

GREETINGS FROM THE DEAN

In a world of rapid change and unbelievable turmoil there is a constant which we long for in our lives. This common desire is to have a sense of purpose and belonging. With the high demands on our time and resources it is easy to lose sight of who we are as human beings and to feel isolated. The gnawing feeling inside calls us to search for meaningful answers to the many questions of life.

St Stephen's College offers a sacred space to explore significant questions that are part of humanity's search for meaning. Established on the University of Alberta campus in 1908, St Stephen's College has offered a safe environment to people of various faith communities to come together to learn and to share. The learning process involves the whole person: body, mind and spirit, and so the goal of education is not only to inform but to transform. Faculty, staff and students engage in this journey together as they build relationships and share their journeys.

St Stephen's College is primarily oriented toward graduate education but also offers learners the opportunity to pursue their areas of interest through certificate programs, continuing education classes and workshops as well as Open Studies. Courses are available in the semester format and the highly popular one-week intensive sessions on campus. Other options include online courses and independent studies. These flexible approaches to learning allow students the opportunity to pursue their studies in whichever way best meets their needs.

St Stephen's College is an Associate Member of The Association of Theological Schools in The United States and Canada, and an Approved Training Program of the Canadian Art Therapy Association. Some courses can be taken for credit with the University of Alberta.

At a time when people are seeking to make a spiritual connection in their everyday lives, St Stephen's College offers a safe, multi-faith environment to make that connection.

Dr. Kathleen (Kae) Neufeld
Acting Principal and Dean

ST STEPHEN'S COLLEGE HISTORY IN BRIEF AND DEGREE-GRANTING AUTHORITY

St Stephen's College is a graduate school founded by The United Church of Canada and an Affiliated College of the University of Alberta in Edmonton. An Act to Incorporate St Stephen's College (April 27, 1927; amended 1968) authorizes St Stephen's College to confer degrees in theology. The College also teaches undergraduate and graduate University of Alberta credit courses, through the Faculty of Arts. St Stephen's College is an Associate Member of The Association of Theological Schools in The United States and Canada.

GOVERNANCE

The governance of St Stephen's College is carried out under the 'St Stephen's College Act' of the Province of Alberta by The Board of Governors of St Stephen's College. The Board of Governors delegates to Academic Senate, responsibility for all matters pertaining to the programs of the College including the granting of degrees, both earned and honorary, and diplomas and certificates or other recognition for achievement and such other activities as shall from time to time be assigned it by the Board. The Academic Senate is accountable to the Board of Governors for the maintenance of the quality of instruction and the assessment thereof.

CONVOCATION

St Stephen's College Convocation will be held November 6, 2017, at Convocation Hall on the University of Alberta Campus. Convocation is a public, ecumenical celebration of the life and work of the College. Through the Charter of St Stephen's and its degree granting authority, certificates, diplomas and degrees are granted each year to those students who have fulfilled the requirements of their respective programs. Honorary Degrees are granted by the Senate, upon recommendation of the Honorary Degrees Committee, to persons who have given meritorious service to the community, denominational or ecumenical structures or to the ministries of faith communities.

MISSION

To be an interfaith community that offers sacred spaces for learning and transformation.

OUR VALUES

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

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

We seek to achieve these values through:

- Inclusivity and justice in language and practice for all persons, regardless of race, creed, gender, sexual orientation and gender identities or disabilities;
- Commitment to social justice and ecological responsibility;
- Honoring and understanding the need to be in care of one another;
- Resiliency and creativity in the presence of a constantly changing social climate;
- Consultative ethos, including academic planning and decision-making processes characterized by open communication, widespread consultation, and transparency;
- Mutual respect for and honouring of diverse cultures, locally and abroad;
- Openness to risk-taking, innovation and flexibility in offering of programs, in our relationship to the communities around us, and in supporting faith communities as they undertake theological reflection;
- Shaping of our theology by the contexts in which we live and work and have our being, and solidarity with those who suffer;
- Financial stability and accountability.

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2017-2018 Course Schedule online at
www.ualberta.ca/ST.STEPHENS

ST STEPHEN'S COLLEGE FACULTY

Kathleen (Kae) Neufeld
Acting Principal and Dean
BEd, University of Alberta
MEd, University of Alberta
MTh, St Stephen's College
DMin, St Stephen's College



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



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



Norbert Krumins
Faculty Lecturer in Theology and the Arts
Chair, Department of Theological Studies
MTS, St Stephen's College



Ara Parker
Faculty Lecturer in Art Therapy
Chair, Department of Psychotherapy and Spirituality
BFA, York University, Toronto
BJ, Carleton University, Ottawa, ON
MA, Lesley College, Cambridge, MA
Certificate of Advanced Studies, Expressive Arts,
European Graduate School, Switzerland
DMin(Cand), St Stephen's College



Brian Welling
Practicum Coordinator
Department of Psychotherapy and Spirituality
BA Religious Studies, University of Alberta
MA, Counselling Psychology, Adler School of Professional
Psychology, Vancouver



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



Alexander, Markus

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

Bremault-Phillips, Suzette

Suzette Bremault-Phillips holds a PhD in Theology (Eastern Christian Studies) and an MA Theology (Spirituality) from Saint Paul University/University of Ottawa. She joined the University of Alberta in 2011, and is an Occupational Therapist, Designated Capacity Assessor (DCA), educator and researcher in mental health, aging, complex needs, spirituality, and implementation science, with experience in hospital, community, and private practice settings, post-secondary institutions, and with the Canadian Armed Forces.

Brown, Dennis

Dennis Brown, PhD, is a Registered Psychologist, a Certified Hakomi Therapist, and a Certified Hakomi Teacher. He has been in private practice for the past 15 years with clients in both the private and public sector. Prior work experience included positions in both non-profit agencies and the Provincial Government. He taught a course on Couples and Family Therapy to PhD students in the Faculty of Education for several years. He has always enjoyed helping students integrate their passion with their intellect.

Cantelon, William

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

Carr, John C.

John C. Carr, PhD, Garrett-Evangelical Theological Seminary and Northwestern University; Evanston, ILL; former AAPC Diplomate; former CASC/ACSS Teaching Supervisor in CPE and PCE; Retired member of AAMFT (former Clinical Member and Approved Supervisor); Chartered Psychologist (Alberta # 1035). He is (mostly) retired after five decades of professional practice as a parish minister, pastoral psychotherapist, and clinical pastoral educator. John teaches therapy theory courses and has a longstanding interest in research methodology, professional formation, and crosscultural theory and practice. He has taught therapy theory and research methodology at the Mar Thoma Seminary in Kottayam, Kerala, S. India.

Carverhill, Philip

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

Clark, Margaret

Margaret B Clark, DMin, is an Instructor in Practical Theology at St Stephen's College. She is a CASC/ACSS certified Specialist in Spiritual Care and a Teaching Supervisor in Clinical Pastoral Education (CPE). Margaret studied Theology at both Newman Theological College (MDiv eq) and St Stephen's College (DMin) in Edmonton, and has trained in spiritual direction through studies at Creighton University (MChSp) in Omaha, Nebraska. Margaret enjoys opportunities to serve others through teaching, spiritual care, CPE Supervision, and spiritual direction.

Dawson, Heather

Heather Dawson, MA, RCAT, has been an art maker, an art therapist and an explorer of the uniqueness and the mystery of human beings for over 30 years. She trained as an art therapist, a body centered psychotherapist (the Hakomi Method) and has a Master's degree in expressive arts therapy and psychology. Heather has taught at the Vancouver Art Therapy Institute and has been in private practice since 1994; she is also an instructor in the MPS Art Therapy Specialization program at St Stephen's College, and is a core faculty instructor in the expressive arts training program in Vancouver. She continues to facilitate individual and group supervision for graduate therapists and has traveled throughout Canada and to Europe and Northern Ireland as a workshop facilitator.

Dicks, Janice

Janice Dicks is past Chair of the Master of Psychotherapy and Spirituality program at St Stephen's College. She holds a PhD in Counselling Psychology from the University of Alberta and works as a Registered Psychologist. She holds a clinical focus in the treatment of trauma and a research focus in compassion focused therapy.

Elford, Neil

Rev Neil Elford, DMin, is past Chair of the Doctor of Ministry degree program and has served on the Doctor of Ministry program committee since 1994 at St Stephen's College. He has taught courses on Leadership in Change and Spiritual Health and Self Psychology through St Stephen's College. He is a Clinical Pastoral Education and Pastoral Counselling

Education Teaching Supervisor with the Canadian Association for Spiritual Care. Currently he is the Director for Spiritual Health, Mission and Ethics with Providence Care, Kingston, Ontario. Prior to moving to Ontario he was involved in health care in Edmonton providing leadership and education in spiritual health (including Aboriginal Cultural Helpers), ethics, pastoral counselling, and intercultural relations.

Feehan, Mona-Lee (Professor Emerita)

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

Gardner, Leslie

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

Goa, David J.

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

Gordon, Ross

As a cultural anthropologist and researcher, Ross Gordon PhD (University of Alberta, 2013) uses audio-visual imagery to engage with and benefit research participants. Doctoral program research included detailed analysis of the use of images as prompts in cross-cultural research, which led to work as a

researcher using film to document an oral language. Building upon recent training in film production at the Vancouver Film School, Ross is producing and directing a heritage film about cultural and spiritual festivals in Eastern Indonesia, and an international documentary series examining the relationship between sound, music, and human health.

Greidanus, Janet

Janet Greidanus has an MTS degree from St Stephen's and completed her Doctor of Ministry degree there in 2005. Her dissertation, *A Narrative Inquiry into the Experiences of Bereaved Children*, grew out of her work with bereaved children, both individually and in support groups. Janet has worked as a nurse, a hospital chaplain, and as a counsellor to university students at The King's University College. In 1999, Nick Zwaagstra and Janet founded the Expressive Arts Bereavement Support Program for Children and Teens (and their Families) at Pilgrims Hospice in Edmonton, a program they coordinated and facilitated together until 2006 and which is still flourishing today.

Hildebrandt, Darlynnne

Darlynnne Hildebrandt, MSW, RCAT, is an Art Therapist practicing in Edmonton. She is a Registered Focusing Trainer and Psychotherapist, a Registered Art Therapist, and a Registered Social Worker. Currently, she is the Registrar of the Canadian Art Therapy Association.

Imgrund, Nicole

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

Jamieson, Heather

Heather Jamieson, PhD, is a Registered Psychologist and past Chair of the Doctor of Ministry program at St Stephen's College. Her background in counselling, pastoral psychology, religious education and theology has found primary expression through her work in Catholic schools. She has experience in counselling, employee assistance, workplace conflict, education and leadership development.

Kelker, Henriette

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

Killoran, Sheila

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

Krumins, Norbert

Norbert Krumins, MTS, is the Chair of the Department of Theological Studies at St Stephen's College. He is an award-winning journalist with more than 20 years' experience in writing and research. His background includes prison chaplaincy and social service project management. Norbert is passionate about the arts and is interested in the relationship between creativity and spirituality. He is currently pursuing doctoral studies at St Stephen's with research focusing on art making as a contemplative practice in the classroom.

MacAulay, Patricia

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

Maddix, Tom

Tom Maddix, CSC, DMin, has taught spirituality for a number of years and is a retired health care executive.

Neufeld, Kathleen (Kae)

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

O'Leary, Kim

Kim O'Leary's academic training includes a diploma in Child and Youth Care, a Bachelor of Social Work and a Master of Psychotherapy and Spirituality (Art Therapy Specialization). Kim's post-graduate training and development has encompassed the integration of body-centred psychotherapy and trauma approaches. She is a Certified Hakomi Therapist and Somatic Experiencing Practitioner, currently training in the use of touch as a form of trauma resolution. She has a private practice located in Victoria BC where she works with children, youth and adults. Kim has also taught at the BC School of Art Therapy and currently provides clinical art therapy supervision to students and practitioners. Kim holds a deep respect for creativity, healing and spirituality.

Olson, Joanne

Joanne K. Olson, RN, PhD (Nursing), is a Professor in the Faculty of Nursing at the University of Alberta and a faith community nurse at Riverbend United Church. Joanne also holds an MSc (Public Health), and a BScN. Her clinical expertise is in community health nursing, specifically faith community or parish nursing. Her teaching/research expertise is in the areas of spirituality in nursing and health care and spiritual assessment in the context of whole person health. She also conducts research related to teaching and learning in professional education.

Parker, Ara

Ara Parker, DMin(Cand), MA, BCATR, RCAT, CCC, is Chair of the Department of Psychotherapy and Spirituality at St Stephen's College. Ara holds the Bachelor of Fine Arts (General Honours) degree from York University, and the Bachelor of Journalism (Honours) from Carleton University. She earned her Master of Arts in Expressive Therapies concurrently through the Toronto Art Therapy Institute and Lesley College in Cambridge, Massachusetts, and is currently enrolled in the DMin program at St Stephen's College, focusing on art, psychotherapy and spirituality. Ara has been a practicing art therapist in Canada and abroad working in agencies, schools, hospitals and in private practice. In addition, she has enjoyed a career in arts management and journalism with leading cultural agencies and in the media.

Payne, Kingsley

Kingsley Payne, PhD, is a Registered Psychologist and a Child Youth Care Educator. He has worked directly with individual children and adolescent groups of children, foster families and families whose children are in care. He has taught courses in Family Dynamics, Trauma and Abuse, Group Dynamics, Basic Counselling, and Narrative Therapy in a number of different contexts.

Peet, Tatiana

Tatiana Peet, MPS, CCC, RCAT works in private practice in Edmonton. She is passionate about the interface of the arts with healing and contemplative practices. She is an Associate Faculty in the Masters of Psychotherapy and Spirituality Program at St. Stephen's College and is the past Associate Chair of Art Therapy.

Pritchard, Zinia

Zinia Pritchard, DMin, is a practical theologian whose academic work focuses on the intersection between palliative care and the mystical spirituality of the Dark Night of the Soul. As a certified *Specialist* within the Canadian Association for Spiritual Care, Zinia currently serves as AHS Senior [Provincial] Practice Lead, Spiritual Care, and Senior Practice Consultant, [Allied Health Education]. Zinia has a background as spirituality educator within medical education, and has served in the capacity of Research Associate in the Art and Humanities in Health & Medicine Program, Faculty of Medicine, University of Alberta.

Radil, Amanda

Amanda Radil holds a Masters of Education in School and Clinical Child Psychology from the University of Alberta and is currently a PhD Candidate in the School and Clinical Child Psychology Program at the University of Alberta, as well as a Registered Provisional Psychologist. Her research focus is on motivation and emotion in educational environments while her clinical focus is on using a strengths-based perspective to work with youth. Additional areas of interest include evaluation, mixed methodology, neurodevelopmental disorders, and positive psychology. Amanda brings over 7 years of experience in a variety of research and applied settings to her work at St Stephen's College.

Salvisberg, Wendy

Wendy Salvisberg is a Registered Provisional Psychologist and a second-year doctoral student in the Counselling Psychology program at the University of Alberta. Previously, she earned her Masters of Science in Counselling Psychology at the University of Calgary. She has over five years of experience providing individual and group counselling to adolescents and adults. Wendy works in private practice and the non-profit sector, specializing in the treatment of eating disorders, weight management, anxiety, and depression.

