

COMMITTEE NAME

Program Committee

Working Groups

Awards

Library

Purpose:

The Program Committee oversees and supports programs of studies devoted to the preparation for lay and diaconal ministries of education, social justice and pastoral care.

Duties and Responsibilities

1. Listen to the needs of the United and Anglican Churches for an educated diaconal ministry.
2. Work with Central Council in setting annual priorities for the work of this committee and CCS.
3. Develop (in consultation with staff) and approve Curriculum Guidelines for diploma, certificate, joint diploma/degree and continuing education programs.
4. Ensure that the program design and content reflects the educational mandate, philosophy and theological stance of CCS.
5. Develop and propose policy related to these programs.
6. Oversee and conduct regular evaluation of programs.
7. Receive reports from the Library Working Group and ensure coordination of library issues with the curriculum of CCS.
8. Consider and respond to academic concerns expressed by students and Program Staff;
9. Handle student appeals as outlined in appeal policies.
10. Explore broad issues of academic concern.
11. Work with the Publicity Working Group to ensure Program Calendar (print and/or electronic) is produced on a regular basis.
12. Oversee the agreements for Joint Degree Programs with St. Stephen's College, and the Faculty of Theology, University of Winnipeg.
13. Ensure CCS requirements for the granting of testamur for the United Church of Canada are sustained.
14. Oversee the work of the Awards Working Group and Library Working Group and ensure their membership in consultation with the Recruitment Working Group.
15. Review staff sabbatical proposals and report to Human Resources Committee.
16. Work with the Human Resources Committee on any changes to the staff sabbatical policy.
17. Establish Working Groups and Task Groups as needed for specific programs or issues.
18. Review the committee membership, the ongoing skills and experience of members and other skills and experience required to fulfill the mandate of the committee, and report to the Recruitment Working Group in preparation for the Annual Meeting and as needed
19. Prepare and submit an annual budget to the Finance Committee in October.
20. Minute all meetings, while ensuring confidential material is filed appropriately

Composition and Qualifications

Responsibilities of Staff

Identify program initiatives, clarify matters related to the operation of the program, provide administrative support, and participate in the work of the committee. Staff are full members of the Committees and Working Groups entitled to vote unless otherwise indicated.

Membership

1 student representative

6 members

Staff: One Program staff member, Principal

Corresponding members: the Dean of St. Stephen's College, the dean of the Faculty of Theology, University of Winnipeg. These members do not normally attend meetings but may be asked to make a presentation; they are non-voting members; they receive minutes of Program Committee meetings.

Conveners of the Awards and Library Working Groups.

The Chair (or designate) will be a member of Central Council.

Skills among the membership

- the committee membership should reflect a diversity in areas such as: graduates, educators, continuing studies participants, ethnic and cultural minorities, members of the founding denominations, genders.
- have an appreciation for an action reflection model of education
- have knowledge of or a willingness to learn about CCS programs
- have knowledge of or experience in theological education and/or other institutions of post secondary education.
- be willing to promote the programs of CCS in the wider community
- be willing to share in the work of the committee between meetings

Commitment

Meetings

The committee will meet 5 -6 times a year as a full committee, normally by telephone and email. Participation and leadership in task groups as required by the work of the committee is also expected. The meetings are 2 hours long. Preparation is required for all meetings.

Terms of Appointment

Two years, renewable twice

Authority/Decision Making

Accountability

- to Central Council with a written report and representation to each Council Meeting
- Copies of minutes to be sent electronically to Council members.
- to the Corporation annual meeting with a written annual report
- Submit a copy of minutes to Administrative Assistant for official records.

Date approved: January 21, 2010

Supporting Policies:

- Accommodation Costs Policy
- Admissions
- Appeals re-Continuing in the Program
- Chaplain for Learning Circle Policy
- Computer Requirements for CCS Program
- Disability Accommodation (Structural and Pedagogical Limitations)
- External Courses
- French Language Policy
- Global Perspectives Experience
- Guidelines for Completing the Program Policy
- Guidelines for Continuing in the Program Policy
- Library Policy
- Ordained Persons in Candidacy for Diaconal Ministry
- Plagiarism Policy
- Re-admission/Change of Status Policy
- Reflection Year Policy
- Residential Circles
- Screening Policy
- SSC-CCS Degree Policy
- Student Absence
- Student Status
- U of W CCS Degree Policy
- Year Long Certificate Policy

Protocols and background documents

1. copyright – in Student Handbook Ed4/03 p. 18-19
2. Goals and Strategies for Diversity Dec 19 04
3. Review of Learnings Process 8/1/04
4. Testamur discussion December 11, 2002

Work needing to be done:

- Draft a current “Curriculum Document” that outlines the requirements of the various CCS programs.
- It would be useful for the Program Committee to go through its old minutes to see if there are policy statements there that have not been included in this document.
- There are pieces that many schools would have that are missing (e.g. there are no policies on testamur, student transcripts, academic and curriculum standards, academic freedom of program staff, removal of students from the program, etc.)

Awards Working Group

Purpose

To be stewards of scholarships and awards that uphold CCS’s commitment to life long learning, and to recommend Companions to the Central Council.

Responsibilities

1. Review and determine awards schedules.
2. Advertise the Scholarship and Trust Funds and Companions of the Centre for award.
3. Develop and periodically review an appropriate application form for Scholarship and Trust Funds, and Companion of the Centre.
4. Prepare a budget for advertising and administration within the terms defined in the funds.
5. Remain current on the financial status of the funds.
6. Accept applications for the Scholarship and Trust Funds, review the applications and make decisions about Scholarship and Trust awards, report decision to Central Council for information (Note: a separate process exists for the application and award of Bursary funds to CCS students)
7. Notify recipients in writing and ensure they are provided with information about the history of the award.
8. Notify unsuccessful applicants in writing.
9. Ensure that staff properly process the awards and receipts.
10. Accept applications for the Companion of the Centre and recommend recipient(s) to Central Council for approval.
11. Minute the terms of reference of the Funds annually and prepare recommendations for any changes to the Annual Meeting.
12. Minute all meetings, while ensuring confidential material is filed appropriately.
13. Review the Working Group membership, its skills and experience, and those required to fulfill the mandate of the committee, and report to the Recruitment Working Group in preparation for the Annual Meeting and as needed.

Membership

- 2 Members
- 1 Student
- 1 Staff Member

The Working Group meets by telephone, so membership can be located throughout the country.

The Working Group shall name its own convener and the convener shall be a corresponding member of the Program Committee, reporting when necessary.

Skills among the membership

- interest in CCS
- appreciation of CCS's community
- careful decision makers

Accountability

- to Central Council through Program Committee providing a written report to Program Committee following meetings of the Working Group, and to Central Council when necessary
- to the Corporation annual meeting with a written annual report
- submit a copy of minutes to Administrative Assistant for official records.

Meetings

- two to three times a year by telephone
- time between meetings to review documentation

Terms of Appointment

2 year term, renewable twice

Supporting Policies:

Currently no policies

Should there be policies:

- number of Companions in any year?
- paying of expenses of those becoming Companions to the Service of Celebration?

Add to file:

Criteria for scholarships and for Companion of the Centre.

Any protocols related to the invitation to potential Companions of the Centre.

Library Working Group

Purpose

To maintain an overview of the library, its collection and set priorities.

Duties and Responsibilities:

Responsibilities

1. Working with Program Staff, determine priorities for the library collection at CCS.
2. Develop a plan for acquisitions and library maintenance, ensuring the work of data entry, cataloguing and culling of books happens in a timely manner.
3. Support and assist any volunteer or staff librarians/library assistants in their work.
4. Recommend policies related to the library to the Council through the Program Committee.
5. Develop an annual budget for the library, submitting it to the Program Committee in time for its budget submission to the Finance Committee.
6. Work with the University of Winnipeg, re-negotiating the contract as needed, keeping abreast of changes to the University system that will affect CCS students and resolving issues emerging from joint usage.
7. Ensure borrowing practices are clear and effective for students and other patrons.
8. Develop protocols for accepting donations of used books and assist in their integration into the library or their appropriate disposal.
9. Work with staff to keep the library in usable state, engaging in such tasks as shelving books, mailing out books, tidying and filing materials in the vertical files.
10. Submit a written report to Program Committee quarterly, and provide representation to Program Committee or Central Council meetings if necessary.
11. Submit a written annual report to Central Council and assist Central Council in setting priorities for work related to CCS library.
12. Minute all meetings.

Composition and Qualifications

Membership

2 members

1 student

1 staff person

1 library person (contract or volunteer if in place)

The Working Group shall appoint its own chair, who may be the staff person.

Responsibilities of Staff

The staff member will serve as a resource to the Working Group and assist it in knowing what work is needed at any given time. If a librarian is in place, she/he will provide primary staff support to the Working Group.

Commitment

Meetings

The committee will meet as often as needed, normally for 2 hours monthly.

Normally the membership will be based in Winnipeg in order to provide assistance in the library.

Terms of Appointment

- Two years, renewable twice

Authority/Decision Making

Accountability

- To Central Council through the Program Committee.
- To the Corporation annual meeting with a written annual report.
- Submit a copy of minutes to Administrative Assistant for official records.

Skills among the membership

- experience with library work
- understanding of the place of the library in the program of CCS
- willingness to assist in maintenance of the library

January 21, 2010

Accommodation Cost Policy

Students are required to pay their own accommodation costs when at Learning Circles. They should pay the residence directly.

Admissions Process

Centre for Christian Studies

Purpose:

The purpose of the admissions process is to allow access to CCS's program to would-be students while not accepting potential students whose involvement might be detrimental to the collective learning environment.

Policy:

Admission to the Leadership Development Module:

Students may register for the Leadership Development Module by filling out an application form and paying the fee.

Decisions about acceptance into the LDM will be made by the Principal based on the criteria:

- satisfactory application form and payment of fee.

- 1 letter of reference, evaluated in terms of the ability of the student to operate constructively within CCS's cooperative learning environment.

Admission to Diploma or Certificate Program

Students who have successfully completed the LDM within the past three years and who are recommended by Program Staff may apply for admission on the appropriate forms and with appropriate fees.

Decisions about acceptance into the Diploma or Certificate Program will be made jointly by the Principal and one Program Staff person based on the criteria:

- satisfactory application form and payment of fee.

- Satisfactory completion of the LDM (Application for admission can be made prior to completion of the LDM, and approved pending successful completion of the LDM.)

- Recommendation of program staff (normally the student's LDM facilitator, but could be another person based on an interview.) The staff use the Guidelines for Readiness for Admission in their considerations.

- 2 letter of reference, evaluated in terms of the ability of the student to operate constructively within CCS's cooperative learning environment.

- Student's response to personal reflection questions included with the application form, evaluated in terms of the student's analytical skills, ability to reflect personally and ability to express themselves clearly in writing.

- Academic transcripts

- Receipt of a Vulnerable Sector (level 2) Police Records Check and Child Abuse Registry Check.

Admission

The Principal and Staff member have three decision options

- a) accept the applicant unconditionally
- b) accept the applicant conditionally
- c) not accept the applicant

The decision will be communicated in writing by the Principal or Registrar within three weeks of completion of the Learning Circle and all of its assignments.

If the applicant is not accepted the applicant may apply at the next point of intake or at a subsequent entry point.

Protocol:

Admission to LDM:

- No pre-requisite
- Fill out an LDM Admission Form (including personal data and questions like “What do you hope for from the LDM?”), provide 1 Letter of Reference, pay an LDM admission fee
- Students can indicate which LDM course they wish to take part in, especially if we are offering more than one in a year.
- Admission Deadline: one month prior to the LDM for which they wish to enroll

Admission to Diploma or Certificate Program

- Pre-requisite: Completion of LDM (within the past three years) and recommendation of Program Staff
- Fill out an Admission Form
- Provide 2 Letters of Reference (not including the one for LDM admission)
- Provide Academic Transcripts
- There will be a separate form for students to submit previously taken courses (along with brief course description) for consideration as CCS externals.
- Prospective students will be asked on the admissions form if they would like to be connected with a former or current student or diaconal minister who could provide support/advise/information during the admission process.
- Students will not be required submit a budget, but will be asked on the admissions form if they have considered the cost, time commitment, and stress involved with full-time

studies for diaconal ministry, and will be informed that some bursary assistance may be available.

- Pay a Diploma or Certificate Program Admission Fee.
- Registration for upcoming Theme Years is distinct from Admissions (though they could be on the same form). All students in the CCS program will be asked each year to register for Theme Year, Reflection Year, or Integrating Year.
- Registration Deadline: Students can apply for admission to the Diploma/Certificate program any time during the year, but the deadline for Theme Year registration for new students will be one week after the end of the June LDM. (This is to accommodate the fact that many students decide during the LDM whether they want to do the Diploma/Certificate program or not.) Students taking an LDM after June (i.e. an LDM offered between June and the first Learning Circle of the academic year) will normally only be accepted into the Diploma or Certificate Program for the current academic year if they have been accepted pending completion of the LDM and staff recommendation and if they have done/can do adequate preparation for engaging in the first Learning Circle of the Year and a Field Placement approved by CCS staff.
- Students who know they want to take the Certificate or Diploma Program before applying for the LDM should be encouraged to fill out the forms and provide their supporting materials prior to the LDM, and then the only thing left would be to complete the LDM and get program staff approval.

Early Admission

All applicants for the program should apply within the suggested time frame. Applicants who have special needs are encouraged to apply early in order to ensure that the appropriate resources can be located.

Guidelines for Readiness for Admission

In assessing an applicant's suitability for admission in the diploma program the following criteria are used as guidelines. These criteria are not absolute but indicate the areas in which applicants need to show openness, ability and potential.

I Sense of Identity as Self

1. Shows an ability to take initiative and give examples of this.
2. Understands oneself to be preparing for a lay or ordered ministry in the church and world.
3. Has emotional stability; is able to cope with physical and emotional stress; shows flexibility.
4. Has a capacity to work, play and pray.
5. Shows a sense of humour.
6. Is open to growth and change and has a beginning awareness of its implications.

7. Is able to invest oneself in the diploma/certificate program.
8. Has a beginning appreciation for the issues of racism, classism, sexism and heterosexism and is open to developing an understanding of how these factors influence one's own sense of self and one's position in the world.
9. Has some awareness of one's own sexuality.

II Sense of Self in Relationship to others

1. Has a beginning sense of one's own power and vulnerability.
2. Shows some ability to work alone and in relation to others; is aware of the importance of responsibility to community.
3. Values and demonstrates respect.
3. Is committed to including others in community and values diversity.
4. Is willing to explore issues of sexuality and their impact on personal and professional relationships.
5. Is open to learning in a community that holds a diversity of understandings of gender and sexuality.
6. Is open to the challenge and support in a community committed to the CCS Theological, Educational and Justice Stances.

