



SAINT MARK'S COLLEGE

Graduate Programs

Course Catalogue 2016-2017

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GENERAL INFORMATION

Mission Statement

Saint Mark's College is committed to promoting an authentic Christian humanism, marked by the pursuit of academic excellence and animated by a joy of searching for, discovering and communicating truth in every field of knowledge. It prepares graduates who continually strive to integrate and synthesize faith and reason, women and men who think rigorously, so as to act rightly and to serve humanity better.

Saint Mark's College, as an affiliated theological college of UBC, offers a variety of graduate academic programs for the formation of Catholic professionals and continuing education opportunities for adults. Through its Campus Ministry, the College provides a dynamic pastoral presence and faith development opportunities for students, faculty and staff who work and study on the university campus.

Statement of Values

1. Jesus Christ is the Way, the Truth and the Life, and in striving to live His mission, the College is inspired by and committed to the teachings of the Church. As a Catholic educational institution operating in accordance with *Ex corde Ecclesiae*, the College endeavours systematically to ensure that the treatment of the individual disciplines is consonant with their own principles, their own methods, and with the true liberty of scientific inquiry. Its object is that the convergence of Faith and Reason in the one Truth may be seen more clearly through a progressively deeper understanding of these disciplines, especially the liberal arts and an emphasis on the study of philosophy and theology, and by careful attention to the current problems of these changing times and to the research being undertaken (Vatican II, *Christian Education*, 10). The fidelity of the College to the Christian message includes recognition of, and adherence to, the teaching authority of the Church in matters of faith and morals. Catholic members of the College's community are also called to personal fidelity to the Church, with all that this implies. Non-Catholic members are required to respect the Catholic character of the College, while the College in turn respects their religious liberty. (*ECE*, 26).
2. The College treasures the legacy handed on by the Congregation of St. Basil who, under the leadership of Fr. Henry Carr, CSB, founded St. Mark's in 1956 and served the College and the University until their departure in 2005.
3. The College is committed to the development of the whole person, delivering academic excellence and ensuring academic freedom within a welcoming and inclusive faith community and an ethnically, socially, and economically diverse student body.
4. The College is committed to the preparation of leaders for the Church and society.
5. The College is committed to promulgating and integrating into the curriculum the social teachings of the Church and to providing opportunities for all members of the student body to engage in formational outreach work globally and locally.
6. The College values its relationship with the University of British Columbia and continues to foster mutually-beneficial relationships.

Charter

The *Saint Mark's College Act (Item 1.1)*, which was approved in the Provincial Legislature of British Columbia in 1956, established Saint Mark's College as a "Roman Catholic educational institution in the City of Vancouver," governed by a Board of Management (which we refer to as our Board of Directors) and a Senate, and able to "grant degrees in theology only, including honorary degrees and certificates of proficiency in theology as the Senate may determine," as per Section 15.

Saint Mark's College has an affiliation agreement with the University of British Columbia, which includes the provision that each institution has a representative on the other's Senate.

Accreditation

Candidate for Accredited Member Status in the

Association of Theological Schools of the United States and Canada (ATS)

10 Summit Park Drive

Pittsburgh PA 15275-1110

USA

Telephone: 412-788-6505

Fax: 412-788-6510

<http://www.ats.edu>

Membership

Association of Catholic Colleges and Universities of Canada (ACCUC)

King's University College

at The University of Western Ontario

266 Epworth Avenue

London, Ontario

Canada N6A 2M3

www.accunet.org/

Administration

Administration 2016-2017	
Principal	Dr. Peter Meehan
Dean of Theology	Dr. Lynda Robitaille
Dean of Student Services & Registrar	Gabriel Pillay
Assistant Registrar	Maria Sarte Hypolite
Director, Admissions and Records	Dr. Emil Canlas
Director, Finance & Operations	Andrew Pearson
Director, Campus Life & Ministry	Alexandria Fung
Director of Development Alumni Relations	Florence Allaye-Chan
Head Librarian	Kirsty Dickson

Faculty

Faculty		
A. Full-Time		
Shawn	Flynn, Ph.D.	Scripture
B. Adjunct		
Msgr. Gregory	Smith, PH, JCD	Canon Law
Lynda	Robitaille, JCD	Canon Law
Adrienne	Castellon. Ed.D.	Catholic Educational Leadership
Christine	Youngusband, M.Ed. (Ed.D Candidate)	Catholic Educational Leadership
Emil	Canlas, Ph.D.	Catholic Educational Leadership/ Religious Education
Henk	Luyten, Ed. D.	Catholic Educational Leadership
John	Bevacqua, M.A.	Catholic Educational Leadership
Lora	Clarke, M. Ed.	Catholic Educational Leadership
Maurice	Jacob, M.Ed.	Catholic Educational Leadership
Rev. Ross	Lockhard, Ph.D.	Homiletics
Kirsty	Dickson, MLIS	MTHD
David	Kuhl, Ph. D.	Pastoral Studies

Br. John	Gale, M.A.	Pastoral Studies
Margherita	Oberti, Ph. D.	Philosophy
Patrick	Gillespie, M.A.	Religious Education
Agnes	de Dreuzy, Ph.D.	Theology
Sr. Anne Frances Ai	Le, O.P. Ph.D.	Theology
Rev. Augustine	Obiwumma, M.A.	Theology
Sr. Carolyn	Roeber, OP, Ph.D.	Theology
Christophe	Potworowski	Theology
Gabriella	Yi, O.P., S.T.D.	Theology
Germain	Mckenzie, Ph.D	Theology
Rev. John	Horgan, S.T.L.	Theology
Les	McKeown, Ph.D.	Theology
Rev. Martin	Moser, OMI, S.T.L.	Theology
Paul	Burns, Ph.D.	Theology

Admissions

Minimum Requirements and Eligibility

SMC as a Catholic Theological College is broad-based in its admission protocol.

