STUDENT INFORMATION AND POLICIES HANDBOOK

All programs

2024-2025 Academic Year

LUTHERAN THEOLOGICAL SEMINARY SASKATOON

- ❖ A seminary of the Evangelical Lutheran Church in Canada
- ❖ Member of the Saskatoon Theological Union with The College of Emmanuel and St. Chad and St. Andrew's College
- ❖ Affiliated with the University of Saskatchewan
- ❖ Accredited member of the Association of Theological Schools in the United States and Canada

MISSION STATEMENT

Lutheran Theological Seminary, a ministry of the Evangelical Lutheran Church in Canada nurtures and challenges all people for Christ-centered leadership and witness for God's mission in the world.

Approved by Faculty May 28, 2024

ADMINISTRATIVE STAFF

President	William Harrison	639-638-0635 president.lts@saskatoontheologicalunion.ca
Dean of Studies	Kayko Driedger Hesslein	639-638-0500 kayko.driedgerhesslein@saskatoontheologicalunion.ca
Executive Assistant to the President	Mavis Hamilton	639-638-2531 exec.lts@saskatoontheologicalunion.ca
Director of Communications and Development	Hugh Williams	639-398-8555 development.lts@saskatoontheologicalunion.ca
Registrar	Colleen Rickard	639-398-2544 registrar.lts@saskatoontheologicalunion.ca
Finance Manager	Kristi Baxter	639-638-2509 finance.lts@saskatoontheologicalunion.ca
Director of Globalization /Cross Cultural Program	William Harrison	639-638-0635 president.lts@saskatoontheologicalunion.ca
Director of Contextual Formation	Kyle Schiefelbein-Guerrero	639-398-4342 ksg@saskatoontheologicalunion.ca
STU Worship Coordinator	Becca Whitla	639-638-0636 becca.whitla@saskatoontheologicalunion.ca
STU Senior Library Technician	Rachel Kotei	639-398-5561 library@saskatoontheologicalunion.ca
STU Library Technician	Leif Steiestol	639-398-5561 library@saskatoontheologicalunion.ca library.lts@saskatoontheologicalunion.ca
Consensus Co-Editor	William Harrison	639-638-0635 president.lts@saskatoontheologicalunion.ca
DMin Director	Daranne Harris	647-983-4495 dmin.director@saskatoontheologicalunion.ca

General Office
639-398-2637
Fax: 306-343-6049

TABLE OF CONTENTS

1. INTRODUCTION TO LTS

Lutheran Theological Seminary (LTS) is located at 1121 College Drive, on the University of Saskatchewan campus, on Treaty Six Territory. While LTS is self-governed, it is affiliated with the University.

LTS serves the British Columbia, Alberta and the Territories, Saskatchewan, and Manitoba Northwestern Ontario Synods of the Evangelical Lutheran Church in Canada (ELCIC). It was established to prepare candidates for the Lutheran ordained ministry. Since the Lutheran Church in Canada has roots in several European countries as well as the United States, the Seminary reflects this diversity and seeks to transmit the varied traditions creatively in the shaping of a distinctive Canadian Lutheranism.

The Seminary also serves qualified students who wish to pursue the study of theology for its own sake, OR solely out of academic interest. In addition, the school seeks to be of assistance to pastors seeking continuing education and as an institution of advanced study and research at the level of STM and DMin degrees. In recent years, too, the closer relationships with its sister theological institutions on the campus and the presence of a broad spectrum of students from a variety of denominations have given the Seminary a broader, more ecumenical character. LTS values the impact of an international, inter-cultural, and inter-denominational community of students.

LTS is an inclusive community and offers hospitality to all who participate in our programs of study. As disciples of Christ committed to public leadership among God's people in diverse and challenging cultural contexts, we eagerly learn from one another's diversity welcoming students of every theological perspective, race, ethnicity, nationality, gender identity and gender expression, sexual orientation, relationship status, age, physical shape and size, physical ability, and social and economic status. We are committed to living in God's world through gender equity and racial equity, particularly in attending to the Truth and Reconciliation Commission's Calls to Action 60 and 64, the United Nations Declaration of the Rights of Indigenous People (UNDRIP) and Call for Justice 15 of the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls.

History

LTS is the result of the dreams of Lutheran pioneers in Western Canada. In 1913 the Evangelical Lutheran Synod of Manitoba and Other Provinces founded the Lutheran College and Seminary in Spruce Grove, AB. It relocated to Edmonton a short time later, and in February of 1915 it moved to Saskatoon. In 1939 the Norwegian Lutheran Church in America established Luther Theological Seminary, first on the campus of the Lutheran College and Seminary and then in 1946 on a separate campus in Saskatoon. For almost twenty years Lutherans in Western Canada maintained two theological schools with varying degrees of cooperation between them. The goal of a single theological seminary was realized in 1965 when the two schools were merged into the present LTS. In 1968 the seminary moved to the University of Saskatchewan campus. From 1973–1984 the Lutheran Church-Canada (Missouri Synod) was involved in formal cooperation at the Seminary. Between 1965 and 1985 LTS was jointly owned and supported by the Evangelical Lutheran Church of Canada (ELCIC) and the Central Canada and Western Canada Synods of the Lutheran Church in America-Canada Section. The seminary as LTS dates back to January 1, 1986, when the two supporting churches merged into the Evangelical Lutheran Church in Canada (ELCIC). In the summer of 2020, LTS moved across the University of Saskatchewan Campus and

into the St. Andrew's College building, where all three schools of the Saskatoon Theological Union are now located.

Associations

LTS is an affiliated college of the University of Saskatchewan. Faculty may serve as adjunct faculty or lecturers at the University. The Seminary is a member of the Association of Theological Schools in the United States and Canada. LTS has been accorded full membership in that accrediting association since 1978. Our accreditation is granted by:

The 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
Website: www.ats.edu

Governance and Support

The Seminary is directed and controlled through a governance process by the Board of Governors. The Board of Governors is responsible for governance policies, creating and maintaining a strategic plan, delegates management authority to the President, monitors performance and measures results and relates to the owner synods. Representatives on the Board of Governors, both clergy and lay, are elected by the supporting synods. The bishops of the supporting synods of the Evangelical Lutheran Church in Canada (ELCIC) are ex officio members of the Board. Financial support for the Seminary is determined by a process of consultation between the Seminary's Board of Governors, the national church representative, the Synod Councils of the four supporting western synods of the ELCIC and the Province of Saskatchewan.

Saskatoon Theological Union (STU)

LTS is a member of the Saskatoon Theological Union (STU), an association of three theological education colleges: 1) The College of Emmanuel & St. Chad (Anglican Church of Canada), 2) Lutheran Theological Seminary (Evangelical Lutheran Church in Canada) and 3) St. Andrew's College (United Church of Canada). All three colleges are affiliated with the University of Saskatchewan. The STU was originally formed in 1969 as the Graduate School of Theology to facilitate a cooperative and ecumenical approach to theological education on the prairies. While remaining distinct and separate institutions, the three member colleges share numerous resources, including their libraries and faculty.

2. BASIC COMMUNITY LIFE INFORMATION

Living as People of Grace and Accountability in Community

Jesus said, "Love one another as I have loved you" (John 13:34). In the seminary community, as in life, we seek to live as a reflection of the gracious love God has shown us in Christ. Because of that we want to treat ourselves and each other with respect and care.

Martin Luther, in his treatise, "The Freedom of a Christian," noted paradoxically, that because of God's grace "we are completely free persons, subject to no one," and yet "we are also servants of all, subject to everyone," reflecting the reality that we are also accountable to God, others, God's creation, and ourselves. This "gospel–law" dynamic shapes the seminary's "Community Covenant" described below. As a seminary community, we agree to abide by this covenant.

Our Community Covenant

Since the church and the seminary are interested in all aspects of community life, and not just academics, our "Community Covenant" goes beyond simply academic matters. We covenant to:
- always "speak well of others and interpret everything they do in the best possible light."
- refuse to participate in gossip or slander of others or passing on idle speculation.
- show respect to each other.
- work together to create and foster an atmosphere at the school that is free from harassment.
- preserving the integrity of the community and of each other.
- encourage each other in their vocation.
- refuse to cheat or act in dishonest ways (including plagiarism).
- refuse to steal (including removing materials, e.g., books and equipment, from the seminary without properly checking them out).
- follow the pattern for conflict resolution as found in Matthew 18 (other than in situations of harassment or sexual misconduct).
- speak immediately to those who are about to do anything to harm the community, of which the student has *first-hand* knowledge, and report harmful behaviour or intentions to the proper person(s) before harm is done.
- hold each other and ourselves academically accountable in the community, according to the policies and principles outlined in this *Academic Handbook,* in the *LTS Prevention of Discrimination and Harassment Policy,* and in the *LTS Sexual Assault Policy,* which can be found on the LTS website or in *Populi.*

To indicate our commitment to responsible, loving behaviour in our community all students sign the Student Adherence Form, indicating that they have read this covenant, the *LTS Sexual Assault Policy*, the *LTS Prevention of Discrimination and Harassment Policy,* and the *Student Information and Policies Handbook* as a whole and by God's grace agree to abide by it. Faculty also agree to relate to the community in a similar manner.

Principles to Guide Conflict & Discussion at LTS

The seminary community pledges to observe the following principles in its life together as it wrestles with various viewpoints, convictions, traditions, and scholarly positions:
1. We will demonstrate respect for each other's faith positions while honouring honest inquiry.
2. We will appreciate and respect the diversity of positions within the Lutheran tradition

while acknowledging that the educational process entails struggle, growth, judgment, openness, discernment, and re-evaluation. We also welcome and affirm the richness of the Christian faith in its many denominational expressions and welcome the participation of people from these traditions, and we accord to those traditions the respect they deserve.

3. We will deal with issues through a process that is built on trust, security, and a desire to produce faithful pastors able to deal in a constructive way with diversity, challenge and conflict, in the context of a Christ-centered ministry.

4. We commit ourselves to work through issues with each other, and to do so as members of the community in a mutually respectful and gracious way.

5. Intimidation, discrimination, harassment, abuse in any of its forms, and behaviour which is divisive and hurtful is not congruent with living out the Christian faith, are therefore not acceptable, and will be addressed. It is preferable, whenever possible and appropriate, that the person who feels that they are the subject of such behaviour make an effort to address their concerns directly with the person causing this behaviour or their unease. However, the informal resolution of any complaints is always voluntary.

6. If informal resolution appears untenable to the complainant, or advice on a process to follow is needed, that person should talk to the President, who may refer the student to an appropriate pastoral mediator or to the LTS Harassment and Discrimination Officer if appropriate (see LTS Prevention of Harassment *and Discrimination Policy*.

Suspension from "Good Standing" or Expulsion for Misconduct

Students may be suspended by the President or by vote of the Faculty for a semester, or their program of studies terminated, if students cause serious damage to the community, either through ongoing inappropriate behaviour or by engaging in an action that would bring harm to an individual, the community or the school. Lack of awareness of the Policy, cultural differences, mental health difficulties and/or impairment by alcohol or drugs are not a defense for prohibited behaviours. If it can be demonstrated that a student knew or reasonably ought to have known that their behaviour was in violation of this Policy, that behaviour may be dealt with under this Policy. Such behaviour might include, but is not limited to:

1. Failure to keep confidential any material shared in confidence, in or out of class.
2. Failure to show respect for others through use of inappropriate language or jokes, physical or emotional intimidation, bullying (including on social media), intolerance toward others, harassment or physical abuse. For further details on the last two items, see the *LTS Prevention of Discrimination and Harassment Policy* and the *LTS Sexual Assault Policy,* which are found in this document.
3. Acting contrary to the policies of LTS.
4. Fiscal irresponsibility including inability to pay their debts.
5. Ongoing failure to get effective treatment for addiction to alcohol or drugs, gambling, pornography or other addictions.
6. The committing of a criminal offence.

When ongoing, inappropriate behaviour of a student is identified, the President will send a letter to the student noting that their status as *student in good standing* has been revoked, and that they are on probation. The President will then meet with that student to discuss the behaviours or actions that are undermining the Seminary community or causing harm to individuals, and to work out mutually agreed upon changes to be implemented within an agreed period of time. Once these changes have been implemented, the student will be restored to the status of *student*

in good standing.

In cases where the action causes serious damage, or threatens the safety of the Seminary community, the President can act immediately and unilaterally to suspend or expel the student for the safety of the Seminary community. The Faculty, at a regularly called meeting, will later decide the length of the suspension or whether the student's program of studies is to be terminated.

Students who are not in "good standing" are not eligible for financial aid or other benefits normally available to students.

3. INTERNATIONAL STUDENTS

Language Proficiency

For those individuals whose language of study is not English, an *English as a Foreign Language* test must be taken. Applicants may choose one of the following:
1. TOEFL (Test of English as a Foreign Language). Applicant must attain an IBT score (including the speaking component) of 88 with no component less than 20, or if the TOEFL IBT is not available, a minimum TOEFL score of 550 (paper based) is a prerequisite. Test scores must be forwarded directly to the Registrar.
2. Duolingo English Test. Applicants must attain an overall minimum score of 120. Test scores must be forwarded directly to the Registrar from Duolingo. Applicants can access Duolingo at: https://englishtest.duolingo.com/register.

Applicants must submit a writing sample of a previously graded essay (1750-2500 words with appropriate citations), as well as undergo an online interview with the Dean of Studies. Once a completed MTS admission package has been received, the Dean of Studies will contact the prospective student to arrange that.

Admissions

International Students are expected to commence studies in or before the Fall Semester of the calendar year in which they have been admitted. International students encountering student visa difficulties may apply to the registrar for deferred admission on an annual basis.

Foreign Grade and Degree Equivalencies

Methods of recording grades and conferring degrees differ from country to country. Consequently, international students wishing to apply to degree programs must write to the LTS Registrar, submitting details of their academic careers including, wherever possible, transcripts of academic work and copies of any degrees or diplomas held, together with some information about the institutions granting the degrees.

Foreign equivalency assessment for all programs is conducted internally at LTS. If the expertise is not available among our faculty then faculty in the country from which the credits originate are asked to evaluate the credits and provide academic assessment. In the case where faculty from the country of credit origin are not available, alternate services will be used. A fee for this service will be charged to the student. See "Tuition and Other on our website at www.lutherantheological.ca/admissions/tuition, and/or in Populi under "Files."

Prevention of Discrimination, Harassment and Sexual Assault

LTS has a Prevention of Discrimination and Harassment Policy and a Sexual Assault Policy, which can be found in this Student Information and Policies Handbook. Copies are also available on the LTS website and in Populi.