Sharam, Earle

Earle Sharam is a native Edmontonian. After a BA at the University of Alberta, he did graduate work at St Stephen's College, San Francisco Theological Seminary and The University of Oxford, where he was admitted to the degree of Doctor of Philosophy. In 1996, he was appointed to the Faculty of St Stephen's College, and he was Principal and Dean from 2006 to 2017. He is a lay minister of The United Church of Canada, serving since 1982 in the village church in Waskatenau, Alberta and, since 2003, in Smoky Lake.

Sobon, Sonia

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

St Arnault, David

David St Arnault holds a Masters of Education in Counselling Psychology, and is currently a Provisional PhD student in Counselling Psychology at the University of Alberta. His Master's thesis was 'Fostering Resiliency: Assessing the Impact of a Juvenile Restorative Justice Program on Optimism, Self-Efficacy and Hope'. He has been a teaching assistant for the Department of Educational Psychology at the University of Alberta since 2009.

Stewart, Lori

Lori Stewart, MTS, is an adult educator, spiritual director, and writer. She facilitates workshops and gives presentations exploring names, identity and power, which was the basis of her thesis research. She has been a resource leader at Naramata Centre, BC since 1994 and in Edmonton using movies for community building, and for reflection on spirituality and social justice. Lori completed the Pacific Jubilee Program for spiritual directors.

Stump, Heather

Heather Stump, RCAT, holds a Post Masters Certificate in Art Therapy from St Stephen's College. She also holds a MSc in Family Systems Nursing, a Certificate of Advanced Graduate Studies in Expressive Arts from the European Graduate School, and a Bachelor of Fine Arts. She is currently a Registered Art Therapist practicing in Calgary, Alberta. Heather enjoys helping others explore their creativity and cultivate their own voice(s) - through their visual images and with their words - art therapy clients are empowered to tell and embrace their own personal histories.

Wagar, Samuel

Samuel Wagar MA, Wiccan 3rd Degree Initiate, is the author of four books and numerous published papers and articles. He has founded an international Pagan pacifist network, a religious retreat, five Temples, and several covens. He is a Doctor of Ministry candidate at St Stephen's College and the Wiccan chaplain to the University of Alberta.

Walker, John

John Walker is a Clinical Social Worker and Specialist in Pastoral Counselling. He has Master's degrees from the University of Calgary (Social Work) and St Stephen's College (Theological Studies specializing in Counselling). He is interested in the multiple dimensions of health and healing, including spirituality, sexuality, community and social justice. John works in private practice with a wide range of clients including women and men in recovery from sexual exploitation. He also provides supervision to graduate students in local counselling programs.

Waring, Dawn

Dawn Waring has a PhD in Hebrew Bible and has taught in both graduate and undergraduate settings for over 30 years. She has also led numerous travel study tours to the Middle East. In the past 3 and 1/2 years, Dawn lived in occupied Palestine for three terms of three months each as an Ecumenical Accompanier with the World Council of Churches. Dawn is an active member of Southminster-Steinhauer United Church where she co-chairs adult education, participates in the music program, and is part of the Earth Charter Team.

Welling, Brian

Brian Welling is a Registered Psychologist in private practice. He earned his Bachelor of Arts Degree in Religious Studies, with a minor in Anthropology, from the University of Alberta. His Master's Degree in Counselling Psychology was earned at the Alder School of Professional Psychology in Vancouver. Brian's approach to therapy is primarily Jungian and Adlerian. In addition to his clinical work, Brian has also served as a sessional instructor in the Department of Psychology at MacEwan University, and has worked extensively with community agencies in Edmonton. He

has a special interest in addictions, trauma, consciousness, and shamanism.

Wilfong-Pritchard, Geoffrey

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

Willey, Robin

Robin Willey, PhD, is a sociology instructor at the University of Alberta and the University of Alberta—Augustana. His research has generally focused on Evangelical Christianity in Canada. While he has previously published articles on the difficulties of conducting research in church communities, social theories of religion, and the sexual practices of Evangelical young adults, his most recent research looks to investigate the changing theo-political orientations of Canadian Evangelicals.

Wong, Philiana

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

Zwaagstra, Nick

Nick Zwaagstra is the director of Chebucto Art Therapy and Counselling Centre in Halifax, Nova Scotia. He has a Masters in Counselling degree from Athabasca University, is a Registered Art Therapist (RCAT) in Canada, a Certified Canadian Counsellor (CCC) and a Registered Counselling Therapist (RCT) in Nova Scotia. He offers clinical Art Therapy services, Art Therapy Training and Supervision. He has successfully facilitated numerous workshops and presentations in Canada and internationally.

APPLICATIONS

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

Prospective program students must arrange to have official transcripts of their education at other institutions sent to the Registrar; they must arrive at the College by the application deadline for the application to be considered complete. Fax, e-file or copies are not acceptable. Applicants whose transcripts are in a language other than English must submit certified translations of all transcripts being submitted as part of the application.

International applicants should begin the application process for degree programs well in advance, as it normally takes a few months to make arrangements to enter Canada. The application deadline for international applicants is November 1, with intake interviews and acceptance decisions completed by December 1. International applicants who require an evaluation of academic credentials for equivalency purposes must submit their completed application to the College by September 1. Admitted students are invited to the Orientation Day the following year, normally in late April. St Stephen's College will enroll only those international students who have study permits issued by Citizenship and Immigration Canada (CIC) for Designated Learning Programs. St Stephen's College Designated Learning Institution number is O19391057115. International students are strongly encouraged to obtain appropriate health care coverage and should refer to the International Students Guide on the College website.

ADMISSION

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

The application form and fee for admission to a degree or certificate program is valid only for the intake year for which it is submitted. Incomplete applications are kept on file for one year; if applicant re-applies, documentation and transcripts from the previous year will be accepted. Qualified applicants are invited to an intake interview, and if accepted, are offered admission to the program. Admission decisions are valid for two years. Applicants who are admitted normally begin work in their program immediately; however, upon request, successful applicants may have their admission deferred for up to two academic years.

Students seeking admission to Graduate and Doctoral Programs at St Stephen's College must have obtained a baccalaureate degree or graduate degree or its academic equivalent from a recognized academic institution. Degree programs can vary greatly from institution to institution. Consequently, the College is obliged to examine in detail the content of courses completed elsewhere by students seeking to enroll in a graduate program in order to establish equivalencies between these courses and those offered at St Stephen's College. This examination has as its goal the establishment of curricular equivalencies, and can entail, among other things, a comparative assessment of syllabuses, consultation with departments, and discussions with other institutions. St Stephen's College strives to optimize the opportunity for students to succeed academically, while maintaining a high standard in its graduate programs.

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

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

REAPPLICATION TO A PROGRAM

Students, who have previously been in a degree, diploma or certificate program at St Stephen's College may apply for re-admission. Such applicants will be required to:

1. Submit a new application for admission; paying the application fee currently in effect. Application materials from the first application may be used in subsequent application(s) if documents are less than one year old.
2. Participate in a readmission interview; attendance at Orientation Day is encouraged.

Students reapplying to programs who hold previously earned credits may be able to use them; courses should be no older than three years in the area of specialization or five years outside the area of specialization. Acceptance of individual courses will be at the discretion of the Department Chair. Upon readmission to the program the student will receive a financial credit, in the amount of program fees already paid, toward current total program fees. If any program fees were outstanding at the time of withdrawal from the degree program, those fees must be paid in full before reapplying.

ENGLISH LANGUAGE PROFICIENCY

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

1. Possession of a degree or its academic equivalent from an institution recognized by St Stephen's College where the language of instruction is English. Proof that the instruction for the degree was in English will be required; or
2. Demonstration of sufficient English language coursework at the secondary school level from select countries (eg. Belgium, Denmark, Finland, Germany, Iceland, Luxembourg, Netherlands, Norway, Sweden, Switzerland); or
3. A satisfactory score on one of the following approved English language examinations:
 - a) Test of English as a Foreign Language (TOEFL iBT): minimum score 600 (paper-based), or a total score of 88 with no less than 21 on each of the individual skill areas (internet-based) [SSC TOEFL Code: B640]
 - b) International English Language Testing System (IELTS): minimum overall band score of 6.5, with at least 5 on each band
 - c) Canadian Academic English Language Assessment (CAEL): overall minimum score of 70, with at least 60 on each subtest
 - d) Pearson Test of English Academic (PTE Academic): overall minimum score of 59
 - e) Michigan English Language Assessment Battery (MELAB): minimum score of 85

If you need to complete one of these English language examinations, you should do so as soon as possible and arrange for the results to be sent to the Registrar's

Office at St Stephen's College. Scores more than two years old cannot be verified; therefore the applicant normally would be required to re-take the test.

ACADEMIC WRITING COURSE EXEMPTION

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

TRANSFER CREDITS

Transfer credit refers to the formal transfer of credit for a course(s) that has been earned outside of the program. Transfer credit may be granted to applicants who have completed courses at a recognized degree-granting institution. Students applying for approval of transfer credit must complete a Transfer Credit Request form and forward it to Department Chair for approval; it will be forwarded to the Registrar's Office for processing and a transfer credit statement will appear on the student's transcript. The amount of transfer credit granted will depend on how applicable the previous course work is to the particular program applied for, and in no case is a student permitted to transfer more than half of the total course or other credits required for their program from another institution. Courses approved for transfer must have a minimum grade of 66%, and must not have been used as part of the basis for admission to the program. Transferred courses must not have been taken as part of any previously awarded degree, diploma or certificate, with the exception of co-requisite requirements. Courses used for transfer credit should be no older than three years in the area of specialization or five years outside the area of specialization; however, acceptance of individual transfer credit will be at the discretion of the Department Chair.

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

courses in their area of specialization; however, in some instances, a 500-level course may be transferred in to satisfy program requirements, with the permission of the Department Chair.

Students should submit the transfer credit request after formal application to the degree or certificate program has been made, and arrange for official transcripts to be sent directly to the College. Evaluation of transcripts and other application documents will be conducted prior to the admission interview, and a list of courses approved for transfer credit will be provided to the applicant.

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

Students wishing to transfer between different graduate programs at St Stephen's College are normally required to submit a new application with application fee (official transcripts not required), participate in an intake interview and attend Orientation Day. If the student is admitted to the new program, the Chair of the degree program to which the student is applying will evaluate the student's academic record, and inform the student as to how their work will satisfy requirements within the new program. The student will receive a financial credit, in the amount of program fees already paid, toward current total program fees. Students transferring from St Stephen's DMin program to St Stephen's MTh program are not required to submit an application; applicants must submit a letter of request to the Registrar's Office.

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

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

other institutions. Letters of Permission will be provided by the Registrar's Office on request.

ADVANCED STANDING

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

- submission of a 10-page paper addressing knowledge of the course content as described in the St Stephen's College Academic Calendar; an in-person consultation with a faculty member, ideally the instructor of the course being challenged; and payment of an advanced standing non-refundable application fee of \$175, or
- presentation of an official transcript showing satisfactory completion of the course which is being put forward for advanced standing, with course syllabus demonstrating content equivalent to the corresponding College course [course may be undergraduate or graduate, and may have been used toward a prior degree].

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

ON HOLD STATUS

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

will be issued based on the number of months remaining in the year after the On Hold status was granted; there is a \$75 administrative fee for this action. If annual program fee has not yet been paid, the fee must be paid, on a pro-rated basis, based on the number of months in the year before the On Hold status was granted.

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

ACADEMIC STANDING

St Stephen's College attempts to be understanding about the life circumstances of its students and flexible in dealing with them. However it is necessary to maintain certain academic standards while providing mechanisms for exceptional circumstances. Graduate students (DMin, MTh, PMATC, MPS, MTS, and GCTS) must maintain a Grade Point Average (GPA) of 70%; undergraduate students (BTS) must maintain a Grade Point Average (GPA) of 62%. Students who have exhausted all other means of maintaining their academic standing and whose life circumstances continue to impede them from carrying out their academic responsibilities will be subject to the following implications. Any student who drops below the required GPA will be placed on probation - meaning that they may continue their studies but under closer supervision by their Department Chair (who will be informed by the Registrar of any student with a GPA below standard). One Failure (F or INF) will also require the student to be put on academic probation under their Degree Department Chair (who will be informed by the Registrar of the grade). Students in degree programs must either repeat courses that they have failed, or replace them with other approved courses, as a priority. The course and the grade will be recorded on the transcript each time; however only the higher grade will be included in the students' cumulative Grade Point Average (GPA) and used as credit toward the program requirement.

At the discretion of the Department Chair, two Failures will put the student on a one year suspension meaning they will not be able to continue their studies. Such students will have their program fees prorated for the current academic year and the balance refunded to them. After a one year suspension, the student may reapply to the program (see Reapplication to a Program policy). If a student is readmitted to a program, all failing grades must be replaced with compensatory marks from repeats or other approved equivalent courses as a priority. Failure of the student to comply with this policy will result in the student's dismissal from the degree program and any further credit work at the College. In rare circumstances, a

student may appeal to the Dean whose decision is considered final.

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

CODE OF STUDENT BEHAVIOR

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

Rights of Student

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

- an opportunity to respond to any allegations
 - present their account of relevant events
 - a timely response to their particular situation
 - appeal decisions through proper appellate process
- Any individual who claims to be the injured party as a result of behaviour contravening the Code has the right to:
- report such incidences to the relevant authority

- present their account of relevant events
- a timely response to their particular situation
- notification in the event of an appeal process being initiated

Code of Conduct Infractions

Inappropriate Behaviour: Academic

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

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

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

Inappropriate Behaviour: Supervised Education

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

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

Inappropriate Behaviour: Individuals or Groups

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

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

Code of Conduct Sanctions

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

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

Reporting and Sanction Process

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

resolution and sanction will be advised to the reporting student or Instructor/Supervisor.

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

Procedures for Appeals

The Dean hears and adjudicates appeals from students: students who object to the Dean's ruling may appeal to the Academic Senate. Academic Senate will either reject or uphold the Dean's decision. The decision of Academic Senate is the final decision and no further appeals will be heard.

- Students may only appeal each infraction and/or sanction once.
- Appeals to Academic Senate must be made in writing within 30 calendar days of the sanction decision; all relevant materials will be made available to Academic Senate at the time of the appeal.
- Academic Senate may confer with the Principal and Dean, who is a member of Academic Senate, for clarification, edification, and adjudication.
- Students will be notified in writing, within 30 calendar days, upon Academic Senate reaching a decision as it pertains to their appeal.

CRIMINAL RECORDS CHECK (POLICE INFORMATION CHECK)

Students will be required to satisfy a Criminal Records Check and Vulnerable Sector Check at entrance into the MPS and Post-Master's Art Therapy Certificate programs in order to meet practicum requirements. Under the Protection for Persons in Care Act, subsequent Criminal Records Checks may be required by any site providing clinical practice. The clinical practice site will determine the criteria for acceptance/denial of a placement. The clinical instructors will notify students if a Criminal Records

Check is required for their specific clinical placement, and students are then responsible for having the check completed prior to commencement of clinical practice, and presenting it to the clinical agency. Criminal Records Checks are considered valid for 90 days, so additional checks may need to be acquired throughout the program. Criminal Records Checks can be obtained through the Edmonton or Calgary Police Service, a community police station, or any RCMP detachment. Students must familiarize themselves with the requirements and process before going in for their Criminal Records Check (fees, identification to bring, processing times, etc.). Depending on various factors, processing time for routine checks can be up to 12 weeks.

