHEDULE 2011-12	47-52
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**ST STEPHEN'S
COLLEGE
FACULTY**

Earle Sharam
Professor of Theology
Principal and Dean
BA (Special), University of Alberta
MTS, St Stephen's College
MA, San Francisco Theological Seminary, San Anselmo
DPhil, Oxford, UK



Kae Neufeld
Faculty Lecturer in Practical Theology
Chair, Doctor of Ministry Program
BEd, University of Alberta
MEd, University of Alberta
DMin, St Stephen's College



Mona-Lee Feehan
Professor of Contextual Theology
Chair, Master of Theological Studies Program
BEd, University of Alberta
MEd, University of Alberta
MTh, St Stephen's College
DMin, St Stephen's College



Julie Henkelman
Professor of Pastoral Psychology
Chair, MA in Pastoral Psychology and Counselling Program
BA, The King's University College, Edmonton
MEd (Counselling Psychology), University of Alberta
PhD (Counselling Psychology), University of Alberta



Tatiana Peet
Faculty Lecturer in Art Therapy
Associate Chair, Art Therapy Program
Diploma in Dance Performance, Grant MacEwan College
BA, Athabasca University
MAPP (Art Therapy), St Stephen's College



Alexander, Markus

Markus Alexander, MA, PhD Candidate, is a Registered Expressive Arts Therapist. He is a pioneer in the field of inter-modal expressive arts therapy and on the faculty of the European Graduate School in Switzerland. He is a body-awareness and movement specialist as well as a musician and actor. Markus has also taught painting at Glass Lake Studio which he founded in New York in 1986. In recent years he has taught at International Symposia and training institutes in Italy, Sweden, Norway, Germany, Denmark, Spain and Israel, as well as throughout North America.

Bach, Hedy

Hedy Bach, PhD (BA Hon, University of Calgary, MEd University of Alberta, PhD University of Alberta) is the Research Programs Coordinator of the International Institute for Qualitative Methodology at the University of Alberta. She is an Adjunct Professor with the Faculty of Education and a Research Associate with Division of Continuing Professional Learning at the University of Alberta. Currently, she teaches graduate courses in qualitative research methods and inside analysis.

Bidwell, Charles

Charles Bidwell has a PhD in Educational Technology and Information Science from Syracuse University, and is a retired teacher of human sexuality at the University of Alberta and a retired ordained clergy.

Breitkreutz, Dale

Dale has taught various courses at St Stephen's since 1994, and at Augustana Campus of the University of Alberta in Religious Studies and Philosophy. Dale holds a MA degree in Religion, and a MTS degree. Dale is completing his PhD in Philosophy of Religion and Theology in the Religion Department of the Claremont Graduate University in Claremont California. He is interested in medical ethics and interfaith dialogue.

Brooks, Audrey

Reverend Audrey Brooks, MEd, MDiv, is Unitarian Chaplain with the Interfaith Chaplains Association at the University of Alberta, Edmonton. Her background is in pastoral care and counseling, with emphasis on exploring spiritual influences on personal and career development choices.

Brophy, Kim

Kim Brophy, BEd, MEd, has a Master of Counselling Psychology from the University of Oregon. He has been an educator and administrator for Edmonton Catholic Schools for 30 years. Kim is currently Principal of Archbishop MacNeil Elementary and Junior High School and is preparing for the opening of his new assignment, Mother Margaret Mary High School. Kim

is also a professional musician. He has recorded several CDs, performing and arranging music in a variety of genres including sacred, pop, jazz, rock, and blues.

Cantelon, William

William Cantelon, MDiv, is a United Church Minister, and is interested in historical Jesus research. He has been teaching courses in Christian Scriptures at St Stephen's College for many years.

Carr, John C.

John Carr, PhD, Diplomate (Retired) of the American Association of Pastoral Counselors (AAPC), Retired Pastoral Counselling Education and CPE Teaching Supervisor of the Canadian Association for Pastoral Practice and Education (CAPPE/ACPEP), Retired Clinical Member and Approved Supervisor of the American Association for Marriage and Family Therapy (AAMFT), Registered Psychologist (Alberta # 1035). He has recently retired after nearly five decades of professional practice as a parish minister, pastoral psychotherapist, and clinical pastoral educator. John teaches therapy theory courses and has a longstanding interest in research methodology, professional formation, and cross-cultural theory and practice.

Carverhill, Philip

Philip Carverhill, PhD, is a Registered Doctoral Psychologist and former music therapist in independent practice in Saskatoon. He is an invited member of the International Workgroup on Death, Dying and Bereavement and facilitates a number of grief support groups. Phil has taught at St Stephen's College for 10 years and also in the College of Medicine at the University of Saskatchewan. His counselling and assessment practice also focuses on artists, musicians and the religious.

Clark, Margaret

Margaret B. Clark, DMin, is a CAPPE/ACPEP Teaching Supervisor (CPE) and works as a Teaching Chaplain within Spiritual Care and Cultural Services at the University of Alberta Hospital, Edmonton, Alberta.

Clarke, Bryan

Bryan Clarke holds an MDiv degree focusing on ethics, and hermeneutical questions about Christian faith, culture, and education. He also has an Honours Kinesiology and Education degree from the University of Windsor in Chatham, Ontario. Bryan teaches the undergraduate ethics course at St Stephens College, and he has also taught courses at Kings University College and Alberta Bible College. He has been a campus chaplain (Presbyterian/Reformed) since 2005 at the University of Alberta.

Dawson, Heather

Heather Dawson, MA, RCAT, has been an art maker, an art therapist and an explorer of the uniqueness and the mystery of human beings for over thirty years. She trained as an art therapist, a body centered psychotherapist (the Hakomi Method) and has a Master's degree in expressive arts therapy and psychology. Her teachers are among the pioneers in each of these fields. Heather has taught at the Vancouver Art Therapy Institute and has been in private practice since 1994; she is also an instructor in the MAPPCC Art Therapy Specialization program at St Stephen's College, and is a core faculty instructor in the expressive arts training program in Vancouver. She continues to facilitate individual and group supervision for graduate therapists and has traveled throughout Canada and to Europe and Northern Ireland as a workshop facilitator.

Dyce, Jamie

Jamie Dyce has a PhD in Counselling Psychology from the University of Alberta. He also lectures at the University of Alberta, and Concordia University College of Alberta.

Feehan, Mona-Lee

Mona-Lee Feehan, BEd, MEd, DMin, is Chair of the Master of Theological Studies program at St Stephen's College. She is a graduate of St Stephen's College Doctor of Ministry program. Mona-Lee has worked in Christian Marriage ministry for over 25 years and has authored an international program preparing young couples for marriage. She also has a passion for women's stories and is working towards a more inclusive understanding for all women in all denominations.

Gardner, Leslie

Leslie Gardner, PhD, is on the Doctor of Ministry Program Committee at St Stephen's College, and teaches a Doctor of Ministry course. She has over 20 years experience in program evaluation, assisting public sector and voluntary organizations in process and outcome evaluation.

Hammond-Meiers, Jo Ann

Jo Ann Hammond-Meiers PhD is a Registered Psychologist (AB) in private practice, Board-Certified Dance/Movement Therapist (ADTA) / Art Therapist Registered (AATA / CATA), and postsecondary blended and traditional teaching (AU GDEET).

Henkelman, Julie

Julie Henkelman is Chair of the MA in Pastoral Psychology and Counselling program at St Stephen's College. She is a Registered Psychologist in Alberta

and a graduate of the University of Alberta's master's and doctoral programs in counseling psychology. She is interested in counselling process, integrative approaches to psychotherapy, and counsellor development. She has taken a collaborative stance in her clinical work, and is deeply curious about the narratives that are developed, told, and lived in and around the counselling process.

Hill, Anne

Anne Hill received her PhD in Elementary Education (Early Childhood) from the University of Alberta and has taught in many settings for 30 years. She has written articles for journals in Canada, the U.S. and Great Britain and a book, *Coming to Our Senses: Pedagogical Presence*.

Kaasa, Terry

Terry Kaasa, BPT, MScPT, MTS, is a Chaplain with Alberta Health Services in Edmonton, Alberta. Her MTS thesis research delved into the experience of loss for straight parents with a gay child or children exploring the theological themes of lament and grace. Terry is co-chair of the Affirming Team at St Paul's United Church in Edmonton, a member of the Welcoming Diversity group at St Stephen's College and the contact for PFLAG Canada Edmonton.

Kayes, Robert

Robert Kayes, BA, MDiv, leads modules in the Lay Worship Leader Certificate Program at St Stephen's College.

Krumins, Norbert

Norbert Krumins holds an MTS (Honours) degree from St. Stephen's College. He is an award winning journalist with more than twenty years experience in writing and research. He spent eleven years at the CBC as an editor and producer and has written for magazines, newspapers and the stage. He is passionate about the arts and is interested in the relationship between creativity and spirituality.

Kunin, David

David Kunin has a degree in Medieval History, and an MA in Judaic Studies from the Jewish Theological Seminary of America. He is now the Rabbi of Beth Shalom Congregation, Edmonton. He served as the Chair of the Southern Tier Interfaith Coalition (Elmira, NY), and speaks widely on Judaism and Israel, and on issues of understanding between different religions and traditions. Rabbi Kunin serves on the Academic Senate of St Stephen's College, is a board member for Jewish Family Services and is a Chaplain at the University of Alberta.

MacAulay, Patricia

Patricia MacAulay trained and taught at the Vancouver Art Therapy Institute, and has a Graduate Diploma in Art Therapy. At present, she serves as school counsellor at an elementary school in Canada's Arctic where she uses arts and play based approaches to support children living with the after-effects of intergenerational trauma. Patricia has had a long and varied career that has been focused on education, social justice, and community development.

Maddix, Tom

Tom Maddix, CSC, DMin, has taught spirituality for a number of years and is the VP, Mission, Ethics and Spirituality at St Paul's Hospital in Vancouver.

Madison, Greg

Dr Greg Madison is a chartered psychologist and registered existential psychotherapist living in the UK. He maintains a private practice where he sees a diverse client group, offers clinical supervision to psychologists, psychotherapists, and coaches, while also lecturing on the doctorate in psychology at Regents College. He travels extensively throughout the world offering Focusing-oriented training and existential-phenomenological workshops to academics, clinicians, mediators, and other professionals. Greg enjoyed a brief tenure as Co-Coordinator of the MAPP program at St Stephen's College.

Madsen, Joyce

Joyce Madsen is a member of the staff team for the Congregational Life Centre. She is co-author of *Prisms* and *Wings Like Eagles*, and with Clair Woodbury, brings 15 years of Canada-wide research and consulting to her courses.

Neufeld, Kae

Kae Neufeld, DMin, was a teacher and a Principal with Edmonton Public Schools for many years. She has been in leadership in local churches in Discipleship Ministries, Missions and Services and Caring Ministries, and a moderator of a local congregation for three years, and an Associate Pastor for six years. Her Doctor of Ministry dissertation research was on challenges facing women in ministry leadership in the Mennonite Brethren Church.

Olson, Joanne

Joanne K. Olson, PhD (Nursing), is Assistant Dean, Graduate Studies, Faculty of Nursing at the University of Alberta. Joanne also holds an MSc (Public Health), and a BScN. Her clinical expertise is in community health nursing.

Peet, Tatiana

Tatiana Peet, MAPP-AT, is the Associate Chair and Faculty Lecturer in Art Therapy at St Stephen's College. Tatiana is interested in the interface of the arts with healing and contemplative practices. Her current research explores the relationship between expressive arts therapy and personality development in the context of Kazimierz Dabrowki's theory of positive disintegration. She brings a diverse background in dance, theatre, poetry, and visual art into her clinical work, and is a practicing art therapist in Edmonton.

Schmeiser, James

James A. Schmeiser, PhD, DTh, Professor Emeritus, Department of Philosophy and Religious Studies, King's University College, University of Western Ontario, London, Ontario. In addition to teaching a course on Pilgrimage at UWO, as well as leading retreats on this subject, James has walked the Camino de Santiago de Compostela twice, as well as pilgrimages in England, the Sinai and the Negev desert.

Sharam, Earle

Earle Sharam is a native Edmontonian. After a BA at the University of Alberta, he did graduate work at St Stephen's College, San Francisco Theological Seminary and The University of Oxford, where he was admitted to the degree of Doctor of Philosophy. In 1996, he was appointed to the Faculty of St Stephen's College, where he is now the Principal and Dean. He is a lay minister of The United Church of Canada, serving since 1982 in the village church in Waskatenau, Alberta and, since 2003, in Smoky Lake.

Sobon, Sonia

Sonia Sobon, PhD (Ed Psych) is a life-long learner, researcher, and adult educator, having facilitated adult learning at the University of Alberta since 2002. In 2006, she completed 105 hours of Certified Play Therapy Training. She practices as a Registered Provisional Psychologist at a rehabilitation hospital and in private practice.

Steeves, Nancy

Nancy Steeves, BSc, MDiv, LLB, leads modules in the Lay Worship Leader Certificate Program at St Stephen's College.

Stewart, Lori

Lori Stewart, MTS, is an adult educator, spiritual director, and part-time Coordinator of College and Community Relations at St. Stephen's College. Her thesis research grew out of a fascination with names, and she facilitates workshops and gives presentations exploring names, identity and power. She has been a resource leader for movie courses at Naramata Centre, BC for over 15 years, and for movie workshops in Edmonton.

Waring, Dawn

Dawn Waring has a PhD in Hebrew Bible and has taught in graduate and undergraduate settings for over 20 years, most recently as Adjunct Professor at San Francisco Theological Seminary. She has led numerous travel study tours to the Middle East.

Waters, Jean

Jean Waters, MSW, MTS, DMin, is past Co-coordinator of the MAPPC degree program at St Stephen's College, and also works as a pastoral counsellor.

Wilfong-Pritchard, Geoffrey

Geoffrey Wilfong-Pritchard, DMin, teaches courses in Christian Scriptures and Narrative Theology. He has a special interest in the use of story in organizational change, and is the minister of St Andrew's United Church in Edmonton.

Woodbury, Clair

Clair Woodbury, PhD, is a member of the staff team for the Congregational Life Centre. He is co-author of *Prisms* and *Wings Like Eagles*, and brings 15 years of Canada-wide research and consulting to his courses. He is interested in congregational transformation, contemporary theology, writing and church history.

APPLICATIONS

Inquiries about programs from prospective students should be addressed to the Registrar's Office. Completed applications to degree programs or registration for courses, together with applicable fees (in Canadian funds), should be returned to the Office of the Registrar for processing. Payment is acceptable by cheque, cash, Interac (onsite), Visa, Mastercard and Amex. Students must comply with deadlines for registration in courses and programs. Incomplete applications, where the process is not completed (documents not all received, or application fee not received) will be kept on file for one year.

Prospective program students must arrange to have official transcripts of their education at other institutions sent to the Registrar. Fax copies are not acceptable. If time is of essence, unofficial copies may be submitted for preliminary consideration; however, official transcripts must follow. Applicants whose transcripts are in a language other than English must submit certified translations of all transcripts being submitted as part of the application.

International applicants should begin the application process for degree programs well in advance of their anticipated entry date to Canada, and are advised to purchase medical/hospital insurance coverage.

ADMISSION

Admissions policies are regulated by St Stephen's College Academic Senate. Applicants may be admitted provided they satisfy the requirements for admission and the application procedures of the program for which they are registering. The decision of the Program Committee in an admissions matter is final. There is no formal appeal from this Committee to any other body or person within St Stephen's College. Applicants who wish to improve their qualifications for admission in a subsequent year may seek advice from the Program Chair.

Students seeking admission to the bachelor degree programs must have successfully completed either matriculation requirements or 30 units of course weight transferable from a recognized university. In the case of mature students (over 24 years of age), applicants may be considered on the basis of their academic merit and interview results.

Students seeking admission to Graduate and Doctoral Programs at St Stephen's College must have obtained a baccalaureate degree or graduate degree or its academic equivalent from a recognized academic institution. Degree programs can vary greatly from institution to institution. Consequently, the College is obliged to examine in detail the content of courses completed elsewhere by students seeking to enroll in a

graduate program in order to establish equivalencies between these courses and those offered at St Stephen's College. This examination has as its goal the establishment of curricular equivalencies, and can entail, among other things, a comparative assessment of syllabuses, consultation with departments, and discussions with other institutions. St Stephen's College strives to optimize the opportunity for students to succeed academically, while maintaining a high standard in its graduate programs.

Minimum academic requirements from Canada and the USA: The grade point average (GPA) obtained during the last 60 credits of course weight of undergraduate or graduate study must be at least 72%, a B, or a 3 on most 4-point grading systems, or an equivalent standing from another recognized institution. When it is not possible to evaluate a grade point average or equivalent, the evaluation will be based on the overall coursework completed for the degree(s). Failing marks and re-examination marks are included in the GPA calculation.

Minimum academic requirements from other countries: St Stephen's College follows, as a general guideline, the minimum requirements as listed in the publication "Guide to Educational Systems Around the World", published by the National Association for Foreign Student Affairs: Association of International Educators, 2008. Transcripts and mark sheets may provide additional information on grading systems.

ENGLISH LANGUAGE PROFICIENCY

English is the primary language of instruction and communication and all applicants must be proficient in English prior to admission. Proficiency is demonstrated by:

1. Possession of a degree or its academic equivalent from an institution recognized by St Stephen's College where the language of instruction is English. Proof that the instruction for the degree was in English will be required; or
2. A satisfactory score on one of the following approved English language examinations:
 - a) Test of English as a Foreign Language (TOEFL): minimum score 600 (paper-based), or a total score of 88 with no less than 21 on each band (internet-based)
 - b) International English Language Testing System (IELTS): minimum overall score of 6.5, with no band less than 5
 - c) Canadian Academic English Language Assessment (CAEL): minimum overall score of 70

If you need to complete one of these English language examinations, you should do so as soon as possible and arrange for the results to be sent to the Registrar's Office at St Stephen's College. Scores more than two years old cannot be verified; therefore the applicant normally would be required to re-take the test.

EVALUATION STANDARDS AND GRADING SYSTEM

A+	90-100%	Exceptional	Superior performance. Displays great originality and depth. Comprehensive understanding of subject matter, with original insights.
A	85 - 89%	Excellent	Above normal expectations. Occasionally surprises the reader with insights or deft presentation. Strong evidence of maturity, independence and control of the subject. Any lapses in logic and style are few and minor.
A-	80 - 84%		
B+	77 - 79%	Good	Meets normal expectations. Solid, accurate and integrative, convincing. Lapses in logic or style are uncommon and not serious. [Minimal Pass for Doctoral students]
B	73 - 76%		
B-	70 - 72%		
C+	67 - 69%	Adequate	Barely meets normal expectations. Covers the ground, but rarely adds anything new or personal. Heavily dependent on sources and authorities, with accurate but awkward handling of concepts. [Minimal Pass for Master's students]
C	63 - 66%		
C-	60 - 62%		
D+	57 - 59%	Poor	Below normal expectations. Disorganized, frequent lapses in logic and style, superficial with no evidence of personal involvement. Inability to use theory. [Minimal Pass for Undergraduate students]
D	53 - 56%		
D-	50 - 52%		
F	0 – 49%	Failure	Far below normal expectations. Massive structural or other academic defects, evidence of dependence on sources and authorities bordering on plagiarism. [Clear Failure for all students] [Grade of 0% calculated in overall grade]

In addition to the letter grades described above, St Stephen's College records the following grades and remarks:

S		Satisfactory	Course requirements completed satisfactorily. [Pass for work not graded numerically] [Not calculated in overall grade]
W		Withdrawal	Withdrawal from course with permission within established deadlines. [Not calculated in overall grade]
WF		Withdrawal-Failure	Withdrawal from course after established deadline for withdrawing without academic penalty but before final assignment due. [Grade of 0% calculated in overall grade]
INF		Incomplete-Failure	Course work not completed within established academic deadlines: ie final assignment due date. [Grade of 0% calculated in overall grade]
IP		In Progress	Course in Progress: Extension or rewrite of final assignment granted by Instructor or Dean
AU		Audit	Registered as an Auditor
AW		Withdrawal-Audit	Registered as an Auditor and withdrew

The grading system used prior to July 1, 2005 was a nine-point system, where 50-59% was a 5, 60-69% a 6, 70-79% a 7, 80-89% a 8, and 90-100% a 9. Transcripts include descriptions of both the system used prior to July 1, 2005 and the current system.

