



St. Andrew's College
Designated Lay Ministry Diploma Program
Student Handbook

2021-2022 HANDBOOK

Revised June 2021

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DESIGNATED LAY MINISTRY DIPLOMA PROGRAM

INTRODUCTION

The program for recognition in the United Church as a **Designated Lay Minister** or **DLM** is offered at **St. Andrew's College** (www.standrews.ca), Saskatchewan. A DLM is a lay member of the United Church trained for paid-accountable ministry within the United Church of Canada.

The DLM Program Director works with a volunteer DLM Program Team. The Team participates directly in: student admission and assessment; curriculum design; and program oversight (including policy development and implementation).

The DLM Program braids together **three educational components**:

Supervised Ministry Education: Three years of reflection and integration on the practice of ministry with an Educational Supervisor and Lay Supervision Team in a Supervised Ministry Education appointment which is an approved learning site. The paid appointment is at least 50% time.

Learning Circles: Six residential learning circles over three years. Learning circles are 10 days long and are held at St. Andrew's College, in March/April and October/November. The Learning Circles introduce theory and theology, guide students in reflection on integrating the content with the practice of ministry and provide a peer setting for deepening formation in lay ministry. Online community through the internet supports preparation for and follow-up after the Learning Circles. The Learning Circles are required for all students regardless of previous formal learning or experience.

Complementary Courses: Complementary courses are chosen to round out the educational program based on the learning needs and particular ministry focus of the student. Three courses, (one per year) each a semester or equivalent long, are taken at a theological school, university or educational centre or other venue, as approved by the DLM Program Director.

The program also includes two comprehensive Ministry Papers, (one paper is due after 3 learning circles and one after 6 learning circles), and occasional online community involvement.

ADMISSION

People interested in being admitted to the DLM Program at St. Andrew's must:

(1) Complete the United Church of Canada requirements for Candidacy: <https://www.united-church.ca/leadership/entering-ministry/candidacy-pathway>

(2) Complete **one** of four options for a prerequisite:

- a. Licensed Lay Worship Leader (LLWL) course;
- b. lay certificate in theology through a United Church theological college;
- c. "Learning on Purpose" module at the Centre for Christian Studies;
- d. prior learning assessment through independent assessors (please contact the DLM Program Director for more information); and

(3) Have an appointment at a Supervised Ministry Education (learning) site of at least 50% time or be in the process of finalizing an appointment.

Inquirers can apply to the DLM program as they are beginning to move toward approval by the church to seek an appointment as a DLM. If they are accepted, however, it would be a conditional acceptance until such time as they have secured an appointment. Either can proceed first: the admission to the DLM program or the appointment, but neither can be finalized until the other happens. **In order to be fully admitted to the DLM program and attend any learning circles, Candidates must have an SME appointment, confirmed by all parties in writing. Candidates do not have to have started in their SME appointment prior to attending their first learning circle but must have started in their SME appointment prior to attending their second (and subsequent) learning circles.**

Applications are accepted throughout the year. To allow time for the Program Team to review the applications for the next Learning Circle, the deadlines to receive all forms and references are:

- December 1 (for the March-April Learning Circle) and
- June 1 (for the October-November Learning Circle)

St. Andrew's College may determine educational prerequisites required before entering the educational program. Applicants must be able to demonstrate that they are able to undertake academic work at a university entrance level.

As soon as a student is accepted, the DLM Program Director begins to work with them to plan their program. A student may complete a complementary course and/or be supported to meet gaps in their writing or electronic communication abilities prior to coming to the first Learning Circle.

The student's Candidacy Board may determine educational prerequisites required before allowing the inquirer to begin an appointment.

Individual Learning Circles are open for occasional and continuing education students at the discretion of the DLM Program Director and the DLM Program Team. Applications to be an occasional student at a learning circle will be evaluated on a case-by-case basis. Applications will be evaluated based on one or more of the following criteria:

- Enrollment capacity
- Global partnership
- Continuing education

Normally, an occasional student will have a ministry context (paid or volunteer) in which to integrate theory and practice, as this is the educational model of the DLM Program.

Probation Period

Students are admitted to the DLM Program and are on probation until satisfactory completion of the first learning circle (including all assignments for that learning circle). After the first circle, a decision will be made by the DLM Program Team about new students' status. The decision will be based on the following criteria:

- assessment of behaviour at learning circles, based on: community norms; "Ethical Standards and Standards of Practice for Ministry Personnel" of The United Church of Canada and Sexual Abuse Policies of the United Church; and DLM Program and St. Andrew's College policies;
- a pattern of lateness for assignments and/or a pattern of extension requests;
- acceptance of the adult education learning model, as outlined in the "Educational Principles Guiding the Program" in this handbook.

Decisions may be:

1. probationary period has ended and the student will continue in the DLM Program OR
2. probationary period continues for a specified length of time; in the meantime, the student will continue in the DLM Program* OR
3. discontinuation of studies; the student will not continue in the DLM Program

*A student may continue to be on probation after the first learning circle. If this is the case, the program team will indicate in writing to the student what steps need to be taken, and by when, to be taken off probation. Normally, the additional work will be satisfactorily completed prior to the student attending their second learning circle.

Registration Procedures

All students are required to register for Learning Circles through the Student database called Populi. Once a student has been accepted into the program the Registrar will have the Populi system send the student an invitation to the site. Upon becoming an 'active student' on Populi, access is granted for Learning Circle registration. It is the student's responsibility to register and follow up with tuition and fee payment as outlined.

LEARNING CIRCLE THEMES

The six learning circles are offered in a circular rotation each March/April and October/November over the course of three years. Each circle is 10 days long. New students join the rotation as they enter the program.

Caring for Community

- Ecology and stewardship
- Pastoral care
- Pastoral Occasions & Contexts (e.g. Birth, marriage, funerals; nursing homes, prisons, hospitals)
- Ethics
- Boundaries in ministry

The Community's Story

- Biblical story – how we tell story; exegesis of text & context
- Proclamation (including preaching & evangelism)
- UCC history and theology (including Christology)
- Worship
- Sacraments

The Learning Community

- Educational Design & Facilitation
- Lifelong learning (includes life/faith stage development and learning styles)
- Study Programs (Children's ministry, Youth ministry, Adult ministry, confirmation)
- Theology of Learning in Community

Organizing Community

- Governance & polity in the church
- Congregational models (development and re-development)
- Administration (including time management)
- Context and social analysis of community (e.g. Outreach, evangelism)
- Working in team
- Belonging to Larger/wider Community (e.g. Ministerial, relationships in wider community)

Leading in Community

- Leadership models
- Modeling effective leadership in various ministries
- Transformative leadership
- Missional Leadership (including evangelism & outreach)
- Prophetic leadership
- Conflict resolution

Living Diversity in Community

- Pluralism/multi-faith understandings
- Inter-cultural and ecumenical understandings
- Justice in theological understandings (Understandings of charity & justice-making)
- Social issues (e.g. Gender, racism, sexuality, etc.)
- Right relations & reconciliation
- Advocacy and solidarity |

EDUCATION PRINCIPLES GUIDING THE PROGRAM

The Program is rooted in an experiential learning model that includes doing, reflection, theory/theology, analysis and action. Learning happens not by the doing, but by both doing *and* reflecting on the doing.