Other Resources for International Students

Information about housing, health and dental care, studying abroad, academic writing support, studying in Canada as an international student, and other international student resources can be found in the "International Student Resources" document on Populi.

4. GENERAL ACADEMIC POLICIES AT LTS

Admissions

Students are expected to commence studies in the Summer or Fall Semester of the calendar year in which they have been admitted. Admitted students may request a deferment of studies for one year by making such a request to the registrar.

Communications

Students will be issued an @student.saskatoontheologicalunion.ca email address upon admission. Students are required to use this email for communications with the seminary and professors and this will be the email used by the seminary and professors to communicate with students. Failure to check your email or forward to another email may result in missed communications.

Transfer of Credits from other Academic Institutions

Students may request, through the registrar's office, the transfer of academic credits from another accredited or LTS recognized academic institution. Acceptance of transfer courses is the sole prerogative of the LTS Faculty. Acceptance of transfer credits will be determined by the suitability of the transferred courses to the student's LTS academic program and their appropriateness to the academic standards of LTS. For courses taken prior to admission at LTS, no more than one-third of the credits required for any single program will be accepted for transfer. A fee will be assessed before any proposed transfer courses are considered. The student must submit to the registrar (registrar.lts@saskatoontheologicalunion.ca) the syllabus of each course to be reviewed.

Access to Supplementary Files

Populi is the student management platform that LTS uses to share, distribute and monitor student and program information at the school. Students can use Populi to enrol in courses, track their grades, access course information, find forms, track their finances, and so on.

Forms, files, and policies referred to in the LTS *Handbooks* can be found under the "Files" tab in *Populi* (https://ltssk.populiweb.com), located in the black tool bar at the top of the page, on the left-hand side. Clicking on "Files" takes you to the 'shared' menu where forms and policies can be found. If you have difficulties finding the form or file you are looking for, please contact the

registrar at registrar.lts@saskatoontheologicalunion.ca .

To download, fill in, and return these forms from *Populi*, first download the form by clicking on the three vertical buttons on the top right-hand side of the window, and select "Download." Once it is downloaded and saved on your own computer, fill out the form completely, save the form, and then email the completed form to the Registrar at registrar.lts@saskatoontheologicalunion.ca, or hand the form into the Registrar personally.

Handbooks

Students are required to read this Policy Handbook and the Handbook that pertains to the program they are enrolled in. Policy and program handbooks are posted on the LTS website at www.lutherantheological.ca/program/handbooks.

In each academic year, students are required to complete and sign an Adherence Form, indicating that they have read their program handbook and this policy handbook. The Adherence Form can be found under 'Files' in Populi. The form must be submitted to the registrar by email or in person by the deadline date, as listed in the LTS "Academic Dates and Events." For those students who start classes in a term other than the Fall term, the Adherence Form must be submitted by the end of the second week of the that term.

General Performance and Responsibilities of Students

1. Students taking courses for credit are graded according to the system described near the end of this *Student Information and Policies Handbook*.
2. Students in the DMin degree must consult the *DMin Handbook* for grading policies for this program.
3. Students are responsible for assignments in all courses, for attendance in courses for which they expect to receive degree credit, as well as for all requirements for graduation.
4. A student who fails to maintain the level of grades required for graduation is subject to academic probation by either the Dean of Studies in consultation with the Faculty (for MDiv, MTS, Diploma, & Certificate program students), or with the DMin Director (For DMin students). The Dean of Studies or Program Directors may require a reduction in course loads and/or compulsory class attendance and/or regular consultation with professors of certain courses. A student, who by the end of a semester under probation has not removed that probation, will be subject to further restrictions, which may include suspension of registration for a stated period.
5. The Faculty reserves the right to dismiss students whose personal and/or social conduct is unacceptable. An outline of the process for student dismissal may be found in this document under "Basic Community Life Information–Suspension from Good Standing or expulsion for Misconduct."

Academic Integrity

Many cases of alleged academic dishonesty on the part of students result from misunderstanding or carelessness. Such instances can be addressed through an informal meeting with the student involved. Generally, an explanation to the student and a warning by their professor is all that is required to address this matter.

One of the ways in which academic integrity is reflected is in the practice of giving proper citations for all ideas and materials quoted, borrowed, or paraphrased, whether from print or

electronic media. These citations will be found whenever and wherever they are cited (either in the text or in a note), and in a bibliography. Academic dishonesty, on the other hand, includes the practice of giving deliberately false citations of a source, the submission of work done by someone else or through AI generation, and the unauthorized submission of work to meet more than one academic requirement (i.e., submitting a paper for more than one course without prior permission, and for which extra work would be expected).

Should an instructor ascertain that plagiarism (submitting work by others without giving proper credit or using one's own work that has already been submitted for another purpose or degree) has occurred; the instructor will first consult with the student and the Dean of Studies before making a determination of the penalty. The first offense of plagiarism will be penalized either by the failure of the assignment (in the case of a minor assignment) or by the failure of the course (in the case of a major assignment). In addition, in the case of plagiarism on a major assignment, the failure of the course will also lead to the student being placed on academic probation for the next semester of study. A second offense will normally be penalized by expulsion from the seminary by the Dean of Studies' Office because of academic misconduct.

A student who wishes to contest their expulsion may appeal to President within thirty days from the time that notice has been sent by the Dean of Studies. The President, upon receiving the appeal, may choose to hold a hearing and will make a final decision within fourteen days of receiving the student's appeal. All decisions from the President's Office will be final.

A student dismissed for plagiarism is not eligible to re-apply to the program for seven years. Readmission must be approved by a vote of the Faculty. Students desiring readmission to a program that would place them on the rostered track must provide a letter of endorsement from their denominational authorities. In the case of ELCIC ordination track students, this letter must come from their synodical Candidacy Committee and Bishop. If readmitted, any further offense will result in permanent suspension from any academic program at the Seminary. For more on plagiarism, see: https://library.usask.ca/copyright/students/plagiarism-and-infringement.php .

Academic Writing Support

Academic Writing at the graduate level can require the development of new skills that, like any art, require long hours of learning and practice. The Student Learning Service at the University of Saskatchewan offers help in writing for an academic context. Their website can be found at http://library.usask.ca/studentlearning/.

Advisors

All students in the Master of Divinity (MDiv), Master of Theological Studies (MTS), Certificate, and Diploma Programs are appointed an Academic Advisor. Students, of course, may also consult other professors in addition to their advisor for advice. The role of the Advisor is to ensure communication and facilitate a student's voice when academic problems occur. The following principles govern the operation of the advisor system:
1. Entering students are assigned an advisor, but they may switch advisors with the permission of the Dean of Studies.
2. Advisors may express a preference to the Dean of Studies not to have a certain student among their advisees.
3. While the advisor will make every effort to draw potential problems to the student's attention, students are ultimately responsible for identifying the requirements of their program and for

meeting them within the appointed time frame. Students therefore should pay close attention to their "student" tab on *Populi*, which contains their transcript, and pro-actively track their progress against the requirements of the program in which they are registered.

4. The relationship of advisor/advisee is primarily academic.
5. None of these principles shall be so interpreted as to deny any student access to the Dean of Studies or the Seminary President.

DMin students will be appointed program directors. Please see the DMin *Handbook* for further information.

Course Offerings, Information and Policies

- ### *List of Course Offerings Each Academic Year*

  A list of all the courses offered in the current year can be found on the LTS website, in the Course Offerings folder under 'Files' in Populi, or in the course listings in *Populi*.

- ### *Delivery of Courses–Options*

  Courses are offered in a variety of formats at LTS, which make it possible for students to study at LTS without moving to Saskatoon.

  The courses offered in the DMin degree program generally offered as one-week intensives, two- or three-day colloquia, or self-directed study courses, as prescribed in their respective degree program Handbooks.

  In the MDiv, MTS, Certificate, and Diploma programs, almost all courses are one-week and two-week intensive courses. Some of these courses must be taken onsite, while others can be taken onsite or through live-streaming.

The types of courses offered depend on the program, but the courses generally follow one of the following course delivery options:

Course Formats and Delivery

Courses are delivered in different formats, characterized by:
1. Means of delivery (onsite, online, or blended), and
2. Course length (intensive, semester-long, or split)

To determine how each course will be delivered, please consult either:
1. The Academic Year's *Calendar of Course Offerings*, (in *Files* Section of Populi), or
2. The course syllabi (as posted for each course in Populi). Please pay special attention to the time zone noted for class times. These may vary depending on professor location.

Means of Delivery

Classes are offered onsite only, online only, or blended (onsite and online together). When a class is blended, students may choose to attend either onsite or online *unless otherwise required by their program*. The location of onsite courses will be specified in the syllabus – not all onsite

courses will take place at LTS in Saskatoon. Online courses are hosted through zoom, and the zoom ID will be provided by the instructor. Expectations for attendance online are the same as onsite – your full and undivided attention is required during class times.

Course Length

Intensive courses are 1 or 2 weeks long, with a total of 30-39 contact hours for 3 credit courses. Some 2 week courses are split with one week in one semester and the second week in the next semester. These are designated by an *a* and *b* to differentiate between semesters. *Students must register for both.* Class times are generally Monday-Friday mornings, with 1 week courses requiring Monday-Friday afternoons, and 2 week courses requiring some additional afternoons. Most courses run on Saskatoon time, *please check with the instructor to confirm* as some course times may shift time zones depending on the class location. A few courses may run as semester-long courses online, either synchronous (meeting by Zoom at regular intervals) or asynchronous (no online meetings).

Course Work Sequence

All students are advised to follow the sequence for <u>required</u> courses suggested in the curriculum. Please note required courses are not taught every year. Therefore, careful planning is necessary for students who wish to take courses out of sequence within their program of study. Students taking courses out of sequence must realize that they may be adding semesters to their course of work.

Reading Courses

Students may take one reading course per semester, to a maximum of 4 in a program of studies. The following principles apply to reading course proposals:
1. The student must fill out the "Reading Course Proposal Form" found in the "Files" tab, followed by the "Academic Files" tab section of *Populi* and give it to the Dean of Studies before any reading course proposal will be accepted.
2. The Dean of Studies in consultation with appropriate faculty reviews all reading course proposals and approves proposals according to faculty availability and workloads, and the content of the proposal.
3. Faculty may normally supervise no more than one reading course per semester.
4. Normally a reading course will not be approved when similar courses are being offered in the same academic year.
5. In general reading courses will fill an elective slot in the degree or certificate program, but cannot substitute for required courses.

With <u>prior</u> permission from the Dean of Studies, students may negotiate reading course proposals with persons who are not regular STU faculty members.

Normally the student must apply for a reading course by the end of the <u>first week </u>in each semester. The registrar will register the course in the student's program in *Populi* once it has been approved. Students are expected to complete the reading course within the regular semester period and abide by the extension policy for regular courses.

Course Credit by Examination ("Test-Out")

Some MDiv, MTS, and Diploma students who enter the seminary may come with extensive

academic background in a given area of the theological curriculum. Students wishing to demonstrate mastery of the content of a required course in may request to "test-out" of any course *except* SL/PL155 Globalization/Ethics, SL120 Lutheran Confessions (for Lutheran students), the competency exams each spring; and the CL399 Capstone Course in the final year of study. If a course is eligible for a 'test-out,' written application for this process is made to the Dean of Studies no later than two weeks prior to the beginning of any academic term and is forwarded to the course instructor who arranges for an oral or written competency examination. Normally "test out" examinations are given no later than the end of the first week of classes in the Fall, Winter and Spring/Summer Term, or the end of the second week or January Term. A successful "test-out" requires a minimum of 65% and an entry of credit on the transcript is given with the grade of "P" (Pass) recorded. The examining instructor may require the student to complete a subsequent elective in the given area based on the student's demonstrated competence and performance on the "test out."

An initial "test-out" fee will be assessed (see "Tuition and Other Fees" in Populi or on the LTS website for the amount). Should the student successfully "test-out" of the course, full tuition fees for the course, less the "test-out" fee, will subsequently be assessed.

Students are allowed to "test-out" in a maximum of four courses (12 credit units) for the MDiv and MTS programs, and a maximum of 3 courses in the Diaconal Diploma program.

Course Evaluations

At the end of each course students in all programs, other than the DMin program, are required to fill out an online and confidential course evaluation for each class taken. Since these evaluations are important, both to help instructors improve their courses and to help the Seminary evaluate its academic programs, these evaluations are crucial. For this reason, the marks in the course will not be released to a student or other parties if the student does not complete the evaluation of that course. The evaluations are compiled into a summary sheet, without any student names connected to the evaluations, before they are made accessible to the instructor of each course. The President and Dean of Studies also have access to the compiled course evaluations, which can be used in the annual performance reviews of each professor. Instructors do not see the compiled course evaluations until all marks for that course are submitted.

Course Attendance

Class attendance and participation is mandatory for all courses. Normally students are not permitted to miss more than 10% of the classes of any one course. For example, if your course meets once a week for three hours, absence from two or more classes would mean that you have exceeded the acceptable 10% absence rate. Likewise, if you are in a one- or two- week intensive course, missing more than a morning or afternoon of classes would mean exceeding the 10% allowable absence rate. Students who find it necessary to be absent for more than the 10% permissible time period are requested to provide a letter and/or supporting documentation to the Dean of Studies explaining the reason for their absence. Students who miss more than 10% of any given course should anticipate a grade penalty or the risk of losing the course completely. For those taking courses online (through Distributed Learning), failure to complete all assignments by the assigned deadlines will be considered as an absence for that section of the course.

Chronic absenteeism will be reported to the student's student loan funder since it may take the student below full-time status.

Course Load

A full-time course load for MDiv, MTS, and Diploma students is 9 three-credit courses per academic year. Requests for a course overload (more than 5 courses in any one Term) must be submitted to the Dean of Studies and be approved by the faculty. To be eligible to apply the student must have a cumulative grade point average of at least 75%.

To be eligible for all student financial aid in the Diploma, MTS or MDiv program, students must be registered for a minimum of 7 three- credit courses per academic year. Students with registered disabilities are considered full time if they are registered in at least 5 courses per academic year.

Students in the DMin program are expected to follow the course load guidelines or cohort course offerings spelled out in their respective degree Handbooks. They should consult the LTS Registrar or Dean of Studies for information about financial aid criteria and options for their respective programs.