REPEATING A COURSE

Students may repeat courses that they have failed or passed. The course and the grade will be recorded on the transcript each time; however only the higher grade will be included in students' cumulative Grade Point Average (GPA). If a passing grade is obtained more than once, only the course with the higher grade will be used as credit toward the degree program requirement.

GRADE APPEAL PROCESS

Students who believe their mark for an assignment or final grade for a course is not right, should speak to the course instructor within 30 days of receiving the grade or mark in question, and indicate what seems wrong. Instructors keep course records and written comments on students' academic work on file for one

year. Should the decision of the instructor remain as a matter in dispute, students should put their concern in writing, citing grounds, evidence and other relevant details, and forward it to the Dean, St Stephen's College. The Dean shall consider this concern and respond in writing to the student within 30 calendar days. The decision of the Dean shall be final.

OBTAINING FINAL GRADE

Instructors are expected to submit final course grades to the Office of the Registrar, in the form of a percentage, one month after the final assignment due date. Also at this time, instructors will give students an Assignment Form indicating their final grade.

TRANSCRIPTS

Official transcripts of a student's academic record are issued by the Office of the Registrar upon written request of the student, using the Transcript Request Form (no fee). The transcript is a record of all graded courses taken by an individual student. Transcripts are issued to the student personally, or to whomever the student designates. An official transcript bears the signature of the Registrar or designate and the official seal of the College. Students should allow at least one week from the time of their request to the time they require their transcript.

ACADEMIC WRITING COURSE

The non-credit graduate course 'Academic Writing SS071V' is a requirement for some degree programs at St Stephen's College. In order to receive an exemption from the academic writing course, a scholarly paper of at least 20 pages is required for review. The paper should clearly convey the student's ability to both critically review and synthesize literature in a specific area, and to develop the student's own thinking in that area. The paper should also demonstrate a clear grasp of the formatting and referencing style appropriate to their program (i.e. APA or Turabian). This writing sample should be accompanied by an application for exemption letter outlining the basis for which the exemption is being requested. The submission will be examined at Faculty Council and decisions will be conveyed to the student by the Program Chair.

TRANSFER CREDITS

Transfer credit may be granted to applicants who have completed a minimum of 30 hours of graduate level work at a recognized institution. The amount of transfer credit granted will depend on how applicable the previous course work is to the particular degree program applied for, and in no case is a student permitted to transfer more than half of the total course or other credits required for their degree program from another institution. Courses used for transfer credit should be no older than three years in the area of

specialization or five years outside the area of specialization; however, acceptance of individual transfer credit will be at the discretion of the Degree Program Chair. Students should submit the transfer credit request to the appropriate Program Chair for evaluation after formal application to the degree program has been made, using the transfer credit request form, and arranging for official transcripts to be sent directly to the College. Evaluation of transcripts and other application documents will be conducted prior to the admission interview, and a list of courses approved for transfer credit will be provided to the applicant.

Students currently enrolled in a St Stephen's College program and who wish to transfer credit to their program for course work at another institution, should request permission from their Program Chair prior to enrolling in the course in question. In order to receive credit, upon completion of the course an official transcript must be forwarded from the institution directly to St Stephen's Registrar's Office.

Students wishing to transfer from one graduate St Stephen's degree program to another graduate St Stephen's degree program must go through the application and interview process and start at Year One of the new degree program and pay the fees in effect for that degree program. Students transferring from St Stephen's Doctor of Ministry degree program to St Stephen's Master of Theology degree program with 30 approved transfer credits will not pay the administrative fees for the Master of Theology program. The Program Chair of the degree program being applied for will evaluate completed academic work, and the student will be advised of approved transfer credits.

St Stephen's College and the Centre for Christian Studies (CCS) collaborate to offer a program of study in diaconal ministry leading to either a MTS or BTS Degree from St Stephen's College. Students who have graduated in former years from CCS, or who are currently studying at the Centre, may transfer their credits to St Stephen's College towards their work on these degrees.

A number of other theological colleges throughout Canada also accept transfer credits from St Stephen's College. Students planning to transfer to other institutions should be aware of the specific program requirements at the institution to which they plan to transfer. Students taking courses at other post-secondary institutions for transfer credit may be eligible for classification as Visiting Students at these other institutions. Letters of Permission will be provided by the Registrar's Office on request.

ADVANCED STANDING

Advanced Standing refers to decisions about students' competence when no transcripts of graduate credit are presented. Advanced standing may be granted to degree program students who have taken the equivalent of College courses in some other manner. This exempts students from taking the corresponding College courses, but other courses must be taken instead. Advanced standing is granted without credit, and does not reduce the total number of academic credits required for the degree.

ON HOLD STATUS

'On Hold' status is intended to support students who find that their circumstances during a given academic year make it impossible for them to contribute to their studies in any way. While 'On Hold', students are relieved both from making progress towards completing the requirements of their program and from paying their annual Program Fee. Requests to be placed On Hold may be made at any point during the year; however, On Hold status applies only to the current academic and financial year of the student's program; it cannot be applied retroactively to previous academic year(s), and students will be considered for On Hold status only if their program fees for the previous academic year(s) have been paid in full. If annual program fee has already been paid in the academic year in which On Hold status has been granted, a pro-rated refund will be issued based on the number of months remaining in the year after the On Hold status was granted. If annual program fee has not yet been paid, the fee must be paid, on a pro-rated basis, based on the number of months in the year before the On Hold status was granted.

Students wishing to be placed On Hold must apply in writing to their Degree Program Chair. A second request for On Hold status will be referred to the relevant Program Committee, and will be considered only in exceptional circumstances. On Hold status will be revoked should attempts be made to circumvent regulations and fees regarding normal timelines and extensions.

REAPPLICATION TO A PROGRAM

An application for admission to a degree or certificate program is valid only for the intake year for which it is submitted and will not be carried over to a future date. An admission or readmission decision to any program is valid only for the academic year for which it is approved and will not be carried over to future academic years. In cases where students reapply for admission to a program, having withdrawn or been dismissed from a program, or having deferred acceptance to a program, they will be required to:

1. Submit a new application for admission; paying the application fee currently in effect. Application materials from the first application may be used in subsequent application(s) if documents are less than one year old.
2. Participate in the Orientation Day and a readmission interview. If reapplication is within one year of initial application or within one year of withdrawal from the program, only the readmission interview is mandatory.

Students reapplying to programs who hold previously earned credits may be able to use them, in accordance with Transfer Credit Policy. Upon readmission to the program the student will receive a financial credit, in the amount of program fees already paid, toward current total program fees. If any program fees were outstanding at the time of withdrawal from the degree program, those fees must be paid in full before reapplying.

ACADEMIC STANDING

St Stephen's College attempts to be understanding about the life circumstances of its students and flexible in dealing with them. However it is necessary to maintain certain academic standards while providing mechanisms for exceptional circumstances. Degree and Post Graduate Certificate Program Students: Students must maintain a Grade Point Average (GPA) of 60% in the MTS/BTS and MAPPC programs and a 70% in the Art Therapy Certificate, MTh and DMin programs. Students who have exhausted all other means of maintaining their academic standing and whose life circumstances continue to impede them from carrying out their academic responsibilities will be subject to the following implications. Any student who drops below the required GPA will be placed on probation - meaning that they may continue their studies but under closer supervision by their Program Chair (who will be informed by the Registrar of any student with a GPA below standard). One Failure (F or INF) will also require the student to be put on academic probation under their Degree Program Chair (who will be informed by the Registrar of the grade). Students in degree programs must either repeat courses that they have failed, or replace them with other approved courses, as a priority. The course and the grade will be recorded on the transcript each time; however only the higher grade will be included in the students' cumulative Grade Point Average (GPA) and used as credit toward the program requirement.

Two Failures will put the student on a one year suspension meaning they will not be able to continue their studies. Such students will have their program fees prorated for the current academic year and the balance refunded to them. After a one year suspension, the student may reapply to the program

ACADEMIC POLICIES

(see Reapplication to a Program policy). If a student is readmitted to a program, all failing grades must be replaced with compensatory marks from repeats or other approved equivalent courses as a priority. Failure of the student to comply with this policy will result in the student's dismissal from the degree program and any further credit work at the College. In rare circumstances, a student may appeal to the Dean whose decision is considered final.

Open Studies students (students not enrolled in a St Stephen's College degree, certificate or diploma program) are expected to maintain a minimum GPA of 60%. Academic standing is based on a student's performance in a minimum of nine credits. If the student's GPA falls below 60% at any time, having completed at least nine credits, the student will be ineligible to proceed with further coursework for one year. After a one-year suspension, the student may again register for courses as an Open Studies student. Subsequent assessments of academic standing will be made once a further nine credits have been attempted as an Open Studies student and academic standing will be determined based upon only the courses (nine credits) attempted since the previous assessment. If the student does not reapply after one year, their file will be archived.

RESEARCH ETHICS POLICY

Contributing to the generation of knowledge is a significant value in all degree programs at St Stephen's College, as is care for those members of the community who help inform that research. This being the case, all research that involves human participants must receive research ethics review and approval before research commences. The process of review and approval is conducted under the authority of the St Stephen's College Research Ethics Committee (REC), a Standing Committee of the College Senate whose mandate is to approve, propose revisions to, or deny any proposed or ongoing research on the part of students or faculty that is subject to REC review pursuant to St Stephen's standards.

Ethics review and approval of research proposals may be accomplished in either of two ways:

- 1) By submitting the research proposal for review by the St Stephen's College Research Ethics Committee, following the procedure outlined in the relevant Degree Program Manual, or,
- 2) If the institution or agency within which the research is to be undertaken (eg an educational, health care, or service agency) has a research ethics review process in place, by acquiring research ethics approval through the REC of that agency. In this case, the student must submit proof of the final research ethics approval received from that institution before

ACADEMIC POLICIES

commencing research at St Stephen's College. This proof should be directed to the College's REC through the Office of the Dean. This copy will be kept in the student's file. Please note: the St Stephen's College REC works in collaboration with other such ethics review agencies and processes, but reserves the right to review all research proposals, whether or not approved by an outside institution.

Research involving human subjects that has not been approved by the College's REC as noted above may not be undertaken. Failure to comply with this provision on the part of students or faculty may constitute academic misconduct. The "Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans" and the University of Alberta "Policy Regarding Human Research", both as adapted by St Stephen's College, form the basis of decision-making by REC Panels.

CRIMINAL RECORDS CHECK (POLICE INFORMATION CHECK)

Students will be required to satisfy a criminal records check at entrance into the MAPPC program in order to meet PPSYC5870/5878 requirements. Under the Protection for Persons in Care Act, subsequent criminal records checks may be required by any site providing clinical practice. The clinical practice site will determine the criteria for acceptance/denial of a placement. The clinical instructors will notify students if a criminal records check is required for their specific clinical placement, and students are then responsible for having the check completed prior to commencement of clinical practice, and presenting it to the clinical agency. Criminal records checks are considered valid for 90 days, so additional checks may need to be acquired throughout the program. Criminal records checks can be obtained through the Edmonton or Calgary Police Service, a community police station, or any RCMP detachment. Students must familiarize themselves with the requirements and process before going in for their criminal records check (fees, identification to bring, processing times, etc.). Depending on various factors, processing time for routine checks can be up to 12 weeks.

MASTERS PROGRAMS THESIS AND INTEGRATIVE STUDY DEADLINES

Students planning to graduate from a degree program where a Thesis or Integrative Study is a requirement must meet the following deadlines:

1. Thesis/Integrative Study Proposal: Supervisor forwards proposal to Program Chair at any point during the year, but prior to April 1 of year prior to intended year of graduation.
2. Submission of Final Draft of Thesis/Integrative Study, approved by supervisor, must be submitted to Program Chair for examination by April 1 of the year of graduation.
3. Revisions/Submission of Final Thesis/Integrative Study, incorporating any revisions required by examiners, must be submitted to the Program Chair by August 1 for final approval. Final approval of the Thesis/Integrative Study will be given only if all other academic work has been completed and grades have been entered in student record.

MASTERS AND UNDERGRADUATE PROGRAMS GRADUATION DEADLINE

Students planning to graduate from a Master degree program, an undergraduate degree program, or a certificate program must meet specific academic deadlines. Approvals for Fall Convocation for Master, Bachelor and Certificate students will only be given if all academic work used toward the degree or certificate is complete by June 15. Any academic work received after these academic deadlines cannot be considered for Fall Convocation, and the awarding of the degree or certificate will be deferred.

DOCTOR OF MINISTRY PROGRAM PROJECT DISSERTATION DEADLINES

Students planning to graduate from the Doctor of Ministry program must meet the following deadlines:

1. Submission of Final Draft of Project-Dissertation (P/D) by February 15: A final draft, approved by the student's P/D Committee, must be submitted to the DMin Program Chair who will send the Dissertation for external examination by February 15 of the year of graduation. The student can expect the External Examiner's report by March 31.
2. Discussion of External Examiner's Report with P/D Committee by April 30: All revisions, in light of the External Examiner's report, must be discussed with the student's P/D Committee by April 30.
3. Approval of Final Dissertation by May 15: Final approval of the completed dissertation must be granted by the student's P/D Committee by May 15.
4. Submission of approved Dissertation by May 31: The final, approved, binding-ready, unbound copy and an electronic copy on CD of the dissertation must be submitted to the DMin Chair by May 31.

DOCTOR OF MINISTRY PROGRAM GRADUATION DEADLINE

Students planning to graduate from the Doctor of Ministry program must meet specific academic deadlines. DMin candidates are required to have all of their program requirements except the P/D completed by December 31 of the year prior to convocation. Any academic work received after these academic deadlines cannot be considered for Fall Convocation, and the awarding of the degree will be deferred.

THESIS AND DISSERTATION BINDING

Students must forward to St Stephen's College by September 1, one binding-ready original Thesis/Dissertation, an electronic copy (CD, DVD, or USB flash drive), and, for graduate and doctoral theses/dissertations, documentation for registration with the National Library in Ottawa. The National Library microfils the thesis. One copy of the thesis is bound for St Stephen's College, and one for the student. Arrangements must be made and fees paid prior to September 1. Students can expect to receive their bound copy 3-5 months after Convocation.

STUDENT RECORD ARCHIVING

Upon graduation or withdrawal from a program, the College will retain the following information in students' files: academic record/transcript, program application form; thesis evaluations; practicum evaluations; transcripts used to support admission to program, or transfer credit; and where applicable, CD, disc or USB flash drive copies of theses or project/dissertations.

COURSE REGISTRATION

Registration occurs when a student submits a registration form, or registers online or by phone, and pays the course fee which is in effect on the first day of class. Course fees are outlined in the financial policies section under Fee Structure. Course fees are payable by cash, cheque, VISA, MasterCard, or Amex. Students are encouraged to register early, as maximum enrolment of 22 students per course will be enforced. Some courses have a maximum enrollment of less than 22 students. For week-long intensive courses, an extensive amount of student preparation is required; therefore students are required to register one month in advance. The deadline for registration for semester-long credit courses is normally two weeks before the first day of class. Registration deadlines for collegiums vary. Late registrations for courses are accepted only if students can be prepared for the course (including acquiring syllabus, texts, and completing any pre-course assignments); a late fee of \$75 applies. There are no registration deadlines for correspondence courses. Registration deadlines for online courses vary; late registrations are not accepted. People wishing to audit a course must register by the deadlines stated and will be allowed to have a space in the course if the maximum enrollment has not been exceeded.

AUDITING A COURSE

Students may audit certain courses, with the exception of correspondence, online, and art therapy studio (ARTST) courses. ARTST courses may be taken on a non-credit workshop basis. The course fee for auditing is half the credit course fee. However, St Stephen's College follows an adult education model, meaning that student participation in all courses is necessary. The student must do all the required reading as per the syllabus and be willing and able to participate meaningfully in class discussion. Students auditing an intensive course must have all the required reading done beforehand and be ready and able to contribute to all participatory elements of the course. No grades will be given to any participatory assignments. Students wishing to change their status in the course from credit to audit must do so prior to the end of the first day of week-long courses, or prior to the fourth class for courses lasting longer than one week. A \$75 administrative fee will be applied against the refund. Students who want to change their status from audit to credit may do so after obtaining the consent of the course instructor, and notifying the Registrar's Office (normal assignment expectations and deadlines will apply). The student will pay the difference between the audit fee and the credit fee.

COURSE WITHDRAWAL ACADEMIC DEADLINES

Students who wish to withdraw from a course and receive a grade of W must notify the Registrar before the end dates specified below. If a withdrawal request is not made by the date specified, the final course grade will be based on total work completed in the course. Withdrawal deadlines to avoid academic penalty are:

- 1 Intensive (week-long) courses: one month after the end date of the course.
- 2 Semester courses (4-month sessions): two months after start date of course.
- 3 Full-year courses (8-month sessions): four months after start date of course, or four months after registering.
- 4 Correspondence courses (6-month sessions): three months after start date of course, or three months after registering.
- 5 Learning Events lasting less than 5 days: one month after the end date of the event.

CLASS ATTENDANCE

The success or failure of a class often depends on the attendance and full participation of all members of the class. It is therefore important and expected that full attendance at class sessions be the norm. In extenuating circumstances, students may be absent for a maximum of 20% of the total classroom time and still complete the course for credit, but may be required to do additional work.

COURSE NUMBERING/CREDITS

The course numbering system at St Stephen's College is as follows: Doctoral level: 700; Master level: 500; Bachelor level: 300 or 400. Three-credit courses at St Stephen's College consist of a minimum of 35 hours of class time. Graduate students may not take for credit any undergraduate courses in their field of study and/or area of specialization to satisfy the graduate program requirements; however, in some instances, an undergraduate course may be taken to satisfy one elective requirement, with the permission of the Degree Program Chair.

COURSE COMPLETION

Students are expected to submit assignments required for credit courses to instructors by the deadlines described in the syllabus. Final assignments are normally due the last day of the course (for semester, online, correspondence and independent study courses), or two months after the last day of the course (for week-long intensive courses). If the final assignment is not submitted to the instructor by the deadline or the negotiated extension to that date (see extension policy below) and provided no formal withdrawal from the course has been requested, the final grade will be based on work completed.

COURSE EXTENSIONS

Students are expected to submit course assignments by the deadlines given by the instructor in the course outline, and according to the course completion policy outlined above. However, in extenuating circumstances (eg. medical reasons) students may consult with the instructor before the due date and request an extension to the deadline. Instructors may grant a maximum of two one-month extensions; the terms of the extension will be based on the circumstances of both the instructor and student. Students are reminded that they are expected to set realistic goals and timelines for themselves to complete assignments that are due, particularly in situations where they may enroll in several courses at the same time. Students who fail to complete the course and who do not apply for an extension by the required deadline will receive a grade based on work completed. To obtain a higher grade, or a passing grade, for the course, students may re-register for the course. Both the original registration and the re-registration will appear on the transcript.

Exceptions to the course completion and extension policies will be allowed for extreme extenuating circumstances only, and must be negotiated with the Dean. Students requesting this exception must appeal, in writing, to the Dean, citing in detail the grounds for their request. The written response will be kept in the student's file. The decision of the Dean shall be final.

AFFIRMING STATEMENT OF FAITH

We of the St Stephen's College community share values that shape our response to changing rural, urban and global perspectives, and define our life together. These values are characterized by inclusiveness and justice in language and practice for all persons, regardless of race, creed, gender, age, sexual orientation or physical abilities. We recognize the challenges facing our church, our society, and our world, and we endeavor to dissolve the barriers to deep spiritual reflection and study caused by homophobia and gender restrictions. We strive to create a safe space, within a climate of respect and trust, for all people to be open and honest (personally and intellectually) regarding their life experiences. We open ourselves to Sacred Spirit to guide our lives within this community.

CONFLICT OF INTEREST POLICY

Degree Program Committee members and permanent faculty will step back from any decision-making responsibility concerning a degree candidate when the candidate is a family member, a close professional colleague, a current or previous therapy client or therapist, or a current or previous clinical supervisee or supervisor. When this policy impacts on permanent faculty, the College's Dean, in consultation with the Degree Program Committee, will appoint a person who will assume responsibility, on behalf of the college, for all decisions which the permanent faculty member would have made.