It is the nature of God's creation to change, adapt and grow in response to the stimuli of the environment. In this complex web of relationships learning is a faithful response to God's call.

Learning is a life-long process and discipline that occurs within a community of trust, where there is openness to risk, and where support, challenge, and feedback are available. Learning involves mutual accountability between and among all those involved.

Learning encompasses the whole being of a person, the intellect, body, spirit, emotions, and intuition. Structured learning environments are lively: expressions of spirit are fostered, ideas are exchanged and probed respectfully, emotions are shared with integrity, and new behaviours are tested. Openness to full participation is expected.

As adults, students take responsibility for, and become involved in their own learning and that of others. Learning is shaped by the context: it is a communal activity.

Learning together to acquire the skills, passion and discipline for ongoing education is an important goal.

A LEARNING COVENANT GUIDES THE PROGRAM

In a supportive environment, students assess the gifts, skills and knowledge they bring into the program and identify the gaps in their backgrounds and areas for development. The "Learning Outcomes for Ministry", approved by the United Church of Canada, along with the DLM program's "Marks of Preparedness for Continuation" guide this assessment. Learning goals for each learning circle are developed to help the student focus on the identified needs.

A COMMITMENT TO A SAFE AND RESPECTFUL WORK ENVIRONMENT

The DLM Learning Circles offer a community that operates on Christian values including caring and integrity in relationships. We endeavour at all times to provide a working and learning environment that is free from discrimination, supportive of spiritual and academic life, and that promotes the dignity, self-esteem and fair treatment of all members of the community. All participants have the freedom to examine ideas responsibly through processes that reflect a balance among democracy, efficiency, innovation and accountability. The basis of interaction is one of mutual respect, co-operation and understanding, and we will not tolerate any behaviour that is likely to undermine this. Please see also the harassment policies of St. Andrew's College Policy and Resources Handbook.

INCLUSIVE LANGUAGE

The students and program team of DLM come from a wide variety of backgrounds. Our social histories, economic situations, gender identities, sexual orientations, races, and ages are diverse. The DLM Diploma program wishes to respect and uphold all of its participants' life histories and current situations. Accordingly, the program has adopted a policy where everyone is asked to use inclusive language in their presentations (both oral and written). Inclusive language does not mean that you cannot use either male or female imagery for God; rather, it means using both male and female imagery, including pronouns. It does not mean that either the rich or the poor are excluded but that both are included. As you are preparing your written and oral presentations, please remember that this policy was adopted to *include* the whole people of God. If inclusive language is new to you, we would be pleased to work with you. You may also find the United Church resource, "Just Language: A Guide to Inclusive Language in The United Church of Canada" helpful (to purchase from UCRD, go [here](#))

COMPUTER REQUIREMENTS FOR DLM DIPLOMA PROGRAM

Skills in word processing, electronic presentations, email, and internet research are essential for the practice of ministry and in the educational process. Students are expected to obtain confidence with using email, downloading attachments, and using the internet **prior** to beginning the program. Part of the DLM curriculum will require students to be involved in internet-based learning.

Students must have regular access to a computer and the internet. Wherever possible students should obtain a high-speed cable or wireless connection. Students are expected to install anti-virus software (such as Avast or AVG or similar software that has automatic updates).

Students must have the capacity to open PDF documents. The Adobe Reader software to print PDF documents and to send them electronically can be downloaded free through the internet Mac users use the Preview Application that comes with the computer to open PDF files. **Students are expected to submit assignments electronically in Word or an open-source equivalent as .docx files.** Students may find a scanner advantageous.

Depending on existing skill level in these areas, students are encouraged to seek out local courses on email use and internet research. It is highly recommended that students upgrade their computer maintenance and trouble shooting skills or seek out a knowledgeable, reliable, and readily accessible computer support person to support them during the DLM program.

Students are not required to have a laptop computer, but will find it extremely helpful at Learning Circles. A St. Andrew's College computer and printer will be available at the Learning Circle in the library. Students have advised that a USB drive is useful for accessing the printer, sharing PowerPoint presentations, etc. at the Learning Circle. St. Andrew's College has wireless internet available for guest use.

DLM DIPLOMA PROGRAM COMPLEMENTARY COURSES

WHAT ARE COMPLEMENTARY COURSES?

Complementary Courses are one of the three elements of the DLM Diploma Program. They are chosen to **complement** (round out or fill gaps) in the educational program based on the learning needs and particular ministry focus of the student.

Three courses, each a semester or equivalent, are taken at a theological school, university or educational centre or other venue, as approved by the DLM Program Director. Normally, at least two of the Complementary Courses will be taken at a theological school. Normally, students will take complementary courses during the course of the DLM Diploma Program. However, the Director and Program Team may give credit for up to two (2) complementary courses taken before a student is accepted into the DLM Diploma Program.

New students shall normally register for their first complementary course within six (6) months of their first learning circle.

These courses need to be assessed or documented by an educational institution through the provision of transcripts directly to St. Andrew's College.

More information and forms for Complementary Courses are available in Appendix B or from the St. Andrew's College website (www.standrews.ca).

POLICIES FOR STUDENT CONTINUATION AND COMPLETION OF THE PROGRAM

ATTENDANCE AT LEARNING CIRCLES

The DLM Diploma Program's educational methodology is contingent on the creation of a learning community in which students and staff participate as learners and leaders. Learning in a community is both gift and challenge. The richness of this learning environment enables individual and group growth, fosters authentic expressions of spirituality, and creates a place of care and concern. This model requires a high commitment to presence and participation.

A student's absence from a Learning Circle affects their individual learning and the learning of others, as all contribute in a mutual way.

Students are expected to be in attendance at all learning circles, for the entire length of each learning circle. Absence will be granted only for serious personal health issues or family emergency situations. A doctor's note will be required for serious personal health issues. The DLM Program expects students to be responsible for meeting equivalency requirements for all work missed.

Processes to meet the equivalency requirements for all work missed could include, and are not limited to, additional assignments, a workshop in the student's home context, additional courses, or extra leadership responsibility at a subsequent Learning Circle.

The Candidacy Board provides oversight of the educational placement in the ministry site (appointment). Absence from the ministry site should be discussed with the Educational Supervisor, Lay Supervision Team and Candidacy Board. In the case of an extended absence students are expected to communicate this to the DLM Program Director, particularly as it may affect assignments.

DLM Extension Policy for All Assignments, 2018

Introduction:

The DLM Program Team is responsible for creating, implementing, and revising policies for the DLM Program. The DLM Program Team does this work with a strong commitment to wanting students to succeed in the program and in ministry in the United Church. The DLM Program Team is also aware of its responsibility to the wider church in helping to form ministers who are accountable, competent, and skilled.

Time management and prioritizing are important skills for ministry and for your ongoing learning in the DLM Program. If students are finding it difficult to balance DLM assignments and the work of their Supervised Ministry Education site, then they are encouraged to speak with the DLM Program Director, their Education Supervisor, and their Lay Supervision Team. **We will work to help you build the skills and abilities you need.**

Policy:

- A. Students may make one extension request per learning circle.** This encompasses all the work required for a learning circle, including pre-circle, in-circle, and post-circle assignments.
- B. Extension requests must be made in writing to the DLM Program Director at least one week before an assignment due date.**
- C. Extension requests due to family emergencies or personal health issues will be considered in addition to the one extension limit per learning circle. The DLM Program Director (and the DLM Program Team, if necessary) will take extenuating circumstances into account in decisions about additional extension requests.
- D. Students may have an automatic grace period of one week for the major post-learning circle assignment, without penalty.
- E. Extension requests will be considered on a contextual, case-by-case basis. At no time will the granting or denying of an extension request create a precedent for future extension decisions.

