NOTE: The Catalogue of Educational Offerings is a fundamental document of Carey Theological College that outlines the admissions, registration, tuition, graduation, and educational policies of the College. The College reserves the right to update the catalogue as need to ensure compliance with accrediting bodies. The most updated version of the catalogue will be posted on the Carey website at https://lcarey-edu.ca/. PDF and hard copies may be requested from the Office of the Registrar.

Updated September, 2020
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WHO WE ARE

Our 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
• Building faith, character, and competency in students
• Resourcing churches and agencies to advance their mission
• Developing sustainable partnerships for our shared vision

A Ministry of The Canadian Baptists Of Western Canada

Carey Theological College is a valued resource of the Canadian Baptists of Western Canada (https://cbwc.ca/). The influence of the College extends far beyond its denominational home, as it prepares persons for the role of professional ministry, and equips laypersons for effective leadership and service.

History

Carey Hall was created by the Convention of Baptist Churches of BC, as the organizing body for Carey Theological College and Carey Hall Residence on the University of British Columbia campus. By an affiliation agreement in 1975, Carey Hall is now administered as a ministry of the Canadian Baptists of Western Canada.

Carey began operations in the summer of 1960 as a Christian witness and residence for 42 undergraduate men on the UBC campus. In 1975, a foundation for a graduate school was created, which led to the establishment of Baptist Graduate College in June, 1980. The Carey residences became co-ed in 1985, and continue to provide Christian community for students on campus. The college offered graduate, doctoral, and continuing-education programs of study.

In 1991 the residence and college were separated and renamed as Carey Theological College and Carey Centre. Carey Hall remains the holding company for both entities. Carey Institute was established in 2006 to fill an educational gap for people wanting to further their theological education and leadership skills through non-traditional means. Carey Institute hosted workshops, seminars, dialogues, skill-building, mission experiences, and short media
presentations. Carey Institute also used traditional course formats and culturally contextualized theological education to prepare and equip spiritually maturing persons to integrate theological commitment with life in professional and lay ministry. In 2018 the Carey Institute was discontinued as a distinct organizational unit, and its work integrated into the larger ministry of the College.

Accreditation & Affiliation

Carey Theological College is evangelical and utterly committed to Jesus Christ and His gospel. Doctrinally, it takes its position in the mainstream of evangelical Protestantism. It is committed to the historic, orthodox teachings of Christianity as revealed in the Scriptures. This theological position allows for working relationships with various churches and para-church ministries, demonstrating openness while remaining true to the Baptist community.

Carey is a graduate theological college and holds a charter from the Province of British Columbia to grant graduate theological degrees. Carey holds the Education Quality Assurance (EQA) designation, indicating that it meets or exceeds quality assurance standards set by the province of B.C.

Carey is also accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (www.ats.edu). The following degree programs are ATS-approved:

- Doctor of Ministry (D.Min.)
- Master of Divinity (M.Div.)
- Master of Pastoral Ministry (MPM)
- Master of Arts in Spiritual Formation (MASF)
- Master of Arts in Christian Ministry (MACM)

Carey Theological College is committed to credible academic scholarship and strives to maintain a high level of education in graduate ministry training. Carey is approved for a Comprehensive Distance Education Program, and is authorized to offer the MACM, MPM, and MDiv in a fully-online format.

ATS Commission contact information is:

Commission on Accrediting of the Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275 USA
Telephone: 412-788-6505
Fax: 412-788-6510 www.ats.edu
Carey is affiliated with the University of British Columbia (www.ubc.ca) and has access to many of UBC’s facilities. Affiliation with UBC means that certain criteria must be met by Carey Theological College, but it does not mandate any scrutiny or approval of course offerings by the UBC Senate. Carey’s programs are subject to continuous approval of the Carey Senate.

**What We Believe**

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 which 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.

(Cf. the CBWC Statement of Faith, [https://cbwc.ca/about/#statement-of-faith](https://cbwc.ca/about/#statement-of-faith))

**Carey Educational Distinctives**

*Setting the Foundation: the Great Commandment and the Great Commission*

At Carey, we ground all our study on a knowledge of the Scriptures; to know the triune God whom we believe, love and serve; to understand God’s heart and His work of redemption; to appreciate our identity as followers of Christ, and to find our place in God’s story and the mission of God’s Kingdom. Our curriculum is built on the foundational framework of the great commandment to love God and love our neighbors and the great commission to make
disciples of all nations. This is embodied in a shared interdisciplinary cornerstone module for all Masters’ degree students.

**Carey’s Program Design**

Carey’s curriculum is framed around 7 competencies for ministry readiness:
- Interpreting and applying Scripture
- Reflecting theologically and historically upon the work of God in history and the world
- Developing sustainable spiritual practices that leads to kingdom virtues
- Analyzing cultural and contextual variables in ministry
- Maturing in self-understanding and interpersonal skills
- Recognizing and developing relevant ministry skills
- Participating in God’s work in the world

**Accessible & Flexible**

Carey’s online courses allow students to live and work in their context of ministry or vocation while pursuing theological education. The online learning environment, offered with a combination of synchronous and asynchronous learning modalities and a combination of modular and regular courses, offers maximum flexibility for students to schedule their study around the different ministry and life commitments they already have. The Carey curricula are designed with the building block concept where students can schedule and customize a lifelong learning plan.

**Transformational & Communal**

Carey is committed to the growth and renewal of the church through the formative nature of the curriculum, plus interaction and connection with students. We are convinced that God has spoken, and continues to speak, in the Scriptures. We teach the centrality of the Lordship of Jesus Christ. As the people of God, we are committed to a life of discipleship, to live under the guidance of the Holy Spirit, and to embrace the local church as the body of Christ. There is a common misconception that character growth and community life can hardly happen in an online education program. Through intentional built-in elements such as mentorship, small groups, spiritual disciplines, and collaborative learning, students are provided with ample opportunities for personal, spiritual, and character growth through their mentors, peers, and ministry community.

**Practical & Contextual**

Carey Theological College is committed to helping educate and train Christian leaders particularly, but not exclusively, for the Canadian context. The college is a gathering place where those with requisite gifts, ability and call are prepared for Christian ministry to grow in their knowledge of the Christian heritage and integrate it to their actual ministry and
societal context. A major capstone/interdisciplinary practicum project component is integral to this emphasis.

**Meet the World in the Carey Learning Experience**

Carey celebrates a rich and successful history of global theological education, delivering educational offerings ranging from certificate to doctoral level to places that extend from the Western Canadian provinces to Kenya, India, Bolivia, and China. With the development and maturing of our online platform, this global learning environment has advanced to another level. Through online delivery and learner-centered andragogy, Carey draws students from all over the world, interacting and sharing their ministry, professional, and life experience, providing an invaluable opportunity for students to understand and engage in multi-cultural theological dialogue.

**The Carey 5C's Educational Approach**

At Carey we have chosen to build our courses with 5 key themes in view.

**CONTENT:** There are many ways to deliver content: textbook reading, movie viewing, learning module notes, class lectures, PowerPoint presentations, individual and collective research, discussions. Carey’s online course design moves away from the traditional lecture style (one-way) delivery to learner-centered and active learning engagement that utilizes extensive self-motivated and participatory learning activities to encourage students to discover content using guidelines and resources provided by the instructors rather than traditional content through lecture videos or extensive course notes.

**CONTEXT:** As a distributed learning educational institution, Carey believes that learning happens best where the students live, serve, and work. The context of a student’s ministry and life setting functions as a real world classroom for students to test out their own theological assumptions, ministry skills, as well as making an impact and contribution to their community through the journey of theological education. Carey’s course design and class activities invite students to apply the content to the larger cultural contexts as well as one’s specific ministry setting. A ministry “lab” experience/project is an essential part of the Carey degree programs.

**COMMUNITY:** Carey encourages collaborative knowledge building with peers and sharing of ministry experiences among the professional and lay community. Online courses are designed with collaborative learning activities that engage conversations and accountability among students. Mentorship, spiritual companion groups, and an online “prayer room” are part of the Carey learning experience.

**CHARACTER:** The nurturing of Christian character and ethical living has been part of our learning goals. Self-reflective assignments such as journals are used frequently in our courses to assist students to reflect upon personal and spiritual growth. Group projects are designed as platforms for students to sharpen each other’s character as they learn to work with
people of different personalities, learning and work styles and manage disagreements and conflicts through the process.

COMPETENCY/SKILLS: All Carey courses carry a practical component that ensures opportunity for developing ministry skills such as a sermon or a Bible lesson plan for the Bible courses. The ministry lab/practicum/project will be an integrative learning experience to bring together competencies students need for their vocational ministry.

Learning Modes

Situated-in-Life Learning – Carey makes use of online teaching to ensure that its students are embedded in their ministerial context. At Carey, the student’s context and ministry become another classroom in itself, helping to shape the curriculum with its own questions and problems. Our students will feel prepared for ministry long before graduating because they will have the experience of learning in the midst of ministry. They will also be prepared for any issues that may arise after they have left Carey, having learned from their fellow students’ ministerial issues. Learning from their fellow classmates’ experiences in tackling these issues will give them real contemporary answers.
Robust Theological Dialogue — Carey makes use of case studies in its courses as a way to make abstract theological concepts come to life in the realities of student ministry contexts. Students can contribute case studies from their own ministerial situation, helping to expand both their own and other students’ learning. These case studies also help to prepare students for the complexities of working in ministry, rather than providing simple and neat answers in a sterile classroom.

Community — Carey understands the importance of community and mentorship alongside theological studies. It is in community that each of us becomes more Christ-like. Within your first year studying in one of our Masters programs you will join a community of fellow students and professors that will meet throughout the entirety of your program (and often beyond). We understand that the pace and strain of theological studies can often leave students feeling isolated and disconcerted. These communities provide a place for reflection, discipleship, and further integrating learning.

Biblical Studies Framework

To promote knowledge of Scripture and competence in interpreting and applying it, Carey has developed a framework for development in biblical studies which threads through the curriculum. It begins with an assessment process in which students take stock of their current understanding and skill, encouraging them to strategize for development over the course of their programs. Next, students will begin with the 12 credit Foundational Courses: OT I; OT II; NT I; and NT II. During the remainder of the program, students will take courses like advanced hermeneutics and additional Bible electives to further strengthen biblical knowledge and exegetical skills. Finally, during the CAPS 700 Capstone course which comes at the culmination of all Carey Master’s programs, students work on major capstone projects which include biblical exegesis and theological synthesis, further refining and integrating the biblical knowledge and skills nurtured across the program as a whole.

Spiritual Formation

Besides the academic requirements, the Carey curricula also includes non-credit requirements that encourage the holistic development of a Christian leader. Spiritual formation is an essential part of theological education. Students at Carey are mentored to develop and maintain sustainable spiritual habits for personal growth and for long-term ministry engagement. Each student will develop a sustainable plan for personal spiritual formation when they begin their study at Carey. Students will have the opportunity to share insights with their peers through the spiritual formation small groups guided by a faculty member.

Mentorship

Carey sees mentorship, learning from the lives of those who have demonstrated ministry competence and personal character, as a crucial aspect of theological education. The goal is to foster accountability and support like the relationship which Paul and Timothy had.
student will engage in both one-on-one and small group mentorship experience as part of their educational experience.
FACULTY

Core Faculty are responsible for instruction, program and curriculum development, student formation, research and publication, and service to the college and to the larger church.