STUDENT RECORDS: CONTENTS, ACCESS, USE, AND PROTECTION

St Stephen's College policy concerning Student Records is set out below. This policy is compliant with the Province's Freedom of Information and Protection of Privacy Act (FOIPP).

■ Collection of Personal Information

Information that forms part of the student record is collected in accordance with Section 32(c) of the Alberta Freedom of Information and Protection of Privacy Act, (FOIPP Act). It is used to determine eligibility for admission, to advise students about academic programs and to provide College services. The student record is disclosed to academic and administrative staff of the College.

■ Student Access

Students' access to their own information is governed by the FOIPP Act.

■ Student Records

1. Official transcripts: Official transcripts are issued by the Office of the Registrar only upon the request of the student. They are issued to the student personally or to whomever the student designates. An official transcript bears the signature of the Registrar

and the official seal of the College. An unofficial transcript or copy of the student's academic record does not bear the Registrar's signature, nor is it sealed with the official seal of the College.

2. Letters of Reference: The contents of letters of reference collected implicitly or explicitly in confidence with the consent of the student, for the purposes of determining admission to a program, may be revealed to the student in accordance with the Alberta Freedom of Information and Protection of Privacy Act. Letters of reference will be used only for the express purpose(s) for which they have been supplied. Letters of reference will be retained for at least one year.

3. General Assessment of a Student's Ability and Character: Assessment information contained in a student's record may only be divulged by an administrative officer of the College to third parties (such as institutions, agencies or prospective employers) with the student's consent. When asked by such institutions, agencies or prospective employers to express an opinion concerning a student's academic ability, character and personality, a faculty member may do so only with the consent of the student, in which case, a record of the opinion so expressed will be retained for a minimum of one year by the faculty member.

4. Records of Disciplinary Action: The only disciplinary action that will be documented on a student's permanent academic record is one involving suspension, or expulsion from the College.

■ Public Information Concerning Students

The following information is defined as the student's public record: name; faculty of registration; dates of registration or convocation; and degree, diploma or certificate awarded. This information may be issued to third parties (such as other educational institutions, appropriate government agencies, or prospective employers) on a need to know basis.

■ Security of Student Records

The College must protect students' personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or destruction.

SEXUAL ABUSE POLICY

As people of God we are called to respect the value and worth of each person and the integrity of the community. The primary vocation of the College is to encourage and support the creative growth of each individual. Sexual abuse impedes that growth and distorts relationships which can lead to alienation and distrust. As a community of faith we are called to denounce injustice and to work for right relationship with all God's people. That which demeans or diminishes an individual is cause for concern. Sexual exploitation is an abuse of power and cannot be tolerated. Our call is to treat each person as a being created in the image of God and due the respect and honour we would give God. Nothing less than this is acceptable.

Sexual abuse is described as any attempt to coerce anyone into a sexual relationship, to subject a person to unwanted sexual attention, or to punish someone for refusing to comply with sexual demands. It may involve a wide range of behaviours from verbal innuendo and subtle suggestion to overt sexual demands and physical abuse.

St Stephen's College is committed to provide a safe environment for its staff and students. The Sexual Abuse policy is for the protection of staff, students and faculty of St Stephen's College, and is confidential support for individuals who experience unwanted and inappropriate sexual advance by any member of the St Stephen's community. The College will take all complaints seriously, investigate the complaint as quickly as possible, and using informal procedures strive to bring resolution and restitution.

FINANCIAL POLICIES DEGREE PROGRAM AND COURSE FEES (July 1, 2011)

DEGREE PROGRAM FEES: Degree program fees are detailed below. Students may avoid increases to degree program fees by paying the entire fee at once, rather than in annual installments. Degree program seminars and collegiums are covered by program fees; courses are not. The entire program fee is payable regardless of the number of years students take to complete the program. The continuation fee applies only to those students taking longer than four years to complete their program.

COURSE FEES: Students are assessed course fees at the rate that is in effect at the course start date. Course fees are \$725 for a 3-credit course; or \$241.67 per credit. Audit fee is \$362.50. Fees for non-credit workshops vary. Registration deadlines apply to courses; a late fee of \$75 is applied where late registrations are accepted. Fees may change without notice. Some degree program requirements may be fulfilled at other institutions with the permission of the Program Chair; students are responsible for any course and administrative fees in effect at that institution.

Program	Application Fee (non-refundable)	Total Program Fees OR Annual Installments:	Continuation Fee	Program Fee Includes:	Program Fee Does Not Include:	Date Due
Doctor of Ministry	\$190	Total: \$16,480 OR \$4,120 Yr 1-4	Year 5+ \$875	<ul style="list-style-type: none"> ■ Integrative Seminars ■ Collegia ■ Project supervisor's honoraria ■ Academic/Admin support 	<ul style="list-style-type: none"> ■ 4 courses @ \$725/course ■ PD Fee \$1470 due Sep 1 year of convocation. If continuation fee paid in year of graduation, student receives credit in that amount toward PD fee. 	Intakes prior to 2009: Jan 31 and Jul 31 (50/50) Intake 2010+: Jul 31
Master of Theology	\$190	Total: \$4,160 OR \$1,040 Yr 1-4	Year 5+ \$875	<ul style="list-style-type: none"> ■ Collegium ■ Academic/Admin support 	<ul style="list-style-type: none"> ■ 8-10 courses @ \$725/ course ■ Thesis Fee \$940 [Thesis Stream only] 	Jul 31
Spiritually Informed Post Graduate Art Therapy Certificate	\$190	Total: \$9,000 OR \$2,250 Yr 1-4	Year 5+ \$875	<ul style="list-style-type: none"> ■ Academic/Admin support 	<ul style="list-style-type: none"> ■ approx. 18 courses @ \$725, 1 course @ \$1,450 	Jul 31
MA in Pastoral Psychology and Counselling	\$190	Total: \$11,960 OR \$2,990 Yr 1-4	Year 5+ \$875	<ul style="list-style-type: none"> ■ Thesis Proposal ■ Collegium ■ Academic/Admin support 	<ul style="list-style-type: none"> ■ 13-16 courses @ \$725; 1 course @ \$1,450 ■ Thesis Fee \$940 	Jul 31
Master of Theological Studies	\$190	Total: \$8,440 OR \$ 2,110 Yr 1-4	Year 5+ \$875	<ul style="list-style-type: none"> ■ Collegiums ■ Practicum supervisor's honoraria ■ Mini-project grading ■ Academic/Admin support 	<ul style="list-style-type: none"> ■ 11-13 courses @ \$725 ■ Thesis/Integrative Study Fee \$940 	Jul 31
Bachelor of Theological Studies	\$190	Total: \$8,440 OR \$ 2,110 Yr 1-4	Year 5+ \$875	<ul style="list-style-type: none"> ■ Collegiums ■ Practicum supervisor's honoraria ■ Mini-project grading ■ Academic/Admin support 	<ul style="list-style-type: none"> ■ 11-13 courses @ \$725 	Jul 31
Master of Theological Studies in Diaconal Ministry	\$190	Total: \$8,440 (waived for CCS students by special agreement)	Year 5+ \$875	<ul style="list-style-type: none"> ■ Academic/Admin support 	<ul style="list-style-type: none"> ■ courses @ \$725 ■ Thesis Fee \$980 (includes copy for CCS) 	Jul 31
Bachelor of Theological Studies in Diaconal Ministry	\$190	Total: \$8,440 (waived for CCS students by special agreement)	Year 5+ \$875	<ul style="list-style-type: none"> ■ Academic/Admin support 	<ul style="list-style-type: none"> ■ courses @ \$725 ■ Thesis Fee \$430 (includes copy for CCS) 	Jul 31

FEES AND FINES

Graduating students must pay all outstanding fees and fines by September 1. Failure to do so will result in the deferral of the awarding of the degree. For degree program students, annual program fees must be paid in full by the deadline of July 31. There will be a penalty of 10% of the total outstanding amount charged on accounts paid after the due date. Students will not be allowed to register for any course or learning event unless their account is paid in full, or unless alternate payment arrangements have been made, in writing, with the Registrar's Office. There will be a \$25 charge for NSF cheques and declined credit cards. Contact your credit card issuer prior to payment to ensure your limit is adequate to pay your tuition charges. Students who submit an NSF cheque more than once may be required to pay by money order or certified cheque. There will be a \$25 fee for replacement of a degree certificate.

FINANCIAL ASSISTANCE

Students who require financial assistance are advised to apply to the Student Finance Board of their home province and the Canada Student Loans Plan [currently MAPPC program students do not qualify for these loan programs]. We remind students to read the instructions provided with their certificates and ensure that all information on the certificate is correct, the certificate is signed, and that the College confirms student enrollment. Errors in completing certificates cause delays to the disbursement of funds. Those who may have previously cashed student loans must file a Form B with their lender to ensure they maintain interest free status on their loans.

ST STEPHEN'S BURSARY

St Stephen's has a small bursary fund that is available for degree program students. Applications are confidential, and are administered by independent financial aid officers. Bursaries are granted on the basis of need. Application forms are available from the College.

REFUNDS AND WITHDRAWALS

Fee deadlines are firm and are strictly enforced. Students must ensure that they process and confirm any intended withdrawals through the Registrar's Office by the required deadline. The College treats all students in an equitable fashion by adhering strictly to the deadlines published.

COURSE WITHDRAWAL REFUND POLICY

Students choosing to withdraw from courses must notify the Registrar's Office by the dates specified below to be eligible for a partial refund. This policy also applies to students wishing to withdraw from one course and enroll in a different course. Withdrawal deadlines with eligibility for refunds are:

1. Courses and Workshops lasting five days:

- Withdraw one month before the start date to be eligible for a full refund of the course fee minus a \$75 administrative fee.
- Withdraw two weeks before the start date to be eligible for a refund of 75% of the course fee minus a \$75 administrative fee.
- Withdraw by the end of the first day to be eligible for a refund of 50% of the course fee minus a \$75 administrative fee.

2. Courses lasting between three and eight months (Online, Correspondence, Independent Study, Classroom):

- Withdraw prior to the course start date to be eligible for a full refund of the course fee minus a \$75 administrative fee.
- Withdraw four weeks after the start date of the course or four weeks after registering to be eligible for a refund of 50% of the course fee minus a \$75 administrative fee.

3. Courses, collegiums, workshops or lectures lasting less than five days: withdraw before the event begins to be eligible for a refund of 50% of the fee.

Refunds will be issued at the time of withdrawal from a course, and refund amounts will not be held on credit or transferred to another course. If a course is cancelled by the College because of insufficient registration or any other reason, course payment will be refunded in full, with no administrative fee.

WITHDRAWAL FROM PROGRAM

If a student withdraws from a degree or certificate program having already paid their annual program administration fee, a pro-rated refund will be granted. For example, if a student withdraws in the ninth month of the academic year of their program, a refund is issued for the remaining three months of fees (or one quarter of the annual program fee). There is a \$75 administrative fee for this action.

STUDENT CARDS

Student cards are issued to students in degree programs upon receipt of the annual degree program fee, normally in July.

TUITION/EDUCATION TAX CREDIT (T2202A)

In Canada, students may be able to reduce income tax payable by claiming tax credits for enrolment in and payment of tuition and academic fees for St Stephen's credit courses. Each February, the official Tuition, Education, and Textbook Amounts Certificate (form T2202A) will be mailed out by February 28. To be eligible for the tax credit, the total of such fees paid to an educational institution in Canada for the year must exceed \$100. Fees paid for books, art materials, or late charges are not eligible for inclusion in the tuition tax credit.

The calendar year for which the fees are paid, not the date on which the fees are paid, is used to calculate eligible tuition fees. Tuition fees paid for courses or programs that extend beyond the calendar year-end will be pro-rated on the T2202A according to the period of course or program delivery pertaining to each calendar year. For example, if a course has an October 1 start date and a March 31 contract end date, only 50 percent of the tuition fee representing the October through December period will be reflected in the current year tax credit certificate. The remaining 50 percent, representing January through March, will be reflected on the following year's T2202A.

Students may be eligible for the Tuition, Education, and Textbook Amounts Certificate tax credit for each month of part-time or fulltime registration. For income tax purposes, a full-time student is defined as a person actively registered in a minimum of two credits per month, registered for at least 9 credits over a four-month period or 12 credits over a six-month period. Students who are registered in less than 12 credits over a six-month period are considered part-time. Course extensions will not extend a student's full-time status. Doctoral students are considered full time while they are working on their project dissertation, starting with the date the proposal is approved. Masters students in thesis-based programs who have completed all formal course work will retain full-time status for four months if they have been full-time (9 credits/term) in the previous four-month term, and providing degree program tuition has been paid.

The T2202A Tuition, Education, and Textbook Amounts Certificate will reflect the number of months of enrolment that are eligible to be considered as part time or full time. Further details concerning the Tuition, Education, and Textbook Amounts Certificate may be found in Canada Customs and Revenue Agency's (CCRA) Personal Income Tax Guide or by contacting a CCRA district taxation office.

ONLINE DATABASE SERVICE

St Stephen's students are able to access an online database subscription service through EBSCO Publishing. This includes 24-hour access to databases through an ID/Password login system. "Academic Search Complete" is a comprehensive scholarly, multi-disciplinary full-text journal database for the highest-ranked journals in many disciplines, and includes PDF archives back to the first published issue for many journals. Access information will be provided by the Registrar's Office.

RESOURCE CENTRE/LIBRARY

There is a Reference Library located on the lower level at St Stephen's College. With over 500 volumes, this collection supports the programs that are being offered through St Stephen's. Its strengths lie in biblical studies, theology, church history and pastoral counselling. The library's main function is to provide onsite resources for the students, faculty and staff of St Stephen's. Reference Library hours are Monday to Friday, 8:30 am to 4:30 pm. Books and material must remain in the Reference Room at all times except for photocopying purposes within the building. Books are arranged according to the Library of Congress Classification system. A printout of the collection's items in alphabetical order by title is available in the library. There is a computer available for student use, with an internet connection.

St Andrew's College Library in Saskatoon provides services to St Stephen's students giving them access to not only the St Andrew's collection but to the other two libraries in the Saskatoon Theological Union (College of Emmanuel and St Chad and Lutheran Theological Seminary). Students are able to access this 100,000 volume collection at <http://library.usask.ca/dbs/stu.html> or by going to the St Stephen's College website www.ualberta.ca/ST.STEPHENS/ (click on Resources). Students can phone 306.966.8983 or email the Library Technician at <standrews.library@usask.ca> with their request or question. Requests will be mailed at no charge directly to students.

Rutherford Library at the University of Alberta also provides services to St Stephen's students and faculty. The Rutherford Library is located a half-block north of St Stephens College. To get your library card in person, go to the Circulation Services desk in Rutherford Library North. To register for free delivery services with the University of Alberta Libraries Interlibrary Loans/Document Delivery Office, call 1.780.492.3795. St Stephen's students and faculty can access library e-journal databases or the internet (in person only) from the public computers in the Rutherford Library. St Stephen's students who do not

RESOURCES

have a Campus Computing ID may request a guest ID at any circulation desk. A guest ID can be used until midnight of the day it is issued. Policies regarding the guest ID are on the University of Alberta website at this address:

www.library.ualberta.ca/services/temp_ccid/index.cfm

To obtain a guest ID, you will be asked to provide one of the following:

1. Photo ID that displays a current Canadian address, e.g. driver's license or passport. Photo IDs without address information must be accompanied by documented proof of current Canadian address.
2. Current borrowing card issued/registered by University of Alberta or NEOS partnership libraries. If a borrowing card does not have a photo, patrons will be asked to provide photo ID as well. Staff will verify the borrower's card hasn't expired before issuing a Campus Computing ID.
3. Photo ID along with a letter of introduction from a University of Alberta department (for visiting faculty).

For further information, consult the University of Alberta Libraries website at: www.library.ualberta.ca or the Rutherford Library website at www.library.ualberta.ca/aboutus/hss/index.cfm.

Access to the University of Alberta Library System (NEOS Libraries catalogue) is available at www.library.ualberta.ca/catalogue/. St Stephen's students and faculty are eligible for reciprocal borrowing privileges, at no charge, at participating university libraries elsewhere in Alberta and in other provinces. COPPUL clients are issued a COPPUL card at their home agency library (Rutherford) that can then be presented at a participating library. OCU clients can simply present their individual ID cards for identification. Students can make arrangements with the Rutherford Library for a COPPUL card to be mailed to them. For information and a list of participating libraries, go to:

www.library.ualberta.ca/circulation/coppul/index.cfm.

ONLINE RESOURCES

Visit our website www.ualberta.ca/ST.STEPHENS/ for:

- Workshops and Lectures
- People Locator
- News and Events; Stevite Newsletter
- Academic Calendar (Degree Programs and Courses)
- Current academic year course schedule
- St Stephen's theses and project/dissertation titles, with abstracts
- Resource Links

RESOURCES

COMPUTER TECHNOLOGY

Students are required to have access to a computer and use standard word processing software (Microsoft Word or Word Perfect) to enhance their learning environment. Students in St Stephen's College degree programs are required to have internet access and an email account, so that communication with instructors, faculty advisors and College administration may take place effectively. One or two online courses are required for most of our degree programs. The College website (www.ualberta.ca/ST.STEPHENS/) will keep students updated about important information regarding course offerings.

ACCESS TO ST STEPHEN'S THESES

St Stephen's College has a listing of our graduates' theses and project/dissertations, with links to their abstracts on our web site. If you would like to purchase a copy of a thesis produced after 1995, you may do so by contacting UMI Dissertations Publishing. To do this, search the National Library of Canada's main database (Amicus Web), on the web at www.nlc-bnc.ca. You may also contact the College for the ISBN number. Once you locate the ISBN number for the thesis you want, contact UMI at core_service@umi.com or toll free by telephone at 1.800.521.3042 to arrange for purchase. The price structure, in US dollars, is at www.umi.com/hp/Products/Dissertations.html.

Staff at the College can arrange for photocopies of any thesis at a cost of \$35 per thesis, plus 10 cents per page and postage. Students may read theses on-site at the College, but they cannot be removed from the premises.

FRIENDS OF ST STEPHEN'S COLLEGE

The small College staff, assisted by a dedicated adjunct academic and administrative staff, has always had a sustaining circle of friends. In the fall of 2001, a small group of retired ministers and interested lay people came together to provide a more formal support for the College, and "The Friends of St Stephen's College" was founded with Rev Aubrey Edworthy as chair. The Friends provide opportunities to share the story and work of the College, and provide moral support and encouragement to staff and programs.

The Friends invite interested people to become members for a small membership fee of \$30 per year. This small contribution assists the core group of Friends to share news about the College and possible plans for continued support of the College. Members will receive information on a regular basis, and have the satisfaction of knowing that they are doing their part to see that transformative theological education is available for people in the three prairie Provinces and beyond.

For further information about the work of the College please contact:

Principal and Dean, Earle Sharam (780.439.7311, or <esharam@ualberta.ca>) or

Chair of Friends, Ken Morris (780.465.0036, or <kkmorris@telus.net>)

DONORS

Student tuition fees only partially cover our expenses. We do not receive any government grants, and must rely on donations and endowment/property income for the remaining portion of our budget. Individuals interested in financially assisting the work of St Stephen's College are encouraged to contact the Development Office, at 780.439.7311 or 1.800.661.4956.

DISCLAIMER

By the act of registering for a course of study, each student at St Stephen's College agrees to observe and be bound by the terms of this notice, and the terms, conditions, academic standards, rules, regulations, policies, and codes of behavior contained or referenced in the Calendar. Therefore, it is the student's responsibility to make himself or herself aware of the contents of the Calendar.

The Calendar sets forth the intention of St Stephen's College at the time the Calendar was prepared. The publication of information in the Calendar or in other documents relating to admission and registration does not bind the College to provide the courses, programs, schedule of studies, or facilities referenced in the documents. St Stephen's College specifically reserves the right to exercise its sole, absolute and unfettered discretion in admitting individuals to the College, its programs or courses. St Stephen's College reserves the right, subject to the authority of the Academic Senate, to make whatever changes it considers necessary to the information referenced in the Calendar or referenced in other documents relating to admission and registration. The right of the College to make changes includes, but is not limited to, the elimination of or changes to the following: programs, organizational structure, courses, course sections, mode of course delivery, course content, course schedules, course locations, instructors assigned to particular courses, tuition and fees, entrance standards, academic standards, degree requirements, College policies, regulations, and rules. All changes referred to above may be made by the College without notice to students or prospective students. The College is not liable to anyone who may suffer any loss or damages of any type arising from such changes including any loss or damages arising from the interruption of academic activities.