General busy-ness in life and in ministry is not an adequate reason for requesting or granting an extension request. Additional pastoral issues can and do arise and students should factor this possibility into their time management of their assignments and Supervised Ministry Education site work. Students in the DLM program are reminded that they are **students first and foremost** and are expected to make significant commitments of time and energy to the work of the DLM program.

Note:

- Extensions will not normally extend past the due date for the next assignment.
- Extensions on pre-circle assignments are not negotiable
- A persistent pattern of lateness will be addressed, and could result in remedial action including not continuing in the program.
- Negotiations for extensions are a matter between the DLM Program Director and individual students

DLM Program Team:

If a student seems to be developing a pattern of:

- not handing in work on time; AND/OR
- not negotiating extensions with the DLM Program Director; AND/OR
- not completing assignments satisfactorily

The DLM Program Director will review the student's continuation in the DLM Program with the DLM Program Team. The DLM Program Team has the authority to make decisions about students' continuation in the DLM Diploma Program.

Application of Policy

This updated extension policy applies to **all** assignments in the DLM program, including but not limited to, online discussion posts, pre-circle assignments, in-circle assignments, and post-circle assignments, as well as mid-term and final ministry papers and any other assignments. This policy also applies to all revisions and supplementary work that may be required of students.

This policy does **not** apply to complementary courses that DLM students take as a DLM program requirement. Students are expected to abide by the policies of the institutions from which they take complementary courses.

Consequences:

- A. If a student requests an extension less than one week before the due date, the DLM Program Director may deny the request. At that point, the student must submit their assignment by the due date. See “Late Assignments” below. If the DLM Program Director grants the extension request, the Director will set a **new, non-negotiable due date**.
- B. DLM Policy states that students need to complete satisfactorily all the work from one learning circle before they are eligible to attend the next learning circle (see below for the current policy from the DLM Student Handbook)

Late Assignments:

If a student submits an assignment after the due date, and without duly requesting an extension, then the student will be considered to have used their one extension per learning circle.

If the student has requested an extension for a different assignment and submits another assignment late, then the DLM Director will note this in the student’s file and will notify the DLM Program Team. The student’s assignment will then be marked by the DLM Director at their convenience and the assignment may be returned without feedback. If additional work is required for the assignment to be considered “satisfactorily complete,” then the DLM Director will give basic direction for the additional work and will set a non-negotiable due date.

The requirements for continuation in the DLM Program still apply.

REQUIREMENTS FOR CONTINUATION OR COMPLETION

Continuation in the Designated Lay Ministry Diploma Program is assessed semi-annually (for each Learning Circle) and annually, with a report to the student’s Candidacy Board.

LEARNING CIRCLE

Normally, for a student to proceed into the next Learning Circle, the following conditions are required: All assignments for the previous Learning Circle are satisfactorily completed.

- The previous Learning Circle Review of Learnings/Assessments are completed and filed in the student’s file.
- Continuation in a SME appointment of at least 50% time.
- All fees owing for the time period must be paid.

ANNUAL REQUIREMENTS

An annual assessment for continuation in the program will be conducted for each student by the DLM Program Director and DLM Program Team. Decisions regarding completion of the student's previous 12 months will be made at that time. To continue in the program the student shall have satisfactorily:

- Completed the Learning Circle(s) in that year,
- Completed the Ministry Paper (if one is required in that time frame),
- Made progress toward completing the 3 required Complementary Courses,
- Made progress toward meeting the "Marks of Preparedness for Continuation in the DLM Diploma Program",
- Completed or be making progress toward completing any special conditions or requirements specified by the DLM Program,
- Paid all fees owing for the time period, and
- Be in a SME appointment of at least 50% time

Suspension and Expulsion

Any student who fails to meet the learning circle requirements and/or annual requirements (identified above), as assessed by the DLM Program Director and DLM Program Team, may face suspension or expulsion from the DLM Program.

The DLM Program Director will notify by phone students who are suspended or expelled, and a letter of confirmation will be sent by registered mail to the student (copied to the student's Candidacy Board).

Re-instatement

The DLM Program Director and the DLM Program Team will provide opportunity for the student to be re-instated. Criteria and timeline for re-instatement are set by the DLM Program Director and the DLM Program team on a case-by-case basis.

GRADUATION

To graduate with a Diploma in Designated Lay Ministry the student shall have satisfactorily completed:

- All 6 Learning Circles (or equivalent) and all the work associated with the learning circles, including post-circle assignments (due 2-3 months after each circle).
- 2 Ministry Papers (a mid-term paper, after 3 circles; a final paper, after 6 circles), due 2-3 months after the third and sixth circles, respectively
- 3 Complementary Courses, with transcripts from the credit-granting institution in the student's file
- 3 years of supervised education in a SME appointment of at least 50% time as assessed by the Student's Candidacy Board
- A continuing education plan
- Any special conditions or requirements which may be specified in the DLM program
- The Marks of Preparedness for Continuation in the DLM Diploma Program, **and**
- payment of all fees owing

We will recognize the students who are completing *attendance* at their final learning circle on the last day of every learning circle. *Students will NOT have completed the work of the DLM Program until at least two-three months after the end of the final learning circle itself.*

A diploma will be issued at St. Andrew's College graduation (in May), after students have successfully completed all the requirements of the DLM program. If students require official confirmation of completion of the DLM Program prior to that, they should request this of the DLM Program Director in a timely fashion.

ST. ANDREW'S COLLEGE GRADUATION

Graduation through St. Andrew's College occurs once per year, in May. Students who complete all the work for the DLM Program by mid-April will be eligible to graduate in May. Other students, who complete work after mid-April, will be eligible to graduate the following May. An application to graduate must be filled out and returned to St. Andrew's College. In addition, a \$50 graduation fee must be paid. More information on graduation will be sent to graduating students by the College Secretary.

APPEAL POLICY

The DLM Program Team, taking into consideration assessments that include the student, peer learners, and others as appropriate, makes decisions regarding readiness to continue in, or to complete, the program. A member of the Program Team communicates decisions to the student as soon as possible, followed by written confirmation. Questions about, or disagreement with, the decision should be discussed with the appropriate Program Team member(s). If this discussion does not resolve the issue, the student may initiate a formal appeal procedure.

The appeal procedure outlined in Appendix D relates solely to decisions made by the DLM Program Team. It does not apply to, or affect, course evaluations made within the university, theological school or program where the required complementary courses are taken. Appeal procedures set forth in the handbook or calendar of such institutions will govern appeals related to those course evaluations.

DLM DIPLOMA PROGRAM POLICY ON CONFIDENTIALITY

The Marks of Preparedness for Continuation in the DLM Program specify that the exercise of appropriate discretion is an ethical requirement for ministry and must be demonstrated to meet the expectations of the DLM Program. In particular, this document notes important criteria to help guide confidentiality and ethical behaviour in ministry:

1 B Self in Relation

- a. Is committed to and demonstrates appropriate ethical behaviour in ministry. (See “Ethical Standards” section of Ethical Standards and Standards of Practice for Ministry Personnel)
- b. Exercises good judgment and understandings how ones words and actions, especially in role of minister, affect others.”

