



ST. MARK'S COLLEGE

Student Handbook

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1. THE COLLEGE

1.1 Mission and Vision

The Catholic Colleges at UBC comprise one community 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. They prepare 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.

Our Mission

Serving the needs of Catholic higher education in the Province of British Columbia, this community, comprised of Saint Mark's College, Corpus Christi College (the Catholic Colleges) and St. Mark's Parish, is an integrated Catholic centre at the University of British Columbia. Saint Mark's and Corpus Christi College are committed to promoting an authentic Christian humanism, marked by the pursuit of academic excellence and animated by the joy of searching for, discovering and communicating truth and meaning in every field of knowledge. We engage students in the integration and synthesis of faith and reason, so they can think rigorously, act justly and serve faithfully.

Our Vision

The community of Saint Mark's will become a vibrant centre of Catholic higher educational and intellectual life at UBC and serve the Church throughout British Columbia.

Statement of Values

1. Jesus Christ is the Way, the Truth and the Life, and in striving to live His mission, the Colleges are inspired by and committed to the teachings of the Church. As Catholic educational institutions operating in accordance with *Ex corde Ecclesiae*, the Colleges endeavour 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. Their object is that 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, the convergence of Faith and Reason in the one Truth may be seen more clearly (Vatican II, Christian Education, 10). The fidelity of the Colleges 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 Colleges' 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 Colleges, while the Colleges in turn respect their religious liberty (ECE, 26).
2. The Colleges treasure 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 Colleges and

the University until their departure in 2005.

3. The Colleges are 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 Colleges are committed to the preparation of leaders for the Church and society.
5. The Colleges are committed to promoting 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 Colleges value their relationship with the University of British Columbia and continue to foster mutually beneficial relationships.

1.2 Accreditation

St. Mark's College was chartered to offer theological degrees by the legislature of the Province of British Columbia in 1956 with the passage of the St. Mark's Act. The College's programs are recognized by:

- the Roman Catholic Archdiocese of Vancouver (RCAV)
- the Catholic Independent Schools of Vancouver Archdiocese (CISVA)
- St. Mark's College became an Associate Member of the Association of Theological Schools in the United States and Canada (ATS) in June of 2010, and a Candidate Member as of February 2015.

1.3 Partnerships

University of British Columbia

St. Mark's College is a graduate theological college affiliated with UBC. The Principal of St. Mark's College sits as a voting member on the UBC Senate, and St. Mark's students are members of the UBC Alma Mater Society, UBC's student union. St. Mark's is also a founding member of the Consortium of Theological Colleges at UBC.

Catholic Independent Schools of Vancouver Archdiocese (CISVA)

CISVA and St. Mark's College are committed to working together to develop quality educational and formational opportunities for current and future teachers and administrators. Currently, CISVA teachers, principals and vice-principals can expect remuneration increases and/or movement to the next category upon completions of their St. Mark's program.

Association of Catholic Colleges and Universities of Canada (ACCUC)

St. Mark's is a founding member of ACCUC, a group that represents Canada's leading Catholic

institutions of higher education.

2. STRUCTURE OF THE ACADEMIC PROGRAMS

2.1 Divisions of the Academic Year

The academic year is divided into four academic sessions: Fall Session (September – December), Winter Session (January – April), Spring Session (April – June), and Summer Session (July).

2.2 Degrees, Diplomas and Certificates

St. Mark's offers Master's degrees (39-42 credits), graduate diplomas (24 credits), and graduate certificates (15 credits).

2.3 Maximum Program Limits and Credential Completion

Master's degrees must be completed within 5 years and a graduate diploma within 3 years from the time a student registers for a specific program. Beyond this time frame, students may petition the College for an extension. Leaves of Absence are not calculated in these timelines, yet sessions in which students were not taking courses without being granted a leave of absence are counted in these deadlines. Student should consult with a graduate advisor in clarifying goals and planning a study program.

2.4 Courses

Core courses and concentration courses at St. Mark's are worth 3 credits each and are considered full courses. For Master's degrees, capstone courses consist of either a directed research project or a field based project, each being 3 credits.

3. PROGRAMS

St. Mark's offers programs that are oriented primarily towards ministerial leadership: Pastoral Studies, Pastoral Ministry for the Permanent Diaconate, Catholic Educational Leadership, Religious Education, and Theological Studies.

The programs in Pastoral Studies, Pastoral Ministry for the Permanent Diaconate, Catholic Educational Leadership, and Religious Education all begin with a focus on the Catholic theological heritage, offering core courses in Foundations of Theology, Christology and Trinity, Christian Morality, Scripture, and Liturgy and Sacraments. The programs also focus on leadership within the different programs through the concentration courses. Leadership is based on professional expertise. The aim of the capstone course is to blend the theological with the professional.

3.1 Master's Degrees

3.1.1 Master of Arts in Religious Education

The Master of Arts in Religious Education is designed for the preparation of teachers of religious education, both in Catholic schools and in parishes. This program introduces the theological tradition, integrating it with faith, as well as the skills for teaching the faith, combining knowledge of theology with educational theory and practice. This program is designed to equip the students with deeper understanding of Catholic theology, greater competence in the teaching of religion, stronger leadership in religious education programs, and an enriched spiritual life.

Learning Outcomes

Students who have successfully completed this program:

- have an informed understanding of topics and themes in the required theology courses: Foundations of Theology, Christian Morality, Christology/Trinity, Introduction to Old and New Testament, Liturgy and Sacraments, History of the Church, Ecclesiology of Vatican II;
- are able to demonstrate a thorough understanding of the principles of Catholic education learned through the concentration courses: Catechetics, Curriculum, Assessment and Evaluation in Catholic schools, and Leadership and Aims of Catholic education;
- are able to practice an integration of the principles learned in their course work through a field-based practicum;
- are able to model spiritual maturity, including an integration of affective and intellectual growth and commitment to theology and be conversant in how theological study serves the ongoing life of the Church and the world;
- Have developed further their personal spiritual lives.

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 551: 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)

3.1.2 Master of Arts in Pastoral Studies

Program Goals

The Master of Arts in Pastoral Studies is a professional degree program which provides education for the Church's mission and ministry in the world. Pastoral Studies encourages students to discover their gifts and develop them for service. This degree program provides a solid theological foundation, as well as the basic pastoral skills necessary for ministry in a variety of settings. This program also provides a venue for the integration of theology and the practice of ministry, and fosters an enriched spiritual life.

Learning Outcomes

Students who have successfully completed this program:

- are able to demonstrate the ability to analyze, reflect, synthesize, communicate, interpret, and apply the Catholic theological tradition both rigorously and responsibly in a religiously and culturally diverse world;
- are able to demonstrate knowledge of pastoral ministry through the concentration courses: Theology of Ministry, Pastoral Ministry: the Other; Pastoral Ministry: Self; Canon Law for Ministry;

- are able to put into practice an integration of the principles learned in course work through a field-based practicum;
- are able to model spiritual maturity, including an integration of affective and intellectual growth and commitment to theology and be conversant in how theological study serves the ongoing life of the Church and the world;
- have developed further their personal spiritual lives.

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 551: 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)

3.1.3 Master in Catholic Educational Leadership

Program Goals

This degree is designed for the preparation of administrators in Catholic schools. It develops organizational skills and management skills, to be exercised in the light of faith and the Church. The program is designed to provide a critical and constructive theological reflection on transformational and ethical leadership in relation to social and ecclesial communities.

Learning Outcomes

Students who have successfully completed this program:

- have an informed understanding of topics and themes in the required theology courses: Philosophical Themes in Catholic Theology, Foundations of Theology, Christian Morality, Introduction to Scripture, and Ecclesiology of Vatican II;
- have a thorough understanding of the principles of Catholic educational leadership through the concentration courses;
- are familiar with the issues facing school administrators in a Catholic context and are equipped to face them in a theologically informed manner;
- are able to put into practice the principles learned in course work through a field-based practicum;
- are able to model spiritual maturity, including an integration of affective and intellectual growth and commitment to theology and be conversant in how theological study serves the ongoing life of the Church and the world;
- have developed further their personal spiritual lives.

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 551: Ecclesiology of Vatican II
CONCENTRATION COURSES (15 credits)

<p>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</p>
<p>ELECTIVES (6 credits) Any 500-level SMC course</p> <p>Note: If a student wishes to take an elective course with the other Theological Colleges, the Dean's approval is needed.</p>
<p>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</p> <p>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</p> <p>Then working with a 'professor of record' on annotated bibliographies, etc.</p>
<p>CALR 600: Field-based learning project (3 credits)</p>

3.1.4 Master of Arts (Theological Studies)

Program Goals

The Master of Arts (Theological Studies) offers a broad and basic study of the major areas of Catholic systematic theology, as well as introductions to Sacred Scripture, Church History, Social Teachings, and Canon Law. This broad theological foundation is faithful to the Catholic tradition, sensitive to beliefs of other faith traditions, and aware of the contemporary culture. The program is designed to provide a deeper academic, critical and intellectual understanding of Catholic theology, as well as to cultivate a sense of vocation and committed appreciation and scholarly understanding of the Catholic Intellectual Tradition. Students will be able to integrate their academic studies with their spiritual lives and personal growth.

Learning Outcomes

Students who have successfully completed this program:

- are able to demonstrate the ability to analyze, reflect, synthesize, communicate, interpret, and apply the Catholic theological tradition both rigorously and responsibly in a religiously and culturally diverse world;
- are able to engage in academic research of theological topics drawing constructive, responsible conclusions using appropriate scholarly methods through written comprehensive exams;
- have demonstrated deeper knowledge in the area of the thesis, for those who chose to write a thesis;
- are able to model spiritual maturity, including an integration of affective and intellectual growth and commitment to theology and be conversant in how theological study serves the ongoing life of the Church and the world;
- have developed further their personal spiritual lives.

