

Educating the Whole Person



Calendar 2020-2021



GREETINGS FROM THE DEAN 2020-2021

Educating the Whole Person

St. Stephen's College is committed to *Educating the Whole Person*. Our faculty and students participate in learning that engages not just the mind, but also the body, the spirit, and the social/relational. In doing this, St. Stephen's places a particular emphasis on the centrality of spirituality and healthy spiritual practice within every sector of our lives. We are a community of learners and spiritual seekers from across faith traditions and worldviews, welcoming each other to develop and to grow through the mutual giving of ourselves to each other and to our subject matter.

By *Educating the Whole Person*, St. Stephen's centres itself upon certain key ideas: academic and spiritual *inquiry*, *openness* to one's self and one's neighbour, interpersonal and professional *engagement*, and the cultivation of *imagination* that is expansive and resilient. These are the foundational components of the College's life and offerings, and they inform our educational and communal life together.

Today, more than ever, St. Stephen's is leaning into its commitment to *inquiry*, *openness*, *engagement*, and *imagination*. At the moment of writing this welcome message (late-May 2020), our world is in the throes of the COVID-19 public health crisis. While no part of our embodied, intellectual, and spiritual selves has escaped the impact of the coronavirus, our social/relational selves have been acutely altered. Physical-distancing measures are currently in place around the globe, and our personal and public gatherings are limited by provincial health directives. This has a direct impact at St. Stephen's, where all courses are being delivered online until further notice, and our staff and faculty are working remotely until it is safe again to gather. Undoubtedly, the 2020–2021 academic year will be unlike any other in the College's 112-year history.

To all our students, both new and returning, all of us at the College extend to you our warmest greetings, our highest hopes, and our full support through the many twists, turns, and challenges this year will bring. As you pursue your professional and academic goals, the entire faculty, staff, program committees, senate, and board of the College are here to support you, to encourage you, and to ensure healthy structures are in place to help you succeed.

Now more than ever, the world is in need of the kind of educational experiences that St. Stephen's College provides. As a theological college, St. Stephen's seeks to shape ministry and therapeutic practitioners by fostering personal transformation in the midst of academic excellence and professional training. Our graduates have gone out from St. Stephen's and they have made tangible contributions to fields as diverse as mental health, spiritual care in the public health system, ministry and religious leadership, education, advocacy, and public life more broadly.

The tenuousness of our world requires leaders and practitioners who are well grounded in themselves and their faith tradition/worldview. Our world requires leaders and practitioners whose bodies, minds, spirits, and relational selves are fully engaged with the physical, intellectual, spiritual, and social complexities of our time. Now more than ever, St. Stephen's commitment to *Educating the Whole Person* is contributing to the transformation and healing of our society and our world.

Frederick S Tappenden, PhD
Principal and Dean

DEGREE-GRANTING AUTHORITY

St. Stephen's College is a graduate school founded by The United Church of Canada and an Affiliated College of the University of Alberta in Edmonton. An Act to Incorporate St. Stephen's College (April 27, 1927; amended 1968) authorizes St. Stephen's College to confer degrees in theology. The College also teaches undergraduate and graduate University of Alberta credit courses, through the Faculty of Arts. St. Stephen's is an Associate Member of the Association of Theological Schools in the United States and Canada (ATS), and is actively working toward full membership and accreditation with ATS. As a divinity school, St. Stephen's College is categorized as a private post-secondary institution. The Government of Alberta Ministry of Advanced Education (Campus Alberta Quality Council) does not review or approve degrees in divinity.

GOVERNANCE

The governance of St. Stephen's College is carried out under the 'St. Stephen's College Act' of the Province of Alberta by The Board of Governors of St. Stephen's College. The Board of Governors delegates to Academic Senate responsibility for academic matters pertaining to the programs of the College including the granting of degrees, both earned and honorary. The Academic Senate is accountable to the Board of Governors for the maintenance of the quality of instruction and the assessment thereof.

MULTI-FAITH

St. Stephen's College—a Multi-faith Learning
Community

I live my life in widening circles. Rainer Maria Rilke

St. Stephen's College understands that people of all spiritual traditions and explorations are respected and treated with dignity, and encourages the members of its community to experience the sacred by engaging in enriching dialogue from diverse perspectives.

MINISTRY

St. Stephen's students articulate their vision and practice of ministry using the languages, symbols, and images of the traditions and worldviews with which they identify. In accordance with this diversity of tradition, St. Stephen's College has adopted the following definition of Ministry:

St. Stephen's College understands ministry from a broad and inclusive perspective as a lifelong spiritual exploration in which practitioners are self-reflectively aware of the nurturing quality of their activities in the service of the human community and Earth. SSC community consists of practitioners from such fields as education, faith/religious community assignments, chaplaincy, mediation, management, media services, the arts, health care, counselling, multicultural relationships, and care of our planet.

VISION STATEMENT

St. Stephen's College holds a creative vision of transformative theological and professional education. It is a community of people seeking to explore the spiritual complexities of human life and to meaningfully integrate this learning in society and the world.

PURPOSE STATEMENT

Consistent with the vision statement, St. Stephen's College is an academic institution specializing in the exploration and understanding of the spiritual complexities of human life. To this end, we offer for-credit academic and professional degrees, diplomas, and certificate programs, and not-for-credit educational opportunities for the wider community.

MISSION

To be a multi-faith community that offers sacred spaces for learning and transformation.

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:

- High standards and commitment to scholarship and academic excellence, with academic freedom to explore theology and spirituality;
- Academic programs and policies that are grounded in adult learning principles and are learner-centered;
- Accessibility to theological education through a multi-faceted program that creates communities of learners;
- Integration of theory and practice;

We seek to achieve these values through:

- Inclusivity and justice in language and practice for all persons, regardless of race, creed, gender, sexual orientation and gender identities or disabilities;
- Commitment to social justice and ecological responsibility;
- Honoring and understanding the need to be in care of one another;
- Resiliency and creativity in the presence of a constantly changing social climate;
- 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;
- Shaping of our theology by the contexts in which we live and work and have our being, and solidarity with those who suffer;
- Financial stability and accountability.

**ST. STEPHEN'S COLLEGE
ACADEMIC CALENDAR
2020-2021
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ST. STEPHEN'S COLLEGE FACULTY

Fred Tappenden
Principal and Dean
Professor of Theology
BA, Taylor University College and Seminary
MA in Biblical Studies, Trinity Western University
PhD in Religions and Theology, The University of Manchester



Henriette Kelker
Chair, Department of Theology
Professor of Practical Theology
MSc, Agriculture University, Wageningen
MDiv, St Andrew's College
PhD, University of Alberta



Augustine Parattukudi
Co-Chair, Department of Psychotherapy and Spirituality
Faculty Lecturer of Integrative Counselling Psychotherapy
BA Philosophy, Andhra University, India
ThM Pastoral Counselling, University of Toronto
PhD (Cand), Lakehead University, Ontario



Olga Perju
Co-Chair (Art Therapy), Department of Psychotherapy and Spirituality
Faculty Lecturer of Art Therapy
BA Honours, University of Guelph
MA Creative Arts Therapies, Concordia University



Micheala Slipp
Clinical Director, Department of Psychotherapy and Spirituality
Faculty Lecturer in Applied Counselling Psychotherapy
BFA, Concordia University
BA Psych, University of Ottawa
MA Creative Arts Therapies, Concordia University
EdD (Cand), Athabasca University



Darlene Pranke
Alberta Consortium for Supervised Pastoral
Education (AC-SPE) Program Coordinator
BAR, North American Baptist College
MTS, St. Stephen's College
DMin, St. Andrew's College



John Carr
Professor Emeritus
ThM, Princeton Theological Seminary
PhD, Garrett-Evangelical Theological Seminary
and Northwestern University
DD (HC), Knox College



Mona-Lee Feehan
Professor Emerita
BEd, University of Alberta
MEd, University of Alberta
MTh, St. Stephen's College
DMin, St. Stephen's College



Allan, Blaine

Blaine J Allan, BA, MDiv, is a Certified Spiritual Care Practitioner at Grey Nuns Hospital, Edmonton. He is also a CASC/ACSS Provisional Spiritual Care Supervisor-Educator. Blaine studied Philosophy at the University of Alberta, Theology at Newman Theological College in Edmonton, and Interfaith ministry at All Faiths Seminary in New York. Having a special interest in grief and loss, Blaine also completed multiple grief and loss programs from The Centre of Loss and Life Transition in Fort Collins, Colorado. A lifelong learner, he is currently pursuing doctoral studies at St. Stephen's College.

Bell, Brigidda

Brigidda Bell, MA, PhD Cand., University of Toronto, is an historian of religion and a biblical scholar whose research focuses on early Christian prophets and Graeco-Roman divination under the Roman Empire. Her current project looks beyond speech to ask what makes prophets and diviners, people who claim to communicate with gods, compelling and persuasive to their audiences. Taking seriously the ways that bodies communicate information, her research brings the embodied nature of human experience into a long history of biblical textual interpretation. As an award-winning teacher, Brigidda has taught and developed a range of religion courses at the University of Toronto and the University of Calgary. She has been involved in setting up various mentorship and pedagogy initiatives, and this extends into her classrooms, where students learn how to learn.

Bogert O'Brien, Daniel

Daniel Bogert O'Brien, MDiv, PhD, has taught, created courses and done Doctoral and Post-Doctoral research with people across faith, culture, and gender divides. As a cleric, teacher and artist he has worked in isolated First Nation Villages as well as large research universities. He has been influenced in his thinking by the wisdom of scholars such as John Cobb, Catherine Keller and Ivan Illich, Elders from two West Coast Peoples, and the insights and penetrating questions of the people he worked with. His research and thinking has been an attempt to understand the often hidden constructs that shape our worldviews and their meanings for the church, human community, eco-systems and cultures we live in.

Breckenridge, Gillian

Gillian Breckenridge has a MA from the University of Edinburgh, an STM from Union Theological Seminary, and a PhD from the University of Virginia. Her work engages the theology of Karl Barth, contemporary Christian conceptions of sin, and critical social theory. Gillian has particular interest in the impact of sin on the practice of the theology; the study of feminist thought in an interfaith context; and in critical theological hospitality. Gillian is active in the Anglican Church and works in the graduate school at the University of Lethbridge.

Butler, Marie

Marie Butler is a Creative Arts Psychotherapist who operates her own private practice, The She Shed Studio, in Edmonton, Alberta. Her business motto, 'where soil meets with soul' speaks to Marie's passion in life and work. Nature's ever-present offerings connect her to both the physical and mystical aspects of Creation, where she finds her most authentic expression. Her passion to co-create with the land, especially the willow tree, takes her outside of the studio. For years, she visited schools as the character of 'Grandma Willow' offering story-telling and creative projects with the willow tree. She also performed at The International Children's Festival in St. Albert. Recently she began working for the Northern Counseling and Therapy Services. She is a grateful alumni of St. Stephen's where she completed her MPS-Art Therapy specialization. She began her professional career as an Art Therapist at the Cross Cancer Institute where she supported children and their families who were faced with a cancer diagnosis as well as facilitating the Arts in Medicine Program.

Carr, John C.

John C. Carr's PhD (1980 - Pastoral Psychology & Counseling) is from Garrett-Evangelical Theological Seminary and Northwestern University, Evanston, ILL. He earned a BD (1962 - Old Testament concentration) from Knox College, Toronto and a ThM (1971 - Pastoral Theology) from Princeton Theological Seminary in Princeton, NJ. In 2017, Knox College honoured him with a Doctor of Divinity degree, honoris causa. John is a former AAPC Diplomate; former CASC/ACSS Teaching Supervisor in CPE and PCE; retired member of AAMFT (former Clinical Member and Approved Supervisor) and was a Registered Psychologist until he retired that credential in 2019. He is retired after five decades of professional practice as a parish minister, pastoral psychotherapist, and clinical pastoral educator. John was a member of St. Stephen's DMin Program Committee (1975-2018) and MPS/ Psychotherapy & Spirituality Department Program Committee (1999 to 2018). He guided DMin and Master's dissertations and theses. He taught therapy theory and practice courses in the Master's program and assisted, in various ways, with courses for DMin students. John has a longstanding interest, and has published extensively, in research methodology, professional formation, and cross-cultural and pastoral theory/theology and practice. He spent 15 months as Visiting Fellow, Pastoral Counselling & Education at the Campbell Centre in Christchurch, Aotearoa New Zealand and has taught therapy theory and research methodology at the Mar Thoma Seminary in Kottayam, Kerala, S. India. John was installed as Professor Emeritus at St. Stephen's College's Fall 2018 Convocation.

Carverhill, Phil

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 over 10 years and also teaches 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 an Instructor in Practical Theology at St. Stephen's College. She is a CASC/ACSS certified Spiritual Care Practitioner and Spiritual Care Supervisor-Educator. Margaret studied Theology at both Newman Theological College (MDiv eq) and St. Stephen's College (DMin) in Edmonton, and has trained in spiritual direction through studies at Creighton University (MChSp) in Omaha, Nebraska. Margaret enjoys opportunities to serve others through teaching, CPE mentoring, spiritual care, and spiritual direction.

Clarkson, Peggy

Peggy Clarkson holds an MA in Art Therapy, a BA in Psychology, and is a registered clinical counsellor, clinical supervisor, trauma informed therapist and registered art therapist. Peggy has 20 years of direct experience spanning all aspects of care, including both acute and community health contexts. She is currently an art therapy professor at Adler University, St. Stephens College, and the Vancouver Art Therapy Institute, and a consultant, specializing in resilience and vicarious trauma. Peggy worked in an Indigenous health leadership capacity for over a decade, and utilized a variety of trauma-informed clinical care support and art therapy paradigms in both urban and rural contexts. In her capacity as clinical supervisor, Peggy has specialized in training and supporting staff, teams and survivors of relational violence, sexual abuse, and critical incidents—including those in recovery from addictions and post-traumatic stress disorder. Peggy studied art and art history and works out of her art studio in North Vancouver, BC, where she strives to ensure balance through an active painting practice.

Comeau, Thea

Thea L. Comeau MEd, PhD (Cand) is a provisional psychologist who works in private practice and the not-for-profit sector in Edmonton. She is currently completing her PhD in Counselling Psychology at McGill University in Montreal. She has taught a variety of courses and invited lectures across Canada and the United States. Thea's research focuses on growth and positive changes in values following victimization through violence. In her clinical work, Thea provides support for couples and individual survivors of trauma.

Dykshoorn, Kristy

Kristy L. Dykshoorn is a Registered Provisional Psychologist and a fifth-year doctoral student in the Counselling Psychology program at the University of Alberta. Previously, she earned her Masters of Arts in Counselling Psychology at Trinity Western University. She has over eight years of experience providing individual, couples, family, and group counselling to children, adolescents, and adults. Kristy has begun her training in Existential Analysis psychotherapy and specializes in working with trauma, mood disorders, anxiety, and interpersonal relationships.

Feehan, Mona-Lee (Professor Emerita)

Mona-Lee Feehan, BEd, MEd, MTh, DMin, is a graduate of St. Stephen's College Doctor of Ministry program. She was made Professor Emerita at the 89th Convocation of St. Stephen's College in 2013. In addition to her work with SSC, she also teaches at St. Joseph's College at the University of Alberta. Mona-Lee has worked in Christian marriage and relationship ministries for over 25 years and has authored several international programs preparing young couples for marriage. She has a passion for women's stories and is working towards a more inclusive understanding for all women in all denominations.

Fekete, David

David J. Fekete, MTS, PhD, is a member of the St. Stephen's College Academic Senate and Doctor of Ministry Program Committee, and is interested in systems of meaning that are expressed in literature and poetry. His research specialization is in literary and theological articulations of love and spirituality.

Gardner, Leslie

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

Goa, David J.

David Goa is a founding Director of the Chester Ronning Centre for the Study of Religion and Public Life. He studied history, philosophy and the history of religions in Chicago. He counts the eminent philosophical theologian Paul Tillich, the scholar of religion Mircea Eliade, the historian Zenos Hawkinson, the political philosopher Hannah Arendt, and Jaroslav Pelikan, Sterling Professor of History, Yale University, among the scholars who have most influenced his work. David has been involved in various research and documentation and communications projects in Canada and abroad. He built the program for the study of culture through his field research work over 30 years at the Royal Alberta Museum. He lectures widely and is the author of numerous books and scholarly articles and is a regular contributor to the media. His work focuses on religious

tradition and modern culture, culture and civil life, and public institutions in service to cultural communities and modern civil society.

Guenther Trautwein, Sherri

Sherri Guenther Trautwein, BTh, MTS, ThD Cand, currently serves as a pastor in the Anabaptist tradition. Her academic studies have focused on social memory theory and the challenges of reading the stories of women in ancient texts. Sherri has taught in both academic and congregational contexts, with experience in Introductory Greek and a wide range of New Testament literature. She has published in the areas of feminist biblical criticism and recovering the obscured voices of women scholars of the 19th century.

Hildebrandt, Darlyne

Darlyne Hildebrandt, RSW, MSW, RCAT, FOT, is a Registered Art Therapist and social worker practicing in Edmonton, AB and Vancouver, BC. She has worked throughout Western Canada in a variety of therapeutic positions. She has also held many volunteer roles with the Canadian Art Therapy Association, the St. Stephen's Master of Psychotherapy and Spirituality program Committee and other professional and community organizations. Her particular interest and focus is supporting and training emerging art therapists. She has been an adjunct instructor with the St. Stephen's College Master of Psychotherapy and Spirituality, Art Therapy stream since 2010.

Imgrund, Nicole

Nicole Imgrund, MPS, MDiv, teaches and supervises practicum students in the MPS Program. She is the Founding Director of River's Edge Counselling Centre in St. Albert. In her psychotherapy practice, she works primarily from a psychodynamic perspective with adults and couples. As an ordained minister with the United Church of Canada, Nicole has worked as a hospital chaplain and congregational minister. As past-president and longstanding board member of the Canadian Counselling and Psychotherapy Association's AB/NWT Chapter, she has devoted her efforts to promoting the counselling profession in Alberta and supporting colleagues in practice. She is also an active member of the Canadian Association for Spiritual Care.

Kelker, Henriette

Henriette Kelker, MSc, MDiv, PhD, grew up in the Netherlands, where she attended the Agriculture University in Wageningen. After immigrating to Canada, she completed her PhD in the Faculty of Science at The University of Alberta, followed by several years as a fulltime home maker and community volunteer before re-entering the academic world. The path that followed led through several years in the Museum and Heritage world exploring religious and immigrant history, and further studies in theology at St. Andrew's College in Saskatoon. As an ordained minister, she has served rural and urban congregations of The United Church of

Canada. She remains deeply curious about the engagement of spirit in science and culture.

Killoran, Sheila

Sheila Killoran, BMT, MTA, MA, has a Masters in Creative Arts Therapies from Concordia University, Montreal. An Accredited Music Therapist, she specializes in palliative care, bereavement, and the use of guided imagery and music at end-of-life. Sheila is a Fellow with the Association of Music and Imagery.

Krumins, Norbert

Norbert Krumins, DMin, is the former Chair of the Department of Theological Studies at St. Stephen's College. His background includes prison chaplaincy, social service project management, and journalism. Norbert is passionate about the arts and is interested in the relationship between creativity and spirituality. His arts-based doctoral dissertation was in the field of contemplative education.

McAlister, Jenny

Jenny McAlister is a registered psychologist in Alberta. She provides therapy to individuals, couples and families in her private practice in Edmonton, AB. Jenny also enjoys the opportunity to provide clinical supervision to Registered provisional psychologists as they complete the requirements of registration in Alberta. She is an active member of the mental health community and sits as a public member on the province's Mental Health Review Panel and is a past member of the Oral Ethics Committee of the College of Alberta Psychologists.

Nathoo, Jasmine

Jasmine Nathoo, MSc, is a fourth year doctoral student in the Counselling Psychology program at the University of Alberta. Her research focuses on integration experiences of newcomer youth in Canada, and includes the use of arts-based participatory research methods. In her clinical work, Jasmine provides counselling to individuals, couples, families, and groups for a range of concerns, including depression, anxiety, and interpersonal conflict.

Olabimtan, Kehinde

Kehinde Olabimtan, PhD, holds a Master of Environmental Design degree in Architecture from the University of Lagos and a Doctor of Philosophy in theology from the University of KwaZulu-Natal, South Africa. He spent one-year postdoctoral studies contributing to the online Dictionary of African Christian Biography (DACB) at the Overseas Ministries Study Centre, New Haven, Connecticut, a project he coordinated in Ghana from 2002 to 2004. He taught at Akrofi-Christaller Institute of Theology, Mission and Culture in Ghana and at Bowen University in Nigeria. Kehinde's teaching and research works have essentially been on the interactions between Christianity, Islam and African religion in the 19th century. His doctoral

thesis *Samuel Johnson of Yorubaland: Identity, Change and the Making of the Mission Agent* was published by Peter Lang (Oxford) in 2013 in the Africa in Development Series. He is currently enrolled in the DMin program at St. Stephen's College, exploring theology and the environment.

Olfert, Ryan

Ryan Olfert is a PhD Cand in the Study of Religion at the University of Toronto. His scholarly research primarily focuses on materiality and ritual in the ancient Mediterranean, including Christianity and Judaism. He is also interested in the intersections of ancient traditions and modern culture, political theology, and religion in the public sphere. He teaches courses in the study of religion, the history of Christianity, and religion and pop culture among others.

Parattukudi, Augustine

Augustine Parattukudi holds a BA in Philosophy, Master's level Theological studies from India, and a Masters in Pastoral Counselling (ThM) from the University of Toronto. He is currently pursuing a PhD in Education from Lakehead University in Ontario. His research focuses on the possibilities of teaching and learning compassion and understanding the problem of compassion fatigue in caring professions. He has extensive training in psychotherapy and spirituality with a strong foundation in philosophy, psychology, education, and ethics. He is a registered member of the College of Registered Psychotherapists of Ontario (CRPO), a registered member with the B.C. Association of Clinical Counselors (BCACC), a Certified Psycho-Spiritual Therapist with the Canadian Association of Spiritual Care (CASC) and an associate member of Canadian Association of Marriage and Family Therapy (CAMFT). Augustine spent several years of his life in contemplative and religious experiences, both in Eastern and Western traditions. He is often fascinated at the intersection of spirituality, psychology and altruistic emotions in his clinical practice and academic pursuit.

Perju, Olga

Olga Perju is a Registered Canadian Art Therapist, Registered Psychotherapist (Ontario) and Canadian Certified Counsellor - Supervisor. She is Co-Chair (Art Therapy), in the Department of Psychotherapy and Spirituality, and Faculty Lecturer of Art Therapy at St. Stephen's College. Olga knows firsthand that art making can have meaningful, positive impacts on individuals and communities. Since moving to Edmonton, she has been getting curious about what that looks like in Alberta and how to best support students, clients and other clinicians. Recently launching into private practice at Sparrow Creative Counselling Centre, her work with children, youth and communities is continuing to develop and blossom. When she isn't making art or teaching, you can find Olga playing outside, riding her

bike, or weaving creative networks with other arts practitioners.

Pranke, Darlene

Darlene Pranke, DMin, is a CASC/ACSS Spiritual Care Practitioner and a Certified Spiritual Care Supervisor-Educator. Darlene studied Theology at both North American Baptist College (BAR) and St. Stephen's College (MTS and DMin) in Edmonton. Her specialization in the DMin studies was on Suicide Grief. Darlene currently works in the Healthcare sector (for 16 years) in both capacities, as a Spiritual Care Practitioner and in Supervisory Education. She also has experience in the technical sector of health care as an X-ray Technologist.

Pritchard, Zinia

Zinia Pritchard, DMin, is a Contemplative Practical Theologian and leads the profession of Spiritual Care at Alberta Health Services as Practice Director, Provincial Spiritual Care. She is committed to building capacity for spiritual health care across health professions. Zinia is a CASC certified spiritual care practitioner, a seasoned palliative practitioner, and a medical educator with a prior appointment as a Research Associate within Medicine. Her specialty area is the spiritual suffering of Dark Night within the palliative and end of life population.

Radil, Amanda

Amanda Radil holds an MEd and PhD in School and Clinical Child Psychology from the University of Alberta. Her research focus is on motivation and emotion in educational environments while her clinical focus is on using a strengths-based perspective to work with youth. Additional areas of interest include evaluation, mixed methodology, neurodevelopmental disorders, and positive psychology. Amanda brings over seven years of experience in a variety of research and applied settings to her work at St. Stephen's College.

Radler, Karola

Karola Radler holds a PhD in Systematic Theology from Stellenbosch University, South Africa where she is currently also a Research Associate in Systematic Theology and Ecclesiology. She is a graduate of St. Stephen's College's MTS (Honours) Program and holds a Certificate in Adult Education from Mount Royal University in Calgary. With further law degrees from Goethe University in Frankfurt and the Ministry of Justice in Germany Karola's academic interests focus overall on the interfaces between the theological and jurisprudential paradigms of thought and specifically on ethical decision-making with a view to interdisciplinary and intercultural cross-overs. Her international and diverse academic background has provided for work experiences in the legal field and in theology as well as for opportunities for presenting conference papers in Sweden, South Africa, Canada and the United States. Karola enjoys exploring and sharing with others the

richness that continuous learning adds to life and assisting Adult Learners in their efforts.

Scott-Alexander, Markus

Markus Scott-Alexander, PhD, REAT has been a psychotherapist for 30 years, beginning in New York and currently practicing and teaching in Edmonton, where he is the director of World Arts Organization (worldartsorg.com), training students in Expressive Arts Therapy. This program is in cooperation with the European Graduate School, Saas Fee, Switzerland, where he is senior faculty. His arts-based, cross-cultural approach to the teaching of psychotherapy has recently taken him to Norway, Peru, Hong Kong, China, Ireland and Malta.