- Joyce Chan, Ph.D. (Baylor University)
  Professor of Church History
- Colin Godwin, Ph.D. (University of Wales)
  President
- Ken Radant, Ph.D. (Trinity Evangelical Divinity School)
  Associate Professor of Theology
- Amy Chase, Ph.D. (Drew University)
  Assistant Professor of Biblical Studies
- Wil Rogan, Ph.D. candidate (Fuller Theological Seminary)
  Assistant Professor of Biblical Studies
**Special faculty: Adjunct Faculty, Affiliate Faculty, Sessional Instructors and Doctoral Supervisors**

Rev. Dr. Kyung Baek, Ph.D. (Biblical and pastoral studies)
Rev. Dr. Les Biggs, D.Min. (Spiritual formation, pastoral studies, and capstone module)
Rev. Dr. Leo Chia, D.Min. (Pastoral studies and cornerstone, Chinese program)
Rev. Dr. David Chan, D.Min. (Pastoral studies, Chinese program)
Rev. Dr. Simon Chan, Ph.D. (Theology and worship studies, doctoral program)
Dr. Wilson Chan, D.Min. (Marketplace ministry and cornerstone module)
Rev. Dr. David Chiu, D.Min. (Leadership and capstone module, Chinese program)
Dr. Chuck Cruise, Ph.D. (New Testament)
Dr. Robert J. Ellis, Ph.D. (Worship, theology, and doctoral program)
Dr. David Goatley, Ph.D. (Black church studies and contextual theology, doctoral program)
Rev. Dr. Jim Horsthuis (Theology and cornerstone module)
Dr. Irving Hexham, Ph.D. (World religions)
Dr. Callum Jones, Ph.D. (Baptist history and theology)
Dr. Grace Johnston, Ph.D. (Health care and ministry, doctoral program)
Rev. Dr. Scott Kindred-Barnes, Ph.D. (Historical theology, worship and ministry)
Dr. Larry Kreitzer, Ph.D. (Baptist studies and New Testament)
Dr. Teemu Lehtonen, Ph.D., D.Min. (Education, ministry)
Dr. Barbara Leung-Lai, Ph.D., (Old Testament)
Dr. Yan Liang, Ph.D. (Theology, Chinese Program)
Dr. Catherine Morris, J.D. (Human Rights, international ethics)
Rev. David Nacho, Th.M., M.Div. (Faith and life module and Spanish language program)
Dr. Samuel Ooi, Ph.D., (Theology and Ethics)
Rev. Dr. David Pao, Ph.D. (New Testament, Chinese program)
Dr. Deborah Rooke, Ph.D. (Old Testament, doctoral program)
Dr. Dan Russell, D.Min. (Leadership)
Rev. Dr. John Shouse (Theology and Preaching, doctoral program)
Rev. Dr. Barry Stricker, Ph.D. (Christian ethics and cornerstone module)
Dr. Chloe Sun, Ph.D. (Old Testament, Chinese program)
Rev. Dr. Poling Sun, Ph.D. (New Testament and preaching, Chinese program)
Ms. Karina Vargas (faith and life module and Spanish program)
Dr. Paul Wegner, Ph.D. (Old Testament and biblical theology, doctoral program)
CAREY ACADEMIC PROGRAMS

OVERVIEW: DEGREES, DIPLOMAS, CERTIFICATES

Carey offers degree programs at the masters and doctoral level, as well as diploma and certificate programs for graduate and undergraduate students.

Doctoral study

**Doctor of Ministry (D.Min.):** an advanced degree for experienced pastoral leaders, designed to enhance leadership skills and theological reflection. (30 credit hours)

**Advanced Diploma:** a program of continuing education in a specialized area of study, for pastoral leaders who have completed an appropriate masters degree. (12 credit hours)

Master’s level study

**Master of Divinity (M.Div.):** the standard seminary program for preparing pastoral leaders, provides a thorough foundation of biblical, theological, and ministry studies for pastoral leadership. (72 credit hours)

**Master of Arts in Christian Ministry (MACM):** a theological-integration degree for Christian leaders, offers theological training with a focus on integration for relevance in specific ministry contexts. Specializations are available for various ministry contexts and areas of focus. (48 credit hours)

Note: up through the 2018-19 academic year, Carey offered two additional 48-credit masters degrees—the Master of Pastoral Ministries and Master of Spiritual Formation. To accommodate the more integrated curriculum which was launched in 2017, and to create stronger peer cohorts, the MPM and MASF have been restructured as specializations within the MACM degree. Carey retains ATS accreditation for the MPM and MASF degrees while students currently in those programs work toward completion. However, as of 2019, Carey is admitting students who wish to focus in these areas into the relevant specializations in the MACM.
**Diploma in Christian Ministry (DCM):** a 1-to-2-year program of study for growth and development of ministry competencies. Nurtures personal and spiritual growth, theological understanding, skills for more effective ministry. Specializations are available. (24 credit hours; a 36-credit version is available for CBWC ministerial students or by special permission)

**Undergraduate study**

Academic programming at Carey Theological College is primarily delivered at the graduate level. Consistent with our goal to make quality theological education available to the whole people of God, Carey also provides opportunities for some undergraduate study in parallel with graduate courses and non-degree programs. Note that in the Carey curriculum, “diploma” programs are graduate-level and incorporate classes with numbers 500 and above, while “certificate” programs are undergraduate and incorporate classes with course numbers in the 100’s through 400’s.

**Certificate in Christian Ministry (CCM):** a 1-to-2-year program of study for growth and development of ministry competencies. This program nurtures personal and spiritual growth, theological understanding, skills for more effective ministry. Specializations are available. (24 credit hours; a 36-credit version is available for CBWC ministerial students or by special permission)

To apply for any of Carey’s programs, please visit our website at [https://carey-edu.ca/](https://carey-edu.ca/) or email admissions@carey-edu.ca
**Masters-Level Programs at a Glance**

Carey’s Master’s-level programs are designed around a common curriculum framework, allowing shorter programs to ladder naturally into more extensive ones for those who wish to continue their seminary studies.

<table>
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Total program: 72 | 48
Mentorship Framework for Carey Master’s Students

“As iron sharpens iron,” Carey students will engage in interdisciplinary reflection on crucial ministry issues by participating in ministry reflection groups with peers and mentors from the beginning of their study. Faculty members will include mentoring experiences in their courses.

- Preaching
- Conflict and interpersonal skills
- Administration and Leadership
- Cross-cultural Ministry
- North American Chinese Church Ministry
- Women in Ministry

Specializations within Masters Programs

Specializations allow students to go in-depth in an area of study according to their interest and ministry needs. Specialization courses are offered as electives, or in small group or individual guided studies format. Please consult the course rotation schedule for specialization course offerings and language availability.

Preaching

"How beautiful are the feet of those who bring good news" (Romans 10:15). The goal of this specialization is to further equip and empower preachers to preach the good news with greater insight into the task of preaching and with greater understanding of the news preachers preach. Among the many issues we address are the critical ones: Why does "the foolishness of preaching" work? How do we more faithfully participate in that working? How do we say the gospel in our various contexts? What are the dynamics of preparation to preach? How do preachers stay alive in the good news and the life of the Spirit? What do we expect to happen when we preach? How can congregations release their preachers to do the work necessary to preach well? Join us in a rigorous, challenging, practical, and refreshing journey into the heart of the mystery of preaching.

Bible Study and Teaching

The Bible Study and Teaching specialization is designed to help Christian leaders and pastors to go deeper in their understanding of God’s word and equip them with the tools to teach the Bible to others.

North American Chinese Church Ministries (NACCM)

The North American Chinese Church Ministries (NACCM) specialization is designed to provide contextualized training for leadership in trilingual (Mandarin, Cantonese and English) and bicultural (Chinese and Western) North American Chinese Church communities, helping students to learn, reflect, dialogue, and integrate the universal Christian tradition within the
North American Chinese church context, in order to take up roles as second and third-generation leaders and to meet the particular challenges and opportunities in the modern Chinese church.

**Campus/College Student Ministries**

Through partnership with InterVarsity Christian Fellowship, Carey has developed a program in Campus/College Student Ministries, providing training and resources to enrich ministry in a campus environment or among young adults in the local church. Courses in this area may be taken as electives in Carey’s masters programs to form a specialization in Campus and/or College Student Ministries.

**New Student Orientation**

The Graduate Studies Orientation introduces the learning objectives of the degree program and prepares students for academic studies while remaining involved in practical ministry. It provides a foundation for the process of discernment of ministry gifts and skills and the deepening of Christian character, which are integral to readiness for ministry. Various assessment and leadership discernment tools will be introduced.

*Note to students from Canadian Baptists of Western Canada (CBWC) Churches anticipating professional ministry:* Students who wish to be placed with Canadian Baptists of Western Canada churches or its ministries, or who wish to apply to Canadian Baptist Ministries, should identify themselves on the application form. The registrar’s office will provide further and current information regarding the process toward recognition as a ‘Ministerial Candidate’ (as well as validation for assistance from student aid funds).
DIPLOMAS AND CERTIFICATES

Certificate and Diploma in Christian Ministry (24/36 credits)

The Certificate and Diploma in Christian Ministry programs are designed to equip people for ministry in a variety of environments, with a particular focus on the local church. They are suitable for those seeking personal growth, spiritual formation and a more mature understanding of theology. The programs develop a measure of professional competence, stimulate growth in biblical and theological foundations for ministry, and call students to a renewal in their personal life of faith.

DCM/CCM Program Requirements
(Showing Diploma courses; the Certificate follows a similar curriculum but with undergraduate-level coursework)

*36-credit DCM and CCM are for CBWC ministerial candidates or by special permission

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<tbody>
<tr>
<td>CAPS 700</td>
<td>9</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
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</tbody>
</table>

Without Synthesis 24
With Synthesis 36
Mentored Ministry

The 36-credit version of the Diploma in Christian Ministry is designed to incorporate the program of Mentored Ministry which Carey Theological College maintains in partnership with the Canadian Baptists of Western Canada for those who are in their first years of ministry with the CBWC. This program offers a strong foundation for women and men who are taking their first steps into professional ministry, as well as helping to acculturate those who come to the CBWC from denominations outside the Baptist World Alliance. It is of particular benefit to many individuals who are preparing for appearance before the denomination’s Ordination Examining Council.
Policies for all Certificate and Diploma Programs

Admissions Requirements

1. A recognized 4-year bachelors degree (for the Diploma) from an accredited institution with a minimum of B- average (2.70 GPA) OR Grade 12/ high school completion (for the Certificate).

2. Official transcripts from all schools attended or a notarized letter accompanying a copy of the original transcript must be submitted.

3. A completed online application submitted to the Admissions Office with application fee and prospectus detailing:
   - The applicant’s journey of the Christian faith
   - The applicant’s relationship with his/her community of faith
   - Reasons for applying to the program
   - Description of current ministry context and ministry goals for the future
   - A self-assessment of one’s character and ministry giftedness

4. A current photograph.

5. Two completed personal confidential reference forms sent directly through the electronic link provided by Populi, our student information system:
   - Pastoral Reference: one of which must be from the pastor of the church in which the applicant is currently attending, sent directly to the college. If the applicant is a pastor, then a letter from a denominational or congregational leader will be suitable.
   - Character Reference: must be from someone unrelated to the applicant by genealogy

6. A letter of affirmation from the church supporting the applicant for theological studies, where the applicant is a currently active member of the congregation.

7. An interview with the admissions officer OR submission of a brief video responding to interview questions concerning admission.

8. Ability to learn and use technology for learning and communications.

9. Applicants whose first language is not English must satisfy competency requirements in this area to study in courses that are delivered in English. Options to satisfy this requirement are outlined in the General Information section.

10. The applicant should be a mature Christian showing an aptitude for ministry.
**Graduation Requirements**

1. Graduate Studies Orientation & Foundations Module (for the DCM): All students studying at the graduate level are encouraged to complete the Graduate Studies Orientation within the first-year of their study. Students are highly encouraged to register for Orientation and Foundations Module together to enter into a cohort of study that nurtures continuing friendships. Please consult the Course Schedule on our website for dates.

2. Complete the required number of credit hours of study for the relevant diploma or certificate program. All courses need to be successfully completed with a minimum 2.70 GPA (B-) throughout the program of study. Students who fail to maintain the minimum GPA will be put on probation.

3. In compliance with all academic policies and student code of conduct set forth in the Academic Catalogue and the Student Handbook.

4. All accounts payable and due with Carey Theological College and the Carey Centre are paid in full.

5. Senate approval before graduation.
MASTERS DEGREE PROGRAMS

Master of Divinity (72 credits)

The Master of Divinity degree is widely recognized as the foundational program to prepare persons for ordained ministry and for pastoral leadership in congregations and other settings.

Carey’s M.Div. program is designed with the conviction that preparation for ministry is most effective when located in the local church. Students remain rooted in their primary community during their course of study, continuing to grow and learn in their own place of life and ministry. In this way, students contextualize their learning in a ministry setting that is familiar to them, and their preparation contributes to their ministry commitments, rather than disrupting them.

Carey’s program design is built on partnership and participation from the student’s community of faith, including the local church, peers, spiritual companions and mentors, for ministerial formation. Courses in the M.Div. program make extensive use of online interaction, in combination with face to face classroom sessions in hybrid classes. The low student-to-faculty ratio keeps class sizes small so students get close interaction with their instructors. State-of-the-art learning technologies, hosted and supported by UBC, ensure that students fully engage the community and learning, whether students are located in Vancouver or elsewhere.