Course Registration Deadlines

Intensive courses require pre-course reading and/or preparation of in-class assignments before the course begins. Students also need time to acquire their texts for the course. And faculty need time to prepare for the actual number of students they will have. Therefore, it is important that students register well in advance of the beginning of a class, normally 6 weeks prior to the first day of class. Students must be aware that a class may be cancelled if not enough students are registered by four weeks prior to the first day of class. Students may register online through *Populi*.

1. A late registration fee will be applied to students who register less than 4 weeks prior to the beginning of a course.
2. An early withdrawal fee will be applied to students who register for a course and then withdraw from the course less than 2 weeks prior to the beginning of the course.
3. All fees, including charges for late registration fees and early withdrawal fees, can be found on the LTS website, at https://lutherantheological.ca/admissions/tuition-fees.
4. Students registering for their first course in their first term of study at LTS are exempt from the above deadlines but must register before the first day of class.

Students must receive approval from their advisor each semester prior to registering for courses.

Course Syllabi

As a normal procedure, students can access the Course Syllabi through *Populi* six weeks prior to the beginning of the course. This will allow the student to read the required material before the course begins. In the first class of each course, the professor will also offer each student a course syllabus if they do not already have one. This syllabus will include the following information:

1. A statement of purpose for the course, including student learning outcomes.
2. A daily outline of material to be studied during the course.
3. A description of the method of evaluation to be used for the course grade.
4. A detailed description of assignments with criteria for receiving an excellent mark.
5. A detailed list of readings and/or assignments to be completed prior to the beginning of class.
6. A suggested list of books or periodicals for reading.

Course Assignments

1. Electronic Submission of Course Assignments & Examination Papers. Course instructors

accept electronic submissions submitted either through Populi or through email. It is the responsibility of the student to ensure that the instructor has received the assignment submitted electronically.

2. <u>Course Assignment Due Dates</u>. Specific due dates for the submission of required work are included in course syllabi. General due dates for all MDiv, MTS, and Diploma courses are listed in the timetable of "Academic Dates and Events" located in the "Files" section of *Populi*. DMin course due dates are at the discretion of the DMin program committee.

Extensions

DMin program.

Students in the DMin degree program must consult with the DMin Director to determine a mutually satisfactory process for completing the assignments in a timely manner.

MDiv, MTS, Certificate, and Diploma programs.

If any coursework cannot be completed before the due dates specified in the course syllabi then it is the responsibility of the student to fill out the "Course Extension Form," found in Populi and then submit it to the professor by email, with a copy to the Dean of Studies, the Registrar, and their advisor. Requests must be submitted prior to the scheduled due date. Approval by the professor (by email and copied to the Dean of Studies, advisor and Registrar) should include the terms of the extension, new due date and any penalties exacted. Professors may give an extension up to four weeks past the due date.

If an extension of more than four weeks past the due date is requested by a student, that student is still required to submit a completed "Course Extension Form" found in Populi, to the Dean of Studies who will consult with LTS and STU faculty. If approved, the Dean of Studies will determine the date by which the material must be submitted. Extensions will not be permitted beyond four months (e.g. April 30 for material due in December, September 1 for material due in April). Extensions are not available for graduating students in the term that they are graduating.

No further extension on extensions will be granted. Grades for uncompleted courses will be based on assignments completed by the end of the extension period, as arranged with the instructor and Dean. Due to the weighting of assignments, this may result in the student receiving a failing grade for the course, despite having completed a majority of the assignments.

If a student requests more than one extension, the faculty may encourage or require that student have a lightened course load the next semester.

In situations of medical, emergency, or compassionate need, the decision to grant an extension to students in the MDiv, MTS, Certificate, and Diploma programs will rest with the Dean of Studies. Students in the DMin program must contract the DMin Director, for extensions in emergency situations.

Course Withdrawals and Incomplete Courses

<u>Course Withdrawals.</u> A student may withdraw from a course in which they have registered without penalty or payment of any tuition up to two weeks before the course begins. A student

who withdraws within two weeks of the start of a course will pay an administrative fee, as shown in the "Tuition/Fees, section of the respective degree program on the LTS Website: https://lutherantheological.ca/admissions/tuition-fees). After a course starts, students will receive a 50% tuition refund only if the withdrawal deadlines are met, and if they have completed—and submitted—a "Course Withdrawal Form" to the registrar. This form is available in Populi.

Before making the decision to withdraw from a course, the student should take into account, the fact that normally each course is offered only every other year in the MDiv, MTS and certificate programs. Those in the DMin program are expected to work through the program with their cohort. Many courses are offered only once in a two- or three-year cycle. Thus, withdrawal from a course will often significantly delay the completion of their program.

A student may withdraw from an intensive course without academic penalty according to the following general time frames:
1. 1 week intensives: by the end of the 2nd day of the class
2. 2 week intensives: by the end of the 4th day of classes

A student in the MDiv, MTS or Certificate programs may withdraw from <u>semester-long asynchronous courses</u> by Friday noon of the 7th full week without academic penalty. After that date the student is subject to the course assignments and examination, the results of which will be included in their permanent transcript.

<u>Withdrawal and Subsequent Re-Application to a Program</u>. Earned grades for courses completed remain on file permanently at the seminary. Candidates re-entering a program of study after more than two years of discontinued study must be re-admitted unless they are granted a leave of absence. Such a request must be submitted in written form to the Dean of Studies at least three months before the two years of discontinued study has expired. The request requires approval by the Faculty. An extension of up to one year can be granted (See policy on "Leave of Absence" below, for more information). Students who have been suspended for a term or a year must also re-apply to the Dean of Studies for readmission.

<u>Withdrawal Implications for Foreign Students</u>. It is important to note that withdrawal from a program of study at a designated learning institution will impact an international student's immigration status and eligibility to work in Canada. Federal regulations state that the holder of a study permit in Canada is subject to the following conditions:
1. Enrollment at a designated learning institution, remaining enrolled until completion of studies; and
2. Actively pursuing the program of study.

Failing a Course and Academic Probation

<u>Failed Courses.</u> A student who has not submitted all of their assignments by the end of their final extension period may receive a failing grade depending on the weighting of the assignments for that class.

A student will not be allowed to repeat any course more than once or repeat more than three courses during their overall program of study.

The grade a student receives in a course that is retaken to remove a failure shall be the grade that

is used to determine the student's grade point average. A notation will be entered on the student's transcript beside the original failure indicating that the course has been retaken and that this grade is no longer counted in the grade point average.

Academic Probation. When a student's cumulative grade point average or their grade point average in any one semester falls below 65% the student is automatically placed on academic probation for the next semester or term. If there is no further academic improvement subsequently, the Dean of Studies, in consultation with the faculty, will decide how to help the student continue in the program, or consider alternatives. Normally, students on academic probation are not eligible for student financial aid.

Suspension & Re-Admission. Students suspended from a degree program for academic reasons will not be re-admitted to an academic program or to any courses for at least one year after such suspension. Requests for re-admission from students in ordination track (MDiv, MTS in Diaconal Ministry and Diaconal Certificate) programs must be accompanied by a written request from their ELCIC synodical Candidacy Committee, or sponsoring church body, supporting their re-admission. Furthermore, all students must submit a written statement outlining how their situation has changed so as to enable them to complete their program successfully and how, if applicable, they have liquidated all outstanding debts to the seminary.

1. Grade Appeals. A student wishing to appeal an assigned grade in any course may follow this procedure:
    a. The student shall discuss the matter with the professor of the course. If requested to do so, the professor shall re-read the examination or paper(s) in question within two weeks and decide whether the grade is just.
    b. Should the student wish to appeal the grade after step (1) has been exercised, they may then direct a petition to the Dean of Studies (for the MDiv, MTS, and certificate programs) or the DMin Director (for DMin students). If the faculty member teaching the course is the DMin Director or the Dean of Studies (for non-DMin courses) the appeal is to be directed to the DMin program committee or the LTS Faculty, as appropriate. The appropriate individuals or committees shall dispose of the matter in the best possible manner.

A student who has passed a course is not eligible to repeat that course for the purpose of improving the grade earned in it.

Access to Grades & Reports

Normally, papers and examinations will be graded as soon after submission as possible. Grades shall be entered into *Populi* according to the any deadlines spelled out in the relevant degree *Handbook*.

Grades will be available on *Populi* as professors enter them, and accessible to students once the student has completed the course evaluation.

Requests for official transcripts from the Registrar will be processed only after students have settled their tuition accounts or have made satisfactory arrangements with the President for such payment.

Expiration of Course Credit

Students are expected to finish a program within seven years of taking their first course. If the

program extends beyond ten years for the MDiv, six years for the Diaconal Diploma, five years for Certificates, or five years for the MTS,, the student may be asked by the Dean of Studies, on behalf of the Faculty, to update any courses taken more than seven years ago.

Registration for Graduation

Students who intend to graduate at the next spring convocation must indicate their intention to the Registrar prior to the registration deadline for their final semester, by submitting an "Application to Graduate" form, available in Populi. Upon receiving the application, the registrar and student advisor will review whether all criteria to graduate are met.

The graduation fee (see "Tuition/Fees" file for the specific degree) must be paid when the application form is handed in. Please see the LTS website at: https://lutherantheological.ca/admissions/tuition-fees for specific details for the pertinent degree program.

Graduating with Honours

Students graduating in the MDiv and MTS programs who have achieved a final GPA of 80% or greater, or who have written a thesis that was given a grade of 80% or better, will graduate with honours.

Leave of Absence from a Program

Candidates formally admitted into a degree program are expected to begin their studies by the following semester. If a deferral of the commencement of study is necessary, candidates must apply in writing to the Dean of Studies (for MDiv, MTS and Diaconal Certificate programs) or the DMin Director (for the DMin degree) for a one-year extension of their admission. Extensions beyond one year may necessitate further documentation for re-admission purposes. A candidate's application is held for two years after which time candidates must reapply.

MDiv, MTS, Certificate, and Diploma program students requiring a leave of absence from their studies must apply formally in writing to the Dean of Studies or to the DMin Director for students in the DMin program. This letter must indicate the reasons for the appeal and the length of absence requested. To avoid being dropped from the current student roster, students requiring a leave of absence must apply formally within three months of the last term for which they were registered. Normally the leave of absence is granted for up to one year, with the possibility of extension for a subsequent year upon written request. Such a request must be made within three months of the expiration of the leave of absence.

Thesis (MTS or MDiv, or Project/Presentation (DMin)

Students in the MTS and MDiv programs have the option to write a thesis. The MDiv and MTS Thesis is the equivalent of two 3-credit courses. If an MTS student chooses to not write a thesis, they will take, instead, one 3-credit course and a comprehensive exam. The details for the MDiv and MTS theses are found in the *MDiv, MTS, and Certificate Handbook*.

Details for the DMin Project/Presentation are found in the *DMin Handbook*.

Transferring to a Different Program or to another STU School

Transfer between Degree, Diploma, and Certificate Programs. A student may transfer from one degree, diploma, or certificate program to another at LTS only if all the requirements for admission (including the completion of the application form for the desired program) are met.

Transfer of students within the Saskatoon Theological Union. There is a general understanding among the schools of the Saskatoon Theological Union (STU) that students will apply and enroll through their denominational seminary for theological training. Students from denominations other than those sponsoring the three STU seminaries (e.g., Mennonite, Roman Catholic), once admitted to a seminary, are included in the following procedures for transferring within the STU.

Students who wish to transfer their seminary of enrolment must submit or arrange to have forwarded on their behalf:

1. A copy of their original application dossier and subsequent student file from their current seminary of enrolment and an updated autobiographical statement.
2. A letter from the student indicating the reasons why they wish to transfer.
3. A letter from the President/Principal/Dean of their current seminary of enrolment indicating that the student is in good standing academically and does not have an outstanding financial balance with the seminary. The letter will also indicate if the seminary from which the student is proposing to transfer has any issues or concerns regarding the student.
4. For students who are in the ordination training streams, a letter from their denominational body indicating that they support the transfer.
5. Students may be asked to provide further information.

Affiliation

Individuals who are pursuing ordination to the Ministry of Word and Sacrament in the ELCIC and are pursuing their degree at another institution must be affiliated with either LTS or Martin Luther University College, as required by the ELCIC Candidacy Manual (B-5). Individuals who choose to affiliate with LTS must complete the LTS Affiliation form on Populi and submit it yearly to the registrar. LTS will assign an advisor to guide the candidate in developing an academic program that will meet the requirements for ordination. The advisor will also assist the candidate with designing a program for their Lutheran formation at LTS, determine readiness for internship, and assist in the process of arranging an internship. An annual affiliation fee must be paid to LTS by the candidate and an affiliation agreement shall be signed and filed with the Candidacy Committee. LTS shall provide the Candidacy Committee with a final evaluation of the candidate. The faculty of LTS will appraise the candidate's theological courses to determine if they meet the standards of the ELCIC. Particular attention shall be given to adequate preparation in Lutheran theology, especially in leading Lutheran worship and in systematic theology. This appraisal is to be submitted to the Candidacy Committee.

Disclosure of Student Personal Information

LTS is an affiliate college of the University of Saskatchewan and as such is considered a "Local Authority" under the Local Authority Freedom of Information and Protection of Privacy Act of the Province of Saskatchewan, Chapter L-27.1 of Provincial Statutes (the "Act"). This document can be accessed at http://www.qp.gov.sk.ca/documents/English/Statutes/Statutes/L27-1.pdf.

As a Local Authority, LTS may thus collect certain "Personal Information" concerning each student. "Personal Information" includes, without limitation, the following: information relating to race, creed, religion, colour, sex, family or marital status, disability, age, ancestry; criminal,

education or employment records; identifying numbers; addresses and telephone numbers; financial information or history; medical information; transcripts of grades; correspondence to LTS from a student and/or from LTS to a student which is of a confidential nature; and/or applications for admission and supporting documents (See Section 23(1) of part IV of the Act). LTS will also compile evaluative or opinion material for each student for the purpose of determining their suitability, eligibility or qualifications for admission to LTS, the awarding of a degree, or the satisfaction of academic program requirements, which information is provided explicitly or implicitly in confidence (referred to as "Confidential Information").

Each student has certain rights of access and of privacy with respect to Personal Information contained in their file. For example, a student, upon proper application made to the LTS Registrar, may examine the Personal Information contained in their file for the purpose of ensuring the accuracy of such information or for any other legitimate purpose. LTS may provide access to Personal Information by giving the student a copy of the relevant document requested, or if copying is impractical, by providing the student with access to their file. Further, unless the student gives prior written consent, LTS may not release Personal Information contained in their file to a third party or allow a third party to inspect their file. A "third party" is defined as any person who is not involved in the production, filing, and maintenance of the information in a student's file or who is examining their file for a purpose other than determining their suitability, eligibility, or qualifications for admission to LTS, the awarding of a degree by LTS, or the satisfaction of academic program requirements established by LTS.

