

Carey Student Handbook

Policies & Practices

CAREY CENTRE

CAREY THEOLOGICAL COLLEGE

- Community Life
- Services Offered
- Resources Available

Updated May 2020



Welcome from the President

This is a day when leadership really matters. At home and on the mission field, innovative and reflective Christian leadership are essential for churches and ministries not only to survive, but to thrive as they share Christ in word and deed in a broken world. Carey 's educational programs develop Christian leaders who can meet this challenge. Carey is committed to deliver **Christ-centred, biblically-based, and mission-focussed** theological education through innovative andragogical designs and learning platforms.

Colin Godwin, President of Carey Theological College

THE HANDBOOK

Carey Hall is committed to providing excellent academic, residential, and spiritual experiences for all members of our learning community: Theological College students, learners who attend Carey events, and UBC students who reside in the Carey Centre.

This Student Handbook outlines the rights, responsibilities, and resources applicable to all Carey students. The policies, rules, standards of conduct, and community expectations it describes help to promote an atmosphere of transformative Christian education. They are applicable to every Carey student. It is expected that all will become familiar with these guidelines and policies, assuming responsibility to uphold and abide by them.

Carey makes a wide range of tools and supports available to students to enrich the academic experience. Information on essential resources is provided here. Some reference to academic policies and regulations is also included, though the primary source for academic information is the Carey Theological College Academic Catalogue.

The Carey Board of Administration may at any time establish rules and regulations consistent with the terms of this Handbook regarding student rights and responsibilities.

TABLE OF CONTENTS

Welcome from the President	i
THE HANDBOOK	ii
TABLE OF CONTENTS	iii
DIRECTORY OF KEY PERSONNEL	1
THE CAREY COMMUNITY	2
Carey’s vision:	2
Our mission:	2
Statement of Faith.....	2
Living in Christian Community	3
CAREY CENTRE FACILITIES AND RESOURCES	5
Location and Facilities.....	5
a) Public Transit Service	5
b) Parking	5
c) Residence and Classroom Use.....	5
d) Cafeteria.....	6
e) Lost and Found	6
f) Print/Copy/Fax, Internet Services, & Phone	6
Safety	6
a) Fire Safety	6
b) Earthquake Preparedness	6
Student Services	8
a) Vocational and Pastoral Guidance.....	8
b) Spiritual Companionship/Direction/Pastoral Care.....	8
RESOURCES FOR CTC STUDENTS	8
a) Orientation.....	8
b) ID Cards	8
c) Student Data Systems Access (Populi)	9
d) UBC Learning Management System Access (Canvas)	9
e) Traditional Library Services.....	10
f) Online Library Resources.....	10
g) Textbooks.....	11
h) Academic advising	11
POLICY INFORMATION	12
General Academic Policy	12
Health Insurance.....	12
Privacy Policy	12
Netiquette	14
Concerns and Grievances (non-academic).....	14
Discrimination & Harassment	16
Accountability and Disciplinary Procedures	16
Plagiarism and Academic Dishonesty	17
UBC Campus Map	20

DIRECTORY OF KEY PERSONNEL

Some contact information relevant to students:

Senior Administration			
	Colin Godwin	President	
	Sarah To	Executive Assistant to the President	sto@carey-edu.ca
	William Brackney	Academic Dean (Interim)	
	Sarah To	Assistant to the Academic Dean	academicadmin@carey-edu.ca
	Sam Nakai	VP Operations	
	Lilian Cheng	Executive Assistant to the VP Operations	lcheng@carey-edu.ca
	Gavrielle Tran	VP Finance and Capital Projects	
	Clara Ching	Director of Advancement	cching@carey-edu.ca
	Yan Zhao	Advancement Officer	yzhao@carey-edu.ca
Academic Admin – CTC			
	Ken Radant	Registrar (Acting)	kradant@carey-edu.ca
	Cameron Wyenberg	Coordinator of technology Services	cwyenberg@carey-edu.ca
	Hank Shih	Recruitment Officer	recruitment@carey-edu.ca
	Lawrence Yuen	Admissions Counsellor	admissions@carey-edu.ca
	Levi Liu	Teaching Assistant (Canvas)	careyta1@carey-edu.ca
CTC Faculty			
	William Brackney	Pioneer MacDonald Chair of Baptist Theology and Ethics, Director of D.Min. Program	wbrackney@carey-edu.ca
	Joyce Chan	Professor of Church History	jchan@carey-edu.ca
	Amy Chase	Assistant Professor in Biblical Studies (OT)	achase@carey-edu.ca
	Colin Godwin		cgodwin@carey-edu.ca
	Ken Radant	Associate Professor of Theology	kradant@carey-edu.ca
	William Rogan	Assistant Professor in Biblical Studies (NT)	wrogan@carey-edu.ca
Facility and Front Desk			
	Mel Espadilla	General Manager, Building/Accommodations	mespadilla@carey-edu.ca
	James Cho	Guest Services Associate	info@carey-edu.ca
	Judy Lam	Front Desk Associate	info@carey-edu.ca
	Mary Delossantos		
	Adrian Tsang		
	Marilou Rodriguez	Head Housekeeper	
	Rick Smith	Facilities Supervisor	facilities@carey-edu.ca
	Lucas de Livramento	Bookkeeper and records Associate	accounts@carey-edu.ca
	Ernest Kuang	Bookkeeper	accounts@carey-edu.ca
Residence – Student Care			
	Matthew Kitchener	Dean of Residence	igodwin@carey-edu.ca

THE CAREY COMMUNITY

Carey Hall is the umbrella organization for several Christian ministries based at Carey Centre on Iona Drive at the north end of the University of British Columbia (UBC) campus in Vancouver.

Carey was created in 1960 to provide on-campus housing for Christian UBC students. The Centre continues to offer housing and hosting ministry for 40 UBC students each year. It also serves as the base of operations for Carey Theological College (CTC), which was launched in 1975 to provide theological education for Christian disciples and leaders in Western Canada and ultimately around the world. CTC is Accredited by the Association of Theological Schools (ATS) in the U.S. and Canada. The College is affiliated with UBC, and is a part of the consortium of theological schools situated on the UBC campus.

