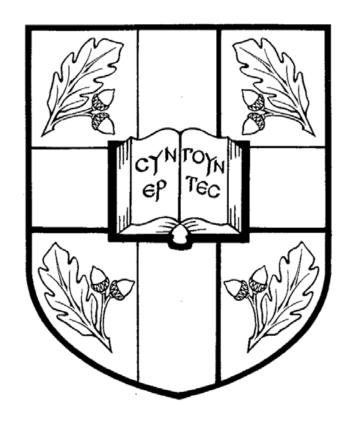# TORONTO SCHOOL OF THEOLOGY

DOCTOR OF MINISTRY PROGRAM HANDBOOK
DISTANCE DELIVERY FORMAT

Revised April 2010
Please note that this handbook is subject to revisions.
Updated versions will be posted at www.tst.edu
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Section One – Introduction

1.1 History

On October 18, 1973, the Doctor of Ministry Program at the Toronto School of Theology began as a task force that met at Knox College to discuss the professional, continuing education of those in ministry. TST member representatives present at the first meeting were: C.D. Jay, J.C. Hay, H. Mills, J.J. Ford, C. Maloney, J.R. Reed, and B. Somfai. Rev. C. Douglas Jay's opening statement spoke to the continued commitment of TST to the continuing education of those in ministry, whether lay or clerical. The task committee was asked to recommend a flexible five-year program that would meet the needs of those in active ministry while pursuing a degree. The members envisioned a professionally oriented program at the advanced degree level, not primarily academic, but more pastoral in nature. The program was to embrace two primary goals: to develop a theology of ministry (theory) and to apply this theory to ministry (practice). The objective of the DMin program was to secure a high level of coordination of theological refection, professional skills and personal integration of those in ministry in order to achieve and secure a high level of ministerial competence.

During the next few years Prof. Hay travelled to several American seminaries to assess the various Doctor of Ministry programs, gathering information for the task committee. The task committee wanted to review a number of programs to help them with the design of the Toronto School of Theology's own unique Doctor of Ministry Program. The aim of the program as prescribed by its founders was an integrative approach for the theological reflection, professional competence and personal development of the candidate in the practice of ministry. The program was to be structured to encourage students to seek the theological foundation for their ministry and to and strengthen their capacity to relate their theological understanding to the different aspects of service in the Church. In order to achieve the necessary competence, the program was designed to incorporate the classical areas of theology through courses, directed reading, research projects and ministry seminars in a way that would fulfill the ministerial objectives of the program. Each candidate was expected to develop their capacity to perceive theological issues in the contexts of their ministry and to seek an understanding of the issues in the light of their theological insights.

By October 1976 the task committee had a working curriculum draft proposal, funding, advertising, and an application process in place. In February 1977 the admission committee, convened by Professors Somfai, Reed, and Hatton met with eleven candidates who were to be interviewed for admission into the new Doctor of Ministry Program. On April 6, 1977 the admission committee selected and approved eight candidates. Throughout the many years since its conception the Doctor of Ministry Program has continued to grow and evolve under the leadership of its Directors.

The DMin Program takes pride in being a professional degree set in an ecumenical and multidisciplinary context directed toward excellence in the active engagement of

ministry. As of July 1, 2001, a renewed Memorandum of Agreement, between the Toronto School of Theology and the University of Toronto, has re-established the Doctor of Ministry as a conjoint degree program with the University of Toronto.

In 2002, at the request of member colleges, the DMin Program Committee established an Ad Hoc Committee to examine alternative ways of delivering the DMin program. A proposal was developed and refined. Final approvals from the TST Advanced Degree Council (ADC), School of Graduate Studies (SGS), and the Association of Theological Schools (ATS) were completed in the fall of 2004 and implemented in the fall of 2006.