Each student has rights of privacy but does not have rights of access with respect to Confidential Information contained in their file. A student may not inspect Confidential Information contained in their file. Pursuant to Section 27 of Part IV of the Act, LTS shall use Confidential Information only for the purposes for which such information was collected; accordingly, LTS has in place safeguards necessary to ensure that Confidential Information is not intentionally or inadvertently disclosed to a third party as such term is defined above.

Synodical Candidacy Committees may require students to provide them with transcripts of grades earned at LTS and/or evaluations conducted for contextual education (including Internship and CPE). In an effort to expedite the flow of these documents from LTS to synodical Candidacy Committees, the administration invites each student to execute a written consent authorizing LTS to release LTS transcripts and evaluations to the relevant Synodical Candidacy Committees. If a student elects not to execute a written consent, that student will be personally responsible for transmission of these documents to the relevant Synodical Candidacy Committee.

Mailboxes

Students are assigned mailboxes in the main office after the fall semester begins. Mail security is the responsibility of the individual student.

Parking

Parking for students is available at various university parking lots and at parking meters around the campus. The parking lot at St. Andrew's College is reserved parking only, available only to those with parking passes.

5. SEMINARY AND COMMUNITY LIFE

Worship Life

A theological seminary is more than just an educational institution. It is also a community of Christians gathering in the name of Jesus to praise God and to be empowered by the Holy Spirit for mission. Therefore, all students are expected to participate in the ongoing life of the seminary, which includes attending and assisting with regular online and blended LTS worship. Students in their final year of an ordination track program and students who are already ordained may be invited to preach. Students are encouraged to attend worship led by our ecumenical partners.

Students in ordination track programs are also expected to worship regularly with a denominationally-affiliated congregation throughout the school year and to be in a mentored relationship with their local minister. For more information on this, see the file, "Expectations of LTS Students in their Contextual Sites" which is available in *Populi* or from the Director of Contextual Formation.

Campus Organizations

The Lutheran Theological Seminary Students' Union (LTSSU) is the student body organized for self-government purposes and to direct extra-curricular activities of interest to the students.

Lutheran Campus Ministry located at 1302 College Drive, 306-653-2509, is another resource for LTS's students to obtain pastoral care, guidance and community will attending the Seminary. Contact them at http://www.lutherancampusministry.sk.ca/Home.html

Graduate Students 'Association. Students of LTS are eligible to join the *Graduate Students' Association* (GSA) of the University of Saskatchewan. The mission of the GSA is to:
- Ensure graduate students have access to quality services that support their academic success;
- Advocate for the unique needs and concerns of graduate students on and off campus; and
- Build a cohesive graduate student community.

More information on the GSA can be found at http://gsa.usask.ca .

International Student and Study Abroad Center (ISSAC) of the University of Saskatchewan International Students of LTS have access to the International Student and Study Abroad Centre (ISSAC) of the University of Saskatchewan as a resource centre. Information about their services can be found at http://students.usask.ca/international/

University of Saskatchewan Student Card

Students of LTS are eligible to receive a University of Saskatchewan Affiliation Services Card upon production of a letter from the LTS Registrar's office confirming the registered full-time status of the student and a copy of one of the following forms of identification: a photo driver's license, a passport or a citizenship card.

A University of Saskatchewan Affiliation Services Card is available from the Campus ID Card Office at the University of Saskatchewan, Main Bookstore, Marquis Hall, 97 Campus Drive.

An Affiliation Services Card provides LTS students with access to the University of Saskatchewan libraries and purchased meal plans.

Recreational Facilities

All students of LTS are eligible to access the recreation facilities at the University of Saskatchewan by purchasing a visiting student membership. Information on membership and the recreation facilities offered can be found at http://recservices.usask.ca/getfit/fit-centre/pricing.php

Housing

Students have access to on-campus housing at the University of Saskatchewan. For more information: https://admissions.usask.ca/campus-life/housing.php

Students have access to information respecting off campus housing through the University of Saskatchewan's Students' Union (USSU) Housing Registry. The USSU Housing Registry website link can be found at http://ussu.ca/main-page/services/housing- registry/.

Health Care

Basic Health Care is available to all students at LTS who reside in the province of Saskatchewan. Once a Saskatchewan Health Care card is obtained, students have access to numerous types of health support.

Saskatchewan Health Card

The Government of Saskatchewan's Health Plan provides basic hospital coverage to residents of Saskatchewan and full-time in-residence students at no charge. If eligible, students should register as soon as possible so they can receive coverage. It is advisable for international students to obtain travel insurance to avoid costly health expenses if you get sick during your travel to Saskatchewan. If you do not obtain your Saskatchewan Health Card before you arrive, please ensure that you have purchased the necessary health insurance to cover the period you are in Canada and in the process of obtaining your Saskatchewan Health Card.

Details respecting obtaining a Saskatchewan Health Card and an application form are available at the following link: http://students.usask.ca/international/ under the "Health" tab, "Health Plans" tab, "Saskatchewan Health Cards" section, "Apply for Health Care Card" link.

Health Support

With a Saskatchewan Health Card or proof of your private health insurance coverage, students of LTS have access to health care in Saskatchewan, including the Saskatoon community. Distance students coming in from another province can use their own provincial health card during the brief periods that they are at LTS for intensive courses.

If you wish to speak to a health professional that can answer any health questions you may have or direct you to health care services available in Saskatoon, there is a 24 hour Saskatchewan Health Line that can be reached by dialing 811.

The Saskatoon Health Region has several Public Health Offices, Primary Health Centres, Hospitals and Walk-in Clinics located within Saskatoon. A list of the locations in Saskatoon has been

provided below and can be found at

https://www.saskatoonhealthregion.ca/locations_services.

U of S Graduate Students Association Health Care Insurance

Students of LTS, including international students, are eligible to become enrolled in the University of Saskatchewan Additional Health and Dental Care Insurance Coverage upon being granted membership in the *Graduate Students' Association (GSA) of the University of Saskatchewan* and payment of the GSA membership fee and the applicable Health and Dental plan fee.

Students of LTS are recognized as graduate students once they are registered at one of the affiliated colleges in the Saskatoon Theological Union as mentioned at the GSA's website at gsa.usask.ca under the "Services" tab, "Health and Dental" section. More information is available at the U of S Health and Dental Plan Office in Room 121, Main Level, Place Riel Student Centre, 1 Campus Drive, or at www.ihaveaplan.ca or by calling locally 306-933- 0093 or toll free long distance at 1-877-795-4428.

Medical Treatment Facilities in Saskatoon

Hospitals:

Royal University Hospital
103 Hospital Drive, 306-655-1000
(Emergency, 24 hours)

Saskatoon City Hospital
701 Queen Street, 306-655-8230
(Emergency- 9am to 8:30pm)

St. Paul's Hospital
1702 – 20th St. West, 306-655-5113
(Emergency – 24 hours)

Primary Health Centres:

Saskatoon Community Clinic
455 2nd Avenue North, 306-652-0300

West Winds Primary Health Centre
3311 Fairlight Drive, 306-655-4275

Westside Community Clinic
1528 20th Street West, 306-664-4310

Public Health Offices:

Idylwyld Centre – Main Office
101–310 Idylwyld Drive North, 306-655-4620
Our Neighbourhood Health Centre 1120
20th Street West, 306-655-3250

North East Office
108 - 407 Ludlow Street 306-655-4700

South East Office
3006 Taylor Street East, 306-655-4730

For a complete listing, location and hours of operation for medical facilities in Saskatoon, visit https://medimap.ca. This link includes the following:
- Walk-in medical clinics

- Chiropractic clinics
- Physiotherapy clinics
- Massage therapy clinics
- Optometry clinics
- Pharmacies

The Saskatchewan Health Region also provides a listing of Saskatoon Doctors Taking New Patients at https://www.saskatoonhealthregion.ca/patients/Pages/Doctors-Taking-Patients.aspx

Mental Health Support:

The Saskatoon Health Region offers mental health and addiction counselling through the following organization. Visit one or both of the following information sites:
- Saskatoon Health Region: https://www.saskatoonhealthregion.ca/locations_services/Services/mhas/Pages/Commu nityAdultMentalHealthServices.aspx
- Mental Health & Addiction Services, Saskatoon Health Region, Suite 156, 122 3rd Avenue North, Sturdy Stone Building, 306-655-4100:

https://sk.211.ca/services/saskatoon-sturdy-stone-building/mental-health-and-addiction-services-intake-services/

Another source of mental support can be found through The Saskatchewan College of Psychologists, which keeps a directory of licensed psychologists by region. Visit www.skcp.ca.

If a student enrolls in the University of Saskatchewan Additional Health and Dental Care Insurance Coverage as outlined below, each student may receive coverage to visit a registered Psychologist. The cost of each visit is covered to a maximum of $20 per visit and up to a maximum total of $400 for each academic year. This coverage is from *SunLife* through *ihaveaplan*. Please call *ihaveaplan* at 1-877-796-4428 or email them through their website at www.ihaveaplan.ca.

Seminary Publications

The quarterly *LTS Newsletter* highlights the life and needs of the Seminary and is published by the Development Office.

Consensus is a scholarly online journal published by Lutheran Theological Seminary (LTS) and Martin Luther University College (MLUC), Waterloo, ON. It includes thematic scholarly articles by the professors of both ELCIC seminaries and invited contributors, a section on studies and observations, selected sermons, and book reviews.

6. TUITION, FEES, SCHOLARSHIP, BURSARIES

Tuition and Fees

Tuition is calculated based on the number of credits for a course, as well as the kind of course (eg.

A Reading Course has a different tuition rate.) Fees are assessed independently from tuition, certain fees are applied yearly regardless of the course load of the student. Details on tuition and fees for each program can be found at https://lutherantheological.ca/admissions/tuition-fees. The deadline for paying tuition can be found in the Academic Calendar.

Financial Awards

A listing of the available scholarships and bursaries can be found on the LTS website.

Bursaries: Each semester LTS distributes bursaries to students in degree, diploma, or certificate programs, including international students, up to the amount of their combined tuition and fees for that semester. Occasional or Continuing Ed students are not considered for bursaries.

The primary criterion for bursaries is financial need. Some bursaries feature additional criteria. To qualify for bursaries, students must be in good academic standing.

Awards: Annual awards are based on academic merit or demonstrated proficiency; financial need is not a criterion. They are awarded to eligible students at the end of each academic year.

7. LIBRARY

The Lutheran Theological Seminary cooperates with its Saskatoon Theological Union (STU) partners, St. Andrew's College, the College of Emmanuel & St. Chad, along with Horizon College & Seminary, to manage their library collections as a unified system. This provides students and faculty from all the colleges, as well as public users, access to over 100,000 items embracing a wide range of theological topics.

The Collections of the Lutheran Theological Seminary, the College of Emmanuel and St. Chad and St. Andrew's College are all located in the Saskatoon Theological Union library in our shared building. The Otto Olson Collection from LTS contains approximately 40,000 items, including books, journals and other media. Biblical studies, Near Eastern Christianity, and the Reformation (particularly Luther's Works) are significant strengths. It also contains the Walter Klaassen Anabaptist collection and the John Kleiner Jewish-Christian Relations collection. The H.E. Sellers Library Collection from the College of Emmanuel & St. Chad, has approximately 20,000 volumes of print and electronic media. Areas of concentration include the liturgical tradition and the history and tradition of Anglicanism. The Collection from St. Andrew's College Library has approximately 35,000 volumes and receives over 30 periodicals. It has extensive holdings on the Reformed churches and traditions and on Canadian church history with special emphasis on the prairie context.

Horizon College & Seminary's A.C. Schindel Library has 21,000 volumes and receives over 30 periodicals. Areas of concentration include Reformation theology (particularly the writings of John Wesley) and the history and tradition of Pentecostalism.

The STU Library provides full reference services which include search assistance and interlibrary loans. Internet access is available through ground and wireless formats; STU Libraries' electronic databases and indexes, which are hosted by the Digital Theological Library (DTL), can be searched from the library or remotely through the STU Libraries website at http://saskatoon.mlasolutions.com/union.aspx (see more about the DTL below). LTS students can obtain an STU Library Card from the Library. The card is good at the STU and Horizon College

Libraries, and lending policies are the same across the STU. Please ask library staff about borrowing privileges at the University of Saskatchewan Library.

Please visit the above website for up-to-date library hours.

Digital Theological Library

STU students, staff and faculty have access to the Digital Theological Library. The DTL is an online collection of e-books, articles and databases that is co-owned by the STU and other member institutions. It spans over 1,500,00 e-books, indexes over 60,000 journals and is host to over 100 million articles. Access to the DTL is limited to current students and faculty and can be accessed from the "Online Resources" section on the STU Library site. Please check with Library staff for more information and help.

Non-student patrons can access digital resources through the Open Access DTL. The OADTL is a curated collection of open access resources broadly related to religious studies and is available to all patrons if they have a computer, tablet, or phone with internet access. The OADTL combines over 1 million digital books, over 35,000 journals and over 50 million articles into a single searchable database that is free for anyone to use.

The U of S Libraries must be visited in person for LTS students to borrow circulating items and to access their subscription databases, as off-campus access is limited to U of S students and faculty. Please check with STU library staff for more information about our affiliated access to the U of S Libraries.

Circulation and Loans

Standard users may borrow circulating books, videos, DVDs, cassettes and CDs for three weeks. Distance users may borrow items for 5 weeks, but longer loans can be requested in person or by phone or email. Five renewals are available on loans unless the item is requested by another user. All materials may be recalled at any time. Please note that you may use journals and archives within the library only.

- **Overdue Library Loans**
  Loan periods for library materials are established so that all users have access to the information they need. There are no late fees on general book loans and we trust patrons to return items in a timely manner so others may borrow them as well. However, library materials on reserve will have daily overdue fines for any late returns.
  If students have unreturned books at the end of their program, they must be returned before they can graduate.

  For information on fines, please check with STU Library staff, or at Horizon College Library.

- **To Borrow Physical Items**
  - take items to the circulation desk;
  - scan your library card barcode

- scan the library barcode on the book;
- log out.

You may renew items and track your own due dates by logging on to the STU library site at http://saskatoon.mlasolutions.com/union.aspx. If you are a distance student you may request books to be mailed, which will include free return postage.

