



ST. MARK'S COLLEGE

Graduate 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 St. 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. St. Mark's College 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 St. 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)
- the [Association of Theological Schools in the United States and Canada \(ATS\)](#) - 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 in February 2015; St. Mark's College became a fully accredited member of ATS in February 2018.
- [Education Quality Assurance](#) (EQA) of British Columbia.

1.3 Partnerships

University of British Columbia (UBC)

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 (AMS), 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 completion of their St. Mark's program.

Roman Catholic Archdiocese of Vancouver (RCAV) – Office of the Permanent Diaconate

The men in the permanent diaconate program of the Archdiocese of Vancouver do their academic formation through St. Mark's College.

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 terms: Fall (September – December), Winter (January – April), Summer 1 (April – June), and Summer 2 (July-August). Students may begin their studies in any of these terms.

2.2 Degrees, Diplomas and Certificates

St. Mark's offers Master's degrees (39-42 credits), graduate diplomas (24-27 credits), and graduate certificates (15 credits). St. Mark's also offers continuing education courses.

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. Students should consult with a graduate advisor in clarifying goals and planning a study program.

2.4 Courses

Most 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 (major paper or thesis) or a field based project.

Graduate courses at St. Mark's College are offered primarily virtually, using Zoom and Canvas. Students attend classes virtually in real time. Classes are usually offered one evening a week, from 6-9 pm. Occasionally, classes will be offered at other times. The Association of Theological Schools (ATS) has accredited St. Mark's College for comprehensive distance education.

During an intensive two-week period in July, Summer Institute some classes may be offered in

person.

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 integrate the theological with the professional.

3.1 Master's Degrees

3.1.1 Master of Arts in Religious Education

Program Description

The Master of Arts in Religious Education is designed for the preparation of teachers of religious education, both in Catholic schools and in parishes. Combining knowledge of theology with educational theory and practice, this program introduces students to the Catholic theological tradition and to the skills essential for teaching the faith in a variety of contexts.

Program Goals

This program is designed to:

- (1) foster a deeper understanding and integration of Catholic theology and its connection to educational ministry;
- (2) develop the knowledge and pastoral skills required for effective educational ministry in contemporary contexts;
- (3) encourage growth in personal and spiritual maturity.

Program Learning Outcomes

- Students demonstrate an ability to conduct informed biblical interpretation within the Catholic tradition, and demonstrate an understanding of the Church's teaching and practice from historical, doctrinal and systematic perspectives;
- Students demonstrate a thorough understanding of the principles of Catholic education and develop pastoral skills essential to their application in diverse contexts;
- Students demonstrate capacities for theory-praxis integration and for theological reflection in the context of educational ministry.

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 * SCRI 505: Introduction to Scripture + SCRI 516: Johannine Literature, SCRI 521: St. Paul’s Epistles, SCRI 532: Torah, or others could replace SCRI 500 + SCRI 510
CONCENTRATION COURSES (9 credits)
THEO 525: Theology of Ministry AND TWO of the following courses: RLED 512: Catechetics RLED 514: Theories of Religious Development CALR 526: Curriculum, Assessment and Evaluation in Catholic schools CALR 510: Leadership and Aims of Catholic Education SPIR 537: Leadership and Spirituality THEO 585: Selected Topics in Theology
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 & C Recommended module: Basic B
CAPSTONE (3 credits)
RLED 600: Field-based learning project

3.1.2 Master of Arts in Pastoral Studies

Program Description

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.

Program Goals

This program is designed to:

- (1) foster a deeper understanding and integration of Catholic theology and its connection to pastoral ministry;
- (2) develop the knowledge and skills required for effective pastoral ministry in contemporary contexts;
- (3) encourage growth in personal and spiritual maturity.

Program Learning Outcomes

- Students demonstrate an ability to conduct informed biblical interpretation within the Catholic tradition and will demonstrate an understanding of the church's teaching and practice from historical, doctrinal and systematic perspectives;
- Students demonstrate knowledge of pastoral theology and its cognate disciplines and develop pastoral skills essential to its application in diverse contexts
- Students demonstrate capacities for theory-praxis integration and for theological reflection in the context of their chosen area of ministry.

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
* SCRI 505: Introduction to Scripture + SCRI 516: Johannine Literature, SCRI 521: St. Paul's Epistles, SCRI 532: Torah, or others could replace SCRI 500 + SCRI 510
CONCENTRATION COURSES (12 credits)
THEO 525: Theology of Ministry

PAST 500: Pastoral Ministry: the other THEO 570: Canon Law for Ministry AND ONE of the following courses: PAST 510: Pastoral Ministry: self RLED 514: Theories of Religious Development THEO 560: Christian Anthropology SPIR 537: Leadership and Spirituality THEO 585: Selected Topics in Theology
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 & C Recommended module: Basic B
CAPSTONE (3 credits)
PAST 600: Field-based learning project

3.1.3 Master in Catholic Educational Leadership

Program Description

This degree is designed for the preparation of administrators in Catholic schools. The program combines reflection on the Catholic theological tradition with leadership theory and practice in the context of Catholic educational ministry.

Program Goals

This program is designed to:

- (1) foster a deeper understanding and integration of Catholic theology and its connection to Catholic educational leadership;
- (2) develop the knowledge and skills required for effective educational leadership in Catholic schools;
- (3) encourage growth in personal and spiritual maturity.

Program Learning Outcomes

- Students demonstrate an ability to conduct informed biblical interpretation within the Catholic tradition and will demonstrate an understanding of the Church’s teaching and practice from historical, doctrinal, and systematic perspectives;
- Students demonstrate a thorough understanding of the principles of Catholic educational leadership and develop pastoral skills essential to their application in diverse contexts;
- Students demonstrate capacities for theory-praxis integration and for theological reflection in the context of Catholic educational leadership.