The people you meet in all areas of ministry and work with must be shown care and respect. Each of us has our own story. Our stories are ours to tell. Just as we would not want someone else to share casually our story, we need to trust and empower people with whom we work to tell their own stories.

If you are describing someone’s life situation for an assignment, such as a case study or verbatim, take care to change any information that would explicitly identify the person *unless* you have that person’s permission to include it.

When you are sharing with friends or family about the new things you are learning, take care to speak of people and their context respectfully. Do not share the particulars of their lives in a way that violates the trust and confidence they have shown you.

When you are sharing information or revealing your own story, be explicit with your hearers about the level of confidentiality you expect from them. Even when you ask people to keep information confidential that request may be violated. Before speaking, give consideration to what the consequences could be if the information was shared. Once you share a story or information, you cannot get it back.

Become familiar with the norms of your ministry site around confidentiality. In some situations you cannot guarantee absolute confidentiality. Become familiar with the laws in your province/territory. For example, you are mandated to report suspicions of child abuse and neglect. You also have an obligation to disclose intent or plans for self-harm or to harm others. Discuss limitations of confidentiality whenever possible with those who are in a pastoral relationship with you.

Ask the following questions when deciding to share confidential information:

- "Why is it important that this information be shared?"
- "How will the care receiver benefit by a decision to share or not share information?"
- "Does the benefit of sharing the confidential information outweigh maintaining confidentiality?"

When you make a decision to share information, keep notes.

DLM DIPLOMA PROGRAM PLAGIARISM POLICY

Plagiarism comes from the Latin *plagiarius*, "kidnapper." Work submitted that includes material taken from other sources without acknowledgment, whether intentional or not, is a serious matter. To use ideas, information or words of someone else and make the claim that it is one's own demonstrates a lack of respect both for the writers of the resource and for the reader of the work.

In order to avoid plagiarism one "must not incorporate material from another source directly into your work without proper citation and quotation marks".¹ Using footnotes or endnotes and a bibliography allow for acknowledgment of the original sources of the material. Putting ideas into one's own words by paraphrasing allows material to be incorporated but it still has to be referenced through use of footnotes. Summarizing is another helpful way to capture the thoughts of the source, but again, it must be referenced through use of footnotes. Material that is "common knowledge" like the dates of major world events, names of persons, etc. are not required to be referenced because these facts are attainable from any number of places.

When in doubt, give credit. Assume that the reader will be able to identify the plagiarized material. Most readers know the nuances of the writer. Do not press ahead because of lack of time. In the end, it will cost more time and academic credibility. All papers must have endnotes or footnotes and a bibliography. Currently, in the DLM Diploma Program, we use the MLA citation system. St Andrew's library can provide you with a short reference guide and more information on the citation system.

Students having difficulty with writing papers are encouraged to seek out a course on academic paper writing. Such courses are available through a community college or university. They may be available online.

PROCEDURES WHEN PLAGIARISM IS SUSPECTED

When a case of plagiarism is suspected or discovered, the DLM Program Director may follow any of the following procedures:

- seek explanations from the student,
- consult with others familiar with the student and their work,
- determine appropriate action, always in consultation with a member of the DLM Program Team

¹ English Department, Mount Saint Vincent University, Plagiarism, May 2004.

http://www.msvu.ca/en/home/programsdepartments/Arts_Science/artsscienceaf/english/course/plagiarism.aspx.

In situations where a student has made errors in judgement about citation due to limited understanding or experience, the DLM Program Director will work with them to increase their knowledge. However, if the infraction is decidedly one of intentional plagiarism other action will be taken.

Plagiarism is a serious breach of integrity both for the individual and the institution and it requires serious sanctions.²

Sanctions will be determined depending on the severity of the situation. These may include, but are not limited to:

- meeting the program requirement in some other way, for example, but not limited to, rewriting the paper in question or writing another paper on a different topic;
- deeming the Learning Circle incomplete;
- suspension from studies for an appropriate period.

If the severity warrants, the Candidacy Board, or other appropriate body, will be informed. Staff may inform the theological school(s) where the student is doing Complementary Courses.

² Atlantic School of Theology, *Plagiarism Policy*, Approved September 22, 1993

PROGRAM COSTS AND FEES – DLM DIPLOMA PROGRAM

Application fee

for first time students, send with application form; non-refundable, not deducted from tuition \$75

Applications for the October-November Learning Circle must be received by June 1. Applications for the March-April Learning Circle must be received by December 1.

Fees for students

Tuition (due September 13, 2021 for the October Learning Circle)	\$1200
Tuition (due February 7, 2022 for the March Learning Circle)	\$1200
Populi Fee (due dates the same as for tuition)	\$9.50
Technology Fee (due dates the same as for tuition)	\$18/learning circle
Accommodation and meals for each Learning Circle <i>approximately</i> (<i>this cost is dependent on where a student decides to stay, how many meals are catered, etc</i>)	\$1150

Additional costs that will be incurred in order to complete the program include:

- Travel to Learning Circles
- Computer and high-speed internet access
- Complementary courses
- Course pack/assigned readings and books

Payment Schedule

The tuition for the October Learning Circle is to be remitted by **September 13**.

Tuition for the March Learning Circle is to be remitted to St. Andrew's College by **February 7**.

If meals are catered during a learning circle, payment for the meals must be made to St. Andrew's College at the time of arrival for a learning circle.

Please submit a cheque or money order payable to **St. Andrew's College** to

St. Andrew's College, 1121 College Dr., Saskatoon, SK S7N 0W3

Credit card numbers can be phoned in to St. Andrew's – 1.877.644.8970

Note: for security reasons we do not keep your credit card numbers on file so you must contact us for each Circle.

Travel Support Grants are available. Please see Appendix C for more information.

Register for each Learning Circle with Populi (online site); the DLM Program Registrar will send you information on how to sign up for Populi and learning circles. You must register for each learning circle.

Refunds

Refunds may be given prior to the start of a learning circle, should a student quit the program. Refunds will be assessed on a case by case basis by the DLM Program Director and members of the DLM Program Team, and will be based on work completed prior to the start of the learning circle.

Financial Arrangements for Students Unable to Attend a Learning Circle

An individual who is unable to attend a Learning Circle will be required to pay full tuition and will be expected to negotiate an alternate learning plan with the DLM Program Director.

Financial Arrangements for Continuation in the DLM Diploma Program after Completion of Learning Circles

Some students may complete the required learning circles before they complete their complementary courses and/or Supervised Ministry Education. Some students may require additional extensions to finish learning circle work. This pertains to incomplete work at the end of a student's sixth circle (i.e. all assignments, including the final ministry paper, and complementary courses are expected to be completed by mid-June to early July [for a student whose last circle is in March-April] or mid-January to early February [for a student whose last circle is in October-November]). In such cases, students will pay a continuation of program fee (pro-rated for half-years) until such time as they complete the learning circle or Complementary Course requirements. The fee schedule is:

- Extension of 6 months for learning circle assignments** -\$250
- Extension of 1 year for complementary course(s)** - \$250

Decisions on granting extensions will be made by the DLM Program Team and will be made on a contextual basis. In all cases, Candidacy Board chairpersons will be consulted before any decisions are made.