- **Reserve Materials:** Materials on class Reserve shelves are selected by the instructor so all students have equal access to them. Please sign out Reserve materials whenever you use them, so that other students and library staff know where the items are. Please note that you will be charged overdue fines for any Reserve materials returned late.

Other Library Services

Interlibrary Loans: If there is a book or article that you would like to read but you can't find in a Saskatoon library, you may be able to request it though the STU Library. Please check with STU Library staff for more information and note that a fee may apply.

Computers, Printing, Photocopying: Internet access is available in the library through ground and wireless formats. Library computers offer library catalogue, online databases, Internet searching, and word processing. Please limit use to 30 minutes. Printing on the library printer (not photocopying) is 10 cents per page. To use the SAC building's photocopying room, please ask a library staff or someone in the general office for help. Photocopying is 10 cents per page and scanning, free of charge.

Food and Drinks in the Library: Food and drinks other than water are the friends of pesky insects and the enemy of many valuable materials in our collections. No food and only covered drinks) may be brought into or consumed in the library. Please leave all food wrappers in waste containers outside the library.

8. ACADEMIC ACCOMMODATION POLICY FOR STUDENTS WITH DISABILITIES

Introduction
1. This policy is meant to foster diversity, inclusiveness, and student success by providing that students with disabilities are not discriminated against; and that they receive equal opportunities for academic success at Lutheran Theological Seminary (hereafter referred to as LTS).
2. For the purposes of this policy, disabilities are those defined as such in Section 2(1)(d.1) of the Saskatchewan Human Rights Code (hereafter called the "Code"). You can access the Code at https://saskatchewanhumanrights.ca/your-rights/saskatchewan-human- rights-code/
3. LTS has an ethical and legal obligation to accommodate reasonably the special needs of persons that are related to a prohibited ground, unless it can be shown that the accommodation would result in undue hardship. Accommodations associated with special needs are addressed by the LTS administration in consultation with the University of Saskatchewan Disability Services for Students (for students) and the Health and Wellness Resource Centre (for employees).
4. Students must complete the LTS Disability Registration Form and submit it to the registrar before accommodations for courses can be accepted. The form can be found on Populi.
5. Once a student's form has been accepted, it is the responsibility of the student to contact each

instructor to discuss accommodations. Instructors who have questions about reasonable accommodations may consult with the Dean of Studies.

Principles and Scope

1. Respect for all members of the LTS community will be upheld at all times. Discrimination and harassment will not be tolerated.
2. Students with disabilities will meet the same academic requirements and standards as all students, although the manner by which students with disabilities meet these may vary.
3. LTS will adapt its services and programs to accommodate the needs of individual students, in accordance with the requirements of the Code, and in recognition that ability is diverse in kind and degree.
4. Academic integrity will be upheld by those providing and receiving academic accommodations.
5. While students with disabilities are encouraged to share information regarding their accommodations with faculty members at LTS who would play a role in facilitating their accommodations, such information can be released only with the student's consent.
6. This policy applies to all students with disabilities enrolled at LTS. Its implementation is the responsibility of all members of the LTS community.

Policy

1. In accordance with the Code, LTS will take all reasonable measures short of undue hardship to the Seminary to ensure that students with disabilities have access to the opportunity to succeed in their program of study.
2. Sufficient notice must be given by a student in order to receive academic accommodations. Medical documentation will be required.
3. Suitable academic accommodations are fundamental to support students with disabilities, but when provided, those accommodations shall not compromise LTS's academic requirements and standards.
4. LTS will make efforts to reasonably accommodate a student with a disability when the disability impairs the student's ability to fulfill the essential requirements of a course/program. These essential requirements pertain to the knowledge and skills which must be acquired or demonstrated for a student to successfully meet the learning objectives of the course/program.
5. In some circumstances, the nature and degree of a disability may mean that no reasonable accommodation would enable an individual to perform the essential requirements of a course or program. Where this is the case, LTS may refuse admission or accommodations in order to preserve the academic integrity (meaning the essential requirements) of a course or program. However, a person cannot be presumed incapable of performing the essential requirements of a course or program unless an effort has been made to explore all reasonable options for accommodation.
6. Accommodations will be provided up to the point of undue hardship to LTS. Several factors are weighed when assessing whether the hardship associated with an accommodation is undue, including:
    - the nature of the requested or required accommodation
    - the financial cost of the accommodation
    - the ability of the student receiving the accommodation to meet admission or program requirements
    - the degree to which the accommodation might impact on or interfere with other students or faculty members
    - whether health or safety concerns for the students or others would arise as a result of

the accommodation
- the reasonableness or cooperativeness of the student seeking accommodation. These factors are not listed in order of priority. The weight that will be given to these factors or any other relevant considerations will depend on the circumstances
- A full-time course load for students with disabilities is five three-credit courses per academic year. Normally, this would mean two courses in each of the Fall and Winter terms, and one course in either the January, Spring, or Summer terms.
- LTS will ensure that issues related to disabilities and people with disabilities are addressed and discussed in a fair, sensitive, confidential, and non-discriminatory manner.
- LTS will ensure that faculty members and staff are familiar with this policy.

Dispute Resolution Process

1. If a faculty member or a student with a disability has concerns and questions about interpretation and application of accommodations, these concerns and questions should be addressed directly to the Dean of Studies for an informal resolution.
2. If the faculty member or a student with a disability is not satisfied with this informal resolution, that person may ask the President to review the matter. The President's decision will be rendered in a timely fashion; normally within 30 days of receiving the request to review the accommodation. The decision of the President is final.

9. PREVENTION OF DISCRIMINATION AND HARASSMENT POLICY

This Policy is an integral component of the Student Information and Policies Handbook, the letters of contract or call for paid and volunteer Administrators, Faculty, Staff, and occasional workers of the Lutheran Theological Seminary Saskatoon (LTS), the Faculty Handbook, the Staff Handbook, the Manual for Internship Supervisors, and the annual Minutes of the Board of Governors. This policy is designed to govern equally the conduct of all members of the LTS community and is annually subject to review, revision, and adoption. This policy will be reviewed annually by the Faculty in the Spring Faculty meetings. and adopted for the upcoming academic year at the August Faculty Meeting and presented to the LTS Board of Governors upon revision at the Fall Board meeting.

Introduction

Lutheran Theological Seminary Saskatoon (LTS) is committed to maintaining an environment for the formation of leaders for the church and the wider society which fosters equally the dignity and growth of all the individuals working, serving, learning, and visiting in the community of the school. These values undergird the implementation of an annually reviewed policy for the prevention of discrimination and harassment in the community of LTS.

Policy Statement

Discrimination and harassment are illegal and prohibited when they are based upon disability, age, religion or religious creed, family or marital status, sex, sexual orientation or gender identity, race or perceived race, nationality, place of origin or ancestry, colour, or receipt of public assistance.

LTS does not condone discriminatory or harassing behaviour that interferes with the provision of

a positive, productive environment for working or learning. Actions may be taken to directly correct such behaviour. Planned education regarding these issues and enforcement of the policies enact the commitment of LTS to a healthy communal environment. Examples of behaviours that falls within this category includes spreading negative rumours, mean spirited pranks or practical jokes, yelling or swearing at someone, unwanted sexual advances verbally or physically, and other behaviours that are demeaning, intimidating, or threatening.

This Policy delineates an individual's freedom to pursue a complaint within the community of LTS but does not limit the individual's freedom to pursue a complaint within the public forums of the Saskatchewan Human Rights Commission, the Department of Labour, the police, or the courts.

Jurisdiction

This Policy applies to all members of the LTS community: the members of the Board, President, Faculty (tenure track, sessional, affiliate, and adjunct), Staff, Students, students' families when at community events, interns and supervisors, volunteers, and visitors at community events or on campus. It covers alleged violations that occur on or off campus where there is a substantial connection with LTS and impact of an individual's course of work or study.

Confidentiality
- ***LTS Officials***
  The President, Dean of Studies, Faculty, Staff, Harassment Officer, and Investigators (both internal and external), will protect to the fullest extent possible the confidentiality of information regarding a potential violation of this Policy. However, LTS does not guarantee complete confidentiality because these officials are legally obligated to take whatever legal action necessary to prevent discrimination and harassment and to correct it when it is identified. This policy also obligates all LTS Officials to take pastoral and administrative action to prevent and correct behaviour in the community that interferes with the provision of a positive and productive environment for working and learning.

- ***The Harassment Officer***
  Consultations between the Harassment Officer and any members of the LTS community as previously defined will not be disclosed to others or acted upon without the permission of the person raising the concern. Notwithstanding, the Harassment Officer must disclose information and take action in cases where disclosure is required by law, the complaint or situation has already come to the attention of another LTS official, there is imminent danger to persons, or abuse of power relations or children is suspected.

Records

Only the record of the disciplinary action resulting from filed complaints will be retained in the respondent's official employee or student file.

Complaints determined to have been filed in bad faith, mischievously, or malevolently will be recorded in the complainant's official student or employee file.

Any information pertaining to reports or incidents will be filed by the Harassment Officer and maintained in the official LTS files for a period of fifty years or while any legal or official proceedings are pending. Access to such files shall be only through the office of the Harassment Officer and in the presence of a witness. Nothing shall be added or deleted from the file without the written permission of the Harassment Officer, which shall be recorded on the file. After the

period of retention, or in the event of the dissolution of LTS, the records will be destroyed. These records are strictly confidential and will be disclosed only when such disclosure is required by law or by a legal or official proceeding.

Ongoing Responsibilities

- **LTS Officials**
  LTS officials bear an ethical and legal responsibility to take prompt, effective action to prevent and address known or apparent incidents of discrimination and harassment, whether they receive a complaint or not. They are also responsible for acting to promote a positive, productive environment for working and learning and to correct behaviour that interferes with this goal. They are responsible for seeking competent advice regarding a potential violation of this policy. LTS officials with specified tasks below include the Harassment Officer, the Dean of Studies, and the Registrar.

- **The Harassment Officer**
  Under this policy, the designated Harassment Officer is responsible for determining directly when a formal investigation of a complaint will occur. When a formal investigation is in order, the Harassment Officer will advise the supervising official or officials of the respondent (for example: the Board, when the respondent is the President; the President, when the respondent is the Dean of Studies or a faculty member, affiliate or adjunct or sessional faculty or Staff; the Dean of Studies, when the respondent is a student, etc.).

  The Harassment Officer informs the supervisor and is responsible for directing and overseeing formal investigations, as outlined in Sections 10 and 11. The Harassment Officer alone does not adjudicate peer cases or assign discipline directly, though they may be consulted regarding interpretation of the Policy, appropriate industry standards for discipline, and related resources. The Harassment Officer, in consultation with a faculty peer, designates the investigator for a case.

  The Harassment Officer is administratively responsible to the President. In the event that the President is a respondent in a complaint, the Harassment Officer is administratively responsible to the Chairperson of the Board and reports the complaint to the Dean of Studies and Secretary of the Faculty. The Harassment Officer assesses the merit of the complaint and determines when the case is beyond informal resolution and requires a formal investigation. Specific duties include, but are not limited to, assessing complaints and incidents, providing advice regarding an appropriate course of action, informal resolution, and conducting formal investigations.

  The Harassment Officer is not the advocate of any individual or group, maintaining an impartial stance in addressing issues of discrimination and harassment. Where a conflict of interest is identified, the Harassment Officer notifies the President who will appoint an alternate to act as Harassment Officer for the case. In the event that a conflict of interest arises between the President and the Harassment Officer, the Harassment Officer advises the Chairperson of the Board and the Secretary of the Faculty who together designate an alternate to act as Harassment Officer for the case.

  The Harassment Officer, with the Faculty Secretary, is responsible for annual review of this Policy and for ensuring that its contents are promoted, and education provided for as

outlined in the Policy. The Harassment Officer acts as a central resource for providing all members of the LTS community with consultation, advice, and assistance in resolving or investigating issues of discrimination and harassment.

The LTS Harassment Officer is Alma Wiebe, Q.C. (306) 933-3933; alma.asklaw@gmail.com

- **The Dean of Studies**
  The Dean of Studies is responsible for distributing this Policy and providing for its review with all entering students.

- **The Registrar**
  The Registrar is responsible for distributing this Policy in a documented manner to all students inquiring about study at LTS.

Forms of Discrimination

Three forms of discrimination are included under Human Rights legislation: systemic discrimination, differential treatment, and harassment.

- **Systemic Discrimination**
  Systemic discrimination occurs when policies, practices or procedures that appear to be neutral, have a discriminatory effect on an individual or group who is identified by a prohibited ground.

- **Differential Treatment**
  Differential treatment occurs when an individual or group who is identified by a prohibited ground is subject to treatment that has the purpose or effect of imposing burdens, obligations, disadvantages or preferences on the person or group that are not imposed on others. This category of differential treatment includes such paternalistic actions as assuming that persons with disabilities will not want to be asked questions in class or to do public presentations or to travel with study groups because this might be difficult or embarrassing to them. Further, it includes acting pre-emptively on assumptions about persons' abilities to participate based on knowledge of their familial or social contexts.

- **Harassment, Sexual Harassment**
  Harassment is a form of discrimination that occurs when an individual or group is subject to unwanted behaviours, remarks or communications that are based on a prohibited ground and create a hostile, intimidating environment for working or learning. To qualify as harassment the complaint will need to involve a serious, isolated incident or a series of unwanted remarks, behaviours or communications.

  Harassment includes sexual harassment, which is a form of harassment based on the prohibited ground of sex. Unwelcome conduct of a sexual nature constitutes sexual harassment when:
  - submission to, or rejection of, such conduct is implicitly or explicitly made a term or condition of an individual's employment or academic status, or
  - such conduct is used as a basis for making decisions relating to an individual's employment or academic status or welfare as an employee or student or participant

in LTS life, or
- the unwanted, sexually oriented remarks, behaviours or communications create a hostile, intimidating environment for working or learning for an individual and others observing the behaviour towards the harassed individual.

Harassment behaviour under the *Occupational Health and Safety Act, 1993 and Regulations* includes any inappropriate conduct, comment, display, action or gesture by a person that either:
- is based on race, creed, religion, colour, sex, sexual orientation, marital status, family status, disability, physical size or weight, age, nationality, ancestry or place of origin, or
- subject to Subsections (3) and (4), adversely affects the worker's psychological or physical wellbeing and that the person knows or ought reasonably to know would cause a worker (or student) to be humiliated or intimidated, and
- that constitutes a threat to the health or safety of the worker (or student).