The M.Div. Program seeks to equip students with broad capacity, covering biblical knowledge, theological understanding, knowledge of Christian heritage, personal and relational maturity, spiritual formation, prophetic and priestly orientation, and congregational and community leadership. While each area receives its due place and emphasis within the program, the themes of personal maturity, spiritual formation and ministry practice, which make up a significant portion of the program, are emphasized.
# M.Div. Program Requirements

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
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<tr>
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<td>Graduate Studies Orientation</td>
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<td>BIBL 520</td>
<td>Intro to OT I</td>
</tr>
<tr>
<td>BIBL 521</td>
<td>Intro to OT II</td>
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<td>Intro to Christian Thought I</td>
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<td>Intro to Christian Thought II</td>
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<tr>
<td>INDS 610</td>
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<tr>
<td>THEO 504</td>
<td>The Gospel in a Multi-cultural World</td>
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<tr>
<td>APPL 624</td>
<td>Interpersonal skills &amp; conflict resolution</td>
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<td>APPL 640</td>
<td>Pastoral Life: Calling, ID, Ethics</td>
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<tr>
<td>BIBL 699</td>
<td>Biblical Interpretation: Theory &amp; Craft</td>
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<td>Proclamation</td>
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<td>APPL ___</td>
<td>Pastoral Care</td>
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<td>APPL / MISS</td>
<td>Evangelism &amp; Mission</td>
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<td>APPL ___</td>
<td>Leadership &amp; Administration</td>
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<tr>
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<td>Capstone</td>
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Total Credits: 72
### Suggested program sequencing (for part-time students)

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<thead>
<tr>
<th>Year</th>
<th>Fall</th>
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<th>Spring</th>
<th>Summer</th>
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<tr>
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<td>THEO 504 Gospel in a Multicultural World</td>
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<td>BIBL 530</td>
<td>BIBL 531</td>
<td>Focus/Elective #2</td>
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<td>Year 3</td>
<td>Focus/Elective #3</td>
<td>INDS 610 F&amp;L Church</td>
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<td>Focus/Elective #4</td>
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<td>Year 4</td>
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<td>APPL 640 Pastoral Life</td>
<td>APPL 625 Interpersonal Skills</td>
<td>Focus/Elective #6</td>
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<td>Year 5</td>
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<td>Focus/ Elective #7</td>
<td>Focus/ Elective #8</td>
<td>Focus/ Elective #9</td>
</tr>
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<td>Year 6</td>
<td>Focus/Elective #10</td>
<td>CAPS 700 Capstone</td>
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</table>

**Notes:**
- Normally the “Direction” courses are offered on alternating years. This means the Direction courses for Year 2 and Year 3 may be switched for some students depending on their initial year of study.
- A regular rotation of “Focus” and elective/specialization courses is offered each year, but specific courses and schedules vary from one year to another. For this reason, the 10 Focus and Elective courses are listed together as options.
- In general, it is wise to plan to take required courses early in the program to leave greatest flexibility for electives and specialization further along. Required courses for the program are highlighted.
- Note that Carey holds graduation in June each year, just after the conclusion of Spring semester. Most students plan to complete their last course(s) by the end of Spring in order to participate during their final year of studies.
**Master of Arts in Christian Ministry (48 credits)**

The purpose of the Master of Arts in Christian Ministry program is to equip competent Christian leaders in some form of specialized ministry through contextualized theological education, with a focus to help Christian leaders to integrate faith and life through an interdisciplinary approach. This degree will be offered online with three language options (English, Chinese and Spanish). In some specializations there may also be opportunities for students to gather in regional onsite learning. The courses are designed and guided by highly qualified teachers in a student-centered, context-sensitive, narrative-based learning environment.

Through this program students will be able to:

- Develop capacity for critical and constructive theological reflection on vocation and ministry in their specific contexts
- Construct meaningful applications of their Christian faith in their daily living and vocation
- Acquire necessary skill sets for practicing missional living in the context of their vocational call
- express growth in personal, relational, and spiritual maturity.
The curriculum incorporates the opportunity to specialize in an area such as interdisciplinary theology, Chinese church ministry, and missional communities.

### Suggested program sequencing (for part-time students)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BIBL 520</td>
<td>BIBL 521</td>
<td>THEO 504 Gospel in a multi-cultural world</td>
<td>Focus/ Elective #1</td>
</tr>
<tr>
<td>2</td>
<td>THEO 540</td>
<td>BIBL 530</td>
<td>BIBL 531</td>
<td>Focus/ Elective #2</td>
</tr>
<tr>
<td>3</td>
<td>Focus/ Elective #3</td>
<td>INDS 610 F&amp;L Church</td>
<td>THEO 541</td>
<td>Focus/ Elective #4</td>
</tr>
<tr>
<td>4</td>
<td>CAPS 700 Capstone</td>
<td></td>
<td></td>
<td>APPL 625 Interpersonal Skills</td>
</tr>
</tbody>
</table>

Notes:
• Normally the “Direction” courses are offered on alternating years. This means the Direction courses for Year 2 and Year 3 may be switched for some students depending on their initial year of study.

• In general, it is wise to plan to take required courses early in the program to leave greatest flexibility for electives and specialization further along. Required courses for the program are highlighted.

• Note that Carey holds graduation in June each year, just after the conclusion of Spring semester. Most students plan to complete their last course(s) by the end of Spring in order to participate during their final year of studies.
Policies for All Master’s Degree Programs

Admissions Requirements

1. A recognized 4-year bachelors degree from an accredited institution with a minimum of B- average (2.70 GPA) in undergraduate studies.  
   (In some cases, students with prior degrees from international institutions may need to provide evidence of equivalency, or to work with the Registrar to confirm equivalency to comparable programs accredited by North American agencies.)

2. Official transcripts from all schools attended or a notarized letter accompanying a copy of the original transcript must be submitted.

3. A completed online application submitted to the Admissions Office with application fee and prospectus detailing:
   • The applicant’s journey of the Christian faith
   • The applicant’s relationship with his/her community of faith
   • Reasons for applying to the program
   • Description of current ministry context and ministry goals for the future
   • A self-assessment of one’s character and ministry giftedness

4. A current photograph.

5. Two completed personal confidential reference forms sent directly through the electronic link provided by Populi, our student information system:
   • Pastoral Reference: one of which must be from the pastor of the church in which the applicant is currently attending, sent directly to the college. If the applicant is a pastor, then a letter from a denominational or congregational leader will be suitable.
   • Character Reference: must be from someone unrelated to the applicant by genealogy

6. A letter of affirmation from the church supporting the applicant for theological studies where the applicant is a currently active member of the congregation.

7. An interview with the admissions officer or program committee member OR submission of a brief video responding to interview questions concerning admission.

8. A sample academic paper or other formal written piece demonstrating one’s ability to write at a graduate level—building a cogent argument, communicating effectively, formatting appropriately, etc. (This requirement can be satisfied by submitting (a) an unmarked version of a paper written for another academic program, or (b) a substantial article, or (c) a thoughtful 1,000-word essay or book review on a subject related to the degree program you are seeking to take at Carey.)
9. Ability to learn and use technology for learning and communications.

10. Applicants whose first language is not English must satisfy competency requirements in this area to study in courses that are delivered in English. Options to satisfy this requirement are outlined in the General Information section.

11. The applicant should be a mature Christian showing an aptitude for ministry.

**General Masters Degree Program Policies**

1. No more than 25% of the degree program credits (18 credits for M.Div., 12 credits for MACM) may be covered through advanced standing with credit, no more than 50% (36 credits for M.Div., 24 credits for MACM) may be achieved through shared or transfer credits or a combination of transfer and advanced standing credits from another accredited seminary or religious institution, and no more than 62% (45 credits for M.Div., 30 credits for MACM) may be achieved through shared credit from another Carey program. In other words, to receive a Carey masters degree a student must successfully complete at least ⅔ of the degree in the form of Carey courses if coming from another accredited seminary of religious institution.

2. Normally a maximum of 9 credit hours of guided study courses may be applied toward a 48-hour master’s program, and 12 credit hours of guided studies toward a 72-hour M.Div. Students with specialized interests or curricular needs may petition the Office of the Registrar for permission to increase this limit.

3. Students in all Master’s degree programs are required to maintain a minimum B- average or better. If a student achieves final course grades below B- in 3 courses, or fails to complete 3 courses in the specified time frame, that student will be placed on Academic Probation. Students on Academic Probation will be monitored by the Office of the Registrar, which may recommend one of several alternatives including remedial work, personal counseling, extension of time to complete the program, or withdrawal from studies.

4. After 1-year of inactivity (not registering for a course), a student’s status become inactive and he/she may pay an extension fee to maintain registered status in the program. After a 3-year period of inactivity, a student will be automatically removed from the program. An appeal for exception may be made through the Registrar’s Office. Note that students who are enrolled under a Canadian Student Visa are required to maintain ongoing registration during the academic year (normally at least 6-9 credits in Summer/Fall and 6-9 credits in Winter/Spring) in order to remain in compliance with the provisions of their visa status.

5. All degrees at Carey Theological College are granted by the authority of the Carey Theological College Senate, upon recommendation of the President or appointee of
Carey Theological College. Degrees are awarded to the student publicly at the annual graduation event.

**Graduation Requirements**

1. Graduate Studies Orientation: All students studying at the graduate level are encouraged to complete the Graduate Studies Orientation within the first-year of their study. Students are highly encouraged to register for Orientation to enter into a cohort of study that nurtures continuing friendships. Please consult the Course Schedule on our website for dates.

2. Complete the required number of credit hours of study for the relevant degree program. All courses need to be successfully completed with a minimum overall 2.70 GPA (B-) throughout the program of study. Students who fail to maintain the minimum GPA will be put on probation.

3. Student Portfolio & Capstone Project: Each student enrolled in a master’s degree program at Carey is required to create and maintain a student portfolio to chart the growth in specific competency areas in one’s program of study where the culmination of evidences of the competencies will be demonstrated through the Capstone project. Students are required to do an oral presentation of their capstone project prior to graduation.

4. All students are required to complete the Capstone course, which includes mentorship and practicum involvement as well as the Capstone project. Please note: students who desire to include CPE (Clinical Pastoral Education) credits in their program may do so as elective/specialization courses. An individual who wishes to incorporate CPE into the practicum portion of the Capstone courses must receive approval and make arrangements with the supervising faculty member and the Office of the Registrar.

5. In compliance with all academic policies and student code of conduct set forth in the Catalogue and the Student Handbook.

6. All accounts payable and due with Carey Theological College and the Carey Centre are paid in full.

7. Senate approval before graduation.

**Program-specific requirement for the M.Div.: Affirmation for Ministry review.**

Theological schools are conscious that the completion of an M.Div. or other seminary degree does not, in itself, suffice to equip an individual for effective Christian ministry. Preparation to serve as a ministry leader involves a multi-dimensional mix of calling,
gifting, equipping, affirming, collaborating, and other aspects of an individual’s life, encompassing the academic, spiritual, personal, social, and vocational. With this in mind, the Carey ministry-focused masters degrees include a process of discernment which engages faculty, students, and others of the course of a student’s degree program. The aim of this process is to identify and encourage the student’s gifts for ministry, to enrich his/her preparation for a lifetime of faithful and joyful ministry, and to formally express the school’s conviction that this student is truly called and equipped to move into the next stage of ministry in a way that extends beyond the mere completion of the academic degree.

The Affirmation for Ministry process begins in conjunction with admission, which includes an admission interview or video where attention focuses on the student’s call to and preparation for ministry. Both the student and the student’s referees are asked to identify areas of strength and weakness that will require attention during the student’s education.

The Carey faculty recognize that ministry is empowered by grace and that readiness for ministry is different for each student, but this recognition accompanies the conviction that readiness for ministry also entails commitment, discipline and excellence. Suitability for ministry is also part of the discernment process and the faculty reserves the right to withhold affirmation if a student is considered to be unfit or unsuitable for ministry.

The granting of the Affirmation for Ministry designation is not a formal requirement for graduation from the M.Div. program; a student who completes the degree requirements will graduate even if Affirmation is withheld at this time. The review process, with its relevant reflection and feedback exercises, is a requirement of the program. Where granted, Affirmation for Ministry is noted in the graduating student’s records.
DOCTORAL-LEVEL PROGRAMS

Doctor of Ministry (30 credits)

The Doctor of Ministry program at Carey Theological College is founded on the conviction that effectiveness in practice grows out of thoughtful, reflective integration of theology, mission and ministry.

Through the program, we intend to help leaders become more:

- faithful and joyful in the practice of mission and ministry
- intentional in the integration of theology, ministry and mission
- committed and hopeful in their places of mission and ministry

The Carey D.Min. program is embedded in the life-stream of the church and is therefore normally offered only to those who will be engaged in active Gospel ministry for the duration of the program. An action-reflection process is employed throughout the program and students are regularly directed to the context of their specific ministry settings.

Characteristics of the Carey D.Min. Program

Ministry Based Learning: The Carey Theological College Doctor of Ministry degree is a competency-based and context-based advanced ministry studies program. Not only do the students benefit from the classroom, projects, and peer interaction in the process of D.Min. study; it is expected that the ministry setting (often, but not always, a congregation) also benefits from this educational process. As a result, the ministry and mission of the community are enhanced.

Collaborative Learning: Collaboration is an important aspect of professional graduate education. Ministry professionals frequently discover they are challenged to a greater excellence from involvement with a quality peer group. Carey’s D.Min. program creates an environment that encourages collaborative learning with other Christian leaders in the classroom, and fosters lifelong companionships in ministry.

Professional Learning: The D.Min. program is designed to enhance professional development of persons engaged in Gospel ministry, in their area of specialization. Carey faculty members are committed to designing courses of high quality content and innovative pedagogy to enable experienced, professional adult learners to maximize their learning.