In addition to graduate-level educational programming, Carey has a long history of offering undergraduate certificates and non-formal training to the whole people of God – wherever they live, work and worship. Between 2006 and 2017 this was managed by the Carey Institute; in 2017 it was integrated into the operation of the College. "Carey on the Road" has taken professors, courses, and workshops to 4 Canadian provinces and 5 different countries. Saturday seminars for individuals and churches are offered annually to over 2500 people from over 120 churches.

Remarkably, since 2009, 85% of CTC students graduate debt-free because of low tuition, furthering Carey's value of making theological education accessible to the whole people of God.

Carey is unique in that the students who live in our residence facility do not normally attend the Theological College, while our CTC students live off-campus (and in most cases outside Vancouver) and do the majority of their studies online.

All of these individuals – residence students, College students, occasional learners, and Carey faculty and staff – are vital members of Carey's community.

Carey's vision:

Our vision is to empower faithful Christian leaders for every generation, culture and community.

Our mission:

Our mission is to re-imagine Christian discipleship by delivering contextualized theological education.

Statement of Faith

Carey is a ministry of the Canadian Baptists of Western Canada. We are a faith-based and Bible-centred organization in the Evangelical Protestant Tradition. It is understood that our staff and faculty will be comfortable with, and committed to the truths embodied in the CBWC statement of faith, which reads as follows:

We accept wholeheartedly the revelation of God given in the scriptures of the Old and New Testaments and confess the faith therein set forth. We here explicitly assert the doctrines that we regard as crucial to the understanding and proclamation of the Gospel and to practical Christian living:

1. The sovereignty, love, and grace of God, the Father, the Son and Holy Spirit in creation, providence, revelation, redemption and final judgment.
2. The divine inspiration of Holy Scripture and its entire trustworthiness and supreme authority in all matters of faith and conduct.

3. The value of each human being as created by God. The universal sinfulness of humankind since the fall, which alienates all from God and subjects all to condemnation.
4. The full deity and humanity of the Lord Jesus Christ, the incarnate Son of God, whose substitutionary sacrifice is the sole ground of redemption from the guilt, penalty and power of sin.
5. The justification of the sinner by the grace of God through faith alone in Christ crucified and risen from the dead.
6. The illuminating, regenerating, indwelling and sanctifying work of God, the Holy Spirit, in the believer.
7. The church as set forth in the New Testament and understood historically by the Baptist community.
8. The expectation of the personal, visible return of the Lord Jesus Christ, our participation in the resurrection, and the hope of eternal life.

Not all students who attend CTC belong to churches from our sponsoring denomination. Our seminary students represent a variety of traditions and points of view within the broad context of Evangelical Christian faith. Though these students are not required to subscribe formally to the CBWC faith statement, it is expected that they will be respectful of the faith commitments of Carey from the perspective of a kindred Christian faith commitment.

Similarly, though the students who live at Carey Hall are not required to make a personal profession of Christian faith, nor to subscribe formally to Carey's faith statement, it is understood that they have chosen to live in the context of Christian community. It is expected that resident students will, likewise, be respectful of the faith commitments adopted by Carey and expressed and lived by our faculty, staff, and College students.

Living in Christian Community

The Great Commandment casts the foundation for all our efforts in pursuing God.

***Love the Lord your God with all your passion and prayer and intelligence ... and
Love others as well as you love yourself.***

(Matthew 22:37-40 MSG)

This command shapes the culture of Carey's learning community, in which all students are invited to participate. Jesus' words challenge us to develop spiritual practices of devotion to our God, being transformed in all parts of our humanity into Christ's likeness. We are invited to care for one another with as much vested interest as we care about ourselves. We are called to tend first to our own inner life with Christ, and second to participate fully in the community of Christ as we work out our salvation in fear and trembling.

Students come to Carey from diverse places, families, faith environments, and experiences. Some live nearby, while others join online discussions from around the world. We are proud to have a range of denominations and experiences represented; some students have worked in ministry for years, and some have only recently decided to pursue life in Christ. Some in our residence are still considering their beliefs and faith commitments. This diversity gives depth to our conversations, richness to our community life, and balance in our understanding of the world around us.

While our students bring their own stories, they join a community with a distinct shared history and educational calling. It is our privilege and responsibility to preserve that institutional culture while ensuring that it embraces and is enriched by the unique contributions of each student who enters. We do this in line with Christ's directive to love our God first, with everything we have, and to love each other as we love ourselves.

To this end, it is understood that all individuals who choose to formally associate with Carey as students of the Theological College or as residents of Carey Centre will conduct themselves in a manner that is consistent with the biblically-informed culture of our community. The choice to participate in Carey's community entails a commitment to maintain a personal lifestyle and interpersonal interactions marked by integrity, honesty, kindness, mutual respect, sensitivity to the needs and concerns of others, on campus and in all settings where the Carey community is embodied.

CAREY CENTRE FACILITIES AND RESOURCES

Location and Facilities

Carey Centre is located at the northeast corner of the University of British Columbia, near the corner of Wesbrook Mall and Chancellor Boulevard (see map on back page). It is within a few minutes' walk of many university facilities, including libraries, the aquatic centre, playing fields, museums, parks, restaurants, and bookstores. It is also in close proximity to University Village which has a variety of shops and restaurants. Bus and taxi services are readily available. Emergency services are available and the University Hospital is nearby.

Buildings at Carey Centre house faculty and staff offices, classrooms, conference and meeting rooms, a chapel, a catered cafeteria, and housing for students studying at UBC and other local colleges. Free high-speed WiFi is available in the lobby, meeting rooms, and classrooms.

Carey Centre also offers year-round temporary accommodation for visitors to the Vancouver area. Rooms are fully furnished with single or queen beds and en-suite bathrooms. Linens, towels, soap and shampoo are provided. For more information, please call the reservations office at 604-224-4308 or email info@carey-edu.ca

a) Public Transit Service

The main UBC bus loop is 1 block south of the Carey Centre (at Wesbrook Mall and Student Union Blvd, see map on back page). Transit service links UBC to all areas of Vancouver and the Lower Mainland.

