

VERITAS COLLEGE INTERNATIONAL

2026–2027

Catalog

Veritas College International
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VERITAS
COLLEGE
INTERNATIONAL

Graduate School
Undergraduate School
Catalog
2026–2027

This catalog is not a contract. VCI has made every effort to reflect accurately its programs and degree requirements at the time of publication.

This catalog applies for the period July 1, 2026 to June 30, 2027

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Welcome to Veritas College International

Veritas College International (VCI) offers both graduate and undergraduate theological education through a global network of partner churches and institutions. Our training is the result of collaborative work between theological educators and practitioners from both the Majority World and the Western World.

While our students engage in study within their own cultural and national contexts, their theological reflections enrich the broader body of Christ worldwide. Through our Competency-Based Theological Education (CBTE) model, students are equipped to engage deeply with Scripture, assess the realities of their local environment, and develop contextually appropriate responses to the needs of the church and society. In doing so, they make a distinctive contribution to the fulfillment of the Great Commission.

Our CBTE programs are grounded in the Veritas educational philosophy known as Integrated Leadership Development (ILD). This church-based model integrates theological education into the life and mission of the local church, ensuring that training is directly relevant and beneficial to the ministry of the church and its calling to impact society. Students are mentored by faculty members who are committed to nurturing effective, contextually aware ministry leaders. Together, faculty and students participate in the life of the church and are committed to the global body of Christ.

We view students holistically, aiming to develop their character, knowledge, and skills. Our programs integrate practical Bible interpretation with ministry competencies: developing an overview of the message of Scripture, interpreting the biblical text, analyzing local cultural and societal contexts, applying biblical truths to shape worldview, and communicating the gospel effectively.

It is my prayer that the Lord will use this training to bless the church both in the Majority World and the West, as together we seek to advance the mission of God in the world.

Dr. Bennie Wolvaardt
President

History

For over 34 years, Veritas College International (VCI) has been equipping church leaders and believers across many countries, enabling them to teach and train others in their own contexts.

VCI was formally established as a charitable organization in the United Kingdom on 17 February 1992, with Dr. Bennie Wolvaardt as the founding CEO—a role he continues to fulfill today, supported by his wife, Moira.

The vision for VCI emerged from Bennie's extensive study of various theological training models. At the time, he was leading a residential Bible training program in England that he had developed. While students from different parts of the world participated in this program, several significant limitations became apparent:

- The residential model was financially prohibitive, especially for international students, due to travel, accommodation, and institutional overheads.
- The delivery model required a disproportionally large teaching staff for the number of students, limiting its scalability and cost-effectiveness.
- Many church leaders from Africa and other regions in the Majority World were unable to access this training without substantial scholarships.
- As Eastern Europe began to open up, traditional training models could not meet the growing need for equipping church leaders.

In response to these challenges, Bennie led the development of a new, scalable approach to theological education tailored to the ministry needs of local churches. This resulted in the founding of Veritas College International and the development of its contextualized, competency-based curriculum.

The first implementation of the new curriculum took place in 1993 at the Filadelfia Church in Timisoara, Romania. The training proved highly effective, confirming the viability of the model.

Since then, the Veritas network has expanded significantly. Today, VCI operates in more than 50 countries, with more than 50,000 annual course enrolments in its non-formal Foundation Training alone.

To further extend its global reach, Veritas College International was incorporated in the United States on 17 September 2001 in the State of Colorado as a key hub for the international network. In 2019, the U.S. incorporation was transferred to the State of Texas, where the institution now bases its accredited education programs.

In line with its commitment to bridging the divide between non-formal and formal theological education, VCI has developed undergraduate and graduate programs that articulate directly from its non-formal training. This is made possible through VCI's Competency-Based Theological Education (CBTE) approach, which enables learners to progress seamlessly from foundational modules to formal degree qualifications.

About VCI and the Wider Veritas Network

Veritas College International (VCI) is a faith-based, postsecondary institution dedicated to equipping Christian leaders through a comprehensive, Competency-Based Theological Education (CBTE) pathway. Although designated as a college, VCI functions with the scope and academic rigor of a university, offering programs that range from non-formal foundational training to advanced graduate-level degrees.

Progressive Ministry Education Pathway
VCI delivers theological education across four integrated levels:

1. **Non-Formal Foundation Training**
   This level consists of four core modules designed to empower local churches to train their own leaders to interpret, apply, and minister Scripture in their specific contexts. While not accredited, Foundation Training is the entry point into the Veritas educational pathway and the wider Veritas network of colleges currently serves more than 50,000 enrollments in approximately 50 countries worldwide.

2. **Non-Formal Facilitator Training**
   Once key leaders are trained as participants; they can be further equipped to serve as facilitators. This enables churches to train their own leaders within their local context. It also allows pastors to identify gifted individuals in non-formal training who can progress along the pathway and eventually pursue accredited theological education. In this way, the divide between formal and non-formal education is bridged.

3. **Undergraduate Programs**
   Building on the Foundation Training and Facilitator Training, VCI offers two undergraduate credentials:
   - Diploma in Theology (DipTh in Theology)
   - Associate of Arts in Theology (AATh in Theology)

   These accredited programs are adapted to meet U.S. academic standards and introduce students to formal theological education while remaining closely connected to ministry practice.

4. **Graduate Programs**
   These accredited programs reflect a higher level of academic rigor and are aligned with U.S. graduate education standards. They include:
   - Graduate Diploma in Biblical Ministry (GradDip)
   - Master of Arts in Biblical Ministry (MA)
   - Master of Divinity (MDiv)
   - Doctor of Ministry (DMin)

Each academic level builds intentionally on the previous one, forming a stacked credential framework. This design offers multiple entry and exit points, supporting both flexibility and academic coherence. Students demonstrate mastery of defined competencies before advancing to the next stage of their theological formation.

VCI's Educational Approach
VCI's mission is to provide high-quality, contextualized theological education that prepares students for faithful and effective ministry in their own cultures. Through its

innovative Integrated Leadership Development (ILD) model, VCI seeks to make theological training:

- Relevant and localized
- Affordable and accessible
- Ministry-oriented and church-based

Rather than investing in physical infrastructure, VCI partners with a global network of scholars, trained facilitators, and teaching churches, mobilizing the body of Christ to serve a lost and needy world. The result is a scalable training model that contributes to the fulfillment of the Great Commission.

At the heart of all three training levels are the essential ministry skills:

- Interpreting Scripture
- Applying biblical absolutes
- Ministering effectively in the local church context

This continuity enables those trained at higher levels to disciple and equip others, creating a multiplying effect throughout the church.

The Role of VCI

While autonomous, VCI plays a vital role within the broader Veritas network of colleges by providing accredited undergraduate and graduate programs. It prepares facilitators of the non-formal Foundation Training and Veritas leaders for more effective service and strengthens the church by equipping pastors and ministry leaders to meet the spiritual and practical needs of their communities.

Statement of Faith

- We believe that the Bible is the inspired Word of God and that its content and message is authoritative and completely trustworthy. It is therefore our supreme guide on what to believe and how to live.
- We believe that the One God revealed Himself to the world in three persons: Father, Son, and Holy Spirit.
- We believe that God is the Creator and Sustainer of the universe.
- We believe that all people are created in the image of God and that human life is therefore extremely valuable.
- We believe that sin entered into the world through the Fall and that all people became corrupted and alienated from God and each other as a result.
- We believe that because of sin, all people have to be reconciled to God through the new birth that is possible through faith in the saving work of Christ.
- We believe that the way in which God works out His saving purposes can be seen clearly in Biblical history, as He brought people from all nations to Himself.
- We believe that Jesus Christ is the Son of God, that He was born of the virgin Mary, both fully God and fully human.
- We believe that God proved His love for sinners through Jesus Christ taking the penalty of their sin upon Himself by dying on the cross on their behalf, that He rose bodily from the dead, and that He ascended to heaven where He intercedes for His people.
- We believe that all, irrespective of nationality or ethnicity, who repent of their sins, and put their trust in Jesus Christ as Lord and Savior, are declared righteous by God and receive the gifts of forgiveness and eternal life from Him.
- We believe that the Lord Jesus Christ will return personally and in glory. At that time, He will judge those who have passed away and those who are alive.

- We believe all people will rise from the dead, those who are in Christ, to enjoy eternal life with God, and those who are lost, to suffer eternal separation from Him.
- We believe in the Holy Spirit, who imparts new life to those who believe in Christ. Through His indwelling presence and transforming power, He gives assurance of salvation and eternal life and equips believers for holy living and effective service.
- We believe the church is the body of Christ and the fellowship of all believers. Within the church, all believers are priests, called to serve God and each other and commissioned to make disciples of all nations.

Vision of Veritas College International (VCI)

Equipping churches worldwide to interpret, live, and share the Biblical message.

Institutional Mission

To see church leaders worldwide prepared through distance higher education to glorify God by exercising strategic leadership; interpreting and applying the Bible in their own lives, their church ministries, and in their wider communities; and teaching others to do so also.

Institutional Goals

Students of Veritas College International worldwide will engage with:

1. Competency-Based Theological Education (CBTE) to prepare them as church leaders who glorify God in their lives and ministries
2. education that equips them to do theology themselves by interpreting Scripture responsibly and in-depth, and applying biblical truths to their ministry context
3. online learning resources appropriate to their learning and research needs
4. faculty and other college leaders who demonstrate strategic leadership and mentor them in their own leadership development
5. a learning community that motivates, challenges, and leads them to develop and grow as integrated people who are functioning maturely in all relationships
6. an institute of integrity constantly seeking excellence and effectiveness in education.

Statement of Rigor

Veritas College International (VCI) is committed to delivering theological education marked by academic integrity, spiritual formation, and ministry relevance. Grounded in the distinctive philosophy of Integrated Leadership Development (ILD), VCI challenges students at all levels to develop the competencies needed for faithful and effective ministry, contributing meaningfully to the fulfillment of the Great Commission.

Competency-Based and Contextualized Education
VCI serves a global network of churches and institutions by providing a structured pathway of Competency-Based Theological Education (CBTE). Programs are designed to develop the ability of students to:

- Interpret Scripture accurately using sound hermeneutical and exegetical methods
- Apply and communicate biblical truths in diverse local ministry contexts
- Lead effectively and biblically within the life of the church and wider society

Students engage in theological formation within their own cultural contexts, enabling them to develop relevant and contextual responses to ministry challenges. This theological reflection strengthens both local churches and the broader body of Christ.

Integrated Curriculum and Exegetical Methodology
The curriculum at both undergraduate and graduate levels is integrated, bringing together theological disciplines in a unified learning experience. Scripture is central to the learning process, supported by carefully developed study materials, academic commentaries, and selected textbooks.

As part of the exegetical process, students are required to master semantic discourse analysis. VCI employs a specific approach to both exegesis and semantic discourse analysis to equip students for in-depth interpretation of Scripture for ministry purposes. This methodology enables learners to uncover the structure, meaning, and communicative function of biblical texts in ways that enhance their preaching, teaching, and pastoral care.

Graduate-level content is designed to meet advanced academic expectations, while undergraduate programs introduce and reinforce the competencies appropriate to intermediate theological study. Each course (competency unit) includes clearly defined student learning outcomes aligned to its academic level.

Academic Standards and Assessment
VCI has assessed all program competencies and performance criteria using Bloom's Revised Taxonomy, ensuring alignment with established cognitive and knowledge dimensions. This taxonomy undergirds both undergraduate and graduate curricula, guiding students from basic comprehension to advanced analysis, evaluation, and synthesis.

Dedicated assessment instruments distinguish clearly between the academic expectations of undergraduate and graduate programs.

Governance and Academic Oversight
Academic quality is maintained through the oversight of the President, Academic Dean, Dean of Academic Operations, Director of Ministry and Spiritual Formation, Educational Advisor, and core faculty. This team ensures that all programs reflect theological integrity, academic rigor, and spiritual depth.

Instructional Approach
VCI employs a blended model of instruction that includes:
- Synchronous online sessions
- Facilitated support classes
- Student-guided self-study
- Practical, ministry-based assignments
- One-on-one instruction
- One-on-one mentoring.

This delivery approach fosters deep engagement with Scripture, peer learning, and the development of ministry-relevant competencies. Students are guided to think theologically, act pastorally, and grow spiritually.

Local Application and Global Relevance
Students analyze their own cultural and ministry contexts, applying biblical absolutes to address local needs and challenges. This contextual engagement results in theological insights that not only serve local churches but also contribute to the wider global conversation within the Christian faith.

Church-Based and Mission-Driven
Faithful to the ILD model, all VCI training is rooted in the life of the local church. Academic learning is designed to strengthen the church's witness and mission, ensuring that theological education remains practical, incarnational, and transformative. Faculty and students work together as fellow members of the body of Christ, united in purpose and service.

Authorization

VCI is incorporated in the State of Texas and has religious exemption from the Texas Higher Education Coordinating Board as well as exemption from Chapter 132 of the Texas Education Code through the Texas Workforce Commission to offer religious postsecondary education.

National Council for State Authorization Reciprocity Agreements (NC-SARA)

Veritas College International participates in the State Authorization Reciprocity Agreements.

SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a national council and administered by four regional education compacts.

Additional information on SARA, a map of SARA member states, and participating schools can be found at: www.nc-sara.org

Accreditation

Veritas College International is accredited by the Association for Biblical Higher Education Commission on Accreditation (5850 T. G. Lee Blvd., Ste. 130, Orlando, FL 32822, 407.207.0808) to grant certificates and degrees at the Associate, Baccalaureate, Master's, and Doctoral levels.

The ABHE Commission on Accreditation's recognition with the Council on Higher Education Accreditation (CHEA) includes certificates, diplomas, associate, baccalaureate, and graduate degrees, including doctoral degrees. The Commission's scope of recognition with the U.S. Department of Education does not include doctoral education.