Customized Learning: Each D.Min. participant will receive supervisory support throughout the program. Students are encouraged to discuss their program goal and professional growth with the program faculty. Supervisors who are experts in the field of study and familiar with the student’s ministry context will be an integral part of the learning resources Carey is committed to provide to our D.Min. students.
**D.Min. Streams of Specialization**

Each student will select, in consultation with the D.Min. program director, a stream of emphasis for Stages Two and Three of the program. The streams/specializations will be taught as individual/group directed studies led by world class subject experts in the area. Students will participate in an interdisciplinary online peer seminar, facilitated by a core faculty member or adjunct teaching faculty member who specializes in facilitating online peer learning at the doctoral level.

*Preaching and Worship*

The Preaching and Worship Stream seeks to explore aspects of preaching and worship in the Christian Church, with particular reference to the Evangelical experience. By working with subject specialists and experienced practitioners, students will read broadly and reflect on their own experience in ministry.

*Global Christianity and Cross-cultural Ministries*

The Global Christianity and Cross-cultural Ministries Stream is designed to explore the interaction of Christian doctrine and ethics within the Christian traditions and with other religious traditions. Of particular interest are human rights, emerging geo-political issues, and global spiritualities.

*Emerging Congregational Ministry*

The Emerging Congregational Ministry Stream is designed to equip students to conduct congregational analyses, compare various models of congregational life, and contextualize emerging churches. Of particular concern are women in leadership roles, the ministry and mission of the whole people of God, and the dynamics of religious voluntarism.

*Administrative Ministries*

This would target those who are called to various forms of leadership in the churches and parachurch organizations in senior administrative positions. Specialization courses and Guided Readings include: The Voluntary Sector; Models of Governance and Administration; Fundraising; Profile of Effective Christian Leadership and Case Studies of Organizations.

**D.Min. Program Requirements**

Doctor of Ministry students work through the program in three stages.

- Stage 1 is built around DMCO 990, Doctor of Ministry Foundations, a 6-credit introductory module that helps students to develop research and writing skills at an advanced level, introduces critical interdisciplinary methodology for theological reflection on mission and ministry, and promotes academic, character, and spiritual formation through professional ministry reflection group participation.
• In Stage Two, students select a stream of studies to focus their program, in conversation with the Faculty Advisor. Through guided studies supervised by internationally-recognized core and adjunct faculty, students will focus readings and research toward their thesis topic. Additionally, students participate in peer reflection seminars. There are 15 academic credits to be completed in this phase of the program. Upon the successful completion of Stage Two coursework and the approval of a thesis proposal, the student will be recommended for Candidacy Status.

• Stage Three focuses on the preparation of a thesis project. This project is expected to reflect senior research and reflection on a topic of interest and utility to the Church and academy. The thesis essay will be prepared according to the approved thesis proposal. The thesis will demonstrate the student’s ability to analyze data, reflect on ministry, prepare a doctoral level research essay and defend their results with a committee of examiners. Students will work closely with a supervisor and eventually interact with a Second Reader preparatory to the defense in which an External Reader is engaged. Stage Three builds 9 academic credits.

When all requirements have been completed (30 credits), and upon recommendation of the faculty and Senate, the student qualifies for conferral of the Doctor of Ministry degree.

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<td>Doctoral Thesis Project</td>
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30

Note:

• Students who fail their doctoral project proposal will conclude their program of study receiving an advanced diploma in the specialization they declared at admissions.
Suggested 4-Year Plan of Study

Because Doctor of Ministry study is integrated with the ongoing practice of ministry, Carey assumes that students will engage the degree on a part-time basis, normally implying that it will take 4 years to work through the full program.

<table>
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<tr>
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<th>Fall</th>
<th>DMCO 990 Doctor of Ministry Foundations</th>
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<th>Elective #1</th>
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<tr>
<td>Year 2</td>
<td>Elective #2:</td>
<td>Elective #3</td>
<td>Elective #4</td>
<td>Elective #5</td>
<td>Project proposal</td>
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<td>Year 4</td>
<td>Doctoral Project (9)</td>
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Advanced Diploma (12 credits)

Carey Theological College is committed to offer lifelong learning experiences for Christian leaders and pastors. The advanced diploma is designed for professionals who graduated with a masters degree and would like to pursue further education in a specialized area of ministry. Courses offered at the advanced diploma level are transferrable to the Doctor of Ministry program, if a student meets all the admissions criteria for the program.

The Advanced Diploma is granted on successful completion of four 3-credit doctoral-level electives in a relevant specialization area. The same streams of specialization available in the D.Min. program (Preaching and Worship, Global Christianity, Emerging Congregational Ministry, and Administrative Ministries) may be taken within an Advanced Diploma.

Doctoral Program Policies

Admissions Requirements

For the Doctor of Ministry

1. A Master of Divinity (M.Div.) degree or its equivalent (72 graduate level credits) from an institution accredited by the Association of Theological Schools in the United States and Canada (or equivalent), with a minimum of B+ average (3.3 GPA).

2. A minimum of three years in active professional ministry after graduation, and being currently engaged in ministry.
3. Basic computer and internet skills.

4. A completed application submitted online, with the following supporting documents:
   - Verification of church affiliation
   - Official transcripts from all post-secondary schools attended
   - A letter of endorsement in support of enrollment in the Doctor of Ministry program from the congregation or employing agency, indicating support for D.Min. studies, financial assistance (if any), and clearance of sufficient time to undertake doctoral studies.
   - A current curriculum vitae (C.V.).
   - A written statement of 1,000 words detailing: (1) Ministry experience and view of ministry; (2) Reasons for pursuing D.Min. education; (3) Goals for the program and vision for the future of your ministry; (4) Proposed area of interest for ministry project and key ministry questions

5. Three letters of reference, one each from:
   - Academic reference: person competent to address the applicant’s academic abilities to undertake doctoral studies
   - Character Reference: Colleague in ministry to address character and giftedness and professional suitability for the program
   - Reference from ministry supervisor or Denominational official
   
   Each letter of reference should detail the degree of effectiveness in current professional ministry (or in the case of the Seminary reference, as an M.Div. student in seminary), in ability to do analytical work, and promise of professional growth. Referees must have known the applicant for over one year and should not be related to the applicant.

6. A sample academic paper or other formal written piece demonstrating one’s ability to write at the doctoral level—building a cogent argument, communicating effectively, formatting appropriately, etc. (This requirement can be satisfied by submitting (a) an unmarked version of a research paper written for another academic program, or (b) a substantial article written for formal or informal publication, or (c) a thoughtful 1,000-word essay or book review on a subject related to the D.Min. program.)

7. Application Fee

8. An interview with the Doctor of Ministry Program Director.

9. Applicants whose first language is not English must satisfy competency requirements in this area to study in courses that are delivered in English. Options to satisfy this requirement are outlined in the General Information section.
10. Approval of the Admissions Committee. Applicants who are deemed deficient in a specific area will be asked to meet the requirements specified by the Admissions Committee before being admitted to the D.Min. program.

11. The College does not discriminate on the basis of gender, nationality, race, or denominational affiliation. Because of the nature of this program, it is offered only to those who will be in a position of recognized ministry leadership for the duration of the program.

12. Admission is granted by the Admissions Committee and will be in writing to the applicant.

For the Advanced Diploma

1. A recognized theological masters degree from an accredited institution.

2. A letter of affirmation from the church where the applicant is a member.

3. A minimum of B- average (2.70 GPA) in graduate studies.

4. A completed application submitted to the Office of the Registrar with application fee and prospectus. Please include a current personal photograph.

5. Two completed personal confidential reference forms, one of which must be from the pastor of the church in which the applicant is a member, sent directly to the college. If the applicant is a pastor, then a letter from a denominational or congregational leader will be suitable.

6. Official transcripts from all schools attended or a notarized letter accompanying a copy of the original transcript must be submitted.

7. An interview with the admissions officer OR submission of a brief video responding to interview questions concerning admission.

8. A sample academic paper or other formal written piece demonstrating one’s ability to write at the doctoral level—building a cogent argument, communicating effectively, formatting appropriately, etc. (This requirement can be satisfied by submitting (a) an unmarked version of a research paper written for another academic program, or (b) a substantial article written for formal or informal publication, or (c) a thoughtful 1,000-word essay or book review on a subject related to the D.Min. program.)

9. Applicants whose first language is not English should refer to the General Information section for information on fulfilling language entrance requirements.
**Graduation Requirements**

**For the Advanced Diploma**

1. Satisfactory completion of all required course work as outlined in the advanced diploma program.
2. A minimum 3.0 GPA (B average).
3. All accounts payable and due with Carey Theological College and Carey Centre are paid in full.
4. Senate approval before graduation.
5. Affirmation of Christian character and conduct suitable for Christian leadership.

**For the Doctor of Ministry**

To earn the D.Min. degree, each candidate is required to complete a total of 30 credit hours as follows:

1. Orientation. The Orientation Seminar presents an introduction to Doctor of Ministry studies. It covers a philosophical framework, theological reflection, integration of spiritual formation and academic work, and an orientation to library use.

2. Completion of all the required and specialization courses and participation in online peer ministry reflection groups. Students must maintain an average of “B+” or a 3.3 in the overall GPA. Students who cannot maintain the minimum program requirement will be placed on academic probation. In order for any course to be applied to fulfill the D.Min. requirements, the course must be “B-“ or above.

3. Preparation of the Doctoral Thesis Project Proposal: Doctoral Project Seminar and Literature Review are designed to assist D.Min. students to prepare their final project proposal. The Context-Based Praxis takes the form of faculty-directed guided study which engages the D.Min. student’s ministry setting as the learning platform. The Literature Review establishes the foundational basis for the Doctoral Thesis Project and is developed as part of the Doctoral Thesis Project under the supervision of the Doctoral Supervisor.

4. Candidacy: Once a student has completed the required courses, and the electives, and their doctoral thesis project proposal has been presented and accepted, a candidacy evaluation will be conducted. On successful recommendation, the student enters the candidacy phase of the Doctor of Ministry program.

5. Doctoral Thesis Project: The intent of the doctoral thesis project is to demonstrate advanced competence in the field of ministry and to contribute knowledge to the better understanding of ministry. The integrative method practiced in the theological reflection courses is brought to bear upon an area of ministry in which the D.Min.
student is actively engaged. The Doctoral Thesis Project normally features an articulated ministry problem or question, a Doctoral Thesis Project plan of research and investigation, and theological reflection on the project and evaluation of the D.Min. student’s own leadership. The candidate is required to present this doctoral thesis project in a form which allows for its circulation among a wider audience and/or academic community. Anyone wishing to use formats other than a thesis style must seek approval from the Guided Studies & Thesis Committee. The thesis shall be examined by a committee of three: the supervisor/director, a second reader (internal; usually a Core Faculty member), and an external reader. Successful completion of the examination is an essential element in completion of the thesis project.

6. All accounts payable and due with Carey Theological College and the Carey Centre are paid in full.

7. Senate approval before graduation.

8. Upon successful completion of the thesis defense, D.Min. students are required to provide the Office of the Registrar with 2 bound copies of the finalized thesis for inclusion in the Carey thesis archives. (Information on binding format will be provided in the D.Min. Student Handbook.)

9. D.Min. students who wish to obtain their own doctoral gowns must arrange to purchase or rent them in time for the graduation ceremony. Gown guidelines are available from the Registrar.

**Other General Doctoral Program Policies**

1. **Advanced Standing:** Applicants who have completed a Th.M. after an M.Div. may apply for six credit hours of advanced standing towards the D.Min. Doctoral credits earned at other institutions will normally be transferred into the Carey Theological College Doctor of Ministry Degree Program as part of the elective requirements. Please refer to the Academic Information section of this Catalogue for a detailed explanation of Carey’s transfer credit policy.

2. **Clinical Pastoral Education:** Doctoral students will be permitted to present one advanced unit from an accredited CPE program for six credits towards the D.Min. program. The units must not have been credited as part of an M.Div. program of studies. The unit may be taken as part of the D.Min. program.

3. **The normal completion timeline for the D.Min. program is 4-5 years.** The limit for completion of all requirements for the degree shall be six (6) years. Any extension must be approved by vote of the faculty. Annually, the Faculty Advisor shall require each student to report on his/her progress in the program. Students who enter with advanced
standing will be expected to complete their studies in a shorter period of time. A written statement will be given to the student at the time of acceptance.

4. Students may apply for a 1-year leave of absence, up to 2 times during their degree if circumstances require a break from studies. Application must be made in writing to the Office of the Registrar.

5. Students in the D.Min. Program are required to maintain a minimum B average or better. If a student achieves final course grades below B in 3 courses, or fail to complete 3 courses in the specified time frame, that student will be placed on Academic Probation. Students on Academic Probation will be under the supervision of the Office of the Registrar, which may recommend one of several alternatives including remedial work, personal counseling, extension of time to complete the program, or withdrawal from studies.