PROGRAMS

COMMUNITY LEARNING and CONTINUING EDUCATION PROGRAM

In addition to its formal programs, St Stephen's College has a mission to be responsive to the needs of spiritual seekers, whether or not they are associated with a traditional faith community. Through our Community Learning and Continuing Education Program, we design and support learning opportunities that invite the wider community to creatively engage the resources of leading edge theological scholarship in ways that are intellectually stimulating and socially engaged.

Please check the "News and Events" page of our website www.ualberta.ca/ST.STEPHENS for current information on workshops, lectures and other events offered on-campus and across Alberta this year.

OPEN STUDIES

One of the goals of St. Stephen's College is to facilitate and encourage knowledge development. The Open Studies program allows students the opportunity to satisfy relevant courses or prerequisite requirements prior to applying to enter graduate studies, to develop skills useful to their profession, to upgrade their postsecondary qualifications, or to take courses purely for personal interest. In some cases, there may be course prerequisites to be met.

Completion of courses is not a guarantee of admission to a degree program. Effective July 1, 2010, a maximum of three courses taken as an Open Studies student may be used toward a St Stephen's College degree program [courses taken prior to July 1, 2010 are not affected by this policy]. Open Studies students who may be interested in applying to a degree program are strongly urged to consult with the relevant Program Coordinator to ensure that courses selected are appropriate. Students who complete courses under the Open Studies program with the intent of applying those courses towards the requirements of a degree program should be aware that transferred courses should be no older than three years in the area of specialization or five years outside the area of specialization. Courses are scheduled year-round, and students must submit course registrations by the published registration deadline for the course(s) they wish to attend. The program is open to people from any faith tradition.

- Community Learning and Continuing Education
- Open Studies
- Youth/Young Adult Ministry Training Certificate
- Lay Worship Leader Certificate
- BA Minor Christian Theology (University of Alberta)
- Bachelor of Theological Studies
- Bachelor and Master of Theological Studies in Diaconal Ministry
- Master of Theological Studies
- MA in Pastoral Psychology and Counselling
- Spiritually Informed Post Graduate Art Therapy Certificate
- Master of Theology
- Doctor of Ministry

Please contact the Registrar's Office at St Stephen's College to obtain detailed information and application packages for degree programs.

Phone: 780.439.7311 or 1.800.661.4956

Email: st.stephens@ualberta.ca

Information and program applications are also available online:

www.ualberta.ca/ST.STEPHENS/

YOUTH AND YOUNG ADULT MINISTRY TRAINING CERTIFICATE

The Youth and Young Adult Ministry Training Certificate Program is offered through Alberta and Northwest Conference, United Church of Canada, and St Stephen's College. The program provides a spectrum of training opportunities for congregations and Presbyteries, youth group leaders, youth workers, staff, and volunteers at Camps, Campus Ministry, and Church related organizations, and ministry personnel who have responsibility for working with youth and young adults. In conjunction with denominational standards of employment, completion of this program offers specialization for lay or professional youth and young adult ministry personnel. Inquiries should be directed to the Alberta and Northwest Conference Office at 780.435.3995; website at www.anwconf.com.

ADMISSION REQUIREMENTS

1. High School Diploma
2. General readiness to function in an integrative theological program in terms of both personal qualities and academic competencies
3. Willingness to engage in a program that is grounded in the Christian faith but is also broadly ecumenical and interfaith; readiness to engage in personal reflection
4. Security Clearance Check

Applicants to the Youth and Young Adult Ministry Training Program will be asked to explore questions provided by the Steering Committee. These will assist in reflecting on the applicant's gifts and areas of growth in the field of Youth Ministry. Applicants will also be required to submit three letters of reference including either one from the board of their congregation, or an equivalent body of the Church (for example, camps, Bissell Centre, Campus Ministry). Applicants will be interviewed individually by the Steering Committee for admission approval. This process will determine the suitability of the applicant for the program.

PROGRAM REQUIREMENTS

18 Credits

PRACTICAL PROGRAM COMPONENTS:

COLLEGIUMS

Students are required to attend two collegiums each year that they are enrolled in the program, and must attend a minimum of four collegiums. This will be an opportunity for students to meet and network and to discuss issues in Youth and Young Adult Ministry not covered in courses. Topics will be chosen by the Steering Committee after consultation with students and the Coordinator.

WEEKEND WORKSHOPS

Four weekend workshops are program requirements: Pastoral Care, Music and Worship, Spiritual Practices, and Christian Ethics and Youth. Other optional workshops may be scheduled in the areas of Communication and Group Dynamics, Local and Global Justice, Promoting Youth and Young Adult Ministry, Preaching, and Church Polity and Structure. Workshops consist of 20 hours of instruction, and are facilitated by instructors holding graduate degrees.

COURSE

"Principles in Youth and Young Adult Ministry" (or equivalent), held in Alberta Northwest Conference. This is a 4-5 day course which will cover topics surrounding basic ministry with youth and young adults. This course must be completed before the field placement.

FIELD TRAINING

The intention of the Field Training is to provide a variety of experiences in congregational and non-congregational settings, including a range of age groups. Two areas of training are required:

1. Congregational Youth or Young Adult work (approximately 320 hours). Supervision and support will be provided by: the Coordinator of the program, who consults with the student and Supervisor at the beginning, mid-point and end of the internship, and by the Supervisor, who is approved by the Steering Committee, and who meets with the student to discuss learning goals and provides feedback in the student's ministry.

2. On-site project. The on-site project will consist of at least 50 hours, including preparation time and on-site work. Supervision for this element is done by an appropriate on-site person, approved by the Steering Committee/Coordinator. This unit may be completed by being part of the leadership team for such events and courses as Senior Teens at Naramata Centre; camp counsellor-in-training programs, planning and leading a Youth Rally, leading Youth at Conference, VBS Caravan, etc. Projects should be designed to meet specific learning goals.

In-depth information about policy and procedures in field training can be obtained from the Field Training Handbook.

ACADEMIC PROGRAM COMPONENTS:

CORE COURSES (15 credits)

Five 3-credit courses: Hebrew Scriptures, Christian Scriptures, Church History, Theology, Christian Education/Youth Focus

These courses are available through St Stephen's College or other approved credit-granting educational institutions. At least two of these courses must be taken at St Stephen's College.

ELECTIVE INDEPENDENT STUDY COURSE (3 cr)

A self-designed Independent Study course focused in the area of Youth Ministry, and designed to meet the student's individual interests and/or needs. This course and an appropriate educational advisor are to be arranged through St Stephen's College.

LAY WORSHIP LEADER CERTIFICATE

Offered by Collaborative Agreement between St Stephen's College and Alberta and Northwest Conference, United Church of Canada

Through the development of ability, the deepening of character, and the awareness and integration of doctrine, this program will equip men and women for lay worship leadership in the United Church of Canada. The participants must have a sense of call to Christian ministry and exhibit a sense of passion in the faith. They must successfully complete the courses as outlined and demonstrate the integration of that study into daily life and work. They must be in essential agreement with the Polity of the United Church of Canada.

ADMISSION REQUIREMENTS

1. General readiness to function in an integrative theological program in terms of both personal qualities and academic competencies
2. Commitment to one's lay profession or employment (paid or volunteer) as a ministry
3. Willingness to engage in a program that is grounded in the Christian faith but is also broadly ecumenical and interfaith; readiness to engage deeply in personal reflection; commitment to the practice of the spiritual or liturgical life

PROGRAM REQUIREMENTS

6 Credits

The Lay Worship Leader Certificate program consists of six weekend events, or modules. Each module is worth one credit, for a total of six credits in the program. While St Stephen's College is responsible for issue of a Certificate upon successful completion of the six modules of study, it is the Presbytery who is charged with issuing a formal License. The Presbytery Education and Students Committee must be consulted during the process.

MODULE ONE: PROGRAM INTRODUCTION

Formation of Self: develop a clearer sense of your call to ministry and of your own gifts, skills and resources for leadership in the church, and become aware of your own leadership style and of different styles and options for leadership. Formation of Community: form relationships and support with other Lay Worship Leaders in the Northern Region of Alberta and Northwest Conference and beyond as possible. Licensed Worship Leaders and Church Structure: develop an understanding of the role of Licensed Worship Leaders in the current polity and structure of the United Church, the conciliar process of decision-making and the responsibilities and roles of church courts and committees at the local, presbytery, conference and national levels and begin to develop skills for taking leadership in situations which require an understanding of church structures and polity.

MODULE TWO: INTRODUCTION TO HEBREW SCRIPTURES

This module is an introduction to methods and approaches to the biblical texts, the historical/cultural contexts of Ancient Israel and a survey of the biblical texts.

MODULE THREE: INTRODUCTION TO CHRISTIAN SCRIPTURES

This session includes the following topics: the economic, political, and religious context of Jesus of Nazareth; Paul's life and ministry and the economic, political, and religious contexts of the Pauline communities; the formation of the Gospel materials; and the economic, political, and religious contexts of the Gospels.

MODULE FOUR: INTRODUCTION TO THEOLOGY AND CHURCH HISTORY

Participants will have the opportunity to develop skills, vocabulary and understanding necessary for critical theological reflection; to develop skills and confidence for clarifying and clearly expressing their own faith; and to be familiar with church history and its relation to the formation of The United Church of Canada.

MODULE FIVE: WORSHIP AND THE ART OF PREACHING

Participants will develop the structure and parts of a worship service; expand their capacity to develop, write and deliver sermons; and learn to understand issues, patterns and forms of worship. They will prepare to preach by: entering the texts; brainstorming and focusing; using preaching resources appropriately; developing comfort and clarity in public speaking; and preaching practicums.

MODULE SIX: PASTORAL CARE AND LEAVE TAKING

Participants will learn to: develop tools and skills for effectively addressing conflict; respond appropriately to the pastoral needs one encounters as a worship leader in a local congregation; develop appropriate patterns and disciplines of personal prayer and reflection and self-care in ministry; identify needs for continuing education and formation; and sending forth with hope and joy!

**BACHELOR OF ARTS MINOR IN
CHRISTIAN THEOLOGY
■ UNIVERSITY OF ALBERTA**

The Faculty of Arts at the University of Alberta offers an interdisciplinary minor in Christian Theology through a combination of courses from St Stephen's College, St Joseph's College, the Faculty of Arts Interdisciplinary Studies programs, and the Department of History and Classics.

A minimum of *18 to a maximum of *42 credits at the senior level in CHRTC and/or CH RTP courses are required, including *9 at the 300- or 400-level. A listing of these courses can be obtained from the Undergraduate Student Services Office of the Faculty of Arts.

- In a rapidly changing world is there any room for faith?
- How can Biblical truths apply to contemporary problems?
- How do Christians define their place in society?

Students who choose to pursue the interdisciplinary Christian Theology minor will challenge and define these questions throughout their studies.

The Christian Theology minor offers a unique educational opportunity for Arts students, allowing for faith studies in combination with a broad based liberal arts education. Students who graduate with a Christian Theology minor are equipped to handle tough philosophical and theological questions that may arise throughout their lives and careers. In addition, the Christian Theology minor is an excellent entry point into religious studies, religious education programs as well as vocational callings to serve in the Christian community.

For more information or program planning, please contact:

Dr. Ken Munro
Academic Dean and Program Advisor
St. Joseph's College
780.492.7681 Extension 227
Email: ken.munro@ualberta.ca

**BACHELOR OF THEOLOGICAL STUDIES
(BTS)**

Persons who desire theological training, but who do not have a prior degree, may qualify for admission to a supervised pattern of studies leading to the Bachelor of Theological Studies (BTS) Degree. This program is open to people from any faith tradition.

ADMISSION REQUIREMENTS

1. High School Diploma
2. General readiness to function in an integrative theological program in terms of both personal qualities and academic competencies
3. A commitment to one's lay profession or employment (paid or volunteer) as a ministry
4. Willingness to engage in a program that is grounded in the Christian faith but is also broadly ecumenical and interfaith

The College is currently in a process of review and renewal in the BTS program, and applications are not being accepted.

BACHELOR OF THEOLOGICAL STUDIES IN DIACONAL MINISTRY (BTS)

St Stephen's College and the Centre for Christian Studies have collaborated to offer a program of study in diaconal ministry leading to a Bachelor of Theological Studies in Diaconal Ministry degree granted under the Charter of St Stephen's College. This degree will be conferred after completing the Centre for Christian Studies (CCS) Diploma in Diaconal Ministries, and the additional requirements of St Stephen's College (SSC).

ADMISSION REQUIREMENTS

1. Diploma in Diaconal Ministries from CCS or current enrollment in that program
2. General readiness to function in an integrative theological program in terms of both personal qualities and academic competencies
3. Commitment to one's lay profession or employment (paid or volunteer) as a ministry
4. Willingness to engage in a program that is grounded in the Christian faith but is also broadly ecumenical and interfaith

Applications are submitted to the Registrar's Office along with the application fee and all transcripts. Applicants are advised to apply to the BTS program within 5 years of completing CCS Diploma.

PROGRAM REQUIREMENTS

120 Credits

Equivalent to 4 years of full-time study. Work should be completed within 7 years of entering BTS program.

ACADEMIC WORK COMPLETED AS PART OF CCS DIPLOMA:

LEADERSHIP DEVELOPMENT MODULE (6 credits)

[cross-listed with SSC]

THREE PROGRAM THEME YEARS (54 credits)

Social Ministry/Educational Ministry/Pastoral Ministry

THEOLOGICAL INTEGRATION YEAR (21 credits)

including Global Perspectives Experience

FACILITATED FIELD EDUCATION (3 credits)

EIGHT COURSES (*24 credits): Christian Scriptures, Hebrew Scriptures, Theology, Christian Ethics, Church History, and three Electives (chosen in consultation with faculty). (*at least half of the 24 credits must be taken at St Stephen's College)

POST CCS WORK:

*THESIS WRITING COURSE (3 credits)(*under review)

THESIS PROPOSAL COLLEGIUM/THESIS WRITING WORKSHOP (recommended, 0 credit)

UNDERGRADUATE THESIS (9 credits): 40-60 double-spaced pages; 10,000-15,000 words or equivalent.

MASTER OF THEOLOGICAL STUDIES IN DIACONAL MINISTRY (MTS)

St Stephen's College and the Centre for Christian Studies have collaborated to offer a program of study in diaconal ministry leading to a Master of Theological Studies in Diaconal Ministry degree granted under the Charter of St Stephen's College. This degree will be conferred after completing the Centre for Christian Studies (CCS) Diploma in Diaconal Ministries, and the additional requirements of St Stephen's College (SSC).

ADMISSION REQUIREMENTS

1. Bachelor's Degree or equivalent from recognized university (GPA minimum 72%)
2. Diploma in Diaconal Ministries from CCS, or current enrollment in that program
3. General readiness to function in an integrative theological program in terms of both personal qualities and academic competencies
4. Commitment to one's lay profession or employment (paid or volunteer) as a ministry
5. Willingness to engage in a program that is grounded in the Christian faith but is also broadly ecumenical and interfaith

Applications are submitted to the Registrar's Office along with the application fee and all transcripts. Applicants are advised to apply to the MTS program within 5 years of completing CCS Diploma.

PROGRAM REQUIREMENTS

60 Credits

Equivalent to two years of full-time study. Work should be completed within 7 years of entering MTS program.

ACADEMIC WORK COMPLETED AS PART OF CCS DIPLOMA:

LEADERSHIP DEVELOPMENT MODULE (6 credits)

[cross-listed with SSC]

ONE OF THREE PROGRAM THEME YEARS (15 credits)

Social Ministry/Educational Ministry/Pastoral Ministry

THEOLOGICAL INTEGRATION YEAR (3 credits)

including Global Perspectives Experience

EIGHT COURSES (*24 credits): Christian Scriptures, Hebrew Scriptures, Theology, Christian Ethics, Church History, and three Electives (chosen in consultation with faculty). (*at least half of the 24 credits must be taken at St Stephen's College)

POST CCS WORK:

*THESIS WRITING COURSE (3 credits)(*under review)

THESIS PROPOSAL COLLEGIUM/THESIS WRITING WORKSHOP (recommended, 0 credit)

GRADUATE THESIS (9 credits): A formally written 100-150 page document based upon the student's research of a stated question. The Thesis integrates an introduction, a thorough literature review, explication of methodology, data presentation and analysis, and a summary of findings, conclusions, and synthesis.

MASTER OF THEOLOGICAL STUDIES (MTS)

The Master of Theological Studies (MTS) is a gateway program in the theological disciplines, broadly understood, which may be taken either as a stand-alone degree, or to lay the foundation for further, advanced theological study. One of the primary goals of the MTS program is to provide a flexible, yet structured, course of study for the adult learner who wishes to explore spiritual concepts and practices. It is designed to support the discernment of many paths to truth, theological world-views, and spiritual interpretations.

Research areas are as diverse as the student population. Learners are encouraged to integrate their life experience and vocation with their academic research; and, with the addition of a Work of Art thesis modality, visual art, music, theatre, and dance may become integral to the thesis process.

Primary educational goals for the MTS degree are the attainment of a survey knowledge of various theological disciplines, and a focused knowledge in a specific discipline or interdisciplinary knowledge. This theological degree is at the academic level of the MDiv for lay persons wanting to exercise their faith responsibly as a ministry in their vocational or avocational environment. This program is open to people from any faith tradition.

Candidates may enroll in one of three streams:

MTS	MTS General entry-level studies within the theological disciplines with opportunity to specialize in a chosen field of study.
MTS (Spirituality Specialization)	General entry-level studies within the theological disciplines specializing in the field of Spirituality.
MTS (Honours)	Offers opportunity for more specialized study in theology as an academic discipline, and will be of interest to those desiring to prepare for further graduate study in the field.

Courses will be selected in consultation with a faculty advisor in accordance with the requirements of the stream selected.

ADMISSION REQUIREMENTS

1. Four-year Bachelor Degree or its equivalent from a recognized university (Grade Average minimum 72%-see Admissions Policy)
2. General readiness to function in an integrative theological program in terms of both personal qualities and academic competencies
3. Commitment to one's lay profession or employment (paid or volunteer) as a ministry

4. Willingness to engage in a program that is grounded in the Christian faith but is also broadly ecumenical and interfaith; readiness to engage deeply in personal reflection; commitment to the practice of the spiritual or liturgical life

Application Deadline: Applications can be submitted and processed throughout the year, with an annual application deadline of February 1.

APPLICATION, INTERVIEW, AND ORIENTATION

Students are required to complete the application process which includes an interview. Upon invitation to the MTS program, students attend Orientation Day (normally in late April). The first core program intensive, Introduction to Theology, takes place Monday through Friday immediately following Orientation Day.

PROGRAM REQUIREMENTS

51 Credits

Equivalent to two years of full-time study. Work should be complete within six years.

COLLEGIA (3 credits)

Three Program Collegia (1 credit each): Members of the MTS program share current research interests, and work together as peers on a chosen topic.

Thesis Proposal Collegium (0 credit requirement): a component of the thesis/integrative study process.

MTS Students are invited to participate in additional Collegia (on a non-credit, no-fee basis) at any time.

CORE COURSES (24 credits)

SS071V Academic Writing (0-credit graduate level online course taken in first year)

SSC511 Introduction to Theology (3cr)

SSC505 Introduction to Christian Scriptures (3cr)

SSC501 Introduction to Hebrew Scriptures (3cr)

SSC513 Introduction to Ethics (3cr)

SSC571 Research Methods (online) (3cr)

SSC521 Introduction to Church History (3cr)

One additional course-Sacred History category (3cr)

One additional course-Theology category (3cr) (Spirituality Specialization students choose a Spirituality-based Theology course)

Note: Students may take a course outside the specified category only with Coordinator's permission; final paper must be focused on the required element.

ELECTIVES (6 credits)

Two 3-credit elective courses in area of specialization.