III Learning

1. Approaches the world as a learner and is able to take responsibility for own learning;
 - wants to learn and grow and change
 - is committed to learning in community
 - is willing to learn in different ways.
2. Can demonstrate ability to study and write at a university level.
3. Willingness to learn in a community that is diverse culturally, theologically, economically and by sexual orientation.

IV Communications

1. Has basic skills in oral and written communication, including the ability to read and learn from university level theological resources and to write coherently and cogently.
2. Has basic interpersonal and relationship skills.
3. Has basic computer skills, including use of internet and email.

IV Leadership and Group Process

1. Has some awareness of how one functions as a member in groups.
2. Has some experience of leadership.
3. Has willingness to learn and practise variety of styles of leadership.

V Theology and Faith

1. Can articulate elements of one's own faith.
2. Is willing to explore the implications of one's faith.
3. Is aware of having acted out of a faith stance and can share examples.
4. Shows readiness to critique one's own theology.

5. Has an awareness of one's spiritual needs and is open to exploring spiritual practices.

VI Education in the Faith Community

1. Understands education as essential to the faith community.
2. Regards understanding and learning as a vital dimension of faith.
3. Is interested in learning how to enable others to grow in their faith.

VII Social Service and Social Change

1. Understands a role of ministry in responding to social needs and justice issues in the community (local and worldwide).
2. Understands justice and compassion for the church and the world to be an essential component of ministry.

VIII Pastoral Care

1. Is aware of the importance of pastoral care.
2. Has a sensitivity to the needs of self and others.
3. Is open to risk and vulnerability.
4. Has some awareness of one's own needs, power and vulnerability.

IX Liturgical Ministry

1. Values liturgy as important in the life of the faith community.
2. Has some experience of liturgical leadership.
3. Is open to exploring liturgical leadership for oneself.

X Organizational and Administrative Skills

1. Values organization and administration as important in the life of the faith community.
2. Has shown evidence of organization in one's own life and awareness of priorities.

XI Understanding of Church

1. Values the tradition of the church and shows some understanding of it denominationally and ecumenically.
2. Is open to understand the church as both an institutional structure and a faith community.
3. Has an understanding of the role of laity as essential to the life and work of the church.

XII Integrated Understanding of Ministry

Is ready, willing and able to learn and develop through struggle and question, ambiguity and complexity.

**Centre for Christian Studies
Policy and Procedures for
Appeal from decisions relating to readiness
for continuing in, or completing, the program**

The Program Staff, following assessments that include the student, field volunteers, peer learners and others as appropriate, make decisions regarding readiness to continue in, or complete the program. A member of the Program Staff communicates decisions to the student as soon as possible, followed by written confirmation. Questions about, or disagreement with, the decision should be discussed informally with the appropriate program staff member(s). If this discussion does not resolve the issue, the student may initiate a formal appeal procedure. (See Appendix for the procedure).

The purpose of the appeal procedure is to ensure that just decisions have been made in relation to students. It is designed to be congruent with the CCS educational stance:

Education at CCS happens within a living community, with each person as both learner and educator. We see persons as physical, emotional, intellectual and spiritual beings. Our focus is on the learner and on integration of learning within the whole person. Learning is discerning meaning, relating content to our experience. We seek integration of knowledge and experience, theory and practice, reflection and action, support and challenge. This learning process calls us all to be transformed.

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

In keeping with the educational stance of CCS, each appeal begins with an informal process of discussion with the final resource being a formal hearing before the Appeal Committee.

Membership in the Appeal Committee consists of:

- a) The Program Committee Chair or volunteer representative;
- b) A student, or recent graduate, who has not participated in a Learning Circle with the student making the appeal in the school year in question;
- c) A member of the Program Staff or the Principal (not involved in initial decision);
- d) Two representatives of the broader CCS community, chosen by these criteria: knowledge of and familiarity with CCS, understanding of academic standards, geographical location, and, respected for their sense of justice and fairness.

The decision of the Appeal Committee is final and binding on all parties to the appeal.

APPEAL PROCEDURE

1. A student wishing to question any decision regarding readiness to proceed or complete, may do so in writing within **two weeks** from the date of receiving the written confirmation of the Program Staff decision. This “request for a review “ shall be directed to the Principal or to another member of the Program Staff if the Principal has been involved in making the initial decision. (The request needs to specify precisely what is being questioned (the decision itself, the decision-making process, etc.) The person receiving the request for a review will arrange within **one week** a mutually convenient date for the student and appropriate program staff member (s) to talk with her/him to review the decision. This meeting may be held by phone. The Principal or Program Staff person shall attempt to resolve the dispute by clarifying the objectives and perspectives of both parties. The student and/or the Program Staff member(s) may have a support person participate, if they so desire. This person is to be named when the date for the review is set.

After the conclusion of the review meeting, the student shall receive, in writing, **within two to three days**, a record of the meeting, clearly indicating the outcome of the review and the reasons for any decisions made, namely, to uphold or overturn the initial decision. This correspondence shall be initiated by the Principal (or Program Staff) involved in the review. The correspondence shall also include contact information for the Chair of the Program Committee

2. Should the process with the Principal (or Program Staff) fail to resolve matters, either the student or Program Staff member(s) may, within **one week** of receiving the documentation regarding the outcome of the review, make a formal written appeal to the Chair of the Program Committee.

1.(a) The written notice of appeal shall include:

- (i) the name, address, email address and telephone number of the appellant;
- (ii) the details of what is being appealed;
- (iii) the facts relied upon and grounds for appeal;
- (iv) a copy of the findings and reason from the review process.

(b) **Within two weeks** following receipt of the written notice of appeal, the Chair of the Program Committee (or designated person) shall convene a meeting of the Program Committee to constitute the Appeal Committee. The Program Committee Chair will inform the student and staff member(s) cited in the appeal of the membership of the Appeal Committee.

(c) The Appeal Committee shall, **within two weeks**, fix the time, method, (by electronic means, for example, teleconference, or face to face, or a combination of methods) place and date for the hearing and advise both the student and staff members of same. The Appeal Committee shall consult with Treasurer regarding budget for the Appeal.

- (d) The student, staff or CCS, may seek legal counsel at their own discretion and expense.
- (e) Where a face to face meeting is deemed possible and advisable by the Appeal Committee, the Centre for Christian Studies will cover the transportation costs for the student, staff members and Appeal Committee members. The CCS will not be responsible for the any costs for any legal counsel or support person that either party brings to the hearing. The CCS will cover the costs of a hearing held by teleconference or other electronic means.
- (f) Along with the notice of the hearing, the Appeal Committee shall forward to the responding party the written notice of appeal; and in return, the responding party shall, **three full days** prior to the hearing date set, deliver to the Appeal Committee and to the appellant written submissions setting forth the facts relied upon in support of the response.
- (g) Should either party wish to rely on other documentation in support of its appeal position, such documentation should be appended to the notice of appeal or response thereto with copies provided as well to the Appeal Committee. If either party wishes to have legal representation or a support person at the Hearing, they must inform the Appeal Committee **one-week** prior to the hearing.
- (h) Written material exchanged between the parties and delivered to the Appeal Committee will form the basis of the hearing record.
- (i) Each party will be called upon to make personal representations before the Appeal Committee on the specified hearing date. The Appeal Committee, if requested by either party, may permit additional representations. The student and staff members shall participate in the hearing, with or without support persons of their choosing.
- (j) In order to record the necessary information, the Chair of the Program Committee (or designated person) will ask a member of the Appeal Committee, or appoint a specified recorder, to record the proceedings by taking written notes or using a tape recorder. A copy of the transcript or notes will be available to all parties involved. Any other notes taken by any other participant will not have official standing.
- (k) Following review of submissions by both parties to the appeal, the Appeal Committee is empowered to uphold or reverse the initial decision and, where deemed necessary, to make such recommendations to the relevant governing body as is appropriate in the circumstances.
- (l) The Appeal Committee may reserve its decision or render it orally at the time of the hearing. In any event, a formal written decision should be delivered to both parties within **ten days** from the date of the appeal hearing.
- (m) The decision of the Appeal Committee is final and binding on all parties to the appeal.

(n) The appeal record shall consist of the request for the review, the notice of appeal, the written response, appended documentation, if any, the decision of the Principal (or Program Staff), and the decision of the Appeal Committee. The appeal record will be retained in the student's file until the student graduates or no longer has standing as a student at CCS (see Records Retention policy) and in the Personnel file of the cited Program Staff for the duration of their employment at the CCS. The records shall be deemed to be public documents unless an application is made by either party and accepted by the Appeal Committee to maintain the record as a private, confidential matter.

(o) If the student is under the oversight of a Diocese or Presbytery, or other adjudicatory, the appropriate body will be informed at the time of the date set for the Appeal. If requested, further information will be made available to them.

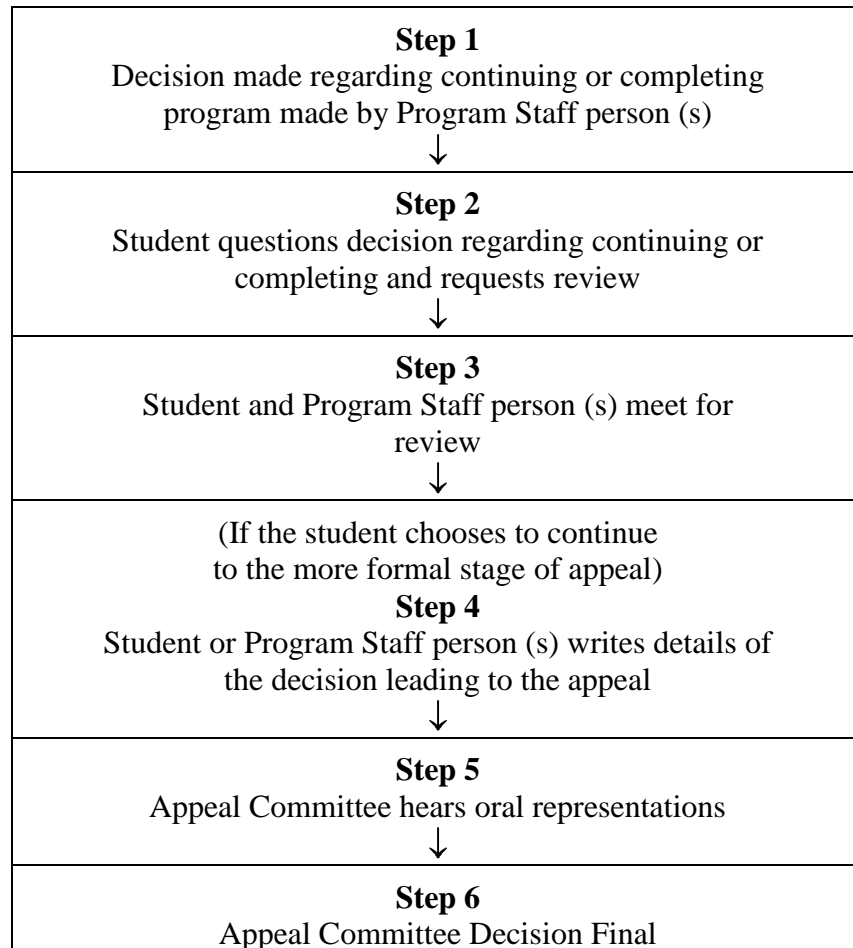
2. The Appeal Committee has jurisdiction at all times to govern its own procedure.
3. CCS staff and volunteers, as appropriate, shall implement the recommendations of the Appeal Committee.
4. The decision of the Appeal Committee shall be communicated to the Program Committee at its next meeting.

Appendix

Flow Chart of Appeal Process

Persons party to the Appeal Process

- Student making appeal
- Program Staff person (s) cited in appeal
- Appeal Committee
- Support person or legal counsel for Student (optional)
- Support person or legal counsel for Program Staff (optional)



Centre for Christian Studies

Learning Circle Volunteer Chaplain

Policy:

One volunteer chaplain may be invited to participate in each Learning Circle offered by CCS. The CCS Learning Circle Chaplain becomes a member of the Learning Circle to be available to provide spiritual/pastoral care to other Learning Circle participants.

The Chaplain will be accountable to the CCS Program Staff, who will provide support and feedback. The Chaplain will be required to review and agree to CCS's Harassment Policy and Justice and Education Stances and to keep appropriate confidentiality.

Background

The provision of pastoral care at a Learning Circle is a responsibility shared among all the participants. However, the intensity of the Learning Circle, or the nature of the pastoral need, sometimes requires the attention of someone dedicated to providing pastoral care.

The Chaplain participates in the majority of the learning circle, although has several blocks of free time while students are engaged in specific project work.

Protocol:

Application Process

Applications will be received from those interested in this opportunity. It is a volunteer position and Chaplains will be responsible for the costs of travel, accommodation and food. CCS will contribute materials and supplies (such as reading package). Applicants should forward a resume and a one page cover letter detailing their pastoral skills/experience and explaining their interest in this position and the names of 3 referees.

Benefits to the Chaplain

The Chaplain will benefit from this experience by:

- receiving a continuing education experience
- updating exposure to theology and theory in the theme areas of the circle
- enhancing pastoral care skills by practising them in an environment with intentional feedback and support
- learning in the midst of an energized and spirited community of learner-leaders
- contributing to the formation and education of people preparing for ministry
- developing educational leadership skills
- deepening appreciation of diaconal ministry
- participating in a team ministry
- making a significant contribution to the work of CCS
- reimbursement for travel costs up to \$400, upon submission of travel receipts

Tasks

- attend the full Learning Circle (16 days)

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- participate in most of the curriculum activities, except where determined not to be appropriate, or when fulfilling Chaplain responsibilities
- prepare for the Learning Circle by completing the readings
- clarify confidentiality expectations with participants
- keep appropriate confidentiality
- be attentive to the pastoral/spiritual needs of the students, staff and other volunteers
- demonstrate an openness and availability to offer pastoral care
- initiate pastoral care when appropriate
- respond to requests for pastoral care in a timely manner
- recognize when the needs exceed the scope of short-term pastoral care and make referrals as appropriate
- participate in an evaluation of the chaplaincy and write a brief report for the Program Committee

Qualifications

- proven skills in providing pastoral care
- openness to being a life long learner
- ability to dedicate 16 days (plus travel) to attend the Learning Circle

Computer Requirements for CCS Program

Admission to the **CCS Diploma, Reflection and Year Long Certificate Programs** requires access to a computer and on line services.