From Vancouver and the Lower Mainland: Take any bus that states UBC as its destination -- in Vancouver, bus routes #4, #9, #17, #25, #41, #43, #44, #49, #99 B-Line, #258 and #480 will all take you to UBC. Note that some routes only service the UBC campus during peak hours. Skytrain passengers can get off at Broadway Station and then transfer onto the #99 B-Line bus to UBC. Skytrain and #99 B-Line bus is the most economical mode to and from the airport.

b) Parking

Parking at Carey Centre and throughout UBC is restricted. A limited number of parking passes are available at the Carey Centre Reception desk for a fee.

c) Residence and Classroom Use

Carey Theological College and Carey Institute attempt to provide a Christian community for students. Whether living in the Carey residence or participating in courses that use the Carey classrooms, Christian living involves communication, cooperation, commitment, and consideration of others.

- The refrigerator in the Faculty building may be used to store lunches. Please ensure your food and drink items are labeled with your name.
- Please do not help yourself to food and drink items that do not belong to you.
- No cooking is allowed in the kitchenette of the Faculty building. Food may be re-heated in the microwave.
- Please clean up after yourself. Always place dirty dishes in the dishwasher in the kitchenette of the Faculty building, and clean up countertops and table after use.

d) Cafeteria

Meals are available in the cafeteria at the Carey Centre. Individual meal tickets may be purchased at the Carey Centre Reception desk. Groups should make special arrangements in advance with the receptionist.

e) Lost and Found

Lost items are held at the main reception desk in the Carey Centre.

f) Print/Copy/Fax, Internet Services, & Phone

Photocopying and printing for courses may be obtained at the main Reception area of the Carey Centre (B&W: \$0.10/ side; Colour: \$0.50/side). Fax is available at \$0.10/ page.

Students coming to Carey from a distance who require computer internet access may ask at the Carey Centre reception desk to borrow an Ethernet cable. Wireless access is available in most areas of the building.

A courtesy phone is located in the main reception area. Mobile phones should be turned off in class.

Safety

a) Fire Safety

For students on campus, in case of fire, activate the nearest fire alarm; get away from the fire and telephone 911. False fire alarms may occur but to ensure your safety, all alarms will be considered real until proven otherwise.

- When the alarm sounds, vacate the building safely and quickly, closing doors behind you. Closed doors are effective in keeping out smoke and fire.
- If there is smoke in the corridor, get down on the floor where the freshest air is found, and crawl out.
- Use the stairs. Do NOT use the elevators. Calmly walk – do not run. Use the handrails as you descend.
- Individuals who cannot safely negotiate stairs should proceed to the nearest stairwell landing and wait for a fire fighter to attend to them. If you or your guests have mobility or agility disabilities, make sure to familiarize yourself with the locations of these areas.
- If you see someone in need of help, and you can safely do so, please stop and assist them.
- Once outside, please move away from the entrance and gather on the west side of the building within the parking area but allowing emergency crews free access to the main entrance.
- Any items that could impede exit in the case of a fire are not to be left in the common areas, walkways, or stairwells of any building.
- DO NOT re-enter the building until the Fire Department or appropriate designate grants permission.

Familiarize yourself with locations of emergency exits and fire extinguishers. Fire extinguishers are located at each entrance and on each floor near the elevator and at the north end of the hallway.

b) Earthquake Preparedness

Minimize hazards by keeping heavy objects and sharp or pointed items from high shelves. Keep areas

behind doors clear of bookshelves and heavy furniture to prevent door being blocked.

DURING AN EARTHQUAKE

- IF INSIDE

Avoid hazards

- Resist the urge to run. Do not leave the building as danger from falling debris is greater.
- Do not use elevators.
- Move away from windows, glass partitions, and potential falling objects.

Take cover

- Duck under a sturdy desk or table, crawl underneath a bed, or brace yourself with your back against an inside wall, away from glass windows.
- Protect your head and neck from falling debris by covering them with one arm.
- Hold on to furniture.
- In a wheelchair, lock wheels and duck as low as possible. Use anything to protect your head and neck.
- In a crowded place, avoid getting trampled.
- In an elevator, stay and wait for assistance.

- IF OUTSIDE

Avoid hazards

- Move away from buildings, trees and power lines.
- **DO NOT** re-enter buildings.

- IF DRIVING

Pull over

- Leave the road clear for emergency vehicles and stay in your vehicle.
- Do not stop on or under a bridge or overpass, or under power lines.
- Do not block lanes that are exiting a bridge or tunnel.

AFTER AN EARTHQUAKE

Stay Safe

- Stay calm. Assess your surroundings.
- Check for injuries, gas leaks, and fires. Do not turn on lights or light matches until you are sure there are no gas leaks. Extinguish open flames.
- Be prepared for aftershocks. Move to a safe area in building interior or outside.

Do Not Re-Enter

- Do not re-enter damaged buildings. Evacuate the building if there is a major structural damage or fire hazard.
- **DO NOT USE ELEVATORS.**

Provide Aid

- Give first aid to injured persons.
- Do not move victims unless absolutely necessary.
- Report hazards to emergency personnel.

Follow Instructions

- Replace telephone handsets (hang up all phones). Open phone lines put STRAIN on the system and interfere with emergency communication.

- Do not leave area or return home until authorities say it is safe to do so – this could be up to 72 hours.

DO NOT USE CELL PHONES TO CALL LOVED ONES IMMEDIATELY AFTER AN EARTHQUAKE
USE PHONES TO REPORT MEDICAL EMERGENCIES ONLY

Student Services

a) Vocational and Pastoral Guidance

The Faculty members of Carey Theological College are skilled and willing to provide vocational guidance for those contemplating ministry and for those students already engaged in ministry who seek pastoral guidance.

b) Spiritual Companionship/Direction/Pastoral Care

Through the Centre for Spiritual Formation, Carey has a network of qualified people who are willing to provide students with spiritual companionship, spiritual direction or pastoral care, as appropriate. Information and requests may be made through the Dean of Residence or through the office of the CTC Academic Dean.

RESOURCES FOR CTC STUDENTS

a) Orientation

CTC offers a day-long Graduate Studies Orientation for new masters-level College students each fall semester. Orientation is scheduled in conjunction with the start of classes and especially with the Cornerstone Module which serves as the launching point for our masters degree programs. It helps you to become familiar with the structure and expectations of CTC programs, to sharpen your research skills, and generally to prepare for academic study while remaining involved in practical ministry. A series of related research seminars (live and recorded) is also available to help you prepare for graduate study. Resources can also be accessed during the year for those who begin their studies in Winter or Spring semesters. For more information, contact the Office of the Registrar at registrar@carey-edu.ca or 1-604-225-5901.