Non-profit Status

Veritas College International is a registered 501(c)3 non-profit religious educational institution and has its offices in San Antonio, Texas, United States of America.

Structure

The campus of VCI is located in San Antonio, TX. The programs are offered through synchronous online education.

Every online program offers exactly the same VCI program. Quality assurance of the program is ensured by academically qualified VCI faculty members.

Eligibility

VCI targets students from the VCI network that consists of:

- denominations and churches that endorse the Veritas training
- churches or ministries that run the Veritas Foundation Training
- churches or ministries that support the applicants in their application
- staff and facilitators of Veritas ministry training programs.

Educational Effectiveness

VCI uses the following eight means to evaluate its effectiveness:

1. **Achievement of individual competencies**
   The goals of VCI form a unitary whole, where individual competencies support degree purposes, each of which in turn supports the mission and institutional goals of VCI.

   Mission and institutional goals of VCI
   ↑
   Purpose of each degree program
   ↑
   Individual competencies

   Consequently, VCI is progressing in achieving its mission and goals whenever students demonstrate competencies and are awarded VCI degrees.

2. **Student church roles**
   As the programs are church-integrated, students are required to be actively involved in church ministry. Through their studies they do not only learn in the context of their local church, but they also make a contribution to the church through their practical ministry assignments. VCI assesses the effectiveness of their church ministry according to the competencies for each ministry skill. VCI records the assessment results of each student, which in turn relates to the VCI mission and institutional goals as stated above.

3. **Student satisfaction surveys**
   VCI surveys students at the end of each unit to measure student satisfaction. Results are discussed by faculty and used for monitoring and reviewing the quality

and standards of our education as well as for the purpose of enhancing the quality of teaching and learning.

4. Graduation, employment, and retention rates

The most recent data collation was dated October 31, 2025

Cohort	Year started	Graduated	Year Graduated	Full time Ministry	Part time Ministry
MA Cairo 1	2011	12	2015	8	4
MA Cairo 2	2011	12	2016	6	6
MA Cairo 3	2015	8	2018	6	2
MA Cairo 4	2017	11	2020	8	3
MDIV San Antonio	2017	4	2021	2	2
MDIV Egypt	2017	4	2021	4	0
2020 MDIV Online	2020	6	2023	4	2
2020 MDIV Egypt Online	2020	10	2023	7	3
2020 MDIV Syria Online	2020	16	2023	13	3
2021 DMIN Online	2021	4	2023/4	3	1
2023 GRAD DIP Afrikaans	2023	7	2025	3	4
2023 GRAD DIP Egypt	2023	8	2025	5	3
2023 GRAD DIP English	2023	9	2025	2	7
2023 GRAD DIP Syria	2023	12	2025	11	1
2023 DMIN	2023	1	2025	0	1
2025 MDIV	2025	1	2025	1	0
Totals	**2011-2025**	**125**		**83**	**42**

Graduation rate—the percentage of students who successfully completed their degree between 2020 and 2025: 86%

Graduate employment rate—the percentage of students who are in:
- Full-time paid ministry: 66%
- Part-time ministry, paid or as volunteers: 34%

Retention rate: 100%

5. **Complaints**
   VCI has a detailed grievance policy outlining the procedures for students to follow in case they have complaints. VCI has not received any complaints from students through its complaint system, nor have any informal complaints been received. Students have the right to escalate their complaints to other platforms such as the Texas Higher Education Coordinating Board, ABHE and SARA if their complaints have not been addressed satisfactorily by the institution.

6. **Church feedback**
   Once students complete a program, their church leaders are asked for feedback on the quality and the relevance of the training. The feedback has been consistently positive.

7. **Assessment of Student Learning**
   Student learning is central to the mission of the institution, and its assessment is therefore of cardinal importance. The Academic Committee systematically reviews the effectiveness of Veritas College International's assessment processes and tools throughout each trimester. Based on these reviews, continuous improvements are recommended and implemented as appropriate. Evaluation results have consistently demonstrated that students are being assessed in alignment with the required competencies.

8. **Collation of staff observations**
   Staff observations of the development of the students are discussed at Academic Committee and Faculty Council meetings and recorded in the minutes.

Institutional Governance

The external Board of Directors is responsible for:
- determining VCI's mission and institutional goals
- overseeing the accomplishment of VCI's mission and institutional goals
- overseeing the general well-being of the organization
- overseeing the educational programs of VCI
- overseeing VCI finances
- appointing the President as the Chief Executive Officer.

The President reports to the Board of Directors and is responsible for the day-to-day organization and administration of the institution.

The Faculty Council is responsible for the quality of the academic functions.

Board Members

Dr. Renier Oosthuizen	Chairperson	Chartered accountant, merchant banker, private investor, and property developer
Dr. Sheridan Banks	Vice-Chairperson	Human Resources Practitioner, board member of non-profit organization, facilitator of Veritas foundation training, church leadership
Mr. Hein De Villiers	Board Member	Founder and CEO of chemical company, church leadership
The Right Reverend (Bishop) Alexander Maury Greene	Board Member	Bishop of the Anglican Mission in the America
Mr. Phillip Stofberg	Board Member	Founder and CEO of a multinational software company, private investor
Dr. Bennie Wolvaardt	President	Founder of Veritas College International – 1992, Author and Biblical software developer

Undergraduate Programs

VCI offers the following undergraduate programs:
- Diploma in Theology (DipTh) (27 credits)
- Associate of Arts in Theology degree (AATh) (33 credits)

Students are offered a flexible, stackable learning pathway that begins with the Diploma in Theology and culminates in the Associate of Arts in Theology degree.

These programs are designed to allow students to enter at the diploma level and, upon successful demonstration of the required competencies, continue seamlessly into the associate degree. Credits earned in the Diploma are fully transferable to the AA degree within the institution.

This structure enables learners to gain a recognized credential early in their theological studies while building toward a full undergraduate degree. Students who complete the Diploma may choose to exit with a valuable ministry qualification or apply to continue into the Associate of Arts degree program.

Diploma in Theology (Dip in Theology)

The Diploma in Theology is a professional qualification designed to:
- be appropriate for students in Christian ministry
- reflect VCI's unique Competency-Based Theological Education (CBTE) approach of Integrated Leadership Development (ILD)
- provide a diploma qualification for people in Christian ministry.

Student Learning Outcomes

Students will be able to practice as Christian ministers or ministry leaders with skills defined in terms of particular cultural milieus and areas of gifting. In particular, they will be able to:
1. form an overview of Scripture so that their theology can be based on an understanding of the overall message of all the Bible books
2. do exegesis of exposition/exhortation applied to the New Testament epistles, and exegesis of narrative applied to the Pentateuch and Old Testament historical books, using a form of semantic discourse analysis
3. discern the absolutes of a passage on which exegesis has been done and apply them to their local ministry context
4. apply the biblical absolutes in such a way that a biblical worldview is cultivated
5. develop a number of ministry skills that are effective in their own ministry setting.

These five main learning goals are taught in an interdisciplinary fashion, weaving them together as strands through an integrated educational approach. Students are required to integrate spiritual development during the completion of each competency unit.

Duration

The student learning outcomes of the Foundation Training are incorporated in the Diploma. Therefore, if students have achieved these learning outcomes before enrollment, the Diploma will typically be done over three trimesters.

Should VCI decide to run Diploma cohorts for which prior completion of the Foundation modules is not required, this material must then be covered in the program itself,

which will likely result in extending the typical program duration by additional trimesters.

As the program is offered within a cohort, students who do not complete within the three trimesters will need to obtain special permission to continue to work on the qualification and be required to pay a continuous enrollment fee.

Students who do not complete the program before applications close for the next Associate degree program will not be able to continue their studies with their current cohort. Instead, they will be required to apply to join a subsequent cohort.

Prerequisites

To be considered for admission, a student should have all of the following:

- a high school diploma*
- a suitable position in Christian ministry
- satisfactorily completed the first two non-formal VCI Foundation Training modules as the basic educational skills acquired through the Foundation Training are presupposed and further developed in the Diploma.

Successful facilitation of the Foundation Training modules will be considered a commendation for admission.

For general requirements: See General Admission Policies and Procedures.

* Matured persons (typically 21 or over) who meet all other admissions requirements but who do not have a high school diploma or equivalent can apply for pre-admission status if they demonstrate that they are likely to successfully complete the Diploma. This will typically be by demonstrating satisfactory mastery of the competencies required by the first two non-formal VCI Foundation Training modules.

Persons granted pre-admission status may participate in the intensives for the first four units of the Diploma. They may be formally admitted as Diploma students if they demonstrate sufficient mastery of these four units within the required time.

Persons who meet all admissions requirements but who are not considered as prepared by VCI for some reason, e.g., the applicant lacks certain skills such as technology skills, can apply for provisional admission status during which time they get the opportunity to demonstrate that they have mastered the lacking skills to successfully complete the Diploma.

Persons granted provisional admission status may participate in the program for the first four units of the Diploma. They may be formally admitted as Diploma students if they demonstrate sufficient mastery of these four units.

Competency Units (Courses)

For this three-trimester program (three trimesters per year) a total of 27 credits is required.

Diploma in Theology	**Total Credits: 27**

Unit	**Code**	**Credits**
New Testament Epistles	NT101	3
Exegesis and hermeneutics of exposition/exhortation literature applied to the New Testament epistles. Students learn to apply a model of Bible interpretation and application, and also explore three main kinds of translations.		
Communication Situation and Literary Context of the New Testament Epistles	NT102	2
Identify the communication situation and central message of the New Testament epistles.		
Evangelism	MIN101	2
Understand the biblical message and principles of evangelism, and do evangelism.		
Spiritual Growth	SPI101	2
Understand, apply, and demonstrate spiritual change and growth.		
Homiletics	MIN102	3
Prepare and deliver a short biblical message.		
Small Groups	MIN103	2
Prepare and lead a Bible study for a small group.		
Pentateuch and Old Testament Historical Books	OT101	3
Exegesis and hermeneutics of narrative literature applied to the Pentateuch and Old Testament historical books.		
Communication Situation and Literary Context of the Pentateuch and Old Testament Historical Books	OT102	2
Identify the communication situation and the central message of the Pentateuch and Old Testament historical books.		
Biblical Ethics	THE101	3
Exegesis and hermeneutics of the Ten Commandments and make biblical ethical decisions relevant to the student's own church or cultural context.		
Ecclesiology	THE102	2
Develop a strategy for improving the dynamics of church life within a small group.		
Biblical Family Relationships	MIN104	3
Identify and explain biblical family relationships and biblical principles of sexuality.		

Associate of Arts in Theology (AA in Theology)

The Associate of Arts in Theology incorporates the credits earned through the Diploma in Theology

The Associate of Arts in Theology is a degree designed to:

- be appropriate for students in Christian ministry
- reflect VCI's unique Competency-Based Theological Education (CBTE) approach of Integrated Leadership Development (ILD)
- provide an undergraduate degree for people in Christian ministry.

Student Learning Outcomes

Students will be able to practice independently as Christian ministers or ministry leaders, with skills defined in terms of particular cultural milieus and areas of gifting. In particular, they will be able to:

1. form an overview of Scripture so that their theology can be based on an understanding of the overall message of all the Bible books
2. do exegesis of all the major types of literature applied to all the groups of Bible books, using a form of semantic discourse analysis
3. discern the absolutes of a passage on which exegesis has been done and apply them to their local ministry context
4. apply the biblical absolutes in such a way that a biblical worldview is cultivated
5. develop ministry skills that are effective in their own ministry setting.

These five main learning goals are taught in an interdisciplinary fashion, weaving them together as strands through an integrated educational approach. Students are required to integrate spiritual development during the completion of each competency unit.

Duration

The learning outcomes of the Foundation Training are incorporated in the Associate degree. Therefore, if students have achieved these learning outcomes before enrollment, the Associate degree will typically be done over four trimesters.

Should VCI decide to run Associate degree cohorts for which prior completion of the Foundation modules is not required, this material must then be covered in the program itself, which will likely result in extending the typical program duration by additional trimesters.

As the degree program is offered within a cohort, students who do not complete within the four trimesters will need to obtain special permission to continue to work on the qualification and be required to pay a continuous enrollment fee.

Prerequisites

To be considered for admission, a student should have all of the following:

- successful and timely completion of the Diploma in Theology or the Australian accredited VCI Certificate IV in Biblical Ministry.
- a suitable position in Christian ministry
- satisfactorily completed the four non-formal VCI Foundation Training modules as the basic educational skills acquired through the Foundation Training are presupposed and further developed in the AA in Theology.

Successful facilitation of the Foundation Training modules will be considered a commendation for admission.

For general requirements: See General Admission Policies and Procedures.

Competency Units (Courses)

For this four-trimester program (three trimesters per year) a total of 33 credits is required.

Associate of Arts in Theology	**Total Credits: 33**

Unit	**Code**	**Credits**
Psalms	OT201	3
Exegesis and hermeneutics of biblical poetry applied to the Psalms.		
Worship	MIN201	2
Understand biblical worship and how to plan the leading of prayer, praise, and worship segments in a church meeting.		
Old Testament Wisdom Books	OT202	2
Exegesis and hermeneutics of biblical wisdom literature applied to the Old Testament wisdom books.		
Pastoral Care	MIN202	2
Provide biblically-based pastoral care to individuals.		
Old Testament Prophetic Books	OT203	3
Exegesis and hermeneutics of the Old Testament prophetic books.		
Communication Situation and Literary Context of the Old Testament Prophetic Books	OT204	2
Identify the communication situation and the central message of the Old Testament prophetic books.		
Church and Worldview	THE201	2
Formulate a biblical worldview that provides answers in the local context.		
Gospels and Acts	NT201	3
Exegesis and hermeneutics of the Synoptic Gospels, John's Gospel, and Acts.		
Communication Situation and Literary Context of the Gospels and Acts	NT202	2
Identify the communication situation and central message of the Gospels and Acts.		
Stewardship	MIN203	3
Develop a personal stewardship plan.		
Theological Education	MIN204	3
Develop the skills of others to interpret the Bible and apply its message.		
Revelation	NT203	3
Exegesis and hermeneutics of biblical apocalyptic literature applied to the book of Revelation.		
One of the following:		
Messages for Children	MIN205	3
Prepare and deliver a series of biblical messages for children.		
Homiletics	MIN206	3
Prepare and deliver a series of biblical messages or sermons.		
Bible Studies	MIN207	3
Prepare and deliver a series of Bible studies.		