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 551: 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: <ol style="list-style-type: none"> general degree: for which the person takes an elective course 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)

3.2.1 Graduate Diploma in Religious Education (24 credits)

CORE	COURSES	(12	credits)
Choose 12 credits including * required courses			
	<ul style="list-style-type: none"> • PHIL 501 Philosophical Themes in Catholic Theology • THEO 551 Ecclesiology of Vatican II • THEO 501 Foundations of Theology * • THEO 510 Christology – Trinity • THEO 530 Christian Morality * • THEO 540 Liturgy and Sacraments • HIST 505 History of the Church • SCRI 500 Introduction to the Old Testament • SCRI 510 Introduction to the New Testament 		
CONCENTRATION COURSES (9 credits)			
	<ul style="list-style-type: none"> • CALR 526 Curriculum, Assessment & Evaluation in Catholic Schools • CALR 510 Leadership and Aims of Catholic Education • RLED 512 Catechetics 		
ELECTIVE COURSE (any 500 level St. Mark’s course) (3 credits)			

3.2.2 Graduate Diploma in Pastoral Studies (24 credits)

CORE	COURSES	(12	credits)
Choose 12 credits including * required courses			
	<ul style="list-style-type: none"> • PHIL 501 Philosophical Themes in Catholic Theology • THEO 551 Ecclesiology of Vatican II • THEO 501 Foundations of Theology * • THEO 510 Christology – Trinity • THEO 530 Christian Morality * • THEO 540 Liturgy and Sacraments 		

- SCRI 500 Introduction to the Old Testament
- SCRI 510 Introduction to the New Testament

CONCENTRATION COURSES (12 Credits)

- THEO 525 Theology of Ministry
- PAST 501 Pastoral Ministry: The Other
- PAST 510 Pastoral Ministry: Self
- THEO 570 Canon Law for Ministry

3.2.3 Graduate Diploma in Catholic Educational Leadership (24 credits)

CORE	COURSES	(12	credits)
Choose 12 credits including * required courses			
<ul style="list-style-type: none"> • PHIL 501 Philosophical Themes in Catholic Theology • THEO 551 Ecclesiology of Vatican II • THEO 501 Foundations of Theology * • THEO 510 Christology – Trinity • THEO 530 Christian Morality * • THEO 540 Liturgy and Sacraments • HIST 505 History of the Church • SCRI 505 Introduction to Scripture 			
CONCENTRATION COURSES (12 credits)			
<ul style="list-style-type: none"> • 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 			

3.2.4 Graduate Diploma in Theological Studies (24 credits)

CORE	COURSES	(12	Credits)
Choose 12 credits including * required courses			
<ul style="list-style-type: none"> • PHIL 501 Philosophical Themes in Catholic Theology • THEO 551 Ecclesiology of Vatican II • THEO 501 Foundations of Theology * • THEO 510 Christology – Trinity • THEO 530 Christian Morality * • THEO 540 Liturgy and Sacraments 			

- SCRI 500 Introduction to the Old Testament
- SCRI 510 Introduction to the New Testament

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

3.3 Graduate Certificates

The Graduate Certificate programs consist of 15 credits of core, elective and certificate specific course work. The Catholic Core, of 3 courses (9 credits), forms the basis of each Certificate; the last 2 courses (6 credits) are taken from the concentration courses of each program.

3.3.1 Graduate Certificate in Religious Education (15 credits)

CORE courses (9 credits)

- THEO 501 Foundations of Theology
- THEO 530 Christian Morality
- SCRI 505 Introduction to Scripture

CONCENTRATION courses (6 credits)

- CALR 526 Curriculum, Assessment & Evaluation in Catholic Schools
- CALR 510 Leadership and Aims of Catholic Education
- RLED 512 Catechetics

3.3.2 Graduate Certificate in Pastoral Studies (15 credits)

CORE courses (9 credits)

- THEO 501 Foundations of Theology
- THEO 530 Christian Morality
- SCRI 505 Introduction to Scripture

CONCENTRATION courses (6 credits)

- THEO 525 Theology of Ministry
- PAST 501 Pastoral Ministry: The Other
- PAST 510 Pastoral Ministry: Self
- THEO 570 Canon Law for Ministry

3.3.3 Graduate Certificate in Catholic Educational Leadership

CORE courses (9 credits)

- THEO 501 Foundations of Theology
- THEO 530 Christian Morality
- SCRI 505 Introduction to Scripture

CONCENTRATION courses (6 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

3.3.4 Graduate Certificate in Theological Studies (15 credits)

CORE courses (9 credits)

- THEO 501 Foundations of Theology
- THEO 530 Christian Morality
- SCRI 505 Introduction to Scripture

CONCENTRATION courses (6 credits)

- HIST 505 History of the Church
- THEO 522 Catholic Social Teachings
- THEO 560 Christian Anthropology
- THEO 570 Canon Law for Ministry

4. PROGRAM FOR PERMANENT DEACONATE

This program is designed for students seeking ordination to the permanent diaconate in the Archdiocese of Vancouver. The admissions requirements for this diploma, while including College admissions, also require other criteria specific to the Archdiocese of Vancouver.

4.1 Graduate Diploma in Pastoral Ministry

Pre-requisite courses (6 credits)

PHIL 291 Thomistic Philosophy

PHIL 501 Philosophical Themes of Catholic Theology

Graduate Diploma in Pastoral Ministry

(27 Credits)

CORE COURSES (18 Credits)

THEO 501 Foundations of Theology
THEO 510 Christology – Trinity
THEO 530 Christian Morality
THEO 540 Liturgy and Sacraments
SCRI 500 Introduction to the Old Testament
SCRI 510 Introduction to the New Testament

CONCENTRATION COURSES (9 Credits)

PAST 501 Introduction to Diaconal Ministry (non-credit)
PAST 502 Preaching and Liturgical Celebrations (1.5 credit)
PAST 520 Pastoral Counseling
THEO 570 Canon Law for Ministry
SPIR 501 Introduction to Spirituality (1.5 credit)

COMPREHENSIVE EXAMS (non-credit)

4.2 Streams of Study

Those undertaking the diaconate program, upon initial application to the College, are placed in Stream 1 or Stream 2 depending on the level of their academic preparation. Stream 1 students are in the graduate level diploma which can lead to a MA degree. Stream 2 students are studying for a non-graduate diploma which cannot be used toward an MA degree.

In the first year of a program, students who enter Stream 2 may wish to apply to Stream 1. In order to make this application, students must make their intention clear to the Dean of Theology that they wish to attempt Stream 1 course work. During the first year, Stream 2 students seeking Stream 1 status can do so as Non-Traditional Learners as in any other program. They will undertake Stream 1 work, and apply for Stream 1 status at the end of the first course. The final application to move from Stream 2 to Stream 1 must be made before the end of the second course.

St. Mark's uses the following criteria for assessing applications to move from Stream 2 to Stream 1:

1. Post-secondary requirement. At least one year's study of Arts and Science in an accredited institution is a favorable marker.
2. Prior theological study. At least one year of theological study in an accredited program is a favorable marker.
3. Life experience. The student must have life experience that has helped prepare him for theological study at the graduate level, and in particular experience related to the particular program for which the student applies.
4. Consistency with College standards.
5. Non-baccalaureate enrolment quota. The number of non-baccalaureate students registered by a College in its programs may not exceed ten percent of the enrolments of each of these programs.

6. Academic performance in the first year of study according to Stream 1 standards.

This list is not exhaustive but represents some of the College's criteria for admission. Students are responsible for providing this information and sources of confirmation to the College.

In exceptional circumstances, a Stream 1 student may wish to move to Stream 2 and must consult the Dean of Theology before doing so.

4.3 Examinations

Before being granted a Graduate Diploma or Diploma in Pastoral Ministry, all Stream 1 and Stream 2 students will undergo oral comprehensive examinations. These will take the form of oral examinations before a panel. These exams will be pass/fail, agreed on by a majority of the examination committee.

4.4 Master's Program

Those completing the Graduate Diploma in Pastoral Ministry who wish to continue their studies may pursue a Master's degree. The decision to pursue a higher degree should be discussed with the head of the diaconate program for the Archdiocese and the Dean of Theology. Candidates may apply to do so.

5. ADMISSION

5.1 Minimum Requirements and Eligibility

St. Mark's College, as a Catholic Theological College, is broad-based in its admission protocol.

Admission to any degree program requires the following:

- 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 the Dean of Theology, in consultation with the Director of Admissions, is of equivalent standing.
- Applicants should normally have a "B" average in their last two years of college.
- Applicants should be fluent enough in English to be able to participate actively in seminars and to write essays and examinations.
- English is the primary language of instruction at St. Mark's College. All prospective students are required to demonstrate a minimum level of English before they are admitted. Applicants can demonstrate their English-language proficiency in one of the following ways:
 - Achieve a minimum passing score on an approved ELAS test
 - Achieve a minimum passing score on the English Placement Test
 - Provide proof of enrolment in a college-level writing or literature course that transfers as a college level English, Communications, or Creative Writing course

5.2 Non-Traditional Learners

Applicants without an appropriate undergraduate degree may apply to the program as non-traditional

learners. Under special circumstances, some applicants may be admitted without a first degree at the discretion of the Dean of Theology of St. Mark's College. However, the Association of Theological Schools in the United States and Canada limit the number of applicants admissible without a first degree to a specific percentage per program.