To constitute harassment under this legislation, "repeated conduct, comments, displays, actions or gestures must be established; or a single, serious occurrence of conduct, or a single, serious comment, display, action or gesture that has a lasting, harmful effect on the worker must be established." Harassment does not include, "any reasonable action that is taken by an employer, or a manager or supervisor employed or engaged by an employer, relating to the management and direction of the employer's workers or the place of employment."

While the most recent version of Saskatchewan's *Occupational Health and Safety Act,* and its *Regulations* applies to employees, under this Policy, with appropriate modification, this definition of harassment will also apply to complaints of harassment by and against students.

Other Prohibited Behaviours

Three other forms of prohibited behaviours are specifically prohibited in this Policy: disruptive workplace conduct, conflict of interest misuse of power, and retaliatory, malevolent, or mischievous complaints.

- ### Disruptive Workplace Conduct
  LTS does not condone behaviour that interferes with the provision of a respectful, productive environment for working or learning, but is not pervasive or significant enough to meet the definitions of harassment described in Section 6. Depending upon the situation, examples of behaviour that may fall into this category include, *but are not limited to*, spreading negative rumours, mean spirited pranks or practical jokes, yelling at an individual or cursing at an individual, and other behaviours that are demeaning, intimidating or threatening.

  LTS officials are responsible for addressing instances of disruptive conduct in the study and work environment in a timely and appropriate manner. This intervention may include corrective action, probationary provisions, or discipline. Complaints regarding behaviour that falls into this category should be reported to the Harassment Officer.

- ### Conflicts of Interest Misuse of Power

LTS provides for persons in offices of authority over the work or study of others to be relieved of the responsibility for grading or evaluating or promoting the work of any student or employee with whom they are having a consensual sexual relationship.

Should such a relationship exist or develop, the individual in an office of authority must report the conflict of interest immediately to the administrative superior who ensures that alternate arrangements are made for the evaluation and/or supervision of the employee's or student's work.

This policy precludes placing an individual in an office of authority under alternate supervision or under specialized arrangements in response to speculative or rumoured assessments of personal relationships within the community. If a person has concerns about the authority's integrity or about jeopardy to the community, that person may use this Policy or the Faculty of Staff Handbook guidelines to raise the issue in the proper channels to have the matter fairly and properly assessed. If the person remains convinced that integrity is in question, they may register a complaint, under this Policy. As a matter of justice, uninvestigated gossip shall not govern administrative action.

- ***Retaliation and Intentionally False Complaints***
  This Policy prohibits acts of retaliation, including threats, intimidation, reprisals or adverse employment or education action, against a person who has filed a complaint or participated appropriately in the fact-finding, resolution, or formal investigation of a report of discrimination or harassment.

  The Policy prohibits intentionally false accusations of discrimination or harassment (malevolent or mischievous complaints that are made in bad faith). Retaliatory or malevolent complaints are those wherein a person misrepresents the facts purposefully or makes accusations maliciously, without regard for the truth. This misrepresentation constitutes an attack on the person who has assisted in upholding the stated goals of the community in maintaining a transparent and healthy community. Reports made in good faith may be unsubstantiated by an investigation and, as such, are not considered malevolent or mischievous.

  The Harassment Officer may assess a complaint to have been made in bad faith or a respondent may indicate reasons for the Harassment Officer to investigate the integrity of the complaint at the outset.

  This question may be investigated using the same procedure that is used to investigate complaints of discrimination or harassment. Individuals found to have engaged in retaliation or false, mischievous accusations of discrimination or harassment will be subject to corrective and/or disciplinary action.

Options for Addressing a Complaint through Informal or Formal Resolution

Reports and complaints of discrimination and harassment are resolved using informal and/or formal procedures.

- ***Informal Resolution***
  Informal approaches focus on resolving the problem between offended parties and re-establishing healthy practices between them within the community. Informal approaches

do not focus on determining who is to be blamed or determining actions of discipline. Informal approaches include consultation, clarifying conversations, mediating a dialogue between the offending party and the offended, and arranging for monitored education of the parties involved.

- ***Formal Resolution***
  Formal approaches to resolution focus on establishing the facts, assessing behaviour according to the shared communal standards set forth under this Policy, and implementing appropriate corrective and/or disciplinary action. These approaches include fact-finding investigation, formal investigations, and consultative procedures for resolving complaints and appeals. Formal approaches are used to address incidents that typically involve reports or allegations of serious misconduct and ongoing patterns of inappropriate behaviour or situations where the facts of a case appear to be ambiguous.

Reporting Complaints

Anyone believing they have been subjected to behaviour that violates this policy should immediately report their concerns directly to the Harassment Officer or to a LTS official who will assist them in meeting with the Harassment Officer. A LTS official who receives a complaint, whether or not the person is willing to meet with the Harassment Officer, will notify formally the Harassment Officer that there has been such a report. The Harassment Officer will keep a record of such reports so that, should patterns emerge, the Harassment Officer is apprised of the wider context of patterns of complaint.

- ***Reporting to the Harassment Officer***
  Subject to the provisions in Section 3, the Harassment Officer provides a confidential consultation to assess complaints or incidents and to determine whether they fall under this Policy. The Harassment Officer will outline and discuss the Policy options for resolution. The choice for the resolution of the complaint, with regard to the complainant`s direct complaint, will reside with the complainant. Nonetheless, as stated in Section 5, the Harassment Officer, as a LTS official, must take prompt, effective action to prevent and address known or apparent incidents of discrimination and harassment even if the complainant chooses to drop pursuing their particular complaint.

  Choices of the complainants consulting with the Harassment Officer include:
  - not to pursue the complaint;
  - to ask the Harassment Officer to facilitate a resolution or resolve the matter informally;
  - to request a formal investigation under this Policy;
  - to take action to resolve the issue directly or address it using another LTS procedure;
  - to pursue the complaint with the Saskatchewan Human Rights Commission, Saskatchewan Labour, the police or courts.

- ***Timely Reporting and Addressing of Complaints***
  The goal of the Policy is the maintenance of a healthy environment in the LTS community; hence, the immediate and proper handling of perceived or actual instances of harassment is desired.

  Barring exceptional circumstances, to be considered under this Policy, a report or complaint must be made within one year of the occurrence of the alleged incident(s). Such

reports or complaints will be treated as primary concerns and all reasonable efforts will be made to address them in an immediate and timely manner. Policy time lines are guidelines and will be adhered to as fully as possible.

Formal Complaints

- ### *Formal Complaints against student respondents*
  As they require formal investigation, formal complaints of discrimination and harassment against students must be filed with the Harassment Officer in a written, signed statement of the matter. If the Harassment Officer brings a complaint, based on materials assessed, the Harassment Officer must file the complaint with the respondent and supervisor in a written, signed statement of the matter.

- ### *Formal Complaints Against LTS Employees, salaried or volunteer*
  Formal investigations may be requested, in writing and with signature, by complainants, respondents and LTS officials. A request for a formal investigation is initiated by submitting this complaint statement to the Harassment Officer.

  As appropriate, the Harassment Officer will forward a copy of this statement of complaint to the relevant supervisor. The Harassment Officer will give the respondent a written summary of the formal complaint prior to the interview to be conducted. The Harassment Officer, in consultation with the supervisor, will have 20 working days to decide if a formal investigation is warranted. The decision to conduct a formal investigation will be made after the Harassment Officer and the supervisor have reviewed the written complaint and interviewed the complainant and respondent. The Harassment Officer and the supervisor together inform the parties of the decision regarding the action for or against a formal investigation and file a copy of this decision in the official LTS Harassment files.

  Annually, a report is given to the LTS Faculty and then the LTS Board of Governors at the May meeting, regarding the statistical instance of such complaints and their disposition.

- ### *Formal Investigation*
  Formal investigations are undertaken to determine the substance of a complaint and to decide subsequently upon an appropriate course of action to address the matter if it constitutes a violation of the standards of the community. The Harassment Officer directs and oversees the investigation and may assign a person or committee of persons to assist in carrying it out.

  Investigations will be conducted in accordance with the following principles of natural justice and due process. These include:
  - the right of respondents to be fully informed of any allegations and given an opportunity to respond to them.
  - the right of complainants, respondents, and witnesses to be accompanied by an observer, who may be a representative or a support person.
  - the right of the respondent to face the complainant in the structured process of the investigation.

  The investigation, including the *Investigation Report*, normally will be completed within 60 working days of the time that the respondent was notified that an investigation would

be conducted, as noted in Section 10.B, normally within 20 working days of receiving the complaint. Given reasonable application of these guidelines, a complaint would be handled within 80 working days to the extent possible. However, where exceptional circumstances arise, as noted in Section 14, procedural modifications may be made. A careful and timely completion of the investigative and decision-making process is to be given top priority by the administrators, complainants, and respondents. Arrangements will be made as necessary to ensure the integrity of the process is upheld.

Upon completion of the investigation, a written *Investigation Report* will be prepared by the Harassment Officer, or the designated investigator of the Harassment Officer, and reviewed with the supervisor of the respondent, as indicated. The report will contain relevant background information, including a summary of the incidents leading to the complaint and a list of the allegations. The *Investigation Report* will also present the positions of the parties involved and the evidence or factual assertions supporting those positions. The *Investigation Report* will state the judgment of the investigator regarding the context and credibility of the statements received. The *Investigation Report* is handled solely by the Harassment Officer and, as indicated, the supervisor or faculty peer. The *Investigation Report* is not given directly to the parties involved.

The parties involved each receive the written summary of the findings of the *Investigation Report* provided by the Harassment Officer. With the summary, the Harassment Officer reiterates the option of all parties to submit a written response within 10 working days. The written summary, both to the complainant and to the respondent, will be acknowledged by a signed receipt, either by hand or by the postal or courier receipt.

Any written responses received within the 10 working days of response time will be considered in determining the final disposition of the complaint. Any names submitted by the complainant or respondent to clarify the investigator's findings are given to the Harassment Officer. Thereafter, the response option in the process is closed while the option for appeal remains.

Written Final Decision

After the 10-day period for either party to provide additional submissions has elapsed, the Harassment Officer and the supervisor, as appropriate, will have 15 working days to implement any additional steps prior to making a final decision. Within this same 15 working day period, the Harassment Officer (and supervisor, if indicated) prepare the final and written decision.

The written decision will contain a determination as to whether, on the balance of probabilities, a violation of the Discrimination and Harassment Policy of LTS has occurred. The written decision will contain information on the procedures for appeal, as outlined in Section 13. If indicated, the written decision will include recommendations of disciplinary or remedial action to be taken. The complainant, the respondent, the LTS President, and the supervisor, as indicated, receive written copies of the final decision. If the respondent is a student, copies of the final decision are filed also with the supervising authority of the student, such as the Bishop and CTEL chairperson(s) who relate to that student.

Systemic Discrimination

Complaints of systemic discrimination, which is defined in Section 6, should be directed to the Harassment Officer, who will review the alleged discriminatory procedure or practice and prepare a report that summarizes the findings. The Harassment Officer may consult with members of the community and external experts to determine the findings. A copy of this report will be forwarded to the LTS official who is administratively responsible for the procedure or practice. This person will correct any issues of systemic discrimination that are found and inform the Harassment Officer in writing about the outcome of the complaint. The complaint will be handled, normally, within the same timelines as for personal cases.

Appeals

Complainants or respondents may appeal the decision of a formal investigation by submitting a written appeal request to the Harassment Officer within 10 working days of the date that a copy of the Written Decision was delivered to them with confirmation. The Harassment Officer will immediately forward to the supervisor who helped determine the case (and to any designated alternative decision-maker, if one had been involved) a copy of the written appeal with the date of receipt noted and signed by the Harassment Officer.

Within 15 working days of the date of receiving the request, the Harassment Officer or the President (in the case of conflict of interest), will select an Appeals Committee consisting of three individuals and will appoint one of the members to act as Chairperson. No individual will be appointed to the Committee who has had direct involvement in the complaint or in the decision of the matter. Preferably, where possible, the Appeals Committee would be formed from appropriately competent peers from the wider University and Church communities. The Appeals Committee receives the *Investigation Report*, any written submissions of response to the summary of the *Investigation Report*, and the final written decision. The Appeals Committee has the freedom to revisit any of the materials in their deliberation.

The Appeals Committee will have 20 working days to determine the outcome of the appeal and to prepare a written decision. The Chairperson of the Appeals Committee will forward the written decision to the Harassment Officer and to the relevant supervisor, as indicated. The Harassment Officer and supervisor will have 15 working days to consider the Committee's decision and make a final written determination of the matter, including the Appeal Committee's decision, and forward this determination to the parties, the President, and the supervisor, as indicated.

This Policy provides for no further appeal.

Procedural Modifications

Where an exceptional circumstance arises, the Harassment Officer, in consultation with at least one faculty member *other* than a supervisor who is involved due to oversight of a respondent, may authorize modifications to the procedures in this Policy, providing the modification does not compromise due process. The Harassment Officer will note the modifications and the faculty member consulted in the final *Investigation Report*. The Harassment Officer may consult with the LTS lawyer at any point in the execution of the responsibilities of the Office or in a particular investigation.

For further information, please contact:

Seminary President	William Harrison	639-638-0635
Seminary Dean of Studies	Kayko Driedger Hesslein	639-638-0500
Seminary Harassment Officer	Alma Wiebe	306-933-3933
		alma.asklaw@gmail.com

10. SEXUAL ASSAULT POLICY

Purpose

Lutheran Theological Seminary (LTS) is committed to promoting a safe education and working environment for its students, faculty, staff, and visitors. As such, LTS will strive to prevent sexual assaults through the regular dissemination of educational material and/or training programs to students, faculty, and staff. LTS encourages students, faculty, and staff to review policies, programs, and services with the college community designed to promote a safe environment.

Specifically, in the context of an instance of sexual assault or an alleged sexual assault, LTS is committed to providing support to individuals involved, and to ensure the safety of the LTS campus. This policy does not serve an adjudicative function. LTS will not adjudicate instances of sexual assault but will provide individuals with appropriate resources and assistance for reporting, receiving support, and ensuring the well-being of all involved.

This policy does not discourage or prevent someone from pursuing a complaint with the Saskatchewan Human Rights Commission and/or Occupational Health and Safety. Further, this policy is not intended to prevent individuals from availing themselves of other legal options, including civil or criminal proceedings.

Nothing in this policy prevents LTS from applying other LTS policies and processes pursuant to discipline or pursuing legal remedies in its own capacity.

For an understanding of what constitutes sexual assault, please see

https://students.usask.ca/essentials/safety/sexual-assault.php#Gethelp

Scope

This policy applies to all members of the LTS community, and to all activities related to LTS business.

