# Master of Divinity (MDiv)
# Master of Theological Studies (MTS)

# Program Handbook

# 2023 – 2024

## Ecumenical, Contextual, Interdisciplinary Theological Education

With the

## Saskatoon Theological Union (STU)
College of Emmanuel & St. Chad
Lutheran Theological Seminary
St. Andrew's College

Approved June 2023 by STU Common Faculty
Updated September 2023 (MTS program)

# Overview and Introduction

The Saskatoon Theological Union (STU) is committed to participating in God's transformative work in the world, sharing the good news of God's love. Inspired by the Anglican, Lutheran, and United church heritages that we sustain, we prepare leaders to serve in lay, ordained, scholarly, and teaching roles in Northern, Western, and Pacific Canada and beyond. (*Saskatoon Theological Union: A Covenant,* 2021, 2.0)

The three colleges of the STU are the College of Emmanuel & St. Chad (ESC), the Lutheran Theological Seminary (LTS), and St. Andrew's College (SAC). While these colleges of the STU have since 1968 shared many aspects of academic programming including such things as a common academic timetable, cross-listing of courses, and the delivery of graduate degrees in theology, the academic year of 2023-24 marks the beginning of a new joint venture in program delivery as the Saskatoon Theological Union.

**The MDiv and MTS degrees of each of the three colleges are now achieved through the successful completion of an STU program delivered by an STU Common Faculty.**

These two programs are ecumenical, interdisciplinary, and contextual in design and delivery. Most courses in both programs are offered as intensives (in which class time is completed in 1-2 weeks), and most are also available in a blended delivery format (where students can participate in person or through a video conferencing platform by distance).

As each of the three participating colleges continue to have some differences in requirements and commitments for academic programming, and as each member of the STU Common Faculty is also a member of the faculty for one of the three colleges, the MDiv program in particular includes some College-specific requirements for students in each respective college. The college affiliation of each faculty member also means that the course delivery for courses in which they are primary instructor is shaped by different circumstances and commitments. Such details are included in this program handbook, in academic policies, and/or in the course descriptions and syllabi for specific offerings. At present, students are admitted through one of the three STU Colleges, and underline questions about specific program requirements or any details not covered in this handbook should be directed to the Registrar's Office of one of the Colleges.

This program handbook serves as an introduction to the STU programs for the information of prospective and current students and details the goals, requirements, and offerings for the MDiv and the MTS.

# Table of Contents

# Program Outcomes and Criteria

## Master of Divinity (MDiv) Outcomes and Criteria

### MDiv Outcome #1 (Religious Groundings and Denominational Heritage)

Apply graduate-level critical thinking and a Gospel lens to primary sources, classical traditions, and current understandings of the Christian faith to support public proclamation of the Word.
**Criteria indicating outcome is met:**

    1.1 Comprehends the scope of biblical literature and interprets the texts in a manner appropriate to their literary and historical locations.

    1.2 Understands and communicates the foundations and methods of historical and contemporary theologies, as framed by the denominational writings in ecumenical conversation.

    1.3 Relates biblical and theological concepts to everyday life and contemporary narratives of faith and vice versa.

### MDiv Outcome #2 (Personal and Spiritual Formation)

Exhibit Gospel-grounded leadership by integrating the liberating Gospel of Christ into their personal lives in a way that inspires and supports others to do the same.
**Criteria indicating outcome is met:**

    2.1 Expresses God's compassion and love for self and for others in contextually appropriate ways.

    2.2 Exhibits personal maturity through knowledge of one's own social location and limitations, and self-discipline, including emotional regulation. Demonstrates appropriate self-care. Has good decision-making skills.

    2.3 Proficient with practices of spiritual formation for individuals and communities that nurture discernment of the movements and callings of the Holy Spirit as they strengthen Christian discipleship in providing and receiving spiritual direction to and from one another.

    2.4 Proficient with pastoral care skills that communicate God's concern for those in need and for those suffering from institutional and systemic violence, informed by foundational and emerging insights from the fields of psychology and sociology.

## MDiv Outcome #3 (Missional Awareness and Cultural Context)

Cultivate responsible Christian engagement with today's world by bridging historical and contemporary contexts and intersections of church and society.
**Criteria indicating outcome is met:**
3.1 Demonstrates awareness of diverse ethical and religious lenses, including specifically Indigenous ones, and appropriately applies them to complex personal and social crises.
3.2 Can describe and analyse the history and development of the Christian religion in its shared and diverse expressions, within global religious and cultural contexts, with attention to Christianity's treatment of Indigenous peoples.
3.3 Demonstrates ongoing openness to knowledge and experiences of Canada's diverse cultural, religious, and geographic contexts, especially those of Indigenous peoples and lands.
3.4 Decentres local experience and context as normative and demonstrates a deepening engagement with inclusion, justice, and decolonisation.

## MDiv Outcome #4 (Teaching and Continuing Education)

From both learning and teaching perspectives, engage informed, intentional, and contextualized approaches to life-long education that nurtures Christian formation.
**Criteria indicating outcome is met:**
4.1 Uses supportive and effective age-, ability-, and culturally-appropriate methods when teaching the contents of the Christian faith.
4.2 Finds and assesses age-, ability-, and culturally-appropriate resources for catechesis and/or Christian education.
4.3 Has plans to continue education in theology, biblical studies, religious studies, and/or specialised ministries for the enrichment of the church.

## MDiv Outcome #5 (Capacity for Ministerial and Public Leadership)

Lead others in church and community collaborations that serve the transformative and life-affirming work of Christ-in-the-world.
**Criteria indicating outcome is met:**
5.1 Proficiently leads denominational worship in its varied forms, as well as those of full-Communion partners, is prepared to administer the Sacraments, and effectively communicates the good news of God's work in the world through preaching and other modes of public proclamation in varying cultural contexts.
5.2 Clearly describes the constellation of offices in one's own denomination, how they work together, and articulates one's own calling to leadership. (Vocational Awareness and Pastoral Identity)

5.3 Works collaboratively with others, gives and receives feedback with critical compassion, communicates effectively, and is a respectful, invitational, and engaged listener of diverse opinions and life stories.

5.4 Discern, support, and model the role of the church in the public sphere, particularly as it advocates and works towards God's reconciliation, equality, and justice in the midst of environmental, economic, and other global and local precarities.

5.5 Demonstrates leadership in the communal life of the seminary and of field ed sites, and is well-respected and valued by one's peers, communities, and instructors.

5.6 Can implement organisational practises relevant to local contexts that support collaborative leadership, effective administration, change management, and constructive conflict resolution.

# Master of Theological Studies (MTS) Outcomes and Criteria

## MTS Outcome #1 (Advanced Study of Theology and Religion)

Provide opportunity for the academic study of theology/religion at an advanced level.
**Criteria indicating outcome is met:**

1.1 Comprehend the scope of biblical literature and the range of methods for interpretation and interpret texts in a manner appropriate to its literary and historical locations.

1.2 Describe in broad strokes the history of the church and its engagements with Canadian cultural and religious contexts.

1.3 Understand the evolving landscape of theological and religious discourse and its applications, especially in Canadian cultural and religious contexts.