Applicants are mature students who have life experience that can be counted in lieu of a formal degree. Applicants are requested to write a 5-10 page history explaining how their work, volunteering, leisure, courses, etc. have contributed to their learning and preparation for graduate theological courses. They will have an interview with the Dean of Theology to discuss their experiential learning. The Dean will discuss their applications with the Director of Admissions and any other appropriate advisor.

Successful applicants may be accepted as qualifying students, and requested to take one or two undergraduate courses to demonstrate their writing and learning abilities before beginning the graduate program. One of the required courses will be a writing skills course. The Dean will work with individual applicants to assess their readiness and their needs.

Applicants may be accepted conditionally into a graduate diploma (24 credits), rather than directly into a master's degree. After the first two or three courses, the Dean will evaluate the student's performance. Students whose conditional acceptance becomes full acceptance will continue in the graduate diploma program.

5.3 International Students

St. Mark's College 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 St. 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.

5.4 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 the student will have fulfilled the requirement that was previously lacking.

6. REGISTRATION

Students can register online through the College's Student Information System (My LION) or through the Enrolment Services Coordinator for St. Mark's College. Students are encouraged to register for a course at least six weeks prior to start of the course.

6.1 Responsibility for Knowing Requirements

Curricular requirements for each program are published in printed and/or online formats. Students are fully responsible for knowing the published requirements.

6.2 Adding or Dropping a Course

A student who wishes to drop a course must inform the respective instructor of the intention to drop and the student should withdraw from the course on My LION. Changes must be made before the first weekend of the course. If a student drops a course before the beginning of the course, they will be charged an administrative fee but will receive a 100% refund of their tuition. If a student drops a course after the first weekend, but before the second weekend of the course (1/3), they will receive a 50% refund on the tuition. If a student drops a course after the second weekend, there will be no refund on the tuition paid

6.3. Course Cancellation

St. Mark's reserves the right to change any course schedule or cancel a class. Students will be notified by the office of Enrolment Services in the event of any changes or cancellations.

6.4 Transcripts

A student can access the grade reports online through My LION. Official transcript of academic record can be requested online or through the Enrolment Services office.

6.5 Simultaneous Registrations

Students may not be registered in two programs at one time. They must select one program. While they may choose to switch programs at any time, they should consult with the Dean of Theology and

the office of Enrolment services before doing so.

6.6 Auditing a Course

The student and instructor must agree on the requirements of an audit for the course. The student may change status from audit to credit or credit to audit on or before the end of the add/drop period. The change from audit status to credit status does not mean a student receives an extension on their assignments.

6.7 Visiting Students

A visiting student is one registered in a degree program outside St. Mark's who has been permitted by St. Mark's to take courses at the College. The following regulations apply.

Students at the Consortium of Theological Colleges at UBC

Prospective visiting students registered at Carey, Vancouver School of Theology, Regent, must apply to St. Mark's to take courses. That application must be supported by their home college.

Other students

All other visiting students will apply to St. Mark's which may accept them at the College's discretion.

Undergraduate students

In some cases undergraduate students who show exceptional promise and abilities and are in the late stages of their undergraduate degrees may apply to take courses at St. Mark's. They can only do so if they:

- are currently engaged in an academic program
- have completed two full years at a university which is a member of the Association of Universities and Colleges of Canada or which is accredited by one of the regional associations in the U.S.

Undergraduate students who take St. Mark's courses and maintain a B average in those courses, will be allowed to count those courses towards any degree or diploma at St. Mark's provided those courses were taken within two years once the student has registered in a specific degree or diploma from St. Mark's.

6.8 Cross Registration

At times students may need to take courses at other institutions.

- Students need to meet the entrance requirements of the school at which they are applying.
- Students must secure a letter of Permission from the St. Mark's Enrolment Services office.

6.9 Directed Study for Individual Courses

At times the situation arises when a student may need to take a course from a faculty member in a directed study format. In such a case, the student must provide a sufficient reason why the directed study is sought. Also, the instructor must agree to conduct the directed study. That directed study must be pertinent to the student's program attained at St. Mark's. A student is only allowed to take a maximum of 2 directed studies per Master's program.

6.10 Registration for Capstone Courses

Students must apply to take their capstone or field based courses. The purpose of this application is to provide the College and the student with a clear direction of the student's work and status after course work is completed. This gives students a clear understanding of their capstone project, identifies early on who will supervise the project, and provides clear deadlines for the project's completion.

- This application must be complete before the student can register for their capstone course.
- On that application, the student must specify which capstone course they are undertaking, the title of the project or short description of the field based project, and they must name the supervisor of that project.
- In cases where students are doing comprehensive exams and a thesis, students must also identify the thesis supervisor, title of their project, as well as which areas will be tested, and who will be marking those comprehensive exams.
- Students are strongly encouraged to approach a supervisor early on to consult with that person on a possible topic.
- The Dean of Theology or Graduate Supervisor will assist the student in finding appropriate markers for their comprehensive exams and will help provide advice in selecting a supervisor for the capstone course.
- Once the form is signed by either the Dean of Theology or by the Graduate Advisor, the student will bring that form to the Enrolment Services Coordinator in order to register for the capstone course.

7. CREDIT FOR ACADEMIC WORK COMPLETED OUTSIDE THE CURRENT DEGREE PROGRAM

7.1 Transfer Credits

Transfer credit is course credit towards graduation from a degree program outside of St. Mark's towards credit for a course or courses at St. Mark's. It is solely the discretion of St. Mark's to grant transfer credit for a course or course(s) completed outside of St. Mark's. St. Mark's will ensure that courses proposed for transfer credit were eligible for post-baccalaureate credit at a recognized institution, yet it is the student's responsibility to supply relevant documentation. St. Mark's has no obligation to transfer credits from other institutions and may exclude credit for many reasons such as: the specific content of the course for which credit is sought, the institution's past or current ATS status, how long ago the course(s) was taken. St. Mark's may also stipulate additional limitations on the number of allowable transfer credits.

St. Mark's graduate degree student may transfer a total of 15 graduate credits from another university

or accredited school of theology, subject to the following criteria:

- a) The student must have official transcripts sent directly from the institution where credit was earned to the Registrar of St. Mark's;
- b) the courses for which transfer credit is awarded must be closely related to the courses required for the particular degree program being sought at St. Mark's;
- c) the student must have attained a minimum grade of B (70%) for each transfer course;
- d) the courses must have been taken at an accredited institution, that is, an institution holding (i) membership in the Association of Universities and Colleges of Canada (AUCC), OR (ii) membership or associate membership in the Association of Theological Schools of the United States and Canada (ATS);
- e) at the time of the request for credit for work completed elsewhere, that work must have been completed no more than 5 years prior to admission to the St. Mark's degree program;
- f) if transfer credit will be sought for work undertaken once a student has begun studies at St. Mark's, the student must apply to the Registrar's Office for permission to study at another institution. To ensure the successful transfer of credit, the student must provide course information and receive written permission from St. Mark's prior to the start of the course.
- g) For any institution that does not fit in the above categories (international schools), students must provide the College with the information needed to judge accreditation; this could include, the course descriptions of courses sought for transfer, relevant academic transcripts, course texts used, academic qualifications of the course instructor.

A St. Mark's graduate diploma student may transfer a total of six graduate credits from another university or school of theology, subject to the same criteria as listed above, except that at the time of the request for transfer credit, the work must have been completed no more than six years prior to admission to the St. Mark's program.

Courses that are accepted for transfer credit will be assigned a grade of P (pass) and shall not be included in the calculation of a General Weighted Average (GWA).

7.2 Shared Credit

For programs internal to the College, a student may not share more than half of the credits required for one degree to a new degree. In the case of shared credits, a student is required to complete the courses particular to the new degree being sought. A student, who has finished one degree and wishes to share credits from one degree to another, must do so within two years of finishing the first program.

7.2.1 Shared Credit Limitations

For a student sharing credit between degrees, (not laddering from a diploma to a degree) the number of shared credits (half from the previous degree) will not be enough to fulfill the credit requirements for the new degree. Students must first take the courses particular to the new degree. This will be done through the concentration courses and a new capstone course must be completed.

7.2.2 Additional Courses in Shared Credit Scenarios

Once a student has completed the concentration courses for the new degree, and still requires additional courses, the student can take elective courses to complete the requirements, with the Dean's permission.

8. COURSES

8.1 Deadlines, Time Limits, and Extensions for Courses

All requirements for a course must be completed by the time of the final deadline for assignments provided by the instructor. Normally this shall be two weeks after the end date of a course. In exceptional circumstances, an individual student may be granted an extension beyond the deadline for reasons such as illness, bereavement, or compassionate grounds. Such an extension must be approved by the instructor of the course for which an extension is sought and approved by the Dean. The extension allows the student to submit work by a later specified date. After 4 months the incomplete mark will automatically change to Fail.

8.2 Limitations on Progress without Completion of Courses

A Student will be required to complete course work before moving on in the program. Students will be able to begin one additional course with other course work outstanding. This applies even in cases of extensions. In the later stages of a student's program, when a student has no further courses to take, the student whose course work from a previous term(s) is not complete will not be allowed to undertake comprehensive exams until all course requirements are fulfilled.

8.3 Course Syllabus

Preliminary syllabus.

Two weeks before the start of a course, each instructor will provide the College with a preliminary abridged syllabus for each course to be offered. The preliminary syllabus advises students regarding the expected learning outcomes, topics, readings, assignments, and methods of evaluation of the course, but is understood to be preliminary and subject to change, even sometimes substantial change, up to the time the course begins.

Publication of syllabus

Each instructor will distribute a final syllabus by the first day of the course.