Graduate Degrees

VCI offers a structured and progressive pathway through four graduate-level programs:

- Graduate Diploma in Biblical Ministry (Grad Dip) – 30 credits
- Master of Arts in Biblical Ministry (MA) – 60 credits, including the 30 credits from the Grad Dip
- Master of Divinity (MDiv) – 72 credits, including the 60 credits from the MA
- Doctor of Ministry (DMin) – 30 credits.

The first three programs are designed to build upon one another seamlessly. Students begin with the Graduate Diploma in Biblical Ministry. Upon successful completion, they may apply for admission to the Master of Arts in Biblical Ministry, and subsequently, to the Master of Divinity following successful completion of the MA.

Please note that admission to each subsequent program is not automatic. Students must submit a formal application and meet the admission requirements applicable at the time of entry into each program.

Graduate Diploma in Biblical Ministry

The Graduate Diploma in Biblical Ministry is a professional qualification designed to:

- be appropriate for students in Christian ministry
- reflect VCI's unique Competency-Based Theological Education (CBTE) approach of Integrated Leadership Development (ILD)
- provide a graduate qualification for people in Christian ministry whose first degree is not necessarily in theology.

Student Learning Outcomes

Students will be able to practice independently as Christian ministers or ministry leaders with skills defined in terms of particular cultural milieus and areas of gifting. In particular, they will be able to:

1. form an overview of Scripture so that their theology can be based on an understanding of the overall message of all the Bible books
2. do exegesis of exposition/exhortation and narrative as the major types of literature applied to the New Testament (NT) epistles, the Pentateuch and Old Testament (OT) historical books using a practical form of semantic discourse analysis and compare their findings with that of leading commentaries
3. discern the absolutes of a passage on which exegesis has been done and apply them to their local ministry context that they have analyzed
4. apply the biblical absolutes in such a way that a biblical worldview is cultivated
5. develop a number of ministry skills that are effective in their own ministry setting.

These five main learning goals are taught in an interdisciplinary fashion, weaving them together as strands through an integrated educational approach. Students are required to integrate spiritual development during the completion of each competency unit.

Duration

The learning outcomes of the Foundation Training are incorporated in the Graduate Diploma. Therefore, if students have achieved these learning outcomes before enrollment, the Graduate Diploma will typically be done over four trimesters.

Should VCI decide to offer a Graduate Diploma program for which prior completion of the Foundation modules is not required, this material must then be covered in the program itself, which will likely result in extending the typical program duration by additional trimesters.

As the degree program is offered within a cohort, students who do not complete within the four trimesters will need to obtain special permission to continue to work on the qualification and be required to pay a continuous enrollment fee.

Students who do not complete the program before applications close for the next MA program will not be able to continue their studies with their current cohort. Instead, they will be required to apply to join a subsequent cohort.

Prerequisites

To be considered for admission, a student should have all of the following:

- a bachelor's degree in any discipline (or its equivalent)*
- a suitable position in Christian ministry
- satisfactorily completed the first two non-formal VCI Foundation Training modules as the basic educational skills acquired through the Foundation Training are presupposed and further developed in the Graduate Diploma.

Successful facilitation of the Foundation Training modules will be considered a commendation for admission.

For general requirements: See General Admission Policies and Procedures.

* Persons who meet all other admission requirements but who do not have a bachelor's degree or equivalent can apply for pre-admission status if they demonstrate that they are likely to successfully complete the Graduate Diploma. To gain pre-admission status, students may be requested to submit a portfolio that provides: details of ministry experience; details of communication and computer literacy; written exegesis and hermeneutics of a passage from Paul's letters, and a passage of Old Testament narrative. The portfolio will be assessed based on the following criteria:

- skills in oral communication
- skills in written communication
- ability to think across cultural contexts
- ability to think in sequential logic.

Persons granted pre-admission status may participate in the intensives for the first five units of the Graduate Diploma. They may be formally admitted as Graduate Diploma students if they achieve a minimum grade of B for all five units within the required time.

Persons who meet all admission requirements but who are not considered as prepared by VCI for some reason, e.g., the applicant lacks certain skills such as technology skills, can apply for provisional admission status during which time they get the opportunity to demonstrate that they have mastered the lacking skills to successfully complete the Graduate Diploma.

Persons granted provisional admission status may participate in the program for the first trimester of the Graduate Diploma. They may be formally admitted as Graduate

Diploma students if they achieve a minimum grade of B for all the units of that trimester within the required time.

Competency Units (Courses)

For this four-trimester program (three trimesters per year) a total of 30 credits is required.

Graduate Diploma in Biblical Ministry (Four trimesters)	**Total Credits: 30**

Unit	**Code**	**Credits**
New Testament Epistles	NT501	3
Exegesis of exposition/exhortation literature applied to the exegesis and hermeneutics of the New Testament epistles. Students learn to apply a model of Bible interpretation and application, and also explore three main kinds of translations.		
Communication Situation and Literary Context of the New Testament Epistles	NT502	2
Identifying the communication situation and central message of the New Testament epistles within their historical contexts.		
Church and Worldview	THE503	3
Providing biblical answers for the church on worldview, including formulating a biblical worldview, identifying the local worldview, and comparing them.		
Small Groups	MIN502	3
Preparing and leading Bible studies for a small group.		
Homiletics 1	MIN501	3
Preparing and delivering biblical messages purposefully and effectively within a specific context.		
Church History	HIS501	3
Gaining insights into the historical development of the student's own church to better understand its place within the broader church community.		
Pentateuch and Old Testament Historical Books	OT501	3
Exegesis of narrative literature applied to the exegesis and hermeneutics of the Pentateuch and Old Testament historical books.		
Communication Situation and Literary Context of the Pentateuch and Old Testament Historical Books	OT502	2
Identifying the communication situation and the central message of the Pentateuch and Old Testament historical books within their historical contexts.		
Biblical Ethics	THE501	3
Exegesis and hermeneutics of the Ten Commandments and making biblical ethical decisions relevant to the student's own church or cultural context.		
Spiritual Growth for Leaders	SPI501	2
Developing the tools to attain and maintain a continued deepening of one's personal spiritual life, which will also reflect in Christian ministry.		
Ecclesiology	THE502	3
Developing a strategy to improve the dynamics of church life.		

Master of Arts in Biblical Ministry

The Master of Arts in Biblical Ministry incorporates the Graduate Diploma in Biblical Ministry.

The Master of Arts in Biblical Ministry is a professional degree designed to:

- be appropriate for students in Christian ministry
- reflect VCI's unique Competency-Based Theological Education (CBTE) approach of Integrated Leadership Development (ILD)
- provide a master's degree for people in Christian ministry.

Student Learning Outcomes

Students will be able to practice independently as Christian ministers, with skills defined in terms of particular cultural milieus and areas of gifting. In particular, they will be able to:

1. form an overview of Scripture so that their theology can be based on an understanding of the overall message of all the Bible books
2. do exegesis of all the major types of literature applied to all the groups of Bible books using a practical form of semantic discourse analysis and compare their findings with that of leading commentaries
3. discern the absolutes of a passage on which exegesis has been done and apply them to their local ministry context that they have analyzed
4. apply the biblical absolutes in such a way that a biblical worldview is cultivated
5. develop ministry skills that are effective in their own ministry setting.

These five main learning goals are taught in an interdisciplinary fashion, weaving them together as strands through an integrated educational approach. Students are required to integrate spiritual development during the completion of each competency unit.

Duration

The learning outcomes of the Foundation Training are incorporated in the MA. Therefore, if students have achieved these learning outcomes before enrollment, the MA will typically be done over five trimesters (post acquiring the Graduate Diploma).

Should VCI decide to run MA cohorts for which prior completion of the Foundation modules is not required, this material must then be covered in the program itself, which will likely result in extending the typical program duration by additional trimesters.

As the degree program is offered within a cohort, students who do not complete within the five trimesters will need to obtain special permission to continue to work on the qualification and be required to pay a continuous enrollment fee.

Students who do not complete the program before applications close for the next MDiv program will not be able to continue their studies with their current cohort. Instead, they will be required to apply to join a subsequent cohort.

Prerequisites

To be considered for admission, a student should have all of the following:

- successful and timely completion of the Graduate Diploma in Biblical Ministry
- a suitable position in Christian ministry

- satisfactorily completed the four non-formal VCI Foundation Training modules as the basic educational skills acquired through the Foundation Training are presupposed and further developed in the MA.

For general requirements: See General Admission Policies and Procedures.

Competency Units (Courses)

For this five-trimester program (three trimesters per year) 30 credits are required.

Master of Arts in Biblical Ministry (Five trimesters)	**Total Credits: 30**

Unit	**Code**	**Credits**
Theological Education	MIN605	3
Learning to facilitate Integrated Leadership Development in local contexts, which involves adjusting theological education to the needs and circumstances of local churches, facilitating students to do theology in context, applying techniques for leading discussions, and optimizing effectiveness.		
Biblical Evangelism	MIN607	3
Understanding the biblical message and principles of evangelism, applying them effectively in the local context, and empowering others to evangelize.		
Psalms	OT601	3
Exegesis of biblical poetry applied to the exegesis and hermeneutics of the Psalms.		
Worship	MIN601	2
Understanding biblical worship and how to plan and lead the prayer, praise, and worship segments in a church service.		
Old Testament Wisdom Books	OT602	2
Exegesis of biblical wisdom literature applied to the exegesis and hermeneutics of the Old Testament wisdom books.		
Old Testament Prophetic Books	OT603	3
Exegesis and hermeneutics of the Old Testament prophetic books.		
Communication Situation and Literary Context of the Old Testament Prophetic Books	OT604	2
Analyzing the communication situation and central message of the Old Testament prophetic books.		
Spiritual Growth for Leaders	SPI601	3
Developing the tools to attain and maintain a continued deepening of one's personal spiritual life, which will also reflect in Christian ministry.		
Gospels and Acts	NT601	3
Exegesis and hermeneutics of the Synoptic Gospels, John's Gospel, and Acts.		
Stewardship	MIN603	2
Developing a personal and a ministry stewardship plan.		
Revelation	NT602	2
Exegesis of biblical apocalyptic literature applied to the exegesis and hermeneutics of the book of Revelation.		
Communication Situation and Literary Context of the Gospels, and Acts	NT603	2
Identifying the communication situation and central message of the Gospels, and Acts.		

Master of Divinity

The Master of Divinity incorporates the Graduate Diploma and the Master of Arts in Biblical Ministry.

The Master of Divinity is a professional degree designed to:

- be appropriate for students in Christian ministry
- reflect VCI's unique Competency-Based Theological Education (CBTE) approach of Integrated Leadership Development (ILD)
- provide a master's degree for people in Christian ministry.

Student Learning Outcomes

Students will be able to practice independently as Christian ministers, with skills defined in terms of particular cultural milieus and areas of gifting. In particular, they will be able to:

1. form an overview of Scripture so that their theology can be based on an understanding of the overall message of all the Bible books
2. do exegesis of all the major types of literature applied to all the groups of Bible books using a practical form of semantic discourse analysis and compare their findings with those of leading commentaries
3. discern the absolutes of a passage on which exegesis has been done and apply them to their local ministry context that they have analyzed
4. apply the biblical absolutes in such a way that a biblical worldview is cultivated
5. develop ministry skills that are effective in their own ministry setting.

These five main learning goals are taught in an interdisciplinary fashion, weaving them together as strands through an integrated educational approach. Students are required to integrate spiritual development during the completion of each competency unit.

Duration

The learning outcomes of the Foundation Training are incorporated in the MDiv. Therefore, if students have achieved these learning outcomes before enrollment, the MDiv will typically be done over two trimesters (post acquiring the Graduate Diploma and MA).

Should VCI decide to run MDiv cohorts for which prior completion of the Foundation modules is not required, this material must then be covered in the program itself, which will likely result in extending the typical program duration by additional trimesters.

Prerequisites

To be considered for admission, a student should have all of the following:

- successful and timely completion of the MA in Biblical Ministry
- a suitable position in Christian ministry
- satisfactorily completed the four non-formal VCI Foundation Training modules as the basic educational skills acquired through the Foundation Training are presupposed and further developed in the Master of Divinity.

For general requirements: See General Admission Policies and Procedures.

Competency Units (Courses)

For this two-trimester program 12 credits are required.

Master of Divinity (Two trimesters)	**Total Credits: 12**

Unit	**Code**	**Credits**
Homiletics 2	MIN707	3
Preparing and delivering a series of biblical messages selected from the following: sermons, biblical messages, children's messages, or young people's messages.		
Pastoral Care of Individuals	MIN708	3
Providing biblically-based pastoral care to individuals in a church or ministry situation (excluding close family members).		
Biblical Family Relationships	MIN709	3
Promoting biblical family relationships and biblical principles of sexuality.		

Electives:

Church Leadership (attendance required if not taken for credits)	MIN710	3
Identifying and applying the biblical requirements for leadership in the church.		
OR		
Greek	NT701	3
Acquiring a basic competency of NT Greek in order to do semantic discourse analysis with the help of an interlinear Greek-English translation of the NT and to consult commentaries that deal with the NT Greek text.		