Admission to any of the graduate degree programs requires:

- Baccalaureate degree from an institution accredited by an agency recognized by the Council holding membership in the Association of Universities and Colleges in Canada, or a degree which, in the judgment of Saint Mark's College Senate, is of equivalent standing.
- Students should have the interests, aptitudes, and personal qualities necessary for the particular application of the degree they are seeking.
- Students should normally have a "B" average in their first degree.
- Candidates should be fluent enough in English to be able to participate actively in seminars and in writing essays and examinations.
- If English is not the applicant's first language, the candidate may be required to demonstrate English language proficiency by taking the English Placement Test and/or submitting scores from a standardized language proficiency test such as the TOEFL or IELTS.

5.2 Non-Traditional Learners

Candidates without an appropriate undergraduate degree may apply to the program as non-traditional learners. Under special circumstances, some students may be admitted without a first degree at the discretion of the Dean of Theology. Such applicants must write a history explaining how their work, volunteering, leisure activities, courses, etc. have contributed to their learning and preparation to take graduate theological courses. The Association of Theological Schools in the United States and Canada limits the number of students admissible without a first degree to a specific percentage per program.

SMC welcomes applications from international students. International students follow the College's application procedure, including submitting proof of citizenship and English language proficiency.

Candidates for admission to Saint Mark’s College must be sufficiently fluent in both spoken and written English to participate actively in seminars, and to meet the demands of essays and examinations. Applicants with degrees obtained from accredited universities where English was the language of instruction will be deemed to have met the English requirement. Applicants with 75% or higher in BC English 12 (or equivalent) will also be deemed to have met the English requirement. All other applicants will be asked to demonstrate their English proficiency by completing one of the following at the minimum levels indicated:

TOEFL	(paper-based)	590
TWE		5
TOEFL	(computer-based)	237
TWE		5
TOEFL	(internet-based)	88
IELTS		6.5 overall
MELAB		81 overall

Test scores must have been achieved within 24 months of the time of submission of the application. Do not send photocopies: official scores must be requested from the testing agency, and submitted at the time of application.

Conditional Admissions

A student who does not demonstrate the needed qualifications for admission to a program may be admitted on a conditional basis for up to one year. It is expected by the end of that year that the student will have fulfilled the requirement that was previously lacking.

Academic Honesty Policy

It is the responsibility of every student within the SMC academic community to engage in honest scholarly activity and not to participate in or abet any act of academic misconduct.

The faculty at SMC shall take all reasonable steps – including a statement in course syllabi – to educate students regarding academic honesty and to prevent and to detect dishonesty. It is the responsibility of faculty to confront any student when academic misconduct is suspected or observed and to take appropriate action according to the procedures outlined in this policy.

The Academic Honesty Policy of SMC requires faculty to report all cases of academic misconduct to the Office of the Dean of Theology.

In support of academic honesty and integrity, the Dean of Theology shall communicate this policy to students and faculty.

FORMS OF ACADEMIC MISCONDUCT

Academic misconduct subject to penalties includes but is not limited to the following offences:

Cheating

Cheating is any act of deception by which a student misrepresents that he/she has understood or mastered information in an academic exercise. This includes copying from another student's examination or test, or using in examinations or tests any materials (notes, books, or electronic devices) other than those authorized by the examiners. Other forms of cheating include discussing questions or answers during an examination or test without prior approval from the faculty. It is also considered cheating to consult a faculty's teaching materials without the faculty's approval.

Inappropriate Collaboration

Faculty sometimes permit or even encourage specific forms of student collaboration, such as peer review, in-class group work, or joint assignments. However, unless the collaborative element is expressly part of the assignment or exam, students should not collaborate with each other without prior approval from faculty.

Other appropriate forms of collaboration include group study for in-class examinations, asking librarians for bibliographic suggestions, and having someone proof-read an assignment for spelling and grammar. However, proofreaders should only point out errors, not correct them. Unless they have faculty approval to do so, students should not have someone else edit an assignment for anything other than grammar and spelling, such as structure or logic. Nor should students work collaboratively with others on problem sets or other mathematical or scientific assignments without the prior approval of the faculty.

Inappropriate collaboration includes but is not limited to: using another person's work to complete an assignment; working together on assignments such as homework problems; sharing sources for take-home examinations; allowing another student to copy a test, examination, or assignment; or otherwise abetting any act of academic misconduct.

Duplication

Submitting the same assignment for credit more than once, even if the earlier submission was for a different course or institution.

Impersonation

Impersonating a candidate at an examination or availing oneself of the results of such impersonation.

Fraud or Misrepresentation

Submitting an assignment or any part of an assignment that has been purchased, stolen, or otherwise obtained, but is not the work of the submitter.

Falsification

Submitting false documents, transcripts, or other academic credentials, or failing to provide relevant information when requested.