Changes in syllabus

Major changes to syllabi (percentages for assignments, not the organization of topics or lectures) are not permitted without more than 50% of the students voting to accept the major change. Students cannot initiate a vote to change an element of the course unless the instructor first proposes the change. Minor changes to syllabi can be expected (such as order of topics covered, etc). It is best practice for faculty to follow closely the proposed topics in a syllabus.

8.4 Course Attendance Requirements

A Student must attend at least 80% of the on-site lectures in order to pass the course. In particular,

with the hybrid on-line/on-site delivery format, the student must attend all study weekends in order to complete a course. Since study weekends are integral to the learning process, missing an entire study weekend would be equivalent to missing one third of the face-to-face instructional time. No student can pass a course if they have missed an entire study weekend. In exceptional circumstances, an individual student may be allowed to miss a section of a study weekend for reasons such as illness, bereavement, or compassionate grounds. If a student needs to miss a day or part of a day on a study weekend, such an extension must be approved by the professor in consultation with the Dean of Theology. The instructor will determine specific work to make up for the absence, particularly work that will demonstrate command of the missed material.

8.5 Elective Courses

In special circumstances, students will need to take elective courses. Such elective courses will be offered on a limited basis by the College. The course will be a specialized topic in the area of the instructor's expertise. The limitations on who can take these electives are as follows:

- students who require the elective
- auditors and interested students from other Colleges
- students in other programs may take the elective, but it will be in addition to their course work for their program. Students in this category may audit the class if they wish and pay the appropriate fee. Students in this latter category cannot use elective courses to replace other required courses for their program

8.6 Support for Students with Disabilities

Please note the process for students who have been found to be eligible for exam and/or classroom accommodations:

- The College requires a copy of disability documentation for the student's file.
- All accommodations are then based upon an analysis of the documentation at UBC Access and Diversity.
- A disability advisor will meet with the student and determine exactly what accommodations are needed.
- The advisor will provide the student with a letter that to present to the Enrolment Services Coordinator. The Enrolment Services Coordinator will provide the student with copies of this letter to give to the instructor(s).

Please click on this link for more details: <http://www.students.ubc.ca/access/disability-services/support-students/>.

It is solely the student's responsibility to go to UBC DRC in order to meet with an advisor and receive the correct documentation BEFORE accommodations are required. The student should contact Enrolment Services a minimum of two weeks before every exam period in order to confirm the accommodation and to be notified of the times of exams.

9. WRITING

9.1 Inclusive Language

St. Mark's supports the use of inclusive language in students' written and oral work.

9.2 Format of Written Assignments

St. Mark's requires that all written work be submitted in acceptable academic format and style. Unless specified differently by an instructor, all written material of students should be typed, double-spaced, printed on one side only, and submitted on white, 8.5" x 11" paper, using Times Roman, with a 12-point font size.

9.3 Citation Method

St. Mark's recognizes that multiple citation methods are used in a variety of disciplines from Systematics, to Scripture, to Education. Therefore, students should choose one recognizable citation method for their academic work: for example Chicago style or APA. The student is responsible for knowing the citation method. A combination of methods in single assignments will not be permitted. In choosing the method, it is recommended that students in educational programs use APA and students in theological and pastoral studies use the most recent edition of Chicago. Professors may require certain citation methods for particular projects.

Acceptable writing style manuals include the following:

- American Psychological Association (APA) Publication Manual - APA's style rules and guidelines are set out in a reference book called *The Publication Manual of the American Psychological Association*.
- *A Manual for Writers of Term Papers, Theses, and Dissertations* - Kate Turabian, (Chicago: University of Chicago Press) or Joseph Gibaldi & William Aichters, eds.
- *MLA Handbook for Writers of Research Papers* (New York: Modern Language Association of America).
- *Society of Biblical Literature (SBL) Style Guide – The SBL Handbook of Style* (Peabody, Mass. Hendricksen, 1999), supplemented by *The Chicago Manual of Style: Fourteenth Edition, Revised and Expanded* (1993).

10. COMPREHENSIVE EXAMS

Written comprehensive exams are designed to test the overall competence and retention near the end of a student's program. The comprehensive exams consist of three testable areas (one major, two minors) relevant to the student's program of study. Each exam will have three essay questions in which students demonstrate a command over a broad area of study. The comprehensive exams will be in three areas:

- Systematic Theology-This exam can draw from all the core courses (Church history, Christology, Christian morality, etc.) except Scripture. It will examine the student on the teaching of the Church, as well as encourage critical interaction with the major scholars that contribute to those areas.
- Scripture - This exam will test an overview of the Old Testament and New Testament, both in its content and the proposals of scholarly literature. The exam will also cover the Church teaching about Scripture.
- Catholic Thought - This exam will draw on the other theological areas not covered in systematic theology. It will draw primarily on Church history, Catholic social teachings, Christian anthropology and canon law.

The comprehensive areas are divided into *one major* exam and *two minor* exams depending on the student's needs and program. It will be the faculty members' discretion to determine the content of the major and minor exams. In general, faculty will write exams appropriate to the level (major or minor) and compose exam questions that reflect the student's course work.

10.1 Composition of Comprehensive Exams

The College will assign an instructor for each comprehensive exam. The instructor will compose the questions to be asked, and will grade the student's answers. The questions are intended to be broad in order to test the student's overall competence in an area of study.

- Each area will require the student to answer three questions relevant to that area of study (30 pages per comprehensive exam, double spaced).
- Exams are "take home open book" exams written in a typed essay format, in which students are given 5 days per comprehensive exam. The exam questions will be released to the student (either electronically or in a hard copy) and the student will have 5 days to compose his/her answers.
- At least one month prior to the start of exams, the student and the instructor will agree on the dates a student will receive each exam.

10.1.1 Dates for Writing Comprehensive Exams

The comprehensive exams are due three months after the end of the student's last semester of course work. The due date for the comprehensives will be recorded on the "Application for Capstone Course" form.

10.1.2 Grading of Comprehensive Exams

Comprehensive exams will be graded according to the College grading scale. If a student fails one comprehensive exam, the student may write new exams within 2 months. If a student fails two comprehensive exams, he/she may re-write them within 3 months. If a student fails all the comprehensive exams, or fails any of the second exams, the student will not be able to continue. Instructors will mark comprehensive exams within two weeks of receiving them.

10.2 Weight of Comprehensive Exams

Comprehensive exams are required for the MA (Theological Studies). Major exams are worth 50% and minor exams are worth 25% each. Thus, the usual division of marks will be: systematic theology (50%), Catholic thought (25%), Scripture (25%). Comprehensive exams are not given a grade on a student's transcript. The student should consult with the faculty member composing that exam.

10.3 Thesis Proposal

A student, who is writing a thesis, will submit the thesis proposal as part of the comprehensive exams. It is expected that a student will have selected a thesis supervisor and have been in contact with that supervisor long before the thesis proposal is due. The thesis proposal is due by the end of the semester after a student has finished their course work.

10.4 Parts of the Thesis Proposal

The thesis proposal will contain the following elements:

Title. The tentative title that will concisely summarize the thesis.

The Thesis Statement. The problem that will be investigated.

Review of Previous Scholarship. The relationship of the research topic to current and previous scholarship. What other contributions represent the field? What closely related problems have been solved and how? Who treated the problem and to what extent? Where does the unsolved portion of the problem begin? What are the principal sources?

Methodology. How to investigate the problem; what methods of analysis will aid the investigation of the primary source material?

Proposed Table of Contents. To the extent possible, outline the chapters and their major parts.

Bibliography. The most important primary sources and scholarly works to be consulted.

A thesis proposal should be approximately 10 pages.

10.5 Selecting a Thesis Supervisor

The College will assist the student in selecting a thesis supervisor. The student will select a supervisor internal to the College unless there is none available. Once a thesis supervisor is selected, the supervisor's name, the student's name and brief title of the proposed topic must be recorded with the College through the "Application for Capstone Course Form". The student is encouraged to work with his/her thesis supervisor as early as possible.

In cases where a supervisor is external to the College, the student must have the supervisor approved through by the Dean of Theology

10.6 Evaluation of the Thesis Proposal

The thesis proposal will be evaluated by the thesis supervisor. The supervisor will return the corrected proposal within one month of receiving the proposal. While the proposal will not be graded, the supervisor will give the thesis proposal one of three possible outcomes:

- a) The proposal is accepted as is and the student can continue with the thesis.
- b) The proposal is accepted with the understanding that certain elements require revision; the student can continue writing the thesis.
- c) The proposal is not acceptable as is, and must be revised and resubmitted within one-month of receiving the decision from the thesis supervisor.

The supervisor will inform the Dean of Theology of the status of the thesis proposal. In cases where a student must submit a second proposal and that a second proposal is not accepted, the student will not be permitted to continue with the thesis.

11. THESES

11.1 Additional Course Work and Language Competency for Thesis Preparation

In some disciplines, the thesis supervisor may require additional course work from the student to properly conduct the research needed for that thesis. Thus, the student is responsible for contacting the thesis supervisor responsible as early as possible. While in some cases such courses may be elective courses or directed studies, more often a student needs to acquire certain levels of reading proficiency in appropriate ancient and modern languages needed for research. The student should note that entrance into doctoral programs often requires proficiency in at least one modern and one ancient language. A thesis supervisor cannot require more than two additional courses in preparation for the thesis. These courses may be taken either internally or externally to St. Mark's College. These courses required must not be audited, but taken for credit by the student. They must conform to the transfer and shared credit requirements in this guide.

11.2 Constituent Parts of a Thesis

The thesis should contain the following:

Title page. This includes the thesis title, the student's name, the name of the thesis supervisor, the student's program, and the date of submission.