REPEATING A COURSE

Students may repeat courses that they have failed or passed, with the exception of the course *Counselling Practicum PPSYC5870/5878*. The course and the grade will be recorded on the transcript each time; however only the higher grade will be included in students' cumulative Grade Point Average (GPA). If a passing grade is obtained more than once, only the course with the higher grade will be used as credit toward the program requirement.

RE-EXAMINATIONS AND REWRITING ASSIGNMENTS

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

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

To apply for a re-examination or rewrite of the final assignment, students must present a detailed written request to their Department Chair. This request must include detail of the student circumstances; demonstration of meeting the conditions above (notwithstanding GPA); and supporting documentation. Documentation may include: a declaration stating illness or injury, or an official medical note (optional) that provides specific details about student's condition and demonstrates inability to attend the examination or write the assignment satisfactorily. If the student is applying for reasons other than personal illness or

injury, supporting documentation must be provided that substantiates the application. If a student cannot support the application, the application will be denied.

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

PETITIONS AND ACADEMIC APPEALS

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

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

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

i. PETITION GUIDELINES:

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

- to be permitted exceptions, substitutions for any program requirement or waivers to published program requirements;
- to submit an Application for Degree, or Application for Admission or Readmission after the published deadline;
- to be granted an extension for a final course assignment beyond the two-month extension granted by the instructor; instructor must be in agreement.
- to be granted an extension to a thesis or graduation deadline.

Petitions to make exceptions to registration and financial policies, in a particular case and for stated

extenuating reasons, may be made to the Registrar/Director of Academic and Administrative Services.

ii. ACADEMIC APPEAL GUIDELINES:

Students may submit appeals relating to decisions that affect their academic standing such as being: required to withdraw from the College; denied recommendation for graduation; or denied transfer from one program to another within the College. Students cannot appeal the Program Committee's decision for admission and re-admission. Students cannot appeal grades beyond the Department Chair level. Students must always follow the academic appeal route, beginning at the lowest level of appeal, which is usually to the Department Chair. If the appeal fails at the first level, students can appeal to the Dean.

The Dean will only hear appeals that are based on a miscarriage of justice such as: procedural errors on the part of the College; failure to consider all factors relevant to the decision being appealed; or bias or discrimination against the appellant on the part of the College. The appeal to the Dean must be made within 21 calendar days of the failure of the first appeal. Students must always exhaust the first level of appeal before appealing to the Dean. The first person who should be made aware of a complaint is the person whose decision or action is being questioned. Appeal decisions will be communicated to the appellant in writing, including a summary of the appeal and brief reasons for the decision.

Students who object to the Dean's ruling may appeal in writing to the Academic Senate within 30 days of the Dean's ruling. Academic Senate will either reject or uphold the Dean's decision. The decision of Academic Senate is the final decision and no further appeals will be heard.

OBTAINING FINAL GRADE

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

TRANSCRIPTS

Official transcripts of a student's academic record are issued by the Office of the Registrar upon written request of the student, using the Transcript Request Form. The transcript is a record of all graded courses taken by an individual student. Suspensions will be recorded on the student transcript for the length of the suspension period. Expulsion will be recorded on the student's transcript in perpetuity or until such time as the student is readmitted to the College. Transcripts are issued to the student personally, or to whomever the student designates. An official transcript bears the signature of the Registrar or designate and the official

seal of the College. Students should allow at least one week from the time of their request to the time they require their transcript. There is no fee for this service.

RESEARCH ETHICS POLICY

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

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

- 1) By submitting the research proposal for review by the St Stephen's College Research Ethics Committee, following the procedure outlined in the relevant Degree Program Manual, or,
- 2) If the institution or agency within which the research is to be undertaken (eg an educational, health care, or service agency) has a research ethics review process in place, by acquiring research ethics approval through the REC of that agency. In this case, the student must submit proof of the final research ethics approval received from that institution before commencing research at St Stephen's College. This proof should be directed to the College's REC through the Office of the Dean. This copy will be kept in the student's file. Please note: the St Stephen's College REC works in collaboration with other such ethics review agencies and processes, but reserves the right to review all research proposals, whether or not approved by an outside institution.

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

EVALUATION STANDARDS AND GRADING SYSTEM

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

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

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

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

MASTERS PROGRAMS THESIS AND INTEGRATIVE STUDY DEADLINES

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

1. Final Draft of Thesis/Integrative Study (two copies), approved by supervisor, must be submitted to Department Chair for examination by April 1 of the year of graduation.
2. Final Thesis or Integrative Study, incorporating any revisions required by examiners, and re-approved by Supervisor, must be submitted to the College by September 1. Final approval of the Thesis/Integrative Study will be given only if all other academic work has been completed and grades have been entered in student record.
3. One binding-ready, unbound paper copy and an electronic copy (Word and PDF) on CD or USB flash drive of the Thesis/Integrative Study must be submitted to the College by October 1.

MASTERS AND UNDERGRADUATE PROGRAMS GRADUATION DEADLINE

Approvals for Fall Convocation will only be given if all academic work used toward the degree, diploma or certificate, other than thesis, is complete by August 1. Any academic work received after these academic deadlines cannot be considered for Fall Convocation, and the awarding of the degree, diploma or certificate will be deferred.

DOCTOR OF MINISTRY PROGRAM DISSERTATION DEADLINES

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

1. Submission of Final Draft of Dissertation by February 15: A final draft, approved by the student's Dissertation Committee, must be submitted to the DMin Department Chair, who will send it out for external examination. The student can expect the External Examiner's report by March 31.
2. Discussion of External Examiner's Report with Dissertation Committee by April 30: All revisions, in light of the External Examiner's report, must be discussed with the student's Dissertation Committee by April 30.
3. Approval of Final Dissertation by May 15: Final approval of the completed Dissertation must be granted by the student's Dissertation Committee by May 15.
4. Submission of approved Dissertation to the DMin Department Chair by May 31.
5. The final, approved, binding-ready, unbound copy and an electronic copy (Word and PDF) on CD or USB flash drive of the dissertation must be submitted to St Stephen's College Registrar's Office by October 1.

DOCTOR OF MINISTRY PROGRAM GRADUATION DEADLINE

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

THESIS AND DISSERTATION BINDING

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

STUDENT RECORD ARCHIVING

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

COURSE REGISTRATION

Registration occurs when a student submits a registration form, or registers online or by phone, and pays the course fee which is in effect on the first day of class. Course fees are detailed in the financial policies section of the Calendar. Course fees are payable by cash, cheque, VISA, MasterCard, or Amex. Students are encouraged to register early, as maximum enrolment of 22 students per course will be enforced. Some courses have a maximum enrollment of less than 22 students. For week-long intensive courses, an extensive amount of student preparation is required; therefore students are required to register one month in advance. The deadline for registration for semester-long credit courses is normally two weeks before the first day of class. The Course Schedule, which includes pre-requisites and registration deadlines, is published at www.ualberta.ca/ST.STEPHENS. Late registrations for courses are accepted only if students can be prepared for the course (including acquiring syllabus, texts, and completing pre-course assignments); a late fee of \$75 applies. Students wishing to audit a course must register by the deadlines stated and will be enrolled only if the maximum enrollment has not been exceeded at the registration deadline.

AUDITING A COURSE

Audit students register in a course for interest but do not receive credit. Audit students are exempt from writing assignments and a final grade is not provided. Students may audit most courses, if pre-requisites are met. Instructor permission must be obtained to audit an online course. Tuition for auditing online courses is the same as credit course tuition; other courses may be audited for half the credit course fee. Students wishing to audit a course must register by the deadlines stated and will be enrolled only if the maximum enrollment has not been exceeded at the registration deadline. St Stephen's College follows an adult education model, meaning that student participation in all courses is necessary. Auditors must do all the required reading as per the syllabus and be willing and able to participate meaningfully in class discussions and presentations. Graduate courses (500-level) at St. Stephen's College are designated for graduate students. Students applying to audit courses must possess a Baccalaureate Degree. No grades will be given to participatory assignments.

Students wishing to change their status in the course from credit to audit must do so prior to the end of the first day of week-long courses, or prior to the fourth class, or fourth week, for courses lasting longer than one week. A \$75 administrative fee will be applied against the refund.

Students who want to change their status from audit to credit may do so after obtaining the consent of the course instructor, and notifying the Registrar's Office (normal assignment expectations and deadlines will apply). The student will pay the difference between the audit fee and the credit fee.

COURSE WITHDRAWAL

Students who wish to withdraw from a course and receive a grade of W must notify the Registrar's Office by the dates specified below. Withdrawal requests must be in writing, to st.stephens@ualberta.ca. If a withdrawal request is not made by the date specified, the final course grade will be based on total work completed in the course. The College treats all students in an equitable fashion by adhering to published withdrawal deadlines. If a course is cancelled by the College for any reason, the course fee will be refunded in full. Deadlines for academic withdrawal and refunds are detailed below:

Action	Length of Course Session				
	Less than 5 days	Week-long	4 months	6-8 months	8-24 months
Registration	Before first day of class	First day of class	First week of course	First month of course	First month of course
Delete (no academic record)	Before first day of class	First day of class	First week of course	First month of course	First month of course
Fee Refund (100%), less \$75 withdrawal fee	1 month prior to start date	1 month prior to start date	Prior to start date	Prior to start date	Prior to start date
Fee Refund (75%), less \$75 withdrawal fee	1 week prior to start date	2 weeks prior to start date	-	-	-
Fee Refund (50%), less \$75 withdrawal fee	End of first day	End of first day	4 weeks after start date	8 weeks after start date	4 months after start date
Withdrawal (Grade of W)	1 month after end date	1 month after end date	2 months after start date	3 months after start date	4 months after start date

Students may transfer between courses in the same academic year (withdraw from one course prior to the course start date to enroll in another), provided there is space. In these cases, a \$50 transfer fee will be charged. Deadlines for withdrawal from non-credit workshops and lectures vary and are published with event description. Normally withdrawal must be prior to start of workshop, to receive a 50% refund.

CLASS ATTENDANCE

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

COURSE NUMBERING/CREDITS

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

COURSE COMPLETION

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

Approval for an excused absence from any course assignment (e.g., papers, reports, or examinations) is at the discretion of the instructor. To apply for an excused absence, a student must contact the instructor pertaining to the reason for the absence, within two working days following the deadline of the work missed, or as soon as the student is able, having regard to the circumstances underlying the absence. In cases where the reason is medical, medical documentation is not required. When considering an application for excused absence, instructors have one of three options:

- 1) not approve the application
- 2) waive the assignment, in which case the percentage weight allotted to the assignment missed will be distributed to other coursework or exams, as decided by the instructor
- 3) require the student to make up the work, in which case the student would be required to complete equivalent work as decided by the instructor.

If the instructor does not approve the application for excused absence, or if the student does not complete the make-up work as prescribed by the instructor, a raw score of zero will be assigned for the missed work or exam, and the final grade will be based on work completed.

COURSE EXTENSIONS

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

Exceptions to the course completion and extension policies will be allowed for extreme extenuating circumstances only, and must be approved by the Department Chair of the student's program as outlined in the Petitions and Academic Appeals policy. The course instructor must be in agreement. Students requesting this exception must contact their Department Chair, in writing, citing in detail the grounds for their request. The request and approval will be kept in the student's file.

AFFIRMING STATEMENT OF FAITH

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

CONFLICT OF INTEREST POLICY

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

SEXUAL ABUSE POLICY

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

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

St Stephen's College is committed to provide a safe environment for its staff and students. The Sexual

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

STUDENT RECORDS: CONTENTS, ACCESS, USE, AND PROTECTION

St Stephen's College policy concerning Student Records is set out below.

■ Collection of Personal Information

Information that forms part of the student record is collected and used to determine eligibility for admission, to advise students about academic programs and to provide College services. The student record is disclosed to academic and administrative staff of the College.

■ Student Access

Students have access to their own information.

■ Student Records

1. Official transcripts: Official transcripts are issued by the Office of the Registrar only upon the request of the student. They are issued to the student personally or to whomever the student designates. An official transcript bears the signature of the Registrar and the official seal of the College. An unofficial transcript or copy of the student's academic record does not bear the Registrar's signature, nor is it sealed with the official seal of the College.

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

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

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

■ **Public Information Concerning Students**

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

■ **Security of Student Records**

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

COURSE FEES: Students are assessed course fees at the rate that is in effect at the course start date. Course fees are \$795/3-credit course, \$1590/6-credit course, and \$2,385/9-credit course. Students may audit courses, if pre-requisites are met; instructor permission must be obtained to audit an online course. Tuition for auditing online courses is the same as credit course tuition; other courses may be audited for half the credit course fee. Registration deadlines apply to courses; a late fee of \$75 is applied where late registrations are accepted. Fees may change without notice. Some degree program requirements may be fulfilled at other institutions with the permission of the Department Chair; students are responsible for any course and administrative fees in effect at that institution.

PROGRAM FEES: Degree and Certificate program fees are detailed below. Students may avoid annual tuition increases by paying the entire program fee in advance. Program fees are paid during the first four years of the program, and cover collegiums and general academic and administrative support. Semi-annual installments are due July 31 and January 31. The entire program fee is payable regardless of the number of years students take to complete the program. The continuation fee applies only to those students taking longer than four years to complete their program. Students do not pay a continuation fee in the year they graduate; if a student pays the continuation fee and subsequently completes all academic work (including submission of all thesis documents), they will receive a prorated refund of the continuation fee. There is a non-refundable application fee for all degree programs: Canadian and Permanent Resident applicants \$195, International applicants \$390.