Slipp, Micheala

Micheala Slipp holds a BA in Psychology, a BFA in Fine Arts, a Master's Degree in Creative Arts Therapies and is an EdD (candidate). She is a registered Counsellor and Clinical Supervisor with the Canada Counselling & Psychotherapy Association and also holds registration as an Art Therapist with the American Art Therapy Credentials Board. Micheala is a candidate for the Doctor of Education in Distance Education at Athabasca University with mixed methods dissertation focus in the role of video-conferencing clinical supervision for counsellors working in northern, rural and remote communities to mitigate compassion fatigue risk. Micheala's clinical specializations include wellness and healing across cultures, technology in counselling and clinical education, complex trauma and the integration of Somatic Experiencing Trauma therapy with creative arts therapy modalities. She brings a strong passion for the development of counsellor wellness through effective clinical supervision practice. Micheala has taught graduate-level course work in child and adolescent development for counsellors, diversity and ethnicity in Art Therapy and ethics and law for school counsellors. She is Clinical Director, Department of Psychotherapy and Spirituality at St. Stephen's College.

Sobon, Sonia

Sonia Sobon, PhD, RPsych holds a Doctorate Degree in Educational Psychology and a BSc in Human Ecology (Textiles, Clothing, and Culture). In 2006, she completed Certified Play Therapy Training. Sonia has taught at St. Stephen's College since 2009 and at the University of Alberta since 2002. She is a Registered Psychologist in private practice, and weaves together her careers as a Psychologist, Adult Educator, Researcher, and Fibre Artist. She developed the course *Being Through Fibre* © in 1997 to utilize the medium of fibre therapeutically to facilitate personal exploration, healing, and growth. Sonia is a life-long learner, and enjoys sharing her experiences and expertise with other Adult Learners to assist them in their personal and professional development.

St. Arnaud, Kevin

Kevin St. Arnaud, MEd, is a registered provisional psychologist and doctoral candidate in Counselling Psychology at the University of Alberta. His clinical and research interests centre on transpersonal psychology and positive adult development. He has taught undergraduate and graduate level courses on psychology and psychotherapy at the University of Alberta since 2015.

St. Arnault, David

David St. Arnault, PhD, teaches Systems Psychotherapy Skills, in the MPS Program. He holds a PhD in Counselling Psychology from the University of Alberta, an MEd in Counselling Psychology from the University of Western Ontario, BEd (secondary) and BA degrees from the University of Alberta, and works as a Registered Psychologist in private practice. Dr. St. Arnault maintains a diverse clinical practice, providing psychotherapy and formal assessment to various populations with a specialized focus on the healing and growing with trauma and working systemically: with couples, families and groups. He has also been a teaching assistant and sessional instructor for several undergraduate and graduate courses at the University of Alberta. Dr. St. Arnault enjoys sharing his passion for social justice and his appreciation of human development and resilience through his teaching.

Tappenden, Frederick

Frederick S. Tappenden is Principal and Dean, and Professor of Theology, at St. Stephen's College. His scholarly work focuses on issues of embodiment, cognition, social memory, and metaphor in religion, with a particular emphasis on ancient Christianity and ancient Judaism. Dr. Tappenden has published and taught widely in the fields of Biblical and Religious Studies. His 2016 book, *Resurrection in Paul: Cognition, Metaphor, and Transformation* (SBL Press), was awarded a 2017 Lautenschläger Award from the University of Heidelberg. Prior to coming to St. Stephen's he was a Faculty Lecturer at McGill University. He has also taught and/or researched at the University of British Columbia, The King's University, and Concordia University of Edmonton.

Thiessen, Roger

Roger Thiessen, MPS, MDiv, teaches the Introduction to Psychotherapy and Spirituality course for University of Alberta undergraduates. He is a co-director of Community Counselling Centre, a trauma-informed and spiritually-integrated practice in downtown Edmonton. In his psychotherapy practice, he works primarily from client-centred and mindfulness-based perspectives with adults and couples. As a former pastor, Roger appreciates the integration of psychotherapy and spirituality. He loves exploring the rich histories of contemplative traditions, including Christianity, Buddhism, Hinduism, Sufism and First Nations spirituality.

Toll, Haley

Haley Toll, MA, CCC, RCAT, RP (inactive) is the Co-Convener of the Arts & Health Research Exchange Group for the NLCAHR and a PhD student in the Faculty of Education at Memorial University of Newfoundland, Canada. As a Registered Canadian Art Therapist, Certified Canadian Counselor, and Registered Psychotherapist in the Province of Ontario (currently inactive) she has worked with children and adults internationally and across Canada in primarily trauma-care related to cancer diagnosis, sexual abuse, and other psychological and emotional challenges. Haley has also trained mental health practitioners in Botswana, Thailand, and Mongolia in arts-informed and crisis intervention practices. Her primary research focus intermixes multicultural and international art therapy and arts-based research. Haley Toll is also the President and Board Chair of the Canadian Art Therapy Association but is on leave due to becoming the Acting Editor in Chief of the Canadian Art Therapy Association Journal.

Waring, Dawn

Dawn Waring has a PhD in Hebrew Bible and has taught in both graduate and undergraduate settings for over 30 years. She has also led numerous travel study tours to the Middle East, and lived in occupied Palestine for three terms of three months each as an Ecumenical Accompanier with the World Council of Churches. Dawn is an active member of Southminster-Steinhauer United Church where she co-chairs adult education, participates in the music program, and is part of the Earth Charter Team.

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.

Wong, Philiana

Philiana Wong is a graduate of the MA in Drama Therapy program at Concordia University in Montreal. She is also a Certified Canadian Counsellor (CCC) and is part of the executive committee in the Creative Arts in Counselling chapter of the Canadian Counselling and Psychotherapy Association. As a program manager at an agency, she assists individuals transitioning out of homelessness to maintain housing. She also works with cancer patients at the Cross-Cancer Institute, using mask work to explore the impact of illness with the self. She has experience doing performance storytelling with seniors and GeriActors exploring creative aging through theatre.

APPLICATION TO A PROGRAM

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

Prospective program students must arrange to have official transcripts of their education at other institutions sent to the Registrar; they must arrive at the College by the application deadline for the application to be considered complete. Fax, e-file or copies are not acceptable. 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, as it normally takes a few months to make arrangements to enter Canada. The application deadline for international applicants is November 1, with intake interviews (where applicable) and acceptance decisions completed by February 1. Admitted students are invited to the Orientation Day the following year, normally in early June. St. Stephen's College will enroll only those international students who have study permits issued by Citizenship and Immigration Canada (CIC) for Designated Learning Programs. St. Stephen's College Designated Learning Institution number is O19391057115. International students are strongly encouraged to obtain appropriate health care coverage and should refer to the International Students Guide on the College website.

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 Department Chair.

The application form and fee for admission to a degree or certificate program is valid only for the intake year

for which it is submitted. Incomplete applications are kept on file for one year; if applicant re-applies, documentation and transcripts from the previous year will be accepted. Qualified applicants, if accepted, are offered admission to the program. Admission decisions are valid for one year. Applicants who are admitted normally begin work in their program immediately; however, upon request, successful applicants may have their admission deferred for one academic year. Students accepting the offer of admission are required to pay a non-refundable deposit of \$565 upon admittance; this will be applied against the first program fee invoice payable July 31.

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 "Online Guide to Educational Systems Around the World", published by the National Association for Foreign Student Affairs (www.nafsa.org). Transcripts and mark sheets may provide additional information on grading systems.

CRIMINAL RECORDS CHECK (POLICE INFORMATION CHECK)

Students will be required to satisfy a Criminal Records Check and Vulnerable Sector Check at entrance into the MPS and Post-Master’s Art Therapy Diploma programs in order to meet practicum requirements; an original document must be submitted to the College upon acceptance to the program. 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.

REAPPLICATION TO A PROGRAM

Students, who have previously been in a degree, diploma or certificate program at St. Stephen’s College may apply for re-admission. Such applicants 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 a readmission interview; attendance at Orientation Day is encouraged.

Students reapplying to programs who hold previously earned credits may be able to use them; courses should be no older than three years in the area of specialization or five years outside the area of specialization. Acceptance of individual courses will be at the discretion of the Department Chair. Refer to program completion time limits 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.

APPLICATION FOR BACCALAUREATE EQUIVALENCY OR SPECIAL ADMISSION

Applications to Master’s degrees and graduate certificates from persons who do not possess a Baccalaureate Degree will be considered if the applicant possesses satisfactory alternate educational and/or life experience. In such cases, the Dean will require evidence of readiness to proceed; the Dean’s decision whether or not to accept an application is final. Applicants must submit all documentation listed under the admission requirements for the program they are applying for, together with additional assessments, transcripts, and certificates earned.

Baccalaureate Equivalency status shall be determined by an evaluation of the applicant’s formal postsecondary education consisting of general and specialized studies comparable to a three-year 90-credit baccalaureate degree. Baccalaureate equivalency status may be granted for applicants to any of the Master’s or Graduate Certificate programs.

Special Admission status may be granted to persons with education and/or life experience that has prepared them for theological study at the graduate level. The process and criteria for evaluating academic ability will be rigorous, and educationally appropriate for a Master’s-level program. The granting of Special Admission status is restricted as follows:

Program	Possibility of Special Admission
MPS and MPS-AT	Special Admission status may be granted.
MTS	Special Admission applications are not accepted.
GCSIP	Special Admission status may be granted. Special Admission students may ladder to the MPS.
GCSICA	
GCTS	Special Admission status may be granted; however, Special Admission students are unable to ladder to the MTS.
GCSC	
GCSD	

Students who are applying for Baccalaureate Equivalency or Special Admission must send complete applications and all documents to the College and pay the equivalency fee (\$225). If Baccalaureate Equivalency or Special Admission status is granted, applicants will then be required to pay the normal application fee.

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. Demonstration of sufficient English language coursework at the secondary school level from select

countries (eg. Belgium, Denmark, Finland, Germany, Iceland, Luxembourg, Netherlands, Norway, Sweden, Switzerland); or

3. A satisfactory score on one of the following approved English language examinations:

a) Test of English as a Foreign Language (TOEFL iBT): minimum score 600 (paper-based), or a total score of 88 with no less than 21 on each of the individual skill areas (internet-based) [SSC TOEFL Code: B640]

b) International English Language Testing System (IELTS): minimum overall band score of 6.5, with at least 5 on each band

c) Canadian Academic English Language Assessment (CAEL): overall minimum score of 70, with at least 60 on each subtest

d) Pearson Test of English Academic (PTE Academic): overall minimum score of 59

e) Michigan English Language Assessment Battery (MELAB): minimum score of 85

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.

ACADEMIC WRITING COURSE EXEMPTION

A non-credit graduate course – either 'Academic Writing SS071V' or 'Academic Skills: Writing, Research and Presenting SS074V' is a requirement for some degree programs at St. Stephen's College. In order to receive an exemption for this 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 to the Department Chair outlining the basis on which the exemption is being requested. The submission will be examined by the Department Chair and decisions will be conveyed to the student and Registrar's Office within 30 days.

TRANSFER CREDIT

Transfer credit refers to the formal transfer of credit for a course(s) that has been earned outside of the College. Transfer credit may be granted to applicants who have completed courses at a recognized degree-granting institution. Students applying for approval of transfer credit must complete a Transfer Credit Request form and submit it to the Registrar's Office along with a non-refundable evaluation fee of \$110; each application can include a maximum of 3 courses for transfer. If the transfer credits are approved by the Department Chair, a transfer credit statement will appear on the student's transcript. The amount of transfer credit granted will

depend on how applicable the previous course work is to the particular 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 program from another institution. Courses approved for transfer must have a minimum grade of 66%, and must not have been used as part of the basis for admission to the program. Transferred courses must not have been taken as part of any previously awarded degree, with the exception of co-requisite requirements. 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 Department Chair. 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 upon request. Transfer credits from other institutions are not normally accepted into St. Stephen's College Graduate Certificate programs.

Masters students may not transfer for credit any undergraduate courses in their field of study and/or area of specialization to satisfy the core program requirements; however, in some instances, a senior undergraduate course (300-400 level) may be transferred in to satisfy one elective requirement, with the permission of the Department Chair. Doctoral students may not transfer for credit any 500-level courses in their area of specialization; however, in some instances, a 500-level course may be transferred in to satisfy program requirements, with the permission of the Department Chair.

Applicants to programs should submit the transfer credit request after formal application to the degree, diploma or certificate program has been made, and arrange 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 who wish to transfer credit to their program for course work at another institution should submit a transfer request and receive approval 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.

A number of other theological colleges throughout Canada accept transfer credits from St. Stephen's College; however, public universities will most likely not accept transfer credits from a divinity school. Students planning to transfer to other institutions should be aware of the specific program requirements at the institution to which they plan to transfer.

Foreign Transcript Evaluations: Students presenting non-Canadian/non-United States credentials for possible transfer credit to a graduate program at St. Stephen's College (SSC) must obtain an evaluation of course work from an international assessment agency, for example, the International Qualifications Assessment Service (IQAS). The credential assessment agency will assess each student's international educational documents and compare them to educational credentials in Canada. All assessments, regardless of the agency used, must be completed using original documents or certified copies. SSC only accepts detailed course-by-course assessments. Official Transcripts of the foreign credits must also be sent directly from the institution to SSC. If students elect not to use an assessment agency, they may not obtain any transfer credit for course work towards a SSC program. There are a number of other foreign credential evaluating services whose assessments may be accepted. In Canada, refer to the Alliance of Credential Evaluation Services of Canada. In the U.S. refer to the National Association of Credential Evaluation Services (NACES) or the American Association of Collegiate Registrars and Admissions Officers Foreign Education Credential Service (AACRAO).

TRANSFERRING BETWEEN PROGRAMS

Students wishing to transfer between graduate degree, diploma or certificate programs at St. Stephen's College must submit a new application with application fee (official transcripts not required). Students applying to transfer into a Master's degree or Post-Master's Diploma also participate in an intake interview, and normally attend Orientation Day. If the student is admitted to the new program, the Chair of the program to which the student is applying will evaluate the student's academic record, and inform the student as to how their work will satisfy requirements within the new program. Students transferring between graduate programs will receive a financial credit, in the amount of program fees already paid, toward current total program fees in their new program. If the financial credit results in a surplus (ie. more than covers the program fees for the new program), the surplus amount shall not be refunded to the student.

Students wishing to transfer between streams or specializations within a St. Stephen's College degree program should submit a letter of request to the Department Chair, and pay a \$100 transfer fee; the Department Chair will advise whether additional documentation or an interview is required. The Department Chair will inform the student as to how their completed academic work will satisfy requirements within the chosen stream or specialization.

LADDERING GRADUATE CERTIFICATES AND DIPLOMAS INTO A MASTER'S DEGREE

Laddering of graduate-level post-baccalaureate certificates and diplomas into a master's degree means that a student who holds a specific certificate or diploma may be able to use the courses from the certificate and/or diploma toward a master's degree.

The program description in the St. Stephen's College Academic Calendar will specify the certificates and/or diplomas that may ladder into a master's degree. Completion of a certificate or diploma does not guarantee admission to a master's program. Certificates and/or diplomas may be used for both the basis of admission and laddered into the master's degree.

Once admitted to the master's program, the graduate courses taken in the certificate and/or diploma may be used toward the master's degree. To be incorporated into a master's degree the student must indicate the request at the time of application to the master's program. Except where otherwise specified by a program, courses must be taken within the five years prior to admission to the master's program. With the explicit prior approval of the Department Chair(s), graduate-level certificates and/or diplomas from other institutions may also be eligible for laddering providing they do not exceed 50% of the total credit weight of the program in combination with any individual transfer credits from other institutions.

Where presenting graded courses within the graduate certificate or diploma, the student must have obtained individual grades of at least 66% in these courses and meet other quality assurance considerations of the master's program outlined in the program-specific section of the calendar at the time of admission.

Students are required to pay program fees for each program in which they are enrolled. If a student is simultaneously enrolled in both a degree and a certificate program, the student will pay program fees for both programs. If a student is enrolled in a certificate program and, prior to the completion/award of the certificate, transfers into a degree program, they will receive a financial credit toward the degree program fees in the amount of graduate certificate program fees already paid (note: in this situation, the graduate certificate will not be awarded). If a student who has already completed/been awarded a graduate certificate enrolls in a graduate degree program, they are required to pay all the program fees for the graduate degree program.

ADVANCED STANDING

Advanced standing refers to decisions about a student's competence when no transcript of graduate credit is presented, or when completed courses are not eligible for transfer credit. Advanced standing for individual courses may be granted to students who can demonstrate an acceptable level of mastery of the course content as described in the St. Stephen's College Academic Calendar. The process requires:

- A consultation with the Department Chair, and
- If deemed necessary by Department Chair, submission of a 10-page paper addressing knowledge of the course content, along with payment of an advanced standing non-refundable reviewer's fee of \$175, or
- Presentation of an official transcript showing satisfactory completion of the course which is being put forward for advanced standing, with course syllabus demonstrating content equivalent to the corresponding College course. (Course may be upper-level undergraduate or graduate, and may have been used toward a prior degree).

The privilege of seeking advanced standing for a course is limited to students enrolled in a St. Stephen's College degree, diploma or certificate program. Students wishing to apply for advanced standing must consult with their Department Chair prior to submitting the application for advanced standing. Advanced standing is granted without credit, and does not reduce the total number of academic credits required for the degree, diploma or certificate. It will exempt students from taking the corresponding College course; an elective course, chosen in consultation with the Department Chair, must be taken instead.

LEAVE OF ABSENCE

A leave of absence 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. Students may be granted a leave of absence from an academic program for any of the following three reasons: parental leave, medical leave, and compassionate leave. During the leave of absence period, students are relieved both from making progress towards completing the requirements of their program and from paying program fees. Students cannot complete practicum hours, consult with Faculty Advisors/Supervisors, or do any academic work toward their program while they are on a leave of absence. During a leave of absence, students are not permitted to take courses at St. Stephen's College, nor will any course work done at another institution be accepted for transfer into a St. Stephen's program. The time limit for completion of the degree will be extended by the duration of any approved leave of absence.

Length and Timing: Once granted, the start date for a leave of absence must coincide with one of the following quarterly dates: (1) July 1, (2) October 1, (3) January

1, or (4) April 1. A leave of absence will be for a period of not less than 3 months and usually not more than 12 months. A leave of absence will be granted in quarterly segments and reviewed every July 1 to assess the student's readiness to return to studies. If at the point of going on leave, a student has outstanding coursework for a course taken prior to the leave start date, the student will be required either to (a) complete that coursework (if they are able) in accordance with due dates as outlined in the course syllabus, (b) request a course extension (so long as the duration of the leave aligns with the permitted timeframe of a course extension), or (c) petition for a Withdrawal with Cause from the course. As set by Immigration Canada, international students are not permitted to take a leave of absence longer than 150 days, and they cannot work during a leave of absence period. A leave of absence will not be granted retroactively to previous quarters and students will be considered for a leave of absence only if their program fees for the previous fiscal bi-annual period have been paid in full. A second request for a leave of absence will be considered only in exceptional circumstances. If at the point of coming off of leave, the student wishes to take a course within their first month back, that student will be permitted to receive the course syllabus one month prior to the course start date and to complete all pre-course readings and assignments, even when those requirements fall within the last month of the student's leave of absence.

Documentation: Leaves of absence will be granted only when proper documentation is provided. Compassionate leave is granted by the Dean; additional documentation may be required at the Dean's discretion. Parental and medical leaves are granted by the Department Chair, with proper documentation.

Type of Leave	Documentation Required
Parental	Proof of pregnancy, birth/adoption or physician's report. Permissible for either parent.
Medical	Documentation must contain: student's name, complete contact information for the physician or nurse practitioner, a clear statement by the physician or nurse practitioner confirming the student's inability to perform his or her academic duties, with start and end dates.
Compassionate	A written explanation of the circumstances necessitating a leave. Additional documentation may be required.
Regardless of the type of leave, students must complete an <i>Application for Leave of Absence</i> form and submit it, with the supporting documentation, to their Department Chair. The form is available in the online Files Cabinet.	

Financial Implications:

Leave of Absence during first four years of Program: If the annual program fee has already been paid for the academic year in which a leave of absence is granted, a refund will be issued to the student based on the number of months of leave (either 3, 6, 9, or 12 months). If the annual program fee has not yet been paid in the academic year in which a leave of absence is granted, the student must pay a prorated amount, equivalent to the months of active status. The program fee payment schedule will be extended by the duration of any approved leave of absence. The amount of program fees equivalent to the leave period will be deferred to either: (1) the first year of the student's Continuation Phase (the continuation fee will be reduced accordingly), or (2) before graduation (only in cases when the student graduates before reaching the Continuation Phase).

Leave of Absence during Continuation Phase: If the annual Continuation Fee has already been paid in the academic year in which a leave of absence is approved, a refund will be issued to the student for the number of months of leave approved (either 3, 6, 9, or 12 months). If the annual Continuation Fee has not yet been paid in the academic year in which a leave of absence is requested, the student must pay a prorated amount (equivalent to the months of active status).

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.

Students are in good standing with the College when they maintain an adequate Grade Point Average (GPA) in their program requirements. Graduate students (doctoral and master's level programs) must maintain a GPA of 70%; undergraduate students (BTS) must maintain a GPA of 62%.

A course pass for an individual course for graduate students (DMin, Masters degrees, Graduate Certificates, and Open Studies) is 66%. A course pass for an individual course for undergraduate students (BTS) is 50%. Refer to Evaluation Standards and Grading System policy below.

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 Department Chair (who will be informed by the Registrar of any student with a GPA below standard). Students on probation for a below-

minimum GPA will remain on probation until their GPA returns to the required level. One Failure (F) will also require the student to be put on academic probation under their Department Chair (who will be informed by the Registrar of the grade). Students on probation due to a failing grade will remain on probation until the failing grade is replaced by a passing grade, either by repeating the course or by taking an approved equivalent course. Students in degree/ certificate/ diploma 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.

At the discretion of the Department Chair, 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 (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 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 attempted 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.

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.
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. [Course Pass for Graduate students: 66%]
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. [Course Pass for Undergraduate students: 50%]
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 for credit courses]

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]
WC	Withdrawal with Cause	Granted only in case of serious illness or other extenuating circumstances beyond the control of the student which makes continuation in a course impossible and where an F is not in order. [Assigned by Registrar's Office and not calculated in overall grade]
*		Final grade includes a mark of '0' for missed coursework that is worth 20% or more of course 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] WF not awarded after May 31, 2020
INF	Incomplete-Failure	Course work not completed within established academic deadlines: ie final assignment due date. [Grade of 0% calculated in overall grade for credit courses] INF not awarded after May 31, 2020.
IP	In Progress	Course in Progress: Extension or rewrite of final assignment granted
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.

CODE OF STUDENT BEHAVIOR

St. Stephen's College (SSC) is an affirming theological college committed to scholarship and academic excellence, with freedom to explore theology and spirituality in an atmosphere which is inclusive of all persons regardless of race, creed, gender, sexual orientation and gender identity, or disabilities. Mutual respect and the honouring of diversity is a cornerstone of the College ethos. Therefore, conduct by students of the College community that adversely affects individuals or groups within this community – including administration, faculty, staff, and current and former students – must be considered as contrary to the philosophy and spirit of SSC and as breach of the College ethos, as they may compromise the well-being of the College community. This Code of Conduct is designed to address conduct contrary to this philosophy and spirit, and outlines relevant processes. This Code applies to all conduct by a SSC student or by SSC students, by any means whatsoever (including but not limited to practicum involvement, internet forums, electronic communications or other media) that has a real and substantial link to the College, the College community, or College-related functions, whether or not the conduct occurred on or in relation to College property. It is important to note that this Code neither prohibits nor inhibits freedom of speech, or lawful and peaceful assemblies.

Rights of Student

Any individual accused of behaviour contravening the Code has the right to:

- know the accusation against them
- obtain a copy of the complaint and all relevant evidence against them
- respond to any allegations
- present their account of relevant events
- participate in any meetings or hearings related to the alleged misconduct
- be accompanied by a support person, including counsel, at any meetings or hearings related to the alleged misconduct (the support person may observe but not participate in any proceedings without the permission of a designated College official)
- request that any hearing be free from a conflict of interest
- request that their case be heard in an unbiased manner
- a timely response to their particular situation
- appeal decisions through proper appellate process

Any individual who claims to be the injured party as a result of behaviour contravening the Code has the right to:

- report such incidences to the relevant authority
- present their account of relevant events
- a timely response to their particular situation
- with the permission of a designated College official, participate in any meetings or hearings related to the alleged misconduct

- notification in the event of an appeal process being initiated
- appeal decisions through proper appellate process

Code of Conduct Infractions

Inappropriate Behaviour: Academic

The following will be considered infractions of the SSC Student Code of Conduct in academic work, including courses, projects, and theses/dissertations:

- Plagiarism:
 - Words, ideas, images, research, art, or data of persons other than the student must be properly cited within all academic work.
 - Students who claim other's work as their own, or do not give proper reference to appropriate sources contravene the Code and are subject to academic consequences.
- Cheating:
 - copying, reproducing and misrepresenting another's work as their own
 - submitting in any course or program of study, without the written approval of the course instructor or Department Chair, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the student or which has been or is being submitted by the student in another course or program of study in the College or elsewhere.
 - use of material that has been used for credit in another course
 - providing statements they know to be untrue
 - misuse of confidential material

To protect the integrity of SSC degrees, certificates, diplomas and other academic credentials, the College may suspend or rescind any such credential awarded to a graduate who committed academic dishonesty, which, had it been detected before the granting of the credential, would have resulted in its not having been granted.