## MTS Outcome #2 (Personal Enrichment)

Provide personal enrichment and strengthen the theological/religious basis for leadership in lay and secular contexts.
**Criteria indicating outcome is met:**

2.1 Analyse complex personal and social crises through an ethical and theological/religious lens that leads to concrete transformational action.

2.2 Recognise and address one's own social location and limitations so that others feel welcome and safe to share their complex and diverse perspectives and faith experiences.

2.3 Articulate one's own conception(s) of spirituality and its applicability in religious and non-sectarian contexts.

## MTS Outcome #3 (Integration of Faith and Practice)

Foster the integration of faith and practice within the church and community.
**Criteria indicating outcome is met:**

3.1 Understand the range of Christian spiritual thinking and practice in contemporary contexts.

3.2 Understand the basic precepts of the world's major religious traditions, engage in interfaith dialogue, and work collaboratively with leaders of other communities, religious or secular, in common endeavours.

3.3 Locate, establish and practice one's vocation/profession in the broader religious and secular landscape of Canada and the world.

## MTS Outcome #4 (Social Justice)

Create an intellectual and religious/spiritual platform for challenging social inequities and injustices, and advancing reconciliation, especially as these pertain to countering imperialism and colonization in Canadian contexts.
**Criteria indicating outcome is met:**

4.1 Comprehend the history of a broad range of social justice issues in Canada and the world.

4.2 Understand Canada's rich diversity of past and present cultures and community practices, and examine the role of theology/religion and, specifically, its complicity in colonialism especially with respect to Indigenous peoples.

4.3 Articulate vocational/professional practices inclusive of sustained engagements with current justice and equity issues, especially those pertaining to Canadian efforts at dismantling colonial structures and attitudes, and to reconciliation.

# Degree Requirements

The College of Registration, in consultation with the STU Common Faculty, is responsible for students' admission to, and advancement in, both the MDiv and MTS programs.

## Master of Divinity (MDiv)

## MDiv Admission Information

### Admission Requirements
- Students must have a bachelor's degree that is a minimum of 90 credit hours from a recognized university or college, and have graduated with a minimum GPA of 75%
- Students without a completed bachelor's degree must a) have completed five full-year undergraduate courses (30 credit hours), b) be concurrently enrolled in the final 7 credits of their bachelor's degree, or c) be approved under the PLAR policy through their College of Registration (for applicants over the age of 30)

### Admission Process
Applications for admission to the MDiv are made through one of the three Colleges of the Saskatoon Theological Union. Application timelines and procedures are currently set by each of the Colleges and may differ; application and admission information is available through the Registrar's office of each respective College.

The admissions decisions currently reside with the faculty of the College of Registration.

STU Common Faculty will be consulted as part of the admissions process for each College.

## MDiv Program Requirements

### Program Requirements for Basic MDiv (81 credit, no credited internship)

The Basic MDiv program is for students who are not required by their denomination or College of registration to complete a credited internship during their studies. The Basic MDiv is comprised of core courses, core colloquia, college specific courses, and integration capstones.

Students complete 27 credits at each of three levels of study in the program, for a total of 81 credits. The Basic MDiv includes an Honours option, with a 6-credit thesis in place of two Level 3 courses.

Students in the Basic MDiv may request permission from their College of Registration to complete 1 unit of CPE (Clinical Psychospiritual Education) for course credit at Level 2 or 3.

***Program Requirements for Practicum MDiv (90 credits, with credited internship)***

The Practicum MDiv program *may be an option* for a 90-credit degree, for students who have through their College of Registration the possibility of completing an internship as part of their MDiv program, and students who have denominational support/expectations for such placements.

The Practicum MDiv program of 90 credits *may be required* for students by their College of registration, or by denominational expectations.

The internship component of a Practicum MDiv program, regardless of length, will be 9 credits, and in addition to the requirements of the basic MDiv, will include:
- a practicum coordinator/advisor(s) from the student's College of registration (that role may be filled by an STU Faculty member, or there may be another College-specific role),
- facilitated cohort learning during the internship/practicum coordinated by a faculty member of the STU Common Faculty, or by faculty of the student's College of Registration.

Students in the Practicum MDiv program complete all other course, colloquia, and capstone requirements as the Basic MDiv. The Practicum MDiv includes an Honours option, with a 6-credit thesis in place of two Level 3 courses.

Students in the Practicum MDiv may request permission from their College of Registration to complete 1 unit of CPE (Clinical Psychospiritual Education) for course credit at Level 2 or 3.

## MDiv Program Overview, both Streams (Basic, and Practicum)

| Level of Study | Core Courses | | | Colloquia (Levels I and II) | Integration Capstones (Level III) | College Specific Offerings and Program Options | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Area of Integration: **Proclamation** (AIP) | Area of Integration: **Service** (AIS) | Area of Integration: **Community/Church** (AIC) | | | ESC | LTS | SAC | Practicum MDiv | Program options |
| **I** 27cr | FND101 What is the Good News? A Historical Approach<br>FND102 Who is the Church?<br>FND103 Introduction to Biblical Literature<br>FND104 Spiritual Practices for Cultivating Resilience and Compassion<br>FND105 Public Practical Ministry I<br>FND106 God and Suffering<br>FND107 Considering Contexts, Cultures, and Differences<br>7 required courses (21cr) | | | **Level I Colloquium**<br>CLQ101 Methods for Interdisciplinary, Ecumenical Theological Studies (3cr) | | ESC 101 (3cr) | LTS 101 (3cr) | SAC 101 (3cr | [College-specific non-credit prerequisites for Practicum] | **CPE/PCE** (6 credits in place of 2 level 2/3 courses) [May be required by College of Registration] |
| **II** 27cr | AIP2xx<br><br>7 courses (21cr), with at least two from each area of integration | AIS2xx | AIC2xx | **Level II Colloquia**<br>CLQ201 Learning in and from Indigenous Contexts (3cr) | | ESC 201 (3cr) | LTS 201 (3cr) | SAC 201 (3cr) | | |
| | AIU2xx and AIU3xx – Area Undesignated Level II/III courses. (Courses with options for which Area to credit) | | | | | | | | | **Honours** (6 credits in place of 2 level 2/3 courses) HNR4xx |
| **III** 27cr | AIP3xx<br><br>5 courses (15cr), with at least one from each area of integration | AIS3xx | AIC3xx | **Integration Capstones**<br>CAP330 Vocation as Leadership in Practice (3cr)<br><br>CAP350 Intercultural, Anti-oppressive and Inclusive Practices (3cr)<br><br>CAP360 Leadership, Polity, and Administration (3cr) | | ESC 301 (3cr) | LTS 301 (3cr) | SAC 301 (3cr) | **PRC330 Practicum Program** Internship through College of Registration and Facilitated practicum cohort with STU (9cr) | **Non-credit** College requirements and options |
| **Basic MDiv (81 credit)** | 57 course credits | 6 colloquia credits | | | 9 college and 9 capstone credits | | | | | |
| **Honours** | 51 course credits | 6 colloquia credits | 6 honours thesis | | 9 college and 9 capstone credits | | | | | |
| **Practicum MDiv (90 credit)** | 57 course credits | 6 colloquia credits | | | 9 college and 9 capstone credits | | | | 9 Practicum credits | |
| **Honours** | 51 course credits | 6 colloquia credits | 6 honours thesis | | 9 college and 9 capstone credits | | | | 9 Practicum credits | |

# MDiv Course Requirements

Course work for both the Basic and Practicum MDiv programs include three levels of study, each corresponding to specific program goals and outcomes. Courses are distributed across three Areas of Integration (Proclamation, Service, Community/Church) at each level of study. The descriptions for specific course offerings are provided in the Course, Colloquia, and Capstone Descriptions section of this handbook.