Skills in the areas of word processing, electronic presentations, email and internet research are becoming increasingly important in both the preparation for and the practice of ministry. Students are expected to obtain confidence with using email, including downloading attachments and to gain familiarity with the internet prior to beginning in the program. Depending on existing skill level in these areas inquirers/ students should seek out local courses on email use and internet research and acquire a reliable source of computer assistance.

Computer requirements for CCS Students

- frequent (3-4 times weekly minimally) email and internet access with browser capability to access Yahoo Groups (see Yahoo Groups site for current specifications)
- anti-virus software (recommend Avast or a similar software that has automatic updates, Avast is free)
- capacity to open pdf documents (requires Adobe Reader software which can be downloaded through the internet free)
- ability to print documents sent electronically
- must be able to submit assignments electronically (in WordPerfect, Word or Rich Text Format (rtf))

For students taking the **Leadership Development Certificate**

It is recommended that students in the LDM Certificate program meet the above stated computer standards but it is not required.

External Courses at the Centre for Christian Studies

Policy:

External Courses, that is, courses taken at an educational institution external to The Centre for Christian Studies, are required to complete the CCS diploma and year long certificates as laid out in the curriculum of CCS. For CCS Joint Degree Programs, external courses must meet the requirements of the degree granting institution.

Changes to this policy will not be applied retroactively. Students who are currently registered in or have completed external courses that have been approved in writing will not have that approval revoked except if the course was misrepresented to staff when the approval was obtained. Any changes to the approval policy for externals will be communicated to students in writing prior to taking effect. Due consideration will be given to the expectations of students when they started the program and substantial changes will not be applied to current students who complete the program within 8 years of admission unless the student chooses to follow the new processes.

A. Courses taken prior to Admission to CCS

Policy

Students may apply to have up to four courses (12 credit hours) taken within the past ten years that have not been used for another degree or diploma credited toward their CCS external course requirements.

Outline

The Centre's diploma program requires the completion of 8 external courses (semester long, total of 24 credit hours) at a Theological School or University Department of Religious Studies. Often applicants to the program have already completed courses which meet the criteria of the external courses required. Courses already used for credit in another degree or diploma already earned are not eligible for transfer. Courses taken at recognized institutions but not used for a degree or diploma will be evaluated for their suitability as part of the admissions process. The Principal will inform applicants of decisions regarding credit for courses already taken when informing applicants about admission decisions.

Transfer of External Credits

The following guidelines will be used in assessing courses taken previously:

- Normally, CCS would accept no more than 4 courses (12 credit hours) for transfer into the program.
- Normally, only courses taken within 10 years of application can be transferred, however CCS may acknowledge the course so an alternative could be taken (e.g. applicant has a 10 year old Introduction to Christian Scriptures course and no other credits for transfer: so would have to take 8 courses, but instead of Introduction to Christian Scriptures would take 2 specific Christian Scripture courses).
- Normally, courses which have been applied for credit towards another degree (i.e. undergraduate courses already applied towards an undergraduate degree) will not be credited towards the CCS diploma. However, CCS may acknowledge the course so an alternative can be taken.

B. Protocols for courses taken after admission to CCS:

Why are external Courses part of the CCS program?

- provide opportunities for students to experience a wider variety of learning and teaching styles,
- provide an opportunity for students to bring experiences of other teaching styles into the integrative process in CCS courses,
- provide opportunities for students to learn from a variety of theological perspectives and to practice articulating their perspective in dialogue,
- provide opportunities for students to learn together with people preparing for other expressions of ministry,
- enable other communities of learners to benefit from the experience of students in an integrative process of learning,
- provide opportunities to draw on resources that are available in the wider geography of Canada,
- increase the accessibility and reduce the cost of the program,
- enhance the resources and expertise among CCS staff, complementing the skills of CCS staff,
- further demonstrate CCS commitment to the value of scholarly work and affirms the importance of intellectual resources.

What external Courses are required?

Eight semester long courses (3 credit hours) are required for the Diploma, one for the Year Long Certificate.

Introduction to Christian Scriptures

an overview course of the content and context of the Christian Scriptures which introduces methods in biblical criticism; in some situations these courses are in two parts (semesters), one part is sufficient, but then the Christian Scriptures Theme should be complementary

Christian Scriptures: Theme or Focus

a specific course (generally would require a prerequisite introductory course) and where appropriate and possible, at a second or third year level, that concentrates on a book or books, a writer, a theme or issue

Introduction to Hebrew Scriptures

an overview course of the content and context of the Hebrew Scriptures which introduces methods in biblical criticism, in some situations these courses are in two parts (two semesters), one part is sufficient, but then the Hebrew Scriptures: Theme or Focus should be complementary

Hebrew Scriptures: Theme or Focus

a specific course (generally would require a prerequisite introductory course) that concentrates on a book or books, a writer, a theme or issue

Introduction to Theology

an overview course which introduces theological concepts and methodology in theological thinking

Theology: Theme or Focus

a specific course (generally would require a prerequisite introductory course) that concentrates on a theological topic or particular school of theological approach

Church History

a survey course of church history: a complete overview of early church to modern era is strongly recommended, an overview from early church to reformation, and an overview from reformation to modern era may be used in some situations.

Introduction to Ethics

an overview of methods in ethical thinking and approaches, not a “professional ethics” course.

Where are courses offered?

Students may take courses from the undergraduate or graduate Religious Studies Department of an approved University or from an approved Theological School. Whenever possible, students are encouraged to take courses from a Theological School and whenever possible at a Master's level. Students without an undergraduate degree may apply to Theological Schools offering Masters programs, although space is often limited. Students with undergraduate degrees must seek special dispensation from their primary staff person in order to take a course at the undergraduate level. This dispensation may be granted based on the staff person's assessment of the particular learning needs of the student. Students who are interested in a joint degree with one of CCS's partners are advised that the level at which their externals are taken may affect their eligibility for joint degree requirements (i.e. Courses for a Master's degree may need to be at the graduate level).

Following is a list of schools recognized by CCS. This list is evolving and other schools may be added as students inquire with staff about their suitability. Students are advised that they must still consult with their primary staff person about courses at the schools listed below as not all courses may be approved.

Atlantic School of Theology	St. Andrew's College
Carleton University	Trinity College
College of Emmanuel-St. Chad	Thornloe College
Emmanuel College	United Theological College
Huntington University	University of Toronto
Huron College	University of Regina
Iona College	University of Waterloo
Laurentian University	University of Calgary
McMaster University	University of Winnipeg
Queen's College (Nfld)	Vancouver School of Theology
Queen's Theological College	Western University
Queen's University	Wycliffe College
Sir Wilfrid Laurier	York University
St. Stephen's College	

Increasingly, Theological Schools are willing to set courses up in response to a request when there are sufficient students. Initiative among students to determine course needs in common and identify dates for courses that would work is encouraged. Students are required to be in touch with the Principal prior to approaching any Theological School to set up courses, to avoid duplication of requests.

What methods of delivery are available?

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

- **Correspondence** (written lectures, audio lectures, video lectures)
- **Directed Study/Reading Courses** (one on one work with a professor)
- **Intensives** (week long, 3 weekends over a semester or year)
- **Internet** (some are correspondence, some with class interaction such as Chat Groups)

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- **Intramural** (classes offered on campus on a weekly basis for a semester)
- **Telebroadcast** (remote, live lectures broadcast to gathered group with two way interaction)
- **Teleconference** (class gathers on a conference call)
- **Cluster/Tutorial** (correspondence type material with a local tutorial or reflection group)

Whatever the method of delivery, students are encouraged to take courses from institutions where a diversity of theological thought is encouraged and accepted.

How will courses be approved?

Students are required to consult with primary staff about suitable courses for them.

Requests for approval of courses should be made as far in advance of the registration deadline for the course as possible. Courses which are taken without prior approval may or may not be approved. Whether or not a course has been started will not be taken into account in the approval process.

Applicants and newly admitted students (prior to beginning the Leadership Module) should consult with the Principal or designate, who will approve courses.

Leadership Module students who are continuing into a year long certificate or the Diploma program, will consult with the program staff during the Leadership Module about courses and will have courses approved by the Primary Staff person or designate with whom they are corresponding.

Can decisions regarding External Courses be appealed?

If after discussion with their primary staff person, a satisfactory resolution to a disagreement about the approval of externals cannot be obtained, students may ask for a review of the decision by a second Program Staff member. This applies both to the transfer of credits taken prior to admission to the program and decisions regarding approval of courses for current students. The second Program Staff person will review the request from the student and the reason it was not accepted and make a decision about the course, informing both the student and the person who made the original decision. The decision of the second Program Staff member will be final.

How are results of courses shared with CCS?

Students are responsible to provide CCS with transcripts of External Courses. Once a student has completed all of the courses they plan to take at a particular external school, then they should arrange to have an official transcript forwarded to the registrar at CCS. Diplomas can not be granted until the transcripts have been received. However, while students are still taking courses with an external school, a photocopy of the "report card" is sufficient. Students are requested to send the photocopy as soon as they receive the report from the external school. Normally, a grade of 65% or equivalent on an External Course will be required in order to satisfy the requirements of the Centre for Christian Studies.

Can External Courses be counted towards a degree?

Students must register with at least one of the recognized schools to access courses. Students may register at the school as a special student or in a degree program.

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The Centre has Degree program arrangements with St. Stephen's College for a Master of Theological Studies in Diaconal Ministry and a Bachelor of Theological Studies in Diaconal Ministry and with University of Winnipeg for a Masters of Arts in Theology or a Bachelor of Theology. See agreements with St. Stephen's College and University of Winnipeg for details.

Policy on Program Resources in French

Background

The Centre for Christian Studies does not have a history of offering programming in French although there has been some field work done in French by bilingual students. Several years ago, one student set up a field placement in Quebec but all volunteers were bilingual or spoke English as a first language so no French language support was needed or provided by the CCS. In 2003, a bilingual Anglophone student from Quebec set up a field placement in a Francophone setting. Staff encouraged the student to choose the most appropriate volunteers, regardless of their capacity in English. The student did have some volunteers on her committee who spoke little or no English, although her supervisor was fluently bilingual. In this particular case, the expense was not large since both the Mentor and the Learning Facilitator could communicate in English and French. Some portions of the field kit were translated and simultaneous translation was provided for the Field Orientation in order for CCS staff who did not speak French to participate fully. Staff recommended that the CCS continue to make available in French the resources necessary for the effective work of field volunteers. They recommended that a French language policy be developed. This matter was brought to the Program Committee which formed a small working group to develop recommendations. The policy which follows was based on the recommendations of the working group.

Statements of Principle

- The Centre for Christian Studies program is offered in English. English is the language used in programming, and CCS students need to be fully proficient in both oral and written communication in English.
- The CCS is committed to providing support so that students who are bilingual (English/French) can include Francophone volunteers in their field sites.
- The CCS policy for students who do their field work in French is unique and will not dictate the policy applied to work in other languages.

Policy on Support for Students in Francophone Field Placements

- The CCS will provide training for Francophone volunteers who serve on field site local committees. This training will be offered either in French or in English with simultaneous interpretation. The CCS will also provide simultaneous interpretation for other required oral communication between the volunteers and CCS staff. CCS staff will consult with the students involved and together they will determine which field resources and program documents need to be translated into French. All written materials directly related to the task of the volunteers will be translated at the expense of the Centre for Christian Studies.
- Students will consult closely with staff in the process of choosing volunteers, and give consideration to the layers of complication involved in working with different languages. Students who choose to do field work in French or bilingual settings need to understand the challenges of doing this and to see the managing of these complexities as part of their learning experience. Some of the student's time, attention (and learning focus) will need to be directed to the task of bridging their involvement with an Anglophone institution (the CCS) in a Francophone setting (the field placement). Working in Francophone ministry and with one's denomination may pose unique challenges. The student will learn much from dealing with these

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challenges and it must be clear from the outset that this is part of the learning opportunity afforded by the field setting. It is important to avoid unrealistic expectations as to what the CCS is and what it can provide. The student her/himself is a major resource in dealing with language barriers.

- The student and other volunteers will be expected to share in the responsibility for explaining aspects of the program that are not covered by French resources and documentation. The CCS will not provide simultaneous interpretation for Local Committee meetings, or for meetings between the student and their Mentor, or the student and their Learning Facilitator.
- The staff will work with the Treasurer and the Finance Committee, who will consult with Central Council, regarding unbudgeted expenses related to the costs of translation or simultaneous interpretation.
- Wherever possible, the CCS will draw on existing resources to assist the work and minimize the amount of translation or interpretation required by:
 - using existing French resources (e.g. worship resources available from the Ministries in French program unit of the General Council offices of The United Church of Canada or from the Faith, Worship, and Ministry Department of the General Synod of the Anglican Church of Canada);
 - obtaining support from the Ministries in French staff of the General Council office, which offers both resources in French and translation;
 - using the resources of the United Theological College and Diocesan College of Montreal, both of which offer programming in French to help with volunteer training, to make available resources in French;
 - engaging in joint programming or partnerships with other institutions whereby a student might do a field placement in a Francophone setting and participate in the reflection, training, or volunteer training aspects of the field placement through a Francophone or bilingual institution.

Global Perspectives Experience

Policy:

A Global Perspectives Experience is required for completion of the CCS diploma program. Normally students who have completed three theme years will be eligible to do a GPE. The GPE requires participation in an experience approved by CCS Program Staff and engagement in the academic and reflective follow-up to that experience required by the CCS curriculum.

Guiding Principles Underlying the GPE

We believe that...

- the mission of the church universal is to partner with God in redemptive processes that reconcile people to God, to each other, and to the environment, while promoting the integrity of all.
- the mission of the church will be better realized as Christians worldwide - individually and corporately - participate in God's redemptive activity on both a local and global level from their distinctive insights and gifts.
- as people share in this mission, there needs to be mutual trust and accountability and that both the sending and receiving partners benefit from the experience.
- exposure to various global and cross cultural contexts has the potential to foster:
 - increased awareness and understanding of issues that affect the quality of life in those various contexts through experiencing life in a context outside one's personal comfort zone.
 - increased commitment to making lifestyle choices that will have a positive impact on the challenges others are experiencing.
 - increased commitment to engage in activities that address such challenges wherever they are manifested.
 - increased commitment to encourage others to engage in such activities, while offering them support and guidance in their efforts.
 - a greater understanding of the interrelatedness of the world-wide community
 - unity through increased respect for diversity.

Purpose

To enhance our gifts for ministry by deepening our understanding of ourselves through reflection on our theological convictions and our participation in marginalization, oppression and justice-making in the global context.