Program	Program Fees (Year 1-4)		Program Fees (Year 1-4)		Program Continuation Fees (payable year 5 and onward)	Additional Fees Course fees: due upon course registration Dissertation/Thesis/ Integrative Paper fees: due July 31 after proposal approval
	Total Program Fee (Canadian student)	Annual Amount (Semi-annual payments)	Total Program Fee (International student)	Annual Amount (Semi-annual payments)		
Doctor of Ministry	\$16,240	\$4,060: ■ \$2,030 due July 31 ■ \$2,030 due Jan 31	\$32,480	\$8,120: ■ \$4,060 due July 31 ■ \$4,060 due Jan 31	Year 5: \$1,000 Year 6: \$1,100 Year 7: \$1,200 Year 8+: \$1,300	■ course fees total \$5,565 ■ Dissertation fee \$2,025
Post-Master's Art Therapy Certificate	\$11,600	\$2,900: ■ \$1,450 due July 31 ■ \$1,450 due Jan 31	\$23,200	\$5,800: ■ \$2,900 due July 31 ■ \$2,900 due Jan 31	Year 5: \$1,000 Year 6: \$1,100 Year 7: \$1,200 Year 8+: \$1,300	■ course fees total \$14,310 ■ clinical supervision fees (AT)
Master of Psychotherapy and Spirituality	\$14,240	\$3,560: ■ \$1,780 due July 31 ■ \$1,780 due Jan 31	\$28,480	\$7,120: ■ \$3,560 due July 31 ■ \$3,560 due Jan 31	Year 5: \$1,000 Year 6: \$1,100 Year 7: \$1,200 Year 8+: \$1,300	■ course fees total \$14,310 (MPS) or \$19,080(MPS-AT) ■ clinical supervision fees (MPS-AT) ■ Thesis fee \$1,625
Master of Theological Studies/Bachelor of Theological Studies	\$4,000	\$1,000: ■ \$500 due July 31 ■ \$500 due Jan 31	\$8,000	\$2,000: ■ \$1,000 due July 31 ■ \$1,000 due Jan 31	Year 5: \$1,000 Year 6: \$1,100 Year 7: \$1,200 Year 8+: \$1,300	■ course fees total \$10,185 ■ MTS Thesis or Integrative Study fee \$1,625 ■ BTS Integrative Theology Paper fee \$660
MTS or BTS in Diaconal Ministry	waived for CCS students	n/a	waived for CCS students	n/a	Year 5: \$1,000 Year 6: \$1,100 Year 7: \$1,200 Year 8+: \$1,300	■ course fees total \$5,415 ■ MTS Thesis Fee \$1625 ■ BTS Thesis Fee \$890 ■ BTS Integrative Theology Paper Fee \$660
Graduate Certificate in Theological Studies	\$1,000	\$250 due July 31 only	\$2,000	\$500 due July 31 only	Year 5: \$500 Year 6: \$600 Year 7: \$700 Year 8+: \$800	■ course fees total \$5,415

FEES FOR SPECIAL SERVICES

Service	Fee
Administrative Fee: •Refund of partial course or program fee when student withdraws from a course or degree program •Refund of partial course fee where status is changed from credit to audit •Refund of partial program fee when on hold status granted •Late registration in a course	\$75
Application for Advanced Standing in a course	\$175
Application to a degree program (Canadian/Permanent Resident applicant)	\$195
Application to a degree program (International applicant)	\$390
Application for equivalency review related to degree program application	\$225
Application for reexamination or rewrite of major assignment in a course	\$175
Art material fee	varies
NSF cheque or declined credit card	\$25
Parchment replacement fee	\$60
Student card replacement fee	\$20
Thesis copy (plus 10 cents/page)	\$35
Thesis Re-examination (applies if Internal Examiner requires major revisions after the second examination)	\$350
Thesis Re-Submission (Fail, rewrite required): reassessed by Supervisor, Internal and External Examiners	\$800
Transfer from one SSC course (before the registration deadline) to another SSC course in the same academic year	\$50
Transfer from one specialization to another within a SSC degree program	\$100
Transcript fee	-

FINES AND PENALTIES

Graduating students must pay all outstanding fees by September 1. Failure to do so will result in the deferral of the awarding of the degree. For degree program students, annual program fees are normally paid in semi-annual installments due July 31 and January 31; however, students have the option of paying the entire program fee at once. There will be a penalty of 10% of the total outstanding amount charged on accounts paid after the due date. Students will not be allowed to register for, or participate in, any course or learning event unless their account is paid in full.

FINANCIAL ASSISTANCE

St Stephen's College offers bursaries and scholarships to students enrolled in St Stephen's College degree, diploma and certificate programs to help defray the cost of studies. Bursaries are granted based on

financial need and the terms of the bursary. Scholarships are awarded according to the terms of the scholarship. Financial aid will be granted according to the following priorities: (1) Canadian students, (2) International students. Contact the College for further details and application forms.

Other possible sources of financial support include:

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

(2) The Canada Student Loans and Grants Program may help by providing student financial assistance to Canadians attending post-secondary education. For more information about eligibility and how to apply, visit Student Aid Alberta: <http://studentaid.alberta.ca/> Students in the Department of Psychotherapy and Spirituality do not qualify for government student loans.

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

TUITION REFUND: WITHDRAWAL FROM A PROGRAM

Tuition will be refunded to students as follows:

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

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

TUITION REFUND: WITHDRAWAL FROM THESIS OR DISSERTATION PROCESS

Students pay a thesis or dissertation fee the July following approval of the proposal. Where a student withdraws from the thesis/dissertation process at any point prior to the examination phase, the fee shall be partially refunded. Thesis fee refunds will be the thesis fee paid by student minus \$475. Dissertation fee refunds will be the dissertation fee paid by student minus \$1,275.

STUDENT CARDS

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

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

TUITION/EDUCATION TAX CREDIT (T2202A)

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

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

Students may be eligible for the Tuition, Education, and Textbook Amounts Certificate tax credit for each month of part-time or full-time registration. St Stephen's College defines full-time status as being actively registered in a minimum of two credits per month (9 credits over a 4-month period, 12 credits over a 6-month period, or 24 credits over a 12-month period). Students who are registered in less than 12 credits over a six-month period are considered part-time. Course extensions will not extend a student's full-time status. While in the research/writing phase of graduate programs, students in good standing at St Stephen's College are considered full-time. Master's students are considered full-time upon formal approval of the Thesis Proposal, or enrollment in the Capstone Project course. Doctoral students are considered full-time upon completion of all program requirements (30 credits) except Project Proposal/Ethics Review/Project Design.

ONLINE DATABASE SERVICE

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

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

RESOURCE CENTRE/LIBRARY

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

Rutherford Library at the University of Alberta also provides services to St Stephen's students and faculty: <https://www.library.ualberta.ca/services/library-cards-and-borrowing/st-stephens-college-students>. The Rutherford Library is located a half-block north of St Stephen's College. Students obtain library cards at the Service Desk, Rutherford Library North. Students identify themselves as a St Stephen's graduate student, and receive a library card granting term borrowing privileges. To register for free delivery services with the University of Alberta Libraries Interlibrary Loans/Document Delivery Office, call 1.780.492.3795. St Stephen's students and faculty can access library e-journal databases or the internet (in person only) from the public computers in the Rutherford Library. St Stephen's students may request a guest Campus Computing ID (CCID) at any circulation desk. A guest ID can be used until midnight of the day it is issued. To obtain a guest ID, students will be asked to provide one of the following:

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

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

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

COMPUTER TECHNOLOGY

Students are required to have access to a computer and use standard word processing software (Microsoft Word or Word Perfect) to enhance their learning environment. Students taking credit courses are required to have internet access and an email account, so that communication with instructors, faculty advisors and College administration may take place effectively. One or two online courses are required for most of our degree programs. Some online courses are offered through the College website; others are offered via Moodle on the University of Alberta website.

ONLINE RESOURCES

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

- Workshops and Lectures
- People
- News and Events; E-Newsletter

- Academic Calendar (Degree Programs and Courses)
- Course schedule
- St Stephen's theses and dissertation titles, with abstracts

HEALTH CARE RESOURCES

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

ACCESS TO ST STEPHEN'S THESES

Theses and dissertations are made freely available to the public once they have been formally approved. Theses produced after 2009 are available electronically in PDF format for no charge; contact the Registrar's Office at st.stephens@ualberta.ca to order. St Stephen's College has a listing of our graduates' theses and project/dissertations, with links to their abstracts on our web site. If you would like to purchase a paper copy of a thesis produced after 1995, you may do so by contacting UMI Dissertations Publishing. To do this, search the National Library of Canada's main database (Amicus Web), on the web at www.nlc-bnc.ca. You may also contact the College for the ISBN number. Once you locate the ISBN number for the thesis you want, contact UMI 1.800.521.3042 to arrange for purchase. Staff at the College can arrange for photocopies of any thesis at a cost of \$35 per thesis, plus 10 cents per page and postage. Students may read theses on-site at the College, but they cannot be removed from the premises.

DONORS

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

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

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

DISCLAIMER

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

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

PROGRAMS

COMMUNITY LEARNING and CONTINUING EDUCATION PROGRAM

In addition to its formal programs, St Stephen's College has a mission to be responsive to the needs of spiritual seekers, whether or not they are associated with a traditional faith community. Through our Community Learning and Continuing Education Program, we design and support learning opportunities that invite the wider community to creatively engage the resources of leading edge theological scholarship in ways that are intellectually stimulating and socially engaged. The "Events" tab of our website www.ualberta.ca/ST.STEPHENS will have current information on workshops, lectures and other events offered on-campus and across Alberta this year.

OPEN STUDIES

One of the goals of St. Stephen's College is to facilitate and encourage knowledge development. The Open Studies program gives students the opportunity to take graduate courses without being admitted or committed to a degree or certificate program. Courses may be taken to satisfy prerequisite requirements prior to applying to enter graduate studies, to develop useful professional skills, to upgrade postsecondary qualifications, or purely for personal interest. In some cases, there may be course prerequisites to be met.

Graduate courses (500-level) at St. Stephen's College are designated for graduate students. Students applying to take courses as an Open Studies student must possess a Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent. Students must abide by the English Language Proficiency policy. Prospective students applying to Open Studies are required to pay a non-refundable fee of \$75 [fee waived for University of Alberta baccalaureate graduates, St Stephen's College Alumni, CCS and PRC students].

Completion of courses is not a guarantee of admission to a degree program. A maximum of three 3-credit courses taken as an Open Studies student may be used toward a St Stephen's College degree program. Open Studies students who may be interested in applying to a degree program are urged to consult with the relevant Department Chair to ensure that courses selected are appropriate. Students who complete courses under the Open Studies program with the intent of applying those courses towards the requirements of a degree program should be aware that transferred courses should be no older than three years in the area of specialization or five years outside the area of specialization. Courses are scheduled year-round, and students must submit course registrations by the published registration deadline for the course(s) they wish to attend. The program is open to people from any faith tradition.

- Community Learning and Continuing Education
- Open Studies
- BA Minor Christian Theology (University of Alberta degree)
- Bachelor and Master of Theological Studies in Diaconal Ministry
- Graduate Certificate in Theological Studies
- Master of Theological Studies
- Master of Psychotherapy and Spirituality and Master of Psychotherapy and Spirituality (Art Therapy Specialization)
- Post-Master's Art Therapy Certificate
- Master of Theology
- Doctor of Ministry and Doctor of Ministry (Specialization in Supervisory Education)

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

Phone: 780.439.7311 or 1.800.661.4956

Email: st.stephens@ualberta.ca

Information and program applications are also available online:

www.ualberta.ca/ST.STEPHENS/

BACHELOR OF ARTS MINOR IN CHRISTIAN THEOLOGY ■ UNIVERSITY OF ALBERTA

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

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

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

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

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

For more information or program planning, please contact:

Academic Dean and Program Advisor
St Joseph's College
780.492.7681 Extension 227

BACHELOR OF THEOLOGICAL STUDIES IN DIACONAL MINISTRY (BTS)

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

ADMISSION REQUIREMENTS

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

Applications are submitted to the Registrar's Office at any time; it is recommended that applicants apply within five years of completing CCS Diploma.

PROGRAM REQUIREMENTS

90 Credits

Equivalent to three years of full-time study. Work should be completed within seven years of entering BTS program. After seven years students must consult with the Department Chair to put in place a plan of action to complete the degree.

ACADEMIC WORK COMPLETED AS PART OF CCS DIPLOMA:

LEADERSHIP DEVELOPMENT MODULE (0 credit)
THREE PROGRAM THEME YEARS (45 credits)
Social Ministry/Educational Ministry/Pastoral Ministry
THEOLOGICAL INTEGRATION YEAR (15 credits)
including Global Perspectives Experience
FACILITATED FIELD EDUCATION (0 credit)
EIGHT COURSES (*24 credits): Christian Scriptures, Hebrew Scriptures, Theology, Christian Ethics, Church History, and three Electives (chosen in consultation with faculty). (*at least 18 of these 24 credits must be taken at St Stephen's College)

POST CCS WORK:

ACADEMIC WRITING SS071V COURSE (0 credit)
INTEGRATIVE THEOLOGY PAPER (40-60 pages) (6 credits): a project of guided research founded upon personal reflection and integration which is designed to demonstrate the researcher's ability to correlate learning from a variety of disciplines and integrate theological and personal meaning within a ministry setting.

MASTER OF THEOLOGICAL STUDIES IN DIACONAL MINISTRY (MTS)

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

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent.
2. Diploma in Diaconal Ministries from CCS, or current enrollment in that program
3. General readiness to function in an integrative theological program in terms of both personal qualities and academic competencies
4. Commitment to one's lay profession or employment (paid or volunteer) as a ministry
5. Willingness to engage in a program that is grounded in the Christian faith but is also broadly ecumenical and interfaith

Applications are submitted to the Registrar's Office at any time; it is recommended that applicants apply within five years of completing CCS Diploma.

PROGRAM REQUIREMENTS

51 Credits

Equivalent to two years of full-time study. Work should be completed within seven years of entering MTS program. After seven years students must consult with the Department Chair to put in place a plan of action to complete the degree.

ACADEMIC WORK COMPLETED AS PART OF CCS DIPLOMA:

LEADERSHIP DEVELOPMENT MODULE (0 credit)
ONE OF THREE PROGRAM THEME YEARS (15 credits)
Social Ministry/Educational Ministry/Pastoral Ministry
THEOLOGICAL INTEGRATION YEAR (3 credits)
including Global Perspectives Experience
FACILITATED FIELD EDUCATION (0 credit)
EIGHT COURSES (*24 credits): Christian Scriptures, Hebrew Scriptures, Theology, Christian Ethics, Church History, and three Electives (chosen in consultation with faculty). (*at least 18 of these 24 credits must be taken at St Stephen's College)

POST CCS WORK:

ACADEMIC WRITING SS071V COURSE (0 credit)
THESIS COLLEGIUM (0 credit)
THESIS (9 credits): A formally written 100-150 page document based upon the student's research of a stated question. The Thesis integrates an introduction, a thorough literature review, explication of methodology, data presentation and analysis, and a summary of findings, conclusions, and synthesis.

GRADUATE CERTIFICATE IN THEOLOGICAL STUDIES (GCTS)

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

The program provides a foundation in theological studies with an opportunity to explore interdisciplinary and creative topics as electives. Electives must be selected in consultation with the Department Chair. Students wishing to continue on to the Master of Theological Studies Degree Program (MTS) must seek permission from the Department Chair.

LENGTH OF PROGRAM

The GCTS is equivalent to one year of full-time study. Most students can expect to complete the certificate in two to four years; after four years students must consult with the Department Chair to implement a completion plan.

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent. Grade average minimum must be 72%/B/3.0 during last 60 credits of course weight.
2. General readiness to function in an integrative theological program in terms of both personal qualities and academic competencies
3. Commitment to one's lay profession or employment (paid or volunteer) as a ministry. Note: Persons who define their work activity as being committed to the improvement and nurture of society and the world community, including such fields as education, faith/religious community assignments, chaplaincy, mediation, management, media services, the arts, health care, counseling, Intercultural relationships, and care of the earth are recognized by St Stephen's College as being in ministry.
4. Willingness to engage in a program that is broadly ecumenical and interfaith; readiness to engage deeply in personal reflection; commitment to the practice of a spiritual life

Application deadline: Applications can be submitted throughout the year, with an annual application deadline of February 1 for Canadian and Permanent Resident applicants and November 1 for international applicants (next business day if date falls on a weekend). Applicants who do not possess a Baccalaureate Degree and who are applying for an

MASTER OF THEOLOGICAL STUDIES (MTS)

evaluation of academic equivalency must submit their completed application to the College by December 1 for Canadian and Permanent Resident applicants and September 1 for international applicants (equivalency fee \$225). If equivalency is granted, applicants then pay the normal application fee.