The Final ministry paper integrates all course work including complementary courses and normally cannot be completed until complementary courses are completed

NOTE: Requests for extensions beyond one year will be assessed on a contextual basis and a decision by the DLM Program Team will be made, in consultation with the student's Candidacy Board. If a decision to grant an extension is made, the continuation of program fee will be \$500 and there will be continuous oversight from the program team.

USEFUL CONTACTS AT ST. ANDREW'S COLLEGE

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SOME ACRONYMS AND ABBREVIATIONS COMMONLY USED AT ST. ANDREW'S

ATS -Association of Theological Schools in Canada and the US (our accrediting body)

CCS – Centre for Christian Studies (national-field based program for diaconal ministry, Winnipeg)

CPE/SPE – Clinical Pastoral Education or Supervised Pastoral Education

DE – Distance Education

DLM – Designated Lay Ministry

GC – General Council of the United Church of Canada

GSC – Graduate Studies Council of the STU

PLAR – Prior Learning Assessment and Recognition

SAC – St. Andrew's College

SSSC – Sandy-Saulteaux Spiritual Centre, an aboriginal training centre for UCC ministries in Beausejour, Manitoba

STU – Saskatoon Theological Union (includes SAC, the Lutheran Theological Seminary, the College of Emmanuel and St. Chad)

UCC – The United Church of Canada

U of A – University of Alberta

U of S – University of Saskatchewan

U of W – University of Winnipeg

APPENDICES

APPENDIX A - MARKS OF PREPAREDNESS FOR CONTINUATION IN THE DLM PROGRAM

DOCUMENT BACKGROUND

Three documents guide the setting of learning goals and assessment of students in the Designated Lay Ministry (DLM) Diploma Program. The documents complement one another and are consistent in their expectations and perspective.

Ethical Standards and Standards of Practice for Ministry Personnel (approved by the General Council). Once a student has been made ready for appointment as a Designated Lay Minister she/he must be able to demonstrate acceptance and compliance with these standards which are applicable to all ministry personnel. Look on the United Church's website for the full text of the *Ethical Standards and Standards of Practice for Ministry Personnel*.

Learning Outcomes for Ministry Leadership (developed by the Congregational, Educational and Community Ministries Unit and approved by the General Council Executive). This document forms the framework for the Marks of Preparedness and will be utilized by the Candidacy Board in assessing readiness for ministry. This document does not currently cover DLM, but the process is underway for its inclusion.

Marks of Preparedness for Continuation will be used by St. Andrew's College in assessing student progress and readiness to continue in the DLM program. Students are expected to refer to this document in establishing learning goals for each learning circle.

MARKS OF PREPAREDNESS FOR CONTINUATION

1. SPIRITUAL, VOCATIONAL AND PERSONAL FORMATION

Appropriate to their stage in the program, the student will be able to demonstrate their personal faith, spiritual integration and vocational identity. Students will display emotional maturity and moral integrity in themselves and in relation to others.

1. A Self as Minister

- a. Can articulate one's call to Designated Lay Ministry and is committed to deepening the understanding of that call.
- b. Demonstrates an understanding of the importance of accountability in ministry.
- c. Demonstrates an active stewardship for The United Church of Canada.
- d. Is developing an understanding of lay ministries and is growing in ability to articulate the meaning of lay ministries.
- e. Is growing in ability to be grounded and centered in one's own value and worth, perspective and world view, faith and vision.
- f. Is increasingly able to acknowledge one's own gifts and skills for ministry.
- g. Increasingly understands oneself as minister and is able to relate to others as minister.
- h. Is growing in understanding one's vocation in relation to the whole church.
- i. Increasingly integrates one's knowledge, understanding, attitudes, skills, and self-awareness in ministry.
- j. Is deepening comfort with bearing public witness to God, Jesus Christ and the Spirit.
- k. Is deepening in ability to integrate theologically and theoretically; prophetic, pastoral, educational, spiritual, liturgical, and administrative elements of the practice of ministry.
- l. Is demonstrating an increased understanding of the polity and the ethos of The United Church of Canada and is able to function effectively within church structures.

1. B Self in Relation

- a. Is committed to and demonstrates appropriate ethical behaviour in ministry. (See Ethical Standards section of Ethical Standards and Standards of Practice for Ministry Personnel)
- b. Demonstrates interpersonal skills for ministry.
- c. Exercises good judgment and understanding of how one's words and actions, especially in role of minister, affect others.
- d. Is growing in ability to identify and accept one's own privilege, power, and vulnerability.
- e. Is growing in ability to perceive, develop and sustain respectful relationships in a variety of situations and in a variety of ministry contexts.
- f. Is deepening understanding of one's own emotional, physical, social, spiritual and intellectual needs and is increasingly able to implement personal strategies to cope effectively with transition and change.

1. C Spirituality

- a. Accepts, and is respectful of, a variety of spiritual understandings and practices.
- b. Encourages and nurtures others in their spiritual journey.
- c. Is increasing in knowledge, understanding and practice of one's own spirituality.
- d. Is able to express and live out of a sense of gratitude and hope.

2. FACILITATE LEARNING AND WORSHIP IN THE FAITH COMMUNITY

Appropriate to their stage in the program, the student will be able to articulate the faith traditions of the church. Students will demonstrate abilities to work with the faith community in establishing a worshipping and learning community growing in understanding of personal and collective faith. Students will implement a continuous learning plan.

2. A Self as Learner

- a. Understands learning as a life-long process and commitment.
- b. Is growing in ability to discern one's own learning strengths and areas for development.
- c. Is growing in ability to set and articulate intentional goals for learning.
- d. Is growing in ability to integrate theory and experience for effective ministry.
- e. Is growing in ability to assess and evaluate one's growth and performance and to learn from positive and critical feedback.

2. B Faith in the Church Tradition

- a. Is exploring God, Jesus Christ and the Spirit and growing in ability to articulate one's theology.
- b. Is demonstrating skills in biblical interpretation, theological reflection, and spiritual awareness and is increasingly able to integrate these in ministry.
- c. Values the church as institution and as spirit filled community and is growing in understanding of the strengths and limitations of both.
- d. Is growing in understanding of how theology informs one's faith and relates to one's worldview.
- e. Is increasing understanding of the history and diversity of the Christian tradition, within The
- f. United Church of Canada and ecumenically, and can understand and respect a variety of theological perspectives.
- g. Is identifying one's own theological, spiritual, and cultural roots within Christian tradition.
- h. Is increasingly able to identify theological beliefs which oppress and limit the fullness of God and is embracing a theology and spirituality rooted in respect, abundance and liberation.

2. C Education in the Community of Faith

- a. Is committed to the learning of the faith community.
- b. Understands that learning can occur in all aspects of ministry.
- c. Is growing in ability to nurture the faith of others and to facilitate their learning and theological reflection.
- d. Is demonstrating an increasing understanding of educational theory and is developing educational skills grounded in theology and ministry.

- e. Is growing in ability to plan learning experiences appropriate to the ministry context.
- f. Is increasingly able to find/create/adapt resources and curriculum.