Master in Catholic Educational Leadership – 39 credits
CORE COURSES (15 credits)
PHIL 501: Philosophical themes in Catholic Theology THEO 501: Foundations of Theology SCRI 505: Introduction to Scripture THEO 530: Christian Morality THEO 551: Ecclesiology of Vatican II
CONCENTRATION COURSES (18 credits)
THEO 525: Theology of Ministry And FIVE of the following courses: 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 SPIR 537: Leadership and Spirituality THEO 585: Selected Topics in Theology
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 & C Recommended module: Basic B
CAPSTONE (3 credits)
CALR 600: Field-based learning project

3.1.4 Master of Arts (Theological Studies)

Program Description

The Master of Arts (Theological Studies) aims to deepen the religious basis of an individual's life and work. It offers a broad study of the major areas of Catholic theology and it provides an opportunity for in-depth study and specialization.

Program Goals

This program is designed to:

- Cultivate survey knowledge and integration of the Catholic theological tradition and its application in diverse contexts ;
- enable students to think theologically by considering different theological areas, perspectives, and methods;
- provide an opportunity for students to conduct specialized research in a particular area of interest.

Program Learning Outcomes

- Students are able to conduct responsible biblical interpretation within the Catholic tradition and demonstrate an understanding of the church's teaching and practice from historical, doctrinal, and systematic perspectives and its relevance for contemporary Christian living.

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
* SCRI 505: Introduction to Scripture + SCRI 516: Johannine Literature, SCRI 521: St. Paul's Epistles, SCRI 532: Torah, or others could replace SCRI 500 + SCRI 510
CONCENTRATION COURSES (12 credits)
Choose FOUR of the following courses: HIST 505: History of the Church THEO 522: Catholic Social Teachings

THEO 560: Christian Anthropology THEO 570: Canon Law for Ministry THEO 585: Selected Topics in Theology
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 & C Recommended module: Basic B Advanced modules include: G: Library Research for a Thesis H: Argumentation and Writing a Research Proposal I: Writing a Thesis/Project from Concepts to Footnotes
MAJOR PAPER (3 or 6 credits)
THEO 602: Major Paper (3 credits) THESIS: Thesis writing (6 credits, 3 in lieu of an elective)

3.2 Graduate Diplomas

3.2.1 Graduate Diploma in Religious Education (24 credits)

<p>CORE COURSES (12 credits) Choose 12 credits including * required courses</p> <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*

* SCRI 505: Introduction to Scripture + SCRI 516: Johannine Literature, SCRI 521: St. Paul's Epistles, SCRI 532: Torah, or others could replace SCRI 500 + SCRI 510

CONCENTRATION COURSES (9 credits)

- THEO 525: Theology of Ministry

AND TWO of the following courses:

- RLED 512: Catechetics
- RLED 514: Theories of Religious Development
- CALR 526: Curriculum, Assessment and Evaluation in Catholic schools
- CALR 510: Leadership and Aims of Catholic Education
- SPIR 537: Leadership and Spirituality
- THEO 585: Selected Topics in Theology

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

- 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*

* SCRI 505: Introduction to Scripture + SCRI 516: Johannine Literature, SCRI 521: St. Paul's Epistles, SCRI 532: Torah, or others could replace SCRI 500 + SCRI 510

CONCENTRATION COURSES (12 Credits)

- THEO 525: Theology of Ministry
- PAST 500: Pastoral Ministry: the other
- THEO 570: Canon Law for Ministry

AND ONE of: the following courses:

- PAST 510: Pastoral Ministry: self
- RLED 514: Theories of Religious Development
- THEO 560: Christian Anthropology
- SPIR 537: Leadership and Spirituality
- THEO 585: Selected Topics in Theology

3.2.3 Graduate Diploma in Catholic Educational Leadership (24 credits)

CORE COURSES (12 credits)

Choose 12 credits including * required courses

- 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)

- THEO 525: Theology of Ministry*

AND THREE of the following courses:

- 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
- SPIR 537: Leadership and Spirituality
- THEO 585: Selected Topics in Theology

3.2.4 Graduate Diploma in Theological Studies (24 credits)

CORE COURSES (12 Credits)

Choose 12 credits including * required courses

- 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*

* SCRI 505: Introduction to Scripture + SCRI 516: Johannine Literature, SCRI 521: St. Paul's Epistles, SCRI 532: Torah, or others could replace SCRI 500 + SCRI 510

CONCENTRATION COURSES (12 Credits)

Choose **FOUR** of the following courses:

- HIST 505 History of the Church
- THEO 522 Catholic Social Teachings
- THEO 560 Christian Anthropology
- THEO 570 Canon Law for Ministry
- THEO 585: Selected Topics in Theology

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 (choose 2 courses - 6 credits)

- THEO 525: Theology of Ministry
- CALR 526 Curriculum, Assessment & Evaluation in Catholic Schools
- CALR 510 Leadership and Aims of Catholic Education
- RLED 512 Catechetics
- RLED 514: Theories of Religious Development
- SPIR 537: Leadership and Spirituality
- THEO 585: Selected Topics in Theology

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 (choose 2 courses - 6 credits)

- THEO 525 Theology of Ministry
- PAST 501 Pastoral Ministry: The Other
- PAST 510 Pastoral Ministry: Self
- RLED 514: Theories of Religious Development
- THEO 560: Christian Anthropology
- THEO 570 Canon Law for Ministry
- SPIR 537: Leadership and Spirituality
- THEO 585: Selected Topics in Theology

3.3.3 Graduate Certificate in Catholic Educational Leadership (15 credits)

CORE courses (9 credits)

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

CONCENTRATION courses (choose 2 courses - 6 credits)

- THEO 525: Theology of Ministry
- 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
- SPIR 537: Leadership and Spirituality
- THEO 585: Selected Topics in Theology

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 (choose 2 courses - 6 credits)

- HIST 505 History of the Church
- THEO 522 Catholic Social Teachings
- THEO 560 Christian Anthropology

- THEO 570 Canon Law for Ministry
- THEO 585: Selected Topics in Theology

4. Program for the Permanent Diaconate

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. Please see the website of the Archdiocese of Vancouver for further information on the permanent diaconate.