Assumptions:

1. That the GPE is a requirement for completing the Diploma Program
2. that any major changes in the delivery of the GPE would need significant lead time
3. that the CCS may sponsor global trips in the future
4. that consideration of the environmental impact of global travel on program requirements is important
5. that students will have a diversity of learning and personal needs which require flexibility in relation to meeting the GPE requirements

6. that CCS needs to ensure that students have tools/resources for orientation, reflection and analysis during the GPE, and following their return
7. that the actual GPE experience will always be different in some way than what is anticipated

Expected Outcomes

Social/Economic

- increased understanding of social and economic policies and how they affect our lives and the lives of others.
- an improved ability to make connections between personal lifestyle choices and broader social/economic issues
- increased ability to experience and examine the complex effects of domination and privilege on a minority group
- to deepen our understanding of the effects of globalization

Personal

- increased awareness of one's own strengths and vulnerabilities
- increased commitment to making lifestyle choices that will have a positive impact on the challenges that others face.
- increased ability to identify ways in which one *has* and *represents* significant power as a member of a dominant culture

Theological/Spiritual

- increased ability to reflect on contextual realities in light of the Gospel message.
- increased ability to reflect on various liturgical practices, their historical contexts, and how they may be used in other contemporary contexts.
- increased ability to engage in biblical and theological reflection through an enhanced awareness of the enduring legacy of colonization and oppression and to learn from these perspectives
- deepened understanding of solidarity and accompaniment, their meaning and expressions
- increased ability to make connections between belief and practice - from the perspective of the individual, the church and the community
- transformed theological understanding
- increased knowledge of practices which help foster and maintain spiritual integrity while encountering challenging realities

Pastoral

- integration of the global experience into our practice of ministry
- increased awareness of culturally-appropriate ways of doing ministry in various contexts
- increased commitment to engaging in activities that respond to challenging situations whether related to people or the environment.
- increased commitment to encouraging others to engage in such activities, while offering them support and guidance in their efforts.
- ongoing commitment to maintaining a relationship with those in the hosting community.
- covenant to continue nurturing one another and a new, expanded vision of ministry.

Protocol

1. Students must have completed the three theme years prior to doing the GPE. Having met this criterion, students could meet the GPE requirement during a Reflection Year or during the Integrating Year.
2. Students submit a GPE proposal on the appropriate form for approval by the CCS Program Staff person responsible for the GPE.
3. CCS will provide a list of organizations whose trips meet the criteria for the GPE requirement. CCS will also consider proposals for GPE experiences sponsored by organizations not previously approved with CCS staff determining the suitability of the organization and the trip being proposed using the learning criteria and outcomes listed above.
5. Where possible, students will be encouraged to do the GPE with at least one other CCS student. (Feedback has indicated that this practice significantly enhances the learning experience and contributes to ongoing reflection and analysis during the trip and integration following the conclusion of the trip.)
6. CCS will provide resources currently available for theological reflection during the GPE experiences, and will continue to discern and respond to needs for appropriate orientation prior to travel, and debriefing and integration following the GPE experience.
7. GPE proposals for learning experiences in Canada will be considered if they meet the approved criteria and if the goals are clear and appropriate.
8. Students will be encouraged to participate in experiences led by justice-based organizations with expertise in global study and travel.
9. That, on a case by case basis, proposals for self-designed GPE experiences can be considered. Factors influencing a decision to approve a self-designed GPE include: health needs; other pertinent personal circumstances; agreement, on the part of the student, re expectations and work involved in organizing a self-designed GPE (including local arrangements - contact people for visits to individuals and groups; accommodation, meals, travel, etc.; background reading, confirming expectations re hospitality and cultural norms; assurance of a person/group that is accessible before, during, and after the GPE for debriefing reflection, and analysis.
11. CCS staff will continue to maintain contact with Christian Peacemakers Teams, Compañeros Inc, Canadian Churches Forum for Global Ministries, other theological schools offering global trips, etc. to ensure, to the extent possible, a range of meaningful learning opportunities for CCS students.

Centre for Christian Studies
Guidelines for Readiness for Completing the Program - Effective June 1, 2008

Policy:

The Centre for Christian Studies uses the “Guidelines for Readiness for Completing the Program” as a means of determining whether a student demonstrates sufficient competence in each of the areas identified as essential for functioning effectively in ministries of education, pastoral care, and social justice. These guidelines are used by student colleagues and Program Staff in the Review of Learnings/Assessment process during the Learning Circles in the Integrating Year and by Program Staff in the final year end review for the Integrating Year. We believe that an acceptable degree of competence is essential in each category of the guidelines in order for a student to complete the program and we believe that every person always has more to learn.

The Centre for Christian Studies has a particular responsibility to certify to The United Church of Canada that, upon graduating from CCS, a student has met the testamur/educational requirements for commissioning as a Diaconal Minister as prescribed in *The Manual of The United Church of Canada*. These Guidelines are the primary resource used for making that determination.

Guidelines

A Theology

- Is able to explore and articulate one’s theology.
- Demonstrates an understanding of Christian doctrines and an ability to discern how these doctrines are integrated into one’s faith.
- Understands and respects a variety of theological perspectives.
- Has the ability to facilitate others in reflecting on their own theological beliefs.
- Is able to uphold and nurture a theology of hope and vision in a variety of situations.

B Spirituality

- Knows, understands and practises one’s own spirituality.
- Expresses and lives out of a sense of gratitude and hope.
- Accepts and is respectful of a variety of spiritual understandings and practices.
- Encourages and nurtures others in their spiritual journeys.
- Is able to articulate one’s own understanding of prayer and how that is related to ministry.
- Understands and accepts different understandings of prayer.

C Self Awareness/Self Understanding

- Is able to acknowledge and respond appropriately to one’s own emotional, physical, social, spiritual and intellectual needs.
- Has an understanding and acceptance of one’s own sexuality.
- Is able to acknowledge the diversity of one’s gifts in ministry.
- Is able to work on one’s own and recognizes how to nurture/challenge oneself.

D Self in Relation to Others

- Is able to hold others with respect and positive regard.
- Is able to identify and accept one’s own privilege, power, and vulnerability.
- Is able to develop and sustain respectful relationships in a variety of situations and in a

variety of ministry contexts.

- Demonstrates an ability to work effectively in a variety of team configurations.
- Is aware of differences of race, class, age, sexual orientation, gender, culture, language, abilities and religion and understands the implications for ministry.
- Demonstrates interpersonal skills for ministry.
- Demonstrates an understanding of, and commitment to, appropriate boundaries in ministry.
- Demonstrates an ability to exercise good judgment and understands how one's words and actions affect others.

E Faith and Church Tradition

- Understands the history and diversity of the Christian tradition, both denominationally and ecumenically.
- Has identified one's own theological, spiritual, and cultural roots in Christian tradition.
- Understands how theology informs one's faith and relates to one's worldview.
- Demonstrates skills in biblical interpretation and theological reflection, spiritual awareness and is able to integrate these in ministry.
- Demonstrates theological beliefs which confront hierarchy, sexism, heterosexism, ageism, classism, racism, ableism, militarism, religious and cultural discrimination, and anthropocentrism (a perspective/assumption that human beings are more important than the rest of Creation).
- Demonstrates a theology and spirituality of respect for the Creator and creation.
- Values the church as institution and as spirit filled community and understands the strengths and limitations of both.
- Understands the polity and the ethos of one's own denomination and is able to function effectively within church structures.
- Is familiar with the basic structures of both the Anglican Church of Canada and The United Church of Canada.

F. Diversity

- Is aware of and appreciates a variety of cultural, social, political and religious perspectives.
- Has knowledge of and understands denominations other than one's own and demonstrates an interest and willingness to enhance ecumenical relations.
- Recognizes and respects other faith traditions and demonstrates a desire to foster interfaith relationships.
- Understands and acknowledges cultures other than one's own and demonstrates a readiness for nurturing intercultural connections.
- Understanding the historical place of aboriginal 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.

G Learning

- Understands learning as a life long process and commitment.
- Approaches learning as an educator/co-learner.
- Knows and understands one's own preferred learning style.
- Understands a variety of learning styles and their implications for ministry.
- Values self-directed learning and is able to learn as a self-directed learner.
- Is able to set and articulate intentional goals for learning.
- Demonstrates skills in, and appreciates the value of, effective research.
- Is able to integrate theory and experience for effective ministry.
- Is able to assess and evaluate one's growth and performance.

- Is able to seek and utilize support for learning.
- Is able to learn from positive and critical feedback.

H Communication

- Demonstrates ability to listen attentively and with comprehension.
- Can give and receive feedback appropriately.
- Is able to deal with conflict effectively and to engage others appropriately in conflict situations.
- Is able to speak with confidence in small and large groups.
- Is able to communicate clearly orally and in written form.
- Understands the importance of context in communication and demonstrates an ability to use oral and written communication that is appropriate.

I Group Process

- Understands self as leader/facilitator.
- Is aware of how one's needs and behaviour affect group dynamics.
- Is able to analyze context, process, and dynamics in order to help groups function more effectively.
- Is able to utilize a variety of leadership styles.
- Is able to envision, initiate, design, plan, implement, and evaluate in a variety of group contexts.
- Is able to nurture spiritual health in group life in a variety of ways.
- Is able to facilitate the participation and leadership of others.

J Education in the Faith Community

- Understands educational theory and has educational skills grounded in theology and ministry.
- Is able to determine and apply educational theories appropriate to various situations.
- Is able to plan learning experiences relevant to life issues and the global context.
- Is able to find/create/adapt resources and curriculum.
- Is able to nurture the faith of others and to facilitate their learning.
- Has the ability to enable others to deal with differences within a faith community.
- Encourages others to offer their gifts and skills in educational ministry.
- Is committed to educational ministry as an essential part of the ministry of the faith community.

K Social Ministry

- Understands the historical and contemporary mission of the church in the context of justice.
- Understands social analysis, is able to use different models of social analysis, and can facilitate others in doing social analysis.
- Understands structures and their impact on people's lives.
- Is able to function in a variety of institutional structures.
- Understands how socialization and ideological perspectives influence worldviews, theology, and perceptions of injustice/justice.
- Has an analysis of, and can make connections amongst sexism, heterosexism, racism, ageism, ableism, classism, militarism, and environmental degradation,
- Understands globalization, its impact, and the implications for ministry.
- Understands the similarities and differences between social service and social change.
- Understands the complexities of, and is committed to, solidarity.
- Demonstrates skills in developing strategies for transformation using community and

church networks.

- Understands advocacy and is able to advocate for self and others, individually and systemically.
- Understands spirituality as an integral element of social ministry and spiritual health as a source of hope.
- Encourages others to offer their gifts and skills in social ministry.
- Is committed to social ministry as an essential part of the ministry of the faith community.

L Pastoral Care

- Has an awareness and acceptance of one's roles and responsibilities in pastoral care.
 - Is able to be a non-anxious, compassionate presence.
 - Understands the theory and theology of pastoral care.
 - Is able to offer effective and appropriate pastoral care in a variety of situations.
 - Is able to work effectively in pastoral situations that may be stressful and uncomfortable.
-
- Demonstrates analysis and understanding of diversity and its implications for pastoral care.
 - Demonstrates understanding of, and commitment to, responsible pastoral ethics.
 - Understands how pastoral care can be offered and experienced through worship and advocacy.
 - Understands the differences and connections amongst pastoral care, pastoral counselling, and spiritual direction.
 - Understands one's own expertise/limitations in pastoral counselling, when to refer, and how to set up a network of qualified people for referrals.
 - Understands how dynamics of power and vulnerability affect pastoral care.
 - Understands an appropriate attention to one's own and others' spiritual needs as essential in pastoral care.
 - Encourages others to offer their gifts and skills in pastoral care.
 - Is committed to pastoral care as an essential part of the ministry of the faith community.

M Liturgical Ministry

- Is able to provide liturgical leadership, being aware of one's own gifts, strengths/weaknesses, and preferred leadership styles.
- Understands the connections in liturgy with education, pastoral care, and social ministry.
- Demonstrates understanding and appropriate sensitivity of diversity and its implications for liturgical ministry.
- Demonstrates an appreciation for ritual in relation to life experiences.
- Is able to design and lead liturgy that is responsive to a diversity of spiritual needs and expressions.
- Is able to support others in identifying their liturgical and ritual needs.
- Is able to develop, find, and adapt liturgies and rituals to meet different needs.
- Is able to prepare sermons that are appropriate to a variety of contexts.
- Is able to support and empower others to create and lead in liturgy.
- Demonstrates an understanding of the theology of sacraments and is able to offer leadership in the sacramental ministry of the church.

N Organizational and Administrative Skills

- Understands and values administration as an aspect of ministry.
- Plans, organizes, sets priorities and manages time effectively.
- Demonstrates a consistent ability to meet deadlines.
- Demonstrates administrative skills such as budgeting, organizing meetings, and supervision.

O Leadership

- Demonstrates ability to provide leadership that is visionary, prophetic, spiritually grounded and compassionate.
- Is able to discern what kind of leadership is necessary in various contexts, to take appropriate initiative, and to encourage and support others in taking leadership.
- Understands transition in the context of ministry and is able to offer effective leadership.

P Diaconal Identity

- Understands and values the history of diaconal ministry - biblically and within Church tradition.
- Is familiar with diaconal networks - denominationally, regionally, and internationally.
- Understands and is committed to diaconal perspectives on education, pastoral care, and social justice.
- Is able to identify and articulate one's own role and identity in diaconal ministry.

Q Integrated Understanding of Ministry

- Is grounded and centred in one's own value and worth, perspective and world view, faith and vision.
- Acknowledges one's own gifts and skills for ministry.
- Understands one's vocation as related to the whole church.
- Demonstrates an understanding of the importance of accountability in ministry.
- Integrates one's knowledge, understanding, attitudes, skills, and self-awareness in ministry.
- Demonstrates the ability to integrate theologically and theoretically; prophetic, pastoral, educational, spiritual, administrative and liturgical elements of the practice of ministry.
- Understands oneself as minister and can relate to others within that role.
- Understands the significance of global perspectives for ministry and for the life and work of the church.
- Understands how life transitions affect self and others and is able to implement personal strategies to cope effectively with transition and change, including developing support networks.

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The Centre of Christian Studies Library Policies

Purpose

The purposes of the Centre for Christian Studies Library are:

- to provide resources for the staff and students enrolled in CCS programs to enrich teaching and learning
- to make the resources of the collection available for students of other colleges and the wider community as a contribution to a broader context of theological education.

Policies and Procedures

The CCS library is automated in co-operation with the University of Winnipeg Library. The Policies and Procedures will conform to those of the University of Winnipeg where that is required by agreement.

Library Access

The Centre for Christian Studies Library serves the research, informational and educational needs of the CCS community, which is primarily students and staff. These individuals have priority in using the library's resources, facilities and services. Therefore, some library holdings may sometimes be unavailable for general circulation because they are on permanent or temporary reserve and checked-out items are subject to recall. To the extent that appropriate use of our resources permit, and consistent with supporting the needs of our primary user groups, the library is committed to assisting other students and researchers.