Key Objectives

LTS' response to incidents of sexual assault has the following key objectives:
1. To provide appropriate assistance and support to members of the LTS community who are impacted by sexual assault
2. To take reasonable steps to address and prevent risk to members of the LTS community.
3. To provide guidelines followed by LTS officials for handling reports of sexual assault.
4. In cases of immediate sexual assault, LTS will contact the police when required by law, while respecting that individuals have the right not to cooperate with the police and to protect their anonymity. LTS reserves the right to contact the police in all matters of sexual assault.

Confidentiality

1. In all instances LTS will seek to protect an individual's confidentiality with respect to an instance of sexual assault, except where disclosure is required by law. Confidentiality cannot be assured where the there is an imminent risk of self-harm, or risk of harm to another. LTS has an obligation to ensure that it provides a safe environment to all members of the LTS community and may need to take action in order to prevent further harm. In such instances LTS will take all appropriate steps to ensure that information is not shared more broadly than is required in the interests of safety.

2. Nothing in this section is intended to prevent any individual from discussing their experience, reporting an incident, or voicing concerns about alleged sexual assault or sexual misconduct.

Procedures for Responding to Sexual Assault

1. In the instance of a recent incident of sexual assault, as soon as possible after an incident occurs, an individual impacted by a sexual assault, or an LTS community member becoming aware of the sexual assault, should call the following:
   - 911 (in the case of a recent sexual assault);
   - Campus Safety ((306) 966-5555) and/or Saskatoon Police Services (306)975-8300 or local police serves if outside of Saskatoon;
   - The Dean of Studies (If 911/Saskatoon Police Services or local police services if outside of Saskatoon have been called, inform the Dean of Studies.)

2. Upon being made aware of a recent incident of sexual assault, the Dean of Studies will:
   - Assess the situation for potential safety risk to the individual impacted by sexual assault, and the LTS community.
   - Assess the medical condition of the individual impacted by the sexual assault and engage appropriate authorities/emergency medical assistance as required;
   - Coordinate the voluntary participation in medical treatment (if desired by the individual impacted by an incident of sexual assault) and support the individual through the Saskatoon Sexual Assault & Information Centre *or other local centres.*
   - Provide appropriate support and resource information to the impacted individual;
   - Provide information (written if available) about medical, counselling and agency support. Contact the President.

3. The President will:
   - Coordinate the security response and address any safety issues that arise.
   - If police are called, confer with the Saskatoon Police Service or local police service.
   - Coordinate follow-up procedures when appropriate with students, faculty and staff who may have been involved and have them complete incident reports where applicable
   - Advise the Sexual Harassment Officer, as an appropriate resource.
   - Confer with the Dean of Studies about calling the impacted individual's emergency contact person if the impacted individual is injured and taken to the hospital.

Case Management

1. In response to an incident involving LTS students, the Dean of Studies will:
   - Provide case management for the file.
   - Act as lead coordinator on the sexual assault case, dealing with the President and the

Harassment Officer and relevant authorities.
- In conjunction with the President and Harassment Officer, provide support and education to the LTS community as required around issues related to an incident, sexual assault policy/procedures and general information on sexual assault.
- Address any educational or internal modifications necessary to ensure the well-being of all involved.

2. General responsibilities of the Dean of Studies under this policy:
- Provide education to the LTS students on sexual assault policy/procedures and sexual assault at the beginning of each academic year.
- Provide education on external resources and individual rights to individuals/the community at the beginning of each academic year.
- Maintain relevant records for LTS pertaining to cases of sexual assault.
- Where appropriate provide the LTS Faculty and Staff with updates regarding court dates, and decisions.
- Provide information and/or training related to new issues arising in the field of sexual assault to Faculty and Staff involved in responding to sexual assaults.

Support Services/Resources

The following are some examples of internal and external supportive services for students, faculty and staff involved in cases of sexual assault.
- Saskatoon Police Services (306) 975-8300 (non-emergencies)
  www.police.saskatoon.sk.ca
- Saskatoon Sexual Assault & Information Centre (306) 244-2294
  www.saskatoonsexualassaultcentre.com 201-506 25th St East
- Saskatoon Crisis Intervention Service: helpline (306) 933-6200
- Saskatoon Victim Services (306) 933-5173
- Saskatoon Public Prosecution Services (306) 975-5471
- LTS Harassment Officer

Options

Without making any determination of the guilt/innocence of any party involved in an allegation of sexual assault, LTS may take all reasonable steps to maintain the safety and security of the LTS community, including the following:
- issue a campus wide or selected ban from campus related activities or LTS-sponsored events;
- limit an individual's access to campus and/or LTS facilities;
- modify the duties, class assignment of individuals;
- modify the educational opportunities for a student;
- require 'no contact' between parties involved;
- such other reasonable and appropriate measures as may be required.

Policy Review

The Policy is submitted in recognition that its perspective may be relative to a set of perceived needs in the present; that actual application may point out adjustments and inconsistencies. The Dean of Studies, and/or others involved in the application of this policy may recommend changes to the Policy. Changes to the Policy shall be subject to the approval of the LTS Board of Governors. *Additions in italics are pending Faculty and Board approval Fall 2023.*

For further information, please contact:
Seminary President   William Harrison   639-638-0635
Seminary Dean of Studies   Kayko Driedger Hesslein   639-638-0500
Seminary Harassment Officer   Alma Wiebe   306-933-3933
    alma.asklaw@gmail.com

11. INCLUSIVE LANGUAGE GUIDELINES
Approved by the ELCIC's National Church Council
September 2021

1. Introduction

Lutherans have a long history of proclaiming the love of God to all people. What has changed over the centuries is the language in which this "good news" is proclaimed. Historically, in Canada, the Lutheran Church was an immigrant church that ministered to settled and newly arrived immigrants. Lots has changed over the years, and the Evangelical Lutheran Church in Canada (ELCIC) finds itself in an increasingly pluralistic context which invites us to think anew about how we preach and live the gospel.

As we continue to learn and grow as God's people, we gain new understanding of our world. When we name our complex history, it can assist us in repairing those broken relationships and moving us towards being a more inclusive church. Language becomes an important vehicle to proclaim God's justice and well-being and reflects hospitality and welcome to all.

Below is a resource to support you in using inclusive language in your communities.

- ***Theological***
  The language we use for God takes its roots in the language of scripture. However, in the Bible male pronouns for God have been predominantly used throughout Christian history. While we understand the language we use for God to be of a metaphorical and symbolic nature, male gendered theological and liturgical pronouns for God can leave us with the impression that God is male. Using predominantly male gendered language when referencing God can leave many feeling excluded and diminished.

  It is preferable, then, to reduce to a minimum the use of gendered pronouns when referring to God, and to use 'God' as the pronoun for God. While this may cause some awkward phrasing, it keeps us mindful of how God transcends human gender. Avoid pronouns like 'He', 'His', 'Him' when referring to God. Consider varied and diverse pronouns as an alternative.

  The language of the Trinity requires particular attention. The terms 'Father, Son and Holy Spirit' are the traditional and historical formulations of the Trinity. While these terms connect us to historical and orthodox Christianity, alternate formulations for the Trinity, such as 'Creator, Redeemer, Sanctifier,' can serve to deepen our understanding. The names for the persons of the Trinity are not intended to imply that they have gender. Instead, the names are signs to us, of who scripture speaks about.

  Regarding the First Person of the Trinity, 'The Father' and 'God' may not be easily inter-

changeable. However, there are examples in scripture using female and mother metaphors when speaking of God, including God who gives birth (Deut. 32:18), God as a nursing mother (Isaiah 49:15), and God as a woman in labour (Isaiah 42:14). It is important to remember that it is the relationship that the Father has to Jesus that is significant above the particularity of gender of a father. It is preferable to use varied, inclusive and diverse language when speaking of the First Person of the Trinity.

Regarding the Second Person of the Trinity, while Jesus' body was male in gender the incarnation's significance is God's connection to our humanity. It is preferable to minimize the use of the male pronouns for the Christ, so as not to connect the incarnation to maleness, but rather use names or titles when referring to the Second Person of the Trinity, e.g., Jesus, Christ, the Messiah, Saviour, companion or kin. It is also important to remember that it is Jesus' relationship to the Father that is significant above the particularity of the gender of a son. The use of varied, inclusive and diverse language when speaking of the Second Person of the Trinity is preferred.

Regarding the Third Person of the Trinity, there is no scripture or theological association of the male gender to the Holy Spirit. In Hebrew 'Spirit' or '*Ruah*' is grammatically female and scripture at times uses female metaphors for the Holy Spirit. It is preferable to use neutral pronouns as well as inclusive and diverse language when speaking of the Third Person of the Trinity, e.g. Spirit, Sanctifier, Sustainer.

- ***Liturgical***
  The language of worship and liturgy is constantly adapting and evolving as language and society changes around us. Diverse and inclusive liturgical language is preferable whenever possible. The New Revised Standard Version (NRSV) is the ELCIC's approved translation of the Bible.

  In worship and in liturgical language it is advisable to use inclusive language for people e.g., humanity, humankind, sisters and brothers and siblings, children of God, people of God rather than gender exclusive language e.g., mankind, men, brothers. It is also advisable to pay attention to metaphors and images that contrast 'black and white' and 'light and dark' for how they could be casting negative racial connotations. Finally, it is advisable to pay attention to images and metaphors for differently abled persons and how language can cast those who are 'lame', 'deaf' or 'blind' etc., ... in a negative context.

- ***Interfaith Relationships***
  Today in Canada there is a wide variety of spiritual and religious traditions and expressions. Our language is an important means to communicate our recognition of the diversity of human- kind's religious and spiritual traditions and a way to express our hospitality to all God's people.

  Some things in particular to note are:
  - It is important to recognize the diversity that is present within any religious or spiritual tradition. Not all Lutherans believe or live their faith in the same way so it is important to recognize the diversity of belief and expression that can also be present in other religious or spiritual traditions. Therefore, it is important to not make broad sweeping statements about a particular religious or spiritual tradition but rather ask what is important for a particular member or group of a religious or spiritual tradition.

- We all live with previous knowledge and experience which organizes how we engage with others. In order to express hospitality to others it is important for us to recognize when our previous experience and knowledge might influence how we see or interact with others in ways that get in the way of sharing God's love for all. Sometimes it can be helpful to talk about our previous experience(s) and perceptions of others in order to be freer to interact in a way that is more hospitable.
- When we make reference to another religious or spiritual tradition's teachings, practices or sacred texts, it is important that we are accurate. Resources can be found online, at public libraries or from leaders of the particular religion or tradition that is being discussed to help us communicate in an informed manner.
- First Nations, Inuit and Métis peoples vary widely in their spiritual traditions and practices. As a result of Christianity's influence, traditional teachings and practices were outlawed and often replaced by European religious teachings. In some instances, it resulted in traditional and European religious practices being hybridized, while in other situations, some Indigenous persons maintained their traditional teachings and practices in secret. In more recent years, there has been a recovery and revival of Indigenous traditional teachings and practices in many Indigenous communities. While there can be some similarities, First Nations, Inuit and Métis peoples have varied practices even within communities, so it is important not to generalize about these practices, and to enquire respectfully about local practices.

It is often very helpful to be curious with those who are of a different religion or spiritual tradition. What terms do they use to describe themselves or their religious practices? What is important for them that they would like us to know? What are the similarities and differences in the ways we approach the sacred? These can be very important conversations as we communicate and engage in ways that are respectful and express our openness to all God's people.

A helpful resource document developed by the ELCIC is:

http://elcic.ca/ecumenical/documents/EncounteringPeopleOfOtherFaiths- InterfaithGuidelines.pdf

- *Abilities/Disabilities*
  Whenever we talk about abilities/disabilities, we reveal our understanding about what we perceive as normal. It is important to note that normal can be understood very differently depending on one's perspective. When we write about persons with varying abilities, remember the person comes first rather than abilities/disabilities.

  Labelling or defining a person or group limits how we see them. Therefore, it is more helpful to use language that recognizes the whole person remembering that each of us have various challenges. For example, "a person who is blind", "a person with cystic fibrosis" or "a person who has dementia" recognizes the challenge and at the same time invites us to see the totality of the person and not only the particular challenge. It is important to ask the person(s) with a particular challenge how they would want it to be identified.

  It is also important to note that many chronic conditions and disabilities may or may not be visible. Therefore, attentiveness to our assumptions is important since there will be times when we will not be aware that someone is living with a disability, such as fibromyalgia, depression, or a hearing loss, to name a few.

- *Indigenous Peoples*

Recognizing that we are predominantly settlers, the ELCIC strives for right relationships with Indigenous peoples, and part of that commitment is to use appropriate language. Canada's Indigenous peoples are made of the First Nations, Inuit and Métis peoples. Canada's Indigenous Peoples are made up of various cultures and languages. Capitalizing their names recommended, as we would capitalize Japanese, Canadian, or Palestinian.

Given that we are all treaty people, when possible, it is advisable to recognize the treaty area and/or traditional land of Indigenous peoples when gathering for worship or other events. Avoid using the term reserve, but instead treaty area, ancestral lands or home.

Resources for acknowledging treaty area and traditional land can be found on the ELCIC website: elcic.ca/CompassionateJustice/IndigenousRightsandRelationships.cfm

When speaking about First Nations, Inuit and Métis the plural 'peoples' is preferred, as the singular 'people' does not articulate the separate origins and identities of the various groups. Indigenous is the preferred term over Aboriginal, as signified by the *United Nations Declaration on the Rights of Indigenous Peoples* (www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html).

First Nations are made of various and diverse peoples, so it is advisable to use the specific names of nations, communities or bands when referring to First Nations.

Métis people are historically the descendants of French fur trappers and Indigenous women, but over time the term Métis has come to refer to people of mixed European and Indigenous ancestry across Canada, and a specific community of people—defined as the Métis Nation— which originated largely in Western Canada and emerged as a political force in the 19th century, radiating outwards from the Red River Settlement. However, not all people of mixed ancestry consider themselves Métis.

Inuit people are Indigenous peoples who live in or are descended from people originating from Canada's North. The singular of Inuit is Inuk.

Language use to respectfully and correctly identify and speak about Indigenous People's is always evolving and so it is advisable, when given the opportunity, to ask how people would like to be identified.

2. Gender, Gender Identity, Sexual Orientation

Our communities are filled with diverse populations who reflect the beauty of God's good creation. As we gather, we can welcome people by using language that actively reflects the variety of identities we have come to know within our context.