Table of Contents. This list should indicate the titles and subtitles of the thesis, any appendices, bibliography and page numbers of each.

Abstract. An abstract of no more than 300 words. This abstract will appear on the page following the title page.

Introduction. The introduction should outline the scope of the project and contain an explicit

thesis statement that the thesis will demonstrate. This introduction should also explain why this research is important and contain the research question. It should also describe the whole project and how that question will be answered and how the thesis will be demonstrated.

History of Scholarship. The thesis should demonstrate an awareness of how it fits into broader scholarship in the area. This will be evident in how the thesis interacts with scholarship throughout, but the thesis must also contain a section that specifically situates the project in current and past scholarship, demonstrates awareness of how the thesis relates to that scholarship, articulates similarities, differences, and contributions the thesis makes in relation to that scholarship.

Methodology. A section on method, which may form part of the introduction, describes the relevant primary literature and the methods to be used for interpreting it.

Main Analysis. The main section contains the demonstration of the thesis statement. There must be a logical interrelationship between the parts. The thesis must consider its own contribution and not merely rely on one source or set of secondary source as evidence for an argument.

Conclusion. The main points and contributions of the thesis should be brought together in a concluding section. Here a student should not introduce new problems or material, but should reflect on the thesis, its contributions and possible limitations and scope that could lead to further research questions.

Bibliography. All material cited in the thesis must be referenced in the bibliography. This is not a list of sources read, but a list of sources cited.

11.3 Thesis Length

A thesis is considered a substantial piece of work. A thesis at the Master's level should be 80-100 pages. Those marking the thesis have no obligation to mark thesis beyond 120 pages or roughly 30,000 words.

11.4 Evaluation

A thesis will not receive a grade. The thesis will receive either a pass or fail. It is the student's responsibility to meet early on in their program with a potential thesis supervisor to plan an appropriate project. Both the thesis supervisor and second reader will read the final thesis and together they will agree on one of three categories

- 1) No corrections - the thesis is accepted as is.
- 2) Minor Corrections - the thesis is accepted subject to minor stylistic mistakes that must be completed within two weeks of the student receiving the corrections. The supervisor needs to sign off that minor corrections are complete.
- 3) Major Corrections - the thesis is accepted subject to changes in content that must be completed within one month of the student receiving the corrections. Both the supervisor and

second reader must sign off on that major corrections are complete.

4) Not Accepted - the thesis does not meet the requirements of the MA program. The student has one year to correct and revise the thesis after receiving the directions of the readers. After the revised thesis is marked by the supervisor and a second reader (either the same reader or a different reader), the decision on the acceptability of the thesis will be final. In the case where a student does not pass after completing the revisions, the student will not be permitted to earn a Master of Arts in the area of study for which the student wrote the failed thesis.

11.5 The Thesis Supervisor

The thesis supervisor is responsible for meeting with the student, approving their area of study and topic, and marking the thesis in its final form. The supervisor and second reader must come to a mutual decision on the results of the thesis by any means of correspondence that best suits them. In the rare case of a disagreement between them, they may agree to consult a third reader of their choosing whose vote would solve the dispute. The third reader will be chosen by the supervisor and second reader with the approval of the College.

11.6 The Second Reader

The second reader is only responsible for reading the thesis in its final form. The supervisor and second reader must come to a mutual decision on the results of the thesis by any means of correspondence that best suits them. In the rare case of a disagreement between them, they may agree to consult a third reader of their choosing whose vote would resolve the dispute.

11.7 Thesis Completion

All theses (not major research papers) will be bound (hard copy) by the student at his/her own expense. This copy will be given to the College for the library. The thesis will also be given to the library in a PDF form for its electronic files. The student may wish to make an extra bound copy for the supervisor, but is not required to do so.

11.8 Thesis Deadlines

The student has 1 4-month term (fall: Sept. - Dec.), winter (Jan. - April), Spring/Summer (May-August) to write the thesis. If necessary, a second term can be taken right afterward. After two consecutive terms, the student must begin to pay a continuance fee per term in order to keep up registration and library access

12. CAPSTONE COURSES

Students may register either for the Field Based Project or for the Directed Research Project, depending upon their program of studies and after completing all but two of their final courses.

12.1 Field Based Project

St. Mark's College offers the graduate level Field Based Learning Project (Field Based Learning/Reflection Seminar) as its capstone course for several Master's degree programs.

The objective of the course is to assist with integrating life experiences and theological knowledge by discerning God's activity in the midst of life through reflection and sharing with others.

Normally, this Capstone Project is offered annually during the winter term and begins with an introductory session in December.

12.1.1 Summary of Field Based Requirements

1. Initial placement proposal and acceptance of an on-site Mentor.
[Mentors cannot be someone who has authority over the student.]
2. Negotiated and approved written learning goals contract.
3. Ministering in an approved placement (60 hours of contact experience with a minimum of 5 hours each week, including a weekly one hour session with a mentor.
4. Reading materials provided in class; and one text appropriate for the field education site.
5. Case conceptualizations, submitted for seminar discussion/reflection.
6. Two reflection papers.
7. Logs 1 and 2 = time tracking and insight logs.
8. Weekly Mentor records, each completed and signed by both parties.
9. Participation in seminars and at the introductory December session.
10. Mid-term and final evaluations by the Mentor.
11. A final evaluation by the course Facilitator.

During the term, weekly full hour sessions with a Field Based Mentor are scheduled by students and Mentors. Also, students will meet at the College with a Facilitator in a seminar setting five times during the term and participate in the above mentioned December introductory session. Students will be given handouts relating to the above requirements as well as a description of the respective roles of the Mentor and of the Facilitator.

Students are to complete the following tasks following the December information session and prior to the first seminar.

Task 1: Meet with the Dean of Theology to verify that course entrance requirements are met.

Task 2: Complete the Initial Placement Learning Proposal, which is to be submitted to the course Facilitator for approval prior to the first seminar. Herein:

- a) Describe the proposed placement.
- b) State the name of the proposed Field Based Mentor, plus the person's contact information, namely: address, phone number and email, as well as a description of the ministry.
- c) List reasons for choosing the particular placement.

- d) Submit at least five learning goals, along with a rationale for each. (Examples will be provided during the December information session).

The registration is finalized with a completed Field Based Learning Proposal, signed by the student and Mentor, and approved by the Field Education Facilitator.

12.1.2 Field Based Project Process and Evaluation

1. Theological reflection focuses upon ministerial events experienced by class members, upon sharing with their on-site Mentors, and dialogue with seminar participants and the Facilitator. This enables students to better understand and assess their ministry in the context of personal faith and theology by engaging in systematic and disciplined theological reflection about their experiences. In order to assist in reflecting upon such experiences, in analyzing those experiences, and in planning ahead, students will adapt methods for recording and reporting their reflections. The Mentor and the student together share about these written submissions.
2. Goals: Students identify learning goals at the beginning of the course. They write a reflection paper on their learning goals by mid-term and a final reflection paper by the end of the course. The final paper also will reference the required text.
3. Evaluation: The Mentors complete both mid-term and final evaluation forms. The Facilitator completes an evaluation form, and on behalf of the Mentors and the Facilitator submits a final mark for the course of either pass or fail. Students will discuss these evaluations with their Mentors and Facilitator.

Sample copies of these evaluation forms are supplied to students so that they understand how they are being assessed.

12.1.3 Field Placements

In consultation with the Facilitator students confirm ministry placements suitable for meeting course objectives and agreed upon learning goals. The Field placement also will be influenced by students' pastoral interests.

Placements are considered appropriate:

- when the student can take responsibility for ministry to people in an approved setting;
- when the student's experience of ministry is relevant to her/his learning goals;
- when there is a person who is willing to be a Mentor of the student in collaboration with the College's Facilitator.

12.1.4 Methodologies

Discussions, readings and the assignments will be utilized to increase students' knowledge, theological integration and ability to apply theory to practice. Students participate in class discussions, offer constructive feedback to other students, and will work to make the most of the materials presented both in and outside of class. Students will keep logs of all readings and activities to help

demonstrate the integration of their learning into their personal lives. Students will be required to submit two reflection papers. Students present case conceptualizations. One will include a carefully selected Verbatim (including proof of informed consent), in order to discuss students' application of knowledge and any growth producing experiences.

Field Experience: Students will be practicing at a self-selected site with on-site Mentors. The site must be approved by the Facilitator. They will have a minimum of 60 contact hours spread throughout the term. Students will be exposed to the protocols and procedures particular to placements. They will interact with other professionals and with those deemed appropriate by the site Mentors and within the protocols for that site.

Marking: The final mark for the course is either a Pass or a Fail. For components of the course a minimum mark of B- (66-69%) is required to pass. Components include and are not limited to: seminar attendance and participation; weekly sessions with Mentors; signed and completed Weekly Mentor Records; sixty (60) on-site contact hours; two completed Logs (time tracking; insight); a required text; Case Conceptualizations & Verbatim; two Reflection Papers; completed written Evaluations.

12.1.5 Assignment Descriptions

Log 1. Students will complete logs that track their time at the placement. This contains a factual record of the activities; "clients" (no names, rather, issues and types of help provided); supervision; presentations, etc., that students provide, or otherwise experience. A sample log will be made available. Each student will create format appropriate to the specifics of the placement. This log may be handwritten or typed.

Log 2. Students also maintain a journaling log to record insights and personal growth experiences based upon seminars, site experiences, readings and meetings with Mentors throughout the term.

Weekly Field Mentor record. Forms will be provided.

Presentations. Students complete case reports and a verbatim. These will be presented during seminars, and then handed in at the end of seminars.