PRACTICUM (3 credits)

One supervised practicum of 100-150 hours in duration with the focus on the project rather than the hours.

MINI-PROJECTS (9 credits)

Six 1.5-credit mini-projects

THESIS OR INTEGRATIVE STUDY (9 or 6 credits)

1. Thesis Option (9 credits): The Thesis is a formally written 100-150 page document based upon the student's research of a stated question. The Thesis integrates an introduction, a thorough literature review, explication of methodology, data presentation and analysis, and a summary of findings, conclusions, and synthesis. If thesis option is chosen, either one elective course or two mini-projects are omitted from the program. Spirituality Specialization students write a thesis in the area of spirituality.

2. Integrative Study Option (6 credits): 60-100 pages). Spirituality Specialization students write an Integrative Study in the area of spirituality.

Note: Students may choose a Work of Art modality for their thesis or integrative study. In this modality, the student will be required to choose an academic supervisor as well as an art supervisor appropriate to their selected medium. Samples of the student's work will be submitted at the proposal stage in order to support the student's claim of readiness to embark on such a project.

Options Equivalent to Credit in MTS Stream One:

One unit Clinical Pastoral Education (CPE)	6 credits [equivalent to any combination of practicum, elective, or mini-project credits]
Spiritual Direction Programs: Presence Formation Program (Providence Renewal Centre, Edmonton); Pacific Jubilee Program in Spiritual Direction (Chalmers Institute, Vancouver); Prairie Jubilee Program for Spiritual Formation and Spiritual Direction (University of Winnipeg)	9 credits [equivalent to any combination of practicum, elective, and mini-project credits]
Lay Worship Leader Certificate Program (St Stephen's College)	6 credits [equivalent to 4 mini-projects]
Lay Pastoral Minister in Training (LPMiT) Residential Program (United Theol. College, Montreal)	9 credits [equivalent to 6 mini-projects]
Lay Pastoral Minister in Training (LPMiT) Educational Supervision (UTC, Montreal)	3 credits [equivalent to practicum]
Trauma Recovery Certificate (Taking Flight International, Edmonton)	6 credits [equivalent to any combination of practicum, elective, and mini-project credits; 70 additional hours of mentorship required if using for practicum credit]
Grief Support Certificate (Taking Flight International, Edmonton)	3 credits [equivalent to elective]

Options equivalent to credit in MTS Spirituality Specialization:

Spiritual Direction Programs: Presence Formation Program (Providence Renewal Centre, Edmonton); Pacific Jubilee Program in Spiritual Direction (Chalmers Institute, Vancouver); Prairie Jubilee Program for Spiritual Formation and Spiritual Direction (University of Winnipeg)	9 credits [equivalent to any combination of practicum, elective, and mini-project credits]
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PROGRAM REQUIREMENTS MTS (HONOURS)

51 Credits

Equivalent to two years of full-time study. Work should be complete within six years.

COLLEGIA (3 credits)

Three Program Collegia (1 credit each): Members of the MTS program share current research interests, and work together as peers on a chosen topic. (MTS Honours students act as TA for one collegium)

Thesis Proposal Collegium (0 credit requirement): a component of the thesis study process.

MTS Students are invited to participate in additional Collegia (on a non-credit, no-fee basis) at any time.

CORE COURSES (24 credits)

SS071V Academic Writing (0cr) (online course taken in first year)

SSC511 Introduction to Theology (3cr)

SSC505 Introduction to Christian Scriptures (3cr)

SSC501 Introduction to Hebrew Scriptures (3cr)

SSC513 Introduction to Ethics (3cr)

SSC571 Research Methods (online) (3cr)

SSC521 Introduction to Church History (3cr)

One additional course-Sacred History category (3cr)

One additional course-Theology category (3cr)

Note: Students may take a course outside the specified category only with Coordinator's permission; final paper must be focused on the required element.

ELECTIVES (12 credits)

Four 3-credit elective courses in area of specialization.

PRACTICUM (3 credits)

One supervised practicum of 100-150 hours in duration with the focus on the project rather than the hours.

THESIS (9 credits)

The Thesis is a formally written 100-150 page document based upon the student's research of a stated question. The Thesis integrates an introduction, a thorough literature review, explication of methodology, data presentation and analysis, and a summary of findings, conclusions, and synthesis.

Note: Students may choose a Work of Art modality for their thesis. In this modality, the student will be required to choose an academic supervisor as well as an art supervisor appropriate to their selected medium. Samples of the student's work will be submitted at the proposal stage in order to support the student's claim of readiness to embark on such a project.

MASTER OF ARTS IN PASTORAL PSYCHOLOGY AND COUNSELLING (MAPPC)

The Master of Arts in Pastoral Psychology and Counselling (MAPPC) program develops professional counsellors who are well grounded in the integration of psychological and spiritual knowledge as a holistic foundation for effective therapeutic practice. This program is open to people from any faith tradition.

The MAPPC program is a unique degree program developed in response to a widely felt community need for formal graduate counselling training that integrates psychology and spirituality. This academic program blends theoretical knowledge and clinical skills with particular emphasis on the individual student's ability to integrate spirituality and psychology with their personal growth and to implement this integration into effective clinical practice. The MAPPC program has been designed for those who see counselling as ministry and who want to include a spiritual element in their academic work.

The primary educational goals for this degree are: the capacity for critical and constructive theological reflection regarding the content and processes of the areas of specialized ministry; skill in the design, implementation and assessment of ministry in these specialized areas; an understanding of the various disciplines that undergird the area of specialized ministry; and growth in personal and spiritual maturity.

The MAPPC program offers a blend of academic course work with supervised clinical experience in community settings. Academic instruction is primarily offered in intensive week-long instructional periods along with collegia which give students the opportunity to develop a strong cohort group and build relationships that allow them to engage with, and learn from, the experiences and backgrounds of their classmates.

Candidates may enroll in one of two streams; the regular MAPPC stream, or the Art Therapy Specialization stream.

St Stephen's has planned the MAPPC program so that it will assist students in acquiring professional counselling credentials; however the program is neither designed to, nor will it meet requirements to pursue registration as a psychologist in Alberta. The program has been designed so that with additional supervised clinical training, the student can pursue the credentialing process with some professional registering associations. However, the onus will remain on the student to consult with the registering body to meet their requirements, both during and subsequent to their academic training. Upon completion of the educational components of the art therapy specialization, the student may be eligible to apply these components towards the process of registration as an art therapist. This may require additional

supervised clinical hours and again is the student's responsibility to consult directly with their preferred registering association. The MAPPC (Art Therapy Specialization) program is an approved art therapy training program with The Canadian Art Therapy Association.

An agreement exists between the International University of the Caribbean (IUC) in Jamaica and St Stephen's College to deliver the MAPPC degree program in the Caribbean. The curriculum is the same in both Canada and the Caribbean; students earn a St Stephen's College degree upon successful completion of the program. Students in Edmonton and Kingston are welcome to register for and participate in courses in either location.

MAPPC Admission Requirements

1. Four-Year Bachelor's Degree in psychology or substantially equivalent study (examples may include pastoral theology, the humanities and human sciences, and nursing) from a recognized university or college (Grade Average minimum 72%-see Admissions Policy)
 2. Academic background in counselling and/or some experience in a helping role are desirable
 3. A readiness to integrate spiritually informed training into professional practice
 4. Upon successful admission to the Program, students will be required to produce a Security Clearance Check
- MAPPC (Art Therapy Specialization) Additional Admission Requirement:**
5. Background in studio art and/or some experience with the artistic creative process are desirable

Application Deadline: Applications can be submitted and processed throughout the year, with an annual application deadline of February 1.

APPLICATION, INTERVIEW, AND ORIENTATION

Students are required to complete the application process which includes an interview. Upon invitation to the MAPPC program, students attend Orientation Day (normally in late April). The first core program intensive, Intro Pastoral Psychotherapy and Spiritual Care, takes place Monday through Friday immediately following Orientation Day.

PROGRAM REQUIREMENTS

MAPPC

(51 credits)

Equivalent to two years of full-time study. Work should be completed within six years.

REQUIRED COURSES (36 credits)

- SS071V Academic Writing (0cr graduate online course taken in first year)
- PPSYC581 Intro to Pastoral Psychotherapy and Spiritual Care (3cr)
- PPSYC585 Counselling Skills (3cr)
- PPSYC583 Professional Ethics for Pastoral Psychotherapy and Spiritual Care (3cr)

SSC571V Research Methods (online) (3cr)
 PPSYC584 Theories Couns/Psychotherapy(online) (3cr)
 PPSYC5869 Counselling Skills-Syst Interventions (3cr)
 SSC582 Pastoral Theology and Counselling (3cr)
 SSC589 Theological Reflection in Professional Practice (3cr)

PPSYC587 Life Span Psychology (3cr)
 PPSYC5812 Abnormal Psychology (3cr)
 PPSYC5870 MAPPC *Counselling Practicum (6cr)
**Counselling Practica I and II in total, consist of 300 hours of direct client contact. The counselling practica should be arranged so as to meet the student's desired Professional Association requirements.*

ELECTIVES (6 credits)

Two 3-credit electives in areas of student interest or as required by the student's desired Professional Association. Elective courses to be selected in consultation with the MAPPC Program Chair.

THESIS (9 credits)

The Thesis is a formally written 100-150 page document based upon the student's research of a stated question. The Thesis integrates an introduction, a thorough literature review, explication of methodology, data presentation and analysis, and a summary of findings, conclusions, and synthesis. The Thesis Proposal Collegium (0-credit) is a required component of the thesis process.

THERAPY (0 credit, co-requisite)

40 hours of personal therapy with a certified counsellor is considered a minimum during training in order to provide an opportunity for students to address personal issues as they relate to their professional development as a counsellor. A letter from the therapist is required, stating dates the therapy took place.

Options equivalent to credit in the MAPPC Program:

One Unit Pastoral Counselling Education (PCE)	6 credits [equivalent to one practicum and one elective]
One Unit Clinical Pastoral Education (CPE)	6 credits [equivalent to one elective and SSC582 Pastoral Theology/Counselling]
Certificates from Taking Flight International, Edmonton *a maximum of 6 credits from Taking Flight International can be credited towards the MAPPC-AT program art therapy studio requirements.	<u>Trauma Recovery Certificate: 6 credits</u> ■ 2 electives or 2 *art therapy studio courses ■ in addition, for students enrolled in the Counselling Practicum PPSYC5870/5878 course, the mentorship involving client contact may meet a portion of practicum requirements (up to 80 counselling hours). Students must submit the usual practicum supervisor profile/approval form to Degree Program Chair prior to commencement of mentorship. <u>Grief Support Certificate: 3 credits</u> ■ 1 elective or 1 *art therapy studio course

PROGRAM REQUIREMENTS
MAPPC (Art Therapy Specialization)
(66 Program Credits; 9 Pre/Co-Req Credits)

Equivalent to two and a half years of full-time study. Work should be completed within seven years.

REQUIRED COURSES (36 credits)

SS071V Academic Writing (0cr graduate online course taken in first year)
 PPSYC581 Intro Past Psychotherapy/Spir Care (3cr)
 PPSYC585 Counselling Skills (3cr)
 PPSYC583 Professional Ethics/Pastoral Psych (3cr)
 SSC571V Research Methods (online) (3cr)
 PPSYC584 Theories Couns/Psychotherapy(online) (3cr)
 PPSYC5869 Counselling Skills-Syst Interventions (3cr)
 SSC582 Pastoral Theology and Counselling (3cr)
 SSC589 Theological Reflection/Professional Pract (3cr)
 PPSYC587 Life Span Psychology (3cr)
 PPSYC5812 Abnormal Psychology (3cr)
 PPSYC5878*Counselling Practicum (Art Therapy) (6cr)
**Practicum course will consist of 350 hours of direct client contact, and 350 hours of indirect services with supervision by a Registered Art Therapist, over two practicum placements. Practica should be arranged so as to meet the student's desired Professional Association requirements.*

ART THERAPY COURSES (21 credits)

PPSYC5841 Introduction to Art Therapy (3cr)
 PPSYC5830 Theories/Art Therapy Training Grp I (3cr)
 PPSYC5828 Theories/Art Therapy Training Grp II (3cr)
 PPSYC5845 Child and Adolescent Art Therapy (3cr)
 PPSYC5879 Issues of Professional Practice/ Interventions in Art Therapy I (3cr)
 PPSYC5880 Issues of Professional Practice/ Interventions in Art Therapy II (3cr)
 PPSYC5881 Art Therapy History/Theoretical Found (3cr)

THESIS (9 credits)

The Thesis is a formally written 100-150 page document based upon the student's research of a stated question. The Thesis integrates an introduction, a thorough literature review, explication of methodology, data presentation and analysis, and a summary of findings, conclusions, and synthesis. Research must be within the field of art therapy. The Thesis Proposal Collegium (0-credit) is a required component of the thesis process.

THERAPY (0 credit, co-requisite)

40 hours of personal therapy with a certified counsellor is considered a minimum during training in order to provide an opportunity for students to address personal issues as they relate to their professional development as a counselor and art therapist. A letter from the therapist is required, stating dates the therapy took place.

PRE/CO-REQUISITE ART COURSES (9 credits)

Courses in studio art/art therapy studio allow the learner to gain experience in working with art materials and processes. These courses may be taken at St Stephen's College, or at other institutions with Art Therapy Associate Chair's approval.

SPIRITUALLY-INFORMED POST GRADUATE ART THERAPY CERTIFICATE

This post graduate certificate program is designed for those who have completed a Master's degree in Pastoral Psychology, Social Sciences, Expressive Art Therapy, Health Science, Theology or a related field and who are interested in integrating theologically and spiritually informed art therapy into their professional practice. This program is open to people from any faith tradition. Upon completion of the educational components of the program, students may be eligible to apply these components towards the process of registration as an art therapist. This may require additional supervised clinical hours and it is the student's responsibility to consult directly with their chosen registering association. The Spiritually Informed Post Graduate Art Therapy Certificate Program is an approved art therapy training program with The Canadian Art Therapy Association.

ADMISSION REQUIREMENTS

1. Master's Degree in a related discipline from a recognized university/college (GPA minimum 72%-see Admissions Policy)
2. Academic background in counselling and/or some experience in a helping role are desirable
3. Background in studio art and/or some experience with the artistic creative process are desirable
4. A readiness to integrate spiritually informed training into professional practice
5. Upon successful admission to the Program, students will be required to produce a Security Clearance Check

Application Deadline: Applications can be submitted and processed throughout the year, with two application deadlines: Sep 1 and Feb 1.

APPLICATION, INTERVIEW, AND ORIENTATION

Students are required to complete the application process which includes an interview. Upon invitation to the program, students attend Orientation Day (normally in late April).

PROGRAM REQUIREMENTS

30 credits

ART THERAPY COURSES/PROJECT (30 credits)

- PPSYC5841 Introduction to Art Therapy (3cr)
- PPSYC5830 Theories/Art Therapy Training Grp I (3cr)
- PPSYC5828 Theories/Art Therapy Training Grp II (3cr)
- PPSYC5845 Child and Adolescent Art Therapy (3cr)
- PPSYC5879 Issues of Professional Practice/Interventions in Art Therapy I (3cr)
- PPSYC5880 Issues of Professional Practice/Interventions in Art Therapy II (3cr)

PPSYC5881 Art Therapy History/Theoretical Found (3cr)
Final Project (3cr)

PPSYC5878* Counselling Practicum (Art Therapy) (6cr)

* Practicum course will consist of 350 hours of direct client contact, and 350 hours of indirect services with supervision by a Registered Art Therapist, over two practicum placements. Practica should be arranged so as to meet the student's desired Professional Association requirements.

PRE OR CO-REQUISITE REQUIREMENTS

27 credits

The following courses may be undergraduate or graduate and can be considered pre-requisites or co-requisites. Co-requisite refers to completing the requirements while in the art therapy certificate program of study. They may have been used toward another degree. Note: students who plan to apply to the MAPPCC (Art Therapy Specialization) program and use the Art Therapy Certificate towards the requirements of that degree must have completed the pre/co-requisite courses at a graduate level and the courses cannot have been used for another degree.

THREE STUDIO ART/ART THERAPY STUDIO COURSES (9 credits)

Courses in studio art/art therapy studio allow the learner to gain experience in working with art materials and processes. These courses may be taken at St Stephen's College, or at other institutions; however, they need the Art Therapy Associate Chair's approval to ensure that they meet the learner's training goals.

FOUR PSYCHOLOGY/METHODOLOGY COURSES (12 credits)

- Lifespan Psychology (3cr)
- Abnormal Psychology (3cr)
- Theories of Counselling and Psychotherapy (3cr)
- Research Methods (3cr)

TWO THEOLOGY COURSES (6 credits)

- Pastoral Theology and Counselling (3cr)
- Theological Reflection in Professional Practice (3cr)

THERAPY (0 credit)

20 hours of personal therapy with a certified counsellor is considered a minimum during training in order to provide an opportunity for students to address personal issues as they relate to their professional development as an art therapist. A letter from the therapist is required, stating dates the therapy took place.

MASTER OF THEOLOGY (MTh)

The Master of Theology (MTh) degree program is designed for people who desire to follow disciplines in an academic and theological program on a part-time basis while continuing their regular vocational duties. This program intends to advance a candidate's academic competency in Theology beyond the Master of Divinity (MDiv) or MTS Degree. This program is open to people from any faith tradition.

The educational goals for the Master of Theology degree, as set out by the Association of Theological Schools (ATS) in the United States and Canada are: an advanced understanding of a focused area or discipline in the context of general theological study, capacity to use research methods and resources in the discipline, and the ability to formulate productive questions.

The MTh Program assumes considerable flexibility. Each candidate is expected to plan, in consultation with the Program Chair and/or the Dean or assigned Faculty Advisor, a program of study suited to individual needs and interests. A great variety of courses and configurations are open for consideration: one week intensives or semester long; classroom or independent study; individual and group projects; theological and secular. All course work is elective on the basis that the candidate already has a first degree in theology covering the essentials to the discipline of theology.

Candidates may enroll in one of two streams:

Stream One - MTh (with Thesis)	Consists of advanced graduate level course work geared towards the thesis. A GPA of 70% must be maintained. This MTh is designed as a professional academic qualification but also as a precursor to PhD/ThD studies. Therefore considerable weight is placed on the academic rigour of the thesis component of the program in terms of content and style.
Stream Two - MTh (without Thesis)	Consists of an advanced graduate level course based degree only. A GPA of 70% must be maintained.

ADMISSION REQUIREMENTS

1. Bachelor's degree in Arts, Sciences or Education, followed by a first degree in Theology (MDiv or equivalent), both from recognized universities, with a Grade Average minimum of 72%
2. Candidates may be accepted with an MTS on an exploratory basis only and with the possibility of demonstrating appropriate equivalencies to the MDiv or the focus of study.

In exceptional cases, such as a candidate whose background in mixed Arts and Theology led to a first degree in Theology only (eg. BTh), admission may be on an exploratory basis. Candidates wishing to be so

admitted shall satisfy the Program Chair and/or Dean that they have attained Master of Divinity level competencies in the theoretical and practical bases of ministry. In addition to the other regular requirements for admission, these competencies may be demonstrated in the following ways, at the Program Chair and/or Dean's discretion:

1. Successful completion of prescribed courses (minimum of two post-graduate theological courses and possibly additional arts courses to make up for deficiencies)
2. Three major papers – two of 20 pages and one of at least 40 pages – as well as bibliographies on approved topics in Biblical Studies, Theology and Church History

Application Deadline: Applications can be submitted and processed throughout the year, with an annual application deadline of February 1. Upon invitation to the MTh program, students attend Orientation Day (normally in late April).

PROGRAM REQUIREMENTS

30 Credits

Equivalent to one year of full time study. Work should be completed within four years.

Courses will be taken at St Stephen's College or a variety of approved institutions. In all cases candidates shall enroll in a course only with their Advisor's consent.

MTh (with Thesis)

CORE COURSES (24 credits)

Eight 3-credit elective courses

COLLEGIUM (0 credit, co-requisite)

MTh Program Collegium

THESIS (6 credits)

The Thesis is a formally written 100-150 page document based upon the student's research of a stated question. The Thesis integrates an introduction, a thorough literature review, explication of methodology, data presentation and analysis, and a summary of findings, conclusions, and synthesis

MTh (without Thesis)

CORE COURSES (30 credits)

Ten 3-credit elective courses. One of the elective courses may be replaced by a Major Integrative Paper in Theology; assessed for content and integration by the MTh Program Chair and/or Dean.