4.1 Graduate Diploma in Pastoral Ministry

<p>Pre-requisite courses (6 credits)</p> <p>PHIL 291 Thomistic Philosophy PHIL 501 Philosophical Themes of Catholic Theology</p> <p>Graduate Diploma in Pastoral Ministry (27 Credits)</p> <p>CORE COURSES (18 Credits)</p> <p>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</p> <p>CONCENTRATION COURSES (9 Credits)</p> <p>PAST 502 Preaching and Liturgical Celebrations (1.5 credits) PAST 501 Pastoral Ministry: the other THEO 570 Canon Law for Ministry SPIR 501 Introduction to Spirituality (1.5 credits)</p> <p>COMPREHENSIVE EXAMS (non-credit)</p>
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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 terminal non-graduate diploma which cannot be used toward an MA degree.

In the first year of the 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 Oral Comprehensive 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 Director 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. If English is not the applicant’s language, the candidate may be required to demonstrate English language proficiency by taking the English Placement Test and/or submitting scores from a standardized language proficiency test such as the TOEFL or IELTS.

5.2 Non-Traditional Learners

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 (ATS) 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 Associate Registrar 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. 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 can demonstrate their English-language proficiency by submitting scores from a standardized language proficiency test such as the TOEFL or IELTS. The minimum TOEFL score required for admission is 550 (PBT) or 83 (iBT). An overall band score of 6.5 in the academic IELTS test is required for admission to St. Mark's College.

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 Admission

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. If a student drops a course before the beginning of the course or before the add/drop deadline, the student will receive a 100% on tuition and other fees, except for the course registration fee. If a student drops a course after the add/drop deadline but before the tuition refund cutoff date, the student will receive a 50% refund on the tuition only. If a student drops a course after the tuition cutoff date, there will be no refund on the tuition paid. Dates for each term can be found in My Lion.

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 Registrar's Office in the event of any changes or cancellations.

6.4 Transcripts

A student can access the grade reports online through My LION. Official transcripts of academic records can be requested online or through the Registrar's Office.

6.5 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 assignments.

6.6 Visiting Students

A visiting student is one registered in a degree program outside St. Mark's College 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, or 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.

6.7 Cross Registration

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

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

6.8 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 at St. Mark's. A student is only permitted to take a maximum of two directed studies per Master's program.

6.9 Registration for Capstone Courses

The Director of Field-Based Learning or the Coordinator of the major papers and theses will reach out to students who are nearing the completion of their program in order to discuss the capstone course. Sometime in the spring before the student would be ready to register for the capstone, there will be a meeting to discuss the expectations for the capstone in the coming academic year.

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.

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 students may transfer up to 50% of graduate credits in a program 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.

Courses that are accepted for transfer credit will not be included in the calculation of the Cumulated Grade Point Average (CGPA).

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, and then work out with the Dean which other courses should be taken. 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 details

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. The extension allows the student to submit work by a later specified date. The extension ends three weeks after the grades are published for that term, at which time the incomplete mark will be calculated.

In extraordinary circumstances when a student needs more time, the student may apply for the incomplete grade to continue as an academic concession through the Registrar's Office. See the [Academic Concession](#) policy.

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 is not complete will not be permitted allowed to undertake the capstone 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 lectures in order to pass the course. In exceptional circumstances, an individual student may be permitted to miss more class time for reasons such as illness, bereavement, or compassionate grounds. The instructor will determine specific work to make up for the absence, particularly work that will demonstrate command of the missed material.

8.5 Support for Students Needing Accommodations

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

accommodations through UBC's Centre for Accessibility:

- The College requires that any student needing accommodations goes through UBC's Centre for Accessibility;
- An Accessibility Advisor at UBC's Centre for Accessibility will meet with the student and determine what accommodations are needed;
- The Centre for Accessibility will provide the student with a letter that to present to the Student Resource Centre, and to the instructors.

Please click on this link for more details <https://students.ubc.ca/about-student-services/centre-for-accessibility>.

It is solely the student's responsibility to go to UBC's Centre for Accessibility in order to meet with an advisor and receive the correct documentation BEFORE accommodations are required. The student should contact the Student Resource Centre 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 different citation methods are used in a variety of disciplines from Systematics, to Scripture, to Education. Therefore, students should follow the instructor's choice or, if appropriate, 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. Research Methods

10.1 Introduction

St. Mark's College, Vancouver School of Theology (VST), and Carey Theological College began collaborating in 2016-2017 to offer research methods modules to students of all three colleges. Each module is 3 hours long; location for all modules is VST. All modules will be offered in 3 formats: in-person, synchronous distance, and asynchronous distance. Each College has different completion requirements of its students.

10.2 Basic Research Modules

Theological research is both similar to and different from research in other disciplines. St. Mark's graduate students are recommended to take the Basic Research Modules A and C in their first year of studies. These modules are required for students in the master's programs. Module B is also recommended for everyone.

Research modules are offered in fall and winter terms. There is no cost charged to the student for these modules. Students must check the schedule and register for the research modules in My LION.

The ideal is to take the module in person or virtually in real time. Please note these different options:

- To attend the module in person or virtually
- To take a challenge exam; students must receive at least 80% on the exam to pass
- Everyone who attends or takes the challenge exam may review the recording of the session for future reference

Students who wish to take the challenge exam must still register for the modules in My LION.

The modules are:

Module A: Introduction to Library Research

This module provides an introduction to academic library print and online resources, as well as to basic research strategies for paper writing. Students review library literacy targets and engage in

practice searches using online catalogues, subject guides and databases, focusing on keyword and subject searches.

Module B: Library Research Strategies for Paper Writing

This module is a continuation of Module A, incorporating academic resource research strategies with a breakdown of steps for research. Students analyze research questions, critical thinking and the breakdown of arguments. Students practice sourcing key resources to assist in developing their own paper topics. Citation styles guides are reviewed, including how to use in-text, footnote and bibliographic citations.