Students in the Doctor of Ministry program are expected to participate in a parallel but separate doctoral orientation (DMOS 900), offered in January in conjunction with the DMCO 990 Doctor of Ministry Foundations course. The doctoral orientation provides essential information on life as a Carey student, with research and other resources specifically designed for doctoral students.

b) ID Cards

A student ID card number will be provided to all students who have been accepted into a for-credit program of study, and who are currently enrolled in a course. (UBC U-Pass cards are not available to CTC students.) A digital student ID card is available upon request.

Current CTC students are also eligible to receive a UBC library card, providing borrowing privileges as well

as access to UBC online databases and resources.

c) Student Data Systems Access (Populi)

CTC student records managed by the office of the Registrar are contained in a web-based electronic database system called Populi. Other information managed by the Registrar, such as course scheduling and student accounts, are also located in the Populi system.

Carey has opted to use a web-based data management system so that you can have easier and more direct access to your academic records and related services. Through Populi you can:

- Review your course history
- Use the “grad audit” function to see at a glance what requirements you still need to meet for graduation
- Check your student financial accounts
- See what courses are currently scheduled for upcoming semesters
- Register for courses
- Pay student account balances
- Order transcripts

These and other related functions all become available to you once you are admitted to a program and set up with a username and password. The office of the Registrar and the Student Life department can also help you with requests and information, but many of the services traditionally provided by contacting the office are now available to you directly at your own convenience.

Assistance with initial login and system access will be provided by Student Life when you are admitted. Our team will also provide an orientation to Populi and helpful advice on using the system as part of new student orientation.

As an active student, we encourage you to login to Populi regularly. This will not only help you to become comfortable with the system, but it also means you’ll keep up with the information, news, etc., posted regularly on the Populi newsfeed.

d) UBC Learning Management System Access (Canvas)

All Carey courses are supported by the UBC Learning Management System (LMS) *Canvas*, which was put in place in 2017. This system is obviously an essential feature in our online and hybrid courses, where the class is managed largely or entirely over the internet. It is also important for on-site courses offered by Carey, since class information and resources are posted on the system and assignments may be managed through it.

For CTC students as well as Carey Hall residents attending UBC, it is essential that you become familiar with and skilled in using *Canvas*. UBC offers a variety of training opportunities on the system. The CTC orientation also provides information and assistance, along with some course-specific support through our Teaching and Learning department. (Please note that general tech support is all managed through UBC.)

To gain access to *Canvas* you will need to register for a UBC Campus Wide Login (CWL) account. To do this:

- ❑ Create a CWL Account. Click here to begin:
<https://www.cwl.ubc.ca/SignUp/cwlsubscribe/SelfSubscribeIndex.do> When the login screen opens, click “Proceed” to begin. Follow the prompts through the screens:
 - a. UBC Privacy Policy page. You must click “I Agree” in order to continue.
 - b. Select “BASIC ACCOUNT” and click “Continue”.

- c. Personal Information page. Fill in your information and choose a username, password, and security question answers. *Make sure to write down this information* as it is required to access your course.
 - Activate your CWL Account. Look for an email from UBC IT Services to confirm your CWL. You have 72 hours to click the link and activate your account.
 - Enter your CWL username in the personal information page in your Carey Populi account.

Once you have logged in to Canvas, your courses will appear as links to be followed. Note that courses are typically not available for full access until a few days before the course begins.

e) Traditional Library Services

Our UBC campus location makes it easy for students who come to campus to visit other libraries in the vicinity, including the John Richard Allison Library at Regent, the H. R. McMillan Library at Vancouver School of Theology, the St Mark's College Library, and any of the UBC libraries. The staff at each library will be happy to welcome you and to assist you.

Note, however, that access to the libraries is not the same as having borrowing privileges at each. For many years, Carey students had full borrowing rights at the Regent library, which Carey operated jointly with Regent. A change in organizational relationship in summer of 2017 means that this is no longer the case. CTC students wishing to borrow Chinese-language materials will still be granted free library cards at Regent. Other students will have to obtain their own community borrower's card if you wish to take books out of the library.

Carey Theological College students do have free borrowing privileges at the UBC Libraries. Carey maintains an updated student list at the library, including all students who have been accepted into a credit program and who are actively taking courses. You can obtain a UBC library card from the carding office at the UBC Bookstore with your Carey student ID.

UBC's Inter-Library Loan service is available to students to obtain books or resources not already available. Books need to be picked up and returned in person; the UBC library will not mail items to students. Journal articles requested through ILL will be emailed to students. For help obtaining items not available through the ILL process, such as articles only in print format, contact a UBC Librarian for assistance.

Students who do not live near UBC are encouraged to check with their local colleges, universities, and seminaries. UBC Library participates in reciprocal borrowing agreements at many university libraries throughout Canada. Refer here for details on reciprocal borrowing privileges in Canada:

<http://services.library.ubc.ca/borrowing-services/reciprocal-borrowing/>

To use reciprocal borrowing, students need a COPPUL (Council of Prairie and Pacific University Libraries) card. Contact David Harakal at david.harakal@ubc.ca or phone 604-822-1443 to have a COPPUL card mailed to you. You must provide your UBC student number and other contact information.

f) Online Library Resources

Online research resources are an increasingly important element in all forms of higher education; they are particularly vital for Carey classes which are offered in hybrid and online format. Two major resources are available to you as a Carey student.

The first is our EBSCO eBook collection. Carey is building an online library of eBooks for theological study in collaboration with EBSCO—one of the largest and most important suppliers of online resources for research libraries. At present we have subscribed to a major collection called "EBSCO eBooks Religion," containing approximately 7,000 volumes, more than 6,000 of which are directly related to religion, theology,

and biblical studies. In addition, we have begun to purchase individual eBooks which are strategically important for our classes and for student and faculty research. Our goal is to develop a useful, high-quality library of eBooks to support our learning community in the years to come. A *Quick Guide* to these resources will be distributed at orientation and made available on our website and through the Student Life office, providing specific information on how to login to the system and to make use of it.