Doctor of Ministry

The Doctor of Ministry is the highest professional qualification in the practice of Christian ministry, signifying strategic leadership in a specialized field. It is for people who have professional experience in Christian ministry and who wish to prepare for strategic leadership.

Students will be able to provide strategic leadership, being able to plan and implement a major strategic change in an area of Christian ministry. This involves demonstrating leadership and initiative, and managing local implementation.

A successful graduate of the VCI Doctor of Ministry has made a significant contribution to the professional practice of Christian ministry.

In line with the educational philosophy of VCI, the Doctor of Ministry program takes an integrative approach in which all units support the dissertation.

Student Learning Outcomes

The Doctor of Ministry degree is earned on the basis of the successful completion of advanced coursework and a significant project of applied research in the field of Christian ministry to be reflected in a dissertation.

Students must be able to:
1. identify a significant, complex need in a ministry context
2. systematically address the need with an original project of applied research that reflects the highest level of professional practice
3. provide evidence of initiative and independent thought
4. contribute significantly to professional practice of Christian ministry
5. show proficiency in methods and techniques of applied research
6. present formal written work using scholarly style and presentation appropriate to a publishable manuscript.

The dissertation has the following characteristics:
1. It is based on a specialized topic and an original research problem or question.
2. The dissertation has wider application in ministry practice, beyond the student's own context.
    - It should be useful in the practice of ministry.
    - It contains appropriate theoretical content and reflection.
    - It contains a review of similar cases and practices beyond the student's own context.
    - It is presented according to academic standards for publishable work.
    - It is either published as a model for other ministries to implement or contains a guide for wider implementation.

Duration

The Doctor of Ministry must be completed within a timeframe of no less than two years, and no more than four years, from the initial enrollment date.

Prerequisites

To be considered for admission, a student should have all of the following:
- at least three years' experience in Christian ministry

- the Master of Divinity or an equivalent theological degree with an average grade of at least an A-
- satisfactory completion of the VCI Foundation Training
- be staff or volunteers of VCI ministry training programs, and/or be active in a senior leadership position in Christian ministry in their local church or Christian ministry organization.

For general requirements: See General Admission Policies and Procedures.

Competency Units (Courses)

The Doctor of Ministry comprises 30 credits, all of which are required:

Doctor of Ministry	**Total Credits: 30**

Unit	**Code**	**Credits**
Research and Writing	RES801	3

Learning the specific conventions of scholarly writing at doctoral level, including the requirements and processes for the proposal, the submission for ethical approval, the literature review, scholarly conventions for language and objectivity, working with supervisors, and final writing.

Project Proposal	RES802	3

Comparing different kinds of dissertations and projects, selecting and defining a topic, planning a suitable project for the Doctor of Ministry dissertation, establishing the alignment of the plan, and presenting it in an acceptable prospectus or proposal.

Literature Review	RES803	3

Selecting and reviewing scholarly and professional literature relevant to the dissertation topic. Analyzing and critically reflecting on the selected literature. Examining a variety of cases or practices similar to the project.

Context and Needs Analysis	RES804	3

Exploring relevant cultural factors that affect the specific context of the dissertation topic, including social and worldview aspects, and an analysis of the needs of different parties involved in the ministry situation.

Biblical Basis	RES805	3

Exploring the biblical basis of the dissertation topic including exegesis of relevant passages of Scripture and theological reflection.

Fieldwork	RES806	3

Planning, implementing, and evaluating empirical research related to the dissertation topic.

Evaluation and Conclusion	RES807	3

Analyzing, evaluating, and integrating the different components of the study culminating in a meaningful conclusion.

Dissertation	RES808	6

Writing a well-structured dissertation to a doctoral standard integrating the research conclusions of the literature review, exegesis, and fieldwork to address the research problem in the specific context and indicating the possible wider application of the final evaluation and conclusions.

Oral Defense	RES809	3

The oral defense of the dissertation contains a presentation and a defense before a panel of examiners.

General Admission Policies and Procedures

How to Apply

Prospective students should complete the following steps when applying for admission:

1. Review the information about VCI and its programs available on the institution's website (www.veritascollege.org) and in this Catalog.
2. Attend an information session, where applicable.
3. Confirm that you meet all academic and general admission requirements for the program you wish to pursue.
4. Ensure that you are currently serving in a ministry role that is appropriate and consistent with the program for which you are applying.
5. Determine whether you will require a payment plan for tuition and fees.
6. Contact VCI by email to discuss your application and any questions regarding the admissions process: he-admissions@veritascollege.edu
7. Submit the completed application forms to VCI through the application link provided by the admissions officer.
8. Arrange for official transcripts and certified copies of all prerequisite qualifications to be sent directly to VCI by your high school and/or postsecondary institution(s).
9. Forward the Reference Form to your church or ministry leader, who must complete the form and submit it directly to VCI by email: he-admissions@veritascollege.edu
10. Upon receipt of all required documentation VCI will review and process your application. Applicants will then be notified of one of the following outcomes:
    - full acceptance
    - acceptance on a pre-admission basis
    - recommendation to apply for an alternative program
    - provisional acceptance
    - bridging program required (see 'Bridging requirements' below)
    - non-acceptance.
11. The admissions officer will notify applicants in writing of the final admission decision.
12. Admission to one program does not guarantee admission to subsequent programs. Separate admission requirements and approval processes will apply.

Admission Decisions

The institution maintains enrollment limits for each cohort and considers a range of factors when evaluating applications. Admission decisions are made on an individual basis and are confidential. Information regarding an applicant's admission status will not be disclosed to any third party without the applicant's authorization, except where required by law. Admission decisions are final, and the institution does not disclose the specific reasons underlying admission or non-admission decisions.

Transfer of Credit

Due to our educational philosophy, specific and detailed student learning outcomes, and unique curriculum, which builds up from our Foundation Training, the institution does not accept transfer students.

Required Bachelor's Degree

Applicants' bachelor's degrees must be accredited by either a CHEA-recognized accrediting agency or the appropriate government accreditation authority in the country where the degree was awarded.

If a student's degree is from a country where no local accreditation for Christian theological degrees is available, then VCI will establish the acceptability of the degree through local referees.

Qualifying degrees must be documented by an official transcript sent directly to VCI by the issuing institution. Alternatively, VCI may accept certified copies of the official transcript or degree certificate.

Bridging Requirements

1. VCI may require an applicant to complete a bridging program if it determines that the applicant lacks sufficiently broad or current knowledge in their intended field of professional study. Such deficiencies may arise from one or more of the following circumstances:
   - A significant period has elapsed since the applicant obtained the qualification, with limited or no relevant professional engagement during the intervening period.
   - The applicant's prerequisite qualification does not provide adequate preparation for the intended program (e.g., where the program involves interdisciplinary research and the applicant lacks sufficient background in one or more relevant disciplines).
2. Work completed as part of the bridging program may, upon admission, be credited toward the student's program of study. Where appropriate, written work produced during the bridging program may be incorporated into the student's thesis or dissertation.
3. Students must successfully complete all bridging requirements before they can be formally admitted to the program.

General Requirements

1. Applicants must be regular attendees of a local church and actively involved in Christian ministry within a church or Christian ministry organization.
2. Applications must be accompanied by a satisfactory reference from a pastor, church/ministry board, ministry leader, and/or Veritas facilitator. VCI reserves the right to request additional references where necessary.
3. Applicants must have the opportunity to undertake practical ministry projects within a church or ministry setting and must obtain permission from their church or ministry leaders to do so.
4. Applicants must agree to VCI's Statement of Faith.
5. Applicants must agree to VCI's Position Statement Religious Freedom and Human Sexuality.
6. Students are expected to demonstrate biblical values in their personal conduct and lifestyle consistent with the ministry for which they are preparing.
7. Students must comply with the student code of conduct.
8. Applications will only be considered where adequate resources are available to support participation in the program.

Required Computer Access

As programs are offered as distance education, students should have adequate, frequent access to a computer that has:

- an up-to-date operating system
- an up-to-date Internet browser
- a word processor
- an updated anti-virus program
- an e-mail account
- an adequate high speed internet connection
- a pdf editor
- a webcam
- microphone
- speakers or headphones.

Students also need access to a smart phone with video recording and uploading abilities to share their practical assignments with their professors.

Non-discrimination Policy

1. VCI programs are open to qualified applicants regardless of social status, age, physical ability, biological sex, or racial, ethnic, cultural, or linguistic background.
2. Staff are required to treat all students equitably, fairly, and with respect and consideration.
3. Staff are required to provide all students an environment free from discrimination and harassment, and unfair treatment.

Position Statement Religious Freedom and Human Sexuality

1. Our Statement of Faith, and the Tenets of Faith of our accrediting body ABHE that we subscribe to, are grounded in historic Christian orthodoxy which is, in turn, grounded in the teachings of the Bible as broadly and consistently understood in the mainstream of protestant Christian tradition. We believe the Bible to be the inspired, the only infallible, authoritative word of God. Therefore, everything we say and do must be under the guidance and authority of Scripture. Our integrity depends on consistent application of commonly understood biblical truths.
2. We are persuaded that the matter of human sexuality and gender is fundamental to biblical cosmology, not merely biblical morality. Beginning with the Genesis account of Divine Creation and continuing consistently throughout all of Scripture's canon, God's original and ongoing intent and action entails the creation of humanity manifest as two distinct sexes, male and female.
3. While due to human sin and brokenness, our experience of our sex and gender is not always that which God the Creator originally designed, we yet affirm God's capacity to heal and transform our brokenness. In light of this foundational understanding of creation, fall, and redemption, we do not affirm the resolution of tension between one's biological sex and one's experience of gender by the adoption of a psychological identity discordant with one's birth sex. Our institutional policies and institutional decisions in matters such as employee hiring and retention, and in student admissions, retention, and community life, should be interpreted in the light of these convictions.
4. We uphold the sanctity of marriage as God-ordained, a special, exclusive lifelong union between one biological man and one biological woman, within which sexual relations are honored and affirmed by God. We share the conviction that all sexual unions outside of marriage as thus defined deviate from the Creator's design and

are sinful and thus ultimately detrimental to human flourishing. In dealing with sexual sins outside of marriage, we must be attentive to Scripture and therefore consistent in applying campus employment, admission, and community behavioral standards policies to all expressions of sexual identity and behavior.

5. We affirm the dignity of all human beings and we deplore all forms of sexual harassment and violence. The Bible calls upon us to respect people even though we may disagree with them. We will demonstrate civility and compassion as we engage in dialogue with those whose beliefs, self-identification, and behaviors deviate from biblical standards. We will seek to embody the gentle and patient love of Christ for all.
6. We will also separate the value and identity of each person from the behavioral choices one makes. We must never reject people, but only those actions that Scripture defines as immoral. We rejoice in the fact that God welcomes, embraces, forgives, and heals all people who are responding to His grace. We must also extend the same grace and forgiveness to those we may discipline for violating institutional standards for biblical living.
7. We will be vigilant in defending our rights as a faith-based organization, as expressed in the federal constitutions of the United States. While some within the educational community may not always agree with us on specific positions, we believe all leaders in higher learning and the extended society have a stake in preserving basic freedoms and we, therefore, encourage them to join us in defending these basic rights.
8. It is our desire to respond to this current challenge with resolve and sensitivity. We stand for the clear moral teaching of the Bible while demonstrating compassion for those with whom we may disagree. Just as Christ had a "love morality" that was combined with a "law morality," may we also find that healthy balance as we seek to represent our Lord in the higher education arena and the larger society.

    Source: Association for Biblical Higher Education (ABHE). Adapted with minor editorial revisions for Veritas College International. The substance of the original statement has been retained.

Disability

1. Students with a physical disability are encouraged to seek advice on any adjustments that may be necessary to provide a fair opportunity for the successful completion of their studies:
    - Students are entitled to reasonable adjustments or accommodations that support equitable participation and successful completion of their studies.
    - Any adjustment must not impose an unreasonable financial burden on the program, or compromise the academic requirements of the program.
    - Adjustments will not be provided where they are unlikely to make a meaningful difference to the assessment outcome or where the absence of an adjustment would result in little or no disadvantage to the student.
2. Prospective students with a disability or special need that may affect their ability to participate successfully in a course are responsible for informing the admissions officer before applying. In such cases applicants will be advised if supporting medical or professional documentation is required.
3. VCI will assess each situation individually and whether adjustments can enable the student to successfully complete the program.
4. VCI is committed to handling Protected/Personal Health Information (PHI) in accordance with all applicable laws, regulations and privacy requirements.

Language

Programs will only be offered in another language if the institution has adequate staff, resources, and quality assurance measures to support instruction in that language.

Counseling, Employment, and Alumni Services

Students and alumni may request guidance, information and counsel regarding future career opportunities, ministry pathways, and further study.

As many students are already engaged in church ministry and may serve in cultural contexts different from those of institutional staff, the institution may, where appropriate, involve the student's church or ministry leaders in related discussions and support processes.

The institution does not guarantee employment, provide job search or placement services, handle immigration matters, or offer immigration advice of any kind.

Academic Calendar

The official academic year of VCI consists of three trimesters:

- Fall Trimester (beginning in September)
- Spring (beginning in January)
- Summer (beginning in May).

The census date for the academic year is October 31.

Each online cohort will commence in the trimester determined by the institution and will follow the academic schedule established for that cohort, including dates for online meetings and assignment deadlines.

Scheduling of Units

At the beginning of each trimester, students will receive a schedule that outlines session dates, unit timelines, and expected completion requirements. Each unit will begin with an overview of its student learning outcomes and associated assignments.

Seeking Assistance

Students are encouraged to seek assistance whenever needed, particularly if they encounter communication difficulties. Because the institution serves students from diverse cultural and linguistic backgrounds across multiple time zones and communication platforms, misunderstandings may occasionally occur. Students are therefore encouraged to communicate promptly with faculty or administration when clarification or support is needed.