Bribery or Coercion

Bribing, attempting to bribe, or coercing any other person to: obtain an unadministered test or examination or any information about such a test or examination; or abet any other act of academic misconduct.

Disruption

Disruption of instructional activities includes making it difficult for faculty to proceed with scheduled lectures, discussions, examinations, and tests.

Non-compliance

Failing to comply with any faculty member's warning or any penalty imposed for academic misconduct.

Plagiarism

Scholarship quite rightly rests upon examining and referring to the thoughts of others. However, when one submits written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged in accurate and complete documentation (footnotes/endnotes or in-text citation, as required by the faculty) and, if verbatim statements are included, with quotation marks.

By placing his/her name on an assignment submitted for credit, the student implicitly certifies the originality of all work not otherwise identified in the appropriate acknowledgements.

Plagiarism is the intentional or unintentional inclusion of someone else's words, ideas, or research data as one's own; for example, using the words of another author without acknowledging the source, or paraphrasing without acknowledging the source. Plagiarism also includes documenting a written assignment with inaccurate text references (footnotes/endnotes or in-text citations) or incomplete source (bibliographic) information. When indebtedness is properly acknowledged, plagiarism is easily avoided.

It is solely the student's responsibility to have a clear and accurate understanding of what constitutes plagiarism, and to avoid any academic penalty the student should verify this understanding with the faculty member. A single instance of plagiarism will result in the failure of a paper; a second instance will result in the failure of the entire course and suspension from the program. Whenever there is plagiarism, a note will be placed on the student's academic record. Faculty has the responsibility to report the case to the Dean of Theology. The procedure below will be followed once a case is reported.

Procedure to be followed in instances of alleged plagiarism (an analogous procedure will be followed in all instances of alleged academic misconduct):

Event	Action	Outcome
At its September meeting, Senate names an Academic Honesty Committee (AHC) of 3 members, with 1 alternate member to be used in cases of conflict of interest. The AHC will not include the Principal, the Dean of Theology, or a student. The AHC will function from September – August.	The AHC will be ready to be called upon as needed, at which time the Dean of Theology will consider questions of potential conflict of interest. Because membership may change from case to case, the Dean of Theology will name the Chair each time the AHC is called upon.	
Faculty member finds plagiarism	Speaks to student	No plagiarism. Case ends. No record.
	OR	Plagiarism is found. Faculty member keeps copies of everything (assignment, comments, email, correspondence). The assignment receives a mark of zero (0). Faculty

		must inform the Dean of Theology.
Student accepts the faculty member's decision of plagiarism	When Dean of Theology is informed, the Dean of Theology will write a letter to the student, with copies to the faculty member and the Office of Admissions and Records.	The letter remains on the student's record. If this is the only instance of plagiarism, it will be removed from the record at the time of graduation.
Student does not accept faculty member's decision of plagiarism	Case sent to Dean of Theology who reviews the materials, speaks to faculty member and student. The student has the right to have a support person present at the interview – this person is not present in a legal capacity.	No plagiarism. Case ends. No record. Dean of Theology will inform faculty member and student and ask Office of Admissions and Records to remove the record from the student's file.
	OR	Plagiarism found. Dean of Theology confirms the faculty member's decision. Mark of zero (0) for assignment stands. Dean of Theology will write a letter to the student, and copy the faculty member and the Office of Admissions & Records. The letter will be kept in the student's record.
Student does not accept Dean of Theology's decision of plagiarism	Dean of Theology forwards case to the AHC. The AHC will review materials, and speak to faculty member and student. The student has the right to have a support person present at the interview – this person is not present in a legal capacity.	No plagiarism found. The AHC Chair will inform the Dean of Theology who will inform the student, faculty member, and Office of Admissions and Records to remove record. The AHC Chair will report on Committee's activity at the next Senate meeting, keeping the name of the student confidential. Case ends.
	OR	Plagiarism found. The AHC Chair will inform the Dean of Theology and Senate that the mark of zero (0) for the assignment stands. The Dean of Theology will inform the faculty member, student, and Office of Admissions and Records.
2 nd time plagiarism is found	The Dean of Theology does not review the file. The case goes from the faculty member to the Dean of Theology who passes all materials to the AHC. The AHC will review materials, and speak to faculty member and student. The student has the right to have a support person present at the interview – this person is not present in a legal capacity.	No plagiarism found. The AHC Chair will inform the Dean of Theology who will inform the student, faculty member, and Office of Admissions and Records to remove record. The AHC Chair will report on Committee's activity at the next Senate meeting, keeping the name of the student confidential. Case ends.
	OR	Plagiarism is found, the student fails the course. The AHC informs the Dean of Theology who writes a letter for the file and informs the student, faculty member, and the Office of Admissions and Records. The student is suspended from the College for 2 years. Senate is informed.

ACADEMIC PROGRAMS

Saint Mark's College offers graduate credentials in Catholic Educational Leadership, Pastoral Studies, Religious Education, and Theological Studies. These programs consist of between 39-42 credits of core and degree-specific courses as well as a capstone project or a thesis. Graduate certificates of 15 credits and Graduate diplomas of 24 credits are also possible.