Carey students also have access to online research databases and academic (and other) journals, which are an essential resource for all graduate students. A number of standard electronic databases (including the EBSCO database, which uses the same interface as our eBook collection) are available to you through UBC. Once you have obtained your UBC library card, these can be accessed from off campus. They can be accessed while on-campus whether or not you have a UBC library card. They will connect you to eBooks in the UBC collection, and to a broad selection of full-text electronic journals including journals in biblical, theological, religious, and social science studies. Similar databases are available at the Regent and VST libraries, though you will need to access them locally through portals in our neighbor schools' libraries.

Relevant databases include: ATLA Religion Database with ATLASerials, Catholic Periodical and Literature Index, Christian Periodical Index, New Testament Abstracts (NTA), Old Testament Abstracts (OTA), ProQuest Religion Database, and Religious and Theological Abstracts (RTA).

g) Textbooks

Textbooks and other course-specific resources are an essential component of the learning process. Students are expected to obtain required textbooks for each course. These are a notable expense costing up to \$150 per course. If finances are limited, students are advised to invest carefully in those essential reference works that will become a permanent and valued part of their library.

Books may be obtained through local or on-line bookstores. Carey does not operate a bookstore; however the nearby Regent Bookstore at 5800 University Blvd., Vancouver is operated as a service to students and the public. The bookstore has many texts in stock and can secure titles upon order. (Email: bookstore@regent-college.edu, Phone 1-800-334-3279.) Books may also be borrowed from libraries, as mentioned above. Where possible, Carey faculty are encouraged to utilize textbooks that are available in digital form to ensure accessibility and to reduce cost.

h) Academic advising

The key information sources for making wise academic plans are all available to you through the Carey website and related resource venues in Populi. The primary tools you will need are the *Academic Catalogue*, your personal academic records (located in Populi), and projected course schedules (in Populi and also posted in document form). The Student Life office has also developed downloadable program templates and program planners designed to help you overview the requirements of your degree program, to map out how your courses fit those requirements, and to plan forward toward program completion. These will be posted for download, or you can get them through the Student Life office.

If you need help with anything relating to your program and plan—advice about course selection, resolution to problems, approval for special requests, etc.—please feel free to contact the Student Life office. For advice that is specifically academic or professional in nature, and to explore the possibility of course substitutions or guided studies, you should also consider beginning by connecting with your Program Director. Special requests and approvals may also need to be processed by the Academic Dean's Office.

The Student Life department is in the process of development some standardized forms to simplify the process of applying for transfer credit, advanced standing, guided study courses, and course substitutions. These will be posted with guidelines as they are ready. In the interim, requests should be directed, in writing, to the office of the registrar at registrar@carey-edu.ca.

POLICY INFORMATION

General Academic Policy

General information on academic policy, including course registration and withdrawal, transfer credit, grading, extensions, plagiarism and academic integrity, academic probation, netiquette, and academic grievances and appeals is provided in the *Academic Catalogue*. Information on student accounts, tuition, and fees is likewise located in the *Catalogue*. In many cases, focused documents on specific policy items are also available through the Carey website and/or the Office of the Registrar.

By applying for admission to an academic program at Carey Theological College, you have indicated your willingness to abide by all Carey academic policies and procedures pertaining to your degree program. Questions and appeals concerning academic policy should be directed to the Registrar, or the Academic Dean.

Health Insurance

Carey students are responsible for their own personal health care coverage. Check with your provincial health care provider. If you are a student living in British Columbia, Medical Coverage is provided by the [Medical Services Plan](#) (MSP). MSP insures for medically required services, laboratory services and diagnostic procedures. Most families and individuals pay monthly premiums for their MSP coverage.

Privacy Policy

(An abbreviated privacy policy is represented here; copies of the full privacy policy can be obtained from the Student Life office.)

Carey respects the privacy of the personal information of its employees, students, residents, donors, alumni, and other stakeholders and is committed to protecting the privacy of personal information entrusted to us. In line with that commitment, we seek to be transparent and accountable with respect to the collection, use, disclosure and security of personal information. This policy sets out the principles that Carey Hall applies with respect to the collection, use, disclosure, and protection of personal information.

Carey Hall is responsible for the protection of all personal information under its control and has designated its Registrar as maintaining overall responsibility for the protection of personal information and compliance with this policy. Carey shall implement policies and procedures to: protect personal information; receive and respond to complaints and inquiries; train and communicate to staff regarding privacy policies and practice; communicate Carey's privacy policies and practices publicly.

Carey shall identify the purposes for which personal information is being collected at or before the time of collection. Carey shall communicate either orally or in writing the purposes for which personal information is collected at the time of collection.

Consent

The knowledge and consent of individuals, expressed or implied, are required for the collection, use, and disclosure of personal information. Consent will not be obtained through fraudulent means or by deceptive methods. Any individual may withdraw his or her consent to the collection, use or disclosure at any time.

Use, Disclosure and Retention

Carey shall not use or disclose personal information for purposes other than that for which the information was collected, except with the consent of the individual or as required or permitted by law. Personal information shall be retained only as long as is necessary for the fulfillment of those purposes. Personal information that is no longer required for its identified purposes or for legal or business requirements shall be destroyed or made anonymous.

Carey shall not sell, rent or loan the personal information of its employees, students, residents, donors, and partnered relationships to third parties. Except as stated below, personal information is not disclosed to any third party even those whose purpose could be construed to be compatible with that of Carey Hall. In disclosing personal information to third parties, Carey shall make every reasonable effort to ensure that the organizations to which the information is disclosed use that information only for the purposes for which it was disclosed.

Certain personal information such as names, student identification numbers and contact information of all students may be disclosed to the following: Carey Theological College Alumni Association in order to provide membership services; Vancouver School of Theology Library Services; University of British Columbia Library Services.

Access to records is permitted only to Carey faculty and staff whose official responsibilities require such access. In all cases, those who are permitted access to student records and those who receive personal information pertaining to specific individuals shall be advised of the privacy policy and shall be required to sign the Privacy Agreement.

Accuracy

Carey shall make reasonable efforts to ensure that all personal information collected is accurate and complete, and shall also make reasonable efforts to keep the personal information up-to-date. It is the responsibility of the individual to whom the information relates to notify Carey of any changes or corrections to that information.