### Three Levels of Core Courses
Both the Basic and Practicum MDiv programs require successful completion of courses at three levels of study:

**Level I: 7 required courses (21 credits)**
*FND101 What is the Good News? A Historical Approach*
*FND102 Who is the Church?*
*FND103 Introduction to Biblical Literature*
*FND104 Spiritual Practices for Resilience and Compassion*
*FND105 Public Practical Ministry I: An Introduction to Worship and Preaching*
*FND106 God and Suffering*
*FND107 Considering Contexts, Cultures, and Differences*

Level I courses correspond to outcomes that involve how a student: comprehends, understands, relates, practices, describes, uses, finds resources, articulates, works, discerns (key terms from MDiv Program Outcomes)

Courses are normally taken in the order listed here, followed by the Level I Colloquium (CLQ101). With permission from their College of Registration, students may register for the CLQ101 upon completion of at least 4 Level I courses.

**Level II: 6 core courses (18 credits)**
*At least two courses in AIP (Proclamation)*
*At least two courses in AIS (Service)*
*At least two courses in (Community/Church)*

Level II courses correspond to outcomes that involve how a student: interprets, communicates, relates, expresses, exhibits, demonstrates, applies, analyses, decentres, uses, teaches, assesses, plans, leads, works, supports, implements, deepens (key terms from MDiv Program Outcomes)

Required Level II courses:  Students in all Colleges must complete *AIP230 Public Practical Ministry II: Sacramental and Contextual Realities in Worship and Preaching*, and *AIS240 Pastoral Theology and Pastoral Care in the Congregational Setting.*
Colleges of Registration may additionally specify any remaining Level II courses as required for a registered student. This will be communicated to the student prior to completion of Level I.

Students will normally complete all Level I courses and the colloquium prior to registration in Level II courses. With permission from their College of Registration, students may register for a Level II course prior to the completion of Level I.

### Level III: 5 core courses (15 credits)
*At least one course from each Area of Integration*

Level III courses correspond to outcomes that involve how a student: (is) critical, proficient, inspires, grounded, integrating, contextually appropriate, maturity, skills, nurtures, informed, responsible, engagement, diverse lenses, complex crises, effective, collaboratively, models, respected, constructive, intentional, contextualized, cultivates, bridging, intersections, graduate-level (key terms from MDiv Program Outcomes)

Required Level III courses: Colleges of Registration may specify any remaining Level III courses as required for a registered student. This will be communicated to the student prior to completion of Level II.

With permission from their College of Registration, students may credit a 200-level course toward Level III requirements.

Students will normally complete all Level I and II courses and colloquia prior to registration in Level III courses and capstones. With permission from their College of Registration, students may register for a Level III course or capstone prior to completion of Levels I and II.

### *Areas of Integration*
Each of the core courses required throughout the program is designed and offered as an opportunity for interdisciplinary study. This is achieved through various formats of collaborative teaching in particular courses, and through an overall program design in which a course is developed to cover one or more of the Areas of Integration described below. In their first level of study, students will participate in a colloquium (CLQ101) that will introduce these areas of integration and the concepts, methods, and contexts that run through them. Courses in Levels II and III of study include designations that correspond to the areas of integration by their abbreviations of AIP, AIS, or AIC:

**AIP [Proclamation]:** covers biblical interpretation, theology, and proclamation (preaching/ communication).
*Participating faculty drawn from biblical studies, theology, pastoral studies.*
**AIS [Service]**: covers history, ethics, religious pluralism, Indigenous religions/cultures, community leadership, and spiritual care.
*Participating faculty drawn from theology, history, pastoral studies, religious studies.*

**AIC [Community/Church]:** covers ecclesiology (inner-church relations), liturgy/worship, pastoral care, and ecumenism.
*Participating faculty drawn from pastoral studies and theology.*

Courses listed as **AIU [Undesignated]** correspond to more than one area of integration, indicated in the course description. Which of the three Area of Integration requirements will be fulfilled by such a course will be determined by students in consultation with their College of Registration, and in consideration of the student's overall program plan.

### College-Specific Courses

Students will be required to complete 9 credits of course work assigned by their College of Registration; this will normally be 3 credits at Level 1 and 6 credits at Level 2 and/or 3. This enables flexibility for each of the Colleges to assign such requirements at the appropriate levels for their own offerings. As noted above, Colleges of Registration may also assign specific Level II and/or III courses to be required for a student or students.

### Independent Studies/Reading Courses

Students may, upon approval of their College of Registration, fulfill a course requirement through an independent studies project or reading course directed by a member of the STU Common Faculty or designate.

## MDiv Colloquia (in Levels I and II)

Colloquia are designed to provide opportunities for students to engage with subject material, contexts, and methods that address the program goals from a broad interdisciplinary and ecumenical perspective and to bring a focus to the contexts of learning, shared principles, and ecumenical commitments of the Saskatoon Theological Union. Colloquia will include a focus on core concepts, methods, texts, and skills related to decolonization in church and education, to experiential and contextual approaches in theological education, to preparation for both lay and rostered contexts, and to ecumenical and inter-faith commitment.

Students will complete two colloquia in the MDiv program:

> **CLQ101 Methods for Interdisciplinary, Ecumenical Study**
> **CLQ201 Learning in and from Indigenous Contexts**

## MDiv Integration Capstones (in Level III)

All students, including any non-program/occasional/transfer students, registered in Level III Integration Capstones will have a concurrent, or completed, supervised learning experience to bring into the circle for reflection and analysis.

- Students in the Practicum MDiv program may count their approved internship/practicum either as pre-requisite or as co-requisite for their registration in the Integration Capstones.

- Students in the Basic MDiv program will be required to complete an approved congregational or community placement as a required component (co-requisite) of each Integration Capstone; details about specific options, requirements, and approvals for these placements will be provided by the Capstone instructors.

  ***CAP330 Vocation of Leadership in Practice***
  ***CAP350 Intercultural, Anti-Oppressive, and Inclusive Practices***
  ***CAP360 Leadership, Polity, and Administration***

These Integration Capstones are not sequential; they may be taken in any order, in consultation with the student's College of Registration.

## MDiv Practicum Program (PRC330)

Students in the Practicum MDiv will fulfill the practicum requirements or options provided through their College of Registration; the length and other parameters of these internships are determined by each College independently.