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

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

PROGRAM REQUIREMENTS (18 Credits)

REQUIRED COURSES (12 credits)

SS071V Academic Writing (0cr graduate online course; must be taken in first year)

SSC511 Introduction to Theology (3cr)

SSC5540 Spirituality: from Contemplation to Action (3cr)

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

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

ELECTIVES (6 credits)

Two elective courses (3 cr each) chosen in consultation with the Department Chair. These may be taken through a variety of modalities: intensive, online, independent study, or courses transferred from outside institutions (see Transfer Credit policy).

OPTIONS EQUIVALENT TO CREDIT

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

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

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

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

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

The program elements aim to balance a solid foundation in theological studies with an opportunity to explore a variety of interdisciplinary and creative topics as electives. The strong focus on electives allows for both breadth and depth; courses must be selected in consultation with the Department Chair.

LENGTH OF PROGRAM

The MTS program is equivalent to three years of full-time study. Most students complete the degree in three to seven years; after seven years students must consult with the Department Chair to implement a completion plan.

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent. Grade average minimum must be 72%/B/3.0 during last 60 credits of course weight.
2. General readiness to function in an integrative theological program in terms of both personal qualities and academic competencies
3. Commitment to one's lay profession or employment (paid or volunteer) as a ministry. Note: Persons who define their work activity as being committed to the improvement and nurture of society and the world community, including such fields as education, faith/religious community assignments,

chaplains, mediation, management, media services, the arts, health care, counseling, Intercultural relationships, and care of the earth are recognized by St Stephen's College as being in ministry.

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

Application deadline: Applications can be submitted throughout the year, with an annual application deadline of February 1 for Canadian and Permanent Resident applicants and November 1 for international applicants (next business day if date falls on a weekend). Applicants who do not possess a Baccalaureate Degree and who are applying for an evaluation of academic equivalency (Baccalaureate Equivalent status) must submit their completed application to the College by December 1 for Canadian and Permanent Resident applicants and September 1 for international applicants (equivalency fee \$225). If equivalency is granted, applicants then pay the normal application fee.

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

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

PROGRAM REQUIREMENTS (45 Credits)

REQUIRED COURSES (15 credits)

SS071V Academic Writing (0cr graduate online course; must be taken in first year)

SSC511 Introduction to Theology (3cr)

SSC5540 Spirituality: from Contemplation to Action (3cr)

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

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

SSC5710 Inquiry, Research and Evaluation (3cr)

ELECTIVES (21 credits)

Seven elective courses (3 cr each) chosen in consultation with the Department Chair. These may be taken through a variety of modalities: intensive, online, independent study, or courses transferred from outside institutions (see Transfer Credit policy).

THESIS PHASE (9 credits)

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

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

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

OPTIONS EQUIVALENT TO CREDIT

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

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

OPPORTUNITIES FOR SPIRITUAL CARE PROVIDERS

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

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

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

MASTER OF PSYCHOTHERAPY AND SPIRITUALITY (MPS)

The Master of Psychotherapy and Spirituality (MPS) program develops professional counsellors and psychotherapists who are well grounded in the integration of psychological and spiritual knowledge as a holistic foundation for effective therapeutic practice. This program is open to people from all faith traditions.

The MPS is a unique degree program. It has been developed in response to an expressed need for formal graduate counselling training that integrates psychology and spirituality. This academic program blends theoretical knowledge and clinical skills with particular emphasis on the individual student's ability to integrate diverse learning perspectives with their personal growth, and to implement this integration into effective clinical practice. The MPS program has been designed for those who see professional counselling as both an aptitude and calling, and who want to include spiritual awareness and perspectives in their therapeutic understanding as well as their skills development.

The primary educational goals for this degree include: (1) growth in students' capacity for critical and constructive reflection on the human condition, (2) an understanding of counselling history, theory and practice that includes knowledge drawn from spirituality and the arts as well as theology and psychology, (3) competence in a wide range of therapeutic skills that can assist students to respect and engage the spiritual integrity and diversity of individuals, families and broader social systems; (4) an in-depth understanding of the specialization of art therapy for those who choose this specialization, and (5) growth in personal and spiritual maturity, and their professional formation.

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

While all MPS students complete a core curriculum that prepares them for credentialing in several counselling associations, candidates may also choose to apply with a view to completing their MPS studies through the degree's Art Therapy Specialization (MPS-AT). Application and program requirements for the specialization differ from the regular MPS.

With regard to clinical experience in community settings, MPS students complete between 300 and 350 hours of supervised counselling and/or art therapy training. Clinical supervision fees will apply. These fees will vary depending on required supervisory credentials. While every effort will be made to provide

cost equity in terms of supervision fees, those in the specialization may incur additional costs.

With regard to professional credentials, St Stephen's has designed the MPS degree program so that it can assist students in acquiring professional counselling credentials. The program does not, however, meet requirements to pursue registration as a psychologist in Alberta. For those choosing the Art Therapy Specialization, the MPS-AT program of studies is an approved training program with the Canadian Art Therapy Association (CATA). Whatever students' professional credentialing objectives, the onus will be on them to consult with their chosen professional association's registering body, acquire information about specific membership categories and specifications, and meet the expressed requirements including possible additional practicum or clinical supervision hours, both during and subsequent to their academic training.

LENGTH OF PROGRAM

The MPS/MPS-AT program's coursework is equivalent to two and a half to three years of full-time study, not including Thesis/Capstone/practicum variables. The MPS-AT coursework is equivalent to three to four years, not including Thesis/Capstone/practicum variables. Most students complete the degree in three to seven years; after seven years students must consult with the Department Chair to implement a completion plan.

ADMISSION REQUIREMENTS

1. Baccalaureate Degree from an institution of higher education approved by a Canadian provincial authority, or the demonstrated educational equivalent, in the area of psychology, fine arts, counselling, social work, or the humanities and human sciences. Applicants who possess a Baccalaureate Degree in an unrelated area should consult with the Department Chair. Grade average minimum must be 72%/B/3.0 during last 60 credits of course weight.
2. The academic ability to engage in graduate education; academic background in counselling and/or some experience in a helping role are desirable.
3. Those wishing to pursue the art therapy specialization will need background experience in the fine arts, studio art, and the artistic creative process.
4. Evidence of commitment and ability to integrate spiritually-informed training into professional practice.
5. Upon successful admission to the Program, students will be required to produce a Security Clearance/Vulnerable Sector Check.

Application deadline: Applications can be submitted throughout the year, with an annual application deadline of February 1 for Canadian and Permanent Resident applicants and November 1 for international applicants (next business day if date falls on a weekend). Applicants who do not possess a Baccalaureate Degree and who are applying for an evaluation of academic equivalency ('Baccalaureate Equivalent', or 'Special Admission' status) must submit their completed application to the College by

December 1 for Canadian and Permanent Resident applicants and September 1 for international applicants (equivalency fee \$225). If equivalency is granted, applicants then pay the normal application fee.

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

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

OPTIONS EQUIVALENT TO CREDIT

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

ACADEMIC WORK	EQUIVALENCY
One Unit Clinical Pastoral Education (CPE)	6 credits [one MPS elective and one of: SSC582 Theological Themes in Psychotherapy, SSC511 Intro Theology, or SSC5540 Spirituality]
Canadian Foundation for Trauma Research and Education (CFTRE) certificates in Self-Regulation Therapy® (SRT)	SRT Foundation Level Certificate: 6 credits [electives] SRT Advanced Level Certificate: 6 credits [electives] Options for Practicum Supervision and Personal Therapy are also available; consult with Department Chair
Taking Flight International Corporation certificates in Trauma Recovery and Grief Support	Trauma Recovery Certificate: - 6 credits [electives] - 20 hours personal therapy - 60 direct client practicum hours and 6 clinical supervision hours [requires Chair's approval and enrollment in PPSYC5870/5878] Grief Support Certificate: - 3 credits [electives] - 10 hours personal therapy - 20 direct client practicum hours and 2 clinical supervision hours [requires Chair's approval and enrollment in PPSYC5870/5878]
Spiritual Direction Programs (Phase I & II) (eg. Jubilee Programs)	3 credits [elective]

PROGRAM REQUIREMENTS MPS (Core Program without Specialization) (51 credits)

REQUIRED COURSES (36 credits)

SS071V Academic Writing (0cr graduate online course; should be taken in first year)
PPSYC581 Intro to Psychotherapy and Spirituality (3cr)
PPSYC585 Basic Psychotherapy Skills (3cr)
PPSYC583 Professional Ethics for Psychotherapy and Spiritual Care (3cr)
SSC5710 Inquiry, Research and Evaluation (3cr)
PPSYC584V Theories of Counselling and Psychotherapy (online) (3cr)
PPSYC5869 Systems Psychotherapy Skills (3cr)
Choice of: SSC511 Intro to Theology, or SSC5540 Spirituality: From Contemplation to Action (3cr)
SSC589 Theological Reflection in Professional Practice (3cr)
PPSYC587 Life Span Development (3cr)
PPSYC5812 Abnormal Psychology (3cr)
PPSYC5870 *Counselling Practicum (6cr)
**Counselling Practica consist of 600 hours in total, 300 of which are direct client contact, plus 60 hours of clinical supervision. See Counselling Practicum course description for details. Assignments include a progress report and integrative paper. The counselling practica should be arranged so as to meet the student's desired Professional Association requirements.*

ELECTIVES (6 credits)

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

THESIS or CAPSTONE PROJECT (9 credits)

THESIS

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

CAPSTONE PROJECT

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

THERAPY (0 credit, co-requisite)

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

PROGRAM REQUIREMENTS MPS (Art Therapy Specialization) (69 credits)

REQUIRED COURSES (36 credits)

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

ART THERAPY COURSES (21 credits)

PPSYC5841 Introduction to Art Therapy (3cr)
PPSYC5830 Theories and Art Therapy Studio Training Group One (3cr)
PPSYC5833 Theories and Art Therapy Studio Training Group Two (3cr)
PPSYC5879 Issues of Professional Practice and Interventions in Art Therapy One (3cr)
PPSYC5880 Issues of Professional Practice and Interventions in Art Therapy Two (3cr)

PPSYC5890 Special Topics in Art Therapy (3cr)
PPSYC5881 Art Therapy History and Theoretical Foundations (3cr)

ELECTIVE (3 credits)

One 3-credit elective in Studio Art Therapy or Expressive Art Therapy. Elective course to be selected in consultation with the Department Chair.

THESIS or CAPSTONE PROJECT (9 credits)

THESIS

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

The thesis is an option for students who can demonstrate their readiness and ability to work independently after advisement. The thesis is an extended piece of scholarly research, largely conducted independently, along with an appropriately credentialed supervisor. It is usually between 100-150 pages in length, and summarizes a student's research of a stated question. The thesis integrates an introduction, a thorough literature review, explication of methodology, data presentation and analysis, and a summary of findings, conclusions, and recommendations. It is intended to address not only the candidate's research interest, but to make a contribution to the body of knowledge in that field. Research must be within the field of a student's professional interest. Students must attend the 'Thesis or Capstone' seminar (non-credit, half-day) prior to considering the thesis option. Upon approval of the thesis proposal, students will pay a thesis fee.

CAPSTONE PROJECT

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

THERAPY (0 credit, co-requisite)

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

POST-MASTER'S ART THERAPY CERTIFICATE

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

Upon completion of this program students will be eligible for professional membership as an art therapist. This program is an approved art therapy training program with the Canadian Art Therapy Association. Whatever students' professional credentialing objectives, the onus will be on them to consult with their chosen professional association's registering body, acquire information about specific membership categories and specifications, and meet the expressed requirements, both during and subsequent to their academic training.

LENGTH OF PROGRAM

The Post-Master's Art Therapy Certificate is equivalent to 16 months of full-time study. Students are expected to complete the certificate in two to five years; after five years students must consult with the Department Chair to implement a completion plan.

ADMISSION REQUIREMENTS

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

Application deadline: Applications can be submitted throughout the year, with an annual application deadline of February 1 for Canadian applicants and November 1 for international applicants (next business day if date falls on a weekend).

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

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

PROGRAM REQUIREMENTS (54 credits)

REQUIRED COURSES (27 credits)

PPSYC5841 Introduction to Art Therapy (3cr)
PPSYC5830 Theories and Art Therapy Studio Training Group I (3cr)
PPSYC5833 Theories and Art Therapy Studio Training Group II (3cr)
PPSYC5879 Issues of Professional Practice and Interventions in Art Therapy I (3cr)
PPSYC5880 Issues of Professional Practice and Interventions in Art Therapy II (3cr)
PPSYC5890 Special Topics in Art Therapy (3cr)
PPSYC5881 Art Therapy History and Theoretical Foundations (3cr)
PPSYC5878* Counselling Practicum (Art Therapy) (6cr)
** Counselling Practica consist of 700 hours, 350 of which are direct client contact, plus 60 hours of clinical supervision. See Counselling Practicum course description for details. Assignments include a progress report and integrative paper/minor art therapy project. The counselling practica should be arranged so as to meet student's desired Professional Association requirements.*

CO-REQUISITE COURSES (27 credits)

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

- One elective in Studio Art Therapy or Expressive Art Therapy (3cr) [consult with Department Chair]
- Five Psychology/ Methodology Courses:
PPSYC587 Lifespan Development (3cr)
PPSYC5812 Abnormal Psychology (3cr)
PPSYC585 Basic Psychotherapy Skills (3cr)
PPSYC583 Professional Ethics for Psychotherapy and Spiritual Care (3cr)
SSC5710 Inquiry, Research and Evaluation (3cr)
- Three spiritually-informed/theology-related courses:
PPSYC581 Intro to Psychotherapy and Spirituality (3cr)
SSC589 Theological Reflection Prof Practice (3cr)
One of: SSC511 Intro to Theology, or SSC5540 Spirituality: From Contemplation to Action (3cr)

THERAPY (0 credit, co-requisite)

40 hours of personal therapy with an approved certified counselor or psychotherapist is considered a minimum during training in order to provide an opportunity for students to address personal issues as they relate to their professional development as an art therapist. A letter from the therapist is required, stating dates of therapy, whether this was individual or group therapy, and the number of hours provided.

MASTER OF THEOLOGY (MTh)

The Master of Theology (MTh) degree program is designed for people who desire to follow disciplines in an academic and theological program. This program intends to advance a candidate's academic competency in Theology beyond the Master of Divinity (MDiv) or MTS Degree. The educational goals for the Master of Theology degree, as set out by the Association of Theological Schools (ATS) in the United States and Canada are: an advanced understanding of a focused area or discipline in the context of general theological study, capacity to use research methods and resources in the discipline, and the ability to formulate productive questions.