Women and men, transgender and non-binary people, members of the lesbian, gay, bisexual, queer, two-spirit, asexual, and heterosexual communities—regardless of age—deserve to have their individual identities, titles, and pronouns respected and upheld within their communities of faith. While it isn't required to know all of these terms, it is critical that we have a general understanding of the range of identities we have been gifted with by God and reflect that in our use of language with one another.

- ***Gender***

  As we consider the language we use it is important to acknowledge the historical and sub-conscious ways masculinity has come to limit the diversity of language expressed within our communities. In focusing our attention toward inclusive language, we actively work to re- centre our communication in more inclusive ways.

For example, when addressing groups of people, choose a neutral term that can encompass all genders and identities present, such as: everyone, folks, friends, y'all, young adults, or children. Similarly, terms that make distinctions based on gender can be replaced with inclusive alternatives like: humankind, families, spouse or partner, siblings, ancestors or people of God. If gendered terms must be used within a group setting try to incorporate a spectrum of identities by saying: brothers and sisters and siblings, husbands and wives and partners, friends and kin and family.

Another way to practice this is to avoid gendering roles or actions when talking about positions, opting for more inclusive options such as: president, chairperson, office administrator, spokes-person, supervisor, workforce, server, volunteer, constructed or of human origin. Likewise, titles, honorifics and pronouns should be used consistently for all people mentioned in stories or articles. However, if an individual objects to a term used to describe them, respect their request and remove the word or title.

- ***Gender Identity / Gender Expression***

The promotion of gender inclusive language also acts to support a welcoming community where all individuals can avoid unnecessary distinctions or assumptions surrounding their gender identity and gender expression. An individual's gender identity is their internal perception of their gender, which informs the pronouns they use, how they choose to identify themselves, and how they experience their gender regardless of their sex or outward gender expression. An individual's gender expression is the external presentation of one's gender identity through a combination of clothing, appearance, social behaviour, pronouns and other societal factors. It is also important to note that one's gender identity or expression is not necessarily connected with their sexual orientation.

Common identities for an individual's gender may include male, female, transgender or non-binary. These labels are often used as umbrella terms to describe how an individual communicates their gender within the world. It is important to remember that the gender identity of an individual may not conform to social expectations about gender based on anatomy and appearance, or to the gender assigned that individual at birth. As this is the case, it is inappropriate to ask a transgender or non-binary person about their bodies or personal medical history.

If you are unsure of a person's name, pronouns or gender identity, share your own before politely asking the individual to share their name, pronoun and identity with you. Affirm that you will respect their shared identity in response—even if you have previously known them by another name or pronoun.

- ***Terminology***

  - **Cisgender**: an umbrella term used to describe a person whose gender identity is congruent with the sex they were assigned at birth.

- **Gender Binary**: the idea that there are only two genders and that every person is one of those two.

- **Gender Expression**: the external display of one's gender, through a combination of dress, demeanor, social behavior, pronouns and other societal factors.

- **Gender Identity**: the internal perception of a person's gender and how they label themselves, or how a person feels on the inside regardless of their sex or gender expression. Common identity labels include man, woman, transgender, non-binary, gender queer and more.

- **Intersex**: an umbrella term used to describe a spectrum of people who have a combination of chromosomes, gonads, hormones, internal sex organs and genitals that differs from the assumed gender binary.

- **Non-binary**: a gender identity that indicates a person who identifies outside of the gender binary for any number of reasons. Common identity labels include gender fluid, gender queer, gender variant, agender, neutrois, gender neutral, enby, or androgynous.

- **Pronouns**: a term used to describe personal gender pronouns often used during introductions to reflect one's gender identity and expression. Common pronouns include: she/her/hers, he/him/his, they/them/their, xe/ xem/ xyr, and many other gender neutral options.

- **Sex:** a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female, male, or intersex at birth.

- **Transgender (trans)**: an umbrella term used to describe a spectrum of people who experience a disconnect between their sex and their gender identity or whose sex and gender identity are incongruent with the sex they were assigned at birth.

- **Two-Spirit**: an umbrella term traditionally used by some Indigenous Peoples to recognize individuals who possess qualities or fulfill roles of multiple gender identities.

- *Sexual Orientation*
  As we reflect on the language we use, it is important to acknowledge the inherent ways heteronormative standards have come to limit the diversity that is expressed within our society. In focusing our attention toward inclusive language, we can actively work to re-centre our communication in ways that honour all loving and caring relationships.

  The language we use to speak to lesbian, gay, bisexual, pansexual, asexual, and queer people can have a powerful impact on both our conversation and the welcome we extend. When we use inclusive language to refer to an individual's sexual orientation, we are actively respecting the identity of every individual. In doing so, we promote a safe and caring environment for all --whether they are a heterosexual (straight) or an LGBTQ2+ member of the community.

  It is important to note that "Queer" is an acceptable in-group umbrella term, but it is best

to avoid describing an individual or community as such unless they have specified that is how they wish to be identified. Similarly, one should avoid speculating about a person's sexual orientation, marital status, or family relations, unless they are invited into that conversation by the individual. The decision to invite someone into such a circle of knowledge is often called "coming out" and is a deeply personal and private decision made by the individual.

Coming out is a continual, lifelong process through which one's gender identity, and /or sexual orientation is shared within society. As this is the case, one should never "out" or involuntarily share about another person's gender identity, and /or sexual orientation with anyone.

It is also important to be mindful of the appropriate terms to use when referring to LGBTQ2+ individuals and couples within your community. While some LGBTQ2+ couples use the term husbands or wives following their wedding—not all couples do. Whenever speaking to couples attempt to use inclusive terms such as spouse, partner, significant other, or other half, to accompany more traditional terms like husband and wife.

- *Terminology*

  - **Asexual**: A term that describes a spectrum of people who may feel no sexual attraction towards people of any gender, and /or people who may desire some level of romantic relationship with some people. Aromantic is a related term indicating someone who does not seek or desire a romantic relationship (as opposed to sexual).

  - **Bisexual**: a term that describes someone attracted to their same gender and to another gender.

  - **Coming Out**: The process by which one accepts and/or comes to identify one's own sexuality or gender identity, and the process by which one shares one's sexuality or gender identity with others. This is a continual, life-long process.

  - **Gay**: a term that describes a man who is attracted to men. Also used by some women.

  - **Heteronormativity**: the assumption by individuals, institutions or within society that heterosexual orientation / heterosexuality is superior to all other sexualities. Leads to invisibility and stigmatizing of other sexualities.

  - **Heterosexual or Straight**: a term that describes someone sexually attracted to people of a different gender.

  - **Lesbian**: a term that describes a woman who is sexually attracted to women.

  - **2SLGBTQIA+**: an abbreviation or umbrella terms for Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, and Asexual people. The addition of the + recognizes the diversity of unnamed identities the abbreviation often comes to represent.

  - **Outing**: involuntary or unwanted disclosure of another person's sexual orientation or gender identity.

- **Queer**: for some, a reclaimed term used by members of the LGBTQ2+ community to describe people who identify as non-heterosexual, transgender, or who exist outside of the gender binary. Due to its historical use as a derogatory term, it is not embraced or used by all members of the LGBTQ2+ community.

- **Polyamory (Polya):** a term that describes a spectrum of people who have an orientation towards consensual non-monogamous relationships.

3. Race and Ethnicity

All persons share a common humanity. It is important to be inclusive and respectful of all cultural backgrounds and diversity. When we name our complex history with race and racism, it can assist us in repairing those broken relationships and moving us towards being a more inclusive church.

Generalizations and stereotyping based on race or ethnicity should not be used. Avoid identifying people by race, colour or national origin, unless it is appropriate for context, but do not assume a person's appearance defines their nationality or culture defines their nationality or cultural background.

Avoid singling out specific cultures or drawing undue attention to ethnic or racial background. When references are relevant and necessary, find the appropriate, accepted terminology and use the language preferred by the individual or group concerned.

Capitalize proper names of nationalities, peoples, races and tribes: e.g., Indigenous Peoples, Cree, Métis, Inuit, Arab, Caucasian, Jew, Latin, Asian, Catholic, Protestant, Muslim, Orthodox, French-Canadian, Asian. Black is acceptable in references to people of African descent. In the United States, African-American is used; in Canada, African-Canadian is sometimes used but not as frequently. Black and white do not name races and are lowercase. Some references can have negative racial connotations, avoid vocabulary that carries hierarchical valuation or portrays groups as inferior, criminal, or less valued than others.

Some individuals feel that language such as minority, visible minority and person of colour (PoC) are outdated; while others may use these terms themselves to self-identify. Individuals and groups should be identified by the names they choose for themselves. When in doubt, ask.

4. Final Thoughts

Language is an important vehicle in relationship building. It has power and not only conveys facts and ideas but also emotions and values. The use of inclusive language can reflect respect and honours the human dignity of all. Careful consideration of language benefits all people as we seek to communicate the love of God to all.

When there are questions or concerns that you have about how to best honour inclusive language in a unique context, engage those individuals and groups in conversation.

Individuals and groups should be identified by the names they choose for themselves, and their decisions should be affirmed.

Finally, when using this resource, please know that it is considered to be a living document that will constantly evolve.

Sources

In the preparation of this document, a number of resources were consulted including:

- Metropolitan Community Churches, Inclusive Language Guidelines http://mccchurch.org/files/2017/02/MCC-Inclusive-Language-Guidelines- 2017.pdf
- Queen's University, Inclusive Language Guidelines, www.queensu.ca/styleguide/inclusive language
- HR Council for the Nonprofit Sector, Diversity at Work: Inclusive Language Guidelines www.hrcouncil.ca/hr-toolkit/diversity-language-guidelines.cfm
- Its Pronounced Metrosexual, Comprehensive* List of LGBTQ+ Vocabulary Definitions www.itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/
- The Pride Center of Edmonton, "Affirming Sexual Orientation, Gender Expression and Gender Identity" Educational Guide, 2017
- Canadian Encyclopedia

12.   GRADING SYSTEM

Percentage	Literal Descriptor	Description
90-100	Exceptional	*A superior performance with consistent, strong evidence of*: -a comprehensive, incisive grasp of the subject matter; -an ability to make insightful critical evaluation of the material given; -an exceptional capacity for original, creative and/or logical thinking; -an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.
80-89	Excellent	*An excellent performance with strong evidence of*: -a comprehensive grasp of the subject matter; -an ability to make sound critical evaluation of the material given; -a very good capacity for original, creative and/or logical thinking; -an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.
70-79	Good	*A good performance with evidence of*: -a substantial knowledge of the subject matter; -a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques; -some capacity for original, creative and/or logical thinking; -a good ability to organize, to analyse and to examine the subject material in a critical and constructive manner.
65-69	Satisfactory	*A generally satisfactory and intellectually adequate performance with evidence of*: -an acceptable basic grasp of the subject material; -a fair understanding of the relevant issues; -a general familiarity with the relevant literature and techniques; -an ability to develop solutions to moderately difficult problems related to the subject material; -a moderate ability to examine the material in a critical and analytical manner.
60-64	Minimal Pass	*A barely acceptable performance with evidence of*: -a basic familiarity with the subject material; -some evidence that analytical skills have been developed; -some understanding of the relevant issues; -some familiarity with the relevant literature and techniques; -attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner are only partially successful. -remedial work may be required before proceeding to upper level courses in this subject area.
0-59	Fail	*Not acceptable performance* -insufficient grasp of the basic subject material -very little evidence of the development of analytical skills or an understanding of relevant issues

In addition, the following alternatives are used:

P*	Pass	W	Withdrawal
F*	Fail	WP* R	Withdrawal with Permission
AUD			Course was retaken

* Where classes are graded on a Pass/Fail basis or recorded as a Withdrawal with Permission, they are not included in the GPA.

13. FACULTY

WILLIAM H. HARRISON

President, 2017–; Director for Mission and Ministry, Anglican Diocese of Huron; Principal, Kootenay School of Ministry; Ministry Development Officer, Anglican Diocese of Kootenay; Vice-Principal, College of Emmanuel & St. Chad; Professor of Theology and Anglican Studies, College of Emmanuel & St. Chad; Registrar, College of Emmanuel & St. Chad. B.A. (*Hons.*), Carleton University; B.Th., St. Paul University/University of Ottawa; M.A., University of British Columbia – Okanagan; Ph.D. (Systematic Theology), Boston College, Boston, MA.

Pastoral Work: St. James the Less Anglican Church, Lumby, BC.
president.lts@saskatoontheologicalunion.ca

KAYKO DRIEDGER HESSLEIN

Dean of Studies, 2023-; William Hordern Professor of Theology, 2023-; Associate Academic Dean 2022-2023; Affiliate Faculty, LTS 2019-2023; Director of Contextual Education 2019-2023; Adjunct Faculty, LTS 2018-2019; Sessional Instructor, LTS, 2015-2018; B.Music, McGill University, Montreal, QC; M.Div (with honours) Lutheran Theological Seminary at Philadelphia, Philadelphia, PA; Ph.D. (Systematic Theology and History), Graduate Theological Union, Berkeley, CA., 2013.

Pastoral Work: Emmanuel Evangelical Lutheran Church, Toronto, ON., 2002-2008; St. John Lutheran Church, Calgary, AB., 2014-2017; Advent Lutheran Church, Calgary, AB., 2017-2020.
kayko.driedgerhesslein@saskatoontheologicalunion.ca

KYLE SCHIEFELBEIN-GUERRERO

Grace Professor of Leadership, 2023-; Director of Contextual Formation, 2023-; Steck-Miller Assistant Professor of Worship and Liturgy, United Lutheran Seminary, Philadelphia/Gettysburg, PA, 2019-2023; Lecturer in Theology and Educational Technology, Graduate Theological Union, Berkeley, CA, 2016-2019; Lecturer in Liturgical and Theological Studies, Pacific Lutheran Theological Seminary, Berkeley, CA, 2011-2016. B.A. (*summa cum laude*), University of Minnesota-Twin Cities, Minneapolis, MN; M.Div., Luther Seminary, St. Paul, MN; Ph.D. (Liturgical Studies and Systematic Theology), Graduate Theological Union, Berkeley, CA, 2015.

Pastoral Work: Bridge Pastor, St. Timothy Lutheran Church, Philadelphia, PA, 2022-2023; Co-Director of Worship Life, United Lutheran Seminary, Philadelphia/Gettysburg, PA, 2021-2023; Chair of Worship and Baptismal Formation Ministry Teams, St. Mark's Lutheran Church, San Francisco, CA, 2015-

2019.
ksg@sasaktoontheologicalunion.ca