Openness

Carey shall ensure that its policies and procedures that ensure the privacy of personal information are communicated in a fashion that allows for access to this information without unreasonable effort. This Policy will be made available in a form that is reasonable and understandable.

Compliance

An individual shall be able to direct a challenge concerning compliance with any of the principles laid out in this privacy Policy to the Privacy Officer. All complaints will be investigated. If the Privacy Officer determines a complaint is justified, Carey will take appropriate measures, including, if necessary, amending its policies and procedures. The complainant shall be notified of the outcome of the investigation regarding his or her complaint. If the Privacy Officer is unable to address the complainant's concerns, the issue shall be referred to the Office of the President.

Carey Theological College
ATTN: Privacy Officer
5920 Iona Drive
Vancouver, BC V6T 1J6
P: 604-224-4308 Fax: 604-224-5014 E: privacy@carey-edu.ca

Netiquette

Carey Theological College Online Discussion Netiquette

1. **Participate** – For the maximum benefit to all, every participant needs to contribute to the discussion. Be on time. Respond to at least one classmate for any discussion forum or blog or as many times as required by the instructor.
2. **Check previous postings** – Read the previous discussion thread before answering to avoid repeating comments and/or posting in the wrong heading or thread. Try to respond to anyone who replies to your initial posting in a way that moves the discussion forward.
3. **Read assignment instructions before posting** –There are different types of online assignments: discussion forum, blog, wiki, group project, media presentation, survey, etc. Please read the assignment guidelines carefully before posting. If the posting involves group effort, you may consider using Chat or Collaborate within Connect to facilitate group discussions.
4. **Be concise and brief** – Be careful not to let your posts become too wordy. Respect the time of the other readers and aim to make your entries clear and concise.
5. **Cite your references** – Just as you would if you were writing an academic paper, give proper credit to the sources you used in your conversations or posts.
6. **Use proper writing style** – Again, just as you would in an academic paper, proper spelling, grammatical construction and sentence structure should be utilized in your postings. Please refrain from using emoticons or slang.
7. **Be courteous** – Be ready to disagree but do not demean, harass or embarrass others. Respect the diversity of the people in your cohorts and understand that racist and sexist comments or jokes are unacceptable.
8. **Encourage others** – Help each other to develop and share ideas. Some students are more experienced with on-line settings than others. Offer your support to those who are less familiar.
9. **Use appropriate tones** – Remember you are writing in an academic environment, and refrain from showing extreme emotions. No yelling, throwing tantrums or rants. Humor can also be difficult to convey in text, especially if there are students whose first language is not English, so please make sure everyone realizes when you are trying to be funny.
10. **Respect others** – An online classroom will include participants from a wide range of backgrounds (culture, age, socio-economic, etc.). It is important to respect fellow classmates' opinions and not impose your own perception or bias on others. At Carey, there also are core courses shared by students enrolled in different degree programs. It is important to learn to listen and appreciate each other's unique contribution to the learning experience.

Netiquette Reference Sources:

https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html
<http://teaching.colostate.edu/tips/tip.cfm?tipid=128>
<http://www.albion.com/netiquette/corerules.html>

Concerns and Grievances (non-academic)

Carey makes every effort to provide a safe, enjoyable, positive learning environment for all students. Nevertheless, we recognize that in a fallen world populated by imperfect men and women, situations may sometimes arise where members of our community are concerned, dissatisfied, or where they feel threatened or come into conflict. In all cases, it is our desire that students find healthy resolution to such issues, and that they feel safe in approaching staff and faculty for assistance.

Concerns and grievances come in varying degrees, and different strategies may be needed to resolve them.

- 1) Matters of a minor sort, and those that can be addressed without the assistance of any formal procedures on Carey's part are entrusted to the wisdom and mature efforts of our students, staff, and faculty.
- 2) Matters that are relatively minor, where some assistance from staff, faculty, or administration is desirable or necessary, but where there is no wish or need to engage in a formal action, may be addressed by bringing forward an informal grievance or expression of concern.

The appropriate steps for addressing an informal grievance follow the principles for dispute resolution laid out in Mat 18:15-20.

- a) Begin by discussing the concern or complaint with the person involved—in a constructive and respectful manner.
- b) If the concern is not adequately addressed in this way, speak with the individual who is responsible for the area where the concern rests: Student Life if the issue relates to another student, or the relevant Vice President responsible for the area where the issue arises if it relates to faculty and staff.
- c) Issues that cannot be resolved in this way, or that involve multiple aspects of the Carey community should be directed to the President.

Most suggestions for institutional improvement would also be “informal” in nature. Again, these should be directed either to the staff/faculty member to whom they are most directly relevant, or to the individual responsible for the area concerned.

- 3) Where an informal process does not successfully address a grievance, or in the case of a serious conflict or problem, students may lodge a formal grievance or expression of concern, which will result in formal action by the Carey administration. (Formal action includes maintaining an official record of the issue and proceedings.)

Normally, formal grievances fall into one of the following categories:

- a) Interpersonal issues, and issues relating to campus life or community experience should be taken up initially with the Office of the Registrar.
- b) Academic issues should be raised with the Office of the Registrar or with the Academic Dean.
- c) Issues of harassment should be directed to the Registrar as the primary campus harassment officer. Should this represent a conflict of interest or be otherwise impracticable, such issues should be raised with the Academic Dean.

More information on the process for each type of formal action, including appeal procedures, will be provided in cases where a process is initiated.

A “Concerns and Grievances” form is available on the Carey website and/or from the Office of the Registrar.

Carey welcomes all thoughtful, respectful expressions of concern, as well as suggestions for making our programs more effective and more satisfying for the community. When students speak freely, we seek to listen carefully, in order to grow institutionally.

Matters of discipline are managed by the Academic Dean. Please consult with Office of the Registrar or with the Academic if you desire help with these matters.

Discrimination & Harassment

Carey seeks to be a community in which students, faculty and staff can grow together, free from discrimination and harassment. We are identified by our commitment to Jesus Christ and to the Scriptures which make Him known. Our purpose is that each of the members of Carey lead exemplary and honourable lives, consistent with and faithful to this revelation. So it is that we seek to love, honour, serve, guide and, where we have failed, to seek to make and be made right with one another. We acknowledge that we sometimes fail to live up to the high ideals upon which we claim to rest. Relationships may be fractured through acts or attitudes that either intentionally or unintentionally cause hurt. Discrimination and harassment, including sexual harassment, are two of many possible ways in which this sense of Christian community may be betrayed.