Inappropriate Behaviour: Supervised Education

The following will be considered infractions of the SSC Student Code of Conduct in practicum, field education, or other supervised educational experiences or projects:

- any contravention of the Professional Code of Ethics governing the profession where the student is fulfilling her/his practicum or other supervised education experience
- falsifying patient, student or client records
- falsifying financial records
- misrepresenting instructional activities or client services to practicum site supervisors or SSC
- careless or negligent behaviour resulting in harm to patients/clients, practicum supervisors, or to the practicum practice
- misrepresenting education, qualifications or competence
- operating outside of scope of practice

Inappropriate Behaviour: Individuals or Groups

The following will be considered infractions of the SSC Student Code of Conduct in matters involving conduct towards individuals and/or groups:

- disruption of class in a way that interferes with the learning or reflection of individuals involved in the course
- discrimination against any student or group of students that hinders or prevents their full participation while involved in a course
- distribution of offensive or defamatory materials
- submitting unfounded complaints or accusations against other individuals associated with SSC
- violations of personal safety or dignity, whether actual or implied
- damage to property

Code of Conduct Sanctions

The following is a list of potential sanctions which may be imposed for breaches of this Code. This list is neither exhaustive nor conclusive; and it remains at SSC's discretion where and when to use the sanctions named.

- apology and remediation
- probation
- reduction of a grade in a course
- a grade of F for a course
- withholding of grades or marks
- withdrawal from practicum or supervised education experience
- exclusion or restriction of participation in immediate or future courses
- rescission of offer of admission to a program
- rescission of degree, diploma or certificate
- suspension of one year
- expulsion

Reporting and Sanction Process

- Individuals report the student infraction, grievance, or concern to instructor or supervisor, associate faculty or faculty member responsible for the course or program in question.
- Instructors or supervisors report student infraction, grievance, or concern to faculty member or relevant Department Chair.
- If a student is reporting the infraction of another student, the responsible instructor, supervisor or faculty member will make the determination as to whether the complaint is valid. If an Instructor or supervisor is reporting the infraction, the responsible faculty member or Department Chair will make this decision.
- Once the validity of the complaint has been established, the Instructor and respondent student, supervisor and respondent student, faculty member and respondent student, or Department Chair and respondent student meet to discuss the complaint.
- If this initial meeting results in a satisfactory resolution and sanction, the complaint will be considered resolved; and the report of this resolution and sanction will be advised to the reporting student or Instructor/supervisor.

- If this initial meeting does not occur as a result of non-attendance of the respondent student or there is no satisfactory resolution or sanction, the lack of resolution shall be advised to the reporting student or Instructor/supervisor, and the complaint referred to the Principal and Dean.
- Where a matter is referred to the Principal and Dean, the Instructor and respondent student, supervisor and respondent student, faculty member and respondent student, or Department Chair and respondent student meet with the Principal and Dean to discuss the complaint.
- If this meeting with the Principal and Dean results in a satisfactory resolution and sanction, the complaint will be considered resolved; and the report of this resolution and sanction will be advised to the reporting student or Instructor/supervisor.
- If this meeting with the Principal and Dean does not occur as a result of non-attendance of the respondent student or there is no satisfactory resolution and sanction, the lack of resolution shall be advised to the reporting student or Instructor/supervisor and the sanction will be imposed by the Principal and Dean.

PETITIONS AND ACADEMIC APPEALS

Students attempting to resolve problems are advised to first try informal resolution by talking to the party directly involved in the dispute, such as an instructor or supervisor. Issues not resolved at this level can still be discussed informally with the Department Chair, especially if this is an issue related to grades, teaching methods, professional conduct or other classroom concerns. Most classroom-related problems or student-instructor conflicts are resolved through the informal route. After exhausting all informal channels, students have the right to a formal petition or appeal.

A petition is a formal, written request that a particular policy or regulation which involves discretionary power and permits exceptions be waived, in a particular case and for stated reasons. A petition is only heard once, and the decision is not appealable.

An appeal is a formal, written request that a policy or regulation be waived for extenuating circumstances. An appeal deals with those instances where a student's academic standing has been adversely affected by a decision of the College. Students must demonstrate that there has been a miscarriage of justice. An appeal, unlike a petition, can proceed to higher levels of decision making if it fails at a lower level.

i. PETITION GUIDELINES:

Students may petition the Department Chair for numerous reasons, including:

- to be permitted exceptions, substitutions for any program requirement or waivers to published program requirements;

- to submit an application for admission or re-admission to a Degree or Certificate program after the published deadline;
- to be granted an extension for a final course assignment; instructor must be in agreement.
- to be granted an extension to a thesis or graduation deadline.

Petitions to make exceptions to registration and financial policies, in a particular case and for stated extenuating reasons, may be made to the Registrar/Director of Academic and Administrative Services.

ii. ACADEMIC APPEAL GUIDELINES:

Students may submit appeals relating to decisions that affect their academic standing such as being: required to withdraw from the College; denied recommendation for graduation; or denied transfer from one program to another within the College. Students cannot appeal the Program Committee's decision for admission and re-admission. Students can appeal course grades within 30 days of the grade being awarded. Course grade appeals are always made one level higher: in most cases, a grade appeal will be directed toward the Chair, or when the Chair is also the instructor, to the Dean.

Procedures for Appeals to the Dean

Students must always follow the academic appeal route, beginning at the lowest level of appeal, which is usually to the Department Chair. If the appeal fails at the first level, students can appeal to the Dean. The Dean will only hear appeals that are based on a miscarriage of justice such as: procedural errors on the part of the College; failure to consider all factors relevant to the decision being appealed; or bias or discrimination against the appellant on the part of the College.

Appeals to the Dean must be made within 21 calendar days of the failure of the first appeal. Students must always exhaust the first level of appeal before appealing to the Dean. The first person who should be made aware of a complaint is the person whose decision or action is being questioned. Appeal decisions made by the Dean will be communicated to the appellant in writing, including a summary of the appeal and brief reasons for the decision.

Students who object to the Dean's ruling may appeal to the Academic Senate, which has general responsibility for the academic affairs of the College. Any disciplinary decision can be appealed to Academic Senate. Academic Senate will then convene a Hearing Panel, which will have the authority to uphold a student appeal, vary or quash it. The decision of the Hearing Panel is final and binding. In all cases, the principles of natural justice and procedural fairness will be observed.

The Hearing Panel will be comprised of five members: one student (from the same program as the appealing student), one Instructor, two core faculty members appointed by Faculty Council (not employed or enrolled

in same program as the student who is appealing), and one administrative member, to serve as chair. Hearing Panel members must not have been involved with the initial decision which the student is appealing. The decision of the Hearing Panel is the final decision and no further appeals will be heard.

- Students may only appeal each sanction or disciplinary action to Senate once.
- Appeals to Academic Senate must be made in writing within 30 calendar days of the sanction decision.
- Appealing students will be provided reasonable notice of a Hearing date, and will be invited to attend the Hearing in person.
- The appealing student may be represented by legal counsel.
- The appealing student may object to the composition of the Panel based on evidence of bias.
- The appealing student has the right to make submissions and/or proffer evidence and should present their case clearly and concisely to the Hearing Panel, and be prepared to answer questions about the situation, their reasons for the appeal, and the remedy they are requesting.
- All relevant materials will be made available to the Hearing Panel members and the appealing student in advance of the appeal.
- During the Hearing, the Hearing Panel members may hear from any other relevant witnesses.

The appealing student will be notified in writing by the Chair of Senate, within 30 calendar days of the Hearing, of the decision pertaining to their appeal.

RESEARCH ETHICS POLICY

All research conducted at St. Stephen's College that involves human and/or animal participants must receive research ethics review and approval before research or recruitment of potential participants commences. The Academic Senate of St. Stephen's College requires all ethics review for research conducted by both St. Stephen's faculty and students to be conducted through the Research Ethics Office (REO) of the University of Alberta. The REO and its Research Ethics Boards (REB) thus coordinates all ethics review for St. Stephen's research, and any appeal of an REB decision is in accordance with the Human Ethics Policy and Procedures of the University. The University of Alberta REO has the authority, in accordance with University standards, to approve, propose revisions to, or deny any proposed or ongoing research on the part of St. Stephen's faculty and students.

As of June 1, 2019, all new applications for ethics review may be accomplished in either of two ways:

1) In most instances, St. Stephen's researchers will submit an application for ethics review through the University of Alberta Research Ethics and Management Online (REMO) following the procedures outlined by the Research Ethics Office. Procedures are on the College website:

www.ualberta.ca/st-stephens/st-stephens-programs/files-cabinet/ethics-review .

Or,

2) In some instances, St. Stephen's researchers may be required to obtain ethics approval from an institution other than the University of Alberta REO (eg. an educational, health care, or service agency). In such cases, the researcher must submit to the Dean of St. Stephen's College proof of the final research ethics approval received from the REO (or equivalent body) of that institution before commencing research at St. Stephen's College. Please note: St. Stephen's College reserves the right to request review of all research proposals, whether or not approved by an outside institution.

Proof of ethics approval will be kept in the student's departmental file, along with their research proposal.

Research involving human and/or animal participants that has not been approved by the REO as noted above shall not be undertaken. Failure to comply with this provision on the part of students or faculty may constitute academic misconduct.

Ethics Review Application Fee – The University of Alberta on behalf of a REB shall be entitled to charge a St. Stephen's College researcher submitting an application for research ethics approval the same fees, if any, charged by the University of Alberta to its own researchers submitting a similar application.

PROGRAM COMPLETION TIME LIMITS

The maximum time to complete the requirements of a degree, certificate or diploma is calculated from when the student registers in the specific program, or if transferring from another program, the start of the first program. Any time spent as an Open Studies graduate student is not counted in the time limit for completion. The time limit for completion of the degree will be extended by the duration of any approved leave of absence.

Master's and Doctoral degree students, and Post-Master's Diploma students, must complete all requirements within seven years from the date on which the student registers in the program. In the case of students transferring from another Master's program, the beginning of the program is the date of initial registration in the first program.

Graduate Certificate students must complete all the requirements within four years of the date on which the student registers in the program.

If a student reaches the end of year seven and has not yet completed their program, they must apply for an extension, in accordance with the Program Extensions policy.

PROGRAM EXTENSIONS

In exceptional circumstances, a student who has failed to complete the requirements for a program within the period of time specified under Program Completion Time Limit policy may be considered for an extension. Requests for extensions will only be considered if there are well-documented reasons specific to a particular type of research that precludes completion within the time limit, or if there are sufficient, and substantial unforeseen circumstances beyond the control of the student and/or supervisor which prevent completion of the program within the time limits.

A student's program may be considered for an extension of up to one year at the time of initial request to the Department Chair. To request an extension, the student must meet with the Chair, and submit the following:

- An explanatory letter with the reason(s) for the request and expected date of completion
 - The timetable for completion approved by the supervisor and/or supervisory committee, if applicable
- The Department Chair may approve a one-year extension, and will return a decision in writing to the student.

Under exceptional circumstances an additional extension of up to one year may be granted by the Dean. To request a second extension, the Department Chair must submit a request for a program extension to the Dean and attach the following information:

- A summary of the student's progress to date
- The timetable for completion preferably approved by the supervisor and/or supervisory committee, if applicable
- An explanatory letter from the student with the expected date of completion
- Written departmental recommendation

The Dean will return a decision in writing to the Department Chair and the student. An approved extension begins when the time limit for the degree has been reached.

Repeated and documented failure to abide by a completion schedule may result in the student's request for program extension being rejected.

MASTERS AND UNDERGRADUATE PROGRAMS GRADUATION DEADLINES

Convocation is held in the Fall, normally the first week of November. Students planning to graduate from a Master's or Undergraduate program (Degree, Certificate or Diploma-level) must meet the following deadlines:

1. When a Thesis or Integrative Theology Paper is a program requirement: Two copies of final draft of Thesis/ITP, approved by supervisor, must be submitted to Department Chair for examination by **April 1** of the year of graduation. Final Thesis or Integrative Study, incorporating any revisions required by examiners, and re-approved by supervisor, must be submitted to the College by **September 1**. One binding-ready, unbound

paper copy and an electronic copy (Word and PDF) on CD or USB flash drive of the Thesis/IPT must be submitted to the College by October 1.

2. When a Capstone Project is a program requirement: Capstone Project must be submitted to course instructor according to deadlines published in the Capstone Project course syllabus. The final Capstone Project, incorporating any revisions required by examiners/instructor, and re-approved by instructor, must be submitted to the College electronically (in Word and PDF) by **September 1**.

3. When a Culminating Paper is a program requirement: One copy of final draft of Culminating Paper, approved by supervisor, must be submitted to Department Chair for examination by **July 1** of the year of graduation. A paper copy of the final Culminating Paper, incorporating any revisions required by the examiner, and re-approved by supervisor, must be submitted to the College by **September 1**, along with an electronic copy (Word and PDF) emailed to st.stephens@ualberta.ca. All other program requirements (excluding Thesis/Integrative Study/Capstone Project/Culminating Paper), must be completed and graded by August 1. Academic work received after these academic deadlines cannot be considered for Fall Convocation, and the awarding of the degree, diploma or certificate will be deferred.

DOCTOR OF MINISTRY PROGRAM GRADUATION DEADLINES

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

1. Submission of final draft of Dissertation, approved by student's Dissertation Committee, must be submitted to Department Chair by **February 15**: The Department Chair will send it out for external examination. The student can expect the External Examiner's report by March 31.

2. All revisions, in light of the External Examiner's report, must be discussed with the student's Dissertation Committee by April 30.

3. Final approval of Dissertation by student's Dissertation Committee by **May 15**.

4. Submission of approved Dissertation to the Department Chair by **May 31**.

5. The final, approved, binding-ready, unbound copy and an electronic copy (Word and PDF) on CD or USB flash drive of the dissertation must be submitted to St. Stephen's College Registrar's Office by **October 1**. DMin candidates are required to have all of their program requirements except the Dissertation 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 October 1, one binding-ready original thesis/dissertation, an electronic copy (Word and PDF) on CD or USB flash drive, and documentation for registration with the National Library in Ottawa. One copy of the thesis/dissertation is bound for St. Stephen's College. Students who order a personal bound copy of the thesis/dissertation can expect to receive it 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, documentation of practicum hours, supervisor credentials; transcripts used to support admission to program or transfer credit; and where applicable, CD or USB flash drive copies of thesis/dissertation.

CONVOCATION

St. Stephen's College Convocation is held in early November, normally at Convocation Hall on the University of Alberta Campus. Convocation is a public celebration of the life and work of the College. Through the Charter of St. Stephen's and its degree-granting authority, certificates and degrees are granted to students who have fulfilled the requirements of their respective programs. Honorary Degrees and awards are granted by the Senate, upon recommendation of the Awards and Honorary Degrees Committee, to persons who have made exceptional contributions of leadership or ministry in their faith community, defining ministry very broadly.

COURSE REGISTRATION

Registration occurs when a student registers online and pays the course fee which is in effect on the first day of class. Course fees are detailed in the financial policies section of the Calendar. Course fees are payable either onsite at the College (cash, cheque, or debit), or online (credit cards or debit) through a Third Party Payment Processing Service; service fees apply.

Students are encouraged to register early, as maximum enrolment of 22 students (or less) per course will be enforced. 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. The Course Schedule, which includes pre-requisites and registration deadlines, is published at www.ualberta/st-stephens. Late registrations for courses may be accepted if students can be prepared for the course (including acquiring syllabus, texts, and completing pre-course assignments); a late fee of \$75 applies. Students wishing to audit a course must register by the deadlines stated and will be enrolled only if the maximum enrollment has not been exceeded at the registration deadline.

AUDITING A COURSE

Audit students register in a course for interest but do not receive credit. Audit students are exempt from writing assignments and a final grade is not provided. Students may audit most courses, if pre-requisites are met. Instructor permission must be obtained to audit an online course. Independent Study courses cannot be audited. Tuition for auditing online courses is the same as credit course tuition; other courses may be audited for half the credit course fee. Students wishing to audit a course must register by the deadlines stated and will be enrolled only if the maximum enrollment has not been exceeded at the registration deadline. St. Stephen's College follows an adult education model, meaning that student participation in all courses is necessary. Auditors must do all the required reading as per the syllabus and be willing and able to participate meaningfully in class discussions and presentations. Graduate courses (500-level) at St. Stephen's College are designated for graduate students. Students applying to audit courses must possess a Baccalaureate Degree or equivalent, and register as an Open Studies student. No grades will be given to 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, or fourth week, 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 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. Master level students may not take for credit any undergraduate courses in their field of study and/or area of specialization to satisfy the core program requirements; however, in some instances, an undergraduate course may be taken to satisfy one elective requirement, with the permission of the Department Chair. Doctoral students normally complete all courses at the 700-level; however, with the approval of the Department Chair, a doctoral student may enroll in one 500-level course to satisfy course requirements.

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 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.

RE-EXAMINATIONS AND REWRITING ASSIGNMENTS IN A COURSE

Students who have written and submitted a final examination or assignment may be considered for a reexamination provided the following conditions are met:

- The course was failed.
- The final major written assignment or exam is worth 40% or more, as originally scheduled for the class as a whole.
- The student's GPA must be at least 70% including the failed course.
- Student must have written the final major assignment or exam and must provide evidence of a medical condition or similarly compelling circumstance that existed at the time, such that their performance in the final major assignment or examination was so affected that there was a substantial difference between the final major assignment results and the other course work.

To apply for a re-examination or rewrite of the final assignment, students must present a detailed written request to their Department Chair. This request must include detail of the student circumstances; demonstration of meeting the conditions above (notwithstanding GPA); and supporting documentation.

Documentation may include: a declaration stating illness or injury, or an official medical note (optional) that provides specific details about student's condition and demonstrates inability to attend the examination or write the assignment satisfactorily. If the student is applying for reasons other than personal illness or injury, supporting documentation must be provided that substantiates the application. If a student cannot support the application, the application will be denied.

Students must apply within 10 days of receiving the course final grade. The application process will start once the student speaks with the Department Chair and indicates they would like a reexamination or rewrite. If the request for a reexamination or rewrite is denied, the student will receive the grade originally assigned in the course. The fee for applying for a reexamination or rewrite is due upon approval of the application. Consult Fees for Special Services policy for current fees.

REPEATING A COURSE

Only one re-registration for credit or audit will be permitted in any course in which a student has received a final grade of F, INF, W or WF, except the course *Counselling Practicum PPSYC5870/5878*, or except for reasons deemed sufficient by the Dean. 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 program requirement. Withdrawals recorded on a student's record prior to June 1, 2019 would not be included in the re-registration count. Students are responsible for monitoring the number of times they have repeated a course.

COURSE COMPLETION

Students are expected to submit assignments required for credit courses by the prescribed deadlines. A grade penalty may be applied to late assignments, if a penalty policy is published in the course syllabus. Final assignments are normally due the last day of the course (for semester, online, and independent study courses), or two months after the last day of the course (for week-long intensive courses). All un-submitted assignments will receive a grade of zero, and the final course grade will be assessed based on all marks recorded for the course (including marks of zero for failed or incomplete assignments).

Approval for an excused absence from any course assignment other than the final assignment (e.g., papers, reports, or examinations) is at the discretion of the instructor. To apply for an excused absence for an interim (other-than-final) assignment, a student must contact the instructor pertaining to the reason for the absence, within two working days following the deadline of the work missed, or as soon as the student is able,

having regard to the circumstances underlying the absence. In cases where the reason is medical, medical documentation is not required. When considering an application for excused absence, instructors have one of three options:

- 1) not approve the application
 - 2) waive the assignment, in which case the percentage weight allotted to the assignment missed will be distributed to other coursework or exams, as decided by the instructor
 - 3) require the student to make up the work, in which case the student would be required to complete equivalent work as decided by the instructor.
- If the instructor does not approve the application for excused absence, or if the student does not complete the make-up work as prescribed by the instructor, a raw score of zero will be assigned for the missed work or exam, and the final course grade will be assessed based on all marks recorded for the course (including marks of zero for failed or incomplete assignments).

COURSE EXTENSIONS

Students are expected to submit course assignments by the deadlines outlined in the course syllabus, and according to the course completion policy outlined above. However, if extenuating circumstances (eg. medical reasons) impede a student's ability to complete course work within the course timeframe, students may consult with the instructor to request an extension to the course deadlines. In cases where the reason is medical, medical documentation is not required. It is the purview of the instructor (in consultation with the Department Chair) either to grant or deny the extension request. Factors that contribute to the instructor's decision include: (1) quality of the student's prior work in the course, (2) the nature of the extenuating circumstances, and (3) was the request made in a timely fashion (ie. three business days prior to the assignment due date).

If an extension is granted, the following will happen: (1) the student must obtain and complete a Course Extension Request form, which will document the incomplete assignments and outline a schedule of completion. The Course Extension Request form must be signed by the student, the instructor, the Department Chair, and the Registrar. The form must be submitted by the end of the course (ie. the day course grades are due to the Registrar, one month after the final assignment deadline), and it will be kept in the student's file. (2) the student will be given a temporary grade of IP (In Progress), which will remain on the student's transcript until their final grade is submitted. And (3) the student will enter into an IP period, which allows a maximum time of four months in which to complete all outstanding course work. By the end of the IP period, the instructor must submit the student's final course grade, regardless of whether assignments have been completed or not. The final course grade will be

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assessed based on all marks recorded for the course (including marks of zero for failed or incomplete assignments).

At the end of the IP period, no further extensions will be granted (except at the discretion of the Dean to accommodate extreme extenuating circumstances).

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 assignments within either the scheduled course timeline or within the extended IP period will receive a grade of zero for any un-submitted assignment, and the final course grade will be assessed based on all marks recorded for the course (including marks of zero for failed or incomplete assignments). After the final grade is awarded, students wishing to re-register for the course in order to obtain a higher grade should refer to the 'Repeating a Course' policy. Both the original registration and the re-registration will appear on the transcript.

COURSE WITHDRAWAL: ACADEMIC

Students who wish to withdraw from a course must notify the Registrar's Office in writing (st.stephens@ualberta.ca) by the dates specified below. The College treats all students in an equitable fashion by adhering to published withdrawal deadlines.

Action / Grade	Length of Course Session				
	60 days or less (less than 2 months)	61-120 days (~2-4 months)	121-180 days (~4-6 months)	181-240 days (~6-8 months)	241+ days (~8+ months)
	Withdraw by:				
Registration Delete (no academic record)	End of first day of course	7 days after course start date	7 days after course start date	30 days after course start date	30 days after course start date
Withdrawal (Grade of W)	30 days after course start date	30 days after course start date	60 days after course start date	90 days after course start date	120 days after course start date
Withdrawal with Cause (Grade of WC)	Withdraw with cause anytime between the "Withdrawal (Grade of W)" deadline and the final assignment due date. Granted only in cases of serious illness or other extenuating circumstances (documentation required).				

COURSE WITHDRAWAL WITH CAUSE

Students are expected to complete all courses in which they are registered. However, if a serious illness or other extenuating circumstance beyond the control of the student impedes their ability to complete a course within its prescribed timeframe, the student may petition for a "Withdrawal with Cause" and receive a grade of WC (no grade point value). Petitions for a Withdrawal with

Cause are submitted to the Registrar and reviewed and approved by the Dean. Petitions for Withdrawal with Cause will only be considered when:

1. Circumstances beyond the student's control, such as a serious illness or other extenuating circumstance, make it impossible for the student to complete the course. A petition for Withdrawal with Cause will not be considered for reasons of unsatisfactory academic performance.

2. The extenuating circumstance cannot be adequately accommodated by granting the student a course extension (see Course Extension Policy).

3. The deadline for withdrawing with a W has passed, and the student initiates their petition for a Withdrawal with Cause before the final assignment due date.

If the petition is successful, a grade of WC will be assigned for the course, and no percentage grade will be assigned or included in the student's overall grade point average. A grade of WC does not count toward the student's overall GPA. If the course is a program requirement, the student will need to re-take the course at a future time.

OBTAINING FINAL GRADE

St. Stephen's College credit course 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. The final course grades are distributed to students by the Registrar's Office. If any students have been granted extensions in the course, all other grades are submitted by the usual deadline, except grades for the students who received an extension. For students with extensions, the extension date and a grade of IP ("In Progress") are noted on the Final Grade Report and submitted to Registrar's Office.

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. The transcript is a record of all graded courses completed or attempted by an individual student. Suspensions will be recorded on the student transcript for the length of the suspension period. Expulsion will be recorded on the student's transcript in perpetuity or until such time as the student is readmitted to the College. 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. Official Transcripts and other forms of certification are released only after any outstanding accounts with the College have been settled. There is no charge to obtain an Official Transcript; however, any special delivery methods must be prepaid by the student. If transcript is required by a given deadline, students should allow time for postal delivery and submit their request in advance.

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 and gender identities or disabilities. 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.

ETHICAL CONDUCT POLICY

Introduction and Purpose

The highest standards of ethical conduct are essential to the success of any great institution. It is the people who work at and serve St. Stephen's College who are integral to its success. People reach their full potential when there is a shared commitment to high ethical standards, mutual respect and civility. Academic freedom, open inquiry and the pursuit of knowledge, which form the foundation of an institution of higher learning, depend on this shared commitment.

This policy applies to representatives of the College including executive officers, faculty, staff, professors emeriti, associate faculty, visiting academics, student employees, contractors when specified in the terms of the contract, members of the Board of Governors, Senate, and others acting on behalf of the College.

All representatives of the College shall maintain the highest standards of ethical conduct, in which their actions and behaviours uphold the principles of integrity, respect and accountability, supported by awareness of and compliance with relevant College policies and procedures, government legislation and relevant professional standards.