1.2 The Centre for the Study of Ministry

In June 2009 The Board of Directors in cooperation with the Advanced Degree Council of the Toronto School of Theology established the Centre for the Study of Ministry (CSM)   The Centre for the Study of Ministry is an interdisciplinary graduate academic unit housed within the Toronto School of Theology. It has three primary functions: (1) to administer the TST's Doctor of Ministry (D.Min.) program, according to policies, standards, learning outcomes, and procedures approved by the TST Advanced Degree Council; (2) to promote and support interdisciplinary scholarly research in ministry; and (3) to advance education and conversation in the area of ministry among a wider public. It is administered by a Director, who is appointed by the TST Director. Its *members* include (1) TST faculty members with advanced degree status cross-appointed from the TST member and affiliate colleges, with the permission of their heads of college; (2) University faculty members with graduate teaching status cross-appointed from other departments; (3) others with like credentials in research and teaching. Its *associates* include faculty members, researchers, and persons with significant experience and academic ability in the practice of ministry, but lacking advanced degree or graduate teaching status. It will also have an administrative staff. Its policies and procedures will be closely modeled on those of an extra-departmental unit at the University of Toronto of the type categorized as EDU:B.

 The CSM will administer the Doctor of Ministry program. Its functions will include the recruitment and admission of students, the cross-appointment of teaching faculty, the approval of courses, the appointment of teaching supervisors and supervisory committees, the supervision and evaluation of students, the administration of comprehensive examinations, the examination of theses, and the oversight of other academic administration relating to the D.Min. program. Programs and academic standards for the D.Min. program will remain under the jurisdiction of the Advanced Degree Council.

 The CSM will promote research in the study of ministry, particularly in Canada, and will support scholarly reporting in appropriate academic journals, including the *Toronto Journal of Theology.*

The CSM will advance education and conversation in the area of ministry among a wider public through such vehicles as lectureships, conferences, invitational programs, and publication in professional periodicals.

1.3 Purpose and Goals

The Doctor of Ministry degree program is designed to provide advanced study for persons who are already engaged in the practice of ministry in its varied forms. The program welcomes qualified applicants, laity and ordained, from the ministries of parish and congregational leadership, religious education, preaching, worship, pastoral care, hospital chaplaincy, and other forms of ministerial leadership. The emphasis of the program is on advancing personal, professional, and theological integration in order to help the participants achieve a high level of competency in the practice of ministry and its theoretical underpinnings.

Toward this end, the program engages participants in the coordination of resources which include: a diverse faculty, libraries, additional resources of the University of Toronto and the Toronto School of Theology, peer learning among the participants of any given year through the formation of a Collaborative Learning Group (CLG), and ministry-based learning through the formation of a Ministry Base Group (MBG). Participants must be committed both to self-directed and to collaborative learning undertaken in an ecumenical, interdisciplinary, online and face-to-face context. By the very nature of the program, which seeks to integrate theory and praxis, participants are required to continue in the practice of ministry while engaged in the DMin program.

Toward the goal of gaining a high level of competence in the practice of ministry, participants are expected to develop and expand their knowledge and skills in the following areas:

1. The critical integration of biblical, historical, pastoral, and theological disciplines in dialogue with the practice of ministry in its social context;
2. The articulation of a theology of ministry as it arises out of critical reflection on the Christian tradition, current theological scholarship, and social analysis of the cultural context of their ministerial practice;
3. The development of ministerial skills and personal qualities normally deemed consistent with and essential to an advanced level of ministerial competence;
4. The identification of an issue for research from their practice of ministry that is to be studied in greater depth in their coursework and developed further in the DMin Thesis;
5. Methods of qualitative research in order to design and employ a qualitative research project which will form a central component of their thesis.

Insofar as the Doctor of Ministry degree is committed to an integration of theory and practice, the context for learning is three-fold, interrelated and continuous. First, there is the university base where the participants engage in courses, seminars, and research at the advanced degree level. Second, there are the collaborative learning groups in which participants engage in dialogue, peer critique, and the ongoing development of their research project in both face-to-face and online situations. Third, there is the ministry base where the participants engage in critical reflection on their practice of ministry with others who are involved in their ministry context. These three contexts are linked throughout the program by the core courses (i.e., integration seminars), the collaborative learning discussions online, academic study and research, the ministry base group work, and the DMin thesis which requires an "action-in-ministry" that is designed to uncover a deeper understanding and insight into some aspect of the student's practice of ministry. The program proceeds continuously in a specific pattern throughout the first two years and in an altered pattern during the third and fourth years as the student progresses toward the writing of their thesis.