COLLEGIUM (0 credit, co-requisite)

MTh Program Collegium

A maximum of three courses, (9 credits), taken prior to admission, may be considered for transfer credit, on the condition they were not applied towards a prior degree.

DOCTOR OF MINISTRY (DMin)

The educational goals for the Doctor of Ministry degree, as set out by the Association of Theological Schools (ATS) in the United States and Canada are:

- advanced understanding of the nature and purposes of ministry
- enhanced competencies in pastoral analysis and ministerial skills
- the integration of these dimensions into the theologically reflective practice of ministry
- new knowledge about the practice of ministry
- continued growth in spiritual maturity

The Doctor of Ministry program at St Stephen's College welcomes persons from all world views, faith traditions and spiritual expressions and understands "ministry" with a very broad and inclusive perspective.

Owing to the accelerated blurring of lines between the "sacred" and the "secular" in contemporary society, today's professionals are continually pressed to craft a redefinition of the nature and role of their work within this matrix of convergence, in a way which takes account of both personal value-oriented service and public responsibility. The St Stephen's College Doctor of Ministry program chooses to define "ministry," within specific faith communities and the broader society, as the work of those persons involved in human service in which the practitioner is self-reflectively aware of the nurturing quality of that activity. Persons who define their work activity as being committed to the improvement and nurture of society and the world community, including such fields as education, faith/religious community assignments, chaplaincy, mediation, management, media services, the arts, health care, counseling, Intercultural relationships, and care of the earth are recognized by St Stephen's College as being in ministry. (adopted 17 February 2010)

Persons interested in advanced and graduate level work in a variety of professional fields associated with "ministry" or in the practical interface between the arts, humanities, sciences, ecology, learning theory, and psychology, on the one hand, and spirituality, religion or theology, on the other, will find the St Stephen's College Doctor of Ministry program ideally suited for them.

The DMin program is for active practitioners who wish to pursue intensive, specialized studies in their area of interest. The program is committed to an adult learning model, guided by an individualized learning covenant, and to a balanced emphasis on theory and practice. Thus, learners may use the program to develop themselves in a way that takes into account their personal and professional needs and interests.

Focus Options:

- Ministry in Congregations and Judicatories
- Education
- Research on Spiritually Informed Care
- Organizational Leadership
- Institutional Spiritual Care
- Spiritually-Informed (Pastoral) Counselling/ Psychotherapy
- Healthcare Leadership
- Leadership in Societal Change
- Spirituality and the Ecosystem
- Spirituality and Science
- Other (to be negotiated)

ADMISSION PREREQUISITES AND REQUIREMENTS

The ATS academic prerequisite degree for the DMin program is a Master of Divinity (MDiv) degree from an ATS accredited institution (Grade Average minimum 72%-see Admissions Policy) or its educational equivalent. Prospective students with other graduate degrees are given serious consideration, provided equivalencies in theology/religious/spiritual foundations and the human sciences can be demonstrated.

Other requirements for entry into the program include:

- At least 3 years experience in ministry (see definition), care-giving, professional service or educational functions that include an explicit spiritual dimension.
- Evidence of a capacity to integrate theory with practice (e.g. Supervised Pastoral Education with the Canadian Association for Spiritual Care/Association canadienne de soins spirituels (CASC/ACSS), completion of training as a Spiritual Director, published papers, appointment to faith tradition committee/task forces, etc.)
- Evidence of reflective capabilities that attend to spiritual and values foundations integrated into one's professional practice.

APPLICATION DEADLINES

Applications are invited throughout the year, enabling successful applicants to begin the development of a Learning Covenant. In order to participate in the first course of a given year applicants possessing the above listed prerequisite degree and requirements must submit their completed applications to the College no later than 01 February. Any applicants who require an evaluation of academic equivalencies must have their completed applications submitted to the College by 01 December (\$75 fee for evaluation).

INTERVIEW AND ORIENTATION

Applicants will attend an admission interview as part of the application process. Intake interviews are conducted with a view to reflecting on the applicant's learning goals and determining the applicant's appropriateness for admission to the DMin program. Upon admission, students are expected to attend the St Stephen's College Orientation Day (normally in late April). The first core program course takes place immediately following Orientation Day.

PROGRAM REQUIREMENTS

33 Credits

Equivalent to two years full-time study, plus research and dissertation. Work should be completed within 7 years.

Part-time Study Model: 4-5 years

Full-time Study Model: 3 years

Application, Interview, and Learning Covenant Formation (0cr)

Course: Inquiry, Evaluation/Search for Knowledge SSC771 (3cr)

Integrative Seminar 1 (3cr)

Collegium: Online Learning Community 1 (1cr)

Foundational Course 1: Religious/Spiritual/Theological Foundations (3cr)

Foundational Course 2: Learner's focus of expertise (3cr)

Integrative Seminar 2 (3cr)

Collegium: Online Learning Community 2 (1cr)

Foundational Course 3: Methodologies for Knowledge Generation (3cr)

Supervised Project (Preliminary Pilot Project) (3cr)

Integrative Seminar 3 (3cr)

Collegium: Online Learning Community 3 (1cr)

Participation in annual Integrative Seminar and Online Learning Community until P/D completed

Integrative Paper (3cr)

P/D Proposal (1.5cr)

P/D Design (1.5cr)

Project Dissertation (150-200 pages) (0cr)

Public Presentation of Project Dissertation Research on Convocation day

COURSE FORMATS

St Stephen's College offers credit courses in a variety of formats. Although the courses are normally held in Edmonton, we facilitate learning for persons who are geographically situated throughout the world.

WEEK-LONG INTENSIVE COURSES

Week-long intensive courses usually run Monday to Friday, 9:00am to 5:00pm (35 classroom hours). Intensive courses involve extensive preparation, including readings and assignments. To maximize learning in these courses students are expected to arrive on the course dates well prepared as per the course outline specifications. Students are expected to keep their day and evening schedule free during these courses in order to carry out the expected classroom work assigned as the course unfolds. Because of the extensive amount of preparation, all participants must register one month in advance.

SEMESTER COURSES

Semester courses run once or twice a week (3 hours/week) for 12 weeks, and students must attend at St Stephen's in Edmonton. Semesters run from September to December and from January to April. Some semester courses are St Stephen's College credit, and some are University of Alberta credit.

ONLINE COURSES

We offer a number of courses online. Courses follow a uniform model that embodies recommended distance education principles.

CORRESPONDENCE COURSES

Correspondence courses are designed for students studying at a distance. Courses include a variety of learning assignments. Online teacher/peer group participation may become a part of the learning process. These paced courses are offered in six-month sessions twice a year: March 1st and September 1st. Students are advised to register in advance to allow for time needed to acquire reading material. Students are expected to purchase the required textbooks for these courses, and rely on library resources only for additional bibliographies.

COURSE FORMATS

INDEPENDENT STUDY COURSES

St Stephen's independent study courses are offered in such a way that the student is able to gain a basic understanding, appropriate to the degree program, of the general principles of the subject matter being studied, as well as providing an opportunity for an in-depth reflection on one/several aspects that support the student's chosen research topic or area of interest. It is the student's responsibility to obtain the agreement of the instructor and their Program Chair before starting a course. The student and instructor negotiate a work plan; the course is approved by Faculty; and the student registers and pays for the independent study course.

Guidelines and application forms for St Stephen's independent study courses are available from St Stephen's Registrar's Office, or on our website at www.ualberta.ca/ST.STEPHENS. A binder is maintained which contains course outlines from past independent study courses which may be viewed by students on-site. Independent Study courses are available at the graduate and undergraduate level. A small sampling of Independent Study courses arranged in the past is below:

- Adult Learning/Pastoral Supervision
- Ancient Near Eastern Literature I
- Canadian Law and the Church
- Canadian Military Ethos
- Eastern Orthodoxy
- Iconography
- Integrated Clinical Theory Study
- Intro to Jungian Psychology
- Meaning of Death/Eschatology
- Narrative and Story in Research
- Pastoral Counselling and Care
- Readings in Contemporary Psychotherapy
- Self-Psychology and Spirituality
- Women in Celtic Christian Church

COURSE TITLES BY SUBJECT CATEGORY

ARTS AND THEOLOGY

Art Therapy Fundamentals
Art Therapy History/Theoretical Foundations
Art Therapy Studio and All That Jazz (I and II)
Art Therapy Studio: Beauty-A Healing Force
Art Therapy Studio: Being through Fibre ©
Art Therapy Studio: Discovering Deep Play
Art Therapy Studio: Embodied Imagery
Art Therapy Studio: Introspect/Contemp in the Arts (I and II)
Art Therapy Studio: Paint with Soul
Art Therapy Studio: Recovering Delight
Art Therapy Studio: Aesthetics of Devotion (I and II)
Art Therapy Studio: Mystic and the Artist (I and II)
Child and Adolescent Art Therapy
Classroom Storytelling
Exploring Faith and Fiction
History of Metaphor in the Arts and Spirituality
Introduction to Art Therapy: Artful-Spiritual Connection
Issues of Profess Pract/Intervention in Art Therapy (I and II)
Metaphor in the Arts and Spirituality
"Reel" Theology: Theological Themes/Contemporary Film
Sensory Harmony: Music and Theology
Theories and Art Therapy Training Group (I and II)

BIBLICAL STUDIES

Christian Scripture Basics
Engaging the World of the Bible
Hebrew Scripture Basics
Introduction to Christian Scriptures
Introduction to Hebrew Scriptures
Topics in Women and Religion
Women and Religion: Women in the Hebrew Bible

ETHICS

Eco-Theology
Introduction to Ethics
Living with Respect in Creation: Ecology, Ethics and Theology
Professional Ethics for Pastoral Psychotherapy/Spiritual Care
Science and Religion in Dialogue
Topics in Applied Christian Ethics

METHODOLOGY

Academic Writing
Inquiry, Evaluation and the Search for Knowledge
Research Methods

PASTORAL PRACTICE

Abnormal Psychology
Art Therapy Fundamentals
Art Therapy History/Theoretical Foundations
Art Therapy Studio (all sub-headings)
Blending the Worlds of Psychology and Healing
Child and Adolescent Art Therapy
Cognitive and Behavioral Psychology
Constructivist Psychotherapy
Counselling Children and Adolescents
Counselling Practicum Course (MAPP) (Art Therapy)
Counselling Skills
Counselling Skills-Systems Interventions
Counselling Theories Systems: Systemic Theories/Past Couns
Cross-Cultural Counselling
DMin Integrative Seminar
DMin IS Collegium
Encounters with Suffering: Quest for Moral Vision
Faith Formation with Youth and Young Adults
Focusing and Focusing Oriented Therapy
Group Counselling: Process, Theories and Strategies

Healing the Soul: Suffering and the Process of Transformation
Helping Children through Times of Loss, Grief and Mourning
History of Metaphor in the Arts and Spirituality
Introduction to Art Therapy: Artful-Spiritual Connection
Introduction to Jungian Psychology
Introduction to Pastoral Psychotherapy and Spiritual Care
Issues of Profess Pract/Intervention in Art Therapy (I and II)
Journeying With the Dying
Jungian Psychology II
Leadership Development Module
Life Span Psychology (I and II)
Loss and Grief across the Lifespan
Men's Issues in Counselling
Metaphor in the Arts and Spirituality
Pastoral Psychology: Personality Disorders
Pastoral Theology and Counselling
Principals of Psychological Testing and Assessment
Professional Ethics for Pastoral Psychotherapy/Spiritual Care
Relational Narrative Therapy
Spiritual Assessment in the Promotion of Health
Theological Reflection in Professional Practice
Theories and Art Therapy Training Group (I and II)
Theories of Counselling and Psychotherapy
Theory/Practice of Psychometrics

SACRED HISTORY

Engaging the World of the Bible
Introduction to Church History
Pilgrimage: A Spiritual Path
Science and Religion in Dialogue
Theology of Hildegard
Topics in Women and Religion
Women and Religion: Women in the Hebrew Bible

SPIRITUALITY

Dreams and the Soul's Journey
Exploration of Hope
History of Metaphor in the Arts and Spirituality
"Just" Sex: Integrating Sexuality and Spirituality
Metaphor in the Arts and Spirituality
Pilgrimage: A Spiritual Path
Questing Faith: Thinking About God
Sacred Spaces and Sacred Places
Special Topics in Diversity: Faith and Culture
Taking a Chance on God: Major Themes/Christian Spirituality
The Way of the Mystic

THEOLOGY

Eco-Theology
Engaging the World of the Bible
Exploration of Hope
Feminist Theology
Introduction to Theology
Living With Respect in Creation: Ecology, Ethics and Theology
The Makers of Modern Theology
New Issues in Theology
Pastoral Theology and Counselling
"Reel" Theology: Theological Themes/Contemporary Film
Science and Religion in Dialogue
Sensory Harmony: Music and Theology
Special Topics: DIY God?-Build Your Own Theology
Special Topics: Essence of Beauty/Theological Aesthetics
Theological Reflection in Professional Practice
Theological Worlds: Alternative Rhythms/Christian Belief
Theology of Dietrich Bonhoeffer: Liberating Faith
Theology of Hildegard
The Way of the Mystic
Who is Jesus?

COURSE DESCRIPTIONS

ABNORMAL PSYCHOLOGY [PPSYC5812]

INTENSIVE COURSE

This course will explore the continuum of 'normal' and 'abnormal' behaviour across human beings. The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) with its multi-axial classification system will be introduced to provide a framework for the course. A variety of disorders and psychopathologies will be examined. Course objectives include not only to learn about the etiology, classification, epidemiology, and treatment of mental disorders, but also to gain an appreciation of the lived experience of people who suffer with these disorders. Open Studies students registering for this course will be placed on a waiting list and notified one month before the course if a spot is available. Maximum enrollment: 10.

ACADEMIC WRITING [SS071V]

ONLINE COURSE

This non-credit graduate level course will enable you to master key components of sound academic writing – recognizing that incorporating these skills with critical analysis and personal reflection engages readership. The goal of the course is to develop proficiency in a variety of areas including the mechanics of writing (with discipline-appropriate referencing styles: Turabian and APA), academic form, grammar, and methods of literature review and integration. Feedback will address developing a personal writing style within an academic context. This course is graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned. Course fee \$540.

ART THERAPY FUNDAMENTALS [CH RTP321]

SEMESTER COURSE

Art therapy, a specialized field in counselling psychology, provides a natural vehicle for promoting integrative, holistic approach to psychological healing. Explores the theory and application of art therapy to spirituality and healing settings. This course will be experientially based, with a lecture and seminar portion.

ART THERAPY HISTORY AND THEORETICAL FOUNDATIONS [PPSYC5881]

ONLINE COURSE

This course traces the development of Art Therapy as a distinct therapeutic practice. Through readings, online discussions, and assignments, learners will gain an understanding of Art Therapy's philosophical and theoretical foundations, its key figures, and its current trends and debates. Art Therapy's evolving relationship to spiritual and cultural practices will also be examined.

ART THERAPY STUDIO: DISCOVERING DEEP PLAY ARTST5883

INTENSIVE COURSE

The objective of Art Therapy Studio courses is the development of studio skills for Art Therapy practice. By engaging in a weeklong intensive studio process, learners will hone their studio skills while exploring the theme of play as a therapeutic intervention. Artful play engages the creative imagination, thus opening up a range of therapeutic and expressive possibilities. Through guided as well as self-directed projects and exercises, learners will gain the tools to increase the capacity for play in the therapeutic encounter. Modalities like music, dance, and theatre games will complement visual art studio time. The course will have a cross-cultural sensibility and can be applied to all age groups. Studio art courses are graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned. Maximum enrollment: 14. Materials fee \$35.

BLENDING THE WORLDS OF PSYCHOLOGY AND HEALING: JOURNEYING BEYOND TRAUMA AND ABUSE [PPSYC5827]

INTENSIVE COURSE

Many in our world struggle in their attempts to heal deep scars resulting from traumatic life circumstances. Effects of trauma result from a variety of distressing events. Personal responses can be intense and lasting. During this course, you will examine the effects of trauma on every aspect of humanness. You will advance knowledge and skill to work in a more holistic way with individuals and groups who are attempting to heal the effects of trauma. Theories and practices of health sciences and psychology blend in an experiential way with strategies aimed primarily at healing soul wounds. Experiences include the use of guided imagery, therapeutic art, dream and symbol understanding, and the application of various cultural approaches, including those from Aboriginal and Eastern philosophies.

CHILD AND ADOLESCENT ART THERAPY [PPSYC5845]

INTENSIVE COURSE

This course focuses on the theory and practice of art therapy with children and adolescents. Issues of development, assessment, and therapeutic interventions will be covered. Students will be exposed to diverse treatment settings and theoretical approaches, drawing on psychological theories as well as arts-based methodologies. Cross-cultural awareness will be addressed. Maximum enrollment 14. Materials fee \$35. [Not normally open to students with credit in Art Therapy with Adolescents PPSYC5845].

COURSE DESCRIPTIONS

CHRISTIAN SCRIPTURE BASICS [CH RTP305]

SEMESTER COURSE

Explores basic themes and literature of the New Testament. Christianity's origins and the social formation of Jesus movements and Christ cults are explored in the context of the Jewish, Greek and Roman world.

CLASSROOM STORYTELLING: THE SACRED IN CONTEMPORARY CHILDREN'S LITERATURE [CH RTP320]

SEMESTER COURSE

Participants will investigate the use of contemporary children's literature as a supportive, pedagogical strategy in the development of children's spirituality.

COGNITIVE AND BEHAVIORAL PSYCHOLOGY [PPSYC5817]

ONLINE COURSE

This course is designed as an overview of the theoretical foundations of cognitive and behavioural forms of psychotherapy. The student will review cognitive and behaviour therapy's (CBT) assumptions, assessment methodologies and intervention strategies anchoring them in a cognitive-behavioural framework. The major student goal is to think critically about CBT both with regard to its theoretical assumptions and its applications. The evaluation process is geared toward engaging the student's critical/analytic faculty through reflective responses to required readings. Students will demonstrate the ability to integrate CBT conceptually within a pastoral counselling context and humanistic tradition.

CONSTRUCTIVIST PSYCHOTHERAPY: AN APPLICATION OF NARRATIVE AND SOLUTION-FOCUSED THERAPIES [PPSYC5822]

INTENSIVE COURSE

This course will provide the student with an opportunity to learn, in an experiential context, the principles of both narrative and solution-focused therapy. Attention will also be paid to brief therapy ideas and practices. Practices which derive from these models will be integrated with basic counselling skills such as reflective listening, empathy, open-ended inquiries, clarifying and summarizing. These constructivist approaches will also be considered as a means of opening therapeutic conversations to spiritual experiences. Students will emerge from this course with a practical understanding of how these approaches are expressed in therapeutic settings. [Not normally open to students with credit in An Integration of Essential Counselling Skills Using Narrative Principles and Practices PPSYC5822.]

COUNSELLING CHILDREN AND ADOLESCENTS [PPSYC5816]

INTENSIVE COURSE

This course provides both a general overview of the field and some practical intervention strategies. It will seek to provide students with: an understanding of the similarities and differences between counselling adults and counselling children and adolescents; a working knowledge of various approaches to counselling with this age group; an introduction to the various types of Play Therapy and the role of intervention strategies in this approach; a deeper appreciation and understanding of what dynamics the counsellor brings to the process of working with children; and an understanding of both ethical and professional practice issues in working with this population.

COUNSELLING PRACTICUM MAPP [PPSYC5870]

■Prerequisites: Enrollment in MAPP program, and PPSYC581, PPSYC583, and PPSYC585.

This 6-credit practicum course will consist of 300 hours of direct client contact over two practicum placements and should be arranged so as to meet the student's desired Professional Association requirements. The practicum course will begin with two days of instruction on-site at the College, followed by monthly engagement in online coursework over the course of a maximum of two years. At the conclusion of Practicum One, students will write a process report which reflects on their clinical work with a specific client. At the conclusion of Practicum Two, students will write an integrative paper. Students may not engage in practicum prior to commencing this course. A current criminal record check may be required by sites providing clinical practice (see Criminal Records Check policy).