Student ID Cards

VCI does not issue student identification cards. Students who require proof of enrollment may request an official letter from the registrar confirming their enrollment status.

Students requiring documentation for a specific purpose, such as access to another institution's library or facilities, may request a customized letter from the registrar and should provide the relevant details for that request.

Fees and Finances

Schedule of Fees: 2026-27

1. Veritas College International charges the following tuition fees:

   Undergraduate Programs:
   - $1,000 per trimester
   - 3 trimesters per year
   - Total annual tuition: $3,000

   Graduate Programs:
   - $1,400 per trimester
   - 3 trimesters per year
   - Total annual tuition: $4,200

   Total program fees—assuming the student completes the program within the standard time frame without interruptions or extended enrollment:

Diploma:	$3,000 (3 trimesters)
Associate Degree:	$4,000 (4 trimesters) ($7,000 including Diploma)
Graduate Diploma:	$5,600 (4 trimesters)
Master of Arts:	$7,000 (5 trimesters) ($12,600 including Grad Dip)
Master of Divinity:	$2,800 (2 trimesters) ($15,400 including Grad Dip & MA)
Doctor of Ministry:	$15,000 (2-4 years)
Registration fee:	$75

2. To support access to higher education globally, the institution may, at its discretion, offer reduced tuition rates to students residing in certain developing countries.
3. The registration fee is payable within seven working days of admission into the program and is non-refundable.
4. Tuition fees are billed on a trimester basis at the commencement of each trimester and must be paid within seven working days, unless an approved payment plan has been arranged in advance.
5. Tuition fees are calculated on the assumption that students successfully complete each unit within the allocated timeframe.
6. Students who do not complete their program within the prescribed schedule will be required to pay a continuous enrollment fee of $700 per trimester.
7. Tuition fees include admission processing, evaluation of U.S. transcripts, tuition, electronic copies of required study materials, and assessment services. Fees do *not* include:
   - other student expenses, including but not limited to computers, printed materials, field research costs, or supplementary resources not required by the program
   - evaluation of non-U.S. transcripts or qualifications.
8. Optional or special services, including expedited shipment of materials, experiential portfolio assessment, or dissertation binding, are not included in tuition fees and will incur additional charges.

Payment Plans

A payment plan is a structured arrangement designed to assist students who are unable to pay tuition in full at the beginning of a trimester. It allows tuition to be paid

in monthly installments, according to a schedule established at the start of the trimester.

Students are required to adhere strictly to the agreed monthly payment due dates. If a payment is missed without prior communication and approval from the Finance Office, the student may become ineligible to continue under the payment plan.

Please note that the monthly payment plan is intended to distribute tuition payments across the duration of the trimester. It is not designed to defer full tuition payment until the end of the trimester.

How to apply or obtain additional information: Contact the registrar: he-admissions@veritascollege.edu

General

1. Tuition fees are subject to change; however, once a student is continuously enrolled in a specific program, VCI will not increase fees for that program for that student. Re-enrollment in the same program will be subject to the current fee structure at the time of re-enrollment.
2. All Fees are payable in U.S. dollars (USD).
3. Payment details will be provided on the official invoice issued by the institution.

Financial Advice

The institution provides access to financial counseling services to support students in making informed decisions about the financial aspects of their studies. Students may require financial advice in relation to:

- planning tuition payments;
- managing travel costs associated with their studies;
- balancing reduced income due to time away from work; or
- responding to unexpected changes in circumstances such as job loss, illness, relocation, or family emergencies.

Students seeking financial guidance are encouraged to first contact their academic cohort manager for assistance. All inquiries are treated confidentially; however, staff may only provide advice within the limits of their professional expertise and may refer students to appropriate external resources where necessary.

Reduced Tuition

To support access to higher education globally, the institution may, at its discretion, offer reduced tuition rates to students residing in certain developing countries.

In addition, students in countries subject to either full or reduced tuition rates may apply for additional tuition assistance based on their individual circumstances. Such requests are considered on a case-by-case basis and may take into account factors such as the applicant's:

- involvement in Christian ministry
- engagement with the institution
- financial capacity, including current income levels and the relative strength of their local currency.

Applicants seeking reduced tuition must submit an Application Form for Reduced Tuition together with their program application. Successful applicants will be notified in writing and all decisions are final.

Reduced tuition is awarded on the condition that students maintain regular attendance, demonstrate satisfactory academic progress, and meet all the program requirements.

If a student's financial circumstances change after reduced tuition has been granted, VCI reserves the right to adjust the level of support accordingly.

A new application for reduced tuition must be submitted each time a student applies for a new program.

Financial Aid

As the institution is not registered for Title IV federal student aid, students are not eligible to receive U.S. government loans or grants, and the institution does not participate in any federal aid programs. In addition, the institution does not provide student loans.

Withdrawals and Tuition Refunds

1. Students must notify the registrar in writing of their intention to withdraw from a program.
2. Students who withdraw before the commencement of classes for a trimester will receive a refund of all tuition fees paid for that trimester.
3. Students who withdraw after classes have commenced will receive a pro-rata refund for the uncompleted portion of the trimester. Tuition fees paid for future trimesters will be refunded in full.
4. If VCI cancels a program, students will receive a full refund of all tuition fees and registration fees.
5. A refund due to a student will normally be processed within 30 days of a withdrawal request, program cancellation, or receipt of the student's banking details, whichever occurs later.

Overdue Payments

1. No transcript, diploma, or degree will be issued until all outstanding payments have been paid in full.
2. Students may not enroll in additional trimesters while fees remain overdue.
3. VCI reserves the right to suspend or discontinue the enrollment of students with overdue payments.
4. Students experiencing financial hardship or other extenuating circumstances may request a payment extension or alternative arrangement by submitting a written explanation of their circumstances.

Contact and Individual Circumstances

Students are encouraged to contact the institution to discuss individual circumstances, whether financial, academic, or personal. The institution may, at its sole discretion, consider alternative arrangements on a case-by-case basis.

How to contact us

E-Mail: he-admissions@veritascollege.edu

Address: 708 W. Summit Avenue, San Antonio, Texas 78212
Mailing address: PO Box 91001, San Antonio, Texas 78209-9094

Faculty and staff should normally be contacted by email, recognizing that personnel may be located in different time zones around the world. Students are encouraged to allow reasonable time for responses to communications.

Students may also arrange video or voice meetings with faculty or staff at mutually convenient times, taking into consideration time zone differences and availability.

Change of Personal Details

Students are responsible for ensuring that their personal and contact information—including their name, address, email address, and other relevant details—remains current and accurate. Any changes to personal details must be promptly communicated to the registrar so that institutional records can be updated accordingly.

Academic

Competency-Based Theological Education (CBTE)

All VCI programs are structured around competencies that students are required to master. Each program contains a series of competency units (courses), and each competency unit includes specific elements of competency, that are further expressed through detailed performance criteria used to assess student achievement and learning outcomes.

For example, the competency unit, Homiletics 1 (MIN501), consists of the following elements of competency:

1. Define the message for the target group.
2. Prepare the biblical message.
3. Deliver the biblical message.
4. Evaluate a biblical message.

The first element "define the message for the target group", is determined by the following four performance criteria:

1. Decide on a biblical passage.
2. Exegete the biblical passage and establish its absolutes.
3. Identify the needs of the target group.
4. Formulate the purpose of the biblical message.

Students are required to provide evidence of competency of each performance criterion through a variety of assessment methods. These may include class presentations, reports on ministry activities, demonstrations of practical ministry skills, biblical text analysis, participation in discussions, and other forms of written, oral, or practical assessment designed to demonstrate achievement of the required competencies.

Integrated Leadership Development (ILD)

The institution's Competency-Based Theological Education (CBTE) programs are founded on the Veritas educational philosophy of Integrated Leadership Development (ILD).

This approach integrates theological education with the life and ministry of the church, encourages the development of the whole person, and promotes an integrated approach to theological understanding and ministry practice.

Further information regarding the philosophy and principles of Integrated Leadership Development is available on the institution's website under the following headings:

1. Integrated into the life of the church
    - Training in the context of church life
    - Promoting the objectives for church growth
    - Equipping all believers to serve God
    - Effective in all parts of the world
2. Promoting the development of an integrated person
    - Training for all areas of life
    - Training in the context of all relationships
    - Equipping the whole person
3. Integrated theological practice

- Practicing inter-active theology
- Establishing the rightful position of the Bible
- Contextualized
- Integrated curriculum

Semantic Discourse Analysis

Students are required to develop competency in semantic discourse analysis as an integral part of the exegetical process. The institution employs a specific approach to exegesis and semantic discourse analysis designed to equip students for in-depth biblical interpretation in ministry contexts.

Before commencing studies in a program, students will already have been introduced to the institution's approach through the Foundation Training modules they completed prior to enrollment. This foundational exposure provides prospective students with the opportunity to evaluate the institution's methodology and determine whether they wish to pursue further study within its educational framework.

ScriptureDirect (SD) Greek-English Interlinear Translation

Students who are proficient in English are encouraged to use the free ScriptureDirect app to assist with identifying the meanings of New Testament words in one of the steps of the exegesis process. The app provides accessible use of the *Greek-English Lexicon of the New Testament Based on Semantic Domains*, enabling even those without formal knowledge of Greek to explore New Testament word meanings and semantic relationships. This lexicon is published by the United Bible Society and widely recognized as an important resource in the field of biblical semantics.

Ministry Formation

VCI training is grounded in the educational philosophy of Integrated Leadership Development (ILD) which seeks to develop the whole person spiritually, physically, intellectually, emotionally, and socially, while also cultivating analytical thinking. Students engage in academic study alongside practical ministry assignments within their local churches.

The competencies within each program are intentionally designed to equip students for effective ministry leadership. To demonstrate ministry competency at a leadership level, all ministry assignments must be completed within an active ministerial context.

As a result, ministry formation is an integral component of every educational program. Through competency-based theological education, students develop practical ministry skills within the context of their local church and cultural setting. This process takes place under the guidance of the academic dean, ministry and spiritual formation director, cohort professors/lecturers, and unit professors/lecturers.

During the assessment process, the students are evaluated according to the learning outcomes and competencies of each specific competency unit (course).

Spiritual Formation

VCI training is grounded in the educational philosophy of Integrated Leadership Development (ILD), which seeks to develop the whole person spiritually, physically, intellectually, emotionally, and socially, while also cultivating analytical thinking. In

addition to the competency unit "Spiritual growth for leaders", the spiritual formation of students is further nurtured through the following practices and activities.

The Director for Ministry and Spiritual Formation is responsible for overseeing the process of spiritual formation and its assessment. Spiritual formation is integrated throughout all units undertaken by the student and is promoted in the following ways:

At the beginning of the program, students are orientated on how to integrate the study of each unit with their personal spiritual formation.

1. Students are expected to apply the content of every unit to their own spiritual lives and ministry practice.
2. Students are strongly encouraged to keep reflective notes on their spiritual growth and development.
3. Cohort members meet online for fellowship, sharing and prayer and are encouraged to support one another regularly in prayer and spiritual growth.
4. During, or at the end of each trimester, the ministry and spiritual formation director or a designated faculty member facilitates a group discussion with students on the impact of the trimester's units on their spiritual lives.
5. At the end of each academic year, each student is required to submit a concise report reflecting on their spiritual development during that year. The report is reviewed by the spiritual formation director or a designated faculty member and where necessary, discussed with the cohort professor and/or unit professors.
6. The spiritual formation director, and/or unit professor may meet with individual students from time to time for personal guidance and support. Students are also welcome to request such meetings.
7. Students are encouraged to have a local spiritual mentor who could support and guide them in their spiritual formation journey.
8. When a student applies for graduation, the spiritual formation director or a designated faculty member provides an evaluation of the student's spiritual maturity as a pre-requisite for graduation eligibility.

Cohort-Based Programs

All programs are delivered through cohort groups and consist of prescribed units (courses) offered in a predetermined sequence that supports the integrated and interdependent development of program competencies. Students are automatically enrolled in the required units and are expected to complete them within the designated program timeframe.

Because the course sequence is fixed, students must progress through their studies in step with their cohort, which is an essential aspect of the program structure.

If a student falls significantly behind in their studies, they may be required to apply to join a subsequent cohort in order to continue the program.

Learning Community

Each cohort forms a closely-knit online learning community in which students learn from one another intellectually, spiritually, and ministerially in ways that influence all areas of life and ministry. In this way, the formative influence of community becomes an essential component of the students' overall learning experience.

Flipped Classroom

VCI employs a flipped classroom instructional approach. In this model, students complete preparatory learning activities and assignments outside the classroom. Classroom time is devoted to interactive discussions and collaborative learning activities that support competency development, such as exegesis, applying biblical absolutes to local contexts, and solving ministry-related problems, rather than receiving direct instruction.

This model is designed to foster a more active and engaging learning experience, allowing students to take ownership of their education and apply what they have learned in a more meaningful way. By checking assignments beforehand and listening to students in class, professors can see where the students have need for more guidance, addressing specific student needs, and facilitating deeper understanding.

With some assignments it is a requirement that students should have uploaded their assignment before the class in order to be allowed to attend the class. An example is an assignment to do exegesis. If the student has not uploaded their assignment beforehand, and the results of the exegesis of the professor and students have been shared in the classroom, then the student does not have the opportunity to demonstrate their own competency.

Credits

VCI programs are defined in both competencies and credits. One credit represents learning competencies equivalent to 45 hours of study, based on the average amount of time required for the target group of a particular program to master those competencies.

Grading System

All VCI programs follow a competency-based assessment model in which Students are evaluated according to their demonstrated achievement of the required elements of competencies for each unit of competency. The implementation of this assessment model varies according to the academic level of the program.