1.4 Admission Requirements

1. The applicant must have a baccalaureate degree from a recognized college or university and a Master of Divinity degree accredited by the Association of Theological Schools (ATS), or its equivalent, with a B+ average or better.

2. Sufficient fluency in English to study at a graduate level. Students whose first language is other than English must produce evidence of the ability to speak, understand and write at a level appropriate to cohort study at the graduate level. (See section 3.1.3 of the Th.D. and Ph.D. Handbook for more details).

3. A minimum of three years experience in the practice of ministry.

4. Be engaged in a ministry (normally fulltime) which will serve as their ministry base during this period of advanced professional study

5. Computer literacy: Please see below the range of software which may be used in the completion of this program. On line study will use the educational platform Blackboard and basic instruction will be given in use of this software.

Minimum Computer Requirements include:
> Pentium III or Mac with 3G CPU or better
> 1 GB RAM
> 24 CD ROM drive
> Mouse
> 56KBPS v.90 modem
> Windows 98 or better
> Printer
> High Speed Internet or Cable Connection is required

Software*:*
   Current anti-virus software
    Word processing: Microsoft Word 97 or later
    Internet: Internet Explorer, Firefox, Safari (Macs)
    PDF reader: Adobe Acrobat Reader

All students in the Toronto Doctor of Ministry program must obtain a UTORid and a utoronto email account. NOTE Communication with students will be only through the utoronto email account.

1.5   Program Requirements

1. Full participation is expected in the Orientation process at the beginning of the program prior to the first academic year of study, normally in April-May.

2. Active participation in the Collaborative Learning Group for at least three years, including the online component of the program, which consists of regular, ongoing collaboration throughout the academic year.

3. The establishment and active participation of the Ministry Base Group for at least three years

4. Successful completion of all core seminars and academic coursework, development and approval of an Individual Learning Plan (ILP), a comprehensive paper and oral exam, a thesis proposal and oral exam.

5. The student will be expected to research and write a DMin thesis and to participate in a final oral examination. Normally, the DMin thesis will be examined on the TST campus. Exceptions may be made under certain circumstances. Students are responsible for the cost of their own travel, accommodation and meals.

6. No languages other than English are required for entrance into the Program or as part of the Program requirements. DMin students are, however, encouraged to make use of materials related to their work in languages other than English and, should their thesis proposal require it, they may be asked to demonstrate competency in other languages.

1.6   General Overview of the Program

To achieve its goal of crafting a higher level of excellence and competence among those engaged in the practice of ministry, the DMin program has ten essential components. These components have been established to facilitate intellectual and professional development and are outlined in Section III of the DMin handbook. Two key elements include: supervision and evaluation by faculty, together with the DMin

Director, the DMin Program Committee and the Centre for the Study of Ministry (CSM) and the Advanced Degree Council (ADC) of TST, as well as, an ongoing self, peer and ministry-based evaluation.

The DMin Program provides various kinds of learning and evaluation that are self-directed, communal, interdisciplinary, and integrative in nature. These experiences aim to help students achieve a high level of competence in their practice of ministry and to equip them to propose and carry out the DMin Thesis. The components of the DMin program integral to achieving these goals include: 1) the Collaborative Learning Group (which is engaged both on-campus during the summer residential and online throughout the academic year); 2) an Individual Learning Plan (ILP); 3) a Ministry Base Group (MBG); 3) a College Advisor; 4) a Comprehensive Evaluation Committee; 5) the DMin Thesis Proposal Committee; and 6) the DMin Thesis Director; and 7) the DMin Thesis Examining Committee. These components are operative in different phases of the program.

Section Two – Policies and Procedures

2.1 Application Requirements and Procedures

An Application for the DMin Program can be obtained from the DMin Office at the Toronto School of Theology. The application requirements consist of the following:

1. An application form plus an application fee.
2. Competence in English is required for those candidates whose first language is not English. Evidence of English proficiency can be fulfilled by the following: if the candidate graduated from a University where instruction and examination was in English or by providing the appropriate TOEFL score of 600 with a 5.0 in the Test of Written English (TWE) or a score of 250 with an essay score of 5.0 if the TOEFL was computer based. The minimum score required for those who take the internet-based test is 100 total, with at least a 22 in the writing section and a 22 in the speaking section. See section on 3.1.3 for more details.