The 9 credits toward the Practicum MDiv with the Saskatoon Theological Union are applied to internships approved by the College of Registration and awarded upon:
- the College's determination of a successfully completed internship according to their established outcomes and criteria, and
- the STU Common Faculty's determination of successful completion of facilitated cohort learning requirements.

***Internship***
> Practicum students will be responsible for confirming details of their internship requirements with their College of Registration.

***Facilitated Cohort Learning for Practicum Students***
> Students completing the 90 credit Practicum degree will be assigned to an STU cohort during their internship experience. The cohorts will include other STU students completing internships for credit toward the Practicum MDiv and engagement with the cohort will be coordinated by a member of the STU Common Faculty. Successful completion of cohort learning will be assessed based on a portfolio submitted to the faculty coordinator assigned to their cohort.

## MDiv Honours Option

Students may apply for admission to the Honours Option in the MDiv program which will involve completion of an acceptable thesis in lieu of 6 credits of Level III courses. Admission requirements and process are detailed in the Academic Policies below.

## Clinical Psychospiritual Education (CPE)

Credit for Clinical Psychospiritual Education (CPE) or Pastoral Counselling Education (PCE) may be obtained, upon permission of, *or as required by*, the student's College of Registration. CPE/PCE units accredited by the Canadian Association for Spiritual Care (CASC) are available in many locations across Canada.  Students must apply for acceptance to a CPE/PCE unit, which may be taken over 3 months as an intensive placement in a clinical setting or as an extended part time placement over 8 months. Further information about teaching sites is available through the Saskatoon Institute for Pastoral Education (SIPE)  https://cpe-saskatoon.com/ a partner organization of the Saskatoon Theological Union.

## Duration of Program

The **Basic MDiv (81 credit)** is designed to be completed in 3 years of full-time study, or 9 full-time trimesters.

The duration of the **Practicum MDiv (90 credit)** is contingent on the length of internship required by the College of Registration.

Both MDiv degree programs may be completed on a part-time basis and are designed to be flexible enough to accommodate a variety of life circumstances.

Normally, the maximum length of completion is 10 years from the date of admission. Requests for extension must be made in writing, through the College of Registration, at least one trimester in advance of the 10-year deadline.

## Transfer between Basic and Practicum MDiv

Students requesting, or required, to transfer from the Basic to Practicum MDiv should communicate this intention or requirement to their College of Registration as soon as possible, and normally prior to the completion of Level I in the program.

Students requesting, or required, to transfer from the Practicum to Basic MDiv should communicate this prior to registration in the Practicum cohort (PRC330).

Students registered in the Practicum MDiv who start but do not complete a practicum through withdrawal or a failed internship may apply for transfer to the Basic MDiv. Conditions for such a transfer include good academic standing and will be assessed on a case-by-case basis.

# Master of Theological Studies (MTS)

## MTS Admission Information

***Admission Requirements***
- Students must have a bachelor's degree that is a minimum of 90 credit hours from a recognized university or college, and graduated with a minimum GPA of 75%
- Students without a completed bachelor's degree must a) have completed five full-year undergraduate courses (30 credit hours), b) be concurrently enrolled in the final 7 credits of their bachelor's degree, or c) be approved under the PLAR policy through their College of Registration (for applicants over the age of 30)

***Admission Process***
Applications for admission to the MTS are made through one of the three Colleges of the Saskatoon Theological Union. Application timelines and procedures are currently set by each of the Colleges and may differ; application and admission information is available through the Registrar's office of each respective College.

The admissions decisions currently reside with the faculty of the College of Registration.

STU Common Faculty will be consulted as part of the admissions process for each College.

## Program Requirements for MTS

The MTS program consists of:
- 5 courses assigned from the Level I courses in the MDiv program,
- 1 introductory colloquium in methods for research and study normally fulfilled by completion of the *Methods for Interdisciplinary, Ecumenical Theological Studies* colloquium (CLQ101),
- 3 courses in a major area of focus,
- 2 courses in a minor area of focus,
- 2 elective courses,
- 3 course requirements determined by the College of Registration
- 1 upper-level colloquium for *Learning in and From Indigenous Contexts* (CLQ201)
- 1 MTS capstone (MTS390).

**This represents 18 courses/colloquia for 54 credits in total.**

An Honours option is available, with a 6-credit thesis or presentation option in place of 2 elective courses.

Colleges may offer specializations within the basic MTS program, such as Spiritual Care, Diaconal Studies, International Partnership Programs. Details of these offerings will be available through the College of Registration and may include specific course requirements and/or additional non-credit program requirements.

## *MTS Program Overview*

| Level of Study | COURSES | | Colloquia and Capstone | College or Specialization specific course requirements |
|---|---|---|---|---|
| **I**<br><br>At least<br><br>18cr | FND101 What is the Good News? A Historical Approach<br>FND102 Who is the Church?<br>FND103 Introduction to Biblical Literature<br>FND104 Spiritual Practices for Cultivating Resilience and Compassion<br>FND105 Public Practical Ministry I<br>FND106 God and Suffering<br>FND107 Considering Contexts, Cultures, and Differences<br><br>5 courses (15cr) assigned from the above | | CLQ101 Methods for Interdisciplinary, Ecumenical Theological Studies<br>(3cr) | Three courses (9 credits) across the program of study<br><br>These will be electives, courses required to fulfill a major focus area, or courses required for a program specialization. These are to be determined by the College of Registration. |
| **II/III**<br><br><br><br>At least<br><br>27cr | Major Focus Area<br>2xx and 3xx<br><br>3 courses<br>(9cr) | Minor Focus Area<br>2xx and 3xx<br><br>2 courses<br>(6cr) | CLQ201 Learning in and from Indigenous Contexts<br>(3cr) | |
| | Electives (2xx and 3xx)<br><br>2 courses<br>(6r)<br><br>Or honours thesis (HNR4xx) | | **MTS Capstone**<br><br>CAP390 MTS Capstone<br>(3cr) | |
| **MTS degree (54 credit)** | **36 course credits** | **9 colloquium/capstone credits** | | **9 credits** |
| **Honours** | **30 course credits** | **9 colloquium/capstone credits**  **6 thesis credits** | | **9 credits** |

**Areas of study (for majors/minors):** Practical Theology and Ministry, Liturgy, Proclamation, Pastoral and Spiritual Care, Biblical Studies, Leadership Studies, Theological Studies, Historical Studies, Ethics/Church and Society Studies, Theology and Culture, Ecumenical Studies

## MTS Courses

Course offerings for the MTS and MDiv programs are drawn from the same pool of courses. MTS students are required to complete at least 5 Level I courses, selected in consultation with their faculty advisor to best suit their major area of focus. Prior to registration in Level II or III courses, students will declare a major and a minor focus area and will work with their advisor to identify Level II and III courses (and where necessary, additional Level I courses) to fulfill these requirements.

## Major and Minor Focus Areas in MTS

**Areas of study (for majors/minors):**  Practical Theology and Ministry, Liturgy, Proclamation, Pastoral and Spiritual Care, Biblical Studies, Leadership Studies, Theological Studies, Historical Studies, Ethics/Church and Society Studies, Theology and Culture, Ecumenical Studies

## MTS Colloquia and Capstone

MTS students fulfill colloquia requirements through a combination of participation in colloquia shared with MDiv students, and assignments specific to the MTS. Upon completion of 45 credits in their program of study, students will be eligible to participate in the Capstone seminar.