Undergraduate programs have the following grading outcomes:

- Competent (C)
- Not Yet Competent (NYC)
- Not Competent (NC)

Graduate programs use a letter grading system to assess academic performance. The grading scale for graduate-level programs is as follows:

Grad Dip, MA, and MDiv

Grade	Quality Points	Meaning
A+	4.0	Outstanding achievement
A	4.0	An excellent passing grade with a strong recommendation to proceed to the next degree
A-	3.7	A strong passing grade with recommendation to proceed to the next degree

B+	3.3	A minimum passing grade to be considered to proceed to the next degree
B	3.0	Minimum grade to pass a Grad Dip / MA / MDiv unit
B-	0	Does not meet the minimum requirement to pass a degree

Notes on grading of graduate programs:

1. Different degree levels reflect progressively higher academic expectations, which are outlined in program learning outcomes and assessment rubrics.
2. To pass a unit, a student must demonstrate at least a B-level standard of competency across the unit's performance criteria.
3. The grade awarded for a unit represents the level of competency demonstrated across all performance criteria, considered holistically.
4. Achievement of a passing grade does not automatically guarantee admission into a subsequent program. Admission decisions may also take into account additional selection criteria and institutional requirements.
5. The Grade Point Average (GPA) for a degree is calculated by dividing the total quality points earned by the total number of credits attempted.
6. Additional academic outcome classifications are as follows:

DE	Discontinued enrollment. The student has withdrawn within the first month of enrollment or before the census date in the case of Fall intake.
WD	Withdrawn discontinued. The student has withdrawn before submitting any work for assessment *and* has given an acceptable reason for withdrawal.
WP	Withdrawn passing. The student has already submitted work for the assessment of some units that averaged a passing grade *and* has given an acceptable reason for withdrawal.
WF	Withdrawn failing. The student has not made adequate academic progress *or* failed to meet attendance requirements *or* submitted work averaging a failing grade *or* gave no acceptable reason for withdrawal.
AUD	Only auditing a unit.

If a student believes a grade is incorrect, they should first discuss the assessment with the unit professor to understand the marking criteria and the reasons for the grade awarded. If the concern remains unresolved, the student should then contact the cohort professor. If the matter is still not resolved, the student may submit a formal complaint in accordance with the institution's grievance procedures.

DMin

The Doctor of Ministry (DMin) program uses a non-graded competency-based assessment model. Letter grades are not assigned for coursework or research components.

Instead, student performance is evaluated against defined doctoral-level competency standards. Each assignment, project, or research component is assessed to determine whether the required learning outcomes have been met. Assessment outcomes are typically recorded as:

- Completed/Pass
- Resubmit/Revise

- Not Yet Completed

This approach reflects the applied, practice-oriented nature of the DMin program, where emphasis is placed on demonstrated professional competence rather than comparative ranking of student performance.

Clear assessment criteria are provided at the beginning of each module or project to ensure that students understand the expectations and standards required for successful completion.

Rubrics

Assessment in graduate programs (except the DMin) is guided by a detailed grading rubric provided to students at the commencement of each unit. The rubric is designed to promote transparency, consistency, and fairness in the assessment process.

The rubric clearly outlines:
- The specific elements of competency and performance criteria students are expected to demonstrate, and
- The level of demonstrated competency required to achieve each letter grade.

By providing clear assessment criteria and performance expectations, rubrics enable students to understand how their work will be evaluated and what distinguishes each level of achievement. This approach supports academic integrity, consistency in grading, and student success.

Attendance

Any missed class session or activity, regardless of the reason, reduces a student's opportunity to acquire the necessary skills and may adversely affect academic achievement.

To successfully pass a unit, students must maintain satisfactory attendance, defined as attendance at a minimum of 75% of scheduled classes. A student will be considered to have failed to meet attendance requirements if they miss more than 25% of classes.

Absences may be approved where appropriate. Students may be required to provide supporting documentation to substantiate their absence. Reasonable grounds for an approved absence may include:
- medical reasons
- representation in sporting or cultural activities at state, national, or international level
- employment-related commitments
- compassionate grounds
- unforeseen exceptional circumstances.

Students who fail to meet attendance requirements without obtaining approved absences may be at risk of being withdrawn from their studies or otherwise prevented from continuing in their program.

Extensions

Students who are unable to complete their program within the scheduled timeframe for their cohort may apply for an extension of enrollment.

Extensions will be considered only where the student has maintained satisfactory academic progress and has met the program's attendance requirements.

To apply for an extension, the student must submit a written request to the Academic Dean, specifying the reasons for the request and the proposed extension period. Applications should be submitted before the student's enrollment expires.

Failure to apply for an extension before the expiry of enrollment may result in the student's enrollment lapsing.

Any fees applicable to the extension period will be charged at the tuition and fee rates in effect at the time the extension is granted.

Graduation Requirements

To be eligible for the conferral of a diploma or degree, a student must:

- Be currently enrolled in the program for which the award is sought;
- Not be under suspension or subject to unresolved disciplinary proceedings that could result in suspension;
- Have satisfactorily completed all academic requirements of the program, including all required assessments, units, and any prescribed program components;
- Have paid all tuition fees and other outstanding financial obligations to the institution;
- Demonstrate spiritual maturity, good character, integrity, high moral standards, and suitability for leadership within a church or ministry context. In assessing these qualities, the institution may obtain one or more references from the student's pastor, church or ministry board, ministry leader, Veritas facilitator, or other appropriate referees; and
- Receive approval for graduation from the Board.

The institution reserves the right to withhold approval of graduation where a student has not met the requirements set out above.

Graduation Ceremony

The President will determine whether and when graduation ceremonies are held.

The institution may conduct graduation ceremonies for graduating cohorts when a sufficient number of students are completing their programs within the same region and during the same period.

The following provisions apply to graduation ceremonies:

- Graduating students may invite family members and friends to attend.
- The institution may charge an additional fee to cover the costs associated with organizing and conducting a graduation ceremony in a particular location.
- Students are responsible for obtaining their academic regalia and may be required to purchase or rent appropriate attire for the ceremony.
- Students who are unable to attend a graduation ceremony may graduate *in absentia* and will remain eligible to receive their award and graduation documentation.

Participation in a graduation ceremony is not a requirement for the conferral of a diploma or degree.

VCI Code of Practice

The institution is committed to maintaining high standards of academic quality, student support, and professional conduct. To this end:

1. The institution will ensure that all employees possess appropriate qualifications, experience, and competencies for their respective roles and responsibilities.
2. Students will be assessed in a fair, objective, transparent, and consistent manner to determine the extent to which they have achieved the required learning outcomes and demonstrated the necessary competencies.
3. Except during designated vacation or closure periods, the institution will acknowledge and respond to student inquiries within ten (10) working days.
4. All employees are required to comply with the institution's policies, procedures, and applicable codes of conduct in the performance of their duties.
5. The institution will provide students with accurate and timely information regarding programs, admission requirements, fees, assessment requirements, academic policies, and other matters relevant to their studies.
6. The institution will maintain the confidentiality of student records and personal information, except where disclosure is required by law, accreditation requirements, or with the student's consent.
7. The institution will provide students with access to fair and transparent processes for resolving academic concerns, complaints, appeals, and disciplinary matters.
8. The institution will promote an environment of mutual respect, integrity, and professionalism that supports learning, spiritual formation, and personal development.
9. The institution will comply with applicable legal, regulatory, accreditation, and quality assurance requirements relevant to its educational activities.
10. The institution will periodically review its policies, procedures, and academic practices to ensure continuous improvement in the quality of education and student services.

Students and employees are expected to contribute to a positive learning environment and to conduct themselves in a manner that upholds the values and mission of the institution.

Intellectual Property

1. Students retain ownership of the intellectual property they create in the course of their studies, except where ownership is otherwise determined by law or where the student has agreed in writing to an alternative arrangement.
2. Where intellectual property is created jointly by faculty and students, copyright will be jointly owned, unless otherwise agreed in writing. The moral rights of each creator will be respected in accordance with applicable law.
3. Doctor of Ministry (DMin) students may be required to enter into a non-exclusive license agreement permitting the institution to reproduce, store, publish, or otherwise use their dissertations for educational, research, promotional, accreditation, or archival purposes. Such an agreement will not affect the student's ownership of copyright in the dissertation.
4. Students grant the institution the right to retain copies of submitted assessments, dissertations, and other academic work for academic record-keeping, quality assurance, accreditation, moderation, and academic integrity purposes.

5. The institution will acknowledge the authorship of student work whenever it is reproduced or used, except where such acknowledgment is impracticable or otherwise agreed by the student.

Plagiarism and Collusion

1. The institution treats academic misconduct as a serious offence. Academic misconduct includes, but is not limited to, plagiarism, unauthorized collaboration (collusion), cheating, and the misappropriation of another student's work. All academic projects are also subject to applicable research ethics requirements.
2. Plagiarism is defined as the presentation of the ideas, words, data, or work of another person as one's own, whether intentionally or unintentionally.
3. Plagiarism may include, but is not limited to:
    - Direct quotation without appropriate acknowledgement
    - Paraphrasing or summarizing another person's work without proper citation
    - Submission of another student's work, in whole or in part, as one's own
    - Reuse of previously submitted work (self-plagiarism) without appropriate disclosure and approval, and
    - Reproduction of ideas or content from lectures, discussions, or other academic sources without acknowledgement.
4. Plagiarism may occur as a deliberate attempt to deceive or as a result of poor academic practice, including inadequate referencing. Both forms are considered academic misconduct.
5. Collusion is the unauthorized collaboration between students or others in the preparation of work intended for individual assessment.
6. Students must acknowledge all sources used in their work, including written, oral, and electronic sources, whether published or unpublished.
7. Proper referencing is required whenever a student:
    - Quotes directly from another source
    - Paraphrases or summarizes another source, or
    - Draws upon ideas, data, or work derived from another source.
8. Students are required to ensure that all submitted work is their own, except where collaboration is explicitly permitted.
9. Plagiarism, collusion, and other forms of academic misconduct are serious offences and will result in referral to the institution's disciplinary procedures.

Use of Artificial Intelligence (AI) Tools in Academic Work

Veritas College International recognizes the potential value of artificial intelligence (AI) technologies in supporting student learning, skill development, and character formation. When used appropriately, AI tools should enhance and deepen learning, rather than replace it. All use of AI tools must align with the institution's core values, uphold academic integrity, and comply with all institutional policies.

Permitted Use

Students may use AI tools to support their learning in the following ways:

- Assisting with idea generation and brainstorming
- Providing language support, such as grammar, spelling, and clarity
- Summarizing or synthesizing information already studied, and
- Exploring alternative explanations or presentations of concepts.

All use of AI tools must support meaningful personal engagement with the material and must not replace the student's own critical thinking, analysis, or original academic work.

Unacceptable Use
The following uses of AI tools are considered academic misconduct:
- Submitting AI-generated content as the student's own original work without appropriate acknowledgment
- Using AI tools to generate substantial portions of assignments, essays, or dissertations
- Using AI tools to complete assessments intended to evaluate independent learning, such as completing exams, quizzes, or graded discussions
- Using AI tools to fabricate references, data, or other academic content.

Misuse of AI tools will be treated as academic misconduct and managed under the institution's plagiarism policies.

Attribution and Transparency Requirements
Where AI tools have been used in the preparation of any assessed work, students must:
- Clearly disclose the use of AI tools
- Provide a brief description of how and where AI tools were used
- Cite the AI tool used, including the tool name, version (if available) and date of access.

Ongoing Review
This policy will be periodically reviewed and updated in response to developments in AI technologies and evolving ethical, academic and legal standards.

Students are encouraged to:
- Consult with faculty before using AI tools in assessed work where there is uncertainty
- Seek clarification if they are unsure whether a particular use of AI is appropriate.

Academic Progress

Academic progress refers to the advancement a student makes towards the completion of their program through the successful fulfilment of all academic requirements. It is the responsibility of each student to maintain satisfactory academic progress throughout their studies.

VCI students study within a cohort model. Following intensive teaching sessions, students are required to demonstrate competency by submitting assignments. Upon completion of each unit, student competency is formally assessed.

A student will be considered not to be making satisfactory academic progress if they:
- Fail to submit required assignments by the specified due dates
- Miss more than 25% of scheduled classes, or
- Fail to attend classes without a valid and approved reason.

Where a student is identified as not making satisfactory progress, the faculty will provide academic support, guidance, and an opportunity for the student to improve and to meet the required standards.

Continued failure to make satisfactory academic progress may result in interventions, including termination of enrollment.

Library

VCI provides access to an extensive online library featuring a growing collection of eBooks selected to support all academic programs. Students have access to Bible commentaries and a wide range of scholarly resources that can be borrowed to enhance learning and assist with assessment preparation across individual competency units.

A qualified librarian is available by appointment to assist students with their research needs. Consultations may be conducted via email or video conference and may include guidance on locating resources, developing research strategies, and using library materials effectively.

Learning Management System

Students are provided with access to the institution's Learning Management System (LMS), which serves as the primary platform for course delivery, learning resources, and academic administration.

The LMS provides access to program-related materials, including learning outcomes and educational objectives, lecture and teaching materials, readings, assessment tasks, and other relevant academic resources.

Assignments and other required submissions must be uploaded through the LMS in accordance with the specified submission guidelines and deadlines. The LMS may also be used for communication, announcements, feedback, and tracking of student progress.

Students are expected to engage regularly with the LMS to ensure they remain informed of course requirements, updates, and academic responsibilities.

Code of Student Conduct

Students are expected to conduct themselves in a manner consistent with Christian faith, biblical values, and the ministry vocation for which they are preparing. Students should demonstrate integrity, respect, professionalism, and consideration for others in all aspects of their personal, academic, ministry, and online activities.