Compliance with Professional Standards

If our role as employees of St. Stephen's College (e.g. health professionals) requires membership in a professional governing body, we will comply with the College's professional standards as well as with the external professional organization's codes and standards.

Conflict of Interest and Conflict of Commitment

We understand that our position as representatives of the College may put us into conflict situations, in which our own interests may diverge from the interests of the College. We realize that the best test for this is to ask whether an impartial observer might reasonably question whether our actions or decisions could be

unduly influenced when we are in such a situation. We know that it is not possible to eliminate all conflict situations. We therefore disclose such situations so they may be assessed and, if the conflict is determined to be permissible, managed in a way that is compliant with legislation and considers, protects and serves the interests, integrity and reputation of the College, and withstands the test of reasonable and independent scrutiny.

Discrimination and Harassment

We strive for a campus environment that is inclusive and respectful. We each share responsibility for ensuring the College community is free from unlawful discrimination and harassment. We do not discriminate against or harass others. We constructively participate in education and resolution processes aimed at eliminating discrimination and harassment, including personal harassment or bullying.

Financial Accountability

In our handling of financial resources we are fully aware of our roles and accountabilities and follow all relevant institutional policies and procedures. We are responsible for the effective and efficient use of resources and comply with applicable legislation and principles of financial reporting. We follow the agreed-upon conditions of our donors and sponsors.

Integrity, Respect and Accountability

We act with integrity, respect and accountability in all our dealings with each other, with students, visitors, government, associates, vendors and others within and outside the College community.

- Acting with integrity, we are committed to truth, fair dealing, honesty and sincerity.
- Acting with respect, we show consideration for more than one point of view and we treat others with due regard, courtesy and civility.
- Acting with accountability, we are prepared to give account of, and answer for, the manner in which we conduct ourselves as representatives of St. Stephen's College.

Research

When we conduct research as representatives of the College, we ensure that human research participants are treated safely and with respect; we are dedicated to supporting and developing research and scholarship through prudent resource management; and we ensure our research is compatible with established College policies and procedures. [Refer to Research Ethics Policy]

Violations and Reporting

Failure to comply with this policy may result in disciplinary action, up to and including termination of employment and prosecution if appropriate. Representatives of the College are encouraged to report conduct that does not meet the College's ethical

standards, and in certain cases, such as those involving fraud, are obliged to report conduct to the appropriate College authority. Reports should be made where there is a reasonable belief that a violation has occurred. The College does not tolerate reports that are malicious, frivolous or vexatious. The College will maintain an environment of safe disclosure when such a report is made, in which:

- The persons and offices that receive and/or investigate such reports shall protect the identity of the person making the report to the extent possible under government legislation and College policies
- The College will not tolerate any reprisal, directly or indirectly, against anyone who, in good faith, makes a report
- All individuals against whom allegations are made will maintain the rights, privileges and protections afforded to them through the Personal Information Protection Act (PIPA) and other applicable government legislation in effect at the time of the alleged misconduct.

The absence of a specific policy covering a particular situation does not relieve an individual of the responsibility to apply the highest ethical standards in that situation. In the event there is no policy that addresses an ethical question that arises during the execution of their responsibilities, individuals may seek clarification or guidance from the Principal and Dean.

STUDENT RECORDS: CONTENTS, ACCESS, USE, AND PROTECTION

St. Stephen's College collects, uses, discloses and retains personal information in accordance with privacy legislation enacted by the Province of Alberta and the Government of Canada. The Personal Information Privacy Act (PIPA) protects the personal information of the public and employees of organizations operating in Alberta. It governs the collection, use, disclosure and retention of personal information by organizations in a manner that recognizes and balances the right of an individual to have his or her personal information protected, and the need of an organization to collect, use, disclose or retain personal information for purposes that are reasonable. St. Stephen's College policy concerning Student Records is set out below.

■ Collection of Personal Information

Information that forms part of the student record is collected and 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, and Program Committee members assigned to the role of Faculty Advisor. Program Committee members participating in admission decisions have access to the application documents only.

■ Student Access

Students have access to their own information.

■ 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. 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 or department 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.

FINANCIAL POLICIES

COURSE FEES: Students are assessed course fees at the rate that is in effect at the course start date. Course fees are \$898/3-credit course, \$1,796/6-credit course, and \$2,694/9-credit course, unless published otherwise. Tuition for auditing online courses is the same as credit course tuition; other courses may be audited for half the credit course fee. Registration deadlines apply to courses; a late fee of \$75 is applied where late registrations are accepted. Fees may change without notice. Some program requirements may be fulfilled at other institutions with permission of the Department Chair; students are responsible for any fees in effect at that institution.

PROGRAM FEES: Program fees are detailed below. Students may avoid annual tuition increases by paying the entire program fee in advance. Degree and post-master's program fees are paid in semi-annual or annual installments over the first four years of the program; graduate certificate program fees are paid in annual installments over the first two years of the program. Program fees cover general academic and administrative support. The **entire program fee is payable regardless of the number of years students take to complete the program.** A non-refundable deposit of \$565 is due upon acceptance of admission, and applied as credit to the first program fee invoice. The continuation fee applies only to those students taking longer than four years to complete their program. Students do not pay a continuation fee in the academic year they graduate; the academic year at SSC is June 1 to May 31, and graduation is in November. Non-refundable application fee for degree programs: Canadian and Permanent Resident applicants \$200, International applicants \$400. Non-refundable application fee for graduate certificate programs: Canadian and Permanent Resident applicants \$100, International applicants \$200.

TUITION INCREASES: Each year, tuition (course and program fees) will rise by Alberta's inflation, with the possibility of additional annual increases.

Program	Program Fees (Year 1-4) Canadian students		Program Fees (Year 1-4) International students		Program Continuation Fees (payable year 5 and onward; due July 31)	Additional Fees Dissertation/ Thesis/ ITP/ Culminating Paper fees due one month after proposal approval
	Total Program Fee	Annual Amount	Total Program Fee	Annual Amount		
Doctor of Ministry	\$18,320	\$4,580: ■ \$2,290 due July 31 ■ \$2,290 due Jan 31	\$36,640	\$9,160: ■ \$4,580 due July 31 ■ \$4,580 due Jan 31	Year 5: \$1,110 Year 6: \$1,220 Year 7: \$1,330 Year 8+: \$1,440	■ course fees total DMin: \$6,286 DMin-SE: \$5,388 ■ Dissertation fee \$2,694
Post-Master's Art Therapy Diploma	\$13,120	\$3,280: ■ \$1,640 due July 31 ■ \$1,640 due Jan 31	\$26,240	\$6,560: ■ \$3,280 due July 31 ■ \$3,280 due Jan 31	Year 5: \$1,110 Year 6: \$1,220 Year 7: \$1,330 Year 8+: \$1,440	■ course fees total \$15,266 ■ clinical supervision fees ■ personal therapy fees
Master of Psychotherapy and Spirituality	\$16,480	\$4,120: ■ \$2,060 due July 31 ■ \$2,060 due Jan 31	\$32,960	\$8,240: ■ \$4,120 due July 31 ■ \$4,120 due Jan 31	Year 5: \$1,110 Year 6: \$1,220 Year 7: \$1,330 Year 8+: \$1,440	■ course fees total MPS: \$13,302 MPS-AT: \$16,894 ■ clinical supervision fees ■ personal therapy fees ■ Thesis or Capstone fee \$2,694
Master of Theological Studies	\$4,520	\$1,130: ■ \$565 due July 31 ■ \$565 due Jan 31	\$9,040	\$2,260: ■ \$1,130 due July 31 ■ \$1,130 due Jan 31	Year 5: \$1,110 Year 6: \$1,220 Year 7: \$1,330 Year 8+: \$1,440	■ course fees total \$11,506- \$14,200 ■ MTS Thesis fee \$2,694 ■ MTS Culminating Paper fee \$898
MTS or BTS in Diaconal Ministry	\$2,260	\$565: ■ due July 31	\$4,520	\$1,130: ■ \$565 due July 31 ■ \$565 due Jan 31	Year 5: \$1,110 Year 6: \$1,220 Year 7: \$1,330 Year 8+: \$1,440	■ course fees total \$5,388 ■ MTS Thesis fee \$2,694 ■ MTS/BTS ITP fee \$898
	Program Fees (Year 1-2)		Program Fees (Year 1-2)		Continuation Fees	
Graduate Certificates	\$1,130	\$565: ■ due July 31	\$2,260	\$1,130: ■ due July 31	Not applicable	■ course fees total \$3,592- \$5,388 (depends on Certificate)

FEES FOR SPECIAL SERVICES

Service	Fee
Administrative Fee: •Refund of partial course or program fee when student withdraws from a course or degree program •Refund of partial course fee where status is changed from credit to audit •Refund of partial program fee when on hold status granted •Late registration in a course	\$75
Application for Advanced Standing in a course	\$175
Application to a degree program (Canadian/Permanent Resident applicant)	\$200
Application to a degree program (International applicant)	\$400
Application for equivalency review related to degree program application	\$225
Application for reexamination or rewrite of major assignment in a course	\$175
Art material fee	\$40
NSF cheque or declined credit card	\$40
Parchment replacement fee	\$60
Student card replacement fee	\$20
Thesis copy (plus 10 cents/page)	\$35
Thesis Re-examination (applies if Internal Examiner requires major revisions after the second examination)	\$350
Thesis re-submission (fail, rewrite required): reassessed by supervisor, internal and external examiners	\$800
Transfer credit evaluation (each application can include up to 3 courses)	\$110
Transfer from one specialization to another within a SSC degree program	\$100
Transcript fee	n/a

FINES AND PENALTIES

Graduating students must pay all outstanding fees by September 1. Failure to do so will result in the deferral of the awarding of the degree. Annual program fees are normally paid in installments; however, students have the option of paying the entire program fee at once. 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, or participate in, any course or learning event unless their account is paid in full. Official Transcripts and other forms of certification are released only after any outstanding accounts with the College have been settled.

FINANCIAL ASSISTANCE

St. Stephen's College offers bursaries and scholarships to students enrolled in St. Stephen's College degree, diploma and certificate programs to help defray the cost of studies. Bursaries are granted based on financial need and the terms of the bursary. Scholarships are awarded according to the terms of the scholarship. Financial aid will be granted according to the following priorities: (1) Canadian students, (2) International students. Contact the College for further details and application forms.

Other possible sources of financial support include:

(1) congregational or denominational assistance from the student's faith group

(2) The Canada Student Loans and Grants Program may help by providing student financial assistance to Canadians attending post-secondary education. For more information about eligibility and how to apply, visit Student Aid Alberta: <http://studentaid.alberta.ca/> Students in the following programs are eligible to apply for government student loans: Open Studies (non-degree), and DMin, MTS and Diaconal degrees.

(3) Private institutions such as banks, trust companies and credit unions may also offer loan options, should you not qualify for a government student loan.

COURSE WITHDRAWAL: TUITION

Students who wish to withdraw from a course and receive a refund must notify the Registrar's Office (st.stephens@ualberta.ca) by the dates specified below. The College treats all students in an equitable fashion by adhering to published withdrawal deadlines. If the College cancels a course for any reason, the course fee is fully refunded.

Refund	Length of Course Session				
	60 days or less (less than 2 months)	61-120 days (~2-4 months)	121-180 days (~4-6 months)	181-240 days (~6-8 months)	241+ days (~8+ months)
Withdraw by:					
Fee Refund 100%, less \$75 admin fee	30 days prior to course start date	Prior to course start date	Prior to course start date	Prior to course start date	Prior to course start date
Fee Refund 75%, less \$75 admin fee	14 days prior to course start date	7 days after course start date	14 days after course start date	30 days after course start date	56 days after course start date
Fee Refund 50%, less \$75 admin fee	End of first day of course	14 days after course start date	30 days after course start date	56 days after course start date	120 days after course start date

Deadlines for withdrawal from non-credit workshops and lectures vary and are published with event description.

PROGRAM WITHDRAWAL: TUITION

Tuition will be refunded to students as follows:

(1) Where 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.

(2) Where St. Stephen's College ceases to deliver a degree, diploma or certificate program, the College will compensate students enrolled in the program for any undelivered portion of the program by providing a pro-rated refund of the annual program fee paid in that academic year. The refund will be paid to the student, individual or organization that originally paid the tuition. If the College ceases to deliver the program in the ninth month of the academic year of the program, a refund is issued for the remaining three months of fees (or one quarter of the annual program fee). In cases where a student has pre-paid the entire program fee, the refund will include academic years for which the student has paid tuition in advance.

Tuition will be owed to the College as follows, if a student withdraws from a degree, diploma or certificate program with outstanding program fees:

(1) A pro-rated tuition amount will be owed to the College; if annual fees are outstanding at time of withdrawal an amended pro-rated invoice will be issued at that time. The student will owe tuition for the number of months of the academic year(s) they were in the program before withdrawing, in addition to any amounts outstanding from prior academic years. Where a student has neglected or refused to pay amounts owed to the College, the College will withhold their official transcript until the student has settled the account with the College or has made arrangements satisfactory to the College to do so. Delinquent accounts will be reported to the Credit Bureau and referred to a collection agency for recovery.

(2) When a student withdraws from a degree, diploma or certificate program with outstanding program fees, and decides to re-apply to that program in the future, all program fees outstanding at the time of withdrawal must be paid in full before reapplying.

RESEARCH WITHDRAWAL: TUITION

In some programs, students pay a fee one month following approval of the proposal for a major supervised paper. Where a student withdraws from the supervision process after the thesis/dissertation/CP/ITP fee has been paid but prior to submitting the project for examination, the fee is partially refunded.

Type of Project	Refund Amount
Dissertation	50%
Thesis, Culminating Paper or Integrative Theology Paper	75%

TUITION/EDUCATION TAX CREDIT

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 T2202) will be mailed out by the last day of February. 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 T2202 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 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 T2202.

The T2202 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. Students taking fewer than the minimum full-time credits detailed below are considered to be part-time. Further details concerning the Tuition, Education, and Textbook Amounts Certificate may be found in Canada Revenue Agency's (CRA) website or by contacting a CRA district taxation office.

FULL-TIME STATUS AT ST. STEPHEN'S COLLEGE

St. Stephen's considers 15 graduate credits annually to be a full course load. To maintain fulltime status, students must complete 60 percent of a full load per year (min. 9 credits annually). For tax and other funding purposes, students are considered full-time if they either (a) complete at least 0.75 credits per month, or (b) are in the research/writing phase of their program. Master's students are in the research/writing phase upon formal approval of the Thesis/ITP or Culminating Paper Proposal, or enrollment in the Capstone Project course. Doctoral students are in the research/writing phase upon completion of their Integrative Paper.

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. Log in access information is provided to students and faculty on the College website.

Public libraries also hold subscriptions to other journals and databases beyond what is available in EBSCO. St. Stephen's College students can take their Rutherford library card, student card, or other ID, to the Edmonton Public Library and for a small fee obtain a Visitor's card. This Visitor's card gives students online access to the databases for which the Library has a subscription.

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.

Rutherford Library at the University of Alberta also provides services to St. Stephen's students and faculty: <https://www.library.ualberta.ca/services/library-cards-and-borrowing/st-stephens-college-students>. The Rutherford Library is located a half-block north of St. Stephen's College. Students obtain library cards at the Service Desk, Rutherford Library North. Students identify themselves as a St. Stephen's graduate student, and receive a library card granting term borrowing privileges. 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 may request a guest Campus Computing ID (CCID) at any circulation desk. A guest ID can be used until midnight of the day it is issued. To obtain a guest ID, students 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. Access to the University of Alberta Library System (NEOS Libraries catalogue) is available. 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. OCUL 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.

Remote access to University of Alberta Libraries' proxying service: St. Stephen's College students and faculty are not covered by the University of Alberta Libraries' Licenses, and do not have remote access to U Alberta electronic resources (e.g. e-journals, e-books or databases). All members of the University community and the public may use most of the Libraries' content, whether print or electronic, for personal and non-commercial use within the physical context of the campus Libraries. Access for St. Stephen's College students and faculty will be limited to onsite access at the Library.

COMPUTER TECHNOLOGY

Students are required to have access to a computer and use standard word processing software (Microsoft Office Suite) to enhance their learning environment. Students taking credit courses 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. Online courses are offered via eClass/Moodle on the University of Alberta website, and may use Zoom or Adobe Connect, which require a webcam.

ONLINE RESOURCES

Visit our website www.ualberta.ca/st-stephens for:

- Workshops and Lectures
- People
- News and Events
- Academic Calendar (Programs and Courses)
- Course Schedule
- St. Stephen's capstone, theses and dissertation titles

HEALTH CARE RESOURCES

St. Stephen's College does not have a health plan available for students. The Government of Canada does not pay for the medical costs of international students. Health coverage for international students varies among the provinces of Canada. International students who are residing in Canada for a prolonged period should learn about the Alberta Health Care Insurance Plan (AHCIP): www.alberta.ca/ahcip-temporary-residents.aspx International students are advised to purchase Visitor to Canada Insurance, which is available from private insurance companies, if they are physically present in Canada but not eligible for AHCIP coverage.

ACCESS TO ST. STEPHEN'S THESES

Theses and dissertations are made freely available to the public once they have been formally approved. Theses produced after 2009 are available electronically in PDF format for no charge. Contact the Registrar's Office at st.stephens@ualberta.ca to order, or download from the University of Alberta Education and Research Archive (ERA) at: <https://era.library.ualberta.ca/collections/xg94hs495>

St. Stephen's College has a listing of our graduates' theses and dissertations on the College website. If you would like to purchase a paper 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 1-800-521-3042 to arrange for purchase. 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.

ACCESSIBILITY – CLASSROOM AND PRACTICUM PLACEMENT SUPPORTS

St. Stephen's College promotes an accessible, inclusive, and universally designed environment. Individuals with documented disabilities are connected to the resources and supports needed to achieve full potential. We serve prospective and current students with disabilities affecting mobility, vision, hearing, learning, and physical or mental health. The lower level of the college is wheelchair accessible; students unable to navigate stairs should notify the College when registering so that appropriate classroom space can be utilized.

Students with disabilities may require accommodation support in courses and in practicums or other experiential learning courses. In a reasonable accommodation process, both the student with a disability and the College has rights and responsibilities. Clear communication and collaboration between all parties is the most reliable way to arrive at, and implement, effective classroom and field placement accommodations. While the instructors of the department delivering the course have knowledge regarding the competencies required for successfully passing a course or placement, the student has knowledge about the implications of the disability in meeting academic demands and specific tasks. We recommend that students who foresee requiring support in their courses or experiential learning initiate discussion with the St. Stephen's College Registrar's Office as early as possible, so that accommodations can be arranged through the Registrar's Office with the instructor or Department Chair. Students requiring supports may also be eligible to receive services through Accessibility Resources at the University of Alberta www.ualberta.ca/current-students/accessibility-resources.

STUDENT CARDS

The College provides a Student Identification Card to students who wish to have one. The main benefit of this card is the potential for commercial discounts. (ie. bus passes) In order to receive a student card, students are required to either submit a photograph via email to st.stephens@ualberta.ca (jpeg format), or come in to the Assistant Registrar's Office to have their photograph taken. Student cards are issued to students in degree, diploma and certificate programs upon receipt of the program fee, normally in July.

DONORS

The College has been a community of learning and transformation for over a century. Our ongoing mission is to offer safe and sacred spaces for education that not only informs, but transforms, and that is inclusive and accessible to persons from many different vocations and faith traditions. Our students study and serve in: education, chaplaincy, churches and other faith communities, the arts, spiritual direction, social service agencies, counselling and healthcare, to name a few.

The growing needs of our world make it more important than ever that the programs we offer are of the highest quality, that they be sustainable, and that our teaching technology allows them to be delivered effectively. As we do not receive Government funding and our student tuitions only cover a portion of our basic expenses, we need financial assistance from individuals and companies to continue with this legacy of learning and transformation.

Donors can provide monthly, bi-annual, annual, Legacy and one time gifts, choosing for themselves where they would like their gifts to go: the Tuttle Education Fund (the College's endowment program), Student Bursaries (assisting students through bursaries and scholarships), Capital Costs (assisting with building upgrades), General Donation (for those that would like the Board of Governors to apply their gift to the area of greatest need). Donations can be processed through our website www.ualberta.ca/st-stephens.

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, prerequisites and co-requisites, course schedules, course locations, instructors assigned to particular courses, tuition and fees, entrance standards, academic standards, degree requirements, College policies, regulations, and rules. With respect to program requirements, students are governed by the requirements that were in place when they enrolled in the program. Students are not bound by subsequent changes in program requirements, though they may opt into any change if they wish. Students must abide by policies and procedures in the current year's Calendar. Degree Program Manuals are often changed during the year; students must always consult the latest version of their program's Manual. In instances when a student is enrolled in an older version of a program, and when the latest version of a Program Manual is out of sync with that older program design, the Chair and student will defer to the past program manual for guidance with the discrepancy. Where the College ceases to deliver a program or course, the College will compensate students for any undelivered portion of the program or course in accordance with the College tuition refund policies. 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. Our website www.ualberta.ca/st-stephens will have current information on workshops, lectures and other events offered.

OPEN STUDIES

One of the goals of St. Stephen's College is to facilitate and encourage knowledge development. The Open Studies program gives students the opportunity to take graduate courses without being admitted or committed to a degree, diploma or certificate program. Courses may be taken to satisfy prerequisite requirements prior to applying to enter graduate studies, to develop useful professional skills, to upgrade postsecondary qualifications, or purely for personal interest. Many courses offered at the College are open to Open Studies students, though in some cases there are prerequisites. Open Studies students are not eligible to arrange Independent Study courses.

Graduate courses (500-level) at St. Stephen's College are designated for graduate students. Students applying to take courses (for credit or audit), as an Open Studies student must possess a Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent. Students must abide by the English Language Proficiency policy.

Completion of courses is not a guarantee of admission to a degree, diploma or certificate program. A maximum of three 3-credit courses taken as an Open Studies student may be used toward a St. Stephen's College program. Open Studies students who may be interested in applying to a degree, diploma or certificate program are urged to consult with the relevant Department Chair to ensure that courses selected are appropriate. Students who complete courses as an Open Studies student with the intent of applying those courses towards the requirements of a program should be aware that the courses should be no older than three years in the area of specialization or five years outside the area of specialization. Acceptance of individual courses will be at the discretion of the Department Chair. 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.

Information and applications for degree, diploma and certificate programs are available online: www.ualberta.ca/st-stephens

For further inquiries contact the Registrar's Office at St. Stephen's College:
Phone: 780-439-7311 or 1-800-661-4956
Email: st.stephens@ualberta.ca

DEPARTMENT OF PYSCHOTHERAPY AND SPIRITUALITY

GRADUATE CERTIFICATE IN SPIRITUALLY-INFORMED CREATIVE ARTS (GCSICA)

The Graduate Certificate in Spiritually-Informed Creative Arts (GCSICA) is an introductory program which may be taken either as a stand-alone certificate or as a bridge to the Master of Psychotherapy and Spirituality-Art Therapy Specialization (MPS-AT). The GCSICA provides a flexible, yet structured, course of study for the adult learner who wishes to explore creative arts and spirituality. It is open to persons who are interested in the integration of creative arts and spiritual knowledge as a holistic way to understand others. This program is open to people from all faith traditions. The GCSICA does not prepare students for professional certification.

The GCSICA may be used as a ladder into the Master of Psychotherapy and Spirituality specialization in Art Therapy (MPS-AT), the Master of Psychotherapy and Spirituality (MPS), the Post-Master's Art Therapy Diploma (PMATD), or the Master of Theological Studies (MTS) at St. Stephen's College. The electives can be taken in an area of specialization, and must be selected in consultation with the Department Chair. If the certificate is intended to ladder to another St. Stephen's graduate program, attention to the requirements of that program should be given, and students should consult with the appropriate Chair. Students wishing to continue on to another graduate program after completing the GCSICA must apply and meet admission requirements of that program. Successfully-completed GCSICA coursework can be transferred if coursework has been completed within the last 5 years, or at Department Chair's discretion. Completion of the GCSICA does not guarantee admission into a master's degree or other graduate program. Refer to 'Laddering Graduate Certificates and Diplomas into a Master's Degree' policy in the Academic Policies section of the Calendar.

LENGTH OF PROGRAM

Students taking a full course load can complete the GCSICA in one year. Students must complete all requirements within four years from the date on which they register in the program. Extensions beyond the fourth year are considered in exceptional circumstances (see Program Extensions policy).

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent, in the area of theology, psychology, fine arts, counselling, social work, or the humanities and human sciences. Applicants who possess a Baccalaureate Degree in an unrelated area should consult with the Department Chair. Grade average minimum must be 72%/B/3.0 during last 60 credits of course weight.

2. The academic ability to engage in graduate education; academic background in counselling and/or some experience in a helping role are desirable.

Application deadline: April 1 for Canadian and Permanent Resident applicants. November 1 for

international applicants and all applicants applying for a Baccalaureate equivalency review (equivalency fee \$225); if equivalency is granted, applicants then pay the normal application fee.

Orientation: Upon admission, students are invited to register for and attend the St. Stephen's College Orientation Day (in early June).

PROGRAM REQUIREMENTS 12 CREDITS

REQUIRED COURSES (6 Credits)

PPSYC581 Intro to Psychotherapy and Spirituality (3cr)

PPSYC5841 Introduction to Art Therapy (3cr)

The required courses must be taken at St. Stephen's College; transfer credits are not accepted.

ELECTIVES (6 credits)

Two electives from the 'Arts and Theology' or 'Theology' subject categories (eg. Art Therapy Studio, Special Topics in Art Therapy, Music Therapy, Drama Therapy, Theology, Spirituality), chosen in consultation with the Department Chair.