Students prepare themselves to be open to both receiving and giving feedback, identifying both highs and lows regarding the presentations and the written case conceptualizations.

Mentor Evaluations. At the beginning of the course students are to be given a set of evaluation forms to deliver to their Mentors. Periodically, students will revisit such forms with Mentors to discuss progress or needs for improvement. After reviewing their completed evaluations with students, Mentors send evaluations to the Field Education Facilitator by the due dates. Such confidential evaluations influence passing of the course.

12.2 Directed Research Project

A directed research project is a paper that is less involved than a thesis. Topics related to the student's degree program may be in any area of the student's choosing, which must meet the approval of the research director prior to the student's beginning the project. The Director is a faculty member chosen by the college. Although a research project has similarities to a Master's thesis, it is not a thesis. For example, a thesis is usually 80 -100 pages or more. A research project does not require original insight, whereas a thesis does. The research project will be 40 pages of text, excluding bibliography, appendices, table of contents and cover pages.

The project will be marked by the faculty member and will be graded on the regular grading scale of the College. The mark for this project will be either a pass or a fail. Research projects will not be bound. The College only requires one hardcopy of the directed research project, which will be placed in a binder in the library.

12.2.1 Directed Research Project Deadlines

After partially completing the "Application for Capstone Course Form," the student will meet with the Dean of Theology to complete the application and to explore possible research topics.

The research project is to be completed 4 months after the final course of the student's program of study is completed. The specific date is recorded on the "Application for Capstone Course Form."

12.2.2 Directed Research Project Extensions and Failures

Extensions for the directed research project are subject to the regular policies for paper extensions in this handbook. As well, if a directed research project is given a failing grade, please see the policies for recourse in academic course work as outlined in this handbook.

13. GRADES

13.1 Minimum Grades

The passing grade is 66% however, only 6 credits or two courses may be credited toward a master's program, with a mark of 66%-69%. A minimum of 70% mark is required for all other courses.

13.2 Grading Scale

This grading scale is designed to guide students and faculty in what constitutes the work in a particular letter grade. Therefore, the "qualities" of each grade category will help students understand why they received the grade they did.

A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, broad knowledge base.			
Letter Grade	Numerical Equivalents	Grasp of Subject Matter	Other qualities expected of students
A+	90-100	Profound and creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base. Superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
A	85-89	Outstanding	
A-	80-84	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base. Strong grasp of subject matter with sound critical evaluations; evidence of broad knowledge base.
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.			
B+	76-79	Sound, capable work	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good evidence of familiarity with literature
B	70-75		Adequate critical capacity and analytic ability; some understanding of relevant issues; reasonable understanding of relevant issues; evidence of familiarity with literature.
B-	66-69	Meeting the basic qualifications at the post-baccalaureate level	
F	0-65		Failure to meet the above criteria

13.3 Explanation of Transcript Codes

P or F-no grade assigned, excluded in all averages; P=Pass, requirements of the course completed satisfactorily, credits granted where applicable.

I- Incomplete	IP-In Progress
W-Official Withdrawal	AU-Audit
CE-Credits Earned	%-Percentage
LG- Letter Grade	

13.4 Grading Practices

13.4.1 Timely evaluation

At least one marked piece of work which is a part of the evaluation of student performance for the course, whether essay, quiz, review, etc., shall be returned to the student within the period of a course.

13.4.2 Multiple Evaluations

Students must be evaluated on more than one piece of work. No single piece of work for a course may be worth more than 50% of the total course mark and participation not be worth more than 20% of the total course mark.

13.4.3 Scrutiny of Extreme Marks

A mark of 95% or above should be rare at the graduate level, especially the basic- degree graduate level. If such a mark is given, the College will require an explanation from the instructor why such a grade was given.

13.4.4 Supplemental Assignments

A student who receives a grade of between 60-65% for a course (thus a failing grade) may petition the instructor in writing (and copy the College Registrar and Dean of Theology), within 30 days of receiving the final grade, to write a supplemental assignment, equal to the difficulty and length of the major assignment for the course. If College administration agrees, the student, instructor and administration will agree on an assignment to be completed within one month. Undertaking a supplemental assignment does not guarantee the student a passing grade. The assignment will not be graded, but will receive a pass or fail mark. If the student receives a passing grade on the supplemental assignment, their mark for the course will be 66%.

14. ACADEMIC HONESTY POLICY

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

The instructors at St. Mark's shall take all reasonable steps to educate students regarding academic

honesty and to prevent and to detect dishonesty. It is the responsibility of instructors 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 St. Mark's requires instructors 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 teaching faculty and assist instructors by providing adequate secure facilities and invigilation for examinations.

14.1 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 authorised by the examiners. Other forms of cheating include discussing questions or answers during an examination or test without prior approval from the instructor. It is also considered cheating to consult an instructor's teaching materials without the instructor's approval.

Inappropriate Collaboration

Instructors 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 the instructor.

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 instructor 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 instructor.

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 instructors to proceed with scheduled lectures, discussions, examinations, and tests.

Non-compliance

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

Plagiarism

Scholarship 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 instructor) 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 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 instructor. 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. The instructor has the responsibility to report the case to the Dean of Theology. The procedure below will be followed once

a case is reported.

14.2 PROCEDURE

Academic Honesty Committee

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.

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
Instructor finds plagiarism	Speaks to student	No plagiarism. Case ends. No record. OR Plagiarism is found. Instructor keeps copies of everything (assignment, comments, email, correspondence). The assignment receives a mark of zero (0). Instructor must inform the Dean of Theology.
Student accepts the instructor'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 instructor 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.

<p>Student does not accept instructor's decision of plagiarism</p>	<p>Case sent to Dean of Theology who reviews the materials, speaks to instructor 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.</p>	<p>No plagiarism. Case ends. No record. Dean of Theology will inform instructor and student and ask Office of Admissions and Records to remove the record from the student's file.</p> <p>OR</p> <p>Plagiarism found. Dean of Theology confirms the instructor's decision. Mark of zero (0) for assignment stands. Dean of Theology will write a letter to the student, and copy the instructor and the Office of Admissions and Records. The letter will be kept in the student's record.</p>
<p>Student does not accept Dean of Theology's decision of plagiarism</p>	<p>Dean of Theology forwards case to the AHC. The AHC will review materials, and speak to instructor 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.</p>	<p>No plagiarism found. The AHC Chair will inform the Dean of Theology who will inform the student, instructor, 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.</p> <p>OR</p> <p>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 instructor, student, and Office of Admissions and Records.</p>

2 nd time plagiarism is found	The Dean of Theology does not review the file. The case goes from the instructor to the Dean of Theology who passes all materials to the AHC. The AHC will review materials, and speak to instructor 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, instructor, 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, instructor, and the Office of Admissions and Records. The student is suspended from the College for 2 years. Senate is informed.
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15. RECOURSE IN ACADEMIC MATTERS

15.1 Recourse Rights for Students

A student has recourse against a decision regarding his or her failure to meet an academic standard within a course. This process excludes any sanction or academic penalty imposed on a student as a matter of academic discipline by the Senate. It also does not apply to admissions decisions.

Students have recourse in the following matters:

- a) The admission of a student to a course or program (exclusive of initial admission to the College).
- b) The continuation of a student in a specific course or program.
- c) Academic matters within a course

15.2 Initial stages

Any student seeking recourse should first consult the faculty member or staff member who made the original decision. If the conversation with the faculty or staff member, in the estimation of the student, does not address the issue or concern, the next stage shall be followed.

15.3 Secondary Stages

The student may propose a secondary meeting with the faculty or staff member. In the academic affairs of a course, the instructor is responsible. In administrative affairs, the staff member is responsible. It is the student’s responsibility to consult with the instructor/staff member who made the

original decision no longer than one month after the end of the course or one month after any decision made pertaining to their right for recourse. The instructor/staff member responsible for the decision and student are required to record minutes of this second meeting. Each will retain a copy of those minutes for their records.

- a) In academic cases pertaining to courses, if the student is still not satisfied with the decision, they may request in writing, a remarking of the assignment or test in question by the instructor who marked the original assignment. At this stage students should be aware that their mark could either be raised, stay the same, or lowered. Thus the student is encouraged to carefully consider whether requesting a remarked assignment is desired. In this secondary stage, failures are also possible.
- b) In administrative matters pertaining to a student not being admitted to a particular program (exclusive of initial admission to the college), at this stage if a student is not satisfied with the decision, he/she may formally request a review of this decision from the relevant superior of that staff member.

15.4 Final Stages

- a) In academic cases pertaining to courses in which a student is still not satisfied with the remarked assignment, and only in the case that the remarked assignment is a significant amount (30% or more) of the course grade **and** has received a failing grade, the student may request a formal remark from the College. The College will appoint an independent faculty member from within or outside the College with competence in the area of study being addressed in the assignment. That faculty member will be provided with the assignment and the College grading scale. The student shall not know the identity of the independent marker and the name on the assignment shall be removed so the marker does not know the student's name. The grade resulting from that assessment shall be the final grade for the assignment or exam. Again, the student should be aware that the grade can either be raised, stay the same, or lowered. In this final stage failures are also possible.
- b) In administrative matters pertaining to a student not being admitted to a particular program (exclusive of initial admission to the college), at this stage the staff member who made the original decision and their relevant superior will review the student's concern. The decision resulting from that meeting will be final.

15.5 Recourse in Matters of Theses and Comprehensive Exams

In recourse of individual comprehensive exams, see the process above for recourse.

In recourse for any thesis or major paper or, directed research project, or field based project, recourse can only be sought if a thesis or project has failed. (see the section of theses)

15.6 Recourse in Matters of Academic Misconduct

In cases where a student is being accused of academic misconduct, a student will have recourse

throughout the process outlined in section 14 of this handbook.