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

DOCTOR OF MINISTRY (DMin)

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

The St Stephen's College Doctor of Ministry program understands that ministry is the service of people of all spiritual traditions for the good of the human community and the Earth. Ministry is perceived as a lifelong exploration – a creative and transformative endeavour rooted in transcendence. (Adopted October 2016)

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

OUTCOMES FOR ALL STUDENTS

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

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

SPECIALIZATION IN SUPERVISORY EDUCATION

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

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

- Advanced understanding of the nature and purposes of spiritual care and psycho-spiritual therapy supervision

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

LENGTH OF PROGRAM

Equivalent to two years full-time study, plus research or project and writing of a dissertation.

Part-time Study Model: four to five years

Full-time Study Model: three years

Work should be completed within seven years. After seven years students must consult with the Department Chair to implement a completion plan.

ADMISSION REQUIREMENTS

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

Additional Requirements for Specialization in Supervisory Education applicants:

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

Interview: All potential DMin applicants will attend an admission interview as part of the application process. Intake interviews will reflect on the applicant's learning goals and determine the applicant's appropriateness for admission to the DMin program. For those in the Supervisory Education Specialization: a CASC/ACSS Regional Admitting Committee (RAC) review process is also required; this is distinct and separate, and results in approval for the applicant to learn at the supervisory

level. A person in this Specialization can be admitted to the DMin program but cannot complete Foundational Practicum SE2 without RAC approval.

Application deadlines: Applications are invited throughout the year, enabling successful applicants to begin. Participation in program components is discussed with their Faculty Advisor. In order to participate in the Integrative Seminar (an introduction to the program and cohort) of a given year applicants must submit their completed applications to the College no later than February 1 for Canadian applicants and November 1 for international applicants (next business day if date falls on a weekend). Applicants requiring an evaluation of academic equivalencies must submit their completed application to the College by December 1 (September 1 for international applicants).

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

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

DOCTOR OF MINISTRY PROGRAM REQUIREMENTS

Credits	DMin (Core Program) Learning Process	Credits	DMin (Specialization in Supervisory Education) Learning Process
13.5	YEAR ONE	13	YEAR ONE
0	Orientation Day Learning Covenant Formation	0	Orientation Day Learning Covenant Formation
3	Integrative Seminar 1	3	Integrative Seminar 1
3	Course: Inquiry, Research, and Evaluation SSC771	3	Course: Inquiry, Research, and Evaluation (SSC771)
1.5	DMin IS Collegium 1 Online Learning Community	1.5	DMin IS Collegium 1 Online Learning Community
3	Foundational Course 1: Religious/Spiritual/Theological Foundations (relevant to dissertation focus)	3	Foundational Course SE1: Religious/Spiritual/Theological Foundations /Psychological/Systems Foundations for Supervisory learning [CASC/ACSS Standards refer to this as “a graduate credit course in Adult Education or Supervision Theory”]
3	Foundational Course 2: Learner’s Focus of Expertise	1.5	Program Approval Documentation (Part 1): Co-write with Certified Supervisor-Educator (CSE) a program approval prior to offering the first course of supervision as a Provisional Supervisor-Educator (PSE) in either Spiritual Care or Psycho- Spiritual Therapy.
		1	Foundational Practicum SE2: Completion of first CASC/ACSS CPE/PCE course as a PSE [i.e. co-plan and co-implement a Spiritual Care or Psycho-Spiritual Therapy Education Program while working under the supervision of a qualified CASC/ACSS CSE in order to learn the art and craft of SPE supervision]. Co- requisites before credit is assigned: (1) Completion of Foundational Course SE1, (2) Provision of a letter from CASC/ACSS CSE/Faculty Advisor verifying that student has completed Regional Admitting Committee approval.
10.5	YEAR TWO	11	YEAR TWO
3	Integrative Seminar 2	3	Integrative Seminar 2
1.5	DMin IS Collegium 2 Online Learning Community	1.5	DMin IS Collegium 2 Online Learning Community
3	Foundational Course 3: Methodologies for Knowledge Generation (Program Evaluation/Research)	1	Completion of second CASC/ACSS CPE/PCE course as a PSE [with both ongoing CASC/ACSS supervision, and increased course responsibility and self-directed functioning].
0	Project Vision (Preliminary Project Proposal)	3	Foundational Course SE3: Methodologies for Knowledge Generation (Program Evaluation/Research)
3	Supervised Pilot Project	1	Provision of evidence of having (1) completed the CASC/ACSS Learning Module on “Supervising Advanced Students and Provisional Supervisor-Educators in SPE Training” (a letter or copy of certificate of completion), and (2) participated in a peer group of provisional supervisors over the course of one’s two PSE courses (letter from CASC/ACSS Certified Supervisor- Educator/Faculty Advisor).
		1.5	Program Approval Documentation (Part 2): Prepares an update of the program approval document developed prior to first PSE course, including submission to and approval by the CASC/ACSS Accreditation Committee.
9	YEAR THREE	6	YEAR THREE
3	Integrative Seminar 3	3	Integrative Seminar 3
3	Integrative Paper	2	Preparation of Materials for and evidence of Certification as a Supervisor-Educator (in either Spiritual Care or Psycho- Spiritual Therapy). A letter or copy of certificate from CASC/ACSS is required stating that student has achieved CASC/ACSS Certification.
3	Project Proposal, Ethics Review, Project Design	1	Satisfactory Completion of Post-Certification Mentoring course following certification as a Supervisor-Educator (as evidenced by a letter from the mentoring Certified Supervisor-Educator).
0	YEAR FOUR & FORWARD	3	YEAR FOUR & FORWARD
0	Optional participation in additional Integrative Seminars/Online Collegiums	0	Optional participation in additional Integrative Seminars/Online Collegiums
		3	Project Proposal, Ethics Review, Project Design
0	Completion of Dissertation (150-200 pages) and Public Presentation of Project Research on Convocation day	0	Completion of Dissertation (150-200 pages) and Public Presentation of Project Research on Convocation day
33		33	

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

WEEK-LONG INTENSIVE COURSES

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

SEMESTER COURSES

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

ONLINE COURSES

We offer a number of courses online. Courses offered in that format follow a uniform model embodying recommended distance education principles. Some online courses are designed for collaborative online learning projects, and most require ongoing participation from the outset.

INDEPENDENT STUDY COURSES

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

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

- Ancient Near Eastern Literature I
- Canadian Law and the Church
- Canadian Military Ethos
- Eastern Orthodoxy
- Iconography
- Integrated Clinical Theory Study
- Intro to Jungian Psychology
- Meaning of Death/Eschatology
- Narrative and Story in Research
- Readings in Contemporary Psychotherapy
- Self-Psychology and Spirituality
- Theology and the Arts

APPLIED PRACTICE

Abnormal Psychology
 Art Therapy Fundamentals
 Art Therapy History/Theoretical Foundations
 Art Therapy Studio (all sub-headings)
 Art Therapy Studio Skills
 Art Therapy: The Artful-Spiritual Connection
 Basic Psychotherapy Skills
 Capstone Project in Psychotherapy
 Capstone Project in Psychotherapy (Art Therapy)
 Counselling Practicum
 Counselling Practicum (Art Therapy)
 DMin Integrative Seminar
 DMin IS Collegium
 Effective Use of Audio-Video in Cross-Cultural Research and Ministry
 Group Counselling: Process, Theories and Strategies
 Intro to Art Therapy: Artful-Spiritual Connection
 Intro to Drama Therapy
 Intro to Hakomi and the Mindbody Psychotherapies
 Intro to Music Therapy
 Intro to Psychotherapy and Spirituality
 Issues of Professional Practice and Intervention in Art Therapy (I/II)
 Jungian Psychology
 Life Span Development
 Metaphor in the Arts and Spirituality
 Mindfulness in Education and the Workplace
 Poetry and the Image, a Spiritual and Embodied Healing Perspective
 Professional Ethics for Psychotherapy/Spiritual Care
 Psychotherapy and Spirituality: An Introduction
 Sacred Beauty: Theology through the Arts
 Special Topics in Art Therapy: Children & Adolescents
 Special Topics in Art Therapy: Loss and Grief
 Spiritual Assessment in the Promotion of Health
 Spirituality: From Contemplation to Action
 Systems Psychotherapy Skills
 Supervised Pastoral Education (CPE)
 Supervised Pastoral Education Pilot Course-Based
 Theological Reflection in Professional Practice
 Theology and the Arts
 Theories and Art Therapy Studio Training Group (I/II)
 Theories of Counselling and Psychotherapy
 Thesis Collegium

ARTS AND THEOLOGY

Art Therapy Fundamentals
 Art Therapy History/Theoretical Foundations
 Art Therapy Studio: Aesthetics of Devotion (I/II)
 Art Therapy Studio and All That Jazz (I/II)
 Art Therapy Studio: A Language Older than Words
 Art Therapy Studio: Beauty-A Healing Force
 Art Therapy Studio: Being through Fibre ©
 Art Therapy Studio: Discovering Deep Play
 Art Therapy Studio: Embodied Imagery
 Art Therapy Studio: Introspection and Contemplation in the Arts (I/II)
 Art Therapy Studio: Paint with Soul
 Art Therapy Studio: Recovering Delight
 Art Therapy Studio Skills
 Art Therapy Studio: The Mystic and the Artist (I/II)
 Art Therapy: The Artful-Spiritual Connection
 Intro to Art Therapy: Artful-Spiritual Connection
 Intro to Drama Therapy
 Intro to Music Therapy
 Issues of Professional Practice and Intervention in Art Therapy (I/II)
 Metaphor in the Arts and Spirituality
 Mindfulness in Education and the Workplace
 Poetry and the Image, a Spiritual and Embodied Healing Perspective
 Pop Culture and Theology
 Sacred Beauty: Theology through the Arts
 Special Topics in Art Therapy: Children & Adolescents
 Special Topics in Art Therapy: Loss and Grief
 Theology and the Arts
 Theories and Art Therapy Studio Training Group (I/II)

ETHICS

Eco-Theology
 Intro to Ethics
 Pathways to Wholeness: Wisdom from the Desert, the Mountain, and the Cosmos
 Professional Ethics for Psychotherapy/Spiritual Care

METHODOLOGY

Academic Writing
 Effective Use of Audio-Video in Cross-Cultural Research and Ministry
 Inquiry, Research and Evaluation
 Thesis Collegium

RELIGIOUS DIVERSITY

Pathways to Wholeness: Wisdom from the Desert, the Mountain, and the Cosmos
Special Topics in Diversity: Faith and Culture

SACRED HISTORY

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

SACRED TEXT

Hebrew Scripture Basics
Intro to Christian Scriptures
Intro to Hebrew Scriptures
Scripture as Story
Women and Religion: Women in the Hebrew Bible

SPIRITUALITY

Intro to Psychotherapy and Spirituality
Metaphor in the Arts and Spirituality
Psychotherapy and Spirituality: An Introduction
Questing Faith: Thinking About God
Sacred Beauty: Theology through the Arts
Sensing Spirit in a Secular Age
Special Topics in Diversity: Faith and Culture
Special Topics: Intro to Wiccan Theology
Spirituality: From Contemplation to Action
Taking a Chance on God: Major Themes in Christian Spirituality

THEOLOGY

Eco-Theology
Independent Study in Theology
Intro to Theology
Pathways to Wholeness: Wisdom from the Desert, the Mountain, and the Cosmos
Pop Culture and Theology
Sacred Beauty: Theology through the Arts
Sensing Spirit in a Secular Age
Special Topics: Intro to Wiccan Theology
Special Topics: Religion and Madness
Spirituality: From Contemplation to Action
Theological Reflection in Professional Practice
Theology and the Arts
Who is Jesus?

ABNORMAL PSYCHOLOGY [PPSYC5812]

INTENSIVE COURSE

This course will explore the continuum of 'normal' and 'abnormal' behaviour across human beings. The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) with its multi-axial classification system will be introduced to provide a framework for the course. A variety of disorders and psychopathologies will be examined. Course objectives include not only to learn about the etiology, classification, epidemiology, and treatment of mental disorders, but also to gain an appreciation of the lived experience of people who suffer with these disorders. Maximum enrollment: 16.

ACADEMIC WRITING [SS071V]

ONLINE COURSE

This non-credit graduate level course will enable you to master key components of sound academic writing – recognizing that incorporating these skills with critical analysis and personal reflection engages readership. The goal of the course is to develop proficiency in a variety of areas including the mechanics of writing (with discipline-appropriate referencing styles: Turabian or APA), academic form, grammar, and methods of literature review and integration. Feedback will address developing a personal writing style within an academic context. The course requires ongoing participation from the start: using a "workshop" model, assignments are written, submitted, critiqued, and rewritten with ongoing feedback from other students and from the instructor. Each student is required to attend an individual consultation with the instructor early in the course (in person or by telephone). All components of the course must be completed in a timely manner for a passing grade to be achieved.

MTS students are required to take this course in the first year; it is highly recommended that MPS students take this course in their first year. This course is graded on a pass/fail basis; a final grade of S (satisfactory) or F (failure) will be assigned. Minimum enrollment: 6, maximum enrollment: 16.

ART THERAPY FUNDAMENTALS [CHTRP321]

SEMESTER COURSE – UALBERTA CREDIT

Art therapy, a specialized field in counselling psychology, provides a natural vehicle for promoting integrative, holistic approach to psychological healing. Explores the theory and application of art therapy to spirituality and healing settings. This course will be experientially based, with a lecture and seminar portion. Maximum enrollment: 16.

ART THERAPY HISTORY AND THEORETICAL FOUNDATIONS [PPSYC5881]

ONLINE COURSE

■ Prerequisite: Enrollment in MPS-AT or PMATC

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

ART THERAPY STUDIO AND ALL THAT JAZZ [ARTST5855]

INTENSIVE COURSE

The objective of this course is to show how the student of expressive arts therapy requires skill, inspiration and a sensitivity to the sacred, and will provide an opportunity for participants to develop their unique student/artists' abilities to express and create in a therapeutic milieu. Students will be given a working understanding of utilizing several art modalities and will have an overview of the fundamental principles and practices of studio work for arts-based intervention within what can be called a spiritual aesthetic experience. An increased comfort with and refinement of the use of painting, writing, music and movement as a therapeutic tool will be achieved. Theory and practice will be addressed in a balanced way and both individual and group work will be explored. Students will learn how to create a safe space in the studio for new discoveries through gentle but deep play, through the arts...and all that jazz. Studio art courses are graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned. Maximum enrollment: 16. Materials Fee \$35.

ART THERAPY STUDIO: BEING THROUGH FIBRE © [ARTST5875]

INTENSIVE COURSE

This course provides you with an opportunity to develop fibre art skills that can be used in Art Therapy practice. Given expectations and responsibilities of everyday life, it is easy to become a Human Doing instead of a Human Being which often results in affect distortion or disconnection. During this course you will access and express your emotional and spiritual Being in the moment, creating an opportunity for new personal and professional insights and capacities to develop. Fibre art pieces will be created and reflected upon by synthesizing your intrapersonal, spiritual, and creative experience during the fibre art making process. Concepts such as self-actualization and eudaimonism, an ancient theory of happiness and well-being, will be explored, along with ways to utilize fibre art processes in your practice. Previous fibre or art experience are not required, and there are no prerequisites. This course is available as an Independent Study. Art Therapy Studio courses are graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned. Maximum enrollment: 16. Materials Fee \$35.