Circulation privileges are extended to members of U of W Partner Libraries. All those holding a valid University of Winnipeg or U of W Partner Library card may borrow from the CCS collection. CCS will extend loan privileges for the CCS collection to volunteers, alumni and other community members on a case by case basis.

CCS staff and students will be issued a library card by CCS. The card will automatically be renewed annually for students in good standing. Other patrons may request a library card from CCS in person or by mail. Cards are not transferable. Issuing of cards is at the discretion of CCS administration.

CCS staff may exercise the option of obtaining their library cards from the University of Winnipeg, which will entitle them to a greater range of library privileges.

Circulation

Books can be checked out from CCS in person, by phone or by email. The library is not staffed full-time, and therefore arrangements must be made in advance to access the library materials.

Loan periods are as follows:

- For CCS students, 6 weeks unless recalled.
- For CCS staff, 20 weeks unless recalled.
- For University of Winnipeg Partner Library borrowers, 4 weeks unless recalled.

- All stack books are subject to recall after 14 days.

A limit may be imposed, at the discretion of CCS, on the number of books that may be borrowed on a particular topic.

When a patron has overdue items, all library borrowing privileges, including interlibrary lending services, will be suspended. All material must be returned before borrowing privileges will be reinstated. Overdue notices are automatically generated.

Borrowed items may be renewed online through the University of Winnipeg catalogue prior to the due date. Renewals may also be made by e-mail or phone. The period for renewal is 4 weeks. Renewals will not be granted for items requested by another patron. Items may be renewed once.

Materials will be mailed to CCS students, and, on a case by case basis, to alumni and other CCS affiliates only. Other patrons holding a valid University of Winnipeg Partner library card may check materials out at CCS in person or use Inter-library loan through their home institution. CCS will provide return postage for materials that are mailed.

Fines

CCS will assess patrons a per diem fine at the rate used by University of Winnipeg library for overdue books. CCS may withhold transcripts, certificates and opportunity for enrolment from students who have overdue materials. CCS may waive fines, depending on individual circumstances. When a book is overdue that has been borrowed by a patron, the home institution of that patron will be notified automatically.

Lost or damaged items are the responsibility of the borrower. We discourage borrowers from lending library materials to other people. A processing fee and a replacement charge at the rate used by University of Winnipeg library will be charged on lost items or items damaged beyond repair. CCS students have the option of paying the administration fee plus the replacement fee or the administration fee and actually replacing the lost book. In the case of damaged materials, borrowers will be invoiced individually based on the processing fee plus repair cost.

Non-Circulating Materials

Some items do not circulate outside of the CCS building except as required by staff. They include:

Reference Materials	Curriculum Materials
Periodicals	Audio/Visual Resources
Archival Collections	Music

Inter Library Loan (ILL)

ILL service is available to CCS students and staff as an aid to research and study. Patrons are expected to access resources available at CCS before requesting material via ILL. University of Winnipeg and its Partner Libraries may request CCS material via ILL.

Confidentiality

Library patron records are considered confidential and will not be disclosed without permission of the patron, except as outlined in this policy.

When a CCS library card holder receives their library card at CCS, certain personal information is added to the library system. This information is accessible by the library administrators of each of our partners in the systems. This information includes:

- name
- address provided
- phone numbers provided
- email address
- patron's library bar code number
- any books currently checked out of the system.

Acquisitions

The program staff and CCS library volunteers share the responsibility for collection development. Materials will be chosen balancing consideration of program needs, strengths and weaknesses of the collection, and budgetary limits. The availability of the items from other sources, especially partner libraries, will also be considered.

Focus of Collection

CCS will focus its collection on print (books, journals, periodicals) and audio visual resources primarily in the main curriculum areas:

Curriculum Area	Examples of Area of Focus	
1 Education	Learning Theory Theology Pedagogy Faith Development	Congregational Models Liturgy/Preaching Sacraments Doctrine and Polity (ACC/UCC)
2 Leadership	Learning Theory Theology Pedagogy Faith Development	Conflict and Mediation Communication Program Design/Evaluation
3 Pastoral Care	Counselling Ethics Abuse Violence Addictions	Family and Partnership Advocacy Sexuality Theology Passages Liturgy
4 Social Justice	Mission Social Analysis Gender Global Perspectives	Economic Theory Social Reconciliation Marginalization Racism

5 Diakonia	History Theological Perspectives materials written by CCS graduates regardless of the genre	Ecumenical and International
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Gifts and Donations

The Centre for Christian Studies Library encourages and appreciates gifts and donations. Potential donors are encouraged to communicate with CCS staff about the suitability of the potential donation before delivering books to the library.

All potential donors will be notified of the following policy guidelines.

1. Valuation for income tax receipts will be assessed on market value and is subject to legal limitation. It should be noted that while some used books could be invaluable to CCS, they may have little or no market value.
2. The library staff in consultation with program staff will make a final decision on whether or not the item should be added to the collection.
3. If the item is not added to the collection, it may be returned to the donor, sold, given away or otherwise discarded.
4. Once the gift item is added, it takes on the same status as any other item in the collection, and may be weeded, discarded, sold, etc.
5. All gifts will be acknowledged by insertion of a book plate in the book, unless specified otherwise by the donor.

Memorial gifts of books or money are also accepted, subject to the acceptance policy guidelines above, and a suitable bookplate will be placed in the book to acknowledge the memorial. Specific memorial books can be ordered for the library on request of a donor if the request meets the collection goals of CCS. Donors should consult with staff prior to purchasing a memorial book to ensure it is suitable for the collection. CCS can recommend titles to the donor.

Culling

Shelf space in the library is limited, so periodic culling will be required. Materials may be culled, for example, when they are out of date, in poor condition, duplicate copies, seldom used, or irrelevant to the curriculum. Books to be culled will be reviewed by the library volunteer(s) and program staff. No material will be discarded without consultation.

A policy to Govern Admission of Ordained Persons (UCC) in Candidacy for Diaconal Ministry (UCC)

Policy Scope and Outline

The following process will be used in considering an application from an Ordained Minister in the United Church, desiring testamur for Diaconal Ministry in the United Church:

The inquirer/candidate has an initial conversation with the Principal, who will provide information on CCS's program. (See point 4 below)

The inquirer/candidate will make an application as a Special Student, completing the diploma application form.

The applicant will be interviewed and a decision for suitability for admission will be made by the interview team.

If the student is admitted, they will meet with the Principal and a program staff person to determine the educational program required for testamur, using the Guidelines for Completing the Program, and the appropriate sections from *The United Church Manual*. The educational program will need to be contextual and specific to the competencies and background of the applicant and to the areas identified above that have not been fulfilled. The applicant will provide documentation as evidence of Guideline areas which have been achieved. It is possible that aspects of competencies may need to be covered again in the educational program, to ensure there is sufficient time in the program to enable diaconal formation.

It is possible that this step may happen prior to the application, since the specifics of the education program may be a factor in the inquirer's ability to undertake the program.

Normally, the Leadership Development Module would be a requirement since it is a prerequisite for the rest of CCS's program.

5. CCS will report to the student's Presbytery Education and Students Committee (or equivalent), as with any student who is a Candidate.

United Church Guidelines

The following is an excerpt from the Education and Students Convenors Handbook, The United Church of Canada, 1999.

In determining educational requirements for Ordained Ministers seeking commissioning, the General Council Division of Ministry Personnel and Education has found that

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normally at least two years of part time (3/4 time) study is required to meet the educational requirements. The program will normally include:

Christian education, including educational theories and leadership development

Social ministry including social analysis and context

Diaconal history and diaconal vocational identity

Personal and pastoral identity

Field Education in a congregational and social ministry setting.

Plagiarism Policy

Policy:

CCS is accepting of different styles of preparing footnotes, endnotes and bibliographies if there is consistency throughout the paper and sufficient information is provided for another person to find the resource being cited. It is recommended that a student choose one of the more common styles and use it consistently in CCS papers.

Students are not permitted to submit work that includes material taken from other sources without acknowledgement of the source. Any student discovered to have plagiarized work will be sanctioned.

Description:

Plagiarism comes from the Latin *plagiarius*, "kidnapper."¹ Work submitted that includes material taken from other sources without acknowledgment, whether intended 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. Students are responsible to know and meet the academic requirements of the institution for which the assignment is being written. Students are responsible for what they submit as their own work.

In order to avoid plagiarism one "must not incorporate material from another source directly into your work without proper citation and quotation marks"². 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 footnoted. Summarizing is another helpful way to capture the thoughts of the source, but again, it must be footnoted. Material that is "common knowledge" like the dates of major world events, names of persons, etc. are not required to be footnoted because these facts are attainable from any number of places.

When in doubt, give credit. Do not hope that the reader will not 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 maybe academic credibility. When in doubt consult a style manual for writing academic papers. Most academic institutions have adopted a style manual that they recommend to their students. Be wise, find out which one(s) is recommended. It is the student's responsibility to become familiar with the requirements.

CCS is accepting of different styles of preparing footnotes, endnotes and bibliographies if there is consistency throughout the paper and sufficient information is provided for another person to find the resource being cited. It is recommended that a student choose one of the more common styles and use it consistently in CCS papers thus gaining familiarity and ease with citation. Three of the most well used are: Kate L. Turabian, Chicago and MLA. It makes sense for every

¹ Joseph Gibaldi, *MLA Style Manual and Guide to Scholarly Publishing*. 2nd Ed. (New York: MLE, 1998) p 151.

² Mount Saint Vincent University, *Plagiarism*, Revised, R. Warne, December 2002.

student to have their own copy of the style manual they are using, but if not, references to many of the commonly used styles are on the Internet.

Students having difficulty with writing papers are encouraged to seek out a course on paper writing. There will likely be such a course available, perhaps through a community college or university with local access. Students may be asked to rewrite a paper to correct a problem but errors in the format of your footnotes, endnotes or bibliography do not constitute plagiarism. Plagiarism is failing to give credit.

Procedures

When a case of plagiarism is suspected or discovered, the program staff/principal involved may follow any of the following procedures:

- seek explanations from the student,
- consult with another program staff or principal,
- determine appropriate action, always with another program staff or principal.

Plagiarism is a serious breach of integrity both for the individual and the institution, and it requires serious sanctions.³

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

- (a) meeting the program requirement in some other way during the year in which the infraction took place. For example, but not limited to, rewriting the paper in question or writing another paper on a different topic;
- (b) designation as a student on Conditional Status;
- (c) an assigned reflection year to address issues of a breach of integrity;
- (d) deeming the module/theme year incomplete;
- (e) suspension from studies at CCS for an appropriate period.

Where sanctions b, c, d and e are involved, the appropriate denominational body will be informed by writing and a written explanation entered into the student file. In the case of a student registered in a joint degree program, the other participating institution will be informed. Staff may inform the theological school(s) where the student is doing External courses.

Students have a right to appeal both the verdict of plagiarism and/or the severity of the sanction using the "Policy and Procedures for Appeal from decisions relating to readiness for continuing

³ Atlantic School of Theology, *Plagiarism Policy*, Approved September 22, 1993.

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or completing the program". In their appeal, students must clearly specify whether they are appealing the judgement that plagiarism has occurred or the severity of the sanction or both.

A copy of this policy shall be included annually in the Student Handbook or otherwise distributed to all students.

Centre for Christian Studies
Policy on Re-admission/Change of Status of Students

Purpose

This policy is to provide guidelines for the admission or readmission to the diploma or certificate program of students who have withdrawn, been removed or initially only registered for a short program.

Policy

1. A student who has been accepted into the Leadership Module (as a continuing education student or as a diploma/certificate student), normally may defer attendance at the LDM for a period of one year. Non attendance beyond that would require reapplication through the regular process.
2. A student currently in the Leadership Module *only*, may be admitted into the Diploma or Year Long Certificate program through the regular admissions process.
3. A student who has been awarded the Leadership Development Certificate, may be admitted into the Diploma program or for a Year Long Certificate through the regular admissions process.
4. A student currently in a Year Long Certificate Program, may be admitted into the Diploma program on the decision of at least two members of the Program Staff, or at least one member of the Program Staff and Principal; under the following conditions:
 - the student enters the theme year or reflection year within one year of completing the Certificate Year
 - normally, this decision would be made no later than May 1 of that yearIf the student does not meet these conditions then they could apply for admission through the regular process.
5. A student who has been awarded a Year Long Certificate, may be admitted into the Diploma program or for another Year Long Certificate on the decision of at least two members of the Program Staff, or at least one member of the Program Staff and Principal; under the following conditions:
 - the student enters the theme year or reflection year within one year of completing the Certificate Year
 - normally, this decision would be made no later than May 1 of that yearIf the student does not meet these conditions then they could apply for admission through the regular process.

6. A student who has withdrawn voluntarily from a CCS program, and seeks readmission more than one year after completing a Leadership Development or Year Long Certificate, may be readmitted by the Principal under the following conditions:

- review of the student's file by Program Staff and/or Principal and a written report on student's standing and reason(s) for withdrawing
- interview for readiness to enter the program
- completion of any work required for readmission,
- the student provides all required additional documentation, meets all conditions of admission and pays applicable fees

7. A student who has been removed from a CCS program, and seeks readmission may be readmitted by the Principal under the following conditions:

- review of the student's file by Program Staff and/or Principal and a written report on student's standing and reason(s) for removal
- interview for readiness to re-enter the program
- completion of any work required for readmission
- the student provides all required additional documentation, meets all conditions of admission and pays applicable fees

Appeal

The Appeal process for these decisions, is found in, "Appeal from decisions relating to readiness for continuing or completing the program."

Policy Statement on Reflection Year

Centre for Christian Studies

Normally, any student who has successfully completed the Leadership Development Module and is accumulating any credit in the CCS program by either completing External Courses or outstanding Theme Year or Integrating Year work would be a Reflection Student. (See Student Status Policy for Inactive Student Status)

The purpose of a Reflection Year is:

- To provide opportunities for intentional reflection and integration of learning
- To provide opportunities to be accountable for work identified for the reflection period
- To provide opportunities for active CCS students, not in a Theme Year or Integrating Year, to be in relationship with CCS students and staff

The specific expectations for the Reflection Year curriculum will be negotiated with each student. Generally, the expectations for a Reflection Year would include:

- learning goals, incorporating any requirements identified by staff for the reflection period
- a learning partnership with another CCS student.
- corresponding with learning partner and, where required, CCS staff, regarding assignments and learning goals.
- assessment periodically and at the conclusion.