16. STUDENT RECORDS AND PRIVACY

16.1 The College's Commitment

Safeguarding your confidentiality and protecting your personal information is a fundamental concern of St. Mark's College. The College is committed to meeting or exceeding the privacy standards established by the BC Personal Information Protection Act (PIPA).

16.2 Privacy Protection in British Columbia

The Act requires an organization to obtain informed consent from an individual before collecting personal information about that individual, with certain exemptions. The organization must state why it is collecting the information, and how it will use the information collected. The Act also requires the organization to keep the information it has collected in a secure and safe manner, protecting the individual's right to have his or her information protected. The Act also describes with whom the personal information may be shared.

16.3 Ten Privacy Principles

As part of St. Mark's College's commitment, the following Ten Privacy Principles govern the actions of the College as they relate to the use of personal information. These principles have been built upon the values set by the Canadian Standards Association's Model Code for the Protection of Personal Information and British Columbia's Personal Information Protection Act (PIPA).

1. **Accountability** — St. Mark's is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the College designates an individual(s) who is (are) accountable for the College's compliance with the Ten Privacy Principles. This individual is the Privacy Officer of the College.
2. **Identifying Purposes** — St. Mark's will identify the purposes for which personal information is collected before or at the time the information is collected.
3. **Consent** — St. Mark's will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information.
4. **Limiting Collection** — St. Mark's will limit the personal information collected to those details necessary for the purposes identified by the College.
5. **Use, Disclosure and Retention** — St. Mark's will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law. Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected.
6. **Accuracy** — St. Mark's will maintain personal information as accurate, complete and up-to-date form as is necessary to fulfill the purposes for which it is to be used.

7. Safeguarding Personal Information — St. Mark’s will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.
8. Openness — St. Mark’s will make information available to individuals concerning the policies and practices that apply to the management of their information.
9. Individual Access — St. Mark’s will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's information, and shall give the individual access to it in accordance with the law. Individuals may verify the accuracy and completeness of their information and may request that it be amended, if appropriate.
10. Complaint Process — Individuals may direct any questions or enquiries with respect to the College's privacy policies or practices to the Privacy Officer of St. Mark’s.

16.4 How Does the College Safeguard Information?

St. Mark’s College maintains current security standards to ensure that your personal and financial information is protected against unauthorized access, disclosure, inappropriate alteration or misuse.

1. Student Files — Student files are stored in secured filing cabinets. Access is restricted to only those employees (administrators, instructors, counselors, secretaries, etc.) who, by nature of their work, are required to see them.
2. Identifying Purposes — St. Mark’s will identify the purposes for which personal information is collected before or at the time the information is collected.
3. Electronic Security — The College manages electronic files appropriately with passwords and security measures that limit access by unauthorized personnel. The College’s security practices are reviewed periodically to ensure that the privacy of your information is not compromised.
4. Record Management College — Personal information is destroyed one year after the College no longer needs the information or one year after legal minimum retention requirements have been met.
5. Use, Disclosure and Retention — St. Mark’s will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law. Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected.
6. Accessing and Amending Information — St. Mark’s makes decisions based on the information it has. The College makes every effort to ensure information is accurate and complete.
7. Accessing Your Information — You may access and verify any of your personal information or academic records with appropriate notice so that the office is able to supply you with the information you require. Most of this information is available in the registration forms and other forms that you filled out.
8. Amending Your Information — To help the College keep your personal information up-to-date, the College encourages you to request that it amend inaccuracies and make corrections.

Where appropriate, the College will communicate these changes to other parties who may have unintentionally received incorrect information from the College.

16.5 What Information is Collected?

St. Mark's College gathers and uses personal information to provide the student with the best possible educational services enunciated by the Mission statement of the College. Most of the information the College collects comes to the College directly from you, and only with your consent. When you apply to register the College will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the College to provide the best possible education and co-curricular programs.

16.6 How is Information Used?

St. Mark's College uses:

1. Personal information to communicate with you, process applications and ultimately to provide you with the educational services and co-curricular programs you expect.
2. Personal information to enable the College to operate its administrative function, including payment of fees and maintenance of non-educational programs including fundraising.
3. Health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.

If for any reason personal information is required to fulfill a different purpose, the College will notify you and ask you for your consent before the College proceeds.

16.7 When Information May be Disclosed?

St. Mark's College keeps personal information strictly confidential and treats it with care and respect. However, some of an individual's personal information may be shared with others as noted below.

1. When Authorized by You
 1. Other educational institutions routinely contact the College for personal information about students. For example, if you move to another college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when you register and authorize the College to disclose such information to other appropriate educational institutions for the ongoing education of your child.
 2. The release of transcripts requires a written request signed and dated by you. Your signature authorizes the release of the private information contained in your transcript.
 3. Contact information may be used to enable the College to provide the para-educational and administrative services usually operated by the College. These services include

phoning committees, participation groups, fundraising, events, annual general meetings, etc.

4. In some cases, when communication is over the telephone, your consent to the use and/or disclosure of your information will be obtained verbally. In other cases such as when you communicate through e-mail, your consent will be obtained electronically.

2. When Required by Law

1. The type of information the College is legally required to disclose most often relates to legal proceedings, court orders and government tax reporting requirements.
2. Only the information specifically requested is disclosed and the College takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

3. When Permitted by Law

1. The College is legally permitted to disclose some personal information in situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency or suspicion of illegal activities, etc. Only pertinent information is disclosed. The College does not sell, lease or trade information about you to other parties.

4. The College's Employees

1. In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. For example, instructors will have access to personal information about you but not your account with the College.
2. All employees of St. Mark's are required to abide by the privacy standards governed under PIPA. They are also required to work within the principles of ethical behavior as set out in employment contracts and must follow all applicable laws and regulations. Employees are well informed about the importance of privacy and they are required to sign either a code of conduct or a confidentiality agreement that prohibits the disclosure of any personal information to unauthorized individuals or parties. To reinforce their understanding and commitment to upholding client privacy and confidentiality, employees periodically receive up-to-date literature about our privacy policy, principles and standards.

5. Outside Service Suppliers

1. At St. Mark's, the College sometimes contacts outside organizations to perform specialized services such as printing, student assessments, educational research or data processing. Suppliers of specialized services are given only the information necessary to perform those services.

6. Restricting Sharing Information

1. If you choose to limit the sharing of your personal information, please contact the Registrar's office and submit a written letter specifying which items of personal

information you wish to limit, and to whom you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

The College may add, modify or remove portions of this policy when it is considered appropriate to do so. You may ask for the most recent update of this policy at the Student Services Centre.

Questions, concerns, and complaints about privacy, confidentiality and information handling of the College may be addressed to the College's Privacy Officer by calling the President's office. If necessary, you will be referred to use the College's complaint procedure and appeals policies.

17. CODE OF CONDUCT

17.1 General

Commitment to students

St. Mark's College is committed to treat with respect, and to preserve the right to privacy by maintaining confidentiality and by behaving with the utmost professionalism in their relations with all members of the community inside and outside the College.

Harassment

Every individual has the right to be free from harassment. Harassment is defined as objectionable conduct or comment, directed toward a specific person(s), which serves no legitimate work purpose, and has the effect of creating a humiliating, hostile or offensive environment.

Scholarly integrity

Individuals are expected to assume direct responsibility for the intellectual and ethical quality of their work, and to observe the generally accepted standards of scholarly conduct in all aspects of their teaching and research. Instances of scholarly misconduct will be treated under the disciplinary procedures described below.

Criminal misconduct

Any evidence of theft, vandalism, criminal acts, or prejudicial behaviour against St. Mark's College, will lead to disciplinary action and may include prosecution and/or dismissal. The use of illegal drugs on the College premises, in College-owned vehicles, or on College business will be subject to disciplinary action. The use, sale, or purchase of illegal drugs or illegal substances on College premises are strictly forbidden, and are grounds for immediate dismissal.

Smoking

The College is a smoke-free environment; no smoking is allowed in the buildings or on the College grounds.

17.2 Student Conduct Policy

17.2.1 Preamble

As a Catholic College operating in accordance with the Apostolic Constitution *Ex corde Ecclesiae*, St. Mark's College is a community that recognizes and adheres to the teaching authority of the Church in faith and morals, the latter of which emphasizes the dignity of each person as a son or daughter of God. Catholic members of the community are called to personal fidelity to the Church. Non-Catholic members are required to respect the Catholic character of the College, while the College in turn respects their religious liberty.

Students of the College are expected to take responsibility for their actions with respect to both speech and behavior. In order to promote the common good of the members of the College community, students are subject to the Student Conduct Policy. This policy is intended to resolve conflict or correct wrongdoing that cannot be resolved on a more informal basis.

Matters of Academic Misconduct are treated in a separate section of this handbook.

17.2.2 Forms of student misconduct

Student misconduct can include, but is not limited to, the following offences:

- Disrupting any College activity or class, by word, action, or any other means.
- Creating or supporting any situation which endangers or threatens the emotional or physical health, safety, or well-being of any other individual.
- Causing physical or emotional harm, injury, or threat to any person.
- Making unauthorized use or having unauthorized possession of the property of any person or institution, including the College.
- Damaging, destroying, or defacing the property or resources of any person or institution, including the College.
- In any other way appropriating or using the property or resources of any person or institution, including the College, without appropriate consent or authority.
- Forging, altering, or misusing any College document in any form.
- Engaging in illegal activities of any kind, including, but not limited to, violation of the laws and regulations of Canada or the Province of British Columbia, or any other jurisdiction where the student may be present on behalf of the College, or as a result of

their enrolment at the College, including, but not limited to, violation of liquor laws and drug related statutes.