The electives may be St. Stephen's College graduate courses, or University of Alberta CH RTP courses. A maximum of one course may be taken at the undergraduate level.

GRADUATE CERTIFICATE IN SPIRITUALLY-INFORMED PSYCHOTHERAPY (GCSIP)

The Graduate Certificate in Spiritually-Informed Psychotherapy (GCSIP) is an introductory program which may be taken either as a stand-alone certificate or as a ladder to the Master of Psychotherapy and Spirituality (MPS). The GCSIP provides a flexible, yet structured, course of study for the adult learner who wishes to explore spiritual concepts and therapeutic practice. It is open to persons who are interested in the integration of psychological and spiritual knowledge as a holistic way to understand others and those who want to include spiritual awareness and perspectives in their therapeutic understanding and skill development. This program is open to people from all faith traditions. The GCSIP does not prepare students for professional certification.

The GCSIP may be used as a ladder into the Master of Psychotherapy and Spirituality (MPS), Master of Psychotherapy and Spirituality specialization in Art Therapy (MPS-AT), the Post-Master's Art Therapy Diploma (PMATD), or the Master of Theological Studies (MTS) at St. Stephen's College. The elective can be taken in an area of specialization, and must be selected in consultation with the Department Chair. If the certificate is intended to ladder to another St. Stephen's graduate program, attention to the requirements of that program should be given, and students should consult with the appropriate Department Chair. Students wishing to continue on to another graduate program after completing the GCSIP must apply and meet admission requirements of that program. Successfully-completed GCSIP coursework can be transferred if coursework has been completed within the last 5 years, or at Department Chair's discretion. Completion of the GCSIP does not guarantee admission into a master's degree or other graduate program. Refer to 'Laddering Graduate Certificates and Diplomas into a Master's Degree' policy in the Academic Policies section of the Calendar.

LENGTH OF PROGRAM

Students taking a full course load can complete the GCSIP in one year. Students must complete all requirements within four years from the date on which they register in the program. Extensions beyond the fourth year are considered in exceptional circumstances (see Program Extensions policy).

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent, in the area of theology, psychology, fine arts, counselling, social work, or the humanities and human sciences. Applicants who possess a Baccalaureate Degree in an unrelated area should consult with the Department Chair. Grade average minimum must be 72%/B/3.0 during last 60 credits of course weight.

2. The academic ability to engage in graduate education; academic background in counselling and/or some experience in a helping role are desirable.

Application deadline: April 1 for Canadian and Permanent Resident applicants. November 1 for international applicants and all applicants applying for a Baccalaureate equivalency review (equivalency fee \$225); if equivalency is granted, applicants then pay the normal application fee.

Orientation: Upon admission, students are invited to register for and attend the St. Stephen's College Orientation Day (in early June).

PROGRAM REQUIREMENTS 12 CREDITS

REQUIRED COURSES (6 Credits)

PPSYC581 Intro to Psychotherapy and Spirituality (3cr)
One of: PPSYC585 Basic Psychotherapy Skills, PPSYC584V Theories of Counselling and Psychotherapy, PPSYC5896 Spiritually-Informed Developmental Psychology, or PPSYC587 Life Span Development (3cr)
The required courses must be taken at St. Stephen's College; transfer credits are not accepted.

ELECTIVES (6 credits)

Two electives from counselling or theology category, in area of student interest, selected in consultation with the Department Chair.

The electives may be St. Stephen's College graduate courses, or University of Alberta CH RTP courses. A maximum of one course may be taken at the undergraduate level.

MASTER OF PSYCHOTHERAPY AND SPIRITUALITY (MPS)

The Master of Psychotherapy and Spirituality (MPS) program develops professional counsellors and psychotherapists 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 all faith traditions.

The MPS is a unique degree program. It has been developed in response to an expressed 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 diverse learning perspectives with their personal growth, and to implement this integration into effective clinical practice. The MPS program has been designed for those who see professional counselling as both an aptitude and calling, and who want to include spiritual awareness and perspectives in their therapeutic understanding as well as their skills development. The MPS Art Therapy Specialization responds to the expressed need for graduate training in the Creative Arts Therapies.

The primary educational goals for this degree include:

- (1) Developing a mature professional identity as a psychotherapist,
- (2) Developing competence in the delivery of counselling and psychotherapy by understanding counselling history, theory, and intervention, and applying these to counselling practice,
- (3) Integrating psychotherapy and spirituality into professional practice;
- (4) Growing in capacity for critical reflective practice;
- (5) Approaching diverse lived experiences with humility; and
- (6) Engaging in an ongoing process of spiritual discovery.

Additionally, for those who choose the Art Therapy Specialization, there are two additional educational goals: (1) developing competence in the delivery of art therapy by understanding art therapy history, theory, and intervention, and applying both of these to art therapy practice; and (2) recognizing the inherently spiritual nature of creative practice.

The MPS 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 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.

While all MPS students complete a core curriculum that prepares them for credentialing in several counselling associations, candidates may also choose to apply with

a view to completing their MPS studies through the degree's Art Therapy Specialization (MPS-AT). Application and program requirements for the specialization differ from the regular MPS.

With regard to clinical experience in community settings, MPS students complete between 300 and 350 hours of supervised counselling and/or art therapy training. Clinical supervision fees may apply. These fees will vary depending on required supervisory credentials. While every effort will be made to provide cost equity in terms of supervision fees, those in the Art Therapy Specialization may incur additional costs.

With regard to professional credentials, St. Stephen's has designed the MPS degree program so that it can assist students in acquiring professional counselling credentials. Although the curriculum is designed accordingly, please note that students are not guaranteed licensure or professional registration upon graduation. It is the student's responsibility, in consultation with the faculty and staff of the Department of Psychotherapy and Spirituality, to ensure that their course and practicum work meets the requirements for the licensing or registration body relevant to the jurisdiction in which they intend to practice. The program does not meet requirements to pursue registration as a psychologist in Alberta. St. Stephen's College's Art Therapy programs meet the Educational Standards of the Canadian Art Therapy Association (CATA).

LENGTH OF PROGRAM

Students taking a full course load can complete the MPS in four years, and the MPS-AT in five years. Most students complete the degree in four to seven years. Students must complete all requirements within seven years from the date on which they register in the program. Extensions beyond the seventh year are considered in exceptional circumstances (see Program Extensions policy).

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent, in the area of psychology, theology, fine arts, counselling, social work, or the humanities and human sciences. Grade average minimum must be 72%/B/3.0 during last 60 credits of course weight. Applicants who possess a Baccalaureate Degree in an unrelated area should consult with the Department Chair. Applicants who hold a degree other than psychology must have either completed two undergraduate psychology courses, or, if they are offered admission to the program, must complete as co-requisites two undergraduate psychology courses (introductory/overview) within the first year of the program.
2. The academic ability to engage in graduate education; academic background in counselling and/or some experience in a helping role are desirable.
3. Those wishing to pursue the art therapy specialization will need background experience in the fine arts, studio art, and the artistic creative process.

4. Evidence of commitment and ability to integrate spiritually-informed training into professional practice.

5. Upon successful admission to the Program, students will be required to produce a Security Clearance/Vulnerable Sector Check.

Application deadline: February 1 for Canadian and Permanent Resident applicants. November 1 for international applicants and applicants applying for a Baccalaureate equivalency review (equivalency fee \$225); if equivalency is granted, applicants then pay the normal application fee.

Interview: Applicants will attend an admission interview as part of the application process. Intake interviews will reflect on the applicant's learning goals and determine the applicant's appropriateness for admission to the program.

Orientation and first core course: Upon admission, students are expected to register for the St. Stephen's College Orientation Day (in early June). One of the required courses, Intro to Psychotherapy and Spirituality, takes place Monday through Friday immediately following Orientation Day.

OPTIONS EQUIVALENT TO CREDIT

The following options are considered equivalent to credit in the MPS Core Program. Students must consult with a Department Chair prior to applying for equivalency; acceptance of equivalencies will be in accordance with program and course requirements, and will be at the discretion of the Department Chair. Equivalencies granted for work done prior to entry into the MPS program will apply to work no older than five years. Original certificate of completion must be presented to the Registrar's Office.

ACADEMIC WORK	EQUIVALENCY
One Unit Clinical Pastoral Education (CPE)	6 credits [one MPS elective and one of: SSC511 Intro Theology, or SSC5540 Spirituality]
Canadian Foundation for Trauma Research and Education (CFTRE) certificates in Self-Regulation Therapy® (SRT)	SRT Foundation Level Certificate: 6 credits [electives] SRT Advanced Level Certificate: 6 credits [electives] Options for practicum supervision and personal therapy available; consult with Dept Chair.
Taking Flight International Corporation certificates in Trauma Recovery and Grief Support	Trauma Recovery Certificate=6 credits [electives] & 20 hours personal therapy Grief Support Certificate=3 credits [electives] & 10 hours personal therapy Practicum may be arranged [requires Dept Chair's approval and enrollment in PPSYC5870/5878]
Spiritual Direction Programs (Phase I & II) (eg. Jubilee Programs, Presence Program at PRC)	3 credits [elective]

PROGRAM REQUIREMENTS MPS (Core Program without Specialization) 51 credits

REQUIRED COURSES (36 credits)

Choice of: SS071V Academic Writing, or SS074V Academic Skills (0cr graduate online course; should be taken in first year)

PPSYC581 Intro to Psychotherapy and Spirituality (3cr)

PPSYC585 Basic Psychotherapy Skills (3cr)

PPSYC583 Professional Ethics for Psychotherapy and Spiritual Care (3cr)

Research course: choice of SSC5710 Inquiry, Research and Evaluation or SSC571 Research Methods (3cr)

PPSYC584V Theories of Counselling and Psychotherapy (online) (3cr)

PPSYC5869 Systems Psychotherapy Skills (3cr)

Theology course: choice of SSC511 Intro to Theology, or SSC5540 Spirituality: From Contemplation to Action (3cr)

SSC589 Theological Reflection in Professional Practice: An Introduction (3cr)

Development course: choice of PPSYC587 Life Span Development, or PPSYC5896 Spiritually-Informed Developmental Psychology (3cr)

PPSYC5812 Abnormal Psychology (3cr)

PPSYC5870 *Counselling Practicum (6cr)

**Counselling Practica consist of 600 hours in total, 300 of which are direct client contact, plus 60 hours of clinical supervision. See Counselling Practicum course description for details. Assignments include a progress report and integrative paper. The counselling practica should be arranged so as to meet the student's desired Professional Association requirements.*

ELECTIVES (6 credits)

Two 3-credit counselling electives in areas of student interest or as required by the student's desired Professional Association. Electives are to be selected in consultation with the Department Chair.

THESIS or CAPSTONE PROJECT (9 credits)

THESIS

■ Prerequisite: 'Thesis or Capstone' Seminar, and permission of Department Chair

The thesis is an option for students who can demonstrate their readiness and ability to work independently after advisement. The thesis is an extended piece of scholarly research, largely conducted independently, along with an appropriately credentialed supervisor. It is usually between 100-150 pages in length, and summarizes a 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 recommendations. It is intended to address not only the candidate's research interest, but to make a contribution to the body of knowledge in that field. Research must be within the field of a student's professional interest. Upon approval of the thesis proposal, students will pay the thesis fee.

CAPSTONE PROJECT

■Prerequisite: 'Thesis or Capstone' Seminar
MPS students have the option of completing a capstone project instead of a thesis. See *Capstone Project in Psychotherapy [PPSYC5892]* course description for pre-requisites and details. Students must attend the 'Thesis or Capstone' seminar (non-credit, half-day) prior to considering the capstone project option. Students meeting the pre-requisites register and pay a 9-credit course fee. [Students re-taking the Capstone Project course pay tuition equivalent to 6 credits if they did not receive a refund for the previous session.]

THERAPY (0 credit, co-requisite)

40 hours of personal therapy with an approved certified counsellor or psychotherapist 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 or art therapist. A letter from the therapist is required, stating dates the therapy took place, whether this was individual or group therapy, and the number of hours provided.

PROGRAM REQUIREMENTS MPS (Art Therapy Specialization) 63 credits

REQUIRED COURSES (36 credits)

SS071V Academic Writing, or SS074V Academic Skills (0cr graduate online course; should be taken in first year)
PPSYC581 Intro to Psychotherapy and Spirituality (3cr)
PPSYC585 Basic Psychotherapy Skills (3cr)
PPSYC583 Professional Ethics for Psychotherapy and Spiritual Care (3cr)
Research course: choice of SSC5710 Inquiry, Research and Evaluation or SSC571 Research Methods (3cr)
PPSYC584V Theories of Counselling and Psychotherapy (online) (3cr)
PPSYC5869 Systems Psychotherapy Skills (3cr)
Theology course: choice of SSC511 Intro to Theology, or SSC5540 Spirituality: From Contemplation to Action (3cr)
SSC589 Theological Reflection in Professional Practice: An Introduction (3cr)
Development course: choice of PPSYC587 Life Span Development, or PPSYC5896 Spiritually-Informed Developmental Psychology (3cr)
PPSYC5812 Abnormal Psychology (3cr)
PPSYC5878* Counselling Practicum (Art Therapy) (6cr)
**Counselling Practica consist of 700 hours, 350 of which are direct client contact, plus 60 hours of clinical supervision. See Counselling Practicum course description for details. Assignments include a progress report and integrative paper. The counselling practica should be arranged so as to meet the student's desired Professional Association requirements.*

ART THERAPY COURSES (18 credits)

PPSYC5841 Introduction to Art Therapy: Historical and Theoretical Foundations (3cr)
PPSYC5830 Theories and Art Therapy Studio Training Group One (3cr)

PPSYC5833 Theories and Art Therapy Studio Training Group Two (3cr)
PPSYC5880 Professional Issues in Art Therapy: Group, Family, and Diversity (3cr)
PPSYC5890 Special Topics in Art Therapy (3cr)
One course (3cr) focused on Studio Art Therapy or Expressive Art Therapy; course may be at graduate or undergraduate level, and is to be selected in consultation with Department Chair.

THESIS or CAPSTONE PROJECT (9 credits)

THESIS

■Prerequisite: 'Thesis or Capstone' Seminar, and permission of Department Chair
The thesis is an option for students who can demonstrate their readiness and ability to work independently after advisement. The thesis is an extended piece of scholarly research, largely conducted independently, along with an appropriately credentialed supervisor. It is usually between 100-150 pages in length, and summarizes a 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 recommendations. It is intended to address not only the candidate's research interest, but to make a contribution to the body of knowledge in that field. Research must be within the field of a student's professional interest. Students must attend the 'Thesis or Capstone' seminar (non-credit, half-day) prior to considering the thesis option. Upon approval of the thesis proposal, students will pay a thesis fee.

CAPSTONE PROJECT

■Prerequisite: 'Thesis or Capstone' Seminar
MPS-AT students have the option of completing a capstone project instead of a thesis. See *Capstone Project in Psychotherapy (Art Therapy) [PPSYC5893]* course description for pre-requisites and details. Students must attend the 'Thesis or Capstone' seminar (non-credit, half-day) prior to considering the capstone project option. Students meeting the pre-requisites register and pay a 9-credit course fee. [Students re-taking the Capstone Project course pay tuition equivalent to 6 credits if they did not receive a refund for the previous session.]

THERAPY (0 credit, co-requisite)

40 hours of personal therapy with an approved certified counselor or psychotherapist 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 or art therapist. A letter from the therapist is required, stating dates the therapy took place, whether this was individual or group therapy, and the number of hours provided.

TRANSFERRING FROM THE MPS DEGREE PROGRAM TO A GRADUATE CERTIFICATE

Students enrolled in the MPS Program who do not wish to complete their Degree will have the option to transfer to either the Graduate Certificate in Spiritually-Informed Psychotherapy, or the Graduate Certificate in Spiritually-Informed Creative Arts. Students opting out of the Degree Program would graduate with the Certificate instead—providing they have met its requirements (see Certificate description above).

POST-MASTER'S ART THERAPY DIPLOMA (PMATD)

The Post-Master's Art Therapy Diploma program is designed for those who have previously completed a Master's or Doctoral degree in a related field. This program is open to students from any faith tradition and is intended for those interested in professional training that integrates their professional and academic learning alongside their personal development and interest in spiritually informed practice.

Upon completion of this program students will be eligible for professional membership as an art therapist. St. Stephen's College's Art Therapy programs meet the Educational Standards of the Canadian Art Therapy Association (CATA). Although the curriculum is designed accordingly, please note that students are not guaranteed licensure or professional registration upon graduation. It is the student's responsibility, in consultation with the faculty and staff of the Department of Psychotherapy and Spirituality, to ensure that their course and practicum work meets the requirements for the licensing or registration body relevant to the jurisdiction in which they intend to practice.

LENGTH OF PROGRAM

Students taking a full course load can complete the PMATD in four years. Students must complete all requirements within seven years from the date on which they register in the program. Extensions beyond the seventh year are considered in exceptional circumstances (see Program Extensions policy).

ADMISSION REQUIREMENTS

1. Master's Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent, in the area of health sciences, theology, social work, occupational therapy, counselling, healing arts, education, psychology, fine arts and the expressive arts, or the humanities and human sciences. The Master's degree must have included a thesis or capstone project. Grade average minimum must be 72%/B/3.0.
2. The academic ability to engage in graduate education; academic background in counselling and/or some experience in a helping role are desirable.
3. Background experience in the fine arts, studio art, and the artistic creative process.
4. Evidence of commitment and ability to integrate spiritually-informed training into professional practice.
5. Upon successful admission to the Program, students will be required to produce a Security Clearance/Vulnerable Sector Check.

Application deadline: February 1 for Canadian and Permanent Resident applicants. November 1 for international applicants and applicants applying for a Baccalaureate equivalency review (equivalency fee \$225); if equivalency is granted, applicants then pay the normal application fee.

Interview: Applicants will attend an admission interview as part of the application process. Intake interviews will reflect on the applicant's learning goals and determine the applicant's appropriateness for admission to the program.

Orientation and first core course: Upon admission, students are expected to register for the St. Stephen's College Orientation Day. One of the co-requisite courses, Intro to Psychotherapy and Spirituality, takes place the week following Orientation Day.

PROGRAM REQUIREMENTS

51 credits

REQUIRED COURSES (24 credits)

PPSYC5841 Introduction to Art Therapy: Historical and Theoretical Foundations (3cr)

PPSYC5830 Theories and Art Therapy Studio Training Group I (3cr)

PPSYC5833 Theories and Art Therapy Studio Training Group II (3cr)

PPSYC5880 Professional Issues in Art Therapy: Group, Family, and Diversity (3cr)

PPSYC5890 Special Topics in Art Therapy (3cr)

One course (3cr) focused on Studio Art Therapy or Expressive Art Therapy; course may be at graduate or undergraduate level, and is to be selected in consultation with Department Chair.

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

**Counselling Practica consist of 700 hours, 350 of which are direct client contact, plus 60 hours of clinical supervision. See Counselling Practicum course description for details. Assignments include a progress report and integrative paper/minor art therapy project. The counselling practica should be arranged so as to meet student's desired Professional Association requirements.*

CO-REQUISITE COURSES (27 credits)

Co-requisites are normally completed while in the program but may be: (1) completed prior to admittance, (2) used toward another degree, or (3) fulfilled with equivalent transfer credits. Co-requisites must be completed at the graduate level.

Six Psychology/ Methodology Courses:

Choice of PPSYC587 Life Span Development, or PPSYC5896 Spiritually-Informed Dev. Psych (3cr)

PPSYC5812 Abnormal Psychology (3cr)

PPSYC585 Basic Psychotherapy Skills (3cr)

PPSYC583 Professional Ethics for Psychotherapy and Spiritual Care (3cr)

Choice of: SSC5710 Inquiry, Research and Evaluation or SSC571 Research Methods (3cr)

PPSYC584V Theories of Counselling/Psychotherapy(3cr)

Three spiritually-informed/theology-related courses:

PPSYC581 Intro to Psychotherapy and Spirituality (3cr)

SSC589 Theological Reflection Prof Practice: An Introduction (3cr)

One of: SSC511 Intro to Theology, or SSC5540 Spirituality: From Contemplation to Action (3cr)

THERAPY (0 credit, co-requisite)

40 hours of personal therapy with an approved certified counselor or psychotherapist 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 of therapy, whether this was individual or group therapy, and the number of hours provided.

DEPARTMENT OF THEOLOGY

BACHELOR OF ARTS MINOR IN CHRISTIAN THEOLOGY ■ UNIVERSITY OF ALBERTA

The Christian Theology Minor is an interdisciplinary program offered by the Faculty of Arts. To successfully complete the requirements of a Christian Theology Minor, students take courses offered by St Joseph's College and St. Stephen's College. The Department of Religious Studies and the Department of History and Classics each offer additional courses that would augment and complement material learned in this program.

A minimum of ★18 to a maximum of ★42 at the senior level in CHRTC/PHIL courses at St Joseph's College and/or CHRTP courses at St. Stephen's College courses are required, including ★9 at the 300- or 400-level. It is recommended that students include RELIG 102, CHRTC 100, CHRTP 312 and HIST 297 in their program. The staff at St Joseph's College and St. Stephen's College serve as student advisors.

- 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:

Academic Dean and Program Advisor
St Joseph's College
780-492-7681
or
St. Stephen's College Dean
780-439-7311

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).

LENGTH OF PROGRAM

Students taking a full course load can complete the BTS-Diaconal in four-and-a-half years (this includes concurrent enrollment in the four-year Diploma in Diaconal Ministries offered at the Centre for Christian Studies in Winnipeg, plus a half-year of guided research at St. Stephen's College). Most students complete the degree in five to six years. Students must complete all requirements within seven years from the date on which they register in the program. Extensions beyond the seventh year are considered in exceptional circumstances (see Program Extensions policy).

ADMISSION REQUIREMENTS

1. Diploma in Diaconal Ministries from CCS or current enrollment in that program
2. General readiness to function in an integrative adult learning 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 multi-faith

Application deadline: CCS students must apply to the program no later than after they have taken three open studies courses at St. Stephen's College. CCS graduates must apply within 5 years of completing the CCS Diploma in Diaconal Ministries; applications will be assessed on the basis of previous academic work, including the CCS Diploma and any additional academic courses and professional training.

PROGRAM REQUIREMENTS

90 Credits

Students must complete all requirements within seven years. Extensions are considered in exceptional circumstances [see Program Extension policy].

ACADEMIC WORK COMPLETED AS PART OF CCS DIPLOMA:

12 Theme Learning Circles, Diaconal Praxis Years, Global Perspectives Experience, 3 Integrating Circles
8 courses: Intro Christian Scriptures, Christian Scriptures: Theme/Focus, Intro Hebrew Scriptures, Hebrew Scriptures: Theme/Focus, Intro Theology, Theology: Theme/Focus, Church History, Intro Ethics.
(Six of these courses [18 credits] must be taken at St. Stephen's College)

CCS Diploma requirements prior to 2017 were different, but considered equivalent to the above requirements for the purposes of the BTS in Diaconal Ministry degree.

POST CCS WORK:

Integrative Theology Paper (6 credits): 40-60 pages, at the undergraduate level. A project of guided research founded upon personal reflection and integration designed to demonstrate the researcher's ability to correlate learning from a variety of disciplines and integrate theological and personal meaning within a ministry setting.

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 Diploma in Diaconal Ministries, and the additional requirements of St. Stephen's College.

LENGTH OF PROGRAM

Students taking a full course load can complete the MTS-Diaconal in four-and-a-half years (this includes concurrent enrollment in the four-year Diploma in Diaconal Ministries offered at the Centre for Christian Studies in Winnipeg, plus a half-year of guided research at St. Stephen's College). Most students complete the degree in five to six years. Students must complete all requirements within seven years from the date on which they register in the program. Extensions beyond the seventh year are considered in exceptional circumstances (see Program Extensions policy).

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent. Grade average minimum must be 72%/B/3.0 during last 60 credits of course weight.
2. Diploma in Diaconal Ministries from CCS, or current enrollment in that program
3. General readiness to function in an integrative adult learning 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 multifaith

Application deadline: CCS students must apply to the program no later than after they have taken three open studies courses at St. Stephen's College. CCS graduates must apply within 5 years of completing the CCS Diploma in Diaconal Ministries; applications will be assessed on the basis of previous academic work, including the CCS Diploma and any additional academic courses and professional training.

PROGRAM REQUIREMENTS

45 Credits

Students must complete all requirements within seven years. Extensions are considered in exceptional circumstances [see Program Extension policy].

ACADEMICS COMPLETED AS PART OF CCS DIPLOMA:

12 Theme Learning Circles, Diaconal Praxis Years, Global Perspectives Experience, 3 Integrating Circles
8 courses: Intro Christian Scriptures, Christian Scriptures: Theme/Focus, Intro Hebrew Scriptures, Hebrew Scriptures: Theme/Focus, Intro Theology, Theology: Theme/Focus, Church History, Intro Ethics.

(Six of these courses [18 credits] must be taken at St. Stephen's College)

CCS Diploma requirements prior to 2017 were different but considered equivalent to the above requirements for the purposes of the MTS in Diaconal Ministry.

POST CCS WORK:

Integrative Theology Paper (6 credits): 40-60 pages, at the graduate level. A project of guided research founded upon personal reflection and integration designed to demonstrate the researcher's ability to correlate learning from a variety of disciplines and integrate theological and personal meaning within a ministry setting.

GRADUATE CERTIFICATE IN SPIRITUAL CARE (GCSC)

The field of spiritual care or chaplaincy is broad and diverse, with practitioners working in contexts as diverse as healthcare, prisons, the military, post-secondary education, business and corporations, civil services (such as city, police, fire), and inner-city/street organizations. The Graduate Certificate in Spiritual Care (GCSC) is designed to equip individuals with foundational skills and aptitudes needed for a variety of spiritual care or chaplaincy contexts. Curriculum for the GCSC is designed to equip students in four areas of competency: (a) skills for professional spiritual care practice, (b) disciplines for self-knowledge and self-care, (c) leadership skills, and (d) the ability to engage in spiritual care across lines of diversity and difference.