Module C: How to Write Papers

A basic introduction to paper writing, research and organization, study skills, construction of paragraphs, logical arguments, etc.

Module D is available to all those who are interested:

Module D: Web Resources for Ministry and Leadership

This module provides an overview of social media literacy skills and popular software and tools: specifically, media formats and their strengths and limitations in creating and/or promoting messaging and networking with different user groups. Focusing on using electronic media for ministry activities, students are shown how to define their audience, target their messaging and critique which tools work best for their needs.

10.3 Advanced Research Modules

Students in the MA (Theological Studies) are recommended to take all the advanced modules G, H, I. All are welcome to take any other modules that interest them.

Module E: Human Research I: Introduction

A survey of the kinds of research done with human subjects and introduction to the need for ethical guidelines in human research.

Module F: Human Research II: Advanced

This more advanced workshop on research with human subjects provides more depth about the strategies used in research and the best uses for each type of research strategy.

Module G: Library Research for a Thesis

This module outlines the steps required in the process of organizing a research plan, from sourcing primary and secondary resources to using advanced library research skills. Students review academic expectations of thesis-track programs, as well as a variety of help resources from academic writing tools to online research sources.

Module H: Argumentation and Writing a Research Proposal

This module, aimed at students writing longer research papers, theses, projects or capstone assignments, will 1) describe modes of argumentation used in academic research and how to think through a logical flow of ideas for establishing a conclusion; and 2) cover creating a research

proposal including skills such as defining a research focus or thesis statement, methodology, and argumentation.

Module I: Writing a Thesis/Project: from Concepts to Footnotes

Writing a major paper requires skills in everything from handling a large amount of research data to tracking the smallest details of footnote formatting. This module, aimed at students writing longer research papers, theses, projects or capstone assignments, will cover helpful “nuts and bolts” of selecting data, outlining, structuring, writing and formatting large papers.

11. Professional Degree Capstones

(Religious Education (RLED 600), Catholic Educational Leadership (CALR 600), Pastoral Studies (PAST 600))

Along with academic studies in Scripture, Systematic Theology, Moral Theology, Church History and Pastoral Theology, the Field-Based Learning Project is an essential component in preparation for the practice of ministry. The Field Based Learning Project encourages and supports theory-praxis integration; skills development; and pastoral self-awareness essential to ongoing formation.

This capstone project proceeds sequentially through five stages. The process begins in THEO 525: Theology of Ministry, ramps up in spring of the year prior to convocation and unfolds over the course of the student’s final year of studies.

The Field-Based Learning Project will be graded on a pass/fail basis. Successful completion of the Project will depend upon completion of all five components, including a ‘passing’ evaluation from their site supervisor.

11.1 THEO 525: Theology of Ministry and Orientation to Field-Based Learning

The student begins the Field-Based Learning Project by enrolling in THEO 525: Theology of Ministry. Toward the end of the course, students are introduced to field-based learning in theological education. Students will learn how to formulate a pastoral-theological question; to create a set of learning objectives and goals that will guide their ongoing practice; and to select a relevant placement site. Students who have completed THEO 525 will attend an Orientation Seminar in the Spring of the academic year prior to their projected convocation. All the required documents, guidelines and templates for the Field-Based Learning Project will be distributed at this time. The project overview and the relevant documents may also be downloaded from the College homepage.

11.2 The Learning Agreement

After the Orientation Seminar, students will draft a pastoral-theological question together with a set of learning goals and objectives that will form the basis of their Learning Agreement. The Director of Field-Based Learning will offer feedback on this initial draft and will support students in their efforts to select a suitable site and supervisor. Using the Learning Agreement template, students will prepare a detailed draft in dialogue with their potential supervisor and will submit this copy for

approval to the Director who will comment in detail on the draft and offer feedback for revisions. Typically, students can expect to prepare at least two drafts of the Learning Agreement before final approval. The Learning Agreement must be approved within 10 days of starting the Field-Based Learning Placement and will be signed by the student, supervisor and Director of Field-Based Learning. Students will typically reflect upon and prepare the Learning Agreement sometime between April-September of the year in which they participate in the Orientation Seminar.

Typically, the Field-Based Learning Placement will take place in a context where the student anticipates ministering in the future. Alternatively, students may wish to explore a question in a particular context that is unfamiliar to them or that is not directly connected with their future vocational goals. The latter can be a challenging and rewarding way to explore the interface of theological knowledge, pastoral practice and personal growth.

11.3 Field-Based Learning Placement

A student is ready to begin the Field-Based Learning Placement in his or her final year of studies, after his or her Learning Agreement has been approved and all other documentation has been submitted.

The Field-Based Learning Placement must consist of a minimum of 100 hours, conducted sometime between September-March of the student's final academic year.

Students are required to keep a learning log that is available to the on-site supervisor during the placement. This log must be submitted to the Director upon completion and serves as proof of completion.

At the completion of the placement both the student and supervisor are expected to prepare and submit a written evaluation to the Director of Field-Based Learning that follows instructions provided by the College.

11.4 Field-Based Learning Seminar

In the Field-Based Learning Seminar, students will learn and practice a method of theological reflection on pastoral practice. At the heart of this method of reflection stands a critical conversation or dialogue between Scripture/tradition, personal experience and cultural context that gives rise to insights capable of guiding ongoing formation for ministry. This seminar will take place over two Saturday sessions that will be held in January and March and will conclude with a final integrative paper to be submitted in April. Students will prepare required readings and complete assignments in advance of each weekend. The three components of the Seminar are:

- **Session #1 (January):** During the fall term students will read about two approaches to theological reflection in preparation for Session #1 to be held in January. This session will include lectures, discussion of the readings and reflection on the students' Field-Based Learning Placement. Students will prepare a short reflection in anticipation of this first meeting; at this session they will be introduced to the format for completing a pastoral situation analysis in advance of Session #2.