6. The degree of Doctor of Ministry is granted by the Carey Theological College Senate, upon recommendation of the President or appointee of Carey Theological College awarded to the student publicly at graduation.
FINANCIAL INFORMATION

Tuition and Fees

Carey Theological College tries to keep fees at a level that will permit most qualified persons to attend. The fees incurred by students meet only a portion of the total cost of providing education and operating the college. We are grateful for the support of the churches of the Canadian Baptists of Western Canada, foundations, and interested friends.

Course registration and tuition is due on the first day of class. If students are unable to meet this deadline, it will be necessary for them to submit a letter of appeal to the Office of the Registrar. Payment plans can be negotiated with the Registrar’s office as needed.

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Doctoral</th>
<th>Masters/Diploma/Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Registration Deposit <em>(per course, non-refundable)</em></td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Tuition (per credit hour)</td>
<td>$450</td>
<td>$345</td>
</tr>
<tr>
<td>Guided Study (per credit hour)</td>
<td>$450</td>
<td>$345</td>
</tr>
<tr>
<td>Audit (per credit hour)</td>
<td>$160</td>
<td>$160</td>
</tr>
<tr>
<td>Course Registration Deposit for CSF 500/600/610/900/910 <em>(non-refundable)</em></td>
<td>$250</td>
<td>$250</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Fees</th>
<th>Doctoral</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$65</td>
<td>$65</td>
</tr>
<tr>
<td>Transcript Evaluation Fee (review for Advanced Standing with Credit or other special analysis)</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Prior Learning Assessment Evaluation Fee</td>
<td>$300</td>
<td>$200</td>
</tr>
<tr>
<td>Letter of Permission (for course transfers, per credit)</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Orientation Seminar Sequence (mandatory seminars in research, writing, etc., for program success, basic and advanced; for D.Min. this includes acceptance/file costs; fee covers all relevant program seminars)</td>
<td>$420</td>
<td>$420</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$55</td>
<td>$55</td>
</tr>
<tr>
<td>Dishonored Cheques</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Official Transcript</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$120</td>
<td>$100</td>
</tr>
</tbody>
</table>
Graduation Certificate Replacement | $25 | $25
---|---|---
Leave of Absence Fee (interruption of program) Or Continuation Fee (extension of program) | $275 | $275
---|---|---
D.Min. Thesis Extension Fee (per semester) | $450 | ---
---|---|---
Reread Fee (If thesis/thesis is rejected/failed and has to be rewritten) | $500 | ---
---|---|---
Mentorship/Spiritual Direction Fee (Capstone year) | --- | $500
---|---|---

Payment, Late Payment, and Outstanding Accounts

Payment of all fees and tuition must be in Canadian dollars. Cheques, bank drafts, and postal money orders may be received by mail and Visa, MasterCard, are acceptable forms of online payment through Carey’s student information management system (Populi). We encourage students to pay with the above forms of payment.

Under extenuating circumstances, payments may be made by cash in person at Carey’s head office in Vancouver, British Columbia, Canada during its regular hours of operation. Under Carey’s cash handling policy, we are only able to accept a maximum of $1350 per student account per semester and if a refund needs to be provided, then up to $500 in cash will be provided and the excess will be issued as a cheque in the student’s name.

Two payment options are available to all students:

Option A – One Payment: All tuition is due and payable on the first day of class.

Option B – Two Payments: 50% tuition is due on the first day of a course. Remaining 50% is due 5 weeks after the semester begins (half way through the course). Students will not have access to the learning management system until the first payment is received. Option B charges no interest or finance fees if the payments are received on time. If payment is received late, interest of 18% per annum is charged, calculated from first due date. Students may also incur a Late Payment fee calculated at 10% of the balance owing and up to a maximum of $55.

Please note: If there is any outstanding indebtedness to the College, degree parchments, transcripts, grade reports, and letters of permission will not be released until such matters have been cleared with the Registrar’s Office. Student registration for new semesters will be locked if there is an outstanding balance not on the payment plan; or the payment plan is not being followed; or the total account balance exceeds $2,000. Students are expected to clear their account balance before next term. Under extenuating circumstances extension may be applied for through the Registrar’s Office, up to a maximum of 12 months.
Changes of Registration, Withdrawal and Refunds

Course registration deposits are non-refundable. However, the course registration deposit will be credited to the student’s account if the student withdraws from the course 10 days before the start date of the course.

Unless otherwise stated, the tuition amount (excluding the non-refundable deposit) that may be refunded for withdrawing from a course after the start date is as follows:

<table>
<thead>
<tr>
<th>(Period from the start of the course)</th>
<th>Refund other than deposit: All courses except CSF 500, 600, 610</th>
<th>Refund other than deposit: CSF 500, CSF 600, CSF 610</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>100%</td>
<td>100% on Day 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75% on Day 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$0 after Day 2</td>
</tr>
<tr>
<td>Week 2</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Weeks 3-4</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Beyond week 4</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

- If a different refund policy is stated in the syllabus for a course, that refund policy will take precedence.
- No further refunds are available after these dates.
- Students must notify the Registrar in writing if they are withdrawing from a course. Refund amounts are calculated based on the date that the Registrar receives this notification.
- There will be a full refund for any cancelled courses.

Student Financial Aid

Student Assistance, Scholarships

Carey Theological College makes a variety of awards and benefits available to students to help reduce the financial burden of study. These include competitive scholarships, need-based bursaries, bursaries and tuition discounts associated with institutional partnership relationships, and opportunities for study-related work in the form of Teaching Assistantships.

Each academic year, the President’s Council approves a selection of financial awards which will be made available to students for that year. Information on these awards (including eligibility criteria, amounts, application timelines, selection guidelines, etc.) is made available by the Registrar well in advance of application deadlines. For the 2020-2021 academic year, the following scholarships and financial aid are available:
• President’s Scholarship
• Dean’s Scholarship
• Carey Student Bursary
• CBWC Bursary
• Partnership Bursary

Please visit https://carey-edu.ca/student-services/ for eligibility criteria and detailed information.

In addition to the financial awards managed directly by Carey, students may be eligible for a range of awards and other forms of funding provided by external organizations. For example, students who serve with the Canadian Baptists of Western Canada are advised that several forms of student aid funding are available through the Canadian Baptist Foundation. Application for these is made directly to the Foundation. Information on other forms of funding may be obtained from the Registrar. Students are reminded that College staff will not be aware of all the forms of funding that may be available; each student is encouraged to explore widely for possible assistance with study.

Student Awards

A number of post-degree awards are given to students at graduation each year in recognition of outstanding performance in various areas. These vary from year to year. Recent examples include prizes for excellence in pastoral care, in preaching, in biblical studies and theology, in lay leadership, the D.Min. Fellows Program, and in evangelization and ministry in the Chinese community.

Applying for Student Assistance

1) Applicants must be fully admitted as active status Carey student, normally in a degree or diploma program at the Master’s or doctoral level. (Some financial assistance may also be available for Certificate in Ministry students in the ordination track and for occasional students in select ministry-oriented courses such as Baptist Identity.)

   New students may apply for financial aid at the same time as they apply for admission. Note, however, the College will not process applications for financial aid until a student has been admitted to study.

   Go to https://carey-edu.ca/apply-now/ to apply for admission. If questions arise, contact the College at 604-225-5901 or admissions@carey-edu.ca.

2) Contact admissions@carey-edu.ca for detailed information on scholarships and bursaries and for FA application forms. Information can also be found on the Carey website at https://carey-edu.ca/student-services/
3) Please note the FA application timelines listed below.

Applications for major tuition scholarships are due at the same time as the early admission application deadline: April 15. Applications to receive the Carey Student Bursary or CBWC Bursary for the full academic year must be submitted by July 1 (coinciding with the 2nd annual admission deadline).

CBWC and Partnership Bursaries require confirmation of current eligibility each term. This should be communicated to the Registrar’s Office a minimum of 2 weeks before the start of term. The Financial Aid Committee may also consider mid-year, single-semester applications for CBWC and Carey Student Bursary funding on a case-by-case basis as funding allows. These must be received no less than 2 weeks before the beginning of the relevant semester.

Please note:

- Students already receiving Financial Aid from other Carey-managed sources, such as the CBWC Foundation, may not qualify to receive further Financial Aid from Carey.
- The amount of Carey-managed Financial Aid applied to a student's account cannot exceed the student’s outstanding balance for tuition.
- Carey-managed Financial Aid cannot be applied to fees for transcripts, graduation, extensions, transfers, etc. The only exception is when the fee is part of the course tuition, as in CSF.
- Students who drop or withdraw from courses after receiving Carey-managed Financial Aid will have the amounts of Financial Aid or CBWC Tuition Subsidy reversed from their accounts. If students withdraw after the deadline for a 100% refund, then students are responsible for the outstanding balances after the reversal of the Financial Aid or CBWC Tuition Subsidy. This includes students who withdraw after the last day of withdrawal with the grade of "W".

In extenuating circumstances students can write a letter of appeal.

Other policy information related to Financial Aid is included in the annual resource materials on financial assistance provided through the Registrar’s Office. Please email registrar@carey-edu.ca for more information.

**Tax Receipts**

For income tax purposes, T2202A forms related to tuition payments will be posted by February 28 of the following year. Students can access these through their portal in the Student Information System.
ACADEMIC INFORMATION

Admission

General Admission Requirements and Process

Before initiating the admissions process with Carey it is the student’s responsibility to familiarize yourself with the requirements and policies pertaining to your program of interest (see the program information under Carey Academic Programs, above), and also with Carey’s statement of faith and community expectations, which can be found in the Student Handbook. These statements reflect Carey’s core theological and community values from which personal and academic integrity stem. In applying to study at Carey, students indicate their willingness to respect and uphold the common values and related practices of the Carey academic community. Students are not required to sign the specific Carey statement of faith, but all students will need to affirm personal Christian faith as part of the application process, and respect the faith commitments of the Carey community as expressed in Carey’s statement.

English Language Requirements for Graduate Programs

English is the primary language of instruction at Carey Theological College, and is essential for study in most Carey degree, diploma, and certificate programs. All prospective students applying to programs in which English is used for instruction must demonstrate a minimum level of English proficiency before they can be admitted.

There are seven ways to meet this requirement:

1. Complete four or more consecutive years of full-time education in English within Canada immediately prior to enrolling at Carey Theological College.

2. Complete four or more consecutive years of full-time education in English in a country other than Canada where English is the principal language. These four years must be immediately prior to attending Carey.

3. Achieve a grade of 70% or better on the provincial examination portion of BC English 12 or English Literature 12 or the equivalent.

4. Achieve a final grade of 4 or better on Advanced Placement (AP) English Language & Composition or AP Literature & Composition; or achieve a final grade of 5 or better on International Baccalaureate English A1 or A2 (higher-level or standard-level).

5. Graduate from a recognized degree program at an accredited university at which English is the primary language of instruction in a country where English is the principal language.
6. Achieve the competence standard indicated by Test of English as a Foreign Language (TOEFL). The Test of English as a Foreign Language (TOEFL) measures the ability of non-native speakers of English to use and understand English as it is spoken, written, and heard in academic settings. The test helps students demonstrate that they have the English skills necessary for effective communication and successful coursework. Applicants whose first language is not English must submit satisfactory results from an internet-based TOEFL test taken within the last two years. Use Carey’s code number 5981 when indicating Carey as a score recipient. Scores will be sent to Carey directly from Educational Testing Service. (TOEFL is available from Education Testing Service at [www.ets.org](http://www.ets.org)). Refer to minimum required scores per program below.

<table>
<thead>
<tr>
<th>Test Categories</th>
<th>Masters</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Listening</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Speaking</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Writing</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

7. Achieved an overall score of 6.5 on the IELTS test, with no less than 6.0 in all language competency requirements.

Students can appeal the English-language requirement when they apply to Carey by providing a written record of their English language experience in school, workplace, and life. The admissions committee may require a writing sample to assess an applicant’s language competency. The Admissions Committee will consider the student’s qualifications and the Committee’s decision will be final.

**Chinese or Spanish program language requirements**

Students who are enrolled in courses delivered in other languages (e.g.: Spanish, Cantonese, Mandarin) must demonstrate verbal and written competency in the language of instruction. Normally, the applicant must obtain an equivalent of an undergraduate education in the relevant language. The admissions committee may require a writing sample to assess an applicant’s language competency.
Student Classification

- Regular Program Students

These are students who have met all program admissions requirements and who have been admitted into an academic program with no conditions. Students need to register for at least one course per year in order to maintain active student status. (Note that students who are enrolled under a Government of Canada student visa must meet additional enrolment requirements. See the section on “International Students” below.)