## MTS Honours Option

Students may apply for admission to the Honours Option in the MTS program which will involve completion of an acceptable thesis in lieu of 6 credits of Level III courses. Admission requirements and process are detailed in the Academic Policies below.

## Duration of Program

The MTS is designed to be completed in 2 years of full-time study, or 6 full-time trimesters.

The MTS program may be completed on a part-time basis and is designed to be flexible enough to accommodate a variety of life circumstances.

Normally, the maximum length of completion is 10 years from the date of admission. Requests for extension must be made in writing, through the College of Registration, at least one trimester in advance of the 10-year deadline.

# Non-Credit Program Requirements

## STU Non-Credit Program Requirements

Currently, non-credit program requirements are determined by the College of Registration.

## College of Registration Non-Credit Program Requirements

A student's College of Registration may require that students registered in the MDiv or MTS participate in formation activities or projects such as chapel leadership and attendance, committee work, or other program elements directed toward denominational or College specific commitments and expectations.  Detailed information is available through the College of Registration.

# Occasional Students and Certificate Options

## Companion Programs through STU Colleges

Participating Colleges of the STU also offer degree, diploma, licentiate, and certificate options that may include requirements or opportunities to register for portions of the MDiv or MTS program offerings. Details specific to the admissions requirements and registration details can be obtained through the Colleges.

Where there isn't an explicit arrangement for students in a particular College program to register in MDiv and MTS course offerings, registration in a course or courses will require instructor approval, in consultation with the STU Academic Dean and the College of Registration.

Admissions requirements for these programs offered through the Colleges may mean that students will be participating in MDiv and MTS program offerings at different levels of study. In consultation with and subject to the approval of the STU Common Faculty, assignments and other course requirements may also differ for STU undergraduate (e.g., BTh or LTh), diploma, and certificate students registered in MDiv and MTS program offerings.

# Occasional Students from outside the STU

Many of the MDiv and MTS program offerings are available to occasional students to fulfill the educational requirements for various denominational programs, for example testamur requirements, admissions from other denominations, lay leadership programming.

# Practicum-based Learning

Participation in facilitated learning cohorts for practicum students may be available to students who are completing supervised ministry experiences, practicums, or internships outside of an MDiv with the STU.  Eligible students will be assigned to an active cohort and complete the learning requirements assigned, either as transfer credit to another institution or as a non-program occasional student.

Level III Integration Capstones are also available for transfer students fulfilling requirements from other programs, and to non-program/occasional students fulfilling practicum requirements of their denomination.

# Course Audits

Most courses of the MDiv and MTS programs are open to auditors (participants who register without receiving a grade or a credit), through any of the three STU Colleges. Registration procedures and fees for auditors are managed through the College of Registration.

Students registered in the MDiv or MTS program may also take a limited number of courses for audit rather than credit. The maximum amount and approval for audit will be determined on a case-by-case basis.

The STU Common Faculty or course instructors may set limits on the number of auditors in any course offering.

# Course, Colloquia, and Capstone Descriptions

## Course Descriptions

All Level I, II, and III Courses are applicable to both the MDiv and MTS programs as specified in the program requirements for each degree.

## Level I Courses

### FND101 What is the Good News? A Historical Approach
What is the Good News? If asked, could you answer in terms that a non-Christian could understand? Part of the challenge in the question is that Christian understandings of salvation have shifted over the years, as culture has changed and our approaches to theology have developed. This course focuses on the theme of the Good News and traces developments through history to the present. The purpose is to enable participants to develop an "elevator speech" presentation of Christian gospel, along with a deep historical and theological understanding of what that speech might have sounded like from previous generations of Christians.

### FND102 Who is the Church?
The goal of this course is to equip students with a common vocabulary of experiences, concepts, and reflective tools, in order to make sense of the life of faith communities and their leaders in the contemporary world. Components of this course are drawn from church history (Canadian and global), doctrine, pastoral leadership, ecumenics, and sociology of religion. The course will involve an experiential component, inviting students to share and reflect on their current and prior experiences of church as well as stepping outside that experience to observe and learn from a faith community with which they are unfamiliar.

### FND103 Introduction to Biblical Literature
A team-taught and interdisciplinary intensive course of 36 hours for introducing students to a variety of topics—thematic and methodological—in biblical interpretation. The course aims for the elucidation of the literary, religious, historical, and sociological contexts (up to and including the mixed cultural milieux of the Hellenistic and Roman periods) germane to the genesis and the interpretation of biblical literature. There will also be a component of the course that focuses on the interpretive application of certain topics and themes for ministry, liturgy, and theological formulation in the form of a panel discussion drawing on faculty from various disciplines.

### FND104 Spiritual Practices for Cultivating Resilience and Compassion
This course will introduce students to a variety of spiritual practices, including Indigenous ones, that cultivate resilience and compassion. The focus in this class is to develop and deepen a student's prayer life, to orient them to core, regular and occasional spiritual practices and learn about six key perspectives: stages of spiritual growth, purification, community, meditation,

cultivating personal integrity and deepening compassion. [Note: this is a prerequisite for FND106]

### FND105 Public Practical Ministry I: An Introduction to Worship and Preaching
Taking a contextual and cultural approach, this course introduces students to the basics of Christian public ministry. Students will learn the basics of planning worship and preaching and be introduced to some approaches to faith formation for the whole community. The course is rooted in an appreciation for the diversity of culture and context and draws on the students' particular experience as a source of knowledge.

### FND106 God and Suffering
God and Suffering explores historical and contemporary approaches to questions such as: Who is God? What is the relationship between God and Creation? If Creation is good, why is there suffering in the world? This course brings together biblical interpretation and theology to think through the relationship between God and suffering, using insights from collective trauma theory, intersectionality theory, and theologies from below to help students develop nuanced understandings that can be practically applied to pastoral care and worship leadership. Prerequisite: Students must take Spiritual Resilience prior to this class.

### FND107 Considering Contexts, Cultures, and Differences
As a foundational course in the MDiv and MTS programs, students will work to identify and express their own theological and ethical questions and to situate these in relation both to their own contexts and to a broader scope of human histories, traditions, and geographies. Particular attention will be paid to differences in relation to sexuality, gender and gender identity, race and ethnicity, disability, class, mobility, and age. Through engaging with peers and with input from faculty members, students will explore different ways of knowing and of naming ethical and theological values and will study how different theological disciplines offer methods for engaging with contextual and cultural differences.

## Level II Courses

### Required Courses
AIP230 Public Practical Ministry II: Sacramental and Contextual Realities in Worship and Preaching

AIS240 Pastoral Theology and Pastoral Care in the Congregational Setting

### Electives to Fulfill Area Requirements
Course lists and descriptions for current Level II courses will be available through each College of Registration, normally at least one full trimester (4 months) prior to the course offering.

## Level III Courses

### *Electives to Fulfill Area Requirements*
Course lists and descriptions for current Level III courses will be available through each College of Registration, normally at least one full trimester (4 months) prior to the course offering.