Additional requirements that might be included in a Reflection Year, include, but are not limited to:

- spiral reflection assignments
- Spiritual Direction
- vocational discernment
- therapy
- mentoring relationship
- completion of outstanding Theme Year or Integrating Year assignments

The expectations for completion of the requirements for a Reflection Year and the consequences of incompleteness will be determined at the beginning of each Reflection Year. If a student is unable to fulfill the expectations for a Reflection Year the results may range from a recommendation for reflection on the reasons and the establishment of future learning goals as a result to the inability to proceed in the program.

Reflection Years will be noted on the student's transcript, but not assessed as complete/incomplete, except where completion of the requirements is required for continuation in the program.

The tuition for a Reflection Year will be determined within the range established annually by the Finance Committee, depending on the extent of the expectations.

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Residential Circle Policy

That the fall learning circle of each theme year be a required residential circle and that the staff design each circle to allow for students and staff to have adequate respite from the intensity of community.

Screening Policy and Procedures for Students, Volunteers and Staff

1 Purpose

The purpose of this policy is to help create a safe environment for all vulnerable people, by providing requirements and guidelines for screening procedures for students, learning facilitators, vocational mentors, and staff with the Centre for Christian Studies.

2. Background

“Duty of Care” is a legal principle that identifies the obligations of individuals and organizations to take reasonable measures to care for and protect the interests of the other, especially those who are vulnerable. CCS could be deemed, through the courts, to hold vicarious liability for the actions of those who function on its behalf.

Screening intends to create and maintain a safe environment for all. This involves assessing risk in the applicant and the work/learning situation, clarifying appropriate ethical and legal boundaries and regular supervision, evaluation and reporting and when necessary, dismissal or denial of admission or employment. Ongoing screening is conducted through activities like, facilitation, mentoring, peer feedback, probationary periods, performance reviews and self-evaluation.

3. Policy

CCS screens students, volunteers and staff to ensure to the extent possible the safety of vulnerable people.

Screening may include written applications, confidential references which provide input from sources familiar with the person, their background and context, an interview, orientations and/or a Vulnerable Sector (level 2) Police Records Check (PRC) and Child Abuse Registry Check (CARC).

A Vulnerable Sector (level 2) Police Records Check and Child Abuse Registry Check issued within the previous 12 months must be obtained by the student and staff applicant at his/her expense. CCS will accept only an original of the Vulnerable Sector (level 2) Police Records Check and Child Abuse Registry Check. The PRC and CARC are the property of the student or staff and will not be kept on file by the Centre after being viewed. The Centre will document receipt, review, acceptance and return of the PRC and CARC.

Refusal to provide a PRC and CARC will disqualify the applicant.

All those who participate in the screening processes, and especially those who have access to documentation such as Vulnerable Sector (level 2) Police Records Check (PRC) and Child

Abuse Registry Check (CARC), applications and references are bound by confidentiality. Inappropriate release of sensitive information is a serious violation of trust and responsibility.

4 Screening Processes for Students

4.1 Assessment of Risk

CCS students gather primarily in two types of community: the gathered community of co-students and staff, meeting together in Learning Circles; and the learning community which includes field placements in church or community settings. Risk is high in field settings where students may be vulnerable and may be interacting with vulnerable people and relatively low in Learning Circles where most of the work takes place in the presence of staff and other students.

4.2 Summary of Screening Process for Leadership Module, Diploma and Year Long Certificate Students at Admission

1. Because it is relatively low risk, no specialized screening process will be in place for the Leadership Development Module. If cautions are raised by a student's application a screening interview may be held with the applicant to address those issues.
2. The application process for students into the Diploma or Year Long Certificate Program involves a narrative application form and confidential written references. If cautions are raised by the application a screening interview may be held with the applicant to address those issues.
3. Students will be accepted into the Diploma or Year Long Certificate Program pending viewing of a Vulnerable Sector (level 2) Police Records Check and Child Abuse Registry Check issued within the previous 12 months at his/her expense. This must happen for full acceptance into the program and must be done before a student can begin a field placement, attend a Learning Circle or take any courses as part of their CCS work. CCS will accept only an original of the Vulnerable Sector (level 2) Police Records Check and Child Abuse Registry Check. The Principal will document receipt, review, acceptance and return of the PRC and CARC. If the applicant is at a distance that makes it difficult for the original to be seen by the Principal, certification on a form provided by CCS of seeing the original can be sent with a copy of the PRC and CARC by the Chair of the United Church Education and Students Convener of the Presbytery (or equivalent) or the Bishop of the Diocese in which the applicant lives or the applicant can send a copy notarized by a Notary Public.
4. If the Vulnerable Sector (level 2) Police Records Check and Child Abuse Registry Check reveals prohibiting factors the applicant is disqualified from admission. If the assessment reveals possible prohibiting factors a decision on admission is made by the Review Team. (See Appendix 1)

6. Students will receive orientation to CCS policies and standards regarding issues like harassment, abuse and misconduct and will sign a document acknowledging the receipt of these policies and agreement to comply with them.

4.3 Summary of Ongoing Screening Process for Students

1. Documented peer and staff assessment.
2. In the field placement setting, regular facilitation meetings, written assessments, including input from volunteers/co-workers, staff contact with field placement volunteers/staff.
3. Periodic examination of CCS policies and standards regarding issues like harassment, abuse and misconduct.
4. Student self-reflection on curriculum topics such as ethics, power, boundaries and abuse.
5. Normally, only one initial Vulnerable Sector (level 2) Police Records Check (PRC) and Child Abuse Registry Check (CARC) will be required for students. The majority of students will complete the three field placements in a period of 3 to 4 years. If a student takes longer than four years to complete the program, a refreshed PRC and CARC will be required before the beginning of a fifth year in the program, ONLY if there is a field placement to be completed.

4.4 Prohibiting Factors to Admission or Continuance as a Student

Normally, a student would be prohibited from entering or continuing in the program if there is any conviction, in criminal or civil court, within the past five years, for any violent crime, sex related crime, child abuse.

In the case of other convictions (for example, drug or alcohol related crimes, theft, disturbing the peace) or for convictions for any violent crime, sex related crime or child abuse that are more than 5 years old, the case will be reviewed and a decision will be made as to whether these convictions constitute prohibiting factors.

4.5 Assessment of Prohibiting Factors for students by the Review Team

If the admission or ongoing screening process reveals a criminal record with convictions constituting prohibiting or possible prohibiting factors, the applicant/student will be informed by the Principal that prohibiting factors may disqualify them from the program. If a record is disclosed, the student may be required to provide further documentation detailing the actual conviction(s) and its disposition from the courts.

The applicant/student will meet with a Review Team, consisting of the Principal and the Chair of the Program Committee or their designate, to discuss the convictions to determine the

circumstances, evidence of remorse, steps taken to remedy the situation or make restitution and rehabilitative treatment undertaken. The applicant/student may choose, or have appointed, a support person for this process. The Review Team will determine if the convictions constitute prohibiting factors or not and document their decision. The decision of the Review Team will be final. The Review Team will give attention to the pastoral care needs of the applicant/student and may make an appropriate referral for pastoral follow-up.

4.6 Record Storage and Access for students

The Vulnerable Sector (level 2) Police Records Check and Child Abuse Registry Check submitted by the applicant/student are the property of the student and will be returned to the student.

Any decisions made by a Review Team will be documented for the student file. Supporting documentation will be stored in a sealed envelope in the applicant/student's file. This documentation will be destroyed when a student graduates from the Centre.

5 Screening Processes for Learning Facilitators and Vocational Mentors

5.1 Assessment of Risk

Learning Facilitators and Vocational Mentors work with students directly, often in close one-on-one relationships. Facilitators and Mentors are involved (along with others) of assessing the student's completion of their field placement and making recommendations to staff for decisions. Both parties are adults and students have primary Program Staff people to whom they relate. Because the risk is low in these relationships, the screening process for Learning Facilitators and Vocational Mentors is not complex.

5.2 Summary of Screening Process Learning Facilitators and Vocational Mentors

1. A personal interview with staff and orientation session to the work of CCS and their roles, normally done by a CCS staff member.
2. Orientation to CCS policies and standards regarding issues like harassment, abuse and misconduct and a signed document acknowledging the receipt of these policies and agreement to comply with them.

5.3 Summary of ongoing screening for Learning Facilitators and Mentors

1. Direct contact from staff through out the year.
2. Staff inquiring for confidential input from students and/or volunteers.

3. Periodic examination of CCS policies and standards regarding issues like harassment, abuse and misconduct.

5.4 Record Storage and Access for Learning Facilitators and Mentors

The Centre will retain a copy of any relevant documentation for as long as that Facilitator/Mentor is acting in that role. If the Facilitator/Mentor is deemed ineligible the decision and rationale will be kept in a confidential file related to potential Facilitators/Mentors for five years and then destroyed.

6. Screening Processes for Volunteers Who Sign Cheques and Legal Documents

6.1 Assessment of Risk

Signers of cheques and legal documents have access to documents and processes that could be manipulated for personal gain so are medium risk. Refusal to participate in any of the screening process will disqualify the potential signer.

6.2 Summary of Screening Process for Volunteers Who Sign Cheques and Legal Documents

1. A personal interview with staff or with a member of the Council Recruitment and Development Committee.
2. Vulnerable Sector (level 2) Police Records Check (PRC). CCS will accept only an original of the Vulnerable Sector (level 2) Police Records Check. The Principal will document receipt, review, acceptance and return of the PRC.
3. If prohibiting factors are revealed, the potential volunteer is disqualified. If the assessment reveals possible prohibiting factors, a decision is made by the Review Team.
4. Orientation to CCS policies and standards regarding issues like harassment, abuse and misconduct and conflict of interest and a signed document acknowledging the receipt of these policies and agreement to comply with them.

6.3 Summary of ongoing screening for Volunteers Who Sign Cheques and Legal Documents

1. Direct contact from staff through out the year.
2. Use of two signers for transaction of business.
3. Periodic examination of CCS policies and standards regarding issues like harassment, abuse and misconduct and conflict of interest.

6.4 Prohibiting Factors for Volunteers Who Sign Cheques and Legal Documents

Normally, volunteer would be prohibited from serving as a signer of cheques and legal documents if there is any conviction, in criminal or civil court, within the past five years, for any violent crime, theft, or corruption crime.

In the case of other convictions (for example, drug or alcohol related crimes, disturbing the peace) or for convictions for any violent crime that are more than 5 years old, the case will be reviewed and a decision will be made as to whether these convictions constitute prohibiting factors.

6.5 Assessment of Prohibiting Factors for Volunteers Who Sign Cheques and Legal Documents

If the selection or ongoing screening process reveals a criminal record with convictions constituting prohibiting or possible prohibiting factors, the volunteer will be informed by a staff person that prohibiting factors may disqualify them from signing cheques. If a record is disclosed, the volunteer may be required to provide further documentation detailing the actual conviction(s) and its disposition from the courts.

The volunteer will meet with a Review Team, consisting of any two of the following; Principal, Chair of the Finance Committee, or their designate or member of the Finance Committee; to discuss the convictions to determine the circumstances, evidence of remorse, steps taken to remedy the situation or make restitution and rehabilitative treatment undertaken. The volunteer may choose, or have appointed, a support person for this process. The Review Team will determine if the convictions constitute prohibiting factors or not and document their decision. The decision of the Review Team will be final. The Review Team will give attention to the pastoral care needs of the volunteer and perhaps make an appropriate referral for pastoral follow-up.

6.6 Record Storage and Access for Volunteers Who Sign Cheques and Legal Documents

The Police Record Check submitted by the volunteer are the property of the volunteer and will be returned to them. The Centre will retain a copy of the documentation resulting from a Review Team decision for as long as that signer is acting in that role. If the signer is deemed ineligible the decision and rationale will be kept in a confidential file related to potential cheque and legal signers for five years and then destroyed.

7. Screening Process for Other Volunteers

CCS will assess the risk for other volunteers and apply a screening process based on the principles in this policy appropriate to the risk.

Volunteers having on-going direct interaction and involvement with students of CCS are normally required to provide a current Vulnerable Sector (level 2) Police Records Check (PRC).

8 Screening Processes for Staff

8.1 Definition of Staff

For purposes of this screening process staff means those in permanent full time or part time employment, contracted or temporary staff that have direct interaction and involvement with students for a period of more than two weeks or contracted or temporary staff who have access to financial systems for more than six months. Any accounting firms contracted by CCS for financial services must be bonded, and therefore it would not be necessary to follow the specific procedures outlined in this document for such contracts. CCS may utilize these procedures with other kinds of staff if the assessment of risk deems it necessary.

9.2 Assessment of Risk

Among CCS staff there are those who work directly with students, those who have direct access to the CCS financial management system and finances and, those involved with soliciting financial support from people, including the elderly. Because of the small nature of the CCS staff almost all the staff are engaged in at least one of these activities. Because of this, and to ease administration in a volunteer organization, the same screening procedure will be used for all staff.

Refusal to participate in any of the screening process will disqualify the applicant.

9.3 Summary of Screening Process for staff at hiring

1. Written application.
2. Confidential written or oral references.
3. A personal interview.
4. A recommendation to hire is made by the Search Committee or Principal pending viewing of the Vulnerable Sector (level 2) Police Records Check (PRC) and Child Abuse Registry Check (CARC). The PRC and CARC will be seen by two members of the Human Resources Committee prior to the recommendation going to Central Council. The Committee will indicate that the PRC and CARC have been seen by 2 committee members. The originals will be returned to the staff person or contractor.
5. If the PRC or CARC reveals prohibiting factors the applicant is disqualified from employment. If the assessment reveals possible prohibiting factors, then a decision regarding recommendation for hiring is made by the Search Committee or Principal.
6. Orientation to CCS policies and standards regarding issues like harassment, abuse and misconduct and a signed document acknowledging the receipt of these policies and agreement to comply with them.

9.4 Summary of ongoing screening for staff

1. Probationary period of employment.
2. Regular performance reviews, including confidential input from staff peers, students and/or volunteers.
3. The PRC and CARC must be renewed every three (3) years from the date of the last issue. It is the responsibility of the staff person or contractor to provide a new PRC and CARC prior to the expiry date of the previous documents.
4. Periodic examination of the CCS policies and standards regarding issues like harassment, abuse and misconduct.

9.5 Human Resources Committee

1. The Human Resources Committee shall make notation on the employee's file, or in the case of a contractor, on the CCS copy of the contract the date on which the PRC and CARC were provided and the dates of expiry of the PRC and CARC. Except as specified elsewhere in this document, no other documentation concerning the PRC and CARC shall be recorded.
2. The staff person or contractor will sign a form provided that will indicate that the PRC and CARC have been witnessed by representatives of Human Resources Committee and that the staff person or contractor has signed that the PRC and CARC have been returned to them.
3. Confidentiality: Human Resources Committee members must not disclose the contents of any person's Police Records Check, Child Abuse Registry Check, or certificate of conviction to any individual outside the Human Resources Committee and only to committee members during scheduled meeting for the specific purpose of screening.