- Session #2 (March): Students will prepare and present a pastoral situation analysis that draws on an experience from the Field-Based Learning Placement.
- The Field-Based Learning Seminar concludes with a 10-12 page synthesis paper that integrates insights from THEO 525, the Field-Based Learning Placement and Seminar. This paper must be submitted before the end of April.

11.5 Summative Evaluation for Ministry

The Summative Evaluation for Ministry is designed to provide students with an opportunity to demonstrate the integration of theological knowledge, pastoral skills and ministerial leadership. Informed by the student's specific degree program, course work, and ministerial goals, this exercise will take place in April after the completion of the Field-Based Learning Placement and Seminar. The exercise will consist of written and oral responses to pastoral scenarios, situations and/or questions selected by the Director of Field-Based Learning in dialogue with two other committee members. The goal of this summative evaluation is to provide students with an assessment of their strengths and limitations in ministerial practice as they transition from formal studies into active ministry and to gauge their appropriation of the curriculum.

12. Theological Studies Capstone – Thesis or Major Research Paper

Introduction – steps toward the thesis or research paper: annotated bibliography and proposal

Students in the Master of Arts (Theological Studies) program may choose to complete their degree by writing a) a 30-50 page paper (3 credits), plus an elective course (3 credits), or b) a 50 to about 100 page thesis (6 credits). Students are eligible to begin work on their major paper or thesis when they have completed all but two of their final courses, not including the thesis or research paper; they must also have completed the required Research Modules. Students who wish to write a thesis must have an average of 80% in course work at the time of enrolment in the thesis project.

Students must inform the Dean whether they wish to apply to do a final research paper or a thesis. The Dean will assign a supervisor who will begin working with the student on the annotated bibliography and the proposal; ideally, this same person will continue as the supervisor of the research paper or thesis once the proposal is accepted. The annotated bibliography and proposal for thesis/research paper provides an opportunity for students to demonstrate their aptitude for advanced research and to explore their area of interest in greater detail. Students must complete both components (annotated bibliography and proposal), as part of the final research paper or thesis.

Requirements for the annotated bibliography and proposal:

- 1) A statement of interest in the form of a question
- 2) An annotated bibliography
- 3) A research paper or thesis proposal

12.1 Statement of Interest

Students will prepare a short (1-2 page) statement regarding the chosen topic that highlights the question asked and the reason for this particular question. The statement should include a short description of the strategy and the steps envisaged for a possible answer. This will form the basis of the student's initial conversation with a prospective supervisor regarding the subject of the thesis or major research paper.

12.2 Annotated Bibliography

The purpose of this assignment is to demonstrate the student's command of library research and the scholarship related to the area of research. It will also demonstrate that the student can effectively and efficiently find resources, read information critically, and communicate the results.

The annotated bibliography should contain entries that include both academic articles and books. The bibliography should demonstrate a clear understanding of secondary and primary sources. There should be recent academic sources or sources that have made significant contributions to the field under study. When compiling the bibliography and annotated entries the student should consider the following questions:

- What topic or problem am I trying to understand better? How does this source answer the question I am asking? Is the source (secondary) too broad, too outdated? Is the source specific enough/or too detailed for the question I am asking?
- Am I able to identify important and essential sources related to my topic? To which studies do most of my readings refer? Do I understand the significance of these foundational studies and how the area I am writing on has developed since these studies?

Required elements in each annotated entry:

- 150 (min) to 300 words (max) for each entry
- Each entry should state the main thesis of the work
- Each entry should describe the main contributions of the work
- Each entry should include a statement of how this source contributes to the area of study

12.3 Research Paper or Thesis Proposal

The proposal (and paper) should be typed on 8.5" by 11" paper, Times New Roman 12-point font, with margins 1" (inch) from top and bottom, 1.25" for left and right margins, and gutter at 0." Students must use a recognized citation method: APA or Chicago accurately and consistently (review the choice of citation method with supervisor at the beginning of the project).

12.4 Research Paper Guidelines

12.4.1 Criteria for an acceptable research paper topic

An acceptable research paper topic will meet the following criteria. (a) The topic falls within a program area. (b) There is a sufficient body of material concerning the topic to warrant a major paper. (c) The disciplinary method to be employed is appropriate and comes within the scope of the program area. (d) If the topic relates to a living author or recent event or issue, the topic is recognized as significant and secondary literature exists in regard to it. (e) The topic is sufficiently focused and manageable to allow the student to develop a research question which can be persuasively argued on the basis of primary evidence within the scope of 30-50 pages. (f) The student has sufficient skills in the requisite languages and auxiliary disciplines.

12.4.2 Supervisor

The research paper supervisor is responsible for directing the student through the paper proposal and writing stages, as well as for evaluating the final product.

12.4.3 Form and Content of the Research Paper Proposal

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

Introduction. The most important part of the Introduction is the research question, setting out in the briefest possible form the exact question which the paper will examine. The Introduction also provides the context necessary to show why the question is important. To this end it identifies the research question and describes its broader setting in academic research. It gives attention to previous enquiry and available secondary literature (the *status quaestionis*). The Introduction should also include a description of the project as a whole.

Methodology. This section describes the relevant primary literature and the methods to be used for interpreting it. It gives a rationale for the method and indicates how it will be used to generate dependable conclusions.

Procedure. This section describes how the exposition will be developed, including how it will be organized by chapters or section, with a brief topical description of what is to be covered in each chapter or area. The interrelation of these chapters or areas ought to be described briefly as well.

Implications. Depending upon the student's area of research, the theological, biblical, historical or pastoral implications of the study must be clearly and concisely set forth in the proposal.

Bibliography. A working bibliography must be presented. It should be appropriately categorized; in all cases the primary and secondary literature should be distinguished, and other divisions may be appropriate as well.

Length. The research paper proposal should be no more than 5 pages in length, not including bibliography.