The GCSC has been developed through a partnership of St. Stephen's College with four other theological colleges in the Province of Alberta: Ambrose Seminary (Calgary), Taylor College and Seminary (Edmonton), Newman Theological College (Edmonton), and Canadian Southern Baptist Seminary and College (Cochrane). Each college contributes one or more courses toward the curriculum of the GCSC; special arrangements are in place for students to enrol and transfer any of the courses outlined in the Program Requirements (below) between the various colleges.

The GCSC provides students with foundational competencies for a broad range of spiritual care and chaplaincy work. Some employment contexts (such as healthcare) and professional certifying bodies (such as the Canadian Association for Spiritual Care) will require additional training.

LENGTH OF PROGRAM

Students taking a full course load can complete the GCSC in two years. Students must complete all requirements within four years from the date on which they register in the program. Extensions beyond the fourth year are considered in exceptional circumstances (see Program Extensions policy).

TAKING COURSES AT OTHER THEOLOGICAL COLLEGES

Students at St. Stephen's College are permitted to enrol in any of the courses listed in the Program Requirements outline below, even when those courses are offered by a college other than St. Stephen's. Each college maintains their own course registration process; students of St. Stephen's must contact the registrar of the partner college to enrol in their desired course. Students are required to pay the tuition rate as set by the college offering the course. When transferring one of the approved courses back to St. Stephen's College, no "transfer credit assessment" fee will be assessed.

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent.

Grade average minimum must be 72%/B/3.0 during last 60 credits of course weight.

2. General readiness to function in an integrative adult learning 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. Note: 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.

4. Willingness to engage in a program that is broadly ecumenical and multifaith; readiness to engage deeply in personal reflection; commitment to the practice of a spiritual life.

Application deadline: April 1 for Canadian and Permanent Resident applicants. November 1 for international applicants and all applicants applying for a Baccalaureate equivalency review (equivalency fee \$225); if equivalency is granted, applicants then pay the normal application fee.

Orientation: Upon admission, students are invited to register for and attend the St. Stephen's College Orientation Day (in early June). Coursework begins as early as June of the admittance year.

PROGRAM REQUIREMENTS

21 Credits

Courses offered at St. Stephen's College are underlined. Courses offered at other theological colleges are parenthetically noted.

REQUIRED COURSES (12 credits)

Spiritual Care Skills	<u>SSC589 Theological Reflection in Professional Practice: An Introduction</u> , or <u>SC501 Foundations of Spiritual Care (Ambrose)</u>
Ethics	PPSYC583 Professional Ethics in Psychotherapy and Spiritual Care, or SC625 Professional Ethics (Ambrose), or STP576 Bioethics: Moral Issues from Life Sciences (Newman)
Leadership	LE503 Leadership & Leadership Formation (Ambrose), or <u>2P3231 Spiritual Leadership (CSBSC)</u>
Diversity	<u>SSC547 Diversity in Faith and Culture</u> , or MI502 Intercultural Competence (Ambrose), or MI620 Gospel in Multi-Cultural/Faith World (Taylor)

ELECTIVES (6 credits)

Students choose two electives from the following list. Note: CPE (=6 credits) fulfills Elective 2 + Field Education.

SSC5823 Spiritual Assessment in the Promotion of Health

SC610 The Ministry of the Chaplain (Ambrose)
SC613 Introduction to Prison Chaplaincy (Ambrose)
SC615 Spiritual Care of the Dying (Ambrose)
LE633 Leadership and Resilience (Ambrose)
CC602 Crisis Counselling (Ambrose)
PT501 Personal Formation & Development (Ambrose)
2C1243 Dealing with Conflict (CSBSC)
2P3215 Spiritual Formation (CSBSC)
STP575 Spiritual Direction (Newman)
STP586 Introduction to Pastoral Counselling (Newman)
PC431 Personal Development & Ministry (Taylor)
PC632 Crisis Intervention (Taylor)
PT540 Spiritual Formation (Taylor)

FIELD PLACEMENT/FIELD EDUCATION (3 credits)

Students choose one field education course from the following list. Note: CPE (= 6 credits) fulfills Elective 2 + Field Education.

CPE5889 Supervised Pastoral Education (6 cr)

SC715/716 Clinical Pastoral Education (6 cr) (Ambrose)
STP470 Theological Field Education (Newman)
PT712/721 Pastoral Internship or Mentoring (Ambrose)
MI712/720 Intercultural Internship or Mentoring (Ambrose)
2P2341/2P2342 Capstone Ministry I & II (CSBSC)
FE442/443/444 Field Education (Taylor)

GRADUATE CERTIFICATE IN SPIRITUAL DIRECTION (GCSD)

The Graduate Certificate in Spiritual Direction (GCSD) is a program which may be taken either as a stand-alone certificate or to ladder into a Master's degree. It is designed for students who wish to extend their studies in Spiritual Direction beyond either the Presence Program at Providence Renewal Centre in Edmonton or a Spiritual Direction program already recognised at St. Stephen's College. The GCSD will be awarded by St. Stephen's College after students complete a two-year program in Spiritual Direction and the additional course requirements of St. Stephen's College. The GCSD requires a two-year, part-time formation program in spiritual direction (such as the Presence Program at Providence Renewal Centre, or an equivalent program already recognised by St. Stephen's College) that prepares people to be spiritual directors. The GCSD course work provides a foundation in theological studies with an opportunity to explore interdisciplinary and creative topics as electives. Electives must be selected in consultation with the Chair of the Department of Theology.

The GCSD may be used as a ladder into the Master of Theological Studies (MTS), Master of Psychotherapy and Spirituality (MPS), Master of Psychotherapy and Spirituality specialization in Art Therapy (MPS-AT), or the Post-Master's Art Therapy Diploma (PMATD) at St. Stephen's College. Electives can be taken in an area of specialization. If the certificate is intended to ladder to another St. Stephen's graduate program, attention to the requirements of that program should be given, and students should consult with the appropriate Chair. Students wishing to continue on to another graduate program after completing the GCSD must apply and meet admission requirements of that program. Successfully-completed GCSD coursework can be transferred if coursework has been completed within the last 5 years, or at Department Chair's discretion. Completion of the GCSD does not guarantee admission into a master's degree or other graduate program. Refer to 'Laddering Graduate Certificates and Diplomas into a Master's Degree' policy in the Academic Policies section of the Calendar.

The GCSD may also be used to fulfil co-requisites for students who apply to the Doctor of Ministry (DMin) program with a Master's degree which is not in the area of theology. If the certificate is intended to meet DMin co-requisites, students must consult with the Chair of the Department.

LENGTH OF PROGRAM

Students taking a full course load can complete the credited requirements of the GCSD in one year (not including the 2-year, non-credited Spiritual Direction program). Students must complete all requirements within four years from the date on which they register in the program. Extensions beyond the fourth year are considered in exceptional circumstances (see Program Extensions policy).

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent. Grade average minimum must be 72%/B/3.0 during last 60 credits of course weight.
2. Completion of or current enrollment in the Presence Program (Spiritual Direction) at Providence Renewal Centre or an equivalent program recognised by St. Stephen's College.
3. General readiness to function in an integrative adult learning program in terms of personal qualities and academic competencies.
4. Willingness to engage in a program that is broadly ecumenical and multi-faith; readiness to engage deeply in personal reflection; commitment to the practice of a spiritual life.

Application deadline: April 1 for Canadian and Permanent Resident applicants. November 1 for international applicants and all applicants applying for a Baccalaureate equivalency review (equivalency fee \$225); if equivalency is granted, applicants then pay the normal application fee.

Orientation: Upon admission, students are invited to register for and attend the St. Stephen's College Orientation Day (in early June).

PROGRAM REQUIREMENTS

12 Credits

REQUIRED COURSES (6 credits)

One Theology course (3 credits) chosen from: SSC511 Intro to Theology, SSC5540 Spirituality: From Contemplation to Action, or SSC589 Theological Reflection in Professional Practice: An Introduction, and PPSYC583 Professional Ethics for Psychotherapy and Spiritual Care (3 credits)

ELECTIVES (6 credits)

Two elective courses (3 credits each) chosen in consultation with the Department Chair. Electives can be taken in an area of specialization. Electives may be taken through a variety of modalities: intensive, online, or independent study. Electives must be St. Stephen's College courses or University of Alberta CHRTP courses. A maximum of one course may be taken at the undergraduate level.

REQUIRED SPIRITUAL DIRECTION PROGRAM (0 credits)

Completion of either the Presence Program at Providence Renewal Centre or an equivalent two-year Spiritual Direction program that is recognised by St. Stephen's College. Original certificate of completion must be presented at Registrar's Office. Students who continue on and ladder to a master's degree may be granted additional equivalency credits for their Spiritual Direction Program (see the Options Equivalent to Credit for program of study).

GRADUATE CERTIFICATE IN THEOLOGICAL STUDIES (GCTS)

The Graduate Certificate in Theological Studies (GCTS) is an introductory program which may be taken either as a stand-alone certificate or as a bridge to the Master of Theological Studies Degree (MTS). The GCTS provides a flexible, yet structured, course of study for the adult learner who wishes to explore spiritual concepts and practices. It is open to persons who are self-reflectively committed to the improvement and nurturing of society, the earth and the world community. It may be of particular interest to professionals in fields such as education or health care wishing to integrate theology/spirituality into their work.

The program provides a foundation in theological studies with an opportunity to explore interdisciplinary and creative topics as electives. Electives must be selected in consultation with the Department Chair. Students wishing to continue on to the MTS or other master's degree after completing the GCTS must apply and meet admission requirements of that program. Successfully-completed GCTS coursework can be transferred to a Master's degree if coursework has been completed within the last 5 years, or at Department Chair's discretion. Completion of the GCTS does not guarantee admission into a Master's degree or other graduate program. Refer to 'Laddering Graduate Certificates and Diplomas into a Master's Degree' policy. Students interested in graduate degrees should consult with the appropriate Department Chair regarding requirements.

LENGTH OF PROGRAM

Students taking a full course load can complete the GCTS in two years. Students must complete all requirements within four years from the date on which they register in the program. Extensions beyond the fourth year are considered in exceptional circumstances (see Program Extensions policy).

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent. Grade average minimum must be 72%/B/3.0 during last 60 credits of course weight.
2. General readiness to function in an integrative adult learning 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. Note: 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.
4. Willingness to engage in a program that is broadly ecumenical and multifaith; readiness to engage

deeply in personal reflection; commitment to the practice of a spiritual life

Application deadline: April 1 for Canadian and Permanent Resident applicants. November 1 for international applicants and all applicants applying for a Baccalaureate equivalency review (equivalency fee \$225); if equivalency is granted, applicants then pay the normal application fee.

Orientation: Upon admission, students are invited to register for and attend the St. Stephen's College Orientation Day (in early June).

PROGRAM REQUIREMENTS

18 Credits

REQUIRED COURSES (12 credits)

Choice of: SS071V Academic Writing, or SS074V Academic Skills (0cr graduate online course; must be taken in first year)

SSC511 Introduction to Theology (3cr)

SSC5540 Spirituality: from Contemplation to Action (3cr)

One graduate course (3cr) focused on Sacred Text, related to student's chosen faith tradition

One graduate course (3cr) focused on Sacred History, related to student's chosen faith tradition

If courses in the Sacred Text or Sacred History category related to student's faith tradition are not available at St. Stephen's College, transfer credits may be used with the permission of the Department Chair.

ELECTIVES (6 credits)

Two elective courses (3 credits each) chosen in consultation with the Department Chair. These may be taken through a variety of modalities: intensive, online, or independent study. Electives may be St. Stephen's College courses, or University of Alberta CH RTP courses. A maximum of one elective may be taken at the undergraduate level.

OPTIONS EQUIVALENT TO CREDIT

The following options are considered equivalent to credit in the GCTS Program. Students must consult with the Department Chair prior to applying for equivalency; acceptance of equivalencies will be in accordance with program and course requirements, and will be at the discretion of the Chair. Equivalencies granted for work done prior to entry into the GCTS program will apply to work no older than five years. Original certificate of completion must be presented to the Registrar's Office.

ACADEMIC WORK	EQUIVALENCY to ELECTIVE CREDITS
One unit Clinical Pastoral Education (CPE)	6 credits
Spiritual Direction Programs (Phase I & II) (eg. Jubilee Programs, Presence Program)	6 credits
Lay Worship Leader Certificate Program (St. Stephen's College)	6 credits
Healing the Healer Program, Providence Renewal Centre	6 credits
Canadian Foundation for Trauma Research and Education (CFTRE) certificates in Self-Regulation Therapy® (SRT)	SRT Foundation Level Certificate: 6 credits SRT Advanced Level Certificate: 6 credits
Taking Flight International Corporation certificates in Trauma Recovery and Grief Support	Trauma Recovery Certificate: 6 credits Grief Support Certificate: 3 credits

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 theological world-views, and spiritual interpretations.

Research areas are as diverse as the student population. Learners are encouraged to integrate their life experience, vocation and/or avocation with their academic research and writing. The visual arts, music, theatre, and dance may be integrated into this process using arts-based methods.

Primary educational goals for the MTS degree are the attainment of survey knowledge of core theological disciplines, along with a focused knowledge in a specific discipline, or in an interdisciplinary area. This theological degree is at the academic level of the MDiv, and is largely intended for lay persons who wish to integrate their faith responsibly with their vocational or avocational environment. This program is open to persons who are self-reflectively committed to the improvement and nurturing of society, the earth and the world community.

The program elements aim to balance a solid foundation in theological studies with an opportunity to explore a variety of interdisciplinary and creative topics as electives. The strong focus on electives allows for both breadth and depth; courses must be selected in consultation with the Department Chair. Students may choose to enroll in the course-based stream or a thesis stream. The course-based option offers more course content and reflective opportunities. The thesis stream is intended for students who are interested in research in a specific discipline of theological studies.

LENGTH OF PROGRAM

Students taking a full course load can complete the MTS in three years. Many students take four or five years to complete the degree. Students must complete all requirements within seven years from the date on which they register in the program. Extensions beyond the seventh year are considered in exceptional circumstances (see Program Extensions policy).

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent. Grade average minimum must be 72%/B/3.0 during last 60 credits of course weight.
2. General readiness to function in an integrative adult learning 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. Note: 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.

4. Willingness to engage in a program that is broadly ecumenical and multifaith; readiness to engage deeply in personal reflection; commitment to the practice of a spiritual life

Application deadline: February 1 for Canadian and Permanent Resident applicants. November 1 for international applicants and applicants applying for a Baccalaureate equivalency review (equivalency fee \$225); if equivalency is granted, applicants then pay the normal application fee.

Interview: Applicants will attend an admission interview as part of the application process. Intake interviews will reflect on the applicant's learning goals and determine her/his appropriateness for admission to the program.

Orientation: Upon admission, students are expected to register for the St. Stephen's College Orientation Day (in early June).

PROGRAM REQUIREMENTS

45 Credits

REQUIRED COURSES (15 credits)

Choice of: SS071V Academic Writing, or SS074V Academic Skills (0cr graduate online course; must be taken in first year)

SSC511 Introduction to Theology (3cr)

SSC5540 Spirituality: from Contemplation to Action (3cr)

One graduate course (3cr) focused on Sacred Text, related to student's chosen faith tradition

One graduate course (3cr) focused on Sacred History, related to student's chosen faith tradition

SSC5710 Inquiry, Research and Evaluation (3cr)

ELECTIVES (21 credits)

Seven elective courses (3 credits each) chosen in consultation with the Department Chair. These may be taken through a variety of modalities: intensive, online, independent study, or courses transferred from outside institutions (see Transfer Credit Policy). A maximum of one elective may be taken at the undergraduate level.

THESIS OPTION (9 credits)

Students choosing the thesis option will complete:

SSC5570 Thesis Colloquium (0 cr) [Pre-requisite: SSC571 or SSC5710]

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, explanation of

methodology, data presentation and analysis, and a summary of findings, conclusions, and synthesis. It is intended to address not only the candidate's research interest, but to make a contribution to the body of knowledge in that field. Upon approval of the thesis proposal, students pay a thesis fee. Note: Students may choose from a variety of arts-based research methodologies, incorporating visual arts, music, dance, theatre, etc.

COURSE-BASED OPTION (9 credits)

Students choosing a course-based option will complete: Two courses in an area of specialization, chosen in consultation with the Department Chair (6 cr)
Culminating Paper (30-40 pages) which integrates learning in the area of student's specialization (3 cr)

OPTIONS EQUIVALENT TO CREDIT

The following options are considered equivalent to credit in the MTS Program. Students must consult with the Department Chair prior to applying for equivalency; acceptance of equivalencies will be in accordance with program and course requirements, and will be at the discretion of the Chair. Equivalencies granted for work done prior to entry into the MTS program will apply to work no older than five years. Original certificate of completion must be presented to the Registrar's Office.

ACADEMIC WORK	EQUIVALENCY to ELECTIVE CREDITS
One unit Clinical Pastoral Education (CPE)	6 credits
Spiritual Direction Programs (Phase I & II) (eg. Jubilee Programs, Presence Program)	6 credits
Healing the Healer Program, Providence Renewal Centre	6 credits
Lay Worship Leader Certificate Program (St. Stephen's College)	6 credits
Canadian Foundation for Trauma Research and Education (CFTRE) certificates in Self-Regulation Therapy® (SRT)	SRT Foundation Level Certificate: 6 credits SRT Advanced Level Certificate: 6 credits
Taking Flight International Corporation certificates in Trauma Recovery and Grief Support	Trauma Recovery Certificate: 6 credits Grief Support Certificate: 3 credits

OPPORTUNITIES FOR SPIRITUAL CARE PROVIDERS

St. Stephen's College—through many of its course offerings—supports students working towards professional certification by the Canadian Association for Spiritual Care/*Association canadienne de soins spirituels* (CASC/ACSS). Students seeking professional certification may need to take additional courses and training over and above the requirements of the MTS Degree Program. The onus will be on the student to consult with CASC/ACSS regarding certification categories and specifications; and to meet the expressed requirements of CASC/ACSS, both during and subsequent to their academic training.

TRANSFERRING FROM THE MTS DEGREE PROGRAM TO THE GRADUATE CERTIFICATE IN THEOLOGICAL STUDIES

Students enrolled in the MTS program who do not wish to complete their Degree will have the option to transfer to the Graduate Certificate in Theological Studies program. Students opting out of the Degree Program would graduate with the Certificate instead—providing they have met its requirements (see Certificate description above).

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. This program intends to advance a candidate's academic competency in Theology beyond the Master of Divinity (MDiv) or MTS Degree. 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 College is not accepting applications for the Master of Theology program. Students may transfer from the Doctor of Ministry program to the Master of Theology program with the approval of the Dean. Transferring students must possess a Master of Divinity degree, or a first graduate theological degree providing equivalent theological background, or its educational equivalent, from an institution of higher education approved by St. Stephen's College. Doctor of Ministry transfer students must have completed 30 credits in the Doctor of Ministry program, with a grade average of 70%, and will graduate with a Master of Theology degree at the Convocation following their transfer.

DOCTOR OF MINISTRY (DMin)

The Doctor of Ministry program is for active practitioners who wish to pursue graduate level, praxis-based, specialized studies in their area of interest. The program distinguishes itself by the diversity of its participants. Students of varied professional background, cultural origin, and faith tradition together provide a rich and stimulating learning environment. Students enter the program with a minimum of three years' experience in ministry, which is defined from a broad and inclusive perspective.

St. Stephen's College understands ministry from a broad and inclusive perspective as a lifelong spiritual exploration in which practitioners are self-reflectively aware of the nurturing quality of their activities in the service of the human community and Earth. SSC community consists of practitioners from such fields as education, faith/religious community assignments, chaplaincy, mediation, management, media services, the arts, health care, counselling, multicultural relationships, and care of our planet.

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 DMin program ideally suited for them.

OUTCOMES FOR ALL STUDENTS

DMin students, through their engagement with the program and one another, will find an opportunity to:

- deepen their current professional experience
- build on previously acquired academic skills
- integrate personal and spiritual growth
- enhance their ability to do independent research with the support of a team of advisors
- develop an advanced understanding of ministry in relation to various disciplines
- contribute to the understanding and practice of ministry through the completion of a DMin doctoral level project.

SPECIALIZATION IN SUPERVISORY EDUCATION

This specialization offers doctoral level supervisory education for students working towards professional certification as a Certified Supervisor-Educator (i.e. Spiritual Care Educator or Psycho-Spiritual Therapist Educator) in the Canadian Association for Spiritual Care/Association canadienne de soins spirituels (CASC/ACSS). DMin program goals, as set out by the Association of Theological Schools in United States and Canada (ATS), are integrated with CASC/ACSS Education Standards for Provisional and Certified Supervisor-Educators.

As a result of completing this Specialization, program participants will gain:

- Advanced understanding of the nature and purposes of spiritual care and psycho-spiritual therapy supervision
- In-depth knowledge of, and practical experience with, the five identified CASC/ACSS Supervisory Competencies:
 1. Conceptual knowledge of clinical supervision
 2. Aptitude in CPE/PCE program design, implementation and management
 3. Engagement in the supervision of individual CPE/PCE students
 4. Facilitation of CPE/PCE group seminars and related activities, and
 5. Integration of personal and supervisory identity
- Ability to integrate theological reflection, spiritual and educational assessment, and the safe and effective use of self in the supervision of spiritual care and/or psycho-spiritual therapy students
- New knowledge pertaining to spiritual care and psycho-spiritual therapy supervision

LENGTH OF PROGRAM

Students taking a full course load can complete the credited and non-credited requirements of the DMin program within four years (this applies to both the Core and SE Specialization streams). Most students complete the degree in five to six years. Students must complete all the requirements within seven years from the date on which they register in the program. Extensions beyond the seventh year are considered in exceptional circumstances (see Program Extensions policy).

ADMISSION REQUIREMENTS

1. Master's Degree in Theology/Spirituality/Religion (e.g. MDiv, MRE or MTS), or a Master's Degree in a related field with study in the areas of theology, religious history, and sacred texts (e.g. MSc plus additional courses). The additional courses must be completed before participating in the DMin program. (Grade Average minimum 72%-see Admissions Policy)
2. At least three years' experience in ministry (see definition)
3. Evidence of a capacity to integrate theory with practice (e.g. academic or published papers, completion of training as a Spiritual Director, Supervised Pastoral Education appointment to faith tradition committee/task forces, etc.)
4. Evidence of reflective capabilities that attend to spiritual values integrated into one's professional practice

Additional Requirements for Specialization in Supervisory Education applicants:

5. CASC/ACSS Certification as a Specialist
6. Letter from a CASC/ACSS Certified Supervisor-Educator stating willingness to supervise the applicant as a Provisional Supervisor-Educator (Note: St. Stephen's College will appoint the Certified Supervisor-Educator to the voluntary position of Faculty Advisor for the duration of the student's program.)

Interview: All potential DMin applicants will attend an admission interview as part of the application process. Intake interviews will reflect on the applicant's learning goals and determine the applicant's appropriateness for

admission to the DMin program. For those in the Supervisory Education Specialization: a CASC/ACSS Regional Admitting Committee (RAC) review process is also required; this is distinct and separate, and results in approval for the applicant to learn at the supervisory level. A person in this Specialization can be admitted to the DMin program but cannot complete Foundational Practicum SE2 without RAC approval.

Inquiries: Persons interested in the DMin program are welcome to make inquiries throughout the year. Prospective students without the necessary prerequisites in theology are encouraged to seek contact early and may be able to take courses to meet their needs during the months preceding their application.

Application deadlines: In order to participate in the Integrative Seminar of a given year applicants must submit their completed applications to the College no later than February 1 for Canadian and Permanent Resident applicants and November 1 for international applicants.

Orientation and First Year Core Courses: First year students are encouraged to register for the St. Stephen's College Orientation Day. It is expected that first year students will enroll in the core courses which immediately follow: Integrative Seminar 1 and SSC771. Both are residential courses.

Foundational Courses: Foundational courses are to be selected in consultation with the student's Faculty Advisor, and approved by the DMin Department Chair.