Catholic Educational Leadership

Master in Catholic Educational Leadership – 39 credits

CORE COURSES (15 credits)

PHIL 501: Philosophical themes in Catholic Theology
THEO 501: Foundations of Theology
SCRI 505: Introduction to Scripture
THEO 530: Christian Morality
THEO 550: Ecclesiology of Vatican II

CONCENTRATION COURSES (15 credits)

CALR 520: Administration and Leadership in Catholic schools
CALR 521: Catholic Educational Institution
CALR 526: Curriculum, Assessment and Evaluation in Catholic schools
CALR 528: Current Issues in Catholic Education
CALR 510: Leadership and Aims of Catholic Education

ELECTIVES (6 credits)

Any 500-level SMC course

Note: If a student wishes to take an elective course with the other Theological Colleges, the dean's approval is needed.

RESEARCH METHODS (no credits)

MTHD: Basic Research Skills Modules
2 obligatory basic research modules: Basic A & B
Recommended module: Basic C: How to write papers

RMTHD: Advanced Research Skills Modules
5 obligatory Advanced modules, which must include:
Module 3: Library Research for a Thesis
Module 4: Advanced research and writing skills

Then working with a 'professor of record' on annotated bibliographies, etc.

CALR 600: Field-based learning project (3 credits)

Pastoral Studies

Master of Arts in Pastoral Studies – 42 credits**CORE COURSES (24 credits)**

PHIL 501: Philosophical themes in Catholic Theology
THEO 501: Foundations of Theology
SCRI 500: Introduction to Old Testament
SCRI 510: Introduction to New Testament
THEO 510: Christology and Trinity
THEO 530: Christian Morality
THEO 540: Liturgy and Sacraments
THEO 550: Ecclesiology of Vatican II

CONCENTRATION COURSES (12 credits)

THEO 525: Theology of Ministry
PAST 501: Pastoral Ministry: the other
THEO 570: Canon Law for Ministry
PAST 510: Pastoral Ministry: self

ELECTIVE (3 credits)

Any 500-level SMC course

Note: If a student wishes to take an elective course with the other Theological Colleges, the dean's approval is needed.

RESEARCH METHODS (no credits)

MTHD: Basic Research Skills Modules
2 obligatory basic research modules: Basic A & B
Recommended module: Basic C: How to write papers

RMTHD: Advanced Research Skills Modules
5 obligatory Advanced modules, which must include:
Module 3: Library Research for a Thesis
Module 4: Advanced research and writing skills

Then working with a 'professor of record' on annotated bibliographies, etc.

PAST 600: Field-based learning project (3 credits)

Religious Education

Master of Arts in Religious Education – 42 credits**CORE COURSES (27 credits)**

PHIL 501: Philosophical themes in Catholic Theology
THEO 501: Foundations of Theology
SCRI 500: Introduction to Old Testament
SCRI 510: Introduction to New Testament
THEO 510: Christology and Trinity
THEO 530: Christian Morality
THEO 540: Liturgy and Sacraments
HIST 505: History of the Church
THEO 550: Ecclesiology of Vatican II

CONCENTRATION COURSES (9 credits)

RLED 512: Catechetics
CALR 526: Curriculum, Assessment and Evaluation in Catholic schools
CALR 510: Leadership and Aims of Catholic Education

ELECTIVE (3 credits)

Any 500-level SMC course

Note: If a student wishes to take an elective course with the other Theological Colleges, the dean's approval is needed.

RESEARCH METHODS (no credits)

MTHD: Basic Research Skills Modules
2 obligatory basic research modules: Basic A & B
Recommended module: Basic C: How to write papers

RMTHD: Advanced Research Skills Modules
5 obligatory Advanced modules, which must include:
Module 3: Library Research for a Thesis
Module 4: Advanced research and writing skills

Then working with a 'professor of record' on annotated bibliographies, etc.

RLED 600: Field-based learning project (3 credits)

Master of Arts (Theological Studies) – 42 credits
CORE COURSES (24 credits)
PHIL 501: Philosophical themes in Catholic Theology THEO 501: Foundations of Theology SCRI 500: Introduction to Old Testament SCRI 510: Introduction to New Testament THEO 510: Christology and Trinity THEO 530: Christian Morality THEO 540: Liturgy and Sacraments THEO 550: Ecclesiology of Vatican II
CONCENTRATION COURSES (12 credits)
HIST 505: History of the Church THEO 522: Catholic Social Teachings THEO 560: Christian Anthropology THEO 570: Canon Law for Ministry
ELECTIVE (3 credits)
Students have two options: a. general degree: for which the person takes an elective course b. research degree: for which the person writes a thesis instead of an elective
RESEARCH METHODS (no credits)
MTHD: Basic Research Skills Modules 2 obligatory basic research modules: Basic A & B Recommended module: Basic C: How to write papers RMTHD: Advanced Research Skills Modules 5 obligatory Advanced modules, which must include: Module 3: Library Research for a Thesis Module 4: Advanced research and writing skills Then working with a ‘professor of record’ on annotated bibliographies, etc.
COMPREHENSIVE EXAMS (3 credits)

COURSES

Course Numbering

Graduate courses are offered at the 500-level.

Course Codes

CALR	Catholic Educational Leadership
HIST	History
PAST	Pastoral Studies
PHIL	Philosophy
RLED	Religious Education
RMTD	Research Method
SCRI	Scripture
SPIR	Spirituality
THEO	Theology

Course Descriptions

Catholic Educational Leadership Courses

CALR 510: Leadership and Aims of Catholic Education

3.0 Credits

An overview of some of the seminal ideas of Catholic educational philosophy, their relationship to concepts found in the literature of the philosophy of education, and their contribution to the New Evangelization project envisioned for the Church.