12.4.4 Evaluation of the Research Paper Proposal

Normally the supervisor will work one-on-one with the student until the proposal has been accepted.

12.4.5 Form and Content of the Research Paper

Conformity with proposal. The structure of the paper should accord as closely as possible with that contained in the proposal. Major substantive changes will require an evaluation of the revised paper proposal.

Length. The text of the paper, excluding bibliography and appendices, shall be at least 30 pages and no more than 50 pages. If a student realizes the paper will go over 50 pages, he/she needs to obtain the supervisor's permission to exceed the page limits.

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

Bibliography. A working bibliography must be presented. It should be appropriately categorized; in all cases the primary and secondary literature should be distinguished, and other divisions may be appropriate as well.

12.4.6 Research Paper Submission and Evaluation

The student will submit the final draft of the paper to the supervisor for evaluation. The supervisor will submit a written report and grade to the student, with a copy to the Dean. In order for the research paper to merit a pass, it must receive a grade of at least 74% (B). If the supervisor feels that there are major revisions that need to be made before a passing grade can be assigned, he or she should provide the student with a written explanation, with a copy to the Dean. In responding to such major revisions, the student should submit a written indication of the changes that have been made (normally a general description plus a list of pages, though a highlighted version might also be acceptable). The student will have up to three months to complete such major revisions before resubmitting the paper for examination.

12.4.7 Research Paper Deadlines and Graduation

Paper Deadlines. The College recommends that students begin their research paper in fall term. For students graduating in the spring, the deadlines for completion are late March. Students who need more time, can take up until the end of August. By the following fall, the student must begin to pay a continuance fee in order to keep up registration and library access.

Graduation. Students are eligible to graduate in the spring once the Dean has confirmed that the paper has received a passing grade. The deadline for final submission of a paper prior to convocation is April 30.

12.5 Thesis Guidelines

12.5.1 Criteria for an Acceptable Thesis Topic

An acceptable thesis topic will meet the following criteria. (a) The topic falls within a program area. (b) There is a sufficient body of material concerning the topic to warrant a thesis. (c) The disciplinary method to be employed is appropriate and comes within the scope of the program area. (d) If the topic relates to a living author or recent event or issue, the topic is recognized as significant and secondary literature exists in regard to it. (e) The topic is sufficiently focused and manageable to allow the student to develop a thesis statement which can be persuasively argued on the basis of primary evidence within the scope of between a minimum of 50 to about 100 pages. (f) The student has sufficient skills in the requisite languages and auxiliary disciplines.

12.5.2 Thesis Committee

The thesis supervisor is responsible for directing the student through the thesis proposal and thesis writing stages, for deciding whether the thesis is ready for submission, and for evaluating the final product. A second reader is assigned by the Dean, in consultation with the supervisor and student. The second reader is involved at the time of the thesis proposal, and then again for reading the thesis in its final form.

12.5.3 Form and Content of the Thesis Proposal

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

Introduction. The most important part of the Introduction is the question at the heart of the student's endeavor. The development of the question will be at the centre of the thesis and its method. The Introduction also provides the context necessary to show why this question is important and why this particular formulation is the most adequate. To this end it identifies the broader question and describes its setting in academic research. It gives attention to previous enquiry and available secondary literature (the *status quaestionis*). The Introduction should also include a description of the project as a whole.

Methodology. This section describes the relevant primary literature and the methods to be used for interpreting it. It gives a rationale for the method and indicates how it will be used to generate dependable conclusions and verify the thesis statement.

Procedure. This section describes how the question will be answered, including how it will be organized by chapters or areas, with a brief topical description of what is to be covered in each chapter or area. The interrelation of these chapters or areas ought to be described briefly as well.

Implications. Depending upon the student's area of research, the theological, biblical, historical or pastoral implications of the study must be clearly and concisely set forth in the proposal.

Bibliography. A working bibliography must be presented. It should be appropriately categorized; in

all cases the primary and secondary literature should be distinguished, and other divisions may be appropriate as well.

Length. The thesis proposal should be no more than 15 pages in length, not including bibliography.

12.5.4 Evaluation of the Thesis Proposal

Once the thesis proposal is completed to the satisfaction of the thesis supervisor, the thesis supervisor will forward the proposal to the Dean who will forward it to the second reader. The second reader will evaluate the proposal and report back to Dean and thesis supervisor as soon as possible. If revisions are advised by the readers, the student must submit a revised version of that proposal on the same subject area within three months.

12.5.5 Thesis Format

Conformity with proposal. The structure of the thesis should accord as closely as possible with that contained in the thesis proposal. Major substantive changes will require an evaluation of the proposal by the thesis supervisor and the second reader.

Length. The text of the paper, excluding bibliography and appendices, shall be at least 50 pages and no more than 100 pages. If a student realizes the paper will go over 100 pages, he/she needs to obtain the supervisor's permission to exceed the page limits.

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

Abstract. The thesis must include a brief abstract of the thesis (no more than 300 words) on the page following the title page

Table of contents. The thesis must include a table of contents on the page following the abstract.

Bibliography. The thesis must include a bibliography at the end. The bibliography must distinguish primary from secondary sources in separate categories. It may include sub-categories as appropriate.

12.5.6 Thesis Submission and Evaluation

Approval of the thesis supervisor. It is normally the thesis supervisor who determines when a thesis is ready for submission. When the thesis supervisor is satisfied that the thesis is ready for evaluation, he or she informs the Dean. In a case where the supervisor is not satisfied that the thesis is ready for evaluation but the student feels it is, the student may, after advising the supervisor of his or her intention to do so, seek the permission of the Dean to send the thesis for evaluation without the approval of the supervisor.

Submission of copies. After the thesis is approved for evaluation, the student submits to the Dean a digital copy of the manuscript. The Dean will distribute the thesis to the readers.