- Full Time Student Designation

For external purposes (e.g., student visa authorizations), full-time study is defined as 27 credit hours per academic year (September to August) or 9 credit hours per term for 3 terms in a school year.

- Inactive Students & Leave of Absence

After one year of inactivity (no credit course completed within a 1-year period), a student will be classified as inactive. In order to retain student status within the degree program, a written statement requesting leave of absence is required, including the reason for inactivity and accompanied by a program extension fee. A maximum of 2 extensions will be granted over the duration of the student’s program. (See the fee table under Financial Information for more details concerning the extension fee.) After a 3-year period of inactivity, the student will be removed from the program roster. A new application and re-admission will be required to continue in the program at Carey.

- Unclassified and Visiting Students

In some cases, a student may meet the admission requirements to the College but not receive full admission into a particular program. (For example, a student might complete a master’s program but not meet all the requirements for doctoral study. Similarly, a student admitted to a non-English program may wish to do further study in English but not yet achieve the English requirements.) Such students fall under the “unclassified” designation. They may take appropriate courses for which they are qualified, and may apply those courses toward degree programs upon full admission. The number of credits that can be taken toward a program while in unclassified status is limited (9 toward the M.Div., 6 toward the MACM, and 6 toward the D.Min.).

Students from other colleges taking courses from Carey for transfer credit are classified as “visiting students” and do not need to make formal application. Normally a Letter of Permission from the student’s school is used to grant access to Carey courses.
• Occasional Student Status

Students who wish to take individual courses for personal interest, professional development, or to explore possible seminary study, but who are not currently pursuing full admission to a degree or diploma program may study at Carey under occasional student status. Occasional students are admitted through a simplified process. Normally they may take up to 9 credits before seeking admission to a formal program; this may be extended by permission from the Registrar. Program admission requires completion of the remaining parts of the program admission package. An occasional student can take a maximum of 2 courses in a single semester.

• Provisional Students

A student whose academic record does not match the requirements of the graduate program to which he or she has applied, or whose prior academic credentials do not clearly meet admission requirements, may be granted provisional admission to the program in order to establish their ability to complete the work at the necessary academic level. A student normally may remain in this category for only a specified number of credit hours, dependent upon the degree program.

- Doctor of Ministry students – 3 provisional courses required from the core courses. B or better required.
- M.Div. students – 5 provisional courses required; 3 in the area of Bible, theology or history; 2 selected from the balance of the program with the approval of the Registrar’s office. B- or better required.
- MACM students – 3 provisional courses, from foundational course list. B- or better required.

At the end of the specified number of credit hours, an assessment will be made, either to remove the provisional status and grant the student admission to the program, or deny admission to further studies.

• Mature Student Status

Mature Student status is a special subset of Provisional admission, applicable to graduate programs (M.Div., MACM and graduate Diplomas). It may be granted to students who do not have a completed 4-year undergraduate degree, but who have sufficient relevant work and/or life experience to prepare them for study in the degree program.

A prospective student must be 30 years of age or older to be considered for admission under Mature Student status. He/she must provide a detailed summary of relevant training and experience which demonstrate readiness for theological study at the graduate level. This should include an account of learning opportunities experienced, of work and ministry history, with other relevant life experience. Please provide dates and length of time in various roles, specific information on courses and training taken, and on
relevant achievements (eg: ordination, certification, publications, etc.). Because educational equivalence must involve reflection as well as simple experience, please also include information on reading and professional development practices, and identify ways in which your life and ministry experiences have been the subject of focused reflection, and especially of reflection in conversation with other peers and supervisors.

Once the Admissions Committee has reviewed the prospective student’s dossier and granted admission under Mature Student status, the student will be admitted to the relevant program on a provisional basis. Note that though a student may be admitted directly to a degree program on a Mature Student basis, in most cases those who enter with Mature Student status are admitted initially to a graduate Diploma program. This allows the candidate to engage in graduate studies, and it can become a pathway into admission into a graduate degree. (For those with Mature Student status, admission to the Diploma does not guarantee subsequent admission to a Degree.)

Whether a student is admitted to a Diploma or Degree program, entering with Mature Student status is understood to be admission on a provisional basis. He/she must maintain a minimum final grade of at least B- on each of the first 5 foundational courses taken (15 credit hours). At the completion of 15 credits, the Admissions Committee will assess the student’s academic work, which will lead either to full admission or denial of entry to the program.

Note that normally a student admitted under Mature Student status retains that designation throughout the degree program, even after full admission upon review. In some cases, undergraduate degree completion equivalency can be established through a combination of recognition for courses taken and a formal Prior Learning Assessment (PLA) review by the Office of the Registrar, in which case Mature Student status may be dropped and Regular Student Status granted.

Accreditation regulations require that Carey limit the number of Mature Students who are active in any master’s degree program at any one time. This has several practical implications:

1) Even though a prospective student has the appropriate qualifications to receive Mature Student status, Carey may not be able to grant admission to a degree program on this basis if Mature Student quotas have already been filled. Carey reserves the right to prioritize student applications for Mature Student status, based on strength of candidates’ application, perceived benefit of the program to the student, and perceived contribution of the student to the program.

2) Carey reviews and approves applications for Mature Student status at fixed intervals during the year—normally in early summer, with the option of a second review in January.

3) Carey reserves the right to require Mature Students to enroll in a higher number of courses per year than what is normally needed to maintain current student
status in a degree program. Mature Students are currently required to take a minimum of 2 courses per year, for credit, in order to maintain their current student status. Those who fail to maintain this level of enrolment may be deemed inactive in the degree program and registered in the corresponding Diploma; re-admission will be required in order to regain active status in the graduate degree.

- Continuing Education Credit Registration (CBWC)

Carey courses may be audited by individuals who are not registered as for-credit students in order to fulfill the continuing education requirement for ministers credentialed by the Canadian Baptists of Western Canada.

- International Students

International students studying at Carey on a student visa must meet the following four important admission requirements:

1. Academic: Official transcripts that provide adequate evidence of an academic standard equivalent of that required by Carey Theological College must accompany the application.

2. Language: The applicant whose first language is not English must submit sufficient documentation to demonstrate English language competency (unless joining a program taught in a language different from English). See information under English Language Requirements.

3. Finances: The applicant shall be required to give satisfactory evidence of sufficient financial resources to meet the current standards of Canadian immigration.

4. Status: Provide a photocopy of the Study Permit or Student Visa to the Registrar’s Office.

Note that students who are enrolled under a Canadian Student Visa are required to maintain ongoing registration during the academic year (normally at least 6-9 credits in Summer/Fall and 6-9 credits in Winter/Spring) in order for Carey to report compliance to Canada Immigration Services with respect to the provisions of their student visa status.
Shared/Transfer Credit and Advanced Standing

Students with previous theological training from a recognized institution may be eligible to receive some credit toward their program of study at Carey, through credit transfer, shared credit, or advanced standing. Several general principles apply in each case:

- Prior study which is to be applied toward Carey programs must have been taken for-credit at an accredited or comparable institution.
- Credits to be applied must have been earned within the past 10 years.
- Transfer, shared credit, and advanced standing credits are only applicable to Carey degree programs and the Diploma in Christian Ministry.
- A maximum number of shared, transfer, or advanced standing credits may be applied to any Carey degree program, as outlined below.
- To receive any Carey degree, a student must take a minimum of 1 year of study in courses earned at Carey; the College’s normal practice is to allow no more than ½ of the credits toward a degree to be met through a combination of externally shared, transfer, and advanced standing credits.
- Externally shared, transfer, and advanced standing credits are applied to a student’s Carey program on a pass/fail basis and are not included in GPA calculation.

Assessment of shared/transfer credit and advanced standing is normally done in conjunction with admission, though the two decisions are made independently. You will be asked to signal your desire for an assessment of shared/transfer credit and/or advanced standing as part of your admission process. The Admissions Committee reserves the right to decide on the total number of transfer, shared, and advanced standing credits granted to a student toward the requirements of a particular academic program.

Transfer Credits

Where a student has completed graduate-level coursework but not an academic program at another accredited seminary or academic institution, and a particular graduate course taken in that setting can be shown to have relevance to his/her master’s program at Carey, the course may be applied as transfer credit.

Transfer of prior course credits must be processed at the time of admission.

Students who wish to apply courses from another institution toward a Carey program after admission to Carey must receive prior written approval. Requests for transfer credit should be made to the Registrar. After written approval is received and a Letter of Permission (LOP) is granted, the student must make application and register for such courses with the appropriate institution. On completion, an official transcript from the other institution must be sent to the Registrar’s Office. Transfer credit is awarded only if the grade achieved is at
least of the average grade required to graduate from the Carey program (D.Min. minimum: B, masters programs minimum: B-).

There is a fee for processing a Letter of Permission for transfer credits. See Schedule of Fees.

Carey course offerings are published in advance so that students may plan their course load to fulfill the requirements of their program. Students should note the maximum number of transfer credits that are acceptable.

Maximum combined shared/transferred credits from another accredited seminary or religious institution that can be applied to a Carey degree program: D.Min.: 9; M.Div.: 36; MACM: 24; Diploma in Christian Ministry: 6.

Maximum combined shared/transferred credits earned at Carey that can be applied to a Carey Masters degree program: M.Div.: 45; MACM: 30; Diploma in Christian Ministry: 15.

Shared Credit

Where a student has completed a graduate academic program at another accredited seminary or religious institution, and a particular course taken as part of that program can be shown to have specific relevance to one’s master’s program at Carey, shared credits may be awarded. Shared credits function similarly to transfer credits; however, because they are applied simultaneously to two different degrees, accreditation standards place stricter limits on the number of shared credits that can be applied.

A minimum grade of B- is required and the course must have been taken within the last 10 years. The number of shared credits granted will be dependent on the discretion of the Admissions Committee, in consultation with ATS guidelines and policies. Shared credits must be processed at the time of admission.

Advanced Standing with Credit

Advanced Standing with Credit is the process by which a student’s prior learning through degree program coursework in an accredited undergraduate theological institution is recognized as providing limited equivalency to the requirements of a seminary degree program, allowing a corresponding reduction in graduate credits required for graduation. It is a way of acknowledging that some students enter seminary with an extensive background in theological study that overlaps to some degree with what is covered in the seminary program, in a manner that would not be true of the typical seminary student who lacks that background. (A parallel process is occasionally applied for students with Th.M. credits or two theological master’s degrees who seek Advanced Standing toward the D.Min.)

When assessing Advanced Standing with Credit, Registrar’s Office will review a student’s undergraduate transcripts, identifying areas of correspondence with core classes required in the Carey program. Credit will be granted for the relevant Carey courses based on assessed
equivalency. Advanced standing may not be awarded for required electives. No more than 25% of credits required for the Carey program may be covered through Advanced Standing. Normally Advanced Standing is granted only to students who have completed a theological undergraduate degree whose program focus is similar to that of the Carey degree, where there is a clear specialization (50-60+ credits) in the area where Advanced Standing is sought. Ministry experience cannot be used to substitute for academic credits. In some cases, ministry experience plus an advanced guided study may be permitted to substitute for some introductory courses within the Advanced Standing quota on a Prior Learning Assessment basis with the approval of the Office of the Registrar.

Please note that credits granted through Advanced Standing assessment are equivalency credits, meaning they are non-transferrable, and can only be used in the context of the relevant Carey degree program. They are not applicable to Certificates or Diplomas.

Maximum Advanced Standing credits: D.Min.: 6; M.Div.: 18; MACM: 12

Course Registration, Attendance, and Withdrawal

Students are advised to register a minimum of one month prior to the beginning of the term and to purchase their textbooks well in advance. Some courses require reading or work to be posted or submitted on the first week online or prior to the start of the face-to-face sessions, so students are advised to check the course syllabi for all the course requirements. It should be noted that both the required and elective courses can be changed by Senate decision without public notice.

Course Attendance

Students are expected to attend all scheduled class sessions, online or on-site, and all the online discussion forums, in order to pass a course. A student who misses more than 10% of the course without proper approval from the instructor will automatically receive a failing grade for the course.

Course Withdrawal Policy

After the period for which tuition refunds are available, a “W” will be placed on the transcript of a student who withdraws from any course within the first half of the course. Beyond those dates, an “F” will be recorded on the student’s transcript.

Students who undergo extreme hardship which they did not cause, which was beyond their ability to control, and which prevented them from completing course requirements even with extensions, may appeal in writing to the Registrar for a Withdrawal from the course. If granted, a grade of “W” will be recorded on the student’s transcript.
Faculty-Directed Guided Study

Guided studies (G/S) allow students to engage in focused, personalized learning in areas not covered in the normal curriculum. They are particularly relevant to advanced students who wish to engage in specialized study that supports the goals of their degree program, filling elective slots in the program or created by advanced standing based on prior education. They are sometimes used to facilitate academic or professional projects, such as preparation of an academic paper or thesis proposal, or work on a strategic ministry project. Occasionally they help to fill curricular gaps where a key course is not available to the student.