3. A detailed *Curriculum Vita.*

4. A personal statement, not more than 1200 words on the following:

   - thoughts on the theory and practice of Christian ministry including their goals, objectives and rationale for ministry
   - thoughts on the present and future needs of the church as it ministers in changing social, economic, and political contexts
   - description of research interests and reasons for applying to the TST DMin Program
   - future plans for applicant's practice of ministry

5. A selected bibliography of applicant's current readings in theology or other fields related to their practice of ministry and research interest.

6. Official transcript(s): undergraduate, M.Div or its academic equivalent, (which needs to be approved by the Admissions Committee), and any other post-graduate degrees.

   Note: These should be sent directly to the DMin office by the degree-granting institution.

7. Four letters of reference:

   - Two academic letters of reference from faculty members who teach in the institutions from which you received your M.Div or equivalent degree
   - Two letters of reference from colleagues of good standing and known reputation who are active in the field of ministry in which you are currently working

8. A Ministry Base Group letter of support from a person in your Ministry Base. This person is to assist you in forming a ministry base in the church or institution your ministry is located in for the duration of the program. This group exists to support the applicant through the essential components of the DMin Program.

9. A Denominational or Institutional letter of support from an appropriate official in your diocese, religious order, presbytery, conference, or institution. They must declare full recognition of your intention to enter the DMin Program and be aware of what the program requires (e.g., 4-5 years of study, on average, until completion of the program, beginning with a one-week residential in the spring and one two-week residential for three successive summers thereafter; in addition, continued self-study and online peer collaboration throughout the rest of the academic year will be required).

2.2 Process for Admissions and Student Supervision

1. When a prospective student fills out the application form, the student will declare his/her college of registration. All applications should be mailed to the Director of the Doctor of Ministry program at the Toronto School of Theology. An initial assessment of all applications will be made by the Director of the Program.

2. The Colleges will receive the DMin applications from the DMin Director for their approval and the assigning of a College Advisor. Once the College has indicated their approval the CSR will deliberate in the same manner as for other advanced degree programs. Successful candidates will be invited to participate in the spring orientation week.

3. All students will have an opportunity during the orientation week to meet with their College Advisor and/or the DMin Director to confirm their interest in the program and to reflect on whether this program and the student are a good match to fulfill the students' learning goals.

4. The College Advisor will meet with the student during orientation to familiarize his/herself with the study and research interests of the student and to advise the student of the resources of the College and TST.

5. Where possible, the DMin office will also arrange for students to meet with their College Advisor during the first two-week residential period in June. .

6. At the end of the fall semester, when the student's individual learning plan (ILP) is completed, an ILP Examining Committee will be convened by the DMin Director. The committee will meet together to discuss and review the ILP and make recommendations to the student. The College Advisor will act as chair. Where a face-to-face meeting with the student is not possible, the College Advisor will discuss the results with the student either online or by phone. The College Advisor, as chair of the committee, will forward the results to the DMin office.

7. When the student has completed his/her coursework and is ready to write the Comprehensive Paper (i.e., Theology of Ministry Paper), normally in the third year of the program, the student will contact the DMin Director who will convene a Comprehensive Examining Committee (see section 3.1.6 for a description of this committee). The Committee, under the Chair of the College Advisor, will meet with the student to consult on the student's bibliography and offer guidance. The meeting will normally be done through teleconferencing in situations where the student is unable to come to campus in person.

8. When the student believes that his/her comprehensive is ready for examination, he/she will notify the DMin Director who will reconvene the Comprehensive Examining Committee. The Comprehensive Examining Committee will examine the paper and make recommendations. The DMin Comprehensive Examination will normally be done through teleconferencing in situations where the student is unable to come to campus in person. If successful, the examiners will hand the student over to his/her DMin Thesis Proposal Committee.

9. The DMin Thesis Proposal Committee, normally under the chair of the Thesis Director, will meet to review the students' thesis proposal (see section 3.1.8 for a description of this committee). Meetings will normally be done through teleconferencing in situations where the student is unable to come to campus in person or at the discretion of the Thesis Proposal Committee Chair.