ART THERAPY STUDIO SKILLS [ARTST5887]
SEMESTER COURSE

This studio-based course will provide further grounding to the art therapy student and practitioner in studio work. Students will have the opportunity to develop their knowledge of materials and artistic processes while developing a deepening familiarity with personal imagery and symbolism. Traditional and non-traditional media and art therapy-directives will be explored. This course will be beneficial to students and practitioners looking to engage with the art therapy process over a longer time span than normally afforded by the week-long intensives. This course will consist of seven, five-hour sessions. Maximum enrollment: 16. Materials fee \$35.

ART THERAPY: THE ARTFUL-SPIRITUAL CONNECTION [CH RTP521]

SEMESTER COURSE – UALBERTA CREDIT

History and ethics of art therapy, incorporating introductory art therapy techniques and theological reflection. Maximum enrollment: 16. Materials fee \$35.

BASIC PSYCHOTHERAPY SKILLS [PPSYC585]
INTENSIVE COURSE

■Prerequisite: Enrollment in MPS or PMATC, or instructor permission.

This course will emphasize experiential integration of basic counselling skills and concepts into each student's natural way of being. Students will be actively involved in the learning process and will be expected to fully engage in all opportunities for self-reflection and skill acquisition. Attention will be given to developing relationships, attending to the change process, professional boundaries, and stages of counselling. Counselling as a sacred space will be explored through practice, supervision and self-reflection. [Not open to students with credit in Counselling Skills PPSYC585.]

CAPSTONE PROJECT IN PSYCHOTHERAPY [PPSYC5892]

ONLINE (SIX-MONTH SUPERVISORY SESSION)

■Prerequisites: Enrollment in MPS, and completion of: 13 MPS credit courses (including *SSC5710 Inquiry, Research and Evaluation*), 250 direct client practicum hours, 35 personal therapy hours, and 'Thesis or Capstone' Seminar

At or near the end of their program, MPS students have the option of completing a 9-credit capstone project instead of a thesis. The project should be an investigation of an issue relevant to professional practice that arrives at a practical conclusion. It must be grounded in the field of psychotherapy. The project must not involve research as defined by the *Tri-Council Policy Statement on Research Involving Humans*. The capstone project is intended to prepare students for professional practice and is carried out under the guidance of the course instructor who will assist students with identifying a topic, deciding on the form, and writing-up of the project (40 pages). This course is graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned. Students must attend the 'Thesis or Capstone' seminar (non-

credit, half-day) prior to registering. Students meeting the pre-requisites register and pay a 9-credit course fee. [Students re-taking this course pay tuition equivalent to 6 credits if they did not receive a refund for the previous session.]

CAPSTONE PROJECT IN PSYCHOTHERAPY (ART THERAPY) [PPSYC5893]

ONLINE (SIX-MONTH SUPERVISORY SESSION)

■Prerequisites: Enrollment in MPS-AT or PMATC program. Prerequisites for MPS-AT students only: completion of 18 MPS-AT credit courses (including *SSC5710 Inquiry, Research and Evaluation*), 300 direct client practicum hours, 35 personal therapy hours, and 'Thesis or Capstone' Seminar

At or near the end of their program, MPS-AT students have the option of completing a 9-credit capstone project instead of a thesis. The project should be an investigation of an issue relevant to professional practice that arrives at a practical conclusion. It must be grounded in the field of art therapy/psychotherapy. The project must not involve research as defined by the *Tri-Council Policy Statement on Research Involving Humans*. The capstone project is intended to prepare students for professional practice in the field of art therapy and is carried out under the guidance of the course instructor who will assist students with identifying a topic, deciding on the form, and writing-up of the project (40 pages). PMATC students may complete a capstone project as extra to their Certificate requirements; this project may impact on some of their future professional registration interests and requirements, where a capstone or thesis in Art Therapy/Counselling is required. This course is graded on a pass/fail basis; a final grade of 'S' (satisfactory) or 'F' (failure) will be assigned. Students must attend the 'Thesis or Capstone' seminar (non-credit, half-day) prior to registering. Students meeting the pre-requisites register and pay a 9-credit course fee. [Students re-taking this course pay tuition equivalent to 6 credits if they did not receive a refund for the previous session.]

CONTEMPLATION AND THE ARTS [CH RTP311]

SEMESTER COURSE – UALBERTA CREDIT

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

COUNSELLING PRACTICUM [PPSYC5870]

■Prerequisite: Enrollment in MPS

■Prerequisites:

PPSYC581 Intro Psychotherapy and Spirituality

PPSYC583 Professional Ethics

PPSYC585 Basic Psychotherapy Skills

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

This 6-credit practicum course consists of 600 hours in total, *300 of which are direct client contact, plus 60 hours of clinical supervision. The practicum placements may be at two or more sites, and should be arranged so as to meet the student's desired Professional Association membership requirements. The practicum course will begin with five days of instruction on-site at the College, followed by monthly engagement in online topic-based modules over the course of one year. At the conclusion of the first 150 hours, students will write a process report that reflects on their clinical work with a specific client. At the conclusion of the final 150 hours, students will write an integrative paper. After successful completion of all practicum coursework (including practicum hours and supervision) students will be credited with 25 clinical supervision hours for this course. Practicum Supervisors for MPS students are approved and appointed by the College. Counselling experience a student may have obtained prior to entrance into the program will not be considered or count toward practicum hours. To fulfill the Program co-requisite of personal therapy, relationship with a therapist must be established no later than the start of this course. A current criminal record check may be required by sites providing clinical practice (see Criminal Records Check policy). *More hours may be required in cases where a student fails a practicum experience, at discretion of Department Chair.

Students can receive no more than one fail in their performance in a practicum. A practicum placement is considered to be failed when a grade of "Unsatisfactory" is assigned by the Clinical Supervisor in any of these categories: (1) Supervision, (2) Counselling Skills, (3) Professional Conduct. If a second practicum receives a failing grade in any of the three categories named above, the student will receive a failing grade in the Counselling Practicum course. This will mean the student will be unable to complete the degree requirements.

COUNSELLING PRACTICUM (ART THERAPY) [PPSYC5878]

■Prerequisite: Enrollment in MPS-AT or PMATC

■Prerequisites:

PPSYC581 Intro Psychotherapy and Spirituality

PPSYC583 Professional Ethics

PPSYC585 Basic Psychotherapy Skills

PPSYC5841 Intro Art Therapy or CH RTP521 Art Therapy

PPSYC5830 or PPSYC5833 Theories/Art Therapy Studio Training Group I or II

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

This 6-credit practicum course consists of 700 hours in total, *350 of which are direct client contact, plus 60 hours of clinical supervision. The practicum placements may be at two or more sites, and should be arranged so as to meet the student's desired Professional Association membership requirements. The practicum course will begin with five days of instruction on-site at the College, followed by monthly engagement in online topic-based modules over the course of one year. At the conclusion of the first 175 hours, students will write a process report that reflects on their clinical work with a specific client. At the conclusion of the final 175 hours, students will write an integrative paper. After successful completion of all practicum coursework (including practicum hours and supervision) students will be credited with 25 clinical supervision hours for this course. Practicum Supervisors for AT students are approved and appointed by the College. Counselling experience a student may have obtained prior to entrance into the program will not be considered or count toward practicum hours. To fulfill the Program co-requisite of personal therapy, relationship with a therapist must be established no later than the start of this course. A current criminal record check may be required by sites providing clinical practice (see Criminal Records Check policy). *More hours may be required in cases where student fails a practicum experience, at discretion of Department Chair.

Students can receive no more than one fail in their performance in a practicum. A practicum placement is considered to be failed when a grade of "Unsatisfactory" is assigned by the Clinical Supervisor in any of these categories: (1) Supervision, (2) Counselling Skills, (3) Professional Conduct. If a second practicum receives a failing grade in any of the three categories named above, the student will receive a failing grade in the Counselling Practicum course. This will mean the student will be unable to complete the degree requirements.

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

DMIN INTEGRATIVE SEMINAR [SS7318]
INTENSIVE SEMINAR

■Prerequisite: Enrollment in DMin Program
This 5-day Integrative Seminar (IS) enables participants to attend to the primary goals of the Doctor of Ministry program: development of an advanced understanding of the nature and purposes of ministry; enhancement of competencies in integrative analysis and ministry skills; integration of advanced understanding and enhanced competencies into a theologically/integrative reflective practice of ministry; and continued growth in spiritual maturity. Participants will engage DMin peers and Faculty Advisors in reflective presentations, discussions, practices and evaluations that deepen their own research and ministry practices. Reading preparation may include texts from the following areas: Pastoral Theology, Leadership in Change, Current Social Trends Impacting Ministry, Ethics in Ministry, and Globalization and Ministry across Cultures. The texts will vary from year to year. There will be a post-course assignment that emerges from the content and process of the week of learning together.

DMIN IS COLLEGIUM [SS7317V]
ONLINE COLLEGIUM

■Prerequisite: SS7317 and enrollment in DMin Program, or permission of Department Chair
This online collegium begins in September and relates to the Integrative Seminar (IS) held the prior May. It involves discussions and participation for an eight-month period and participation is required on an at least weekly basis, in a way that indicates in-depth engagement with the student's learning process and with peers.

ECO-THEOLOGY [CH RTP319]
SEMESTER COURSE – UALBERTA CREDIT

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

EFFECTIVE USE OF AUDIO-VIDEO IN CROSS-CULTURAL RESEARCH AND MINISTRY [SSC772]
INTENSIVE COURSE

■Prerequisite: Enrollment in Doctoral program, or permission of instructor.
Audio-visual imagery (AVI) is ubiquitous in modern societies. Researchers and students of ministry must be aware of the power of AVI as a tool in their work, but even more aware of how it shapes the perceptions of the people being ministered to and of the practitioners. Mindful and skillful use of AVI is also an essential method for cross-cultural communication today as electronic imagery becomes the first true international language. In this course the practical use of AVI is essential, but secondary to core questions of how people's understandings of their worlds are shaped today and how AVI is best used to help others across a continuum of sensory experiences.

GROUP COUNSELLING: PROCESS, THEORIES AND STRATEGIES [PPSYC5834]

INTENSIVE COURSE

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

INDEPENDENT STUDY IN THEOLOGY [CH RTP411 and CH RTP511]

SEMESTER COURSE – UALBERTA CREDIT

Directed reading or research in a chosen area of theology.

INDEPENDENT STUDY IN THEOLOGY [SSC]

EIGHT MONTH TERM

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

INQUIRY, RESEARCH AND EVALUATION [SSC5710/771]

INTENSIVE COURSE

■Prerequisite: Enrollment in DMin, PMATC, MPS or MTS, or permission of instructor.
Generating knowledge through research is a graduate studies expectation. Graduate students bring to their research development not only cultural perspectives but also worldview, paradigm and theological assumptions. What are these subtle shapers? This course will draw on worldview, research paradigm, methodology and theological and spiritual ideas, concepts, and values to illustrate their influence on how the researcher questions, discerns, explores, gathers knowledge, works with findings and communicates results. Choosing a research method with greater awareness of the implicit forces that attract one to particular ideas, schools of thought, and approaches to inquiry can empower as well as impasse a researcher. This course meets the Research course requirements for MTS, MPS, MPS-AT and PMATC students. [Not open to students with credit in Inquiry, Evaluation and the Search for Knowledge SSC771.]

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

INTENSIVE COURSE

Art Psychotherapy brings the areas of creativity, spirituality and healing together. This graduate-level course brings you into the Art Therapy studio for both experiential and theoretical learning around the traditions, theoretical approaches, ethics and history of Art Therapy. Students will be introduced to the spontaneous art therapy approach and have the opportunity to explore directed clinical interventions pertaining to varied populations. The course is intended for self and professional development. This course will be of interest to those studying and working in mental health, spiritual care, counselling, nursing, fine arts and education. Group and individual work, lecture format, readings and assignments integrate course materials in the area of spirituality, psychotherapy, art therapy theory and practice. This course is a requirement in the MPS-AT Program. No art experience required. Maximum enrollment: 16. Materials fee \$35.

INTRODUCTION TO CHRISTIAN SCRIPTURES

INTENSIVE COURSE SSC505

ONLINE COURSE SS505V

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

INTRODUCTION TO CHURCH HISTORY

SSC521 INTENSIVE COURSE

SS521V ONLINE COURSE

The history of Christianity is the story of how a faith spread and created a church and a people of that faith. This course is an introduction to the development of theology and church practice from those incredible early days when missionaries set out to win the Roman Empire for Christ to the modern day re-invention of the church. We will ruminate in the gloom of the dark ages, watch St Francis set out to rebuild the church, participate in the excitement of the Reformation, and examine the enlightenment and the light it shed on our understanding of God. We will explore the question of how God acts through people of faith to affect society as a whole - and how society in turn affects the church and the way we relate to God. We will ask how the events of historic times shed light on our current understanding of God and the church.

INTRODUCTION TO DRAMA THERAPY [CHRTP382]

SEMESTER COURSE – UALBERTA CREDIT

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

INTRODUCTION TO ETHICS [SSC513]

INTENSIVE COURSE

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

INTRODUCTION TO HAKOMI AND THE MINDBODY PSYCHOTHERAPIES [PPSYC5895]

This experiential five-day intensive course, along with the required course readings, is designed to introduce students to the mindbody psychotherapies in general and to the Hakomi method of mindfulness-centered somatic psychotherapy in particular. Completion of this course will assist in fulfilling the requirements to enter the training program to become a certified Hakomi therapist. Upon completion of this course, students will have a working knowledge of the core principles, essential methodology, and the basic techniques that are foundational to the Hakomi method. This knowledge can be helpfully applied in any setting that benefits from a deeper understanding of the self and the dynamics of relationships.

INTRODUCTION TO HEBREW SCRIPTURES

INTENSIVE COURSE SSC501

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

INTRODUCTION TO MUSIC THERAPY [CHRTP381]

SEMESTER COURSE – UALBERTA CREDIT

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

INTRODUCTION TO PSYCHOTHERAPY AND SPIRITUALITY [PPSYC581]

INTENSIVE COURSE

This course will offer an overview of the theory and practice of psychotherapy and spirituality. It will provide a foundational perspective on spiritually-integrated psychotherapy and will form a background for further learning related to clinical practice in the fields of counselling, psychotherapy, art therapy, pastoral counselling, and spiritual care. Attention will be paid to ways in which students' life experiences cross paths with their faith experiences (be these formal or informal) and generate understandings about theological themes and spiritual practices that can have an impact on therapeutic work in psychotherapeutic settings. The course will utilize not only theoretical material but also group discussions, personal reflection, and basic studio art activities to provide a variety of learning modalities. Students will be expected to engage in all facets of the learning experience. This is a pre-requisite for Counselling Practicum PPSYC5870/5878/5888. Maximum enrollment: 20. Materials fee \$15. [Not open to students with credit in Intro to Pastoral Psychotherapy and Spiritual Care PPSYC581.]

INTRODUCTION TO THEOLOGY

INTENSIVE COURSE SSC511

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

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

INTENSIVE COURSE

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

This course includes topics in the field of art therapy including art therapy assessments, special populations, issues of professional practice, and cross-cultural issues in art therapy practice. [Not open to students with credit in *Issues of Professional Practice/Intervention in Art Therapy PPSYC5862*]. Maximum enrollment: 16. Materials fee \$35.