CALR 520: Administration and Leadership in Catholic Schools

3.0 Credits

The course provides students with a range of foundational understandings which underpin current theories regarding Catholic educational leadership. Also, the course offers students the opportunities to study and reflect upon multiple conceptual and theoretical foundations of leadership in regards to educational policy and practice.

CALR 521: Catholic Educational Institution

3.0 Credits

This course is a study of leadership and organizational behavior in Catholic school. Schools as organizations are complex and ever-changing. Providing leadership in an educational institution requires an understanding of the dynamic forces that interplay in organizations. An understanding of the various paradigms and frameworks as to how people and leaders function in educational institutions serves as a foundation to any future study and practice in Catholic educational administration and leadership.

CALR 526: Curriculum, Assessment and Evaluation in Catholic Schools

3.0 Credits

The course presents contemporary approaches and strategies in planning, designing, implementing, and evaluating academic curricula. Also, the course presents the fundamental concepts and practical implementation of assessment in the teaching-learning paradigm. Informed by critical analysis of relevant research, students will produce a philosophy synthesizing the current trends in educational assessment and evaluation.

CALR 528: Current Issues in Catholic Education

3.0 Credits

The course leads the students to a critical understanding and analysis of the current issues and politics in Catholic Educational Leadership. Student will identify strategic solutions to various issues towards creating a positive culture in the educational system. Also, the course provides an opportunity for the students to review the policies and laws in Education, their implications and challenges to the educational system and practices.

CALR 600: Field Based Learning Project

3.0 Credits

An opportunity for an experience based learning situation. During the term students will meet on regular basis in order to serve the integration of ministry experience with academic and personal growth.

History Courses

HIST 505: History of the Church

3.0 Credits

A general survey course of the history of the Church since its inception 2000 years ago, the course will highlight major movements in the church as well as theology, spirituality, and culture.

Method Courses

Method Courses

St. Mark's College in partnership with Carey Theological College and Vancouver School of Theology (VST) offers a research methods program which aims to give students both basic and more advanced research skills, as well as an opportunity to learn with other theology students from different Christian denominations. By the end of the program, students will have a good understanding of different kinds of academic research, and will be able to apply the methodology of research applicable to their own field. After taking the research modules, a student will do practical work with a 'professor of record' which he/she attends to put the learning into practice. There are three components to this initiative:

1. Basic research modules (A-D); A&B to be taken in first year of course work
2. Advanced research modules (1-10); five (sometimes six) to be taken in first or second year of course work
3. Working with a 'professor of record' at your college – after all research modules have been completed

All St. Mark's students must attend at least two basic modules, Basic Module A: *Introduction to Library Research* and Basic Module B: *Library Research Strategies for Paper Writing*, and five advanced modules. Each module lasts three hours. Many of the advanced modules will be taped so they can be watched at a later time. Advanced modules will be offered primarily in the month of January, during VST's onsite class time. The student will receive a pass if he/she attends all required modules and completes the work with the 'professor of record.' Students must take all obligatory modules, are encouraged to take recommended modules, and are free to take as many of the other modules as they choose. Students will work with the Dean of Theology to determine which modules to attend.

Basic Research Modules

Basic Modules A and B are obligatory and are to be taken in the first year of studies, either in fall or winter. Basic Module C is recommended to be taken early in the program. It is only offered in the fall. Students must register for these modules through My LION.

MTHD: Basic Research Skills Modules

A. **Basic Module A: Introduction to Library Research (Obligatory)**

This module provides an introduction to academic library print and online resources, as well as to basic research strategies for paper writing. Students review library literacy targets and engage in practice searches using online catalogues, subject guides and databases, focusing on keyword and subject searches, BOOLEAN and using delimiters. Students learn how to critically evaluate their found resources from reference to journal articles to web pages. Citation styles guides are reviewed, including how to use in-text, footnote and bibliographic citations.

B. **Basic Module B: Library Research Strategies for Paper Writing (Obligatory)**

This module is a continuation of the skills learned in Module 1, incorporating academic resource research strategies with a breakdown of steps for research paper writing. Students analyze research questions, critical thinking and the breakdown of arguments. Using evaluative tools discriminate between popular vs. academic resources, students practice sourcing key resources to assist in developing their own thesis statement and argument outline.

MTHDC: Basic Module C: How to Write Papers

C. **Basic Module C: How to Write Papers (highly recommended)**

This module is a basic introduction to paper writing, research and organization, study skills, etc.

MTHDD: Basic Module D: Library Web Resources for Ministry and Leadership

D. **Basic Module D: Library Web Resources for Ministry**

This module provides an overview of social media literacy skills and popular software and tools: specifically, social media formats and their strengths and limitations in creating and/or promoting messaging and networking with different user groups. Focusing on using social media for *Ministry* activities, students are shown how to define their audience, target their messaging and critique which tools work best for their needs. Secondary considerations, such as time, IT resources, available skilled employees/volunteers, and upkeep are evaluated against social media formats.

Advanced Research Modules:

St. Mark's students take five advanced research modules. Advanced module 4: *Advanced Writing and Research Skills* and Advanced module 5: *Research Methods in Theology* are obligatory for all St. Mark's graduate students. Students may then choose three other modules from this list.