Anyone who believes that he or she has been subjected to comment or conduct which might constitute discrimination or harassment should report it to the Registrar, or, in the case of a conflict of interest, to the Academic Dean.

Accountability and Disciplinary Procedures

In choosing to participate in the Carey community, students indicate their willingness to live and work in an environment of mutual accountability. All members of our community become co-owners of Carey's mission and institutional culture, and we all have the responsibility not only to promote these individually but also to help one another to support the community as we seek to grow and thrive together.

This mutual accountability implies a need for all members of the Carey community to be willing to encourage and sometimes also to confront one another where an individual visibly fails to abide by the reasonable expectations for living in Christian community, and/or by the policies and guidelines expressed in the Student Handbook, Academic Catalogue, or Staff Manual. It also implies a need for receptivity in which we listen and take seriously the exhortations of other members of the community. In all cases, the goal of such exchanges should be the well-being and personal and spiritual growth of the individuals involved, restoration of healthy relationships in the community, and ongoing cultivation of a robust community life which promotes the mission and values of Carey.

The procedures for addressing issues of accountability and discipline are related and similar to those for dealing with concerns and grievances, outlined above.

- 1) In minor incidents where community standards are not fully respected, but where the issue is insubstantial and/or the circumstance is isolated, we trust the members of our community to exercise wisdom and maturity to hold one another accountable and to encourage the appropriate changes in behavior and interaction. It is not necessary to initiate formal action or make any report to the administration; indeed, it is understood to be inappropriate to spread unhelpful information beyond the circle of individuals who are directly affected.
- 2) Where minor incidents have broader implications for the community, or where they appear to reflect an ongoing pattern, or where there is an unwillingness to address the issue and/or a need for assistance in dealing with it, it may be appropriate or necessary to involve the relevant Carey staff departments: the Dean of Residence and staff for resident students in Carey Hall, or the Dean's Office or administrative staff for College students. Staff engagement may be initiated as a result of a complaint against a student brought to the relevant office, or as a result of concerns arising among the members of the staff team.

In such cases, the appropriate staff member will approach the student privately to raise the issue, discussing it in order to gain the student's perspective and to share that of the wider community. In most cases this will be accompanied by advice, or even by a strong recommendation or directive as to the changes needed for the student to be realigned with the expectations of community life. No formal documentation of the situation will be placed on file, though follow-up procedures may be established

if the staff member believes they are needed.

If the student and staff member are unable to reach agreement on the issue and the appropriate action to be taken, either or both may make an appeal to the appropriate Carey administrator who supervises the staff member currently involved. For resident students, this will be the President or the Vice President giving supervision to the Dean of Residence; for College students, this will be the Academic Dean. Normally, such an appeal will begin as a continuation of the informal accountability process. Should it become necessary, formal accountability procedures may be invoked.

- 3) For significant breaches of policy or community expectations, or in cases of less serious incidents which reflect ongoing patterns or deeper concerns and which cannot be addressed informally, a formal accountability process will be implemented. The formal process is launched when the incident is reported to the appropriate area supervisor, either by a member of the community who has first-hand or reliable knowledge of the incident, or by a staff member who has been part of an informal process or who is aware of the incident and its circumstances. Such reports may be presented orally or in writing; however, the complaint must be documented in written form before formal action is undertaken. In a formal process, the concern raised, together with communication and follow-up action related to it are documented in an appropriate confidential file maintained by the relevant supervisor. The “Concerns and Grievances” form may be used for this purpose.

Formal disciplinary action is managed by the appropriate area supervisor: the President or VP supervising the Dean of Residence, or the Academic Dean. The exact process is subject to the supervisor’s discretion and will be suited to the issue. It will involve discussion with the student whose behavior is under review, and may also include interaction with other members of the community who have been affected or who are familiar with the facts of the situation. On completion of the review, the supervisor will either determine a follow-up action, or he/she will refer the situation to an *ad hoc* Accountability Committee appointed by the President and Senate Chair and comprised of members of the Carey administration and/or Senate.

Decisions rendered by the supervisor or Accountability Committee are binding, and will be included in the confidential file on the situation. Possible actions include:

- Miscellaneous consequences – including actions such as an apology, community service, fine, loss of service, payment for damages, etc.
- Official warning
- Probation
- Suspension
- Expulsion

A student may appeal a decision made by the area supervisor, in which case the appeal will go to an Accountability Committee appointed by the President and Chair of Senate. A student may also appeal a decision made by an Accountability Committee, in which case a second and different Accountability Committee will be appointed. Appeals will be considered if it is clear to the President and Senate Chair that (a) new information has become available which would have altered the original decision; or (b) the original decision is significantly disproportionate to the offense; or (c) there has been a substantive violation in the process that calls the fairness of the process and initial decision into question. Where an appeal is heard, the decision of the second review is final.

Plagiarism and Academic Dishonesty

The academic standards of Carey Theological College are derived from our own Christian beliefs and values, and also from the expectations held in common by the community of academic institutions of which we are a part—globally, and especially in the North American context.

As Christians, we understand that all individuals are to be respected and given due credit for their

contribution to our own thinking and to the dialogue of the academic community. We believe that we are all responsible to develop our God-given talents and capacities, and we affirm that our pursuit of excellence brings glory to God. We recognize that we are called to honesty and integrity in all our action and communication, and that healthy community must be built on an atmosphere of truth and trust.

As members of a wider academic community, we affirm that a core goal of higher education is the development of students' capacity not only to recognize and utilize the contributions of others, but also to critically evaluate what others have proposed and to bring forward personal contributions which reflect their own thinking, research, and experience. We understand that respecting intellectual property and acknowledging the contribution of others is an integral part of treating them fairly for their work. And we remember that transparent use of research sources is essential to the cultivation of an academic community where research can be done effectively.