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

INTENSIVE COURSE

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

This course focuses on the study of group art therapy and family art therapy. Related assessments and cross-cultural issues will be examined. This course has both a theoretical and experiential component. Maximum enrollment: 16. Materials fee \$35.

JUNGIAN PSYCHOLOGY [CH RTP523]

SEMESTER COURSE – UALBERTA CREDIT

Psychotherapeutic process and spirituality is explored in the context of Jungian analytic thought. This course integrates key concepts such as projection, transference, and typology in exploring the individuation process. Further exploration will be made of dreams, the numinous and the psyche-soma relationship as they relate to psychological development and the Jungian therapeutic process.

LIFE SPAN DEVELOPMENT [PPSYC587]

INTENSIVE COURSE

■Prerequisite: Enrollment in MPS or PMATC, or permission of instructor.

Lifespan psychology focuses on intrapersonal changes that occur over time in response to age related life-stages, key life events, intergenerational modeling, and socialization. This course explores lifespan developmental theories and contributing factors, utilizing a systemic perspective, so as to enhance contextual understanding of human development that will inform praxis when meeting others on their developmental paths. Participants will identify where they are located on their personal and professional developmental paths as they identify trajectories, transitions, and turning points that have contributed to their psychosocioemotional spiritual growth. [Not open to students with credit in Life Span Psychology PPSYC587.]

METAPHOR IN THE ARTS AND SPIRITUALITY [CH RTP553]

SEMESTER COURSE – UALBERTA CREDIT

Maximum enrollment: 16.

METAPHOR IN THE ARTS AND SPIRITUALITY [SSC5535]

INTENSIVE COURSE

Metaphor is the ancient bridge to and from the unknown, giving form to the formless. This course will explore the power metaphor wields in illuminating our inner journeys. Metaphor can express the essence of knowledge, love and spirit; it can also instruct and inspire. This course takes participants on a journey into the deep, finding nourishment and profound encouragement in the use of metaphor as a way to make sense of our world...within us and around us. Class discussions created in an atmosphere of mutual support will help to deepen the students' clarity in regard to the metaphors most significant and fundamental to their personal paths. Maximum enrollment: 16. Materials Fee: \$25.

MINDFULNESS IN EDUCATION AND THE WORKPLACE [CH RTP330]

SEMESTER COURSE – UALBERTA CREDIT

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

ORIENTATION DAY

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

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

PATHWAYS TO WHOLENESS: WISDOM FROM THE DESERT, THE MOUNTAIN, AND THE COSMOS [SSC748]

INTENSIVE COURSE

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

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

POETRY AND THE IMAGE, A SPIRITUAL AND EMBODIED HEALING PERSPECTIVE [SSC5894]

INTENSIVE COURSE

This course is offered by Edmonton's current 6th Poet Laureate, Pierrette Requier. Students will be introduced to the delight of "getting inside poetry" through an approach to reading and writing called the "Wind Eye" method. Participants will engage in playfully engaging with experiencing images through metaphor-making. Students will be supported in hearing, writing, reading, and presenting creative work. Professional applications for clinical therapeutic and related professional practice will be considered. As well, writers will reflect on the spiritual aspects of creative writing and the process of opening both the interior space of Self. Experience your authentic voice deepen and then emerge in its complexity, supported by therapeutic communal space. Approved elective for the MPS, MPS-AT and PMATC programs.

POP CULTURE AND THEOLOGY [CHRTP315]

SEMESTER COURSE – UALBERTA CREDIT

Explores narratives found in movies, poetry, fiction, and graphic novels that echo lived experiences. [Formerly titled Exploring Faith and Fiction CHRTP315]

PROFESSIONAL ETHICS FOR PSYCHOTHERAPY AND SPIRITUAL CARE [PPSYC583]

INTENSIVE COURSE

Professional practitioners have become much more aware of the area of professional ethics in recent years. However, there often is confusion regarding the difference between a personal and a professional relationship, appropriate boundaries, dual roles, etc. This course will provide opportunity for the student to explore the nature of a professional relationship and integrate their own personal values into their understanding of ethics. We will examine a variety of Professional Codes of Ethics as well as pertinent case examples from the student's workplace or personal experience. Students will read in the field of professional ethics and reflect on their own personal and professional experience. This Professional Ethics course meets the CASC/ACSS requirement for certification.

PSYCHOTHERAPY AND SPIRITUALITY: AN INTRODUCTION [CHRTP383]

SEMESTER COURSE – UALBERTA CREDIT

Explores the theory and practice of psychotherapy, pastoral counselling, and spiritual care. Maximum enrollment: 16.

QUESTING FAITH: THINKING ABOUT GOD [CHRTP312]

SEMESTER COURSE – UALBERTA CREDIT

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

SACRED BEAUTY: THEOLOGY THROUGH THE ARTS [SSC5152]

INTENSIVE COURSE

This course explores how the Sacred is experienced and expressed through the visual arts, music and dance. Students consider theological aesthetics as *witness* (i.e. consumer of the arts) and through the experience of art making as a contemplative, spiritual practice. Both seminar and studio components will be incorporated. The studio component will involve what Paulo Knill has called, "low skill, high sensitivity." In other words, technical expertise/talent is not required; the studio work will be more about the *process*, than the final product. **MTS** students can take this as a theology course or elective. **MPS** students can take this as an elective, upon consultation with their Department Chair. **ART THERAPY** students can take this as a studio elective, upon consultation with the Department Chair. Maximum enrollment: 16. Materials Fee: \$25.

SCRIPTURE AS STORY [CHRTP305]

SEMESTER COURSE – UALBERTA CREDIT

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

SENSING SPIRIT IN A SECULAR AGE [SSC5215/7215]

INTENSIVE COURSE

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

SPECIAL TOPICS IN ART THERAPY [PPSYC5890]

CHILDREN AND ADOLESCENTS

INTENSIVE COURSE

■ Prerequisite: PPSYC5841 Intro to Art Therapy, and enrollment in MPS-AT or PMATC, or permission of Department Chair

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

This course will focus on the theory and practice of art therapy with children and adolescents. Issues of development, assessment, and therapeutic interventions will be covered. Students will be exposed to diverse treatment settings and theoretical approaches, drawing on psychological theories as well as arts-based methodologies. Cross-cultural awareness will be addressed. Maximum enrollment: 16. Materials fee \$35.

SPECIAL TOPICS IN ART THERAPY [PPSYC5890]

LOSS AND GRIEF

INTENSIVE COURSE

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

The experience of loss and grief often lies too deep for words. Attending to loss and grief with an art therapy approach provides individuals across the lifespan another means for expression and helps create conditions that encourage healing and growth. This course will include lecture and discussion as well as experiential learning to assist in the development of clinical skills in art therapy related to bereavement. There will be an opportunity for personal process work and self-reflection about one’s own personal encounters with loss and grief. Learnings will include a critique of the dominant 20th century model of the grief process, exploration of more contemporary theories, and consideration of developmental perspectives. Max. enrollment: 16. Materials fee \$35.

SPECIAL TOPICS IN DIVERSITY: FAITH AND CULTURE [SSC547]

INTENSIVE COURSE

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

SPECIAL TOPICS: INTRO TO WICCAN THEOLOGY [CHRTP400]

SEMESTER COURSE – UALBERTA CREDIT

Introducing foundational ideas and practices of the New Religious Movement of Wicca. Wicca is polytheistic, syncretic, and experiential. It draws from Western occultism, European folk magic and tradition, feminism, ecological theology, and queer theory. The course mixes lecture, discussion of readings, writing, and practice.

SPECIAL TOPICS: RELIGION AND MADNESS [CHRTP400]

SEMESTER COURSE – UALBERTA CREDIT

This class will explore the intersections between religion and madness in all its forms. From the apocalyptic paranoia of Jim Jones and the Peoples Temple to the ecstatic chaos of the Toronto Blessing, we will investigate the relationships between mental illness and charismatic leadership; revolution and the sacred; and collective exuberance and innovation. We will look into the potential of this intersection both in terms of the dangers posed by such moments and charismatic leaders and the potential for innovation and the development of new religious practices, ideologies, and theologies.

SPIRITUAL ASSESSMENT IN THE PROMOTION OF HEALTH [INTD577]

TWO WEEK INTENSIVE and SEMESTER COURSE
UALBERTA CREDIT

As an element of whole person health assessment, spiritual assessment is of interest to a broad spectrum of health as well as ministry professionals. Emphasis is placed on consideration of theories and skills needed for the practice of spiritual assessment. The course provides a context for interdisciplinary reflection on understandings of the human person, health, health promotion, spirituality, spiritual needs, and spiritual care. Students are invited to explore their own spirituality and various approaches to assessing the spiritual based on a variety of definitions and understandings of spirituality. Specific models and tools for spiritual assessment will be considered, two will be looked at in depth, and students will have opportunities to bring theory as well as experience together in both group and individual exercises of spiritual assessment rooted in their ministry/health practice. Minimum enrollment: 10 students.

SPIRITUALITY: FROM CONTEMPLATION TO ACTION [SSC5540]

INTENSIVE COURSE

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

SUPERVISED PASTORAL EDUCATION

CPE580B1 (First Basic)

CPE580B2 (Second Basic)

CPE580A1 (First Advanced)

CPE580A2 (Second Advanced)

■Prerequisite: Admission letter from CPE Teaching Supervisor (Providence Care, Kingston, ON)

CPE is an action-reflection, learning-by-doing method of education. Students are placed in situations where they provide spiritual care, usually within a multifaith institutional setting and most often in acute care hospitals. Guided by their supervisor, students systematically reflect on their experience and engage with their peers in a creative process of study and dialogue that challenges them to integrate knowledge and insights from theology and human sciences with their understanding and practice of ministry. Students deepen their personal growth as they develop effective interpersonal skills and clinical competencies. Each 400 hour CPE unit or course is conducted according to the standards of the Canadian Association for Spiritual Care (CASC/ACSS). Students completing the course may receive 6 academic credits.

SUPERVISED PASTORAL EDUCATION COURSE-BASED CPE PRACTICUM

CPE5889B2 (Second Basic)

CPE5889A1 (First Advanced)

CPE5889A2 (Second Advanced)

■Prerequisites:

(1) One Unit of CPE completed in a CASC/ACSS approved program

(2) Letter of Acceptance from a CASC/ACSS Certified CPE Teaching Supervisor

(3) Evidence of graduate theoretical course completion and CASC/ACSS competencies development in keeping with the level of CPE learning for which the student is registering (Basic II, Advanced I, Advanced II)

This practicum is intended for CPE students who have completed at least one unit of CPE and are continuing their CPE learning by means of Course-Based CPE Standards within the Canadian Association for Spiritual Care (CASC/ACSS). Course based CPE connects supervised spiritual care practicum hours and graduate theoretical courses that are intended to provide a spiritual care knowledge base for professional practice. Theory courses are usually associated with a student's degree or post-degree work. They can be taken before and/or in tandem with practicum courses and there is separate registration. Practicum course hours are figured as follows: A minimum 200 hours of direct spiritual care practice, 50 group supervision hours, 50 professional reporting hours (verbatim, critical incident, case study, process notes, charting, self-evaluation, program evaluation, etc.), and 10 individual supervision hours. Because each student's course-based learning will proceed individually, supervised spiritual care practicum hours are used as milestones to track the student's progress. Completing 200 supervised spiritual care practicum hours will be considered the equivalency of completing one CPE "unit". In keeping with CASC/ACSS Accreditation Standards, a Certified CPE Teaching Supervisor will supervise all aspects of students' CPE learning within this practicum, working in collaboration with specially trained site based Preceptors. Note: A current Criminal Records check (see Criminal Records Check policy) and Student Placement Agreement (co-developed between the College and placement site) will be required before spiritual care practice can commence. Students completing the course will receive 6 academic credits.

SYSTEMS PSYCHOTHERAPY SKILLS [PPSYC5869]

INTENSIVE COURSE

■Prerequisite: Enrollment in MPS or PMATC, or instructor permission.

This course offers an experiential opportunity to learn the skills required for working with persons in intimate partnerships, nuclear families, multigenerational groups, and larger social systems. In addition to input from the assigned and recommended reading, from video materials, and from the instructors, participants in the course will have opportunity to learn from role plays and other skill practice methodologies. [Not open to students with credit in Counselling Skills Systems Interventions PPSYC5869.]

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

ONLINE COURSE

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

THEOLOGICAL REFLECTION IN PROFESSIONAL PRACTICE [SSC589/SSC789]

INTENSIVE COURSE

■Prerequisite: SSC511 Intro to Theology, or SSC5540 Spirituality, or permission of instructor.

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

THEOLOGY AND THE ARTS [CH RTP311]

SEMESTER COURSE – UALBERTA CREDIT

Explores how the Sacred is experienced and expressed through the visual arts, music and dance. This course has both a seminar and a studio component. Students consider theological aesthetics as *witness* (i.e. consumer of the arts) and through the experience of art making as a spiritual practice. Maximum enrollment: 16.

THEORIES AND ART THERAPY STUDIO TRAINING GROUP I [PPSYC5830]

INTENSIVE COURSE

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

This course combines theoretical study of art therapy with practical studio applications. Through participation in a training group, students will be exposed to the diverse themes, symbols, and personal expressions that arise in the art therapy treatment process. Materials theory and basic therapeutic interventions will be introduced. It is strongly recommended that this course be taken in the same year as **PPSYC5833**. Maximum enrollment: 16. Materials fee \$35. [Not open to students with credit in Art Therapy Techniques I PPSYC5830.]

THEORIES AND ART THERAPY STUDIO TRAINING GROUP II [PPSYC5833]

INTENSIVE COURSE

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

This course combines theoretical study with art therapy practice. Learners will have the opportunity to work with the instructor in front of the group while attending to the unfolding of personal imagery. Differences in theoretical approaches will be explored, both from academic and practical perspectives. Students in this course are expected to be working at an advanced level. This course will also address cross-cultural issues and advanced therapeutic interventions. Maximum enrollment: 16. Materials fee \$35. [Not open to students with credit in Art Therapy Techniques II PPSYC5828 or Theories and Art Therapy Training Group II PPSYC5828.]

THEORIES OF COUNSELLING AND PSYCHOTHERAPY [PPSYC584V]

ONLINE COURSE

■Prerequisite: Enrollment in MPS, MPS-AT, PMATC or permission of instructor

This course offers an overview of principal theories of counselling and psychotherapy and of their role in the process by which psychological and relational healing and/or cure takes place. [It is recommended that this course be taken before or concurrently with the Counselling Practicum course.]

THESIS COLLEGIUM [SSC577]

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

The Thesis Collegium (0 credit) will provide clarity and suggestions for students for the proposal development and research stages of the thesis process. Students will present their thesis proposal or ideas and will receive feedback, and will provide feedback to colleagues on their research. The collegium will also provide guidance on thesis design and writing. It is recommended that students complete the Thesis Collegium prior to submitting a thesis proposal. There is no charge for the Thesis Collegium.

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

INTENSIVE COURSE

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