1. **Church and Ministry Involvement**
   Students are expected to be active participants in a local Christian church or ministry and engaged in Christian ministry throughout their studies.
2. **Meetings and Communication**
   Students are expected to attend scheduled meetings with faculty and staff. If they are unable to attend or expect to be late, they should notify the relevant staff member as soon as reasonably possible.
3. **Respect and Community Life**
   The institution values all people and expects students to treat others with dignity, courtesy, and respect. Students should contribute positively to the learning community and avoid conduct that demeans, excludes, or undermines others.
4. **Interdenominational Environment**
   As an interdenominational institution, the institution welcomes students from a

variety of Christian traditions. Students are expected to demonstrate respect and understanding toward differing denominational beliefs, practices, and traditions, while engaging in constructive and charitable dialogue.

5. **Integrity and Honesty**
   Students are expected to act honestly and ethically in their academic work, ministry activities, and personal dealings with others.
6. **Harassment and Bullying**
   Harassment, bullying, intimidation, or other abusive behavior is prohibited. This includes, but is not limited to, threats, derogatory comments, humiliation, inappropriate jokes, name-calling, sexual harassment, or any conduct that creates an intimidating, hostile, or offensive environment.
7. **Non-Discrimination**
   The institution does not discriminate in admissions, access to programs, or educational activities on the basis of social position, age, physical ability, biological sex, or racial, ethnic, cultural, or linguistic background. Students are expected to treat all members of the community fairly and respectfully and to refrain from discriminatory or exclusionary conduct.
8. **Sexual Conduct and Purity**
   The institution affirms that sexual intimacy is intended to be expressed within the covenant of marriage between one biological man and one biological woman. Students are expected to conduct themselves in a manner consistent with this belief and to uphold standards of sexual integrity and purity. The institution does not permit the use, possession, distribution, or promotion of pornography. Students should also subscribe to the institution's Position Statement on Religious Freedom and Human Sexuality.
9. **Alcohol**
   The institution recognizes that decisions regarding alcohol consumption are matters of individual conscience. Students who choose to consume alcohol are expected to do so responsibly and in moderation. Excessive consumption or behavior resulting from intoxication is not permitted.
10. **Drugs**
    The institution prohibits the use, possession, distribution, or misuse of illicit drugs, recreational drugs (including marijuana), and prescription medications used contrary to medical directions.
11. **Use of the Institution's Name and Logo**
    Students may not use the institution's name, logo, branding, or official identity without prior authorization from the President. This includes promotional materials, merchandise, websites, social media groups, and public communications. Students remain free to express personal opinions but must not imply that they are speaking or acting on behalf of the institution without authorization.
12. **Social Media and Online Conduct**
    Students are expected to apply the standards of this Code of Conduct in all online activities, including social media, messaging platforms, websites, and other digital communications.
13. **Dress and Appearance**
    Students should dress neatly, modestly, and appropriately for the cultural and ministry context in which they are participating. Clothing, images, or slogans that are offensive, sexually provocative, or inconsistent with the institution's values should be avoided.
14. **Mobile Devices**
    Cell phones and other electronic devices should be silenced during classes, worship sessions, meetings, and other institutional activities. Their use should not disrupt learning or the participation of others.

15. **Compliance with Institutional Policies**
    Students are expected to comply with all institutional policies, procedures, and lawful directions issued by authorized staff. Violations of this Code may result in disciplinary action under the institution's disciplinary procedures.

Disciplinary Procedure

Reporting and investigation

1. Any student, faculty member, or staff member may report an allegation of misconduct.
2. Reports must be submitted to the cohort professor/lecturer or the registrar.
3. Serious allegations must be submitted in writing, and include the nature of the allegation, the date, time and location of the alleged misconduct and the signature of the complainant.
4. All allegations will be investigated.
5. The student concerned will be informed of the allegations and given an opportunity to respond.
6. Where appropriate, matters should be resolved informally, which may include verbal warnings or remedial measures.

Records and confidentiality

1. All disciplinary matters will be handled confidentially, except where disclosure is required by law or other statutory obligations.
2. The institution will maintain written records of all disciplinary proceedings and outcomes.

Serious or repeated misconduct

1. Where misconduct is serious or repeated, the cohort professor/lecturer, or registrar may convene a formal inquiry and call witnesses.
2. The student will be invited to attend and may be accompanied by a representative of their choice. While legal advice may be sought, legal representation is not permitted at hearings unless required by law.
3. The inquiry will be conducted fairly, with all parties given an opportunity to present information and respond to allegations.
4. A hearing may proceed in the student's absence if the student fails to attend after reasonable notice.
5. The student will receive a written decision within fifteen (15) working days of the closing of the inquiry.

Disciplinary actions

The institution may impose one or more of the following sanctions:

- *Verbal warning*: Normally issued once for minor misconduct.
- *Written warning.*
- *Suspension:* Temporary exclusion during investigation or as a sanction.
- *Conditions or Penalties*: Such as counseling, academic restrictions, or withholding of transcripts or results.
- *Dismissal*: Immediate termination of enrollment. This will be recorded on the student's record and transcript.
- *Referral to legal authorities*: Where conduct may constitute a criminal offense, the institution may report the matter to relevant authorities and suspend the student pending investigation.
- *Civil action*: The institution may pursue civil proceedings where it has suffered loss or damage.

Appeals

1. Students have the right to appeal disciplinary decisions.
2. Appeals must be submitted in writing to the registrar within fifteen (15) working days of receiving the decision.
3. The President will review the appeal and may either dismiss it or to convene a new inquiry.
4. A written outcome will be provided within fifteen (15) working days of receipt of the appeal.

Grievance Policy

The institution is committed to resolving grievances fairly, efficiently, and in a manner consistent with its mission of student care and continuous improvement.

General principles

1. The grievance and appeals process forms part of the institution's continuous improvement system.
2. All students have access to grievance and appeal procedures.
3. A grievance refers to a concern that a student believes is unfair, inequitable, discriminatory, or a disruptive to their learning experience.
   Examples include:
   - Program delivery not as advertised
   - Misuse of personal information
   - Safety concerns, bullying, or harassment
   - Discriminatory or inequitable treatment
   - Fee or payment issues
   - Administrative errors
   - Scheduling issues
   - Delays in academic feedback
   - Graduation or certification delays
   - Issues with institutional software or systems
4. Appeals may be made against:
   - disciplinary decisions
   - unsatisfactory academic progress determinations
   - assessment outcomes.

Informal resolution

5. Students are encouraged to resolve concerns informally where possible, including discussion with the relevant faculty, or staff member, or student (in line with the Matthew 18 principle) or to resolve it through their cohort professor/lecturer.
6. For assessment concerns, students should first consult the assessor for clarification regarding grading expectations and outcomes.

Formal resolution

7. If unresolved, students may submit a written grievance or appeal to the registrar within fifteen (15) working days after completion of informal resolution attempts.
8. Submissions must include:
   - Identification of the complainant or appellant
   - a clear statement of the grievance or appeal
   - reasons for the concern
   - steps already taken to resolve the issue
   - desired outcome.

9. Supporting documentation may be included where relevant.
10. The institution will normally respond to grievances and appeals within 15 working days, except in cases where complexity or mitigating circumstances require additional time.

External escalation

11. If a student remains dissatisfied after internal processes are exhausted, they may refer the matter to the Association for Biblical Higher Education, 5850 T G Lee Blvd, Suite 130 Orlando FL 32822 | 407-207-0808 | e-mail at coa@abhe.org
12. Students in SARA states (except the SARA home state of Texas), may also submit complaints relating to alleged dishonest or fraudulent activity to NC-SARA. For more information on the NC-SARA student complaint process, please click on the following link:
    Student Complaints | NC-SARA.

Privacy

1. The Family Educational Rights and Privacy Act (FERPA), is a U.S. federal law designed to protect students' rights to access their educational records and to regulate the disclosure of personally identifiable information contained within those records.
2. The institution collects personal information of students for the purpose of administering academic programs and related institutional activities.
3. Only personal information that is necessary for institutional operations is collected, and it is used solely for that purpose unless the individual provides consent for an alternative use.
4. The institution does not disclose personal information to third parties without the student's consent, except where required or permitted by law.
5. Students have the right of access to their personal records held by the institution. Requests for access should be directed to the registrar. Records remain the property of the institution.
6. The institution aims to ensure that personal information is accurate, complete, and up-to-date. Upon request, individuals may access and request correction of their personal information. Where a disagreement regarding accuracy cannot be resolved, the student is entitled to have their own version filed along with the VCI record.
7. The institution takes reasonable steps to protect personal information from misuse, loss, unauthorized access, modification or disclosure.
8. The institution does not require individuals to use or disclose government-issued identifiers except where required or permitted by law.
9. Individuals may interact with VCI anonymously where it is lawful and practicable to do so.
10. Comprehensive digital security measures are implemented to protect personal data. Such measures include, but are not limited to, secure user authentication, access controls, trusted technology platforms, encryption of sensitive records, and regular backups. Together with other technical and administrative safeguards, these measures help ensure the confidentiality, integrity, and availability of information while minimizing the risk of unauthorized access, data loss, or cyber threats.
11. Sensitive personal information (including health-related information) is collected only with the student's consent, unless required by law.

Code of Research Ethics

1. The institution encourages applied research that contributes to the effectiveness of churches, ministries, and other Christian organizations, and that has the potential to produce practical and measurable benefits.
2. Research topics should be appropriate to the institution's academic mission and the resources available to support the research. Students are expected to:
   - Work within the areas of expertise available among faculty supervisors; and
   - Give priority to context-based research that includes the collection and analysis of original field data where appropriate.
3. Research based primarily on documentary analysis may be approved where students can demonstrate adequate access to suitable libraries, databases, archives, and other research resources.
4. The institution recognizes that research involving human participants carries important ethical responsibilities. While ethical guidelines provide a framework for responsible research conduct, researchers must exercise sound judgment in addressing the unique circumstances of each project.
5. Research proposals involving human participants must include a description of the ethical safeguards that will be used. Prior approval must be obtained for research:
   - Conducted within organizations;
   - Involving human participants;
   - That could reasonably result in harm, embarrassment, or reputational damage to individuals or organizations; or
   - That may expose participants to hardship, discrimination, or other adverse consequences.
6. Research involving human participants must receive approval from the Institutional Review Board (IRB) and comply with applicable ethical and legal requirements, including Part 46—Protection of Human Subjects.
7. Researchers should avoid projects that present significant foreseeable ethical risks unless appropriate safeguards can be implemented and approved.
8. Researchers must obtain informed consent from participants. Where written consent is culturally inappropriate or impractical, researchers must:
   - Clearly explain the purpose and nature of the research;
   - Obtain the participant's voluntary agreement without coercion, pressure, or manipulation; and
   - Maintain an appropriate record of consent, such as a contemporaneous written record or audio recording.
9. The faculty and Institutional Review Board will review and adjudicate ethical issues arising from student research.
10. Students are required to comply with all applicable research ethics policies and professional codes of conduct relevant to their field of study, including the Code of Ethics of the American Anthropological Association. http://ethics.americananthro.org/category/statement/

Research conducted under the auspices of the institution must uphold the principles of honesty, integrity, respect for persons, beneficence, justice, confidentiality, and responsible stewardship of research data.

Disruption Due to Catastrophic Events

In the event of a catastrophic occurrence beyond Veritas College International's (VCI) reasonable control—such as a natural disaster, pandemic, acts of war, government actions, infrastructure failures, or other force majeure events, the institution will take

all reasonable steps to maintain academic continuity and support students in completing their studies.

Where such events significantly disrupt normal operations, the institution may:

- Implement temporary academic or operational policies to address the circumstances
- Prioritize the continuation of instruction and the achievement of learning outcomes
- Provide timely information and guidance to students regarding any changes affecting their studies.

The institution will make every reasonable effort to enable students to complete the learning outcomes and academic requirements of their current program or term. However, the institution reserves the right to make such modifications as may be necessary to respond to the circumstances while maintaining academic standards and regulatory compliance.

All decisions made under this policy will be guided by the principles of academic integrity, fairness, student welfare, and the preservation of educational quality.

Nothing in this policy guarantees that programs, courses, services, or timelines will continue unchanged during a catastrophic event. Nevertheless, the institution remains committed to supporting students and fulfilling its educational mission to the greatest extent reasonably possible.

VCI Faculty

Core Faculty

Dr. Bennie Wolvaardt (President)
D.Th. (Practical Theology), University of South Africa (Unisa)
Postgraduate Diploma of Theology, University of Pretoria
B.D., University of Pretoria
B.A. (Greek and Psychology), University of Pretoria
Cert. IV in Training and Assessment, The Australian Centre for Advanced Studies

Dr. D.S. (David) Jansen Van Vuuren (Academic Dean)
D.Th. (Practical Theology), University of South Africa (Unisa)
M.Th., University of South Africa
B.Th., University of Stellenbosch
B.A., (Greek and Psychology), University of Pretoria

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M.Ed., University of the Free State
B.Ed., University of the Free State
Dip. of Biblical Ministry, Veritas College International Inc.
Cert. IV in Biblical Ministry, Veritas College International Inc.