9.6 Prohibiting Factors for Staff

1. The following shall be deemed prohibiting factors:
 - a. any conviction, in criminal or civil court, within the past five years, for any violent crime, sex related crime, or child abuse, or
 - b. any conviction, in criminal or civil court, within the past five years, for fraud, theft, or breach of trust.
2. The following shall be deemed potential prohibiting factors;
 - a. any conviction, in criminal or civil court, for a violent crime, sex related crime or child abuse which is more than five years old, or
 - b. any conviction, in criminal or civil court, for fraud, theft, or breach of trust, which is more than five years old, or
 - c. any conviction, in criminal or civil court, for disturbing the peace.

9.7 Assessment of Prohibiting Factors for Staff

1. Applicants in the Search Process:

If the search or ongoing screening process reveals a criminal record with convictions constituting prohibiting or possible prohibiting factors, the applicant/staff will be informed by the Chair of the Search Committee or their designate, or the Chair of the Human Resources Committee, or their designate, as appropriate, that prohibiting factors may disqualify them from employment or continued employment. If a record is disclosed, the applicant/staff may be required to provide further documentation detailing the actual conviction(s) and its disposition from the courts.

The applicant/staff will meet with a Review Team, consisting of Chair of the Search Committee or their designate, and the Chair of the Human Resources Committee or their designate and another member of the Human Resources Committee, as appropriate, to discuss the convictions to determine the circumstances, evidence of remorse, steps taken to remedy the situation or make restitution and rehabilitative treatment undertaken. The applicant/staff may choose, or have appointed, a support person for this process. The Review Team will determine if the convictions constitute prohibiting factors or not and document their decision. In the case of a potential employee, the decision of the Review Team will be final. In the case of an existing employee, if the decision of the Review Team is for termination of the employee, the decision of the Review Team will be presented to the Central Council or its Executive for ratification. The Review Team will give attention to the pastoral care needs of the applicant/staff and perhaps make an appropriate referral for pastoral follow-up.

2. Current Employees

Where the PRC or CARC presented by the staff person or contractor indicates prohibiting factors or potential prohibiting factors, as set out above, the individual will be required to meet with 2 members of the Human Resources Committee, or their designate, to discuss further actions to be taken.

Where the PRC or CARC indicated a prohibiting factor or possible prohibiting factors:

- a. the staff person or contractor will be informed by the Chairperson of the Human Resources Committee or their designate, that prohibiting factors may disqualify them from continuing employment;
- b. the staff person or contractor must immediately report to Human Resources Committee whenever they have been charged with any criminal offense, in any jurisdiction;
- c. the staff person or contractor may be required to provide further documentation detailing the actual conviction(s) and the disposition of the conviction(s) from the courts;
- d. the existence of a previous conviction may not cause automatic suspension, dismissal, discipline or other penalty. It does require explanation and conversation and, in some cases, verification.

3. A Review Team, consisting of the Chairperson of the Human Resources Committee or their designate and another member of the Human Resources Committee will be established ad hoc to deal with situations where a PRC or CARC indicates potential prohibiting factors.

4. The staff person or contractor will be required to meet with the Review Team to discuss the circumstances of the conviction, steps taken to remedy the situation or make restitution and rehabilitative treatment undertaken.
5. The staff person or contractor may choose, or choose to have appointed, a support person for this process at their own expense.
6. The Review Team will determine if the convictions constitute prohibiting factors, assess evidence of remorse, and document their decision.
7. Normally, a staff person or a contractor who works directly with students, or who solicits financial support, will be dismissed if there is any conviction, in criminal or civil court, within the past five years, for any violent crime, sex related crime, or child abuse.
8. Normally, a staff person or contractor who works directly with finances will be dismissed if there is any conviction, in criminal or civil court, within the past five years, for fraud, theft, or breach of trust.
9. In the case of other convictions, including but not limited to, drug or alcohol related crimes, theft, disturbing the peace, or for convictions for any violent crime, sex related crime or child abuse, fraud, theft or breach of trust, that are more than five years old, the case will be reviewed and a decision will be made to whether these convictions constitute prohibiting factors.
10. Where the decision of the Review Team is for termination of the employee or termination of the contract, the decision will be presented to the Central Council or its Executive for ratification.
11. The staff person or contractor will be suspended without pay for the period between the time the Review Team reaches its decision and the ratification by the Central Council. If the decision is not ratified, the individual will be reimbursed for the withheld benefits.
12. The Review Team will give attention to the pastoral care needs of the person or contractor.
13. Where the Review Team determines the conviction (s) do not constitute prohibiting factors, the staff person or contractor will be advised of the decision and no further action shall be required.

9.8 Records Storage and Access for staff

The PRC and CARC submitted by the applicant/staff are the property of the applicant/staff and will be returned to them.

All documentation pertaining to the action of the Review Team will be kept in the staff person/contractor's off-site employment file until such time as that file is discarded or archived, at which time the documentation will be shredded.

Appendix 1

Review Teams

When potential prohibiting factors are discerned a Review Team is constituted to determine the merit of the factors. The Review Team is to meet with the individual and discuss the convictions to determine the circumstances, evidence of remorse, steps taken to remedy the situation or make restitution and rehabilitative treatment undertaken and make a decision/recommendation of action.

Students / Program Applicants

The applicant/student will meet with a Review Team, consisting of the Principal and the Chair of the Program Committee or their designate.

Volunteers

Cheque Signers

The cheque signing volunteer will meet with a Review Team, consisting of any two of the following; Principal, Chair of the Finance Committee, or their designate or member of the Finance Committee

Other Volunteers

The volunteer will meet with a Review Team, consisting of any two of the following; Principal, the co-chairs of Central Council, or their designate.

Staff / Job Applicants

The applicant/staff will meet with a Review Team, consisting of Chair of the Search Committee or their designate, and the Chair of the Human Resources Committee or their designate and another member of the Human Resources Committee, as appropriate.

St. Stephen's College and Centre for Christian Studies Collaborative Diploma/Degree Programs Agreement 2008

The following comprises criteria established between St. Stephen's College (SSC) and the Centre for Christian Studies (CCS) leading to a degree from SSC. The two schools will collaborate to offer a program of study in diaconal ministry leading to a Bachelor of Theological Studies in Diaconal Ministry (BTS) or a Master of Theological Studies in Diaconal Ministry (MTS) degree granted under the Charter of St. Stephen's College. Such degrees will be conferred after completing the CCS Diploma in Diaconal Ministries and the additional requirements of SSC.

Master of Theological Studies [60 credits required]

CCS Program/Courses SSC Credit Equivalencies

Leadership Development Module

6 credits (cross listed with SSC)

One of three Program Theme Years

Social Ministry

Educational Ministry

Pastoral Ministry

15 credits (Note: the Theme Year is valued at 18 credits but only 15 are required for the degree.)

Theological Integration Year (including Global Perspectives Experience)

3 credits (Note: the Theological Integration Year is valued at 21 credits but only 3 are required for the degree.)

5 Core Courses (**15 credits**)

Introduction to Christian Scriptures

Introduction to Hebrew Scriptures

Introduction to Theology

Introduction to Christian Ethics

Introduction to Church History

3 Elective Courses (**9 credits**)

12 of the above credits (to be taken at SSC)

12 of the above credits (to be taken at a recognized/approved theological school, which could be SSC)

Post CCS work required for MTS degree from SSC

Thesis writing course (**3 credits**)*

Thesis Proposal Collegium/Thesis Writing*

Workshop (recommended, 0 credits)

Graduate Thesis (**9 credits**)

Total of 12 credits

*At the time of this agreement, the SSC curriculum content and methodology related to the preparation for thesis writing was under review and is subject to change. Any changes in requirements emerging from the review may require a revision to the agreement.

Bachelor of Theological Studies [120 credits required]

CCS Program/Courses SSC Credit Equivalencies

Leadership Development Module

6 credits (cross listed with SSC)

Three Program Theme Years

Social Ministry

Educational Ministry

Pastoral Ministry

54 credits

Theological Integration Year (including Global Perspectives Experience)

21 credits

Facilitated Field Education **3 credits**

5 Core Courses (**15 credits**)

Introduction to Christian Scriptures

Introduction to Hebrew Scriptures

Introduction to Theology

Introduction to Christian Ethics

Introduction to Church History

3 Elective Courses (**9 credits**)

12 of the above credits (to be taken as SSC)

12 of the above credits (to be taken at a recognized/approved theological school, which could be SSC)

Post CCS work required for BTS degree from SSC

Thesis writing course (**3 credits**)*

Thesis Proposal Collegium/Thesis Writing*

Workshop (recommended, 0 credits)

Undergraduate Thesis (**9 credits**)

12 credits

*At the time of this agreement, the SSC curriculum content and methodology related to the preparation for thesis writing was under review and is subject to change. Any changes in requirements emerging from the review may require a revision to the agreement.

1. One half of credit work must be done at SSC to earn a MTS degree from SSC, in compliance with the Standards of the Association of Theological Schools.

2. In the SSC part of the program, students must maintain a grade point average as described in the Academic Standing policy at SSC at the time of acceptance into the program.

3. CCS students/graduates since 1999, will normally register for the SSC BTS or MTS within 5 years of completing their CCS diploma. CCS graduates of prior to 1999 are eligible for the degree programs. Each case will be examined to determine equivalencies and credit both within the CCS study program and in additional academic and life experience.
4. The BTS or MTS degree should be complete within 7 years after registering in the SSC program.
5. Graduates must provide one unbound and an electronic copy of the thesis to SSC and a bound copy to CCS.
6. CCS will be responsible for maintaining the records and ensuring that the requirements of CCS's diploma have been fulfilled.
7. CCS will provide SSC with a record of the academic progress of each candidate on an annual basis. This will include a record of courses completed and grade or other appropriate assessments. Upon completion of the diploma, CCS will forward the student's official transcript to SSC.
8. Should a CCS student withdraw or be terminated from their diploma program, CCS will notify SSC and the student will be withdrawn from the BTS or MTS in Diaconal Ministry Program at SSC. Should the student wish to pursue another SSC degree, they must reapply through SSC.
9. In very exceptional circumstances, students may apply to be placed "On Hold" for one year. This status relieves students of all responsibilities in their program without time penalty. It is understood that such status is granted only when students are unable to contribute to their studies in any way, and will be revoked should attempts be made to circumvent regulations and fees regarding normal time lines and extensions.
10. All fees will be subject to the policies and schedules of SSC. Registration for the degree will be payable to SSC at the time of registration for the degree. For courses taken at SSC, regular course fees will apply.
Students will also be assessed an annual administration fee (waived while students are also registered with CCS). CCS will notify SSC when students graduate from CCS, so that the annual program fee can begin to be paid. Continuation fees are charged in Years Five, Six and Seven.
11. The Leadership Development Module will be cross listed with CCS and SSC. When a student is taking the course for recognition in both schools, the fees will be determined so that CCS retains a full tuition and SSC receives an administration fee.
12. CCS and SSC will work within this agreement in a collaborative manner, showing respect for the academic autonomy of each institution and appreciation for the work of each school. CCS and SSC will maintain a formal governance link to aid in institutional awareness and for mutual support.
13. Students currently enrolled in the MTS or BTS in Diaconal Ministry programs will have the option of completing their degree with the terms of the previous agreement, or transfer to the program structure as detailed in this agreement. This Agreement may be reviewed within five years (2012) or with six months notice given by either party.

Implementation Date: March 1, 2008

Earle Sharam, Dean
St Stephen's College

January 21, 2010

Caryn Douglas, Principal
Centre for Christian Studies

Centre for Christian Studies When a Student is Absent

Learning Circle

The CCS's educational methodology is contingent on the creation of a learning community in which students and staff participate as learners and as leaders. Learning in a community is both gift and challenge. The richness of this kind of 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.

The design of the program with intensive gatherings of the learning community means that a lot is covered in each day of the learning circle, sometimes as much as the equivalent of 3 classes in a semester long course.

When a student is absent from a Learning Circle it affects their learning, but it also affects the learning of the others in the program, since all contribute as leaders and teachers for one another.

It is recognized that sometimes absence from a Learning Circle is required because of health, personal emergency or bereavement. As adult learners, the CCS expects students to be able to determine for themselves when they must be absent from a Learning Circle, weighing their own needs with the expectations of the program. The CCS also expects students to be responsible for meeting equivalency requirements for all work missed.

The process and method for this will be negotiated with staff and will be contextual. **Such decisions need to be made by more than one staff person.** Some of the contextual factors that will be considered are : learning goals of the student, student's academic history, readiness for ministry, possibilities for community learning, length of absence and content missed, effect on staff work load.

Make up processes could include, but 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.

However, there is a limit to how much of the Learning Circle requirement can be fulfilled through an equivalency. In situations where a student has had to be absent for an extensive period of time, absent repeatedly, or where their absence demonstrates a lack of commitment to the requirements of the program, they may not be given credit for the year.

Field Placement

In the CCS's praxis model the integration of experience and theory are valued. The simultaneous experiences of Learning Circles and Field Placement are designed to help meet this goal.

It is recognized that sometimes students are unable to fulfill their field placement requirements of 12 hours a week from September to April because of health, personal emergencies, bereavement or other extenuating circumstances. As adult learners, the CCS expects students to be able to determine for themselves when they must be absent from their field placement, weighing their own needs with the expectations of the program and the field placement site. Students are required to make up time missed. In many situations this can be accomplished by increasing hours at a later point in the field placement. This must be negotiated with the Learning Facilitator and others as appropriate. CCS staff should be informed of the arrangement if there is a significant change.

If it is not possible for the student to complete all of the field placement requirements before the end of the theme year then an arrangement for completing the requirements must be negotiated with staff and the field site. **Such decisions need to be made in consultation with more than one staff person.**

In situations where a student has had to be absent for an extensive period of time, absent repeatedly, or where their absence demonstrates a lack of commitment to the requirements of the program or the field placement, they may not be given credit for the field placement.

External Courses

The nature of the CCS's program requires students to be away from their home community for several weeks at a time during the academic year and this can result in a student missing classes in External Courses that are offered on a weekly basis. When students are deciding on External Courses they are encouraged to consider the impact of their absence on their learning and on the others in the course. Students should consult with the school and professor in advance of registering in the course and refer to the policies and procedures set forth in the handbook or calendar of such institutions for the relevant policies guiding absence.

Centre for Christian Studies Student Status Policy

Scope of Policy

This policy outlines the categories of student status for students in the CCS Diploma or Certificate Programs.