## College Specific Courses

### *College of Emmanuel & St. Chad (ESC)*
ESC101 Global Anglicanism in Practice
This course will familiarize students with contemporary Anglicanism as a global phenomenon. We will explore areas where Anglican identity is shared and where it is contested or divergent, including practices of worship, mission, and evangelization, inculturation, administration, justice and advocacy, formation and teaching, along with models of ministry and community life. We will position inter-Anglican tensions in the context of this global community and assess the impact and value to Canadian Anglicans of being part of a wider Communion. Through hands-on research and project work, students will experience for themselves what it means to belong to a global church.

ESC201 Roots of Anglicanism
This upper-level course will equip students to understand more deeply the pillars of Anglican identity and their historical origins, in order to bring appreciative and critical tools to contemporary life in the Anglican Church of Canada. These pillars include: the historical basis of the English reformation and its unfinished business; the common prayer tradition; the dynamic interplay of different interpretations of Anglicanism; schools of spirituality and of theological method; parish-based pastoral ministry; a contingent self-identity in the ecumenical landscape; the baggage of association with colonial and imperial forces, and the counterweight of inculturation and indigenization. ESC 101 is a prerequisite for enrolment in this course.

ESC301 Vocational Formation in Anglicanism
This advanced course will prepare students for practical and professional aspects specific to Anglican ministry, while they also interact with the ecclesiological, spiritual, and liturgical bases for leadership in this denominational tradition. The relationship between the ministry of the baptized and the three orders of ministry will be a significant focus, as will the role of clergy in gathering and shaping the worshipping community. Students will normally be in an internship or other ministry placement while they take this course and will require completion of ESC 201 as a prerequisite.

### *Lutheran Theological Seminary (LTS)*
LTS101 Lutheran Formation 1 - Foundations
Lutheran Formation 1 – Foundations is a 3-credit course, one of the three Lutheran Formation courses required for students registered for degree, diploma, and certificate courses through LTS. This course provides students with the foundations for Lutheran understandings, with a

particular focus on Luther's Small and Large Catechisms, his theology of the cross and faith/righteousness, justification by grace, and his understanding of Gospel/Good News. As a formation course, learning, living, playing, and worshipping together as a community are integral parts of the class – registration by the deadline is necessary to allow living, eating, and transportation needs to be accommodated.

This course is an on-site intensive, with no online option.

LTS201 Lutheran Formation 2 - Integration

Lutheran Formation 2 is a 3-credit course, one of the three Lutheran Formation courses required for students registered for degree, diploma, and certificate courses through LTS. This course focuses on the historical and contemporary presence of the Lutheran church in Canada and globally, fostering missional awareness and cultural context from a Canadian Lutheran perspective. Students will also explore Luther's understanding of the two kingdoms and the Freedom of a Christian as they pertain to the relationship between church and politics, with an eye to appropriate engagement with justice issues.

This course is an on-site intensive with no online option.

LTS301 Lutheran Formation 3 - Transformation

Lutheran Formation 3 is a 3-credit course, one of the three Lutheran Formation courses required for students registered for degree and certificate courses through LTS. This course focuses on the Lutheran theology of vocation and its embodiment in the church. It includes learnings on leadership in the various contexts of the ELCIC, the rostered ministries of the ELCIC (Diaconal, Pastoral, Episcopal), Lutheran ecclesiology, and Lutheran theologies of the Sacraments (Eucharist and Baptism). This course is an on-site intensive with no online option.

[Diaconal Diploma students note that this course is not required.]

### St. Andrew's College (SAC)

SAC101 UCC in Context (Knowing the Church)

This is a foundational course in United Church of Canada (UCC) history, theology, polity, and ethos. It is the first of three required courses for UCC MDiv students. Other STU students are eligible to take the course as an elective. This course examines the impetus behind the formation of the UCC, traces the history of the denomination over the last 100 years, and explores UCC identity through its statements of faith. The course also examines the impact of UCC polity on the wider Canadian context, particularly with respect to Indigenous communities, the Canadian Social Gospel Movement, the Ecumenical Movements of the 70s, 80s, and 90s, and the Canadian Ecumenical Jubilee Initiative. The class will consist of lectures, guest presentations and in-situ learning in an Indigenous context. Assignments will include reflection papers, presentations, book reports, and integrative learning.

SAC201 UCC in Praxis (Being in the World)

This is the second course in United Church of Canada (UCC) history, theology, polity, and ethos. It is the second of three required courses for UCC MDiv students. Other STU students are

eligible to take the course as an elective. The theology of the United Church (*The Theology of the United Church of Canada,* Don Schweitzer et al, editors) will undergird reflections in this course and the third course. This second course is rooted in praxis and aims to integrate principles with practice. Continuing from initial examinations of the impact of the UCC in the broader social context, this course deepens reflections on practical ministry, especially worship as an expression of UCC identity; UCC ethics; the importance of social location; relationship building across difference; and reconfiguring mission. Particular focus will be brought to bear on the church's relations with Indigenous communities, the Indigenous church, the inclusion of all persons regardless of sexual orientation (with reference to the UCC decision in 1988 for consideration in ordained ministry), and becoming and intercultural church, among other topics. The class will consist of lectures, guest presentations and in-situ learning. Assignments will include reflection papers, presentations, book reports, and integrative learning.

SAC301 UCC Today (Doing Church into the Future)
This is the third and final course in United Church of Canada (UCC) history, theology, polity, and ethos. It is a required course for UCC MDiv students. Other STU students are eligible to take the course as an elective. This third course focuses on transformation. Students will examine ongoing collaborative thrusts from the UCC including: the work of Kairos; global church movements (including the WCC and the WSCF); interpreting the Bible, and ecumenical movements and shared ministries. Themes explored will include: becoming an anti-racist church; decolonizing the church; the climate crisis; the UCC in a plural world; and the UCC in a digital world. As with the other two courses, students will be asked to reflect on how the UCC's commitments are reflected in church practices; how do we embody our principles in our preaching, worship, and social action? Also, the class will be asked to engage future thinking and imagine what the UCC will be in the future and what it has to contribute to Canada and to the world. The class will consist of lectures, guest presentations and in-situ learning. Assignments will include reflection papers, presentations, book reports, and integrative learning.

## Colloquia Descriptions

### CLQ101 Methods for Interdisciplinary, Ecumenical Theological Studies (Level I)
This colloquium draws together elements from the range of Level I studies in order to reflect upon them methodologically. In other words, we will shift from primarily "doing" the tasks of various theological disciplines to focusing on the "why" of doing what we do. The purpose is to enable participants to develop a strong framework in method for further study. This colloquium also seeks to expand both participants' sense of religious commitment and their ecumenical and interfaith conversation skills. After addressing their own commitments and reflecting on the significance of current contexts, participants will be introduced to the challenges of ecumenical and interfaith relations. Topics will include: history of church division and ecumenism; ecumenical experiences and documents, especially as related to the denominational traditions in the STU; history of interfaith relations, both destructive and constructive; interfaith experience and documents; and skills for ecumenical and interfaith conversation.