2. D Worship in the Community of Faith

- a. Is able to support and empower others to create and lead in liturgy.
- b. Is increasingly capable to provide meaningful liturgical leadership within the traditions of The United Church of Canada.
- c. United Church of Canada.
- d. Is growing in understanding the connections in liturgy with education, pastoral care, administration and social ministry.
- e. Is demonstrating a growing appreciation for ritual in relation to life experiences.
- f. Is increasingly able to develop, find, and adapt liturgies and rituals to meet different spiritual, contextual and cultural needs.
- g. Is increasingly able to prepare sermons that are appropriate to a variety of contexts.
- h. Is demonstrating a deepening understanding of the theology of sacraments and is able to offer appropriate leadership in the sacramental ministry of the church.

3. CULTURE AND CONTEXT

Appropriate to their stage in the program, the student will be able to understand and relate to the cultural and systemic realities of the environments in which The United Church of Canada exists and carries out its mission.

3. A Diversity

- a. Displays respect for and ability to cooperate with people of other denominations and faiths.
- b. Is growing in understanding and appreciation of cultures and traditions other than one's own and demonstrates a readiness for nurturing intercultural connections.
- c. Is becoming more aware of difference (such as, race, class, age, sexual orientation, gender, culture, language, abilities and religion) and is increasing in understanding of the implications for liturgical, pastoral, social and educational ministry.
- d. Is growing in ability to analyze specific contexts and dynamics in order to help the community function more effectively.
- e. Is growing in ability to enable others to deal with differences within a faith community.
- f. Is increasingly able to envision, initiate, design, plan, implement, and evaluate in a variety of group contexts.

3. B Context

- a. Is demonstrating an understanding of social analysis; is increasingly able to use different models of social analysis and to facilitate others in doing social analysis.
- b. Is growing in understanding of structures and their impact on people's lives.
- c. Is growing in understanding of how socialization and ideological perspectives influence worldviews, theology, and perceptions of injustice/justice.
- d. Is deepening the ability to make connections amongst sexism, heterosexism, racism, ageism, ableism, classism, militarism, and environmental degradation.
- e. Is growing in understanding globalization and its implications for ministry.

3. C Mission

- a. Is open to wrestling with human responsibility in relationship to creation.
- b. Is demonstrating an understanding of financial stewardship and a commitment to promoting
- c. United Church of Canada mission funds.
- d. Is demonstrating skills in developing strategies for transformation using community and church networks.
- e. Is growing in understanding of the historical place of First Peoples in Canadian society and the impact of colonialism, racism and residential schools and demonstrates a willingness to engage these issues and concerns with respect.
- f. Is deepening understanding of the historical and contemporary mission of the church.
- g. Is increasingly aware of the similarities and differences between social service and social change.
- h. Is increasing understanding of role advocacy and is growing in ability to advocate for self and others, individually and systemically.
- i. Is deepening understanding that nurturing spiritual health is an integral element of social ministry.

4. LEADERSHIP

Appropriate to their stage in the program, the student will be able to practice ministry and provide responsible leadership in the church and community context.

4. A Leadership

- a. Demonstrates and is continuing to deepen an understanding of appropriate use of power and authority.
- b. Is willing to confront one's own resistance to change.
- c. Is growing in ability to see oneself as a leader.
- d. Is increasingly able to discern what type of leadership is necessary in various contexts.
- e. Is growing in ability to initiate while encouraging and supporting others in taking leadership.
- f. Increasingly understands transition in the context of ministry and is able to offer effective leadership.
- g. Is developing a theological understanding of the role of healthy conflict.
- h. Is growing in ability to deal with conflict effectively and to engage others appropriately in conflict situations.

4. B Communication

- a. Understands the importance of context in communication and increasingly demonstrates an ability to use oral, written, artistic and symbolic communication that is appropriate.
- b. Is demonstrating ability to listen attentively and with comprehension.
- c. Is demonstrating ability to give and receive feedback appropriately.
- d. Is increasingly able to speak with confidence in small and large groups.

4. C Pastoral Care

- a. Demonstrates increasing understanding of how dynamics of power and vulnerability affect pastoral care.
- b. Has an increasing awareness and acceptance of one's roles, responsibilities and limitations in pastoral care.
- c. Is increasingly able to offer effective and appropriate pastoral care in a variety of situations, including supporting others to provide the care.
- d. Is increasingly able to work effectively in pastoral situations that may be stressful and uncomfortable.
- e. Is deepening understanding of how pastoral care can be offered and experienced through worship, education and advocacy.
- f. Is growing in one's understanding of the differences and connections amongst pastoral care, pastoral counselling, and spiritual direction.

4. D Organization

- a. Demonstrates a consistent ability to meet deadlines.
- b. Is increasingly able to understand and value administration as an aspect of ministry.
- c. Is growing in ability to plan, organize, set priorities, and manage time effectively.
- d. Is growing in administrative skills such as budgeting, organizing meetings and supervision.

APPENDIX B- COMPLEMENTARY COURSE PROPOSAL INFORMATION & FORMS

Frequently Asked Questions:

1. Why are Complementary Courses part of the DLM Diploma program?

Complementary Courses enable students to:

- customize their program in subject areas related to their ministry context and learning goals,
- experience a wider variety of learning and teaching styles,
- learn from a variety of theological perspectives and to practice articulating their perspective in dialogue,
- learn together with people preparing for other expressions of ministry,
- earn credits toward other diplomas/degrees,
- draw on resources that are available in the wider geography of Canada and beyond.

2. Where are courses taken?

Complementary Courses may be taken at a United Church theological school or other theological school (that encourages diversity of thought), University, Community College or other educational organization approved by the DLM program. **Permission must be given by the DLM Program Director prior to enrolling in a course.**

3. What are my options for complementary courses?

There are unlimited options for Complementary Courses. For example:

- a two week Circle at the Sandy Saulteaux Spiritual Centre (Beausejour, MB),
- a weekly Rural Ministry course at St. Andrew's College (Saskatoon),
- Vancouver School of Theology's Summer School program of one and two week courses,
- an online course offered through Huron College (University of Western Ontario)
- a Unit of Clinic Pastoral Education (CAPPE),
- a week long Introduction to Christian Scriptures course at St. Stephen's College.

4. What if I can't find a course that matches my learning goals and/or my situation?

You can create your own course! A self-designed directed study course is one in which you design a course that will help meet your learning goals. With the help of the DLM Program Director, you will find a qualified instructor and design a course that is equivalent to a one-semester university-level course (classroom hours; assigned reading; written assignments).

Complementary Courses Information

Students in the DLM Diploma Program at St. Andrew's College are required to take three complementary courses as part of their diploma work. This is in addition to the six learning circles held at St. Andrew's College.

Complementary courses are one-semester, university-level equivalent courses. Students will normally take courses at a theological college (UCC typically), a university, or other approved educational institution OR may design their own directed-study course. Normally, students will complete the three required complementary courses during their three years of the DLM learning circles. New students normally should enroll in their first complementary course within six (6) months of their first learning circle.

Students are required to have approval from the DLM Program Director PRIOR to enrolling in courses. Forms for proposing complementary courses (existing courses OR directed study courses) are found on at the end of this appendix and online (www.standrews.ca).

Theological Schools

There are theological schools throughout the country. The United Church website (www.united-church.ca) has a list and link to United Church schools.

Theological schools in other traditions may be acceptable, but students are encouraged to take courses from institutions where a diversity of theological thought is encouraged and accepted.

Students should be prepared to speak to the Registrar at the theological school about the appropriate way to register for a course (for example, as a special student or occasional student). Students are required to take the courses for credit. Auditing the course is not acceptable. Students without an undergraduate degree may find more restrictions in applying to some theological schools. Students should consult with the DLM Program Director if they require assistance.