Evaluation. The completed thesis is examined by the supervisor and the second reader. The readers shall report within one month of receiving the thesis. Each examiner will submit to the Dean a written report and assign a grade for the thesis. The Dean will average the grades reported and assign that grade to the thesis. In order for the thesis to merit a pass, the two assigned grades each need to be at least B (74%). The readers should provide a list of any minor revisions (e.g., typographical errors, stylistic changes) that should be made before a student submits the final version. These minor revisions must be completed within one month of the student being informed, and the supervisor must confirm that such corrections are completed.

If major revisions are to be made before a passing grade can be assigned, the reader should provide the Dean with a written description. In responding to such major revisions, the student should submit a written indication of the changes that have been made (normally a general description plus a list of pages, though a highlighted version might also be acceptable). The student will have three months to complete such major revisions before resubmitting the thesis for evaluation. In cases where there is a large disparity in the assigned grades, the Dean may call the readers together for consultation. The consultation may include the student if the Dean feels that this is appropriate.

12.5.7 Thesis Deadlines and Graduation

Thesis Deadlines. The College recommends that students begin their thesis in fall term. For students graduating in the spring, the deadlines for completion are late March. Students who need more time, can take up until the end of August. By the following fall, the student must begin to pay a continuance fee in order to keep up registration and library access.

Deposit of copies of the thesis. When the student has made such revisions as required by the readers, he or she must deposit the digital version to the Library, along with a paper copy.

Graduation. Students are eligible to graduate in the spring once the Dean has confirmed that the thesis has been submitted. The final deadline for submission of a thesis is April 30.

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 between 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 may 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

14.1. Preamble

Academic Honesty is the foundation of education, which understands that the pursuit of truth is contingent on the practice of honesty and integrity. All members of the academic community of the College must be held to the highest standard of academic honesty as they seek to express ideas and

insights in accordance with academic conventions. The College has therefore established the Academic Honesty policy to outline the institution's expectations for all members of the academic community and the sanctions that may be imposed when breaches of the principles of academic honesty are substantiated.

14.2. Acts of Academic Dishonesty

Academic dishonesty consists of misrepresentations with the intention to deceive or without regard for the truth or falsity of a statement. In terms of assignments, academic dishonesty involves, but is not limited to, acts of fraud or misrepresentation, where students take the words, thought, ideas, or labour of others and misrepresent them as their own in a paper, on a test, or in an invigilated examination.

Acts of academic dishonesty include, but are not limited to, plagiarism, cheating on a test, midterm, or examination, improper collaboration, or duplication of the work of another. Some of these actions are so serious that they may lead to expulsion or suspension, while others may result in a grade of zero on an assignment or for a course. Accusing a student of academic dishonesty is a serious charge, and all students have the right to defend themselves against such allegations, and have the right to appeal when they consider any disciplinary action other than expulsion too harsh. Students will be disciplined only when the allegations can be meaningfully substantiated.

Plagiarism

Plagiarism is a form of intellectual theft. Plagiarism happens when a student uses the ideas, methods, research, and/or writing of another person without giving reasonable and appropriate acknowledgment or citation. Plagiarism can be avoided by students acknowledging and documenting their sources. This may include citations in the text of the document, in footnotes, in endnotes, or in another form of scholarly citation that has been approved by the instructor of the class. If verbatim statements or phrases are included in an essay, they must be properly cited. Students must also avoid instances of "patchwork plagiarism," or copying the ideas, research, and/or writing of several writers and rearranging them without providing acknowledgment of the sources of those ideas. The expectation is that the work submitted for credit is being evaluated for the first time, and thus students cannot submit ideas, research, and/or writing completed for another class without attribution and/or permission from the instructor of the class. By handing in an assignment for credit, students are affirming that the work is their own.

Improper collaboration

Collaboration that is deemed contrary to academic honesty includes but is not limited to: using another person's work to complete an assignment; hiring someone (for example, a tutor) to do assignments on one's behalf; the sharing of sources for take-home or online/virtual examinations and allowing another student to copy a test, examination or assignment. Likewise, if students seek out the assistance of a tutor, editor, peer, or any other person for assignments, projects, lab reports, papers, or any other work, they must acknowledge the help they have been given and ensure that the work submitted for credit is their own.

14.3. Acts of Academic Dishonesty That Lead to Grade and Credit Penalties

All acts of academic dishonesty are serious. Instructors are given some leeway in terms of assigning punishment for instances of academic dishonesty. Punishment for instances of academic dishonesty should take into account 1) the flagrancy of the offence, 2) the stage of the offending student's academic development, and 3) the student's history of previous instances of academic dishonesty in a particular course and during his/her academic career at the College.

Assigning a grade of zero to an essay, project, or exam

It is within the instructor's purview to assign a grade of zero to an assignment, test, project, or exam. The instructor must, however, report the incident to the Dean, that is the instructor must provide the Dean with all the relevant material - a copy of the original essay/project, a copy the sources from which the plagiarized passages have been taken, as well as a short report of the meeting with the student and the student's defence (if any).

Assigning a grade of zero to a course

In exceptional cases, an instructor may assign a zero to a course. Normally, it is within the Dean's purview to assign a grade of zero to a course. The instructor submits all the necessary documentation to the Dean (as in the previous paragraph), who then communicates the decision and an explanation for the decision. The Dean invites the student to meet in person for this communication but decisions concerning course failure are not contingent on an in person meeting.

Right to appeal

Students have a right to appeal the instructor's and the Dean's decision. The appeal against the instructor's decision goes to the Dean; the appeal against the Dean's decision goes to the Academic Honesty Committee (AHC). Students must provide a detailed report why the passages that are alleged to have been plagiarized are in fact not plagiarized, or why the "cheating" they were alleged to have done does not constitute an attempt at deception. The chair of the Academic Honesty Committee informs the student of its decision. The decision of the Academic Honesty Committee cannot be appealed further.

14.4. Acts of Academic Dishonesty That Lead to Suspension or Expulsion

Some acts of academic dishonesty are so grave that they merit suspension or expulsion.