### CLQ201 Learning in and from Indigenous Contexts (Level II)

This colloquium offers participants the opportunity to learn from Indigenous teachers, leaders, and communities, about Indigenous world views and ways of knowing, culture, history, and spirituality. The historical element reflects on the impact of colonial systems, including religious institutions, on Indigenous experience. Participants will draw on, and develop, their perception of their own place within this narrative, and the implications for their present and future ministries. It is anticipated that at least part of the colloquium will take place in a location which supports direct connection with a host Indigenous community and with the land.

## Integration Capstone Descriptions (MDiv)

### CAP 330 Vocation of Leadership in Practice

This capstone will bring students into conversation about various functions and responsibilities of leadership as unique individuals, with a focus on their own vocational identities and practices. The intersection between roles and functions in ministry and the sense of identity that arises in the practice of leadership will be explored as part of lifelong vocational formation and senses of call. Emphasis will be on deepening a sense of self-knowing and appreciation that is not only formative for themselves, but for the faith communities with which they journey. By learning with denominational and ecumenical partners and drawing on their experiences of leadership in their placements or internships, this capstone will encourage students to enliven their own sense of vocation in a mutual community that offers space for reflection and preparation beyond the academic context.

- Self-care
- Conflict management
- Ministry and Theology
- Personality and Cultural Identities
- Group Discernment Patterns
- Vision-setting and Christian Action planning
- Biblical reflection as a tool in ministry
- Faith Formation and leadership development in communities
- Time management
- Statements of pastoral identity
- Continuing education and lifelong learning in ministry

### CAP350 Intercultural, Anti-Oppressive, and Inclusive Practices

This capstone brings together the ethical considerations, justice commitments, and theological questions across the MDiv curriculum, and students will be encouraged to identify specific topics, courses, colloquia, texts, and assignments to bring into their reflections on practice. Taking diversity seriously, analysing the manner in which dignity is privileged for some and denied others, will foster an integrative moment for the students, as they transition beyond the academic path. Through identifying and critically reflecting on different lenses including decolonisation, reconciliation, interculturality, and anti-oppression this third capstone will

encourage the learners recognise, foster, and implement inclusive practices in communities of faith. By learning with denominational and ecumenical partners, this capstone will allow students to appreciate their own and others experiences of intercultural and pluralistic contexts, as well as the resources and initiatives present in the traditions and networks of which they are a part.

- Theoretical and ethical approaches to diversity in pluralistic cultures
- Community development and fostering resilient networks
- Colonial histories, institutions, and deconstructive change
- Ethical, ecumenical, community engagement
- Transforming worship
- Denominational resources, practices, expectations

### CAP360 Leadership, Polity, and Administration

This capstone will provide opportunities to work closely with and critically reflect on distinct structures and polities of the denominational traditions in which the students' practicums or placements are located.  Students will be supported to locate themselves in broader structures of accountability (e.g., in relation to synods, councils, dioceses, personnel policies) and to explore and understand differences in denominations. Class activities and assignments will explore and integrate various components of leadership from a governance and administrative perspective, and students will draw from their in-community and practicum experiences to identify and practice skills for ecumenically-engaged leadership and administration in local and wider circles of accountability. Example of topics to be covered:

- Theology of polity
- Administration and Accountability in the Wider Church
- Administration in the Local Community of Faith
- Navigating resources and policies
- Ecumenical relationships between denominations
- Effective leadership patterns and encouraging healthy leadership.

## MTS Capstone Description

### CAP390 MTS Capstone

This capstone centers on theology and religious studies as an intellectual and practical undertaking. At the conclusion of their program, students will participate in the capstone as an opportunity to practice and demonstrate ways to articulate connections with their intellectual, professional, and personal aspirations.

## Honours Program Descriptions

### HNR4xx MDiv Thesis

Please refer to the Honours Program details in the Academic Policies section below.

### HNR4xx MTS Thesis

Please refer to the Honours Program details in the Academic Policies section below

# STU Academic Policies

Students are required to abide by all policies governing their College of Registration (e.g., fee payment schedules, academic integrity, justice policies).

Additionally, the following policies specific to the MDiv and MTS programs of the STU are in place as of 1 July 2023. These and all policies governing programs delivered through the STU are developed and administered for the purpose of ensuring educational quality in the context of graduate theological education, accountable to the accreditation standards of the Association of Theological Schools (ATS).

Student appeals regarding any practices or decisions guided by these policies (e.g., grade appeals) shall be directed to the student's College of Registration; information on processes will be available to students through the Registrar's office.

## STU Grading Policy [existing STU policy]

The Saskatoon Theological Union uses a grading scheme developed by the University of Saskatchewan:

**90-100 Exceptional**
A superior performance with consistent strong evidence of:
- a comprehensive, incisive grasp of the subject matter
- an ability to make insightful critical evaluation of the material given
- an exceptional capacity for original, creative, and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**80-89 Excellent**
An excellent performance with strong evidence of:
- a comprehensive grasp of the subject matter
- an ability to make sound critical evaluation of the material given
- a very good capacity for original, creative, and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**70-79 Good**
A good performance with evidence of:
- a substantial knowledge of the subject matter
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques
- some capacity for original, creative, and/or logical thinking
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner

**60-69 Satisfactory**

A generally satisfactory and intellectually adequate performance with evidence of:
- an acceptable basic grasp of the subject material
- a fair understanding of the relevant issues
- a general familiarity with the relevant literature and techniques
- an ability to develop solutions to moderately difficult problems related to the subject material
- a moderate ability to examine the material in a critical and analytical manner

**50-59 Minimal Pass**

A barely acceptable performance with evidence of:
- a familiarity with the subject material
- some evidence that analytical skills have been developed
- some understanding of relevant issues
- some familiarity with the relevant literature and techniques
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

**<50 Failure**

An unacceptable performance.

In general, the following grading and notation scheme applies on transcripts:

| | |
|---|---|
| 90-100 Exceptional | P Pass |
| 80-89 Excellent | F Fail |
| 70-79 Good | ABF Absent-Failure |
| 60-69 Satisfactory | INF Incomplete-Failure |
| 50-59 Minimal Pass | W Withdrawal |
| <50 Failure | WF Withdrawal-Failure |
| AU Audit | |

In a course designated Pass/Fail, a Pass is understood to be 65% or more.
A passing grade for a course taken for percentage grade is 50%.
An overall grade average of 60% must be maintained to remain in good academic standing.

## STU Extensions Policy

- All assignments are due on the date specified in the course syllabus.
- If an assignment cannot be completed on time, it is a student's responsibility, before the date on which the assignment was due, to request an extension from the instructor.
- If an extension within the term is granted by the instructor, terms for handing in the assignment (for example, the new due date, any penalty for handing in assignment late) may be in writing at the request of either the student or instructor.
- Two options are available for extensions beyond the deadline for submission of grades for the course. For either option students must submit to the instructor a completed

"Post-Term Extension Request Form" normally no later than one week prior to the deadline for the final assignment.