WHAT IF I CAN'T FIND THE COURSE I NEED?

Students may not be able to find a course to meet their learning needs. In this case they may want to consider "custom designing" a course to meet specialized interest and local opportunities. This is most easily accomplished through a Directed Study. Another option is to organize a group of students and have the course come to you.

Directed Study Courses

A Directed Study course can be arranged through many theological schools. In a Directed Study, a qualified instructor works with the student to set up a course. It is also possible for a Directed Study course to be supervised and assessed by St. Andrew's College.

Here is an example: A United Church "Behold One Another" Conference on being an intercultural church is upcoming in Halifax. Paul, a student in the DLM program, has named intercultural learning as a priority learning goal. Paul feels that the Conference would be an appropriate opportunity to focus on this learning area, and since he lives in New Brunswick, it is accessible. After some conversation with his Lay Supervision Team and Educational Supervisor, Paul seeks approval from the DLM Program Director for developing a course. The Director approves and refers Paul to a member of the DLM Team. Since Paul is considering pursuing a degree in the future they decide that Paul should set up this course through a theological school. After receiving permission to proceed, he arranges for a Directed Study course through the Faculty of

Theology at the University of Winnipeg. The DLM Team member works with Paul to name suitable instructors and to brainstorm ideas for the course. Paul insures that all of the expectations and necessary approvals from the University are in place before proceeding. Sue Kim Park lives near Paul and she meets the qualifications set out by the University for an instructor. She agrees to facilitate the course. Paul contacts the Conference organizers and with Sue develops a reading list for preparation for the Conference. Sue and Paul meet to discuss the readings and identify key questions and learning goals. Paul keeps a learning journal during the conference and prepares a summary for sharing later with Sue. After the conference Paul prepares and leads a day long workshop on the issue of intercultural church in his Region. A reflection paper on the issues and learning for ministry is shared with Sue. Paul and Sue meet a final time to assess the learning from the course and outline areas for further work. Sue submits the necessary assessment to the University of Winnipeg and when Paul receives his transcript he forwards it to the DLM Program Director.

Here is another example: Marcelline is in youth ministry in the Lower Mainland and a DLM student. She is recognizing how important music is in the ministry she does and she has identified a need to expand her ability to assess and choose appropriate music. She is growingly aware, and concerned, about the theology being expressed in much of contemporary Christian music and wants to find alternative music that will still be popular with the youth. After discussing this learning need with the DLM Program Director, it is agreed that Marcelline will pursue a Directed Study. Marcelline has a conversation with a member of the DLM Team who helps her to imagine ideas for a course. Since Marcelline is also a student in a degree program at St. Stephen's College (Edmonton) they decide she should do this course as a Directed Study for credit through St. Stephen's. Marcelline arranges to do this with the College. Tim, a ministry colleague in the Region who did a thesis on youth ministry, and Ruth, a popular United Church singer/songwriter who lives in Regina, agree to co-facilitate the course. Tim, Ruth and Marcelline plan the course. Marcelline takes advantage of the Region Youth event where she is in leadership to work on some of the goals. She gathers a number of CDs, listens to and evaluates the content and music. She summarizes this in a log. She interviews several well-known contemporary United Church musicians. She researches and reads journal articles on youth and Christian music. Three of her regular youth evenings in the congregation are dedicated to the topic and she involves the youth in thinking about the music that they like and the messages in it. She posts questions on Facebook to get youth discussing the music. She interacts and takes note of patterns in the responses. She keeps a learning journal throughout the 4 months of the course and shares it with Tim and Ruth. She prepares a tool for youth leaders to use for assessing and choosing music. She writes the words for 3 new tunes that Ruth has written and a short reflection paper on that experience. Tim, Ruth and Marcelline meet by email and Skype throughout the course. Together they integrate the learning that Marcelline is experiencing with her ministry. When the course requirements are complete, Tim and Ruth send the required paper work to St. Stephen's College. The course will be credited toward Marcelline's Bachelor of Theological Studies.

And one more: Deb, Marion and Keith are three DLM students living in southwestern Ontario. After a session at one of the DLM Learning Circles, they all identify a reason to prioritize learning about Empire and globalization. After making changes to their learning goals, they discuss their interest with the DLM Program Director who suggests an exposure trip as a Complementary Course. The three students conduct some research and propose to the DLM Director that they go to Palestine/Israel with a program being organized by her Region. The Director approves this plan and refers them to Jane, a member of the DLM Team.

In this consultation, it is decided that the Directed Study course will be completed directly with Calling Lakes since none of the students have interest in gaining academic credits. The students are required to pay a fee to Calling Lakes for the supervision and assessment of the course. After consultation with the exposure tour organizers it is agreed that the students, in addition to participating in the tour, will do pre-reading and two reflective assignments. One is based on a sermon they will preach on their experience upon returning. Jane reads the assignments and then meets with each student for reflection on the learning for ministry from the experience and assesses the completion of the requirements to have the course credited. The three students make a proposal, and then lead a session at the next learning circle on what they have learned. The experience of being in Palestine/Israel has a particularly profound effect on Deb. As a result, she makes a significant change in her learning goals and the focus of some of her work in the pastoral charge and Region.

STEPS TO BEGIN ON A DIRECTED STUDY COURSE

Determine if a Directed Study Course is the best option for working on a Learning Goal. Complete and submit to the DLM Program Director the "Course Proposal Form for proposing a Directed Study Course" which is available as a *Word* document at www.standrews.ca and on page 34.

Class for a group of students

Many theological schools are willing to set courses up in response to a request when there are sufficient students to warrant offering the class in a particular location or time slot. Usually the requested course would be one that the school has already developed but may not be offering in the needed time frame, location or delivery method. Initiative among students to consult with one another regarding course needs is encouraged. Students could also connect with students in other United Church theological programs who might share an interest in the topic, location or timing. It is strongly advised that students keep the DLM Program Director informed of any conversations to set up courses so to avoid duplication.

What methods of delivery are available?

Courses are available through an increasing number of delivery methods. Within each method there are variations in methodology and tools.

- Independent Study (written lectures, audio lectures, video lectures)
- Directed Study/Reading Courses (one on one, or small group work with a qualified instructor)
- Intensives (week long, 3 weekends over a semester or year, and so on)
- Internet (web based courses which are other independent study or have class interaction)
- Intramural (classes offered on campus on a weekly basis for a semester)
- Tele broadcast or Web-broadcast (remote, live lectures broadcast to gathered group with two way interaction)
- Teleconference (class gathers on a conference call)
- Cluster/Tutorial (print and digital resources with a local tutorial or reflection group)

Students are expected to take courses, as far as possible, where there is a learning community and opportunities for dialogue. Normally a program of all three courses as independent study would not be approved, however, it is recognized that geographical realities need to be considered when applying this

expectation. Students are encouraged to look for some courses which complement their preferred learning styles and some which challenge them to grow in other learning styles.

HOW WILL COURSES BE APPROVED?

To determine the subject area for their Complementary Courses, students shall reflect on their learning goals and DLM program assessments in conversation with their Educational Supervisor and Lay Supervision Team, and with the DLM Program Director.