Guided Study Principles and Policies

Master’s versus D.Min. programs

The D.Min. has G/S courses built in. A simplified form is available online and all questions and requests go directly to the Office of the Registrar. Master’s students use a different application form, submitted to the Office of the Registrar (R/O). The principles and policies below relate primarily to Master’s students.

G/S courses are for advanced degree program students

For students in degree programs, occasionally Diploma students. Exceptions are by petition to the Office of the Registrar. Normally no G/S courses will be approved until at least the 2nd year of study. Consideration will be given to students with Bible/theology undergrad specializations.

G/S courses are designed to supplement, not duplicate, regular programming

A G/S will not be approved as a substitute for the same course, or a class that is similar in content, is available to the student as part of the regular course offerings. Normally no G/S will be approved for required courses, or other courses in the regular rotation. Possible exceptions will be made if a course is needed, but not available.

Maximum Number of Guided Studies

M.Div. students may include no more than 12 credit hours of G/S study in their program; M.A. students may include no more than 9 credits. Diploma students may only take Guided Studies by special permission. The D.Min. program is structured to include 9 credits of Guided Studies as a normal part of the curriculum. A maximum of 12 credit hours may be applied to the D.Min.

The proposed topic must be appropriate, with qualified faculty available
G/S courses are designed cooperatively by a faculty member and student

Once an appropriate faculty supervisor has been approved by the Guided Studies & Thesis Committee, the details of the course are arranged between the faculty member and student. Course requirements and parameters are summarized in a simple G/S syllabus. G/S courses are subject to normal academic policies.

- Course names, numbers, descriptions, and objectives must meet regular Carey approval principles and procedures. Normally this means a G/S course will either be built around an existing course number and topic, or it will be designed using the approved “Special Topics” course model.
- The final syllabus, with readings and course requirements, is subject to approval by the Guided Studies & Thesis Committee.
- G/S courses must include substantive interaction between faculty supervisor and the student.
- A G/S course must be registered in a specific academic term. Where a student requires an extension on deadlines, normal course policies apply.
- G/S courses are evaluated using the same grading scale and principles as other courses.

G/S courses are normally designed for 3 credit hours

Tuition: required, at the normal rate

Tuition charges for G/S courses follow the same rate per credit hour as other courses. G/S course tuition is normally not covered by significant tuition scholarships (ie, those that pay for 50% or more of a student’s tuition). Appeals for special exceptions may be requested.

Guided Study applications must be received no less than 2 weeks prior to the start of the semester

This allows approval and basic syllabus development by the start of the semester. This timeline does not guarantee that a G/S will be approved and ready to go in that semester—that depends on faculty availability, syllabus preparation, and approval.

Steps for G/S Application and Approval (Master’s-Level)

Office of the Registrar Pre-Approval
1) Student completes, forwards application form to the Office of the Registrar
   Minimum 2 weeks before the start of term
2) Office of the Registrar conducts preliminary review
   Evaluates appropriateness of the proposed G/S within the student’s program, in light of course availability

IF the initial review is positive ...
3) The Guided Studies & Thesis Committee identifies, appoints supervising faculty
   - R/O and GS & T Committee consult; identify possibilities
   - GS & T Committee contacts preferred faculty member, ascertains willingness. Consults on course direction.
   - GS & T Committee approves faculty member
4) **Course is designed by faculty member in conversation with student; syllabus prepared**
   Syllabus submitted for review before the start of term

5) **Final approval, registration, contract**
   Approval of syllabus by Office of the Registrar; registration and preparation of faculty contract (R/O)
### Assessment and Grading

#### Grading Scale: Certificates, Diplomas, Masters Programs

(3 credit hours should be equal to 127.5 clock hours of work.)

<table>
<thead>
<tr>
<th>Grade class</th>
<th>Descriptors</th>
<th>Letter grades</th>
<th>GPA</th>
<th>Detail</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A class work</strong></td>
<td>Effectively and exceptionally accomplishes all course outcomes and objectives. Work produced is excellent quality, of publishable quality, and benefit to the wider Christian community. Shows exceptional growth/mastery. Exceptionally creativity and originality in approach to the subject.</td>
<td>A+</td>
<td>4.0</td>
<td>Special Commendation work</td>
<td>100-98</td>
</tr>
<tr>
<td>Excellent, superior work</td>
<td></td>
<td>A</td>
<td>4.0</td>
<td>Consistent A-class work</td>
<td>97-94</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>Generally A-class work, some lapses and areas for refinement</td>
<td>93-90</td>
</tr>
<tr>
<td><strong>B class work</strong></td>
<td>Accomplishes all course outcomes and objectives. Work produced is good quality, and beneficial to peers and fellow students. Growth/mastery of course material is good. Shows creativity and originality in approach to subject.</td>
<td>B+</td>
<td>3.3</td>
<td>Primarily B-class, superior to some areas</td>
<td>89-87</td>
</tr>
<tr>
<td>Good solid work</td>
<td></td>
<td>B</td>
<td>3.0</td>
<td>Consistent B-class work</td>
<td>86-84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>Generally B-class work, some lapses and areas for refinement</td>
<td>83-80</td>
</tr>
<tr>
<td><strong>C class work</strong></td>
<td>Accomplishes enough course outcomes and objectives to be passible. Work produced is not recommended for dissemination unless qualified. Growth/mastery is basic, but encouraged to repeat the course. Shows hints of creativity and originality, but not consistent.</td>
<td>C+</td>
<td>2.3</td>
<td>Primarily C-class, better in some areas</td>
<td>79-77</td>
</tr>
<tr>
<td>Passible but needs to improve</td>
<td></td>
<td>C</td>
<td>2.0</td>
<td>Consistent C-class work</td>
<td>76-74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>Generally C-class work, but this is based on generous interpretation. Elements that fall significantly short, marginally passable.</td>
<td>73-70</td>
</tr>
<tr>
<td><strong>F class work</strong></td>
<td>Fails to accomplish course outcomes and objectives. Work should not be disseminated under any condition. Little to no growth/mastery of course material. Fails to show creativity or originality in approach to the subject.</td>
<td>F</td>
<td>0</td>
<td>Generally unpassable work.</td>
<td>69-0</td>
</tr>
<tr>
<td>Unpassable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Grading Scale: Doctor of Ministry

3 credit hours should be equal to 150 hours of work.

<table>
<thead>
<tr>
<th>Grade class</th>
<th>Descriptors</th>
<th>Letter grades</th>
<th>GPA</th>
<th>Detail</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A class work</td>
<td>Effectively and exceptionally accomplishes all course outcomes and objectives. Work produced is excellent, of publishable quality, and beneficial to all. Shows exceptional growth/mastery. Exceptionally creativity and originality in approach to the subject.</td>
<td>A+</td>
<td>4.0</td>
<td>Special Commendation work</td>
<td>100-98</td>
</tr>
<tr>
<td>Excellent, superior work</td>
<td></td>
<td>A</td>
<td>4.0</td>
<td>Consistent A-class work</td>
<td>97-94</td>
</tr>
<tr>
<td>Great, laudable work</td>
<td>Effectively accomplishes all course outcomes and objectives. Work produced is good and made beneficial for all. Shows quality growth/mastery of course materials. Excellent creativity and originality in approach to the subject.</td>
<td>A-</td>
<td>3.7</td>
<td>Generally, A-class work, some lapses and areas for refinement</td>
<td>93-90</td>
</tr>
<tr>
<td>B class work</td>
<td>Accomplishes all course outcomes and objectives at the “meets expectations” level. Work produced is good quality, and beneficial to peers and fellow students. Growth/mastery of course material is good. Shows creativity and originality in approach to subject.</td>
<td>B+</td>
<td>3.3</td>
<td>Competent B-class work</td>
<td>89-87</td>
</tr>
<tr>
<td>Solid competent work</td>
<td></td>
<td>B</td>
<td>3</td>
<td>Adequate B-class work</td>
<td>86-84</td>
</tr>
<tr>
<td>Adequate work</td>
<td>Accomplishes course outcomes and objectives at basic level. Work produced is adequate to pass. Growth/mastery of course material is reasonable. Minimal creativity or originality in approach to subject.</td>
<td>B</td>
<td>3</td>
<td>Adequate B-class work</td>
<td>86-84</td>
</tr>
<tr>
<td>Minimal work</td>
<td>Accomplishes minimal requirements of course outcomes and objectives. Work produced just acceptable. Growth/mastery is minimally acceptable. Creativity and originality barely present.</td>
<td>B-</td>
<td>2.7</td>
<td>Minimal B-class work</td>
<td>83-80</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------------------</td>
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<td>------</td>
</tr>
<tr>
<td>C class work</td>
<td>Fails to accomplish enough outcomes and objectives to be passible. Work should not be disseminated. Little growth/mastery of course material. Creativity or originality seemingly absent.</td>
<td>C+</td>
<td>2.3</td>
<td>Primarily C-class, better in some areas</td>
<td>79-77</td>
</tr>
<tr>
<td>Unacceptable</td>
<td></td>
<td>C</td>
<td>2.0</td>
<td>Consistent C-class work</td>
<td>76-74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>Generally C-class work, but this is based on generous interpretation. Elements that fall significantly short.</td>
<td>73-70</td>
</tr>
<tr>
<td>F class work</td>
<td>Fails to accomplish course outcomes and objectives. Work should not be disseminated under any condition. Little to no growth/mastery of course material. Fails to show creativity or originality in approach to the subject.</td>
<td>F</td>
<td>0</td>
<td>Generally unpassable work.</td>
<td>69-0</td>
</tr>
<tr>
<td>Unpassable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Changes**

It is the student’s responsibility to appeal any error in grades and to bring it to the instructor’s attention within two months following the issued grade. Grade changes are allowable for computational recording errors and must be corrected no later than the last day of classes of the next full term.

**Repeated Courses**

A student will be permitted to repeat a course in which he/she has received an ‘F’ grade. The better grade will appear on the student’s transcript and GPA, and an ‘R’ will replace the ‘F’. Any one course may be repeated up to two times. Regular tuition fees will be charged for repeated courses.
**Academic probation**

In each program of study, Carey Theological College sets standards for the competencies students are expected to achieve. Satisfactory academic performance (D.Min.: B, M.Div.: B-; MACM: B-) is a necessary prerequisite for a student to continue their program of studies. Should a student achieve final grades below the minimum standard in three courses or fail to complete those courses within the specified timelines, or should the student’s GPA fall below graduation requirements, the student will be placed on Academic Probation. In such cases, the student will be placed under the supervision of the Office of the Registrar, which may recommend one of several alternatives including remedial work, personal counseling, extension of time to complete the program, or withdrawal from studies.

**Academic Integrity**

A high standard of academic integrity is expected of all Carey Theological College students; any infraction will be treated seriously and may be grounds for dismissal. Academic integrity involves honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are:

- Plagiarising by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another. (See next section.)
- Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution).
- Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures are all examples of breaches in academic integrity.

Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity.

**Plagiarism**

A more detailed statement of policy and procedures relating to plagiarism is available from the Office of the Registrar and is replicated in the Student Handbook. The most pertinent elements have been replicated here. For more information on academic integrity and plagiarism in the wider UBC context, see also [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/](http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/) and [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/](http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/).
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 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. 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. 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. 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. Records of institutional action and follow-up will also be maintained in the student’s file.

**Research Ethics**

All research involving data-gathering from human subjects (through surveys, interviews, etc.) for Carey courses and programs must conform to the current Carey policy on research ethics, which is available from the Registrar’s Office and will be distributed at new student orientation. This is particularly important for the D.Min. program but has implications for other students whose research interests may potentially intersect with current Canadian privacy legislation and related academic policies at Carey, UBC, and in the Canadian higher education community.
Extensions

Extensions for course work will only be granted in exceptional circumstances. If a student requests an extension that will prevent the professor from submitting the final grade within 30 days following the final assignment, the student must file a formal petition with the Registrar for the extension. On approval, the Registrar will establish extension deadlines which are final. The student may receive a grade reduction of up to one-third of the final mark for work submitted under these extension guidelines.

Academic Appeals

Students are assured the right to appeal any judgment relative to their academic program, whether it is permission to enter a degree program, a ruling regarding academic procedure or a grade given in any academic work. Appeals should be made to the person or committee responsible for the decision under dispute. (E.g. grades to Faculty, admissions to the Admissions Office). Any such appeal must be initiated no later than two months following notification of a ruling or a grade being issued. A written statement of the ruling will be issued to the student.

Where the student is not satisfied that the appeal is fairly heard or considered, a further appeal may be made in writing to the Office of the Registrar. The Registrar’s Office will hear and discuss the circumstances attending the complaint and counsel the student regarding the issue. A written statement of the ruling will be issued to the student.

In the event that the appeal is related to the Office of the Registrar or the Admissions Officer, the President will hear and discuss the circumstances attending the complaint and counsel the student regarding the issue. A written statement of the ruling will be issued to the student.