- The request may be:
  - for up to four weeks beyond the grade submission deadline, in which case the student will hand in the form to the instructor(s).  The course instructor(s) may grant such an extension at their discretion.  If the extension is granted, then the instructor will forward the form to the Registrar for the College of Registration for the student's file.

  OR

  - for an extension of more than four weeks beyond the grade submission deadline in which case the student will submit the request to the instructor(s) who will forward it to the Academic Dean and to the Registrar of the College of Registration.  The College of Registration may accept or deny the request. Extensions will not normally be permitted beyond four months.  Extensions are not available beyond the grade submission deadline in April for classes required for graduation.
- If students request more than one extension, the STU Common faculty, in consultation with the College of Registration, may encourage or require that student to have a lightened course load the next semester.
- In situations of emergency or compassionate need, the decision to grant an extension will rest with the President/Principal of the College of Registration.

## Transfer of Credit from Other Institutions

Summary
- The MDiv or MTS may be completed with 1/3 transfer and/or test-out credits maximum
- Acceptance of transfer credits is determined by the College of Registration
- An assessment fee is associated with each course you wish to have considered

Process
- To transfer a course completed at another institution, please contact your College of Registration
- You will need to include the course number and name, a copy of the transcript that includes your final grade for the course, the course syllabus that includes details for each week's topic, the number of in-class hours, reading and reference materials for each class, and the instructor's institutional contact information
- Faculty will assess the course; appeals may be addressed to your College of Registration

## International Education Policy

Summary
- Undergraduate and graduate degrees earned outside of Canada and the United States will be assessed for suitability for admission by faculty.

- Students whose primary language of learning is not English must demonstrate proficiency with spoken and written English, demonstrated by any of the following:
  - TOEFL IBT score of 88, with no component less than 20
  - TOEFL paper-based score of 550
  - Duolingo English test of at least 110
  - Pearson English Test of at least 59 overall and for each component
  - IELTS of at least 6.5 overall and for each component
  - U-Prep 2 from University of Saskatchewan of at least 75%

## Prior Learning Assessment Recognition

Summary
- Students over the age of 30 who have not completed a bachelor's degree may submit a PLAR (Prior Learning and Assessment) application to waive that admission requirement for the master's program.
- PLAR status relies on evaluating learning achieved outside of post-secondary education. This learning can happen in technical or trade schools, through professional work certification and skill-building, through independent study, community activities, social justice involvement, or cultural and artistic pursuits. The emphasis is on the learning achieved through these activities. The PLAR portfolio demonstrates that learning.
- An assessment fee is associated with the PLAR application.

Process
- To apply for PLAR, please contact your College of Registration
- You will need to include:
  - A list of successfully completed training or certification courses, letters of reference (one from a professor or instructor, one from a friend or colleague (or member of a congregation if applying to the MDiv program), one from a pastor (if applying to the MDiv program), and one from a person of your choosing). These can be the same letters as required for your program admission. The letters should attest to your capacity as a learner and your previous relevant experiences.
  - A list of church and community committees that you have served on, with a brief description of your role on those committees and what you learned about yourself, the church, and the community through this service
  - Three essays of 1,000 words each, demonstrating:
    - How your life and experiences have shaped your learning, and your ability to thoughtfully and logically evaluate that by answering the question, "How has your professional life and experience prepared you for study in this program?"

- - Your ability to do research and evaluate what you are reading by answering the question, "In your opinion, what are the two major challenges facing Christianity in the 21$^{st}$ century, and how do you this program will help you to face them?" Include research sources through footnotes and a short bibliography.
    - Your ability for self-awareness and reflection by writing about an incident in your life where you learned something significant, for better or worse, and how you might deal with it differently after further reflection.
  - Faculty will assess the PLAR application and may request additional pre-graduate courses prior to admission; appeals may be directed to your College of Registration

## Test-Out Policy

Summary
- The STU-affiliated master's program may be completed with no more than 1/3 transfer and/or test-out credits
- Acceptance of test-out portfolios is determined by faculty in the College of Registration
- An assessment fee is associated with each course you wish to test out of

Process
- To test out of a required course, please contact your College of Registration
- The portfolio should include a) an autobiographical account of your related professional and/or contextual experiences (4-6 pages), b) a learning statement that addresses how you have already met the learning goals for the class you wish to test out of, and c) any supporting documentation (can include a letter from a supervisor who has witnessed your learning, certification, work evaluations, examples of work you would be expected to produce in class assignments)
- Faculty will assess the portfolio in consultation with the instructor of the required course you are testing out of; appeals may be addressed to your College of Registration

## Honours Program

Summary
- A thesis option is available for students in both the MDiv and the MTS programs.
- Students must maintain an average of 75% or higher throughout the academic program and will have a second language or a research methods course or some other special preparation for writing the thesis. Thesis proposals will be approved by the STU Common Faculty. Thesis work will constitute two course credits (6 credit hours) in the programs.
- Theses will normally be 50-60 pages (12,000 – 15,000 words) long. Students successfully completing the thesis will be awarded an Honours Degree. If a student successfully completes all the course credits but does not successfully complete the thesis, the student may be given an MDiv without the Honours designation.

- If the thesis topic is outside the area of expertise of available within the STU Common Faculty, an adjunct or affiliate Faculty member may be appointed to supervise the thesis.
- Honours students are required to demonstrate competence in either a second language (biblical or modern) or special preparation in the area of the thesis research. Examples of special preparation include demonstrated competence in relevant methodologies (such as qualitative or quantitative analysis). No additional credit is awarded for satisfying this requirement.
- Honours students will enroll in HNR4xx course in the relevant program and area of study. The specific course number will be assigned by the STU Common Faculty.
- The requirement of this 6-credit course is presentation of an acceptable thesis (50-60 pages, 12,000-15,000 words) with a 200-word abstract. The thesis course is graded as P/F
- The thesis shall conform to the standards of the latest edition of Kate L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations.*

Process
- Students wishing to follow an Honours program must declare their intention to their Faculty Advisor on accumulation of forty-five (45) credit hours for the MDiv program, or 27 credits for the MTS program.
- The Faculty Advisor will then seek approval from the Faculty for admission of the student to the Honours program.
- Once approval has been given, the student will be assigned a thesis supervisor.
- Students will be expected to submit the proposal for their thesis to the supervisor by the time they have accumulated fifty-four (54) credit hours for the MDiv program.
- The supervisor will determine what the student needs to do to meet the language/methodology requirement. Completion of this requirement must be proven by the end of the second week of the term in which the thesis is to be presented.
- The Academic Dean in consultation with the STU Common Faculty will assign a Second Reader for the thesis, in addition to the Thesis Supervisor
- The Thesis Supervisor and Second Reader will review the thesis and determine its readiness for oral defense.
- When the thesis is ready to proceed to oral defense, the Academic Dean will convene an examining committee of the Supervisor, Reader, and an additional Internal or External Reader with expertise in the topic of the thesis.
- Two bound copies of the thesis must be provided to the STU Library at student's expense.
- If a student successfully completes all the course credits but does not successfully complete the thesis and/or meet the grade requirement for Honours, the student may be given the degree without the Honours designation. In such cases, the registration in the Thesis Course will be converted to registration in a Reading Course (6 credits).