It is required that students seek approval from the DLM Program Director for all courses **prior** to registering. Requests for approval should be made to the DLM Program Director as far in advance of the registration deadline as possible (using the form found on page 34 or 35 in this Handbook or online at www.standrews.ca)

It is highly recommended that students do not begin a course without approval in case the course is not acceptable. Beginning a course without prior approval of the DLM Program Director will not guarantee its acceptance. Unapproved courses will not be credited.

HOW ARE RESULTS OF COURSES SHARED?

Students are responsible for providing the DLM Program Director with transcripts of Complementary Courses. Once a student has completed all of the courses they plan to take at a particular school, then they should arrange to have the college/university send an official transcript directly to the DLM Program Director. Diplomas cannot be granted until the transcripts have been received. Normally, a grade of 65% or equivalent on a Complementary Course will be required in order to satisfy the requirements of the Designated Lay Ministry Program.

CAN COURSES TAKEN BEFORE ADMISSION BE CREDITED?

In some exceptional cases, applicants to the program have already completed courses that meet the criteria of the Complementary Courses. Such courses will be evaluated for their suitability as part of the admissions process. Acceptable courses must be from an approved educational institution and normally taken within the last 5 years. Credit for up to two complementary courses will be given. The DLM Program Director will inform applicants of decisions regarding credit for courses already taken when informing applicants about admission decisions.

CAN COMPLEMENTARY COURSES BE COUNTED TOWARDS ANOTHER DIPLOMA/DEGREE?

Students may be able to use the courses completed for the DLM Program requirements towards other diploma or degree programs. Students are encouraged to develop a lifelong learning plan which could include diploma/degree work, for example the Centre for Christian Studies Diploma or a Master of Divinity degree. Students should consult with the diploma/degree granting school regarding acceptance of the courses taken for the DLM Program.

QUESTIONS

Further questions about the Complementary Course policy should be directed to the DLM Program Director.

COMPLEMENTARY COURSE FORM FOR PROPOSING AN EXISTING COURSE AT AN ACADEMIC INSTITUTION

*If you are proposing a Directed Study, please use the Directed Study Course form, immediately following this form.

Student's Name

Date

1. Articulate the Learning Goal or need leading to this proposal and describe briefly why you wish to propose this course. How does this course fit into your Learning Plan? Is this a new Learning Goal? Have you discussed it with your Educational Supervisor and Lay Supervision Team? If you have not had an opportunity, when you do plan to do so?
2. Provide: Official Course title (including numbers), Name of institution, method of delivery (semester, online, one week intensive, etc.), start and end date, instructor's name, course level (BA, Masters).
3. What is the deadline for registration?
4. What are the goals/objectives/outcomes of the Course and how will they address your Learning Goal/need?
5. What challenges, if any, do you envision in taking this course, and how will you address them? (for example, developing necessary computer skills, accessing library resources, etc.)
6. Have you confirmed that you are eligible to take this course for credit with this school? Do you have the necessary pre-requisites? Will the school be able to issue a transcript at the completion of the course? Are you eligible for any bursary support from the school?

Please send your completed response electronically to the DLM Program Director for approval ASAP. Note the Complementary Course Policy that indicates that you must have approval for this course **prior** to enrolling.

See www.standrews.ca for an electronic version of this form.

COMPLEMENTARY COURSE FORM FOR PROPOSING A DIRECTED STUDY COURSE

*If you are proposing an Existing Course, please use the Existing Course form found on the previous page.

In a Directed Study, a qualified instructor works with the student to set up a course. A Directed Study course may be taken through a theological college for credit. It is also possible for a Directed Study course to be supervised and assessed by St. Andrew's College. Please see the Complementary Course document for more detailed information before completing this proposal.

Student's Name

Date

1. Articulate the Learning Goal or need leading to this proposal and describe briefly why you wish to propose this course. How does this course fit into your learning plan? Is this a new Learning Goal? Have you discussed it with your Educational Supervisor and Lay Supervision Team? If you have not had an opportunity, when you do plan to do so?
2. What timeline do you have for starting the Directed Study Course?
3. Share your hopes for the goals/objectives/outcomes of the Directed Study Course. How will they address your learning goal/need?
4. What ideas do you have for how the course will be structured? Do you have ideas about who might work with you on this course?
5. Have you given consideration to which institution (St. Andrew's College or another theological college) will supervise the course?
6. If it is a theological school do you know their requirements? Have you confirmed that you are eligible to take this course for credit? What assistance are they able to offer you in setting up the course? What assistance will you need from St. Andrew's College? Will the school be able to issue a transcript at the completion of the course? Are you eligible for any bursary support from the school?
7. What challenges, if any, do you envision in taking this course, and how will you address them? (for example, finding a suitable supervisor, time management without weekly classes, etc.)

Please send your completed response electronically to the DLM Program Director for approval ASAP. See www.standrews.ca for an electronic version of this form.

APPENDIX C - TRAVEL SUPPORT GRANTS

Travel support grants are available to students with demonstrated financial need. These grants are generously provided by the General Council Office of The United Church of Canada, through donations to the Mission and Service Fund of The United Church of Canada. An arms-length committee of St. Andrew's College reviews applications and determines travel support grant amounts.

An application form follows, but is also online at www.standrews.ca. An email with the application form will also be sent to all students approximately two months before the March/April learning circle.

Notes:

1. Application for travel support grants is only made once per year, but you must inform the Student Travel Support Grants Committee if you intend to ask for funding for both learning circles each year.
2. Please submit your application for travel support grants by February 1 by email to: da.reine@sasktel.net.
3. Your eligibility for funding will be assessed prior to each learning circle in the year. You may receive funding for travel for both learning circles, but this is not automatic.
4. If you enter the DLM Program for an October-November learning circle, please submit your application to the Student Travel Support Grants Committee by September 1 of that year.
5. If your financial situation changes greatly within the year, please notify the Student Travel Support Grants Committee
6. Grants will be issued after all receipts are received following each Learning Circle.
7. Those eligible should submit their receipts for transportation and accommodations en route to/from a learning circle **no later than 2 weeks after the end of each learning circle**. Failure to submit your receipts by this deadline means that you will forfeit your travel support grant.
8. Travel support grants will be available for each learning circle that occurs in a year, but the amount awarded may differ from Learning Circle to Learning Circle, depending on need and number of students.
9. Travel support grants may be up to $\frac{2}{3}$ of the travel costs.
10. We are asking for the above information in an attempt to have an even playing field for those requesting grants. This information is kept confidential and is only available to the Student Travel Support Grants Committee who makes decisions concerning grants. No persons associated with the DLM Program will have access to this information nor will persons associated with the DLM Program make decisions about travel support grants.

Student Travel Support Grants Application Form

DUE: **February 1 each year** by email to: da.reine@sasktel.net

Name: Address:

Costs Related to Attending Learning Circles

Tuition fees	\$
Books	\$
Travel (airfare; mileage to/from airport; mileage to/from learning circle; etc)	\$
Other	\$
TOTAL	\$

Summary

Income (from other bursaries and grants)	\$
Expenses (from chart above)	\$
Surplus (Deficit)	\$
Amount Requested	\$

Receipts must be received no later than 2 weeks after the end of each learning circle. Failure to submit receipts by the deadline means that you will forfeit your travel support grant.

The use, retention and disclosure of personal information collected from this form is done in compliance with privacy legislation including, but not limited to, the Personal Information Protection and Electronic Documents Act.