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D.Th., University of Stellenbosch
M.Th. (Old Testament), University of Stellenbosch
L.Th., University of Stellenbosch
B.Th., University of Stellenbosch
B.A., (Majors: Greek and Hebrew), University of Stellenbosch

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M.Div., Veritas College International Graduate School
M.A. in Biblical Ministry, Veritas College International Graduate School
B.Eng., Engineering, Cairo University

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D.Th. (Missiology), University of the Orange Free State
M.Th. (Missiology), University of the Orange Free State
B.Th., University of the Orange Free State
B.A. Hons. (Psychology), University of the Free State
B.A., (Philosophy and Psychology), University of the Free State

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B.A. (Biblical Studies), African Bible College

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M.A. Semitic Languages, University of Stellenbosch

Honours B.A., Semitic Languages, University of Stellenbosch
B.A., Hebrew and Anthropology, University of Stellenbosch
B.Th., University of Stellenbosch
L.Th., University of Stellenbosch

Mrs. J.E. (Lizette) Kotze (Afrikaans Undergraduate Core Faculty)
M.Phil. (Applied Theology), University of Pretoria
M.A. (Counselling Psychology), University of Pretoria
B.A. Hons. in Psychology, Potchefstroom University for Christian Higher Education (Now North-West University)
B.A. (Psychology & History), Potchefstroom University for Christian Higher Education (Now North-West University)

Mr. Jefferson P. Webster (Librarian)
B.S., Physics, North Carolina State University
Th.M. in Theological Studies, Dallas Theological Seminary
M.L.I.S., Library and Information Science, University of North Texas

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B.A. Logopedics (Speech Therapy and Audiology), University of Pretoria
Cert. IV in Training and Assessment, The Australian Centre for Advanced Studies

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Post Graduate Diploma in Theology, University of Stellenbosch
Advanced Certificate in Applied Theology, JMTI
Post Graduate Certificate in Applied Theology, Nkhoma Theological College
B.A. (Biblical Studies), African Bible College

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M.Ed., University of the Free State
B.Th., University of South Africa (Unisa)
Educational Diploma in Physical Education, University of the Free State
B.Ed., University of South Africa (Unisa)

Mr. D.J. (Danie) du Preez
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B.D., University of Pretoria
B.A. Hons., Classical Greek, University of Pretoria
B.A. (Theology), University of Pretoria

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Diploma (Electronics), Syria
Dip. of Biblical Ministry, Veritas College International Inc.
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Mr. Nathan Kruger
M.Div., Veritas College International Graduate School
B.Th., SATS (South African Theology Seminary)

Mrs. Safa M. Michael
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Diploma Physical Education, Syria
Dip. of Biblical Ministry, Veritas College International Inc.
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B.Sc. (Physiotherapy), Curtin University

Mr. Ben Van Vuuren
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B.Th., Nazarene Theological College

IRB Members

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Dr. L. (Tiesie) De Coning (Dean Academic Operations)
Dr. Moheb M. Mossa (Arabic Core Faculty)
Dr. A.C.V. (Chris) Van Wyk (Ministry and Spiritual Formation Director)
Mr. Jefferson P. Webster (Librarian)

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B.Sc. Inst. Agrar. Hons. (Agricultural Extension), University of Pretoria
B.Sc. Agric. (Animal Science), University of Pretoria
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M.A. in Theology and Religious Studies, University of Malawi
B.Th., Global University, Texas

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M.Div., Veritas College International Graduate School
B.Com. (Economics), University of Cape Town (UCT)

Rev. Dubois Du Toit
M.Div, University Stellenbosch
B.Th, University Stellenbosch
B. Ed (Hons). University of Natal
HED (Dipl. Sec IV), North West University

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M.Div., Veritas College International Graduate School
Bachelor of Arts: Department of Information Technology, Cairo University

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M.Div., Veritas College International Graduate School
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B.A. (Media), Cairo University
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Mr. Nick Joubert
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B.D. University of Pretoria
B.A. (Biblical Studies and Psychology), University of Pretoria

Rev. Melad Taki Barsoum Said
Master of Arts in Biblical Ministry: Veritas College International
Bachelor of Theological Sciences: Faith Evangelical College & Seminary

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B.A. (Sport & Media Studies), University of Waikato
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B.Ed., El Minia University
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Postgraduate Diploma, Stellenbosch University
B.Th., University of South Africa (Unisa)
Dip (Youth Development), University of South Africa (Unisa)

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B.Th., University of the Free State

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M.Th. (Pastoral stream), Perth Bible College
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Senior Administrators

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Cert. IV in Biblical Ministry, Veritas College International Inc.

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B.Sc. (Computer Science), University of Pretoria

Chief Operating Officer (COO)

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B.Eng. Honors (Management of technology), University of Pretoria
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Academic Dean

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B.Eng., Cairo University

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Mr. Werner M. Van der Merwe
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Certificate in the Theory of Accounting (CTA), University of Pretoria
B. Com Honors (Accountancy), University of Pretoria
B.Com. (Accountancy), University of Pretoria

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B.Sc. (Physiotherapy), Curtin University

Registrar

Mrs. Marlize Wessels
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B.A. (Laws), University of South Africa (Unisa)
M.A. (Town & Regional Planning), University of Stellenbosch

Academic Operations Managers

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Bachelor in Chemistry, Tishreen University
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Cert. IV in Biblical Ministry, Veritas College International Inc.

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Dip. (General Nursing Science & Midwifery - Obstetrics), Otto du Plessis Nursing College
Dip. (Intensive Nursing Science), Otto du Plessis Nursing College
Cert. IV in Biblical Ministry, Veritas College International Inc

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B.Tech. (Human Resource Development), University of South Africa (Unisa)
National Diploma (Human Resources Management), Technikon SA
Certificate in Education, Training & Development, Rand Afrikaans University

Mr. Ben van Vuuren (South-Central African & Zulu Cohorts)
M.A. Theology, University of Manchester
B.Th., Nazarene Theological College

Appendices

Application Form

Strictly confidential

This form must be completed by the applicant and emailed to:
he-admissions@veritascollege.edu

When accepted, it becomes a formal agreement. Please complete in **neat** block letters.



Equipping churches worldwide to interpret, live and share the biblical message

Veritas College International
Mailing Address: PO Box 91001,
San Antonio, Texas, 78209-9094
www.veritascollege.org

Undergraduate Programs

Diploma in Theology	
Associate of Arts in Theology	

Graduate Programs

Graduate Diploma in Biblical Ministry	
Master of Arts in Biblical Ministry	
Master of Divinity	
Doctor of Ministry	

Personal details

Title (Mr, Mrs, Ms, Miss, Rev, Dr, etc.)		Address	
Given names		Suburb	
Family name / Surname		City	
Maiden name		Postal / ZIP Code	
Home language		State/Province / Region	
Cell phone no.		Country	
E-mail		Profession/Occupation	
Cell phone no.		Date of birth (e.g. 1 January 1990)	
Male/female		Spouse's name	
Are you able to study in English? Yes/No			

Would you like to receive our VCI Newsletter? Yes/No	
Where did you hear about the Veritas College formal programs?	

Please provide full names as they should appear on the certificate

Your church or ministry organization

Denomination		Church name	
Organization (if ministering in an organization other than your church):			

Church or organization reference

Name of pastor or ministry leader	Name of church / Organization	Email address	Telephone number

High school education (or equivalent)*

Highest secondary school level completed	School / institution	Language of instruction	Year of completion

Highest VCI Module / Program completed

Module & Diplomas	Name(s) of Modules 1 to 4 Facilitator(s), e.g. John Smith (M1), Peter King (M2)	Location (city & country)	Year completed
□1 □2 □3 □4 □ Cert IV (completed pre 2026) □ Dip (completed pre 2026 □ DipTh □ AATh □ Grad Dip □ MA □ MDiv □ None			

* If you do not hold a post-secondary qualification, please arrange for an official transcript of your highest completed secondary school year to be emailed to the admissions email address found at the top.

VCI Facilitator

Are you a VCI Facilitator?	Yes	No
If yes, indicate which modules have you facilitated	☐1 ☐2 ☐3 ☐4 ☐ None	
Please provide location (city and country) and date of the last group you facilitated		

Postsecondary studies / training

Please start with your highest qualification.*

Name of degree or award	Name of institution	Area of specialization (e.g. Engineering, Nursing, etc.)	Language of instruction	Year qualification awarded

Medical/Special needs

Do you have any disability, impairment and/or long-term health condition that may affect your studies?	Yes	No
If Yes, please state health condition and any special needs required:		

Ministry

Please explain your past involvement in Christian ministry, including the kinds of ministry, the church or ministry organization, whether full-time or part-time, and how many years involved in each ministry (e.g. Youth ministry – Grace Church – part-time – 7 years):

Once you have completed the program for which you are applying, how do you plan to use the skills that you will have acquired?

* Please arrange for an official transcript from the institution where you completed your highest level of formal study to be sent directly to the Admissions Office at the email address listed above. In countries where obtaining or sending official transcripts is difficult or impractical, applicants may instead submit certified copies of their transcripts and/or degree certificates in English.

Please confirm that you have suitable opportunities at your church or ministry organization to do all the ministry assignments.	Yes	No
Please state your current role(s) in your church/ministry:		

Personal Testimony

Write your personal testimony including how and when you became a believer:

Understanding and Requirements

I understand that I need to arrange for:

- An official transcript, in English, from the institution where I completed my highest level of formal study (not undertaken at VCI) to be sent to the admissions email. If this is difficult or impractical in my country, I may instead submit certified copies of my transcript and/or degree certificate in English.
- A Reference Form (in English) to be sent from your reference directly to the admissions email.

Please confirm that you have read and agree to the above requirements:

☐ I understand and agree

Student Affirmation

I affirm to abide by and support the following VCI statements as found on the VCI Catalog: https://www.veritascollege.org/docman/pdf/graduateschool/328-vci-catalog

- Statement of Faith
  ☐ I agree with the Statement of Faith
- Position Statement Religious Freedom & Human Sexuality
  ☐ I agree with the Position Statement Religious Freedom & Human Sexuality
- Code of Conduct
  ☐ I will abide to the Code of Conduct

Student Declaration

I confirm that:

1. The information I provided in this application is true, complete, and accurate to the best of my knowledge.
2. I understand that providing false or misleading information may result in the rejection of my application or cancellation of my enrollment.
3. I have read and understood the program prerequisites, requirements, policies, and relevant information relating to my application and enrollment.
4. I agree to comply with the institution's rules, regulations, and policies.
5. I understand that supporting documentation may be required and consent to the institution verifying any information provided in this application where necessary.

_____

Student Name (printed)

_____ _____

Student signature Date

Reference Form

Strictly confidential: This content will not be made available to the applicant

VERITAS COLLEGE

Equipping churches worldwide to interpret, live and share the biblical message
www.veritascollege.org

The purpose of this form is to assist in the evaluation of an applicant to Veritas College International (VCI). We would like to gain a better understanding of the applicant's character, spiritual maturity, and involvement in their local church and/or ministry organization.

This form should be completed by a senior church or ministry leader who knows the applicant well and is familiar with their service and ministry involvement.

We would appreciate an honest and balanced assessment of the applicant's strengths as well as areas where further growth and development may be beneficial. As VCI is committed to holistic personal, spiritual, and ministry development, your candid feedback will help us provide training and support that addresses the applicant's specific needs and ultimately serves both the individual and their local church or ministry organization.

Once completed, please submit this form directly to Veritas College International at PO Box 91001, San Antonio, Texas, 78209-9094 or email to: he-admissions@veritascollege.edu

Applicant's name_	
Applicant's prospective program_	
Your name_	
Your position_	
Your church or organization_	
Your email address	
Your telephone number	
Date_	

Instructions:
Please mark one box to answer each of the following questions:

	Unacceptable	Weak	Satisfactory	Very good	Outstanding
How consistently does the applicant attend church activities?					
How effective is the applicant's ministry in the church?					
How reliable has the applicant been?					
How honest has the applicant been?					
To what extent has the applicant maintained good moral standards?					
To what extent has the applicant maintained good relationships with others in the church/ministry?					
To what extent has the applicant maintained good relationships with his/her family?					

To what extent has the applicant maintained a consistent Christian example?					
To what extent have others respected the applicant as a leader?					
How effective has the applicant been as a small group leader?					
How effective has the applicant been in evangelism?					
Has the applicant shown spiritual change and growth in the last year?					

How long have you known the applicant? _____

For what type of ministry can you recommend the student?

_____

_____

What are the student's strengths in leadership?

_____

_____

What are the student's weaknesses in leadership?

_____

_____

If accepted, will the applicant be able to complete assignments in the church?

_____

_____

Can you provide any other information concerning the applicant that might aid us in our decision?

_____

_____

Application Form for Reduced Tuition

Please complete and email to:
he-admissions@veritascollege.edu

VERITAS COLLEGE

Equipping churches worldwide to interpret, live and share the biblical message
www.veritascollege.org

Student Name: _____

Email address: _____

Note: VCI's tuition fees are significantly lower than those of comparable institutions and are made possible through generous donations that help subsidize the cost of training each year.

We encourage all applicants to prayerfully consider how they might contribute toward their tuition expenses. This may include setting aside personal funds, allocating your tithing towards this purpose, seeking financial support from your local church, family, or friends, or exploring other sponsorship opportunities.

As we seek to steward our resources responsibly and make training accessible to as many students as possible, reduced tuition rates or additional financial assistance can only be granted in cases of genuine financial need.

We appreciate your partnership in helping sustain and expand the ministry of theological education for future generations.

Which program are you applying for? (Mark one)

Diploma in Theology	☐
Associate of Arts in Theology	☐
Graduate Diploma in Biblical Ministry	☐
Master of Arts in Biblical Ministry	☐
Master of Divinity	☐
Doctor of Ministry	☐

Instructions

- Answer all questions.
- Please keep your answers clear and concise, but give enough detail for VCI to evaluate your application.

1. Please give your reasons for believing that you will satisfactorily complete the program of study for which you are applying.

2. What are the main things you want to learn through VCI studies?

3. What was your total annual household income (including your spouse's income) for the last year? And what is the anticipated total household income (including your spouse's income) for the coming year? Please state the sources, e.g. salary, investment income, rental income, etc.

4. Is there any reason why we should not consider your total household income?

5. Do you have any sponsorships for your tuition? If yes, how much?

6. Please list the number and kind of dependents (e.g., dependent spouse, dependent children).

7. What significant assets do you have? (e.g., house, car, shares, savings)

I confirm the information provided above is correct and accurate.

Date_ Signed_