Those who choose to write a thesis for the Master of Arts (Theological Studies) degree are also required to take Advanced Module 3: *Library Research for a Thesis* in addition to the five advanced research modules.

Prior to taking these modules, the student must register for RMTHD in My LION and work with the Dean of Theology.

RMTHD: Advanced Research Skills Modules

1. **Advanced Module 1: Human Research I: Introduction**
A survey of the kinds of research done with human subjects and introduction to the need for ethical guidelines in human research.
2. **Advanced Module 2: Human Research II: Advanced**
This more advanced workshop on research with human subjects provides more depth about the strategies used in research and the best uses for each type of research strategy.
3. **Advanced Module 3: Library Research for a Thesis**
This module outlines the steps required in the process of organizing a research plan, from sourcing primary and secondary resources, to thesis organization to the thesis statement. Students review academic expectations of thesis-track programs, as well as a variety of help resources from Academic writing tools to online research sources.
4. **Advanced Module 4: Advanced Research and Writing Skills (Obligatory)**
This module covers skills needed for the production of research and academic writing: abstracts, literature reviews, annotated bibliographies, how to write an argument, writing a proposal
5. **Advanced Module 5: Research Methods in Theology (Obligatory)**
6. **Advanced Module 6 Research Methods in Biblical Studies**
7. **Advanced Module 7 Research Methods in History**
8. **Advanced Module 8 Research Methods in Indigenous Studies**
9. **Advanced Module 9 Research Methods in Educational Leadership**
10. **Advanced Module 10 Research Methods in Asian Canadian Studies**

RMTHD 500: Research Method

3.0 Credits

This course deals with the various methods of investigation employed in research. Particular attention is given to the methodology of education and theological researches especially the philosophical, historical, normative survey, the experimental and the casual comparative methods. Also, the course will lead the students to explore the specific sources, nature, ethics, and tools of scholarly research.

Pastoral Studies Courses

PAST 500: Introduction to Pastoral Counseling

3.0 Credits

The course introduces the students to an investigation of the theological foundations of pastoral care. It will introduce the student to critical counseling skills which will include dealing with

communication, assertiveness and conflict resolution. Students will examine a variety of particular counseling issues such as addictions, loss and bereavement, suicide.

PAST 501: Pastoral Ministry: other

The course introduces the students to an investigation of the theological foundations of pastoral care. It will introduce the student to critical counseling skills which will include dealing with communication, assertiveness and conflict resolution. Students will examine a variety of particular counseling issues such as addictions, loss and bereavement, suicide.

PAST 510: Pastoral Ministry: self

3.0 Credits

Enhancing Pastoral Care Skills through 'Guided Life Review.' In order to be an effective minister, the pastoral worker needs to know him/herself well.

PAST 520: Pastoral Theology

3.0 Credits

The course introduces the students to pastoral ministry and service in the Church. It provides the students a theological view on the various ministries in the context of the individual and community dimension of human experience leading them to the appreciation of the dialogue between contemporary experience and Christian tradition.

PAST 532: Spirituality and Liturgical Pastoral Theology

3.0 Credits

The course provides a theological reflection on liturgical experience and expression of Christian communities. Special attention will be given to preparation and practices of prayer, liturgy of the hours, presiding, ritual, and music. The course is designed for those planning liturgy in parishes, schools, and other institutional settings.

PAST 600: Field Based Learning Project

3.0 Credits

An opportunity for an experience based learning situation. During the term students will meet on regular basis in order to serve the integration of ministry experience with academic and personal growth.

Philosophy Courses

PHIL 501: Philosophical Themes in Catholic Theology

3.0 Credits

This course intends to provide the graduate student with a basic understanding of the nature of philosophy, of its early development in Ancient Greece and of its vital importance in the genesis of Christian thought and theology. The student will be led through a quick excursus of Greek philosophy with a special emphasis on the teachings of Aristotle, so that he may understand and appreciate that every natural truth attained through the correct use of reason alone, is both compatible with and ancillary to the Revealed Truth, since God's Word is the One Source of both the path of reason and the path of faith.

Religious Education Courses

RLED 500: Curriculum and Instruction in Religious Education

3.0 Credits

Designed for Catholic Educators practicing the vocation of teaching, this course offers the opportunity to reflect, in an adult context, on the significance of faith and faith growth for themselves and their students to acquire theological background and pedagogical skills for the teaching of Religious Education and the integration of Gospel Values across the curriculum. Characteristics of approaches to Christian Education will be examined and applied to teaching practice.

RLED 512: Catechetics

3.0 Credits

The course aims to explore the foundations and rationale of the Canadian catechetical program, its context and directives in the light of the Post-Vatican II. Also, it will lead the students to greater understanding and appreciation of Catechesis in the faith formation in schools through Religious Education Programs.

RLED 600: Field Based Learning Project

3.0 Credits

An opportunity for an experience-based learning situation. During the term students will meet on regular basis in order to serve the integration of ministry experience with academic and personal growth.

Scripture Courses

SCRI 500: Introduction to the Old Testament

3.0 Credits

A survey of the religious traditions of Ancient Israel as reflected in the diverse literature of the Old Testament, with emphasis on their ongoing historical development. Also, the course aims to give students an appreciation for the Old Testament as an expression of the Israelites' relationship to their God. It will begin with the Old Testament's own context which will become a foundation to allow the student to begin thinking exegetically. Attention will be given to the Catholic framework for approaching scripture.