COUNSELLING PRACTICUM ART THERAPY [PPSYC5878]

This course is only open to MAPP-AT/ATCert students.

■Prerequisites for MAPP-AT students: PPSYC581 Intro Pastoral Psych/Counselling, PPSYC583 Prof Ethics/Past Counsellor, PPSYC585 Counselling Skills, PPSYC5841 Intro Art Therapy, PPSYC5830 Theories/Art Therapy Training Grp I

■Prerequisites for AT Certificate students: PPSYC5841 Intro Art Therapy, PPSYC5830 Theories/Art Therapy Training Grp I, SSC582 Pastoral Theology/Counselling

This 6-credit practicum course will consist of 350 hours of direct client contact, and 350 hours of indirect services, with supervision by a certified art therapist, over two practicum placements. The art therapy counseling practica should be arranged so as to meet the student's desired Professional Association requirements. The practicum course will begin with two days of instruction on-site at the College, followed by monthly engagement in online coursework over the

COURSE DESCRIPTIONS

course of a maximum of two years. At the conclusion of Practicum One, students will write a process report which reflects on their clinical work with a specific client. At the conclusion of Practicum Two, students will write an integrative paper. Students may not engage in practicum prior to commencing this course. A current criminal record check may be required by sites providing clinical practice (see Criminal Records Check policy).

COUNSELLING SKILLS [PPSYC585]

INTENSIVE COURSE

■Prerequisite: PPSYC581 or permission of instructor.

This course is only open to MAPPC or ATCert students or by instructor's permission.

Building on PPSYC581 Introduction to Pastoral Psychology and Counselling, the course will emphasize experiential integration of basic counselling skills and concepts into each student's natural way of being. Students will be actively involved in the learning process and will be expected to fully engage in all opportunities for self-reflection and skill acquisition. Attention will be given to developing relationships, attending to the change process, professional boundaries, and stages of counselling. Counselling as a sacred space will be explored through practice, supervision and self-reflection.

COUNSELLING SKILLS-SYSTEMS INTERVENTIONS [PPSYC5869]

INTENSIVE COURSE

This course is only open to MAPPC or ATCert students or by instructor's permission.

This course offers an experiential opportunity to learn the skills required for working with persons in intimate partnerships, nuclear families, multigenerational groups, and larger social systems. In addition to input from the assigned and recommended reading, from video materials, and from the instructors, participants in the course will have opportunity to learn from role plays and other skill practice methodologies.

COUNSELLING THEORIES-SYSTEMS: SYSTEMIC THEORIES IN PASTORAL COUNSELLING AND PSYCHOTHERAPY [PPSYC5810]

INTENSIVE COURSE

This course offers an overview of systemic theories of pastoral care, counselling, and psychotherapy with individuals, couples, and families. General principles and specific theories will be discussed. Attention will be given to the factors that impact on the pastoral therapist's choices concerning ways of assessing, diagnosing, and working with people.

CROSS-CULTURAL COUNSELLING [PPSYC5847]

INTENSIVE COURSE

This course promotes self awareness of how we, as individuals, interact in multicultural settings. The course goal is to enable the development of interpersonal cross-cultural awareness of subtleties encountered in diverse cultural and linguistic environments. Topics covered include personal values, beliefs and world view, Western and non-Western models used in counselling practices, cultural transition and dislocation, gender differences influencing: religious practices, power and oppression, racism, ageism, family dynamics and family violence. Some effective counselling skills will be explored.

DMin INTEGRATIVE SEMINAR [SS7312]

INTENSIVE SEMINAR

■Prerequisite: Enrollment in DMin Program

This annual one-week Integrative Seminar (IS) enables participants to attend to the primary goals of the Doctor of Ministry program: development of an advanced understanding of the nature and purposes of ministry; enhancement of competencies in integrative analysis and ministry skills; integration of advanced understanding and enhanced competencies into a theologically/integrative reflective practice of ministry; and continued growth in spiritual maturity. Participants will engage DMin peers and Faculty Advisors in reflective presentations, discussions, practices and evaluations that deepen their own research and ministry practices. The IS will comprise 13 hours of class time (Monday to Fri – morning and afternoon, and two evening). All DMin students who have not yet completed their Project-Dissertation are required to attend. Reading preparation will include a text from the following areas: Pastoral Theology, Leadership in Change, Current Social Trends Impacting Ministry, Ethics in Ministry, and Globalization and Ministry across Cultures. The texts will vary from year to year. There will be a post-course assignment that emerges from the content and process of the week of learning together; this assignment will be circulated for discussion in the Online Collegium directly following.

DMin IS COLLEGIUM [SS7312V]

ONLINE COLLEGIUM

■Prerequisite: Enrollment in DMin Program

This online collegium directly follows the Integrative Seminar (IS), and involves discussions and participation during the year. All students who have not yet completed their Project-Dissertation are required to participate in this online collegium. Participation is required on an at least weekly basis, in a way that indicates in-depth engagement with the student's learning process, with peers, and with members of the DMin Program Committee. Depending on the number of learners involved at any particular time, students will be segmented into two or more communities of common interest.

COURSE DESCRIPTIONS

DREAMS AND THE SOUL'S JOURNEY [SSC5526]

INTENSIVE COURSE

Dreams and dreamwork form part of the sacred aspect of our lives because they touch the deepest, most intimate parts of ourselves and connect us with something beyond. Dreams use symbolic images to provide us with support, healing and guidance. This course offers both theory and experiential practice to help people understand dreams better, to respect the sacred in themselves and others, and to begin to find and use the healing powers of dreams.

ECO-THEOLOGY [CH RTP319]

SEMESTER COURSE

Earth's divinity is infinitely precious and endangered. Participants will reflect theologically on this great challenge of the 21st century, and discover paths by which we can "stay awake" to the call of earth.

ENCOUNTERS WITH SUFFERING: QUEST FOR MORAL VISION [SS553V]

ONLINE COURSE

This course faces up to the real life questions of suffering with an intention of growing up our hope to confront the challenges of a broken world. Robert Wicks said, "Spirituality is the seriousness of the questions with which we are prepared to live." Participants are invited to explore their own suffering and to develop a moral vision for solidarity with others whose lives are broken. Theological themes explored include evil, theodicy, compassion, hope and virtue.

ENGAGING THE WORLD OF THE BIBLE: ANCIENT STONES, CURRENT STRUGGLES [SSC5025]

STUDY TOUR CREDIT COURSE OPTION

This course will be a journey through time, both ancient and modern. Students will participate in a travel-study experience in Egypt, Jordan and Israel/Palestine, visiting important biblical/archaeological sites and pilgrimage locations as well as places off the beaten track. There will be conversations with the people of these lands, exploring both the obstacles and challenges to peace in the region. Objectives of the course will be: to walk into the world of the biblical texts and reflect on and learn from that experience; to gain an appreciation of the history, geography and archaeology of the biblical lands; to seek to understand biblical stories within an historical, geographical and social context; to enter into conversations with the people of Israel and Palestine; to discover the complexity of the conflict and to explore prospects for peace.

EXPLORATION OF HOPE [SSC5522]

INTENSIVE COURSE

Hope is a word we use often, especially as people of faith. But what is hope? What makes it so crucial to health and well-being as well as integral to faith? How can we more explicitly talk about hope, intentionally foster hope, and integrate hope into our life and work? This course will explore hope as a concept, as a profound reality of the faith experience, and as a way of being in the world. Theologies of hope and literature related to hope will be highlighted. Academic content will be supplemented with personal reflections, group discussion, and exploring creative expressions of hope.

EXPLORING FAITH AND FICTION [CH RTP315]

SEMESTER COURSE

In a world where we often look to facts as a way of proving our reality, the value of creative imagination, or fiction, is sometimes overlooked as a way of understanding our spirituality in relation to our lived experience. This course will explore questions of doubt and faith, spiritual journey, community and other related themes through the genre of fiction. Various forms will be used, including novels, short stories, movies, and comic strips. [Formerly titled Topics in Religion and Literature CH RTP315]

FAITH FORMATION WITH YOUTH AND YOUNG ADULTS [SSC5331]

INTENSIVE COURSE

This course is designed to provide students with in-depth knowledge in Christian Development specific to adolescents and young adults. Topics covered will include faith in the midst of youth and young adult post-modern context, educational models within a faith context, and confirmation.

FEMINIST THEOLOGY

INTENSIVE COURSE SSC518

SEMESTER COURSE CH RTP318

ONLINE COURSE SS518V

This course is an examination of feminist criticisms of selected doctrines and practices. It is for women and men and will explore the insights and contributions of significant feminist theologians to the Christian tradition. Its goal will be to develop a critical feminist interpretation of this tradition and to reflect on the implications for full flourishing communities. Through a feminist process of learning participants will be encouraged to reflect creatively on assigned readings and to relate their own experiences to the course content.

COURSE DESCRIPTIONS

FOCUSING AND FOCUSING ORIENTED THERAPY [PPSYC5853]

INTENSIVE COURSE

Since it was first developed, Focusing has had a tremendous humanizing influence on the profession of psychotherapy. It has been the subject of university research demonstrating its efficacy in various settings. During the course we will begin by exploring Focusing as a personal practice; we will then take this respectful and compassionate self-awareness into our development as practitioners and explore the impact that this way of working has on our understanding of therapy and spirituality. We will explore issues of self-disclosure in therapy, so-called transference/countertransference, boundaries, challenging clients, and working phenomenologically. Students will have numerous opportunities to engage in self-reflection, demonstrations, practice, discussion, and case presentation (anonymised). Students should have some prior clinical experience and a basic ability to Focus and Listen to someone Focus. Students can inquire about the possibility of using this course as a component of training as a Certified Focusing Professional/Therapist with the Focusing Institute.

GROUP COUNSELLING: PROCESS, THEORIES AND STRATEGIES [PPSYC5834]

INTENSIVE COURSE

This course highlights the role of groups in the treatment of adults, adolescents and children. Students will become familiar with the stages of group development and some of the strategies used to facilitate group process at each stage. There will be an opportunity to learn, in an experiential context, some of the group practices deriving from the cognitive-behavioural, psychodynamic, narrative and psychodrama approaches to healing.

HEALING THE SOUL: SUFFERING AND THE PROCESS OF TRANSFORMATION [SSC5316]

INTENSIVE COURSE

Suffering is one of the hardest experiences to endure. Yet those of us in counselling and ministry are frequently faced with experiences of suffering. How do we journey with suffering in our own lives and in the lives of others? How can befriending suffering bring us to hear the still small voice of the holy within? This course blends theory and practice to look at the various elements of suffering. It invites participants to find a new, more healing relationship with suffering. [Not normally open to students with credit in Ministering to the Suffering SSC5316]

HEBREW SCRIPTURE BASICS [CH RTP301]

SEMESTER COURSE

Explores basic themes and literature of the Hebrew Scriptures (Old Testament): sources and context, authorship, literary qualities, general teaching and formation.

HELPING CHILDREN THROUGH TIMES OF LOSS, GRIEF AND MOURNING [SSC5854]

INTENSIVE COURSE

Childhood bereavement during terminal illness or following the death of a loved one from illness, suicide, or accident, can be a devastating experience with potentially harmful short- and long-term effects. This course assists students in developing the necessary knowledge and skills to support and counsel grieving children. Students will explore modern and postmodern theories and understandings of childhood bereavement, learn appropriate communication techniques for working with grieving children (including the use of expressive arts), develop skills in facilitating peer support, and become familiar with many existing literature, video, and community resources to assist grieving children. This course will be of interest to Pastoral/Spiritual Care practitioners and counselors, and anyone whose work in a hospital, school, or agency brings them into contact with a grieving child.

HISTORY OF METAPHOR IN THE ARTS AND SPIRITUALITY [SSC5536]

INTENSIVE COURSE

Inspiration is sometimes derived from within us and sometimes from what is around us. Metaphor can take us to places of deep reflection and contemplation; the artist's role is to give expression to his or her inspiration, giving form to the formless. This class is designed to bridge the gap between soulful contemplation and expression, from a historical perspective, as well as in an experiential way. The non-intellectual understanding of what has been considered profound metaphor still influencing us today will be explored through the artistic process as well as dialogue. Painting, music and writing will accompany us through the week drawing inspiration from past creations and as a backdrop for creating new understanding of ancient metaphors through creative expression and thoughtful reflection. Maximum enrollment: 14. Materials Fee: \$25.

INQUIRY, EVALUATION AND THE SEARCH FOR KNOWLEDGE [SSC771]

INTENSIVE COURSE

■Prerequisite: Enrollment in DMin Program or permission of instructor.

This course enables participants to engage questions concerning ways of knowing and worldview. What is research? How does it differ as a kind of inquiry from evaluation? What is involved in "doing" evaluation? What are the various philosophical roots of schools of qualitative research method? e.g., What distinguishes phenomenology from grounded theory or heuristic research? What is involved in "doing" qualitative research for a Project-Dissertation? The intent is to assist participants as evaluators and researchers to identify and locate themselves within a worldview, paradigm, methodology, and its theology, and to relate all of this to their own area of interest.

INTRODUCTION TO ART THERAPY: THE ARTFUL-SPIRITUAL CONNECTION [PPSYC5841]

INTENSIVE COURSE

This course will allow participants to explore and deepen meaningful connections and spiritual reflection through the process of art therapy. Through examination of the history and ethics of art therapy, students will incorporate introductory art therapy techniques and the spiritual with theological reflection, through the creative process. In class, students will have an opportunity to look at various kinds of environments that allow for safety of expression and connection to their own and others' sense of artful-spiritual meaning. [Not normally open to students with credit in Restoration of the Soul PPSYC5841] Maximum enrollment: 14. Materials fee \$35.

INTRODUCTION TO CHRISTIAN SCRIPTURES

INTENSIVE COURSE SSC505

CORRESPONDENCE COURSE 505E

ONLINE COURSE SS505V

This introduction presents the unity and diversity of the texts, beliefs, and practices of early Christianity. Christianity's origins and the social formation of Jesus movements and Christ cults are explored in the context of the Jewish, Greek and Roman world. Jesus' sayings, deeds, and parables (Book of Q and Gospel of Thomas) as well as Paul's theology and the creative theologies of the Gospel writers will be analyzed.

INTRODUCTION TO CHURCH HISTORY

SSC521 INTENSIVE COURSE

SS521V ONLINE COURSE

The history of Christianity is the story of how a faith spread and created a church and a people of that faith. This course is an introduction to the development of theology and church practice from those incredible early days when missionaries set out to win the Roman Empire for Christ to the modern day re-invention of

the church. We will ruminate in the gloom of the dark ages, watch St Francis set out to rebuild the church, participate in the excitement of the Reformation, and examine the enlightenment and the light it shed on our understanding of God. We will explore the question of how God acts through people of faith to affect society as a whole - and how society in turn affects the church and the way we relate to God. We will ask how the events of historic times shed light on our current understanding of God and the church.

INTRODUCTION TO ETHICS [SSC513]

INTENSIVE COURSE

This course will examine critical questions of being and thinking ethically in today's world. The complexities of ethical analysis in relation to life will be explored through the use of case studies. Lectures and discussion will be directed toward a formulation of a Christian understanding of ethical decision making.

INTRODUCTION TO HEBREW SCRIPTURES

INTENSIVE COURSE SSC501

CORRESPONDENCE COURSE 501E

ONLINE COURSE SS501V

This course explores basic themes and literature of the Hebrew Scriptures (Old Testament): sources and context, authorship, literary qualities, general teaching and formation. The complexity of these vital texts will present the challenges, humour, despair, comfort and pain imparted over the centuries. This very ancient theological tradition will be related to present day culture and personhood.

INTRODUCTION TO JUNGIAN PSYCHOLOGY

[PPSYC5821]

INTENSIVE COURSE

The depth psychology of C. G. Jung is apprehended by the experience of it. Its emphasis on the natural processes of individuation, relationship and 'soul' is such that it is not easily codified into a 'system' or 'technique.' While we will be exploring a variety of Jungian concepts, we will endeavor to dip into the well of the unconscious in a more imaginative and playful engagement with Jung's writings and with the peregrinating matters of the psyche, where the essence of Jung's psychology truly lives. A variety of concepts, including the structure of the psyche, the ego and persona, anima/animus, and personality types will be defined, and the relationships between them will be examined.

COURSE DESCRIPTIONS

INTRODUCTION TO PASTORAL PSYCHOTHERAPY AND SPIRITUAL CARE [PPSYC581]

INTENSIVE COURSE

This course provides a foundational framework for exploring pastoral counseling through an overview of the theory, nature and practice of the disciplines of counseling and spiritual care. The course will consider specific issues in the therapeutic process, and will offer a mixture of current theory, personal reflection and group process related to that theory base and to its application in both pastoral counselling and spiritual care settings. This is a pre-requisite for PPSYC585 Counselling Skills. [Not normally open to students with credit in *Introduction to Pastoral Psychology and Counselling PPSYC581*].

INTRODUCTION TO THEOLOGY [511E]

CORRESPONDENCE COURSE

An introduction to the subject matter, methods and uses of theology in the life of the church, this course is designed to help individuals access and use more confidently a variety of theological resources. MTS students, and those seeking a deeper intellectual understanding of thought will find the course attractive. There are five sections in this course: Theology as the theory base for church life; scouting unfamiliar territory; the Christian's way of keeping the church honest; "second thoughts" on the language of faith; and making sense of an "impossible fact".

INTRODUCTION TO THEOLOGY: ITS TRADITIONS AND TASKS

INTENSIVE COURSE SSC511

ONLINE COURSE SS511V

One of the classic definitions of 'theology' is "faith seeking understanding". In this course, we will form a community of learning which will explore the Christian theological tradition as it has attempted to make sense of the major dimensions of Christian faith: God, Jesus Christ, humanity, evil, redemption, hope. We will encounter the magnificence of theology as an intellectual and spiritual endeavour, and we will meet some of the major figures who have shaped our thinking about the faith, bringing them into conversation with our own theological roots and with contemporary human experience.

ISSUES OF PROFESSIONAL PRACTICE/ INTERVENTION IN ART THERAPY I [PPSYC5879]

INTENSIVE COURSE

This course includes topics in the field of art therapy including art therapy assessments, special populations, issues of professional practice, and cross-cultural issues in art therapy practice. [Not normally open to students with credit in *Issues of Professional Practice/Intervention in Art Therapy PPSYC5862*]. Maximum enrollment: 14. Materials fee \$35.

ISSUES OF PROFESSIONAL PRACTICE/ INTERVENTION IN ART THERAPY II [PPSYC5880]

INTENSIVE COURSE

This course focuses on the study of group art therapy and family art therapy. Related assessments and cross-cultural issues will be examined. This course has both a theoretical and experiential component. Maximum enrollment: 14. Materials fee \$35.

JOURNEYING WITH THE DYING [SSC5824]

INTENSIVE COURSE

The course will look at the experience of death and dying and at how participants might journey with the terminally ill. First-person narratives will shed light on how, in spite of this devastating experience, the dying can be helped to live their dying in a way that is meaningful to them. By entering into their artwork we will see how the knowledge of impending death interfaces with spirituality and how the use of music, art, and ritual can help facilitate a person's journey to God. Instructor presentation, group discussion, personal reflection, and the use of audio-visuals will invite the participants to learn about death and dying from a dying person's experience. Participants will also be expected to explore their own death as they prepare themselves to journey with others. Attention will be given to how one's God-representation and theology informs one ministry to the dying.

JUNGAN PSYCHOLOGY II [PPSYC5849]

SEMESTER COURSE

Pre-requisite: Intro to Jungian Psychology PPSYC5821
This second level course will explore in greater depth and detail the topics covered in 'Intro to Jungian Psychology'. We will also explore myths, fairytales and basic alchemy as they relate to psychological development and the Jungian therapeutic process.