If the student is still not satisfied, the ruling may be appealed in a written summation to the Student Appeals Committee of the Senate of Carey Theological College. The decision registered by the Senate of Carey Theological College is final.

(For concerns, grievances, and other appeals which are not academic in nature, see the Concerns and Grievances policy in the Student Handbook.)
STUDENT LIFE

General

To make Carey’s educational programs as accessible as possible, Carey structures its course delivery to minimize the amount of time students need to spend on our physical campus. With a wide selection of modular-hybrid courses and classes offered entirely online, many students are rarely in the building, and some will do their entire academic career at a distance.

This changes the nature of “campus life,” as an online campus but it does not eliminate the need to provide effective student services, nor does it undermine the importance of building a strong sense of student community. Carey seeks to address these needs in a variety of ways: in the course design, use of communication and community-building technology, formation of learner cohorts, etc. Of special importance, the College maintain a dedicated and competent team of Academic staff whose role is to support students through their entire educational experience, from inquiry and admission through to graduation.

The services available to Carey students are described in more detail in the Student Handbook. The team is happy to provide information and to address questions and concerns that may arise. Please do not hesitate to come by the College offices if you are visiting campus, or to connect by phone at 604-225-5920 or 604-225-5901, or by email at registrar@carey-edu.ca or admissions@carey-edu.ca.

In addition to the information in the Student Handbook, a number of policy points related to Student Life are discussed below.

Guidelines for online discussions (netiquette)

To maximize the benefit of online discussions which are part of most Carey courses, we encourage all students to follow these principles:

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 to avoid wordiness. Respect the time of the other readers and aim to make one’s entries clear and concise.

5. **Cite all 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. **Utilize a Proper Writing Style** – Proper spelling, grammatical construction and sentence structure should be utilized in all 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 the style of 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 make sure everyone realizes intended humour.

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

**PERSONS WITH EXCEPTIONALITIES**

Carey Theological College is committed to facilitating the learning of all students capable of doing the study and course work to the programs for which they have been accepted. Any student who has exceptionalities that may impact the full demonstration of his/her abilities should contact the Office of the Registrar to discuss evaluation and documentation of learning needs. The Carey faculty will make every effort, where it is possible and within the means of the Institution, to incorporate alternative learning strategies that have worked for
the student in the past, including mutually accountable accommodations to ensure the student’s full participation in the course.

Carey’s responsibilities toward students with exceptionalities:

- Carey will ensure that persons with exceptionalities are not denied admission based on disability.
- Carey will accommodate students with disabilities, where possible, with respect to admission criteria and the Human Rights Code (BC) and the Canadian Charter of Rights and Freedom.
- Carey will review documentation to ensure recommendations and decisions regarding accommodations are based upon appropriate medical documentation.
- Carey will ensure, through the Office of the Registrar, that faculty are aware of individual learning plans where this is relevant to course participation and overall student learning.
- All of the above provisions are to be done within the means of the institution. Students may need to take financial responsibilities on additional service or equipment required.

While Carey will do all possible to create a safe, supportive learning environment for all students, Carey reserves the right to deny accommodation requests if the accommodation request is deemed to have negative impact on the quality of other student’s learning experience and the integrity of Carey curriculum.

**Gender Language**

As language usage changes over time, the church must discern where its own language must change in order to continue to bear witness faithfully to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. The continued use of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church.

This policy refers to humankind. Examples of inclusive language for persons can be found in the NRSV and the TNIV translations. In regards to Scripture texts, the integrity of the original expressions and names of God should be respected. The language of previous eras and other authors need not be rewritten to conform to contemporary usage. It is expected that inclusive language will be used in written work, publications, and classroom conversation at Carey Theological College.
Non-Academic Grievance and Disciplinary Matters

Carey Theological College is committed to uphold the standards as a Christian community according to the Christian Scripture. As members of the community, Carey students are expected to respect the rights of all students, faculty and staff and adhere to the policies outlined in the Student Handbook and program handbook(s).

If a student has observed a violation of Carey policy or the applicable laws, or feels harmed by another student’s misconduct (e.g. affecting his/her welfare, property, safety or security) he/she should file a report with the Office of the Registrar and/or UBC Police as appropriate. A policy-procedure document and form pertaining to non-academic concerns and grievances is available on the website or from the Office of the Registrar. Key policy features can also be found in the Student Handbook.

Discrimination and Harassment Policy

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 the members of Carey lead exemplary and honorable lives, consistent with and faithful to this revelation. So it is that we seek to love, honor, serve, guide and, where we have failed, 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 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.

The commitment of the College to all its members is to ensure that no form of sexual harassment be tolerated, a zero-tolerance policy. 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 President’s Office.

A more fully developed statement on accountability and disciplinary procedures is included in the Student Handbook.

Privacy Policy

An abbreviated privacy policy is represented here; for the full privacy policy see the Student Handbook.

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 the College. In line with that commitment, the College 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/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; the 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
COURSES

The following represent a selection of active and recent courses offered by Carey Theological College. Courses required for degree and diploma programs (as outlined in the Academic Programs section, above) are offered on a regular cycle, normally once every 1-2 years. Scheduling of elective courses is dependent on program need, student demand, and faculty availability. Information on current and upcoming course schedules and projections is available from the Registrar. Please also check the Carey website for course schedule updates.

Course Numbering System

The following abbreviations are used to designate courses:

- APPL – Applied Ministry
- BIBL – Biblical Studies
- CAPS – Capstone
- COR – Cornerstone
- CSF – Centre for Spiritual Formation
- DM__ – Doctor of Ministry
- HIST – History
- INDS – Interdisciplinary Studies
- MISS – Mission and Evangelism
- MLOS – Orientation
- MNTR – Mentorship
- NACC – North American Chinese Church
- SPIR – Spiritual Formation
- THEO – Theology

APPL – Applied Ministry

APPL511 Introduction to Preaching

This course provides the essential tools for crafting and delivering biblical sermons. Instead of forcing conformity, it helps students to develop a procedure for preparing sermons that do justice to the passage(s) on which you are preaching. We consider homiletical options and encourage your own creativity. Students will prepare and preach three sermons and begin a life-long process of thoughtfully developing one’s own preaching ministry.

APPL512 Worship: Theology & Praxis
This course examines the biblical origins, theological foundation, historical development and contemporary trends in Christian worship. Students will be given opportunities for planning and leading worship and in performing Christian ordinances upon completion of the course.

APPL574 Introduction to Pastoral Care

The course will survey the broad biblical, theological and practical foundations critical to the task of pastoral ministry. From a theological understanding of pastoral care, the course will provide you with skills to apply what you learn in ministry and community settings. The course will also examine pastoral identity and practice, general care, crisis care, marriage, matters relating to sexual identity and death and bereavement.

APPL 698/699 Special Topics in Applied Theology

This course gives the student an opportunity to do focused study in a specialized area of Applied Christian Ministry. It will help students to broaden and deepen their knowledge of the field, challenge them to do in-depth critical research of current issues and concepts, and promote growth in skills that are relevant to the discipline.

BIBL – Biblical Studies

BIBL510 Bible Foundations

This course focuses on the Christian Bible, Old and New Testament. It presents an overview of the Old and New Testament as literature, history, and theology. Therefore, this course will specifically focus on each book of the Bible in terms of its literary features, genres and structures; its socio-historical and cultural contexts; and its theological themes and purposes.

BIBL 698/699 Special Topics in Biblical Studies

This course gives the student an opportunity to do focused study in a specialized area of Biblical Studies. It will help students to broaden and deepen their knowledge of the field, challenge them to do in-depth critical research of current issues and concepts, and promote growth in skills that are relevant to the discipline.

CAPS – Capstone

CAPS700 Capstone

As its name suggests, this course is designed to be taken in the final year of a student’s Master’s Degree at Carey. It incorporates a high-level review of learning and growth over the degree program, together with integration and application of what has been learned in various theological disciplines, with a view to ongoing growth and long-term effectiveness in
ministry. The course includes a supervised practicum in the student’s area of ministry focus, as well as development of resources and tools that will be of practical value for placement, ordination, and lifelong learning and growth.

COR – Cornerstone

COR500 Cornerstone Module 1: Love God

This course lays a biblical, theological, and formational foundation for further study in all Carey masters degree programs. We want to ground all our study on a knowledge of the Scriptures; to know triune God whom we believe, love and serve; to understand God’s heart and His work of redemption; to appreciate our identity as followers of Christ, and to find our place in God’s story and the mission of God’s Kingdom. This module provides you with the opportunity to think, articulate, and act on the calling, identity and mission as God’s people in the framework of the Great Commandment and the Great Commission.

CSF – Centre for Spiritual Formation

CSF501 Awakening to the Inward Journey

Spiritual Formation is the process of being formed by the Holy Spirit through Christ into the likeness of God. It involves both an inward journey of a deepening life with God and the outward expression of that life in compassion. This course will lay a foundation for the inward journey, while the companion course, CSF 600 Living in the Outward Journey, will focus on the movement outward. The themes of understanding the biblical basis for spiritual formation, appreciating the value to us of historical spiritual traditions and the importance of engaging spiritual practices will be the three guiding focus points.

DM - Doctor of Ministry

DMCO990/DMCO900 Doctor of Ministry Foundations - Interdisciplinary Reflection on Ministry

This course will engage students in multiple layers of reflection from scriptural, theological, historical, formational, and cultural perspectives leading to contextual and practical engagement using both classical and contemporary literature to plumb the depths of two millennia of reflection on ministry and its theological foundations. Students will be given opportunities to practice interdisciplinary integration and reflective skills in their Christian life and service. This course will be co-taught by professors and practitioners from different disciplines.
HIST – History

HIST562 Baptist Identity

The primary goal of this course is to assist candidates for the Baptist ministry in becoming an effective leader within the context of Baptist churches in western Canada by augmenting the understanding of, and appreciation for the contribution to Christ’s church made by the world-wide family of believers called “Baptists.”

INDS – Interdisciplinary Studies

INDS620 Faith and Life Module II: Work

This course offers opportunities for discussion, analysis and the building of new perspectives on the topic of Work and its implications from a Christian perspective. Vocation and Professional Life seeks to help participants to articulate their own thoughts on the topic and examine them within the context of a community. It also helps students clarify and put into practice the spirituality of work and rest.

MISS – Mission and Evangelism

MISS535 The Mission of God for the People of God

This is an in-depth exploration of the nature of the Church, the Gospel and our participation in the all-encompassing mission of God in the world. The course introduces challenging readings, examines key biblical principles, and provides an overview of mission methods and strategies that illustrate mission in practice. Students are given an opportunity to articulate a biblical and missional mandate for a specific ministry context.

MISS699 Special Topics in Mission Studies

This course gives the student an opportunity to do focused study in a specialized area of Mission Studies. It will help students to broaden and deepen their knowledge of the field, challenge them to do in-depth critical research of current issues and concepts, and promote growth in skills that are relevant to the discipline.

MNTR – Mentorship

MNTR 500 Ministry Reflection Groups

Participation in ministry reflection groups provide continuous platform for students to engage in interdisciplinary reflection on crucial ministry issues pertaining to their specific life and ministry contexts. An experienced pastoral mentor will walk alongside with a group of
students to engage in in-depth dialogue and analysis confronting the Christian church and ministry in the 21st century using case

MNTR 501/502 Mentorship Special Topics

Mentorship special topics group meetings will adopt a similar structure from the ministry reflection groups while focusing on a more specialized area. The group leader will collaborate with the students to formulate the best instrument(s) and/or assignments to achieve the learning outcomes. These areas include but are not limited to the following areas:

- Preaching
- Conflict and interpersonal skills
- Administration and Leadership
- Cross-cultural Ministry
- North American Chinese Church Ministry
- Women in Ministry

SPIR – Spiritual Formation

SPIR 698 Special Topics in Spiritual Formation

This course gives the student an opportunity to do focused study in a specialized area of Spiritual Formation. It will help students to broaden and deepen their knowledge of the field, challenge them to do in-depth critical research of current issues and concepts, and promote growth in skills that are relevant to the discipline.

THEO – Theology

THEO 618 Theological Integration for Mission and Ministry

Christian ministry and mission lives by participation in God’s redemption of creation. Participation in that work is guided and deepened by theological convictions. In this course, students will reflect intentionally and intensely on the ways that ministry and history shape theological convictions and the ways that those convictions shape ministry and mission so that students may become more faithful, hopeful, and loving participants in and witnesses to God’s redemption of creation. By doing so, students may also become more faithful at calling others into this life and encouraging and guiding them on the way.

THEO699 Special Topics in Theological Studies

This course gives the student an opportunity to do focused study in a specialized area of Theological Studies. It will help students to broaden and deepen their knowledge of the field, challenge them to do in-depth critical research of current issues and concepts, and promote growth in skills that are relevant to the discipline.