DOCTOR OF MINISTRY PROGRAM REQUIREMENTS

33 Credits	DMin (Core Program) Learning Process	33 Credits	DMin (Specialization in Supervisory Education) Learning Process
	YEAR ONE		YEAR ONE
0	Orientation Day (recommended) Learning Covenant Formation	0	Orientation Day (recommended) Learning Covenant Formation
3	Integrative Seminar 1	3	Integrative Seminar 1
3	Course: Inquiry, Research, and Evaluation SSC771	3	Course: Inquiry, Research, and Evaluation (SSC771)
1.5	DMin Online Collegium 1	1.5	DMin Online Collegium 1
3	Foundational Course 1: Religious/Spiritual/Theological Foundations (relevant to dissertation focus)	3	Foundational Course SE1: Religious/Spiritual/Theological Foundations /Psychological/Systems Foundations for Supervisory learning [CASC/ACSS Standards refer to this as “a graduate credit course in Adult Education or Supervision Theory”]
3	Foundational Course 2: Learner’s Focus of Expertise	1.5	Program Approval Documentation (Part 1): Co-write with Certified Supervisor-Educator (CSE) a program approval prior to offering the first course of supervision as a Provisional Supervisor-Educator (PSE) in either Spiritual Care or Psycho-Spiritual Therapy.
		1	Foundational Practicum SE2: Completion of first CASC/ACSS CPE/PCE course as a PSE [i.e. co-plan and co-implement a Spiritual Care or Psycho-Spiritual Therapy Education Program while working under the supervision of a qualified CASC/ACSS CSE in order to learn the art and craft of SPE supervision]. Co-requisites before credit is assigned: (1) Completion of Foundational Course SE1, (2) Provision of a letter from CASC/ACSS CSE/Faculty Advisor verifying that student has completed Regional Admitting Committee approval.
	YEAR TWO		YEAR TWO
3	Integrative Seminar 2	3	Integrative Seminar 2
1.5	DMin Online Collegium 2	1.5	DMin Online Collegium 2
0	Project Vision (Preliminary Project Proposal)	1	Completion of second CASC/ACSS CPE/PCE course as a PSE [with both ongoing CASC/ACSS supervision, and increased course responsibility and self-directed functioning].
3	Foundational Course 3: Methodologies for Knowledge Generation (Program Evaluation/Research)	3	Foundational Course SE3: Methodologies for Knowledge Generation (Program Evaluation/Research)
		1	Provision of evidence of having (1) completed the CASC/ACSS Learning Module on “Supervising Advanced Students and Provisional Supervisor-Educators in SPE Training” (a letter or copy of certificate of completion), and (2) participated in a peer group of provisional supervisors over the course of one’s two PSE courses (letter from CASC/ACSS Certified Supervisor-Educator/Faculty Advisor).
		1.5	Program Approval Documentation (Part 2): Prepares an update of the program approval document developed prior to first PSE course, including submission to and approval by the CASC/ACSS Accreditation Committee.
	YEAR THREE		YEAR THREE
3	Integrative Seminar 3	3	Integrative Seminar 3
3	Integrative Paper (when IP approved, student granted full time status)	2	Preparation of Materials for and evidence of Certification as a Supervisor-Educator (in either Spiritual Care or Psycho-Spiritual Therapy). A letter or copy of certificate from CASC/ACSS is required stating that student has achieved CASC/ACSS Certification.
3	Project Proposal, Ethics Review, Project Design	1	Satisfactory Completion of Post-Certification Mentoring course following certification as a Supervisor-Educator (as evidenced by a letter from the mentoring Certified Supervisor-Educator).
3	Supervised Pilot Project		
	YEAR FOUR & FORWARD		YEAR FOUR & FORWARD
0	Optional participation in additional Integrative Seminars/Online Collegiums (with instructor permission)	0	Optional participation in additional Integrative Seminars/Online Collegiums (with instructor permission)
0	Completion of Dissertation (150-200 pages) and Public Presentation of Project Research on Convocation day	3	Project Proposal, Ethics Review, Project Design
		0	Completion of Dissertation (150-200 pages) and Public Presentation of Project Research on Convocation day

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 reading 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 13 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 offered in that format follow a uniform model embodying recommended distance education principles. Some online courses are designed for collaborative online learning projects. Online courses use the eClass/Moodle format, hosted through the University of Alberta website.

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. Students are able to arrange independent study courses that examine topics/content that is unique, however approval of independent studies courses is normally given only to topics/content that is not covered in existing St. Stephen's College course offerings. Independent Studies are restricted to students enrolled in a degree, diploma or certificate program at St. Stephen's College, and must not involve research with human subjects.

Guidelines and application forms for St. Stephen's independent study courses are available from St. Stephen's Registrar's Office, or from our website <https://www.ualberta.ca/st-stephens/st-stephens-programs/files-cabinet/student-files> and may be arranged at the doctoral, master's or undergraduate levels. A small sampling of Independent Study courses arranged in the past is below:

- 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
- Readings in Contemporary Psychotherapy
- Self-Psychology and Spirituality
- Theology and the Arts

APPLIED PRACTICE

Abnormal Psychology
 Art Therapy Fundamentals
 Art Therapy Studio (all sub-headings)
 Art Therapy Studio Skills
 Basic Psychotherapy Skills
 Capstone Project in Psychotherapy
 Capstone Project in Psychotherapy (Art Therapy)
 Clinical Supervision of Counselling Therapists: Cultural, Artful and Spiritual Intersections
 Counselling Practicum
 Counselling Practicum (Art Therapy)
 Group Counselling: Process, Theories and Strategies
 Intro to Art Therapy
 Intro to Art Therapy: Historical & Theoretical Foundations
 Intro to Drama Therapy
 Intro to Music Therapy
 Intro to Psychotherapy and Spirituality
 Life Span Development
 Metaphor in the Arts and Spirituality
 Mindfulness in Education and the Workplace
 Professional Ethics for Psychotherapy/Spiritual Care
 Professional Issues in Art Therapy: Group, Family, and Diversity
 Psychotherapy and Spirituality: An Introduction
 Special Topics: Expressive Arts Therapy
 Special Topics in Art Therapy: Children & Adolescents
 Special Topics in Art Therapy: Cross-cultural Art Therapy with Newcomers to Canada and in International Development
 Special Topics in Art Therapy: Loss and Grief
 Special Topics in Counselling/Psychotherapy
 Special Topics in Counselling/Psychotherapy: Cross-Cultural Counselling with Newcomers to Canada and in International Development
 Special Topics in Counselling/Psychotherapy: Eating Disorders
 Special Topics in Counselling/Psychotherapy: Foundational Knowledge for Trauma-informed Care
 Special Topics in Counselling/Psychotherapy: Grief and Loss Across the Lifespan
 Spiritual Assessment in the Promotion of Health
 Spirituality: From Contemplation to Action
 Spiritually-Informed Developmental Psychology
 Systems Psychotherapy Skills
 Supervised Pastoral Education Course-Based CPE Practicum
 Theological Reflection in Professional Practice: An Introduction
 Theories and Art Therapy Studio Training Group (I/II)
 Theories of Counselling and Psychotherapy

ARTS AND THEOLOGY

Art Therapy Fundamentals
 Art Therapy Studio: Aesthetics of Devotion (I/II)
 Art Therapy Studio and All That Jazz (I/II)
 Art Therapy Studio: Art Therapy in Community-Supporting Wellness, Resilience and Action through Making Art
 Art Therapy Studio: A Language Older than Words
 Art Therapy Studio: Beauty-A Healing Force
 Art Therapy Studio: Discovering Deep Play
 Art Therapy Studio: Embodied Imagery
 Art Therapy Studio: Introspection and Contemplation in the Arts (I/II)
 Art Therapy Studio: Painting with Soul
 Art Therapy Studio: Recovering Delight
 Art Therapy Studio Skills
 Art Therapy Studio: The Mystic and the Artist (I/II)
 Contemplation and the Arts
 Clinical Supervision of Counselling Therapists: Cultural, Artful and Spiritual Intersections
 Intro to Art Therapy: Historical & Theoretical Foundations
 Intro to Drama Therapy
 Intro to Music Therapy
 Metaphor in the Arts and Spirituality
 Mindfulness in Education and the Workplace
 Pop Culture and Theology
 Professional Issues in Art Therapy: Group, Family, and Diversity
 Special Topics: Expressive Arts Therapy
 Special Topics in Art Therapy: Children & Adolescents
 Special Topics in Art Therapy: Cross-cultural Art Therapy with Newcomers to Canada and in International Development
 Special Topics in Art Therapy: Loss and Grief
 Theories and Art Therapy Studio Training Group (I/II)

ETHICS

Introduction to Ethics
 Pathways to Wholeness: Wisdom from the Desert, the Mountain, and the Cosmos
 Professional Ethics for Psychotherapy/Spiritual Care

METHODOLOGY

Academic Writing
 Academic Skills: Writing, Research and Presenting
 Inquiry, Research and Evaluation
 Research Methods and Methodologies
 Thesis Collegium

RELIGIOUS DIVERSITY

Diversity in Faith and Culture
Fortune Telling and the Predictive Arts
Pathways to Wholeness: Wisdom from the Desert, the Mountain, and the Cosmos
Special Topics: African Religion
Special Topics in Diversity
Special Topics in Diversity: The Genesis of Hate and the Trauma of Genocide-The Rwandan Context

SACRED HISTORY

Diversity in Faith and Culture
Fortune Telling and the Predictive Arts
Introduction to Church History
Pathways to Wholeness: Wisdom from the Desert, the Mountain, and the Cosmos
Sensing Spirit in a Secular Age
Special Topics: African Religion
Women and Religion: Women in the Hebrew Bible

SACRED TEXT

Special Topics in Christian Scriptures
Special Topics in Christian Scriptures: Gender and Sexuality in Christian Scriptures
Special Topics in Hebrew Scriptures
Hebrew Scripture Basics
Introduction to Christian Scriptures
Introduction to Hebrew Scriptures
Scripture as Story
Women and Religion: Women in the Hebrew Bible

SPIRITUALITY

Contemplation and the Arts
Diversity in Faith and Culture
Fortune Telling and the Predictive Arts
Intro to Psychotherapy and Spirituality
Metaphor in the Arts and Spirituality
Mindfulness in Education and the Workplace
Psychotherapy and Spirituality: An Introduction
Questioning Faith: Thinking About God
Sensing Spirit in a Secular Age
Special Topics: Spirituality: From Contemplation to Action
Spirituality: From Contemplation to Action

THEOLOGY

Diversity in Faith and Culture
Independent Study
Introduction to Theology
Pathways to Wholeness: Wisdom from the Desert, the Mountain, and the Cosmos
Pop Culture and Theology
Sensing Spirit in a Secular Age
Special Topics: African Religion
Special Topics in Diversity: The Genesis of Hate and the Trauma of Genocide-The Rwandan Context
Special Topics in Theology
Special Topics in Theology: Religions and the Environment
Spirituality: From Contemplation to Action
Theological Reflection in Professional Practice: An Introduction

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. Maximum enrollment: 16.

ACADEMIC SKILLS: WRITING, RESEARCH AND PRESENTING [SS074V]

ONLINE COURSE

This non-credit, online, graduate level course will support you in understanding and developing fundamental academic skills in writing, researching, and presenting your work. The goal of this course is to develop proficiency in a variety of areas including: understanding the research process, conducting academic research, reading research, integrating research into literature reviews, applying a style, and presenting your work in a variety of academic ways. Ongoing feedback will address developing these fundamental skills and explore ways to strengthen your academic work. The course requires continuous and focused participation from the start: students will complete four modules of work across a defined time span and are expected to participate online throughout the course. It is recommended that MPS students take this course in their first year.

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 or APA), academic form, grammar, and methods of literature review and integration. Feedback will address developing a personal writing style within an academic context. The course requires ongoing participation from the start: using a "workshop" model, assignments are written, submitted, critiqued, and rewritten with ongoing feedback from other students and from the instructor. Each student is required to attend an individual consultation with the instructor early in the course (in person or by telephone). All components of the course must be completed in a timely manner for a passing grade to be achieved. **MTS students are required to take this course in the first year.** This course is graded on a pass/fail basis; a final grade of S (satisfactory) or F (failure) will be assigned. Minimum enrollment: 6, maximum enrollment: 16.

ART THERAPY FUNDAMENTALS [CH RTP321]

SEMESTER COURSE – UALBERTA CREDIT

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. Maximum enrollment: 18.

ART THERAPY STUDIO: ART THERAPY IN COMMUNITY – SUPPORTING WELLNESS, RESILIENCE AND ACTION THROUGH MAKING ART [ARTST5897]

INTENSIVE COURSE

There is a growing movement of art therapists, locally and globally, who work alongside others to create spaces for art making in community. These spaces are opening up in various places where people gather: community agencies, churches, store-fronts, food banks, libraries, parks and so on. Informed by art therapy theories and practices, community-based art therapists offer their perspectives and skills along with an openness to learning with and from others, for the benefit of participants and their communities. This course will introduce student-participants to the history and current developments in art therapy in community. Topics will include participatory practices and relational aesthetics; power and identities; art therapy informed practices, including perspectives, skills, limitations and ethics; possibilities and challenges of community art therapy; and working from a spiritually informed perspective. The course will be of interest to practicing art therapists, art therapy students, educators and others interested in community art therapy. Studio art courses are graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned. Maximum enrollment: 18. Materials Fee \$40.

ART THERAPY STUDIO: PAINTING WITH SOUL [ARTST5857]

INTENSIVE COURSE

The objective of Art Therapy Studio courses is the development of studio skills for Art Therapy practice. This course addresses painting in a manner that requires artistic contemplation, reflective inquiry and exploring "inside out" through painting. The creative exercises elicit experiences that inspire students to move through blocks. The students will access painting through several modalities such as dance/movement, music, readings, poetry and nature. Personal experiences in painting with soul will be encouraged through the act of painting. The course will explore various paint media. 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 \$40.

ART THERAPY STUDIO SKILLS [ARTST5887]
SEMESTER COURSE

This studio-based course will provide further grounding to the art therapy student and practitioner in studio work. Students will have the opportunity to develop their knowledge of materials and artistic processes while developing a deepening familiarity with personal imagery and symbolism. Traditional and non-traditional media and art therapy-directives will be explored. This course will be beneficial to students and practitioners looking to engage with the art therapy process over a longer time span than normally afforded by the week-long intensives. This course will consist of seven, five-hour sessions. Maximum enrollment: 16. Materials fee \$40.

BASIC PSYCHOTHERAPY SKILLS [PPSYC585]
INTENSIVE COURSE

■Prerequisite: Enrolled in a Department of Psychotherapy and Spirituality degree/ diploma/ certificate program, or instructor permission.

This 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. [Not open to students with credit in Counselling Skills PPSYC585.]

CAPSTONE PROJECT IN PSYCHOTHERAPY [PPSYC5892]

CLASSROOM and ONLINE COURSE (SIX-MONTH SUPERVISORY SESSION)

■Prerequisites: Enrollment in MPS, and completion of: 13 MPS credit courses (including PPSYC584V *Theories of Counselling and Psychotherapy*, SSC5710 *Inquiry, Research and Evaluation* or SS571V *Research Methods and Methodologies*), 250 direct client practicum hours, 35 personal therapy hours, and 'Thesis or Capstone' Seminar. Students who are close to meeting prerequisites may apply through Registrar's Office; Instructor may grant permission.

At or near the end of their program, MPS students have the option of completing a 9-credit capstone project instead of a thesis. The project should be an investigation of an issue relevant to professional practice that arrives at a practical conclusion. It must be grounded in the field of psychotherapy. The project must not involve research as defined by the *Tri-Council Policy Statement on Research Involving Humans*. The capstone project is intended to prepare students for professional practice and is carried out under the guidance of the course instructor who will assist students with identifying a topic, deciding on the form, and writing-up of the project. This course is graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned. Students must attend the 'Thesis or Capstone' seminar (non-credit, half-day) prior to registering. Students meeting the pre-requisites register and pay a 9-credit course fee. [Students re-

taking this course pay tuition equivalent to 6 credits if they did not receive a refund for the previous session.]

CAPSTONE PROJECT IN PSYCHOTHERAPY (ART THERAPY) [PPSYC5893]

CLASSROOM and ONLINE COURSE (SIX-MONTH SUPERVISORY SESSION)

■Prerequisites: Enrollment in MPS-AT or PMATD program. Prerequisites for MPS-AT students only: completion of 18 MPS-AT credit courses (including PPSYC584V *Theories of Counselling and Psychotherapy*, PPSYC5881 *Art Therapy History and Theoretical Foundations*, SSC5710 *Inquiry, Research and Evaluation* or SS571V *Research Methods and Methodologies*), 300 direct client practicum hours, 35 personal therapy hours, and 'Thesis or Capstone' Seminar. Students who are close to meeting prerequisites may apply through Registrar's Office; Instructor may grant permission.

At or near the end of their program, MPS-AT students have the option of completing a 9-credit capstone project instead of a thesis. The project should be an investigation of an issue relevant to professional practice that arrives at a practical conclusion. It must be grounded in the field of art therapy/psychotherapy. The project must not involve research as defined by the *Tri-Council Policy Statement on Research Involving Humans*. The capstone project is intended to prepare students for professional practice in the field of art therapy and is carried out under the guidance of the course instructor who will assist students with identifying a topic, deciding on the form, and writing-up of the project. PMATD students may complete a capstone project as extra to their Certificate requirements; this project may impact on some of their future professional registration interests and requirements, where a capstone or thesis in Art Therapy/Counselling is required. This course is graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned. Students must attend the 'Thesis or Capstone' seminar (non-credit, half-day) prior to registering. Students meeting the pre-requisites register and pay a 9-credit course fee. [Students re-taking this course pay tuition equivalent to 6 credits if they did not receive a refund for the previous session.]

CLINICAL SUPERVISION OF COUNSELLING THERAPISTS: CULTURAL, ARTFUL AND SPIRITUAL INTERSECTIONS [PPSYC590V]

■Prerequisite: Completion of Master's degree or permission of the instructor.

This course will provide post-graduate level students with the theoretical and applied knowledge necessary to provide clinical supervision to counselling therapists. This course might be suitable to meet registration or regulatory requirements. Please check with your certification or licensing body.

CONTEMPLATION AND THE ARTS [CH RTP311]

SEMESTER COURSE – UALBERTA CREDIT

Explores how the Sacred is experienced and expressed through the visual arts, music and dance.

COUNSELLING PRACTICUM [PPSYC5870]

CLASSROOM and ONLINE COURSE

■Prerequisite: Enrollment in MPS

■Prerequisites:

PPSYC581 Intro Psychotherapy and Spirituality

PPSYC583 Professional Ethics

PPSYC585 Basic Psychotherapy Skills

PPSYC584V Theories of Counselling and Psychotherapy

Students may not engage in a practicum prior to commencing this course. Potential practicum placements are identified for students in consultation with the Department Chair or designate as part of their advising sessions prior to the course beginning. Often interviews are conducted and placements secured months prior to the first day of class.

This 6-credit practicum course consists of 600 hours in total, *300 of which are direct client contact, plus 60 hours of clinical supervision. The practicum placements may be at two or more sites, and should be arranged so as to meet the student's desired Professional Association membership requirements. The practicum course will begin with five days of instruction on-site at the College, followed by monthly engagement in online topic-based modules over the course of one year. At the conclusion of the first 150 hours, students will write a process report that reflects on their clinical work with a specific client. At the conclusion of the final 150 hours, students will write an integrative paper. After successful completion of all practicum coursework (including practicum hours and supervision) students will be credited with 25 clinical supervision hours for this course. Students must complete all 300 direct client contact practicum hours within two years of course start date; if hours are not completed by that date, students may be required, at the discretion of the Department Chair or designate, to re-enroll in the Counselling Practicum course (both intensive and online) on an audit basis. Practicum supervisors for MPS students are approved and appointed by the College. Counselling experience a student may have obtained prior to entrance into the program will not be considered or count toward practicum hours. To fulfill the Program co-requisite of personal therapy, relationship with a therapist must be established no later than the start of this course. A current criminal record check may be required by sites providing clinical practice (see Criminal Records Check policy). *More hours may be required in cases where a student fails a practicum experience, at discretion of Department Chair or designate. Students can receive no more than one fail in their performance in a practicum. A practicum placement is considered to be failed when a grade of unsatisfactory is assigned by the clinical supervisor in any of these categories: (1) supervision, (2) counselling skills, (3) professional conduct. If a second practicum receives a failing grade in any of the three categories named above, the student will receive a failing grade in the Counselling Practicum course. This will mean the student will be unable to complete the degree requirements. This course is graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned.

COUNSELLING PRACTICUM (ART THERAPY) [PPSYC5878]

CLASSROOM and ONLINE COURSE

■Prerequisite: Enrollment in MPS-AT or PMATD

■Prerequisites:

PPSYC581 Intro Psychotherapy and Spirituality

PPSYC583 Professional Ethics

PPSYC585 Basic Psychotherapy Skills

PPSYC5841 Intro Art Therapy or CH RTP521 Art Therapy

PPSYC5830 Theories/Art Therapy Studio Training Group I

PPSYC584V Theories of Counselling and Psychotherapy

Students may not engage in a practicum prior to commencing this course. Potential practicum placements are identified for students in consultation with the Department Chair or designate as part of their advising sessions prior to the course beginning. Often interviews are conducted and placements secured months prior to the first day of class.

This 6-credit practicum course consists of 700 hours in total, *350 of which are direct client contact, plus 60 hours of clinical supervision. The practicum placements may be at two or more sites, and should be arranged so as to meet the student's desired Professional Association membership requirements. The practicum course will begin with five days of instruction on-site at the College, followed by monthly engagement in online topic-based modules over the course of one year. At the conclusion of the first 175 hours, students will write a process report that reflects on their clinical work with a specific client. At the conclusion of the final 175 hours, students will write an integrative paper. After successful completion of all practicum coursework (including practicum hours and supervision) students will be credited with 25 clinical supervision hours for this course. Students must complete all 350 direct client contact practicum hours within two years of course start date; if hours are not completed by that date, students may be required, at the discretion of the Department Chair or designate, to re-enroll in the Counselling Practicum course (both intensive and online) on an audit basis. Practicum supervisors for AT students are approved and appointed by the College. Counselling experience a student may have obtained prior to entrance into the program will not be considered or count toward, practicum hours. To fulfill the Program co-requisite of personal therapy, a relationship with a therapist must be established no later than the start of this course. A current criminal record check may be required by sites providing clinical practice (see Criminal Records Check policy). *More hours may be required in cases where student fails a practicum experience, at discretion of Department Chair or designate. Students can receive no more than one fail in their performance in a practicum. A practicum placement is considered to be failed when a grade of "Unsatisfactory" is assigned by the Clinical Supervisor in any of these categories: (1) Supervision, (2) Counselling Skills, (3) Professional Conduct. If a second practicum receives a failing grade in any of the three categories named above, the student will receive a failing grade in the Counselling Practicum course. This will mean the student will be unable to complete the degree requirements. This course is graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned.

NOTE: Clinical supervision requirements for AT students must be discussed with the Department Chair or designate prior to registering for PPSYC5878 so that art therapy students are aware of the specific requirements for clinical supervision (individual and group) in their practicum placements.

DIVERSITY IN 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. This course seeks to enable increased awareness, knowledge, skill and authentic relating across diverse faiths and cultures. [Not open to students with credit in *SSC547 Special Topics in Diversity: Faith and Culture*]

DMin INTEGRATIVE SEMINAR [SSC7320]

INTENSIVE COURSE

■Prerequisite: Enrollment in DMin Program

This 5-day 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. Reading preparation may include texts 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.

DMin ONLINE COLLEGIUM [SSC7320V]

ONLINE COLLEGIUM

■Prerequisite: SSC7320 and enrollment in DMin Program, or permission of Department Chair

This online collegium begins in September. It involves discussions and participation for an eight-month period and participation is required on an at least bi-weekly basis, in a way that indicates in-depth engagement with the student's learning process and with peers. This 1.5

credit collegium is graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned.

GROUP COUNSELLING: PROCESS, THEORIES AND STRATEGIES [PPSYC5834]

INTENSIVE COURSE

■Prerequisite: Enrolled in a Department of Psychotherapy and Spirituality degree/ diploma/ certificate program, or instructor permission.

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.

INDEPENDENT STUDY [CH RTP411/CH RTP511]

SEMESTER COURSE – UALBERTA CREDIT

Directed reading or research in a chosen area of theology.

INDEPENDENT STUDY [SSC5____]

EIGHT MONTH TERM

Directed reading or research project in a chosen area: applied practice, arts and theology, ethics, methodology, sacred history, sacred text, spirituality or theology.

INQUIRY, RESEARCH AND EVALUATION [SSC5710/771]

INTENSIVE COURSE

■Prerequisite: Enrollment in a St. Stephen's College graduate program, or permission of instructor.

Generating knowledge through research is a graduate studies expectation. Graduate students bring to their research development not only cultural perspectives but also worldview, paradigm and theological assumptions. What are these subtle shapers? This course will draw on worldview, research paradigm, methodology and theological and spiritual ideas, concepts, and values to illustrate their influence on how the researcher questions, discerns, explores, gathers knowledge, works with findings and communicates results. Choosing a research method with greater awareness of the implicit forces that attract one to particular ideas, schools of thought, and approaches to inquiry can empower as well as impassion a researcher.

INTRODUCTION TO ART THERAPY [CH RTP521]

SEMESTER COURSE – UALBERTA CREDIT

Introduction to the theory and practice of art therapy; work within a spiritually-informed approach is explored. Maximum enrollment: 18. Materials fee \$40.

INTRODUCTION TO ART THERAPY: HISTORICAL AND THEORETICAL FOUNDATIONS [PPSYC5841]

INTENSIVE COURSE

Art Psychotherapy brings the areas of creativity, spirituality and healing together. This graduate-level course brings you into the Art Therapy studio for both experiential and theoretical learning around the traditions, theoretical approaches, ethics and history of Art Therapy. Students will be introduced to the spontaneous art therapy approach and have the opportunity to explore directed clinical interventions pertaining to varied populations. The course is intended for self and professional development. This course will be of interest to those studying and working in mental health, spiritual care, counselling, nursing, fine arts and education. Group and individual work, lecture format, readings and assignments integrate course materials in the area of spirituality, psychotherapy, art therapy theory and practice. This course is a requirement in the MPS-AT Program. No art experience required. *[Not recommended for students with credit in Intro to Art Therapy: The Artful-Spiritual Connection PPSYC5841]* Maximum enrollment: 18. Materials fee \$40.