"JUST" SEX: INTEGRATING SEXUALITY AND SPIRITUALITY [CH RTP316]

SEMESTER COURSE

This course seeks to explore questions of justice in relation to sexuality and spirituality through the historical/theological aspects of our lives in light of contemporary theory and debate. [Formerly 'Issues in Contemporary Sexuality and Spirituality' CH RTP316]

LEADERSHIP DEVELOPMENT MODULE [SSC5332]

The Leadership Development Module is an intensive program offered by the Centre for Christian Studies and St Stephen's College, for people who want to develop their skills in ministry. It will focus on key areas in leadership development. Participants will explore several personality inventories, polarity management and learning style models. (Course fee: \$1250; \$100 reading pack)

COURSE DESCRIPTIONS

LIFE SPAN PSYCHOLOGY [PPSYC587]

INTENSIVE COURSE

■Prerequisite: Enrollment in MAPPC or AT Certificate program or permission of instructor.

Lifespan psychology focuses on intrapersonal changes that occur over time in response to age related life-stages, key life events, intergenerational modeling, and socialization. This course explores lifespan developmental theories and contributing factors, utilizing a systemic perspective, so as to enhance contextual understanding of human development that will inform praxis when meeting others on their developmental paths. Participants will identify where they are located on their personal and professional developmental paths as they identify trajectories, transitions, and turning points that have contributed to their psychosocioemotional spiritual growth.

LIVING WITH RESPECT IN CREATION: ECOLOGY, ETHICS AND THEOLOGY IN CONVERSATION

INTENSIVE COURSE SSC5119

ONLINE COURSE SS5119V

What kind of world are we leaving for future generations? How do we reverse patterns of habitat destruction and pollution? What contributes to these problems? What does it mean to live with respect in creation? This course will explore theories about what contributes to ecological problems, spiritual and theological dimensions of the issues, and political and personal responses.

LOSS AND GRIEF ACROSS THE LIFESPAN [PPSYC5867]

INTENSIVE COURSE

Experiences of loss are universal to all people and can affect us at every stage of the life cycle. Grief is a natural and necessary reaction to loss that involves all the dimensions of a bereaved person's being. Some losses are obvious while other experiences go unrecognized as losses and may lead to disenfranchised grief. The grieving process can also be complicated by a number of factors which the psychiatric/psychological nomenclature is about to recognize in the upcoming DSM-V. Given that issues of loss and grief underlie many presenting problems in therapy, it is necessary to cultivate our ability as counsellors to navigate these terrains with our clients. In this counselling oriented course participants will gain insight, knowledge, and practical skills for working therapeutically with bereaved individuals of all ages, with an emphasis on adults. [Not normally open to students with credit in Counselling for Grief and Loss PPSYC5818]

THE MAKERS OF MODERN THEOLOGY

[CHRTP418]

SEMESTER COURSE

A study of the major works of a key theologian of the 19th or 20th century.

MEN'S ISSUES IN COUNSELLING [PPSYC588]

INTENSIVE COURSE

This course explores recent research, theory and clinical practice in masculine psychology. Emphasis is placed on practical issues in therapy with men, and on the use of the therapist's self in the therapeutic relationship. Learners (of either gender) will reflect upon the meaning of masculinity and the impact of the masculine code in their own lives.

METAPHOR IN THE ARTS AND SPIRITUALITY

[SSC5535]

INTENSIVE COURSE

Metaphor is the ancient bridge to and from the unknown, giving form to the formless. This course will explore the power metaphor wields in illuminating our inner journeys. Metaphor can express the essence of knowledge, love and spirit; it can also instruct and inspire. This course takes participants on a journey into the deep, finding nourishment and profound encouragement in the use of metaphor as a way to make sense of our world...within us and around us. Class discussions created in an atmosphere of mutual support will help to deepen the students' clarity in regard to the metaphors most significant and fundamental to their personal paths. Maximum enrollment: 14. Materials Fee: \$25.

NEW ISSUES IN THEOLOGY [CHRTP317]

SEMESTER COURSE

Developments and controversies in Christian Theology and their implications for traditional beliefs, symbols, and the integration of faith and practice. In 2012-13 this course will focus on an exploration of how life rooted in the Christian faith can be complemented and informed by the principles and practices of Zen.

PASTORAL PSYCHOLOGY: PERSONALITY DISORDERS [PPSYC5858V]

ONLINE COURSE

This course is an examination of the theoretical and empirical perspectives for personality disorders. These perspectives will be considered in the context of modern movies. The specific goals for this course are: to introduce students to personality disorders, to examine the various theoretical and empirical perspectives for personality disorders, and to explore how personality disorders are manifest in movie characters.

COURSE DESCRIPTIONS

PASTORAL THEOLOGY AND COUNSELLING [SSC582]

INTENSIVE COURSE

This course focuses on the integration of pastoral theology and the pastoral counselling process. It will consider the ways in which the students' understanding of specific theological themes impacts the therapeutic work in a pastoral counselling setting. The course will utilize theoretical material, personal reflection and group process and will emphasize the integrative nature of pastoral theology. This course is a pre-requisite for SSC589 Theological Reflection and Professional Practice.

PILGRIMAGE: A SPIRITUAL PATH [SSC5539]

INTENSIVE COURSE

Pilgrimage - an act of religious devotion or our journey on earth? How do we see more soulfully, listen more attentively, and imagine more keenly on all our journeys? This course explores the journey that is pilgrimage, considers various ways pilgrimage has been understood and provides the lived experience of a pilgrimage in the Edmonton area. Are you pulled by a longing to be a pilgrim? Come journey in community.

PRINCIPALS OF PSYCHOLOGICAL TESTING AND ASSESSMENT [PPSYC5866]

INTENSIVE COURSE

This course explores psychological testing and assessment particularly in the area of psycho-educational testing, which happens primarily in educational contexts. The purpose of the course is to develop an understanding of assessment information, and an appreciation for the role that assessment can play in the healing process. Major statistical aspects of testing will be reviewed, including statistics, correlation and regression, standard score, standard deviation, confidence intervals, reliability and validity. Issues related to administration, scoring and interpreting psychological assessment tools will be discussed and ethical practices will be highlighted. Attention will be paid to understanding psychological assessment reports and integrating those results into therapeutic practice.

PROFESSIONAL ETHICS FOR PASTORAL PSYCHOTHERAPY AND SPIRITUAL CARE [PPSYC583]

INTENSIVE COURSE

Professional practitioners have become much more aware of the area of professional ethics in recent years. However, there often is confusion regarding the difference between a personal and a professional relationship, appropriate boundaries, dual roles, etc. This course will provide opportunity for the student to explore the nature of a professional relationship and integrate their own personal values into their understanding of ethics. We will examine a variety of

Professional Codes of Ethics as well as pertinent case examples from the student's workplace or personal experience. Students will read in the field of professional ethics and reflect on their own personal and professional experience. This Professional Ethics course meets the CASC/ACSS requirement for certification. [Not normally open to students with credit in *Professional Ethics/PastCounsellor PPSYC583*].

QUESTIONING FAITH: THINKING ABOUT GOD [CH RTP312]

SEMESTER COURSE

Explores major questions of faith: God, Christ, humanity, evil, hope. This course provides insight into the Christian faith for all interested persons. [Formerly 'Question of Faith' CH RTP312]

"REEL" THEOLOGY: EXPLORING THEOLOGICAL THEMES IN CONTEMPORARY FILM [SSC5150]

INTENSIVE COURSE

Story is a longstanding form of creatively exploring ourselves, our world, and our spirituality. In our contemporary society where storytelling in a group setting occurs infrequently, movies viewed in community provide us with the opportunity of *seeing* stories with others and subsequently sharing opinions within the group. This communal experience encourages our imaginations, invites questions, and enhances our ability to see and hear more soulfully. Throughout the week we will view various movies and reflect on the relevant and related theological themes inherent in them.

RELATIONAL NARRATIVE THERAPY [PPSYC5846]

INTENSIVE COURSE

Prerequisite: PPSYC5822 or permission of instructor. The history, principles and practices of narrative therapy will be presented from a relational perspective. Here, in dealing with couple or family-related matters, the preferred method of therapeutic change involves not so much getting to tell one's own story as the effect of listening to the stories of those with whom one has a vital relationship. The relational approach to narrative therapy will be taught and practiced.

RESEARCH METHODS [SS571V]

ONLINE COURSE

This graduate level course is intended to support students in developing general understandings of research methods and methodologies, with a focus on qualitative approaches. Various approaches to research, including quantitative, historical or archival and mixed method approaches will be discussed. While "qualitative research" is a broad term, all qualitative research methodologies share a common focus on understanding lived experience. We will explore historical and theoretical underpinnings of research approaches and attend in particular to the diverse

methodological perspectives of qualitative research. Explore qualitative research from the development of questions, to ethical dilemmas and issues arising in qualitative research, to writing a preliminary research proposal. [Not normally open to students with credit in Qualitative Research SS571V]

SACRED SPACES AND SACRED PLACES [SS559V] ONLINE COURSE

Through a series of thematic modules, this course will examine the definitions of sacred places and sacred spaces in a variety of cultures and times. Our goal is to define for ourselves what constitutes the sacred in our own lives. Examples from sacred art, and from music, will enhance the course material.

SCIENCE AND RELIGION IN DIALOGUE [SSC5133] INTENSIVE COURSE

The God who intervenes has gone. The God who keeps us company while life is happening is alive and well. We will trace how science and religion have been in dialogue since the renaissance and follow the journey through five centuries of insights, both for religion and for science. With this new millennium, openness to the mystery underlying the universe has animated our culture, and a new humility as to what we know about God has enlivened religion. Many feel we are entering a century of spiritual rebirth. We will join this dialogue, raising our questions, listening to responses, and in the process become clearer about our own faith. Maximum enrollment: 10.

SENSORY HARMONY: MUSIC AND THEOLOGY [SSC5151] INTENSIVE COURSE

Music and theology are intimately interconnected. Harmony integrates life, the spirit, and our souls in balance. We hear, see, taste, smell, and touch this harmony both musically and spiritually. This course explores music as an expression of the five senses, reaching to touch the Divine.

SPECIAL TOPICS [CH RTP400] **DIY GOD? BUILD YOUR OWN THEOLOGY** SEMESTER COURSE

Discussion of topics relevant to the theological or pastoral counseling disciplines. Credit may be obtained for this course more than once. Prerequisite: consent of the Dean of St Stephen's College.

SPECIAL TOPICS [CH RTP400] **THE ESSENCE OF BEAUTY: AN INTRODUCTION TO THEOLOGICAL AESTHETICS** SEMESTER COURSE

Discussion of topics relevant to the theological or pastoral counseling disciplines. In 2012-13 this course will explore how the Sacred is experienced and expressed through the arts. Credit may be obtained for this course more than once. Prerequisite: consent of the Dean of St Stephen's College.

SPECIAL TOPICS IN DIVERSITY: FAITH AND CULTURE [SSC547] INTENSIVE COURSE

Multicultural competence and interfaith discourse are increasingly needed in 21st century living. This course will provide an opportunity to look at one's own culture, beliefs and traditions reflectively while also exploring the culture, beliefs and traditions of others. Gaining increased knowledge about multicultural topics and skills for interfaith communication can further professional functioning and interdisciplinary collaboration. The prefix multi and the suffix culture imply many integrated patterns of human behavior, including thoughts, communications, actions, customs, beliefs, and values as they relate to racial, ethnic, religious, or social groups. Similarly, the prefix inter and the suffix faith imply many integrated inroads for discourse between faith groups and religious traditions informed by historical, ritual and scholarly diversity, including founding narratives, core beliefs, sacred texts, guiding values or doctrines, and religious practices. Using assigned readings, classroom discussion and small group activities, the course seeks to enable increased awareness, knowledge, skill and authentic relating across diverse faiths and cultures.

SPIRITUAL ASSESSMENT IN THE PROMOTION OF HEALTH [INTD577] TWO-WEEK INTENSIVE

Spiritual assessment, as an element of whole person assessment, is of interest to a broad spectrum of health as well as ministry professionals. At the same time, in-depth consideration of theories and skills needed for the practice of spiritual assessment is often lacking. This course is designed to include four major learning activities. First, we will explore conceptual and theoretical underpinnings to the practice of spiritual assessment in the promotion of health. Second, we will consider a variety of spiritual assessment frameworks and tools. Third, there will be an opportunity to dialogue with representatives from health as well as ministry professions who consider spiritual assessment to be of the essence of whole person health promotion (eg. Nursing, psychology, pastoral care, pastoral counselling, and more). Finally, attention will be given to ways of integrating spiritual assessment within one's own health and/or ministry practice. Minimum enrollment: 10 students.

COURSE DESCRIPTIONS

TAKING A CHANCE ON GOD: MAJOR THEMES IN CHRISTIAN SPIRITUALITY [SS554V]

ONLINE COURSE

The end of the 20th century finds itself distinguished by a profound hunger and thirst for God, meaning and purpose in life. Many say we have a space for the Spirit within us, but the challenge is to identify what spirit or spirits define our relationships with ourselves, others, God and creation. This course provides a format for individuals to reflect upon their life in the context of the experience, wisdom and insights of many people from both the past and present and to identify "kindred spirits" and supportive practices on life's journey. Through a process of reading, reflection and writing on selected topics, participants will come to a deeper understanding of the major themes and developments which shape our journey as seekers.

THEOLOGICAL REFLECTION IN PROFESSIONAL PRACTICE [SSC589]

INTENSIVE COURSE

■Prerequisite: Pastoral Theology/Counselling SSC582 or permission of instructor.

Theological reflection builds upon faith and spirituality. It has been described as both an art and a discipline. In this course, theological reflection will first be defined and then discussed in the light of implications for professional practice. As such, theological reflection will be explored as a way to self-knowledge, learning about others, discovering the collective story of a faith community and doing social analysis. Various "tools" for each of these four approaches to theological reflection will be suggested and tried out. The threads of vitality holding various aspects of learning together in this course will be the unique participants' experiences of themselves, their cultures and their faith journeys into as well as out from various faith traditions. Academic content will mix with experiences of reflection and group sharing in order to encourage ongoing personal as well as professional use of the theological reflection in various contexts. [Not normally open to students with credit in *Theological Reflection and the Practice of Ministry* SSC589]. Maximum enrollment 15.

THEOLOGICAL WORLDS: EXPLORING THE ALTERNATIVE RHYTHMS OF CHRISTIAN BELIEF [SSC5137]

INTENSIVE COURSE

"Theologizing", says Paul Jones, "is the dynamic method involved in the human search for meaning, resulting in a theological world that is autobiographic, exemplifying a deep but often unrecognized commitment on which one's life depends." This course explores Jones' understanding of what constitutes a "theological world" using Jones' own Theological Worlds Inventory, scripture, song and personal narrative. We will explore the communal nature of

theological worlds, and how understanding the content and process of worlds other than our own can lead to a vital and vibrant community life.

THEOLOGY OF DIETRICH BONHOEFFER: LIBERATING FAITH [SSC5126]

INTENSIVE COURSE

"The thing that keeps coming back to me", wrote Dietrich Bonhoeffer in one of his letters from prison under the Nazis, is, "what is Christianity, and indeed, who is Christ, for us today?" His preliminary but bold answers to that question led inexorably to his death in a concentration camp. For his moral and spiritual courage, a new statue of Bonhoeffer now stands in a row with nine other 20th Century martyrs above the Great West Door of Westminster Abbey in London. In this course we will explore the drama of faith seriously pondered and courageously lived: the life and thought of Dietrich Bonhoeffer, his context, and his enduring relevance for our own day.

THEOLOGY OF HILDEGARD [SSC5132]

INTENSIVE COURSE

As a Benedictine abbess and a mystic of the Rhineland, Hildegard holds a place of high regard among Christians today. Her creative work in art, music, drama, medicine and literature continues to inspire us. She took prophetic action in the religious and political life of her time. She traveled widely, was an extraordinary preacher, denounced corruption, saw sexuality as a paradigm for union with God, managed an extensive monastic organization and incorporated the sisterhood in her amazing list of accomplishments. While never formally canonized, she is perceived as a saint to emulate even though she lived more than eight centuries ago. This course will study how her life, work and theology influence us, using the many documents written by her.

THEORIES AND ART THERAPY TRAINING GROUP I [PPSYC5830]

INTENSIVE COURSE

■Prerequisite: PPSYC5841

This course combines theoretical study of art therapy with practical studio applications. Through participation in a training group, students will be exposed to the diverse themes, symbols, and personal expressions that arise in the art therapy treatment process. Materials theory and basic therapeutic interventions will be introduced. It is strongly recommended that this course be taken in the same year as PPSYC5828. Maximum enrollment: 14. Materials fee \$35. [Not normally open to students with credit in Art Therapy Techniques I PPSYC5830.]

THEORIES AND ART THERAPY TRAINING

GROUP II [PPSYC5828]

INTENSIVE COURSE

■Prerequisites: PPSYC5841, PPSYC5830

This course combines theoretical study with art therapy practice. Learners will have the opportunity to work with the instructor in front of the group while attending to the unfolding of personal imagery. Differences in theoretical approaches will be explored, both from academic and practical perspectives. Students in this course are expected to be working at an advanced level. This course will also address cross-cultural issues and advanced therapeutic interventions. This course is a continuation of PPSYC5830 and it is strongly recommended that it be taken in the same year as PPSYC5830. Maximum enrollment: 14. Materials fee \$35. [Not normally open to students with credit in Art Therapy Techniques II PPSYC5828.]

THEORIES OF COUNSELLING AND PSYCHOTHERAPY [PPSYC584V]

ONLINE COURSE

This course offers an overview of principal theories of counselling and psychotherapy and of their role in the process by which psychological and relational healing and/or cure takes place. [Not normally open to students with credit in Counselling Theories-Individual PPSYC584]

THEORY AND PRACTICE OF PSYCHOMETRICS [PPSYC5825V]

ONLINE COURSE

This course aims to provide an overview of the principles, applications and issues of psychological testing. The major principles discussed are norms, statistics, correlation and regression, reliability and validity. Applications will include the use of standardized psychological tests in the areas of personality and intelligence. In addition, specialized assessment in the area of clinical neuropsychology will be discussed. Controversial issues relating to the misuse of tests may be examined.

TOPICS IN APPLIED CHRISTIAN ETHICS [CHRTP313]

SEMESTER COURSE

Exploration and analysis of selected issues in social ethics within the context of theological reflection and commitment. Particular attention will be paid to the development of debate within the Protestant tradition.

TOPICS IN WOMEN AND RELIGION [CHRTP314]

SEMESTER COURSE

Women's relationship to and place in Christianity is explored. Women's attempts to critique and transform received tradition and/or to develop alternative forms of religious life are examined. This course will explore

the contribution that women theologians have made towards the revisioning of sacred text, foundational doctrinal beliefs, ritual and symbol, and consider how many women are reinterpreting the concept of belonging to a faith tradition. The course will also discuss how these topics are addressed within other major religious traditions.

THE WAY OF THE MYSTIC [SSC5510]

INTENSIVE COURSE

This course explores the meaning of mysticism and its connection to the doctrines and life of the Christian church. Mysticism has been viewed with suspicion over the centuries, particularly by systematic theologians, yet its appeal continues to be powerful for all those who want to experience the Holy rather than only talk about God. Participants will ponder mysticism through reflection on the lives and writings of mystics and their own experiences of holy moments, setting these beside appropriate traditional doctrines of the church.

WOMEN AND RELIGION: WOMEN IN THE HEBREW BIBLE [SSC514]

INTENSIVE COURSE

"The Bible is a patriarchal document that originated in a patriarchal society, and until relatively recently, its interpreters have been men." Few biblical scholars would take issue with this statement. Yet the Bible has informed and continues to inform western culture and religion. So what does this say about women? What about the women's stories in the Bible? How have these stories been traditionally interpreted? Have women suffered as a result? What can we learn from a generation of feminist biblical interpreters? Can/Should these stories be reinterpreted, reworked, re-imagined? What are some of the challenges that women of faith within the "religions of the book" face today? This course seeks to assess the role of women in the ancient biblical world, using the lens of women's stories in the Hebrew Bible. We will examine the impact that these stories and their traditional interpretations have had on women in western culture and religion and seek to come to new interpretations that might have a more liberating message.

WHO IS JESUS? [506E]

CORRESPONDENCE COURSE

This course will take students on an exciting journey which will lead through the Old and New Testaments and follow the christological (Doctrine of Jesus as the Christ) road to Nicaea and Chalcedon and the student's own context. The students' mission will be to formulate their own christological statement using the content of the course.

Academic Schedule on separate document.

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