For such reasons, we view plagiarism as a form of academic dishonesty and a breach of community expectations. Plagiarism, together with other forms of academic dishonesty (such as falsification of research data, cheating on tests, having a substitute do the student's work in their place) will be dealt with seriously by the professor involved and by the academic administration.

Essentially, plagiarism involves giving the impression that the words or ideas used in one's papers or other submitted materials are one's own, when in fact they are taken from another source.

- Plagiarism is most serious when phrases, sentences, and paragraphs are reproduced directly. However, reproduction of a series of points or ideas can also be plagiarism even when the wording is adjusted or paraphrased.
- Plagiarism is not avoided by making a general reference to one's source or including it in a bibliography. It is only avoided when the reader is able to discern exactly what words or ideas are drawn from the source, in the confidence that the student has chosen to disclose this information.

Plagiarism takes a variety of forms, and it comes in different degrees of severity which warrant different types of response from the school.

- a) Minor plagiarism occurs when a limited number of words or ideas in a student's piece of writing directly reflect sources without acknowledging them, while the substance of the piece is the student's own work. Frequently minor plagiarism is unintentional—reproducing partial sentences or strings of ideas out of the student's notes without recognizing that the material is borrowed, or borrowing from anonymous sources or sources where the student may not realize that acknowledgement is necessary (for example internet sources).

In cases of minor plagiarism, the professor is free to address the issue at his/her own discretion. Usually this involves counseling the student on integrity in research and requiring a resubmission of the paper in acceptable form before a grade is given for the assignment.

- b) Substantial plagiarism occurs when larger blocks of material are reproduced directly or with superficial changes in wording but without acknowledgement: sentences, paragraphs, and larger sections of the document. It also applies to the unacknowledged use of distinctive ideas which are critical to the development of the student's piece, where those ideas are expressed and arranged reflecting sources that are not recognized. Substantial plagiarism is frequently (though not always) intentional, though the student may not understand the full implications of what they are doing.

The minimum penalty for substantial plagiarism is the resubmission of the assignment and one full letter grade reduction being given to the offending work. The maximum penalty is an automatic failure of the course. Repeated offences will result in expulsion from the seminary.

- c) Severe plagiarism involves presentation of an entire essay or project as the student's own work

when in fact it was produced by another. This is the most serious form of academic dishonesty, and its consequences apply both to the student presenting the falsified work and, where applicable, to another student or students who supply the material.

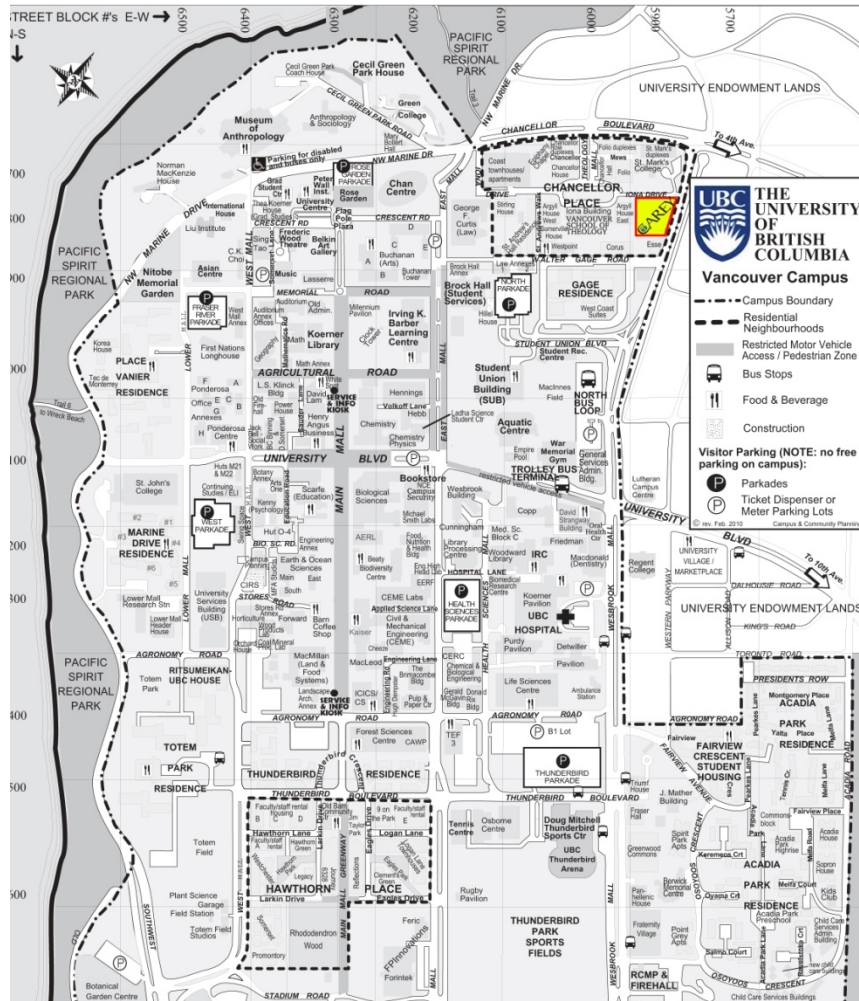
Severe plagiarism automatically results in a failing grade for the course. A written reprimand will be given, with a copy kept in the student's file. A repeated offense will result in expulsion from the seminary.

Where faculty identify clear cases of substantial or severe plagiarism, they will keep written documentation of the offending materials and provide a copy of relevant information to the Registrar and the Dean's Office. Records of institutional action and follow-up will also be maintained in the student's file.

Carey Theological College recognizes that cultural differences are often an issue where plagiarism is found in the work of international students, who may not be fully aware of North American academic standards and needing time to adjust to our educational model. We seek to be understanding and to extend an appropriate measure of grace in such circumstances. Nevertheless, all students—regardless of cultural background—are responsible to familiarize themselves with the academic expectations that apply at Carey and in the wider North American context, developing the skills of research and presentation which are appropriate in this setting. Students are urged to take full advantage of new student orientation sessions and other resources which assist in clarifying expectations and help them to build effective academic skills.

For more information on academic integrity and plagiarism in the wider UBC context, see <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>.

UBC Campus Map



5920 Iona Drive
 Vancouver, British Columbia
 V6T 1J6
 604.224.4308
 info@carey-edu.ca
www.learn-carey-edu.ca