SCRI 505: Introduction to Scripture

3.0 credits

This course is a basic introduction to Scripture for graduate students without previous background in Scripture. The course covers both the Old and New Testaments in their own contexts, thematic parallels between them, and gives attention to how the Catholic intellectual tradition engages these textual traditions.

SCRI 510: Introduction to the New Testament

3.0 Credits

The course will be explored from a variety of perspectives, including historical and cultural background, discussion of communities for whom the various books were written, literary techniques, and theological themes.

SCRI 520: Letters of St. Paul

3.0 Credits

The course provides an introduction into the letters of Pauline and Johannine writings and an exploration of the various approaches to the literatures taken in contemporary scholarship. Attention will be given to the literary forms, historical, cultural and social background of Paul and John writings.

SCRI 521: St. Paul's Epistles

3.0 Credits

The course presents an introduction to the life, ministry and letters of St. Paul, including the Central themes of St. Paul's teaching: Christ the Crucified and Risen Lord, the Christian Community, salvation and sin, the gifts of the Holy Spirit, moral values, hope and future life.

SCRI 532: Torah

3.0 Credits

The objective of the course is to introduce the most important section of the Bible in the Jewish tradition. It is called the Torah in the Hebrew Bible, Pentateuch in the Christian Bibles. The classes will concentrate on the critical study of the most important texts of these five books and propose different methods for analyzing these texts: author centered, reader centered and text centered methods.

Spirituality Courses

SPIR 501: Introduction to Spirituality

3.0 Credits

The course presents spirituality and its biblical roots including the Greek contemplative ideal. The early classical spiritual writers; Origen, the Desert Tradition, Pseudo Dionysius; the middle ages including the Franciscans, Meister Eckhart, Julian of Norwich; later middle ages including the spirituality of St. Ignatius of Loyola, St. John of the Cross and St. Teresa of Avila, culminating in a survey of 20th century spiritual figures. An examination of contemporary spirituality including the practice of prayer and spiritual discernment, a review of current secular and non-Christian forms of spirituality.

SPIR 537: Spirituality and Leadership

3.0 Credits

This course will focus on the spiritual dimensions of leadership, the leader's personal spiritual growth and the leader's responsibilities in the areas of community building, faith development, celebrations of faith, Christian service and the moral development of children, youth, and adults in a Catholic school community.

SPIR 542: Spiritual Traditions in Christianity

3.0 Credits

The course provides an overview of Christian Spirituality and the universal call to holiness. Attention will be given to understanding Christian Spirituality as it related to contemporary Christian living and the quest for integration of mind, body, and soul. An awareness of the great variety of Christian spiritualities and emphasis on our human search for meaning and purpose.

SPIR 581: Selected Topics in Spirituality

3.0 Credits

The course presents the fundamental principles of Ignatian spirituality, especially as described in the Spiritual Exercises. It will discuss the elements of the theology underlying Ignatian

spirituality and guided Ignatian contemplation and the Examen. Ignatian spirituality as it connects to one's personal life as well as service to others.

Theology Courses

THEO 501: Foundations of Theology

3.0 Credits

The course examines the nature of theology. It looks at revelation (Scripture and Tradition), spirituality, liturgy, philosophy including the role of faith and reason, and the human sciences. It reviews the major periods of history of the church and the role of the teaching office (Magisterium). It examines the importance of theology for the church and considers aspects of moral and pastoral concern.

THEO 510: Christology & Trinity

3.0 Credits

Jesus Christ as Lord: the expectation of the Messiah, the first proclamation of Jesus as Christ and Lord; the development of doctrine; contemporary understanding. A review of the Christian doctrine of the Trinity through biblical, liturgical, historical and contemporary theology on the Trinity

THEO 522: Introduction to Catholic Social Teachings

3.0 Credits

This course is an overview of Catholic social teaching, focusing on papal encyclicals and Vatican statements as well as other documents.

THEO 525: Theology of Ministry

3.0 Credits

The course leads the students to the exploration of the rich tradition of the Church in various ministries. It also provides a solid theological education, preparing students for lay ministry in the church that is grounded to the ministerial leadership paradigm of Jesus Christ.

THEO 530: Christian Morality

3.0 Credits

This course will introduce students to the sources, development, and history of moral theology using scriptural, patristic, theological, and magisterial sources. Particular attention will be given to the "foundational" moral theology of the Catholic tradition and the call of the Second Vatican Council for the renewal of this discipline by a return to its sources and an integration of moral studies with other areas of theology

THEO 540: Liturgy and Sacraments

3.0 Credits

The course introduces public prayer of the church, the Sacraments and the liturgy of the hours. It includes the study of the Christian understanding of the liturgy, the sacraments in general and the sacraments of initiation and sacraments of healing from a biblical, historical, systematic, and pastoral perspective with attention to current issues in sacramental theology.

THEO 551: Ecclesiology of Vatican II

3.0 Credits

This course will study how the Second Vatican Council (1962-1965), responding to the goals set by Pope John XXIII (*aggiornamento*, unity of Christians) undertook a profound reflection on ecclesiology, "in the hopes of better defining the Church's nature, her essential structure, and the meaning of her mission in the modern world" (Marc Cardinal Ouellet).