INTRODUCTION TO CHRISTIAN SCRIPTURES

INTENSIVE COURSE SSC505

ONLINE COURSE SSC505V

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

In this introduction to the history of Christianity we will do two things by taking the history of the church more seriously than cultural historians normally do and taking culture more seriously than church historians normally do. First, we will explore how the various epochs of Christian history drew from the pallet of the Gospels an anchoring image of Jesus Christ (for example, "the Rabbi", "The King of Kings", "The Divine and Human Model", "The Poet of the Spirit", the "Liberator" and "The Man Who Belongs to the World") to shape and reshape the presence of the church within the culture(s) of the period. A wide variety of cultural creations, art, architecture, music, and writings will be drawn forth. Second, responding to recent historical studies that argue theology can no longer be written solely from the perspective of Jerusalem, Athens, Rome, Wittenberg and Canterbury, we will engage the reshaping of the tradition and the church that has emerged from Asia, Africa, Latin America and various other indigenous communities of faith. Our thinking will endeavor to hold together themes of continuity and change and explore what is meant by the doctrine of the Church, the Ecclesia, in all its dynamism.

INTRODUCTION TO DRAMA THERAPY [CH RTP382]

SEMESTER COURSE – UALBERTA CREDIT

Explores the role of drama therapy in health and spirituality: masks, puppets, theatre games, improvisation, role-play, playback theatre, and psychodrama in various therapeutic settings.

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 readings, case studies and projects. Lectures and discussion will be directed toward a formulation of a faith-based understanding of ethical decision making.

INTRODUCTION TO HEBREW SCRIPTURES

INTENSIVE COURSE SSC501

ONLINE COURSE SSC501V

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 MUSIC THERAPY [CH RTP381]

SEMESTER COURSE – UALBERTA CREDIT

Introduction to the discipline of music therapy: physical, mental, social, emotional, and spiritual applications of music.

INTRODUCTION TO PSYCHOTHERAPY AND SPIRITUALITY [PPSYC581]

INTENSIVE COURSE

This course will offer an overview of the theory and practice of psychotherapy and spirituality. It will provide a foundational perspective on spiritually-integrated psychotherapy and will form a background for further learning related to clinical practice in the fields of counselling, psychotherapy, art therapy, pastoral counselling, and spiritual care. Attention will be paid to ways in which students' life experiences cross paths with their faith experiences (be these formal or informal) and generate understandings about theological themes and spiritual practices that can have an impact on therapeutic work in psychotherapeutic settings. The course will utilize not only theoretical material but also group discussions, personal reflection, and basic studio art activities to provide a variety of learning modalities. Students will be expected to engage in all facets of the learning experience. This is a pre-requisite for Counselling Practicum. Max. enrollment: 20.

INTRODUCTION TO THEOLOGY: WISDOM AND INTERRELIGIOUS THEOLOGY [SSC511]

INTENSIVE COURSE

In an age of social and religious polarization and environmental degradation what contribution can theology make to personal, social and global healing and transformation? In this course, we will form a community of learning to examine this question using the model of interreligious theology as a vehicle for seeking truth about ultimate reality, the world, and the human condition from the different perspectives of the world's wisdom traditions.

PROFESSIONAL ISSUES IN ART THERAPY: GROUP, FAMILY, AND DIVERSITY [PPSYC5880]

INTENSIVE COURSE

■Prerequisite: PPSYC5841 Intro to Art Therapy, and enrollment in MPS-AT or PMATD

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. [Not normally open to students with credit in *Issues of Professional Practice/Intervention in Art Therapy II PPSYC5880*]. Maximum enrollment: 18. Materials fee \$40.

LIFE SPAN DEVELOPMENT [PPSYC587]

INTENSIVE COURSE

■Prerequisite: Enrolled in a Department of Psychotherapy and Spirituality degree/ diploma/ certificate program, or instructor permission.

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. [Not open to students with credit in Life Span Psychology PPSYC587.]

METAPHOR IN THE ARTS AND SPIRITUALITY [CH RTP553]

SEMESTER COURSE – UALBERTA CREDIT

Maximum enrollment: 18.

MINDFULNESS IN EDUCATION AND THE WORKPLACE [CH RTP330]

SEMESTER COURSE – UALBERTA CREDIT

Explores contemplative/meditative practices that foster calm, concentration, and insight for teachers and other helping professionals.

ORIENTATION DAY

■Prerequisite: Enrollment in a St. Stephen's degree, diploma or certificate program

Orientation Day is an opportunity for new program students to be welcomed to the College community, and

to build relationships with fellow students. Students begin a process of reflection on their stories in a way that encourages a deeper understanding of self, including the interwoven aspects of spirituality. A portion of the day will be devoted to exploring the various programs more fully. Students are expected to register for Orientation Day (no fee) when they accept the offer of admittance to the program.

PATHWAYS TO WHOLENESS: WISDOM FROM THE DESERT, THE MOUNTAIN, AND THE COSMOS [SSC548/748]

INTENSIVE COURSE

■Prerequisite: Enrollment in Doctoral program, or permission of instructor.

The Eastern Christian tradition (from the Levant, through Greece, India and China, and, later the Slavic world) developed a theology of the spiritual life following the rise of Constantine. Rather than continue along the trajectory of an apologetic theology framed by the initial struggles over who would define the meaning of Jesus Christ as a revelation of the human nature, the East turned its attention to the pathways to salvation. The initial Greek concept, *soterios*, translated by the word "salvation," was used by the Apostles and the early Church Fathers and Spiritual Mothers to accent the human longing for "healing" and "rescue." A sophisticated understanding of what it means to be human (distinct from the Latin tradition of Christianity and modern perspectives including Freud and Marx), a diagnosis of how we lose our way and become captive of estrangement, an articulated pathway to the recovery of original blessing, of the journey from illumination, purification to deification developed both in theory and practice. This course will explore both the theory and practice of what has been a largely hidden Christian tradition. It will then bring this perspective into conversation with Jewish, Muslim, Hindu and Buddhist spiritual insight and practice.

POP CULTURE AND THEOLOGY [CH RTP315]

SEMESTER COURSE – UALBERTA CREDIT

Explores narratives found in movies, poetry, fiction, and graphic novels that echo lived experiences. [Formerly titled Exploring Faith and Fiction CH RTP315]

PROFESSIONAL ETHICS FOR 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.

PSYCHOTHERAPY AND SPIRITUALITY: AN INTRODUCTION [CHRTP383]

SEMESTER COURSE – UALBERTA CREDIT

An introduction to the theory and practice of psychotherapy, with emphasis on spirituality as an essential component of therapeutic care. Students will examine their personal worldviews, explore their emerging caregiver identities, and engage with contemporary challenges of integrating psychotherapy and spirituality. Maximum enrollment: 18.

QUESTIONING FAITH: THINKING ABOUT GOD [CHRTP312]

SEMESTER COURSE – UALBERTA CREDIT

Explores major questions of faith: God, Christ, humanity, evil, hope. This course provides insight into the Christian faith for all interested persons.

RESEARCH METHODS AND METHODOLOGIES [SSC571V]

ONLINE COURSE

This graduate level course is intended to support students in developing a general understanding of research. Emphasis will be placed on research literacy, understanding the research process, and developing a research proposal. Ethical issues arising in research will be explored.

SCRIPTURE AS STORY [CHRTP305]

SEMESTER COURSE – UALBERTA CREDIT

Explores how the elements of story employed by the Gospel writers and editors shaped their understanding of the person of Jesus and his followers.

SENSING SPIRIT IN A SECULAR AGE [SSC5215/7215]

INTENSIVE COURSE

“What does it mean to say that we live in a secular age?” This apparently simple question opens Charles Taylor’s book *A Secular Age*. While Taylor positions secularism as a defining feature of the modern world, he also casts light on the experience of transcendence that scientific explanations tend to neglect and religious traditions, old and new, widely respect. Are we able to talk meaningfully across these divides? Whose language shall we borrow? This course will explore some contemporary Canadian issues in light of Taylor’s insights.

SPECIAL TOPICS [CHRTP400]

AFRICAN RELIGION

SEMESTER COURSE – UALBERTA CREDIT

Discussion of topics relevant to theology, spiritual care, and/or creative arts therapies. Credit may be obtained for this course more than once.

This course introduces students to the traditional religion of Sub-Saharan Africa with the view to understand the historical development of the study of the religion, its underlying philosophy, rituals and the dynamics that give it resilience in its encounters with other religions and political ideologies external to the African environment. Against the background of the worldview of African people, the course explores the nature and characteristics of African religion, the

misconceptions of non-practitioners, the inherent cosmology of the religion and its value for its practitioners. The course also explores the future of African religion and its wider value in the era of global ecological change.

SPECIAL TOPICS [CHRTP400]

EXPRESSIVE ARTS THERAPY

SEMESTER COURSE – UALBERTA CREDIT

Discussion of topics relevant to theology, spiritual care, and/or creative arts therapies. Credit may be obtained for this course more than once.

This course will be of interest to those in the helping professions, mental health, and teachers. The course will introduce students to the theoretical therapeutic foundations and applied practice related to creative imagination combined with embodied experience. Students will be exposed to a variety of opportunities to externalize and communicate their internal worlds, and be encouraged to be receptive to sharing the same with others. Modalities include music, art, dance/movement, nature, drama, creative writing/poetry and play. Through hands-on experience, students will explore how personal development is supported through expressive arts therapy. An emphasis will be placed on exploration and integration of one’s own spirituality or theology – academically, personally and professionally.

SPECIAL TOPICS [CHRTP400]

FORTUNE TELLING AND THE PREDICTIVE ARTS

SEMESTER COURSE – UALBERTA CREDIT

Discussion of topics relevant to theology, spiritual care, and/or creative arts therapies. Credit may be obtained for this course more than once.

What exactly is bone divination, and where was it practiced? Who reads tea leaves and how are they supposed to work? What is the relation between astrology and astronomy and what is a ‘fashion horoscope’? In this class we will examine the history of divination across cultures, tracing the development of practices as they moved with various peoples and adapted to changing systems of knowledge.

SPECIAL TOPICS IN ART THERAPY [PPSYC5890]

CHILDREN AND ADOLESCENTS

INTENSIVE COURSE

■Prerequisite: PPSYC5841 Intro to Art Therapy, and enrolled in MPS-AT/PMATD, or instructor permission. Discussion of topics relevant to the art therapy discipline. Special topics may include application of art therapy with different populations.

This course will focus 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. Max.: 18. Materials fee \$40.

**SPECIAL TOPICS IN ART THERAPY [PPSYC5890]
CROSS-CULTURAL ART THERAPY WITH
NEWCOMERS TO CANADA AND IN
INTERNATIONAL DEVELOPMENT
INTENSIVE COURSE**

■Prerequisite: PPSYC5841 Intro to Art Therapy, and enrolled in MPS-AT/PMATD, or instructor permission.

Discussion of topics relevant to the art therapy discipline. Special topics may include application of art therapy with different populations.

This course engages students in exploring contemporary, historical, and theoretical knowledge regarding cross-cultural art therapy practices to build practical skills to work with newcomer populations to Canada, such as refugees and immigrants, and within international development contexts. Practical competencies include ethics, cultural humility, and art therapy program design. This course will help students prepare for practicing art therapy in an international environment with cultural humility and anti-oppressive practices by building reflexive self-awareness through studio art experientials, readings, and discussions. Based on a dialectic learning model, the course will include a range of learning modalities, including: experiential work, group discussions and presentations. Max. enrollment: 18. Materials fee \$40.

**SPECIAL TOPICS IN ART THERAPY [PPSYC5890]
LOSS AND GRIEF
INTENSIVE COURSE**

■Prerequisite: PPSYC5841 Intro to Art Therapy, and enrolled in MPS-AT/PMATD, or instructor permission.

Discussion of topics relevant to the art therapy discipline. Special topics may include application of art therapy with different populations.

The experience of loss and grief often lies too deep for words. Attending to loss and grief with an art therapy approach provides individuals across the lifespan another means for expression and helps create conditions that encourage healing and growth. This course will include lecture and discussion as well as experiential learning to assist in the development of clinical skills in art therapy related to bereavement. There will be an opportunity for personal process work and self-reflection about one's own personal encounters with loss and grief. Learnings will include a critique of the dominant 20th century model of the grief process, exploration of more contemporary theories, and consideration of developmental perspectives. Max. enrollment: 18. Materials fee \$40.

**SPECIAL TOPICS IN CHRISTIAN SCRIPTURES
[SSC5027]
GENDER AND SEXUALITY IN CHRISTIAN
SCRIPTURES
INTENSIVE COURSE**

■Prerequisite: SSC505/SS505V or permission of instructor

Advanced discussion of texts and/or themes in the Christian Scriptures. Topics vary. Credit may be obtained for SSC5027 more than once.

This course will introduce students to the voices, conversations, questions, and critiques in feminist and queer biblical interpretation. Students will spend a day

on both foundational and contemporary scholarship in each tradition and will be encouraged to reflect on the significance of these readings for their own particular area of faith and work. Each day will include time for in-depth discussion on a central shared reading(s); time for a round-table conversation in which students will have read different texts engaged in the same conversation or responding to a similar issue; and time for personal and creative reflection on the day's material. At the end of the week, students will be asked to present a critical reflection on an article from the week's readings in the light of both the week as a whole and their own personal context.

**SPECIAL TOPICS IN COUNSELLING/
PSYCHOTHERAPY [PPSYC5898]
INTENSIVE COURSE**

■Prerequisite: PPSYC581 Intro to Psychotherapy and Spirituality and enrolled in a Department of Psychotherapy and Spirituality degree/ diploma/ certificate program, or instructor permission.

Discussion of topics relevant to the counselling discipline. Special topics may include application of counselling with different populations.

**SPECIAL TOPICS IN COUNSELLING/
PSYCHOTHERAPY [PPSYC5898]
CROSS-CULTURAL COUNSELLING WITH
NEWCOMERS TO CANADA AND IN
INTERNATIONAL DEVELOPMENT
INTENSIVE COURSE**

■Prerequisite: PPSYC581 Intro to Psychotherapy and Spirituality and enrolled in a Department of Psychotherapy and Spirituality degree/ diploma/ certificate program, or instructor permission.

Discussion of topics relevant to the counselling discipline. Special topics may include application of counselling with different populations.

This course engages students in exploring contemporary, historical, and theoretical knowledge regarding cross-cultural counselling practices to build practical skills to work with newcomer populations to Canada, such as refugees and immigrants, and within international development contexts. Practical competencies include ethics, cultural humility, and art therapy program design. This course will help students prepare for practicing in an international environment with cultural humility and anti-oppressive practices by building reflexive self-awareness. Based on a dialectic learning model, the course will include a range of learning modalities, including: experiential work, group discussions and presentations. Max. enrollment: 18. Materials fee \$40.

**SPECIAL TOPICS IN COUNSELLING/
PSYCHOTHERAPY [PPSYC5898]
EATING DISORDERS
INTENSIVE COURSE**

■ Prerequisite: PPSYC581 Intro to Psychotherapy and Spirituality, PPSYC5869 Systems Psychotherapy Skills, and enrolled in a Department of Psychotherapy and Spirituality degree/ diploma/ certificate program, or instructor permission.

Discussion of topics relevant to the counselling discipline. Special topics may include application of counselling with different populations.

This course will explore the development, treatment, and nature of eating disorders, across the lifespan. Students will become familiar with the current DSM categorization of eating disorders as well as the trans-diagnostic model. Emphasis will be placed on understanding the deeper underlying functions of eating disorder symptoms. This course will combine conceptual knowledge and experiential integration of evidence-based treatment interventions for adolescents and adults and families.

**SPECIAL TOPICS IN COUNSELLING/
PSYCHOTHERAPY [PPSYC5898V]
FOUNDATIONAL KNOWLEDGE FOR TRAUMA-
INFORMED CARE**

ONLINE COURSE

■Prerequisites: PPSYC581 Intro to Psychotherapy and Spirituality, PPSYC5896 Spiritually-Informed Developmental Psychology or PPSYC587 Life Span Development, and enrolled in a Department of Psychotherapy and Spirituality degree/ diploma/ certificate program, or instructor permission.

Discussion of topics relevant to the counselling discipline. Special topics may include application of counselling with different populations.

Trauma-informed care is rapidly becoming the norm across contexts, and is increasingly becoming recognized as best practice in the counselling and psychotherapy fields specifically, and across health and education more broadly. This course is not intended to train students in comprehensive treatment models; rather it is meant provide foundational theoretical knowledge in the history of trauma research and treatment. The course will also look at theoretical underpinnings of several contemporary treatment models.

**SPECIAL TOPICS IN COUNSELLING/
PSYCHOTHERAPY [PPSYC5898]
GRIEF AND LOSS ACROSS THE LIFESPAN**

INTENSIVE COURSE

■Prerequisite: PPSYC581 Intro to Psychotherapy and Spirituality and enrolled in a Department of Psychotherapy and Spirituality degree/ diploma/ certificate program, or instructor permission.

Discussion of topics relevant to the counselling discipline. Special topics may include application of counselling with different populations.

Experiences of loss are universal to all people at every stage of the life cycle. Grief is a natural reaction to loss that involves multiple dimensions of a bereaved person's being. Some losses, such as the death of a loved one, are obvious. Other experiences may go unacknowledged or unsanctioned as losses, and while the effect on wellbeing may be powerful the grief is nevertheless disenfranchised. There can also be particular circumstances of a death and in people's relationships that add complicating factors to the processes of grieving and mourning. 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. Our awareness and understanding of contemporary grief theories and practices influences how we facilitate healing processes. In this counselling oriented course participants will gain insight, knowledge, and practical skills for working therapeutically with bereaved individuals across the lifespan, with an emphasis on adults. [Not normally open to students with credit in Counselling for Grief and Loss PPSYC5818]

**SPECIAL TOPICS IN DIVERSITY [SSC549]
THE GENESIS OF HATE AND THE TRAUMA OF
GENOCIDE-THE RWANDAN CONTEXT**

INTENSIVE COURSE

Discussion of topics in diversity relevant to the theological and/or psychotherapy/counseling disciplines. Credit may be obtained for this course more than once.

This course engages students in exploring the historical background of Rwanda, specifically examining the origin of hate, violence, humiliation, and evil which befell the Tutsi and led to the 1994 Genocide against them. Students will have the opportunity to interact and examine the 1994 Genocide's theological, psychological, and social impact on Rwandan people. This course will also explore available clinical and spiritual resources that may contribute to the healing and recovery of Rwandan survivors from the trauma of the 1994 Genocide.

**SPECIAL TOPICS IN HEBREW SCRIPTURES
[SSC5026/SSC5026V]**

INTENSIVE COURSE

■Prerequisite: SSC501 or permission of instructor
Advanced discussion of texts and/or themes in the Hebrew Scriptures. Topics vary. Credit may be obtained for SSC5026 more than once.

**SPECIAL TOPICS IN THEOLOGY [SSC5153]
RELIGIONS AND THE ENVIRONMENT**

INTENSIVE COURSE

Discussion of topics in diversity relevant to the theological discipline. Credit may be obtained for this course more than once.

The course introduces students to the integral relationship between religion and the natural environment. It explores the understanding of the natural environment by the major religions of the world and their potentials to contribute to stemming the tide of ecological stress threatening life on earth. It draws from their cosmology, history, theology and contemporary practices and places the resurgence of the notion of "sacred earth" in the context of the global realities of human socio-economic activities.

**SPECIAL TOPICS: SPIRITUALITY: FROM
CONTEMPLATION TO ACTION [CH RTP400]**

SEMESTER COURSE – UALBERTA CREDIT

Discussion of topics relevant to theology, spiritual care, and/or creative arts therapies. Credit may be obtained for this course more than once.

Contemplative/spiritual practices can lead to personal and social transformation. This course will help students uncover their own understanding of spirituality and how

they might integrate it into their personal lives, studies, and careers. Multi-faith and secular perspectives will be considered. The course will have a strong experiential component, exploring several contemplative/spiritual practices.

SPIRITUAL ASSESSMENT IN THE PROMOTION OF HEALTH [SSC5823]

INTENSIVE COURSE

As an element of whole person health assessment, spiritual assessment is of interest to a broad spectrum of health as well as ministry professionals. Emphasis is placed on consideration of theories and skills needed for the practice of spiritual assessment. The course provides a context for interdisciplinary reflection on understandings of the human person, health, health promotion, spirituality, spiritual needs, and spiritual care. Students are invited to explore their own spirituality and various approaches to assessing the spiritual based on a variety of definitions and understandings of spirituality. Specific models and tools for spiritual assessment will be considered, two will be looked at in depth, and students will have opportunities to bring theory as well as experience together in both group and individual exercises of spiritual assessment rooted in their ministry/health practice.

SPIRITUALITY: FROM CONTEMPLATION TO ACTION [SSC5540]

INTENSIVE COURSE

Spirituality is a word used by people from diverse backgrounds, theological perspectives, education, religious understandings, and life experience. This introductory course will help students uncover their own understanding of spirituality and how they might integrate it into their personal and professional lives. A variety of contemplative practices in the context of traditional and contemporary literature will be explored.

SPIRITUALLY-INFORMED DEVELOPMENTAL PSYCHOLOGY [PPSYC5896]

INTENSIVE with ONLINE COMPONENT COURSE

■Prerequisite: Enrolled in a Department of Psychotherapy and Spirituality degree/ diploma/ certificate program, or instructor permission.

Do we experience spirituality at all ages? How does our understanding of spirituality change as we develop in other ways? This course will explore developmental theories while considering the role of spirituality development across the lifespan. Practical implications for therapeutic work will be discussed and experientially explored through hands-on learning activities. Students will have the opportunity to reflect on their own development and spiritual understandings to better integrate the theoretical content. An environment of safe, respectful, and considerate sharing of ideas will be promoted throughout the class and students will be given the opportunity to better understand spiritually-informed developmental psychology.

SUPERVISED PASTORAL EDUCATION, COURSE-BASED CPE PRACTICUM (SPE)

CPE5889B1 (First Basic)

CPE5889B2 (Second Basic)

CPE5889A1 (First Advanced)

CPE5889A2 (Second Advanced)

■Prerequisites:

(1) Letter of Acceptance from a CASC/ACSS Certified Clinical Pastoral Education (CPE) Supervisor-Educator
(2) Evidence of an ability to learn at a graduate degree level and of familiarity with CASC/ACSS competencies (approved in 2011, and downloadable at <http://www.spiritualcare.ca/profession/spiritual-care-competencies/>). These competencies will guide the level of CPE learning for which the student is registering (Basic I, Basic II, Advanced I, Advanced II).

This practicum is intended for students who are either beginning or continuing their Clinical Pastoral Education (CPE) learning by means of Course-Based CPE Standards within the Canadian Association for Spiritual Care/*Association canadienne de soins spirituels* (CASC/ACSS). Course-based CPE connects supervised spiritual care practicum hours and graduate level learning intended to provide a theoretical knowledge base for professional spiritual care. Theoretical learning may be acquired through a specific course relevant to spiritual care and associated with a student's degree work (requires CPE supervisory approval and a separate registration). It can also be accrued through independent study guidelines, and include professional reading, workshops, use of online learning resources, and major as well as minor written assignments comprising approximately 35-40 hours of the total CPE experience. Practicum course hours are figured as follows: A minimum 200 hours of direct spiritual care practice, 50 group supervision hours, 50 professional reporting hours (verbatim, critical incident, clinical activity reporting, charting, self-evaluation, program evaluation, etc.), and 10 individual supervision hours. Because each student's course-based learning will proceed individually, supervised spiritual care practicum hours are used as milestones to track the student's progress. Completing 200 supervised spiritual care practicum hours will be considered the equivalency of completing one CPE "unit". In keeping with CASC/ACSS Accreditation Standards, a Certified CPE Supervisor-Educator will supervise all aspects of students' CPE learning within this practicum, working in collaboration with specially prepared site-based Preceptors. Note: A current Criminal Records check (see Criminal Records Check policy), immunization record, and Student Placement Agreement (co-developed between the College and placement site) will be required before spiritual care practice can commence. Students completing the course will receive 6 academic credits.

SYSTEMS PSYCHOTHERAPY SKILLS [PPSYC5869]
INTENSIVE COURSE

■Prerequisite: Enrolled in a Department of Psychotherapy and Spirituality degree/ diploma/ certificate program, or instructor 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. *[Not open to students with credit in Counselling Skills Systems Interventions PPSYC5869.]*

THEOLOGICAL REFLECTION IN PROFESSIONAL PRACTICE: AN INTRODUCTION [SSC589/SSC789]

INTENSIVE COURSE

■Prerequisite: SSC511 Intro to Theology, or SSC5540 Spirituality, 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 theological reflection in various contexts. This course is available at both the Master and Doctoral level. Maximum enrollment 15.

THEORIES AND ART THERAPY STUDIO TRAINING GROUP I [PPSYC5830]

INTENSIVE COURSE

■Prerequisite: PPSYC5841 Intro to Art Therapy, and enrollment in MPS-AT or PMATD

This course combines the study of art therapy theory and art therapy assessment 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. Maximum enrollment: 18. Materials fee \$40.

THEORIES AND ART THERAPY STUDIO TRAINING GROUP II [PPSYC5833]

INTENSIVE COURSE

■Prerequisites: PPSYC5841 Intro to Art Therapy, PPSYC5830 Theories and Art Therapy Studio Training Group I, enrollment in Counselling Practicum course, and enrollment in MPS-AT or PMATD

It is advisable that students take this course after having clinical experience. The 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. Maximum enrollment: 18. Materials fee \$40.

THEORIES OF COUNSELLING AND PSYCHOTHERAPY [PPSYC584V]

ONLINE COURSE

■Prerequisite: Enrolled in a Department of Psychotherapy and Spirituality degree/ diploma/ certificate program, or instructor permission.

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.

THESIS COLLEGIUM [SSC577]

■Prerequisites: Enrollment in MTS, plus one of: SS571V Research Methods and Methodologies or SSC5710 Inquiry, Research and Evaluation

This one-day collegium provides clarity and suggestions for proposal development, an overview of research stages of the thesis process, and guidance on thesis design and writing. It is recommended that students complete the Thesis Collegium prior to submitting a thesis proposal. [0 credit, no charge].

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.