Student

Diploma and Year Long Certificate and Leadership Development Module applicants are considered to be students upon the successful completion of the admission process and an unconditional acceptance into the program. This status is confirmed in writing by a letter of acknowledgement. Status as a student is in effect until such time as a student communicates in writing that they have withdrawn from the program or the student is informed (and confirmed in writing) that they are unable to continue/complete the program or that they have been removed from the program.

Student in Good Standing

A student is assumed to be a student in good standing until otherwise designated. Good standing is normally determined by successful progression from one part of the program into the next and up to date payment of fees and fines.

Student on Conditional Status

Progression through the program is always conditional on a student successfully completing the requirements, based on an assessment of each element of the program and an end of year assessment based on the Guidelines for Readiness to Continue (or Complete) in the Program.

The category of **Conditional Status** is applied to a student when concerns about the student's ability or appropriateness to continue warrant particular attention, or when a student is allowed to proceed to the next year of the program but has not successfully completed the requirements for the current year. Students may also be placed on Conditional Status when fees or fines are outstanding.

Conditional Status is determined by at least two Program Staff, or one Program Staff and the Principal, and is conveyed to the student in writing. The letter would typically include, but is not limited to, the following:

- identification of a specific pattern of behaviour, skill set or knowledge base that requires remedial action (referenced to Guidelines for Continuing in / Completing the Program)
- outlining of particular parts of the program (assignments, field placement, learning circle, etc.) which are to be completed
- suggested or required action to address the concerns
- stated consequences of failure to attend to the conditions

- outstanding fees or fines, if applicable
- a specified time frame for change to be achieved
- time frame for assessment and evaluation of Conditional Status
- identification of others who will be informed of the Conditional Status (such as field volunteers, Bishop, Education and Students)

Conditional Status will not be indicated on the student's transcript. This decision is appealable through the "Policy and Procedures for Appeal from decisions relating to readiness for continuing or completing the program". Students who are on Conditional Status are responsible to pay any outstanding fees before continuing in any aspect of the program. (See "Policy on Re-admission/Change of Status of Students.")

Student Who is Incomplete

A determination may be made that a student's work is incomplete if they have not successfully completed the requirements of the certificate/year or are unable/unsuitable to continue in / complete the program. This decision, always made by at least 2 Program staff members, or one member of the Program Staff and the Principal, may result in a student being deemed either incomplete or removed (see below). When a student's work is incomplete the decision shall be communicated to the student in writing. The letter would typically include, but is not limited to, the following:

- identification of specific reasons for incomplete status and an indication of the history of notification of concerns to student, as appropriate (referenced to Guidelines for Continuing in / Completing the Program)
- specific conditions which must be met for re-entry into the incomplete component of the program
- specific conditions which must be met for continuation into another aspect of the program
- outstanding fees or fines, if applicable
- identification of others who will be informed of the Incomplete Status (such as field volunteers, Bishop, Education and Students)

In such cases a student's transcript would indicate Incomplete for the certificate/year. This decision is appealable through the "Policy and Procedures for Appeal from decisions relating to readiness for continuing or completing the program". Students who are Incomplete are responsible to pay any outstanding fees before continuing in any aspect of the program. (See "Policy on Re-admission/Change of Status of Students.")

Student Who Is Removed

A student may be removed from the program as a result of failure to meet specified conditions outlined in their Conditional Status or as a result of staff assessment that they are unsuitable/unable to continue in the program. This decision, always made by at least 2 Program

staff members, or one member of the Program Staff and the Principal, is communicated to the student in writing. The letter would typically include, but is not limited to, the following:

- identification of specific reasons for removal and an indication of the history of notification of concerns to student, as appropriate (referenced to Guidelines for Continuing in / Completing the Program)
- specific conditions which must be met for re-entry into the program, if applicable
- identification of others who will be informed of the Removed Status (such as field volunteers, Bishop, Education and Students)

Removal may also be as a result of outcomes of procedures of the Harassment, Screening or other Policies. Decisions regarding removal are appealable through the Appeal from Decisions Relating to Readiness for Continuing or Completing the Program” except in the cases of Harassment or Screening which have their own mechanisms for appeal. In cases where a student is removed their transcript will indicate Incomplete for the appropriate component of the program and indicate they were removed from the program. Students who are removed are responsible to pay any outstanding fees. Failure to pay any outstanding fees will result in withholding of the transcript.

Student Who Withdraws

A student is considered withdrawn when they convey in writing their withdrawal from the program or a component of the program.

Withdrawn status will be acknowledged in writing. The letter would typically include, but is not limited to, the following:

- specific conditions which must be met for re-entry into the incomplete component of the program
- specific conditions which must be met for continuation into another aspect of the program
- CCS policy on readmission and specific conditions for readmission to the program, if applicable
- outstanding fees and fines, if applicable
- identification of others who will be informed of the status (such as field volunteers, Bishop, Education and Students)

In such cases a student’s transcript would indicate Withdrawn for the certificate/year they have withdrawn from and indicate withdrawn from the program if their withdrawal is complete. Students who have withdrawn are responsible to pay any outstanding fees or fines. (See Policy on Re-admission/Change of Status of Students.)

A student is given a withdrawn status on the transcript when the student indicates to CCS Program staff or Registrar, in writing, that they are changing their student status and becoming an inactive student, or, withdrawing from the program.

Student Who is Inactive

A student is considered to have Inactive Status when they have been admitted into the program but are not participating in the Leadership Development Module, Theme Year, Integrating Year or a Reflection Year. Normally, an inactive student would not be accumulating any credit through external courses for a CCS Certificate or Diploma. A student may choose to be inactive or it may be recommended by staff. Normally, inactive status would not exceed 2 years in a row.

For further information see Policy on Re-admission/Change of Status of Students.

Joint Program of Study Between The Centre for Christian Studies and The Faculty of Theology, University of Winnipeg

REVISED AGREEMENT – approved by CCS Council March 17, 2007

Overview

This program is designed to enable students who have been granted the “Diploma in Diaconal Ministries: Studies in Transformation and Action” from the Centre for Christian Studies (CCS) to undertake an additional program with the University of Winnipeg Faculty of Theology (F of T) leading to a Master of Arts or Bachelor of Theology.

This agreement replaces the original agreement, signed by CCS and F of T October, 2000. It becomes effective when signed by both parties.

1. The Centre and the Faculty of Theology will collaborate to offer a program of study leading to a Master of Arts (MA) or a Bachelor of Theology (BTh) degree to be conferred by the University of Winnipeg.

2. Outline of the two degree programs

Master of Arts (60 credit hours required)

Credits Earned through the Centre for Christian Studies Diploma Program

Leadership Development Module **6 credit hours** (cross listed with F of T**)

One of three theme years from CCS program:

Social Ministry, Educational Ministry, Pastoral
Ministry

15 credit hours (Note: the Theme Year is valued at 18 credit hours but only 15 are required for the degree) (3 credit hours cross listed with F of T**)

Integrating Year (including Global Perspectives Experience)

3 credit hours (Note: the Integrating Year is valued at 21 credit hours but only 3 are required for the degree)

8 courses* (Intro to Christian Scriptures, Intro to Hebrew Scriptures, Intro to Theology, Intro to Ethics, Intro Church History, Elective in Christian Scripture, Elective in Hebrew Scripture and Elective in Theology) (**24 credit hours**)

15 credit hours (to be taken at a recognized/approved theological school, which could be F of T)

9 credit hours (to be taken at F of T)

* in total 8 courses are to be taken, 3 must be taken from F of T

**additional external courses can be taken at F of T in lieu of cross listed courses

Credits Earned after completion of CCS Diploma (**12 credit hours**)

Thesis Seminar 3 credit hours (to be taken at F of T)

Thesis 9 credit hours (to be taken at F of T)

OR

Courses in Concentration or Specialization 12 credit hours (to be taken at F of T)

Bachelor of Theology (126 credit hours)

Undergraduate Requirements (30 credit hours)

Leadership Development Module 6 credit hours (cross listed with F of T**)

Theme Year One CCS Program 18 credit hours

2 Elective Courses* 6 credit hours

Biblical/Theological/Applied Ministry Requirements (96 credit hours)

Theme Years Two and Three CCS Program 36 credit hours (3 credit hours cross-listed with F of T**)

Integrating Year CCS Program (including Global Perspectives Experience) 21 credit hours

Facilitated Field Education 9 credit hours

6 Elective Courses* 18 credit hours (at least 9 credit hours to be taken at F of T)

Honour's Thesis (and preparatory seminar) OR Courses in Concentration or Specialization 12 credit hours (F of T)

* Courses to be chosen from Intro to Christian Scriptures, Intro to Hebrew Scriptures, Intro to Theology, Intro to Ethics, Intro to Church History, Elective in Christian Scripture, Elective in Hebrew Scripture and Elective in Theology

**additional external courses can be taken at F of T in lieu of cross listed courses

3. CCS will be responsible for the admission of students into its program, for the program design and delivery and for the assessment of the student leading to the conferring of the diploma. CCS approves all the courses taken to earn the CCS diploma. CCS will maintain the student's file, including certified transcripts of all courses taken at other institutions and applied to the CCS diploma.

4. When a student enrolled in the Joint Program completes their diploma, CCS will forward a certified copy of the student's transcript to the Faculty.

5. Students will be encouraged to apply to the Joint Program by the conclusion of their second year in the CCS program. The Registrar at the Faculty will be available to provide academic consultation (not approval) with students regarding F of T course selection after admission to Joint Program.

6. The Faculty will be responsible for the admission of students into the Joint Program, and for the program design and delivery and for the assessment of the student's performance for those aspects of the program earned after the CCS Diploma is complete. The terms and conditions of admission to the CCS/F of T Master of Arts and Bachelor of Theology programs are distinct to this agreement. All CCS diploma students, in good standing, are eligible for the Joint Program. The Faculty will maintain the student's file after the student has completed the diploma.

7. The Faculty will place all the courses cross listed with CCS in their regular calendar and promote the courses among their student body when the courses are offered. On an annual basis CCS will provide the Faculty with updated course descriptions and inform the Faculty of teaching staff. CCS will inform their student body of the courses available through the Faculty.

Each school will include information on the program on their website.

8. Each January CCS administrative staff and Faculty administrative staff will reconcile program enrolment and prepare a statistical report on Joint Program student status.
9. CCS Program Staff will be appointed as adjunct faculty of the Faculty.
10. Any CCS graduate can make an application to the Joint Program. Admission to the program, for applicants who are not concurrently CCS students, or who graduated from CCS prior to 2000, will be assessed on the basis of previous academic work, including the CCS diploma and additional academic courses and professional training. Admission to the program requires the approval of both CCS and F of T. CCS will periodically inform graduates of the Joint Program opportunity.
11. Only those external courses credited in the CCS diploma program, which have not been used toward another degree, can be credited to the Joint Program.
12. In addition to the requirements of the Faculty, students are required to submit one bound copy of their thesis to CCS for its library.
13. CCS will be invited to participate in the University of Winnipeg Convocation when there are graduates of the Joint Program.
14. Termination from the CCS diploma program, will result in automatic termination in the Joint Program. CCS will notify the Faculty when a student withdraws or is terminated from the diploma program. The Faculty will notify CCS when a student or CCS graduate withdraws or is terminated from the Joint Program.
15. This agreement will be reviewed in 5 years (2011) or by mutual agreement of both parties.

Caryn Douglas, Principal, Date
Centre for Christian Studies
James Christie, Dean, Date
University of Winnipeg, Faculty of Theology

Procedural Notes

Transitional arrangements

During the period of transition as the students who began the program under the previous design adapt to the new design, accommodation will be made to enable students to obtain the credits they require.

Cross listed course

Specifically in regard to the change in the program which requires students to obtain 3 credit hours by cross listing a learning circle from one of the CCS theme years, students will be provided with a process to seek Advanced Standing for these credits. Students will be responsible for paying the fees associated with cross listing. Since the cross listing is not a new requirement, but only a reallocation of the prescribed course to be cross listed, this is not a penalty to students.

Thesis alternative

Students currently in the Joint Program will be appraised of the new option of course work in a specialization or concentration as an alternative to the thesis and may elect that option.

Courses

Cross listed courses

The CCS courses which will be cross listed with F of T, for the purposes of this program are:

Leadership Development Module 6 credits

Pastoral Care Learning Circle 1 6 credits

Pastoral Care Learning Circle 2 6 credits

Educational Ministry Learning Circle 1 6 credits

Educational Ministry Learning Circle 2 6 credits

Social Ministry Learning Circle 1 6 credits

Social Ministry Learning Circle 2 6 credits

This does not preclude other CCS courses from being cross listed with the F of T.

Normally, a CCS student would elect to cross list a Learning Circle in their final theme year. This would be encouraged so minimize the expense for students who may withdraw from CCS after having registered in the Joint Program. It also allows the maximum time for students to determine if they will be earning other course credit at the F of T that they would using in lieu of the cross listed course.

Credit value

While the cross listed Learning Circle courses (described above) are weighted at 6 credits, CCS students only require 3 credit hours to fulfill their degree requirements. Provision will be made for CCS Joint Program students ONLY, to register for the cross listed courses as a 3 credit course.

Year Long Certificate Requirements

Background

CCS offers Certificates in four areas: Leadership Development, Pastoral Care, Social Justice and Educational Ministry. The Leadership Development Certificate may be awarded to students who satisfactorily complete all of the requirements for the LDM. The Leadership Development Certificate is the prerequisite for entering into one of the other Year Long Certificate programs.

Year Long Certificates have been awarded to two categories of students: those who entered into the full Diploma program, but withdrew and earned a certificate for the part of the program they completed, and those who entered with the specific intention of doing a one year program.

Requirements

The minimal requirements for the **each** Year Long Certificate are:

Admission

- meeting admission standards and processes

Successful Completion of:

- Leadership Development Module
- One Theme Year, including the Field Placement, Learning Circles and all of the assignments related to the Theme Year (Educational, Pastoral Care, Social Justice)

Students earning a certificate through these requirements would be granted, for example, a Certificate in Leadership Development and Educational Ministry. It is possible to earn up to three year long certificates, so for example, a Certificate in Leadership Development; Pastoral, Social and Educational Ministry.

Supplemental Requirements

In addition to the minimum requirements, some students may have taken, or may elect to take, additional External courses. For students in this category the additional work may be recognized in their certificate in this way: a Certificate in Leadership Development and Educational Ministry with Supplemental Course work in New Testament; or Certificate in Leadership Development and Pastoral Care with Supplemental CAPPE Unit; or, Certificate in Leadership Development, Social Justice and Educational Ministry with Supplemental Biblical Studies. The certificate would be designed contextually, with an effort to reflect the focus of the work and to keep the length reasonable.