Suspension

It is within the Dean's purview to suspend a student. Students may be suspended for acts of attempted bribery, attempted coercion of academic faculty, other students or staff, impersonation of another student, falsification of academic or official documents, or a systematic (repeated) pattern of academic dishonesty. Students who have repeatedly been caught plagiarizing, either by one or by several instructors, are considered as showing a systematic pattern of academic dishonesty.

Suspended students will receive a written report from the Dean, and will have fourteen (14) days from the receipt of the letter to formally appeal the decision. The appeal is submitted to the Dean who forwards it to the Academic Honesty Committee. The Academic Honesty Committee's

decision can be appealed to the President/Principal. The President/Principal's decision cannot be appealed further.

Students who have been suspended will not automatically be granted re-admission to the College. They must have a formal meeting with the Dean and explain how they are better able to live up to the expectations of academic honesty and integrity expected of students in an institution of higher learning.

Expulsion from the College

It is within the President/Principal's purview to expel a student – usually based on a recommendation from the Academic Honesty Committee. Students may be expelled for actual bribery or actual coercion of academic faculty, other students or staff, impersonation of another student, falsification of academic or official documents, or a systematic (repeated) pattern of academic dishonesty. Students who have repeatedly been caught plagiarizing, either by one or by several instructors, are considered as showing a systematic pattern of academic dishonesty. Expulsion means that the student will be required to leave the College and will not have the opportunity to be readmitted. The President/Principal's decision cannot be appealed.

In certain situations, when, for instance, serial plagiarism or an act of coercion is detected after a student has graduated, the student can still be expelled; such an expulsion can result in the rescinding of the student's credit, degree, or credential.

14.5. Procedures to Follow in Cases of Academic Dishonesty:

The College requires instructors to report all cases of academic dishonesty to the Dean in writing. Teaching Assistants (TAs) are required to report all cases of academic dishonesty to the instructor who leads the course, who in turn is responsible for reporting the infraction to the Dean. In specific cases, as outlined, the Dean will call on the Academic Honesty Committee in order to decide upon particular cases of dishonesty.

Instructors are given some leeway in terms of assigning punishment for instances of academic dishonesty. They should take into account 1) the seriousness of the offence, and 2) the stage of the offending student's academic development when recommending a grade of zero on the course; in addition, when a grade of zero is recommended for a course, or when the student faces suspension, the Dean will take into account 3) the student's history of previous instances of academic dishonesty in a particular course and during his/her academic career at the College.

Appendix A: Procedures – Academic Honesty

At its September meeting each year, the Senate/Education Council 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 President/Principal, the Dean, 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 will consider questions of potential conflict of interest. Because membership may change from case to case, the Committee will appoint a Chair each time the AHC is called upon.

Procedure to be followed in instances of alleged academic dishonesty for cheating, improper collaboration, duplication, misrepresentation, or serious plagiarism.

Note: in following this process – everything must be put in writing – all accusations, proofs, etc. A written record is kept by the Dean.

A) Zero on assignment

Instructor gives zero

- ▶ Student can appeal instructor's decision to Dean
- ▶ Student can appeal Dean's decision to AHC

B) Zero on course

Instructor or Dean gives zero

- ▶ Student can appeal decision to Dean and then to AHC

C) Suspension

Dean suspends

- ▶ Student can appeal Dean's decision to AHC
- ▶ Student can appeal AHC's decision to President/Principal

D) Expulsion

Dean or AHC recommends to President/Principal

No appeal to President/Principal's decision

Appendix B: Definitions – Sanctions and Procedural Terms

Academic Honesty Committee (AHC): A committee of three persons struck by Senate/Education Council at the beginning of each academic year.

Formal Reprimand: A formal notification of a breach of the College's Academic Honesty Policy that is sent to the student, the faculty member, and the Office of the Registrar for inclusion in the official student record. The Formal Reprimand may be removed from the official student record at the time of graduation from the College at the Dean's discretion.

Mark of zero (0) on an assignment, project or exam: Normally, a first offense or a relatively minor offense under the College's Academic Honesty Policy will result in a mark of zero (0) on an assignment, project or examination.

Mark of zero (0) for a course: Normally, a second offense or a serious first offense under the College's Academic Honesty Policy will result in a zero (0) for the course.

Suspension for a Defined Period of Time: A student may be suspended from the College for a defined period of time, from a period of a few months to a couple of years.

Expulsion: The most serious penalty is expulsion from the College.

Rescinding of a Credential: When a breach of the College's Academic Honesty Policy has been proven after a student has graduated and received a credential from the College, the Dean may make a recommendation to Education Council/Senate to rescind the credential awarded to the student.

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 Major Papers

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.

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 may 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 on the College's website, as 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 St. Mark's and Corpus Christi Colleges, the UBC community and the greater Catholic community. We are found on the first floor of the St. Mark's Chapel building.

Our collection of both print and online materials specializes in philosophy, spirituality, theology, religious education, educational leadership, pastoral studies and Church history, as well as supporting Corpus Christi programs. The Micallef Library has a number of guides, including citations, research, evaluating web resources, First Nations resources, Biblical commentaries, scripture searches, copyright basics, and more. The library also offers assistance with research and citations. A printer is available for students with a printing account.

We share an online catalogue with Vancouver School of Theology (VST), and have reciprocal borrowing privileges with UBC, VST and Regent College Library. Please note that each library has

its own library cards and loan rules. Borrowers are responsible for adhering to each institution's loan policies and restrictions.

To search our collection of print and online resources, as well as our Rare Book collection, click on the search box on the Library homepage from the St. Mark's College website.

Library open hours and staffed hours are on the website. If you need library staff assistance we encourage you to make an appointment: 604-822-4463 or library@stmarkscollege.ca.

19.3 Writing and Research Assistance

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 modules will assist students in more complex research methods and techniques needed for graduate study. The [Student Resource Centre](#) also offers help for research and writing.

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.