THEO 560: Christian Anthropology

3.0 Credits

From a Christian perspective what it means to be human. Attention will be given to the transformative process and how Jesus transforms our lives. Consideration will be given to how our human lives are shaped by religion, grace and sin by looking at moments of sin, conversion and grace alongside the human realities of finitude, freedom, relationships, autonomy, growth and history.

THEO 570: Canon Law for Ministry

3.0 Credits

The course provides an overview of the role of Canon law in the life of the Roman Catholic Church. It aims to give the students an understanding of what the law encompasses, as well as to be a practical guide for how to resolve canonical issues that are part of parish life.

Saint Mark's College Course Offerings

Academic Year 2016-2017 / FALL 2016 (September 6 - December 2)

Course and Instructor	Schedule	Room
PHIL 501: Philosophical Themes of Catholic Theology Dr. Margherita Oberti	Sept. 16 -17, Oct. 28-29, Nov. 25-26 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 300
THEO 530: Christian Morality Sr. Carolyn Roeber, OP, Ph.D.	Sept. 23-24, Oct. 21-22, Nov. 18-19 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 300
CALR 526: Curriculum, Assessment and Evaluation in Catholic Schools Christine Younghusband, M.Ed.	Sept. 16-17, Oct. 14-15, Nov. 25-26 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 102
THEO 525: Theology of Ministry Fr. Martin Moser, OMI, STIL	Sept. 16-17, Oct. 28-29, Nov. 25-26 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 101
MTHD: Basic Research Skills Modules Kirsty Dickson, MLIS Required Basic Research Skills Modules: A & B: A: Introduction to Library Research B: Library Research Strategies for Paper Writing OR A: Introduction to Library Research B: Library Research Strategies for Paper Writing	Sept 10, 9am - noon Sept. 10, 1pm- 4pm OR Oct. 1, 9am-noon & Oct. 15, 9am-noon	VST
MTHDC: Basic Research Skills Module C: How to write papers Dr. Axel Schoeber	Oct. 1 1:00 pm – 4:00 pm	VST
MTHDD: Basic Reseach Skills Module D: Library Web Resources for Ministry and Leadership Kirsty Dickson, MLIS	Nov. 5 1:00 pm – 4:00 pm	VST
RMTHD: Advanced Research Skills Modules Advanced Module 1: Human Research I: Introduction Dr. Barbara Dobson Advanced Module 3: Library Research for a Thesis Kirsty Dickson, MLIS	Oct. 15 1:00 – 4:00 pm Nov. 5 9:00 – noon	VST

Saint Mark's College Course Offerings

Academic Year 2016-2017 / WINTER 2017 January 3 - April 1

Course and Instructor	Schedule	Room
THEO 501: Foundations of Theology Dr. Christophe Potworowski	Jan. 13-14, Feb. 24-25, Mar. 31-Apr. 1 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 300
CALR 521 (EDLR 525): Catholic Educational Institution Dr. Henk Luyten	Jan. 13-14, Feb. 24-25, Mar. 31-Apr. 1 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 102
THEO 560: Christian Anthropology Dr. Anne Frances Ai Le, OP	Jan. 6-7, Feb. 3-4, Mar. 3-4 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 300
SCRI 510: Introduction to New Testament Dr. Shawn Flynn	Jan. 20-21, Feb. 17-18, Mar. 24-25 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 102
PAST 510: Pastoral ministry: self Dr. David Kuhl	Jan. 6-7, Feb. 3-4, Mar. 3-4 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 101
MTHD: Basic Research Skills Modules Kirsty Dickson, MLIS A: Introduction to Library Research B: Library Research Strategies for Paper Writing	Jan. 7 9:00 a.m. – noon Jan. 7 1:00 p.m. – 4:00 p.m.	VST
RMTHD: Advanced Research Skills Modules Advanced Module 5: Theology Advanced Module 9: Educational Leadership Advanced Module 4: Advanced Research and Writing Skills Advanced Module 6: Biblical Studies Advanced Module 7: History Advanced Module 8: Indigenous Studies Advanced Module 10: Asian Canadian Studies Advanced Module 3: Library Research for a Thesis Kirsty Dickson, MLIS Advanced Module 2: Human Research II: Advanced Dr. Barbara Dobson	Jan. 7 9:00 a.m. – noon Jan. 7 1:00 p.m. – 4:00 p.m. Between January 3-15 Jan. 14 9:00 a.m. – noon Jan. 14 1:00 p.m. – 4:00 p.m.	VST

Saint Mark's College Course Offerings

Academic Year 2016-2017 / SPRING 2017 (April 3 - June 24)

Course and Instructor	Schedule	Room
THEO 550: Ecclesiology of Vatican II Dr. Agnes De Dreuzy	Apr. 21-22, June 2-3, June 23-24 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 102
SCRI 505: Introduction to Scripture Dr. Shawn Flynn	Apr. 7-8, May 12-13, June 16-17 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 102
THEO 570: Canon Law for Ministry Dr. Lynda Robitaille	Apr. 7-8, May 12-13, June 9-10 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 101
CALR 528: Current Issues in Catholic Education Maurice Jacob, M.Ed.	Apr. 21-22, May 26-27, June 23-24 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 300
PHIL 291: Thomistic Philosophy Dr. David Klassen	Apr. 7-8, May 12-13, June 9-10 Fridays: 5pm – 9pm & Saturdays: 9am – 5pm	Room 300

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