- Falsifying or misrepresenting information in any way involved in disciplinary hearings.

17.2.3 Remedies and Sanctions for Student Misconduct

As befits a Catholic community, opportunities for restitution and appropriate reconciliation ought to be considered in each case. In matters related to St. Mark's students, every proposed penalty must be approved by the Senate.

Other factors to be considered in establishing sanctions and remedies can include, but are not limited to:

- the severity of the violation
- the present demeanour and past disciplinary record of the offender
- the nature of the offence
- the severity of any damage, injury or harm resulting from such offence

Even when not on the College campus, students who commit any of the offences mentioned above while representing the College or engaged in a College activity will be subject to the same sanctions.

Sanctions for violations of the Student Conduct Policy may include, but are not limited to:

1. *Dismissal from the College*

Dismissal is the permanent separation of the student from the College. Permanent notification will appear on the student's academic transcript. The student will also be barred from College premises.

2. *Suspension from the College*

Suspension is the separation of the student from the College for a specified period of time. Permanent notification of the suspension will appear on the student's academic transcript. The student will not be permitted to participate in any College sponsored activity and will be barred from College premises during the period of the suspension. Such decisions must be given by the Senate.

3. *Banned from campus, College premises, or facilities*

Banning a student from campus, College premises, or College facilities means that the student is not allowed to be on the campus, College premises, or at College facilities for or during specific time periods without express written approval to the contrary. This may include authorizing limited access to particular College premises or facilities for specific purposes (e.g. to attend class) but otherwise banning access to College premises.

4. *Disciplinary probation*
The student may be restricted from participating in current and/or future student and College activities. This includes but is not limited to co-curricular and organizational activities, and student leadership positions.
5. *Ineligibility for graduation and/or participation in ceremonies*
A student charged with Student Conduct Policy violations prior to graduation may not graduate, participate in graduation ceremonies and/or receive a diploma until the Student Conduct Policy proceedings have been adjudicated and, if the student is found responsible, sanctions have been completed.
6. *Monetary restitution*
Where appropriate, the student may be required to make payment to the College or to other persons, groups, or organizations for damages incurred as a result of a determined Policy violation.
7. *Fines*
A monetary fine may be imposed on a student as a deterrent to policy violations.
8. *Community service/educational project*
Community service, work on campus, research projects, or other appropriate learning experiences may be assigned.
9. *Disciplinary warning*
The student is given a written warning that future misconduct may result in more severe disciplinary action.
10. *Educational programs*
The student may be assigned to attend educational programming to increase his/her awareness of the effects and issues related to the use of alcohol or drugs, and other behaviours. The student will submit to the Director of Student Services a report of agreed-upon length.
11. *Other remedies and sanctions*
In accordance with the Procedures below, additional or alternative sanctions may be imposed.

Any misconduct that involves a breach of the law will be reported to the police. All other penalties are administered by the Senate.

17.2.4 Procedures

Cases relating to student misconduct at St. Mark's will be reviewed and resolved in accordance with the following procedures.

Initial Action

1. All cases of suspected student misconduct will be brought to the attention of the Academic Dean, whether by an instructor, another student, a staff member, or a member of the wider community.
2. For academic misconduct, see the relevant section of this handbook. The Dean or designate will conduct the initial investigation, and interview the student. If, as a result of this investigation, the Dean no longer believes that student misconduct has occurred, the case will be dismissed and no record will be preserved. If, however, the Dean still believes that student misconduct has occurred and/or the student admits culpability for the offence, the Dean, with the approval of the Senate, will suggest an appropriate remedy or sanction from the list above.
3. In the case of offences between two persons, or by one person against other(s), the Dean will attempt to reach a resolution with the student and the other person(s) involved. This resolution may include remedies or sanctions from the list above, but may also include other actions.
4. If the student accepts the penalty, with the approval of the Senate, the Dean will initiate and oversee the actions agreed upon.
5. The Senate will inform the student and other involved parties of the decision in writing, and forward documentation of the case to the Office of the Principal and the Office of the Registrar. Any remedies or penalties imposed on the student will be recorded in a letter of reprimand issued to the student by the Registrar; a copy of the letter will also be placed in the student's file.

Appeal Procedure

1. If the student disputes the facts, or thinks the penalty excessive, or otherwise does not accept the suggested resolution, the student may appeal the Dean's decision to the Student Conduct Committee (SCC) in the form of a written submission sent to the Principal within seven days of receiving the decision. The Principal will then convene a meeting of the full SCC, with a view to resolving the case. At this meeting, the SCC will receive and review all relevant documents to determine whether or not student misconduct has occurred. The student has the right to appear before the Committee, and to have an advocate present. The SCC may also request a meeting with any other involved parties, who may also have an advocate present.
2. If, as a result of this review, the SCC is not convinced that student misconduct has occurred, they must request a review of the case from the Senate.
3. The SCC will inform the student, and where appropriate, the other party of its recommendations in writing, and forward documentation of the case to the Office of the Principal and the Office of the Registrar and the Senate.
4. The Senate will consider the SCC's recommendations, and decide on the case.

The Student Conduct Committee

The Committee shall comprise three voting members:

- a faculty member selected by the St. Mark's Senate
- a faculty member appointed by the Principal
- the St. Mark's student Senate representative

Meetings shall be chaired by the faculty representative selected by the St. Mark's Senate. This committee shall be constituted on an "as needed" basis.

18. REVISION OF HANDBOOK

This handbook can be revised at any time. Students are responsible for keeping up to date regarding recent handbook editions. Revisions of the handbook can only be done with the approval of the Senate. The official handbook will be provided online in a downloadable PDF file.

19. FACILITIES AND STUDENT RESOURCES

19.1 St. Mark's Campus and Area

St. Mark's is located on the northeastern tip of the University of British Columbia's Vancouver campus (UBC). Our facilities include the Dr. John Micallef Memorial Library, classrooms, student lounges and study spaces, a cafe, the beautiful St. Mark's College Chapel, and administrative areas where you will find your advisors and faculty members' offices. The environment is welcoming and we encourage you to drop by and experience the sense of community found here.

19.2 Library

The Dr. John Micallef Memorial Library serves students and faculty of Corpus Christi College, Saint. Mark's College, and B.C.'s theological community. We are found on the first floor of the St. Mark's Chapel building. Our collection specializes in philosophy, spirituality, theology, religious education, educational leadership, pastoral studies and Church history.

To search our collection, click on the search link under Library Catalogue to access THEOLOG, the combined catalogue of Carey theological College, Regent College, St. Mark's College and the Vancouver School of Theology

St. Mark's Library is a member of **THEOLOG**, the shared catalogue of the consortium of theological colleges on the UBC campus representing the collections of:

- Dr. John Micallef Memorial Library, at St. Mark's College
- John Richard Allison Library, at Regent College (a joint collection of Regent and Carey Theological College)
- H.R. MacMillan Theological Library at the Vancouver School of Theology

The four theological colleges are independent institutions that formed a Consortium to list all their library holdings in one joint catalogue, accessing over 200,000 records across the three libraries. Students, faculty and staff at all four colleges have borrowing privileges at the consortium libraries with individual institution's library card memberships.

Please note that each library has its own registration, library cards, and borrowing privileges (loan rules). Borrowers are responsible for adhering to each institution's loan policies and restrictions.

19.3 Writing and Research Assistance

The library offers orientation sessions for new members of the College community. Those sessions will cover some basics of research methods. Graduate level study assumes a command of research and writing methods, but the College recognizes in some cases (such as amount time away from post-secondary study) students may need additional support. While the library assists with basic research needs, the research methods course (required across almost all programs) will assist students in more complex research methods and techniques needed for graduate study.

Finally, there are an ample amount of helpful writing resources available from a variety of academic institutions that are accessible online. These include downloadable PDF's to assist students in their writing. Some of these resources are:

<http://www.utoronto.ca/ucwriting/handouts.html>

<http://www.queensu.ca/writingcentre/handouts/handoutsindex.html>

<http://web.uvic.ca/wguide/Pages/StartHere.html>

19.4 Location

To search for buildings, locations, or services on the UBC campus, use Wayfinding at UBC: <http://www.maps.ubc.ca/PROD/index.php>

To find out about great opportunities and interesting sites on campus, use the directory for attractions: <http://www.attractions.ubc.ca/>

19.5 Transportation

St. Mark's is within a five-minute walk to UBC's bus loop, ensuring easy access to transportation throughout the Lower Mainland. Most of our students take public transportation to campus, as they have access to the UBC U-Pass Bus Pass. Students and staff are also encouraged bike to campus and many do.

19.6 Food and Amenities

Our students also have access to all the amenities of The UBC Campus, including the food outlets and retailers of the AMS Student Union Building. St. Mark's is a five minute walk from many on campus

restaurants (both fast food and traditional restaurants), several coffee shops, gift shops, pharmacies, stationary and school supply stores, including the UBC Bookstore. Carey Centre has a public cafeteria, where hot lunches are available Monday to Friday at reasonable prices.

19.7 UBC Facilities

<http://www.attractions.ubc.ca/>

19.8 Vancouver and Surroundings

St. Mark's College and UBC are within a short drive to most Vancouver landmarks, including Cypress Bowl and Grouse Mountain, both providing opportunities for skiing and snowboarding. You can visit the Vancouver Aquarium in Stanley Park, the Vancouver Museum and MacMillan Space Centre, or the Vancouver Art Gallery, any day of the week. We are also within a two-hour drive from Whistler, one of the sites of the 2010 Olympic Games.