10. When the thesis proposal is deemed ready for final review, the Thesis Director will convene an examination. The student will provide 5 copies, one for each member of the committee and one copy for the students' file. If the Proposal is deemed acceptable, each member of the student's Thesis Proposal Committee must sign the cover page of the proposal indicating his/her support for its readiness (see appendix 3).

11. Following approval of the Thesis Proposal the student must submit his/her proposed research project to the Ethics Review Committee for approval. Proof of approval of the research by the ERC must be submitted to the DMin Director and the Thesis Advisor before research begins. **Students should carefully examine the University of Toronto's website on Ethical Research to apply**

for an Ethics Review. See section 5.6.6 of this Handbook for more information.

12. After approval from the Thesis Proposal Committee the Thesis Director will continue to meet regularly with the candidate to discuss their applied research thesis as it unfolds. The student and the Thesis Director must determine their own way of proceeding at this point with respect to: time, place, and number of meetings; preparation for such meetings (e.g., having the candidate's questions or written work in advance, etc); how the final text will be reviewed and prepared for submission for the oral examination, etc. While the Thesis Director will normally be responsible for providing guidance and supervision of the candidate on their own, it may be advisable in some circumstances to ask some or all of the members of the Thesis Proposal Committee to continue in an advisory capacity. It is important to stress that while the Thesis Director and/or other members of the Thesis Proposal Committee are available to provide guidance and supervision to the student, it is equally important to stress the candidate's own responsibility for his/her work at this point is paramount.

13. After approval is received from the Ethics Review Committee the student will engage in the Action-in-Ministry (i.e., applied research) portion of the program. When this is completed, the candidate will write his/her thesis. The Thesis Director will assess the candidate's final text according to the guidelines for evaluating the DMin Thesis (see section 5.8) and at the appropriate time exercises his/her responsibility to declare whether the Thesis is ready for oral evaluation.

14. **At least two months prior to the Oral Thesis Examination,** the Thesis Director, in consultation with the candidate, will *suggest* a list of names for consideration as examiners for the final Thesis. (See section 3.1.8).

15. The Thesis Director will submit these names to the DMin Director on the form provided in this Handbook (see Appendix 7).

16. The DMin Director will submit the proposed examining committee to ADC for approval.

17. When the thesis is deemed ready for examination by the Thesis Director, the DMin Director shall convene a meeting of the Thesis Examining Committee.

2.3 Time Line for the Completion of the Program

The program must normally be completed within five years. At the outset, a regular program schedule will continue for three years. During this time the student should have completed the five core DMin courses, four additional theory-based research

courses, and a comprehensive theology of ministry paper and oral exam. The next two years are focused on the completion of the Thesis Proposal, Action-in-Ministry project, and the writing of the thesis. If necessary an additional year may be granted for the student to complete all the requirements. The student must obtain a course average of B+ to remain in good standing.

Note: Students must be in continuous registration during their Program unless they are on authorized leave of absence (see section 2.5). Registration normally takes place in September (winter session) and May (summer session).   Students register in September for both fall and spring courses. Registration for summer courses takes place in the spring once the summer course schedule has been published.

2.4   Special Student Status

Occasionally, an applicant who has not been admitted as a regular student in the DMin program may, for good reason, be admitted to begin coursework as a special non-degree student.

Categories of Special Students include:

- **Special student category 1 (SS1).** Where an applicant for admission to the DMin program is deemed to have minor deficiencies in educational preparedness, the Admissions Committee of the ADC may admit the applicant on probation for no more than one academic year under this category. If, at the end of this time, the student has satisfied the terms of the probation, s/he will be admitted into the DMin program. The coursework and residency requirements the student has completed during this probationary period will count toward the course and on-site requirements of the DMin program.
- **Special student category 2 (SS2).** Where an applicant for admission to the DMin program is deemed to have strong potential for doctoral work, but lacks the educational preparedness to participate in the program, the Admissions Committee of the CSM may admit the applicant to take prescribed preparatory work. This course work completed will not be credited toward the requirements for any TST degree, including the DMin program.
- **Special student category 3 (SS3).** The TST AD Directory may admit a student to full-time or part-time studies to take courses for credit with the permission of the instructor. These courses will not, however, be counted toward the requirements of any TST degree. Moreover, SS3 students are not permitted to take reading and research courses.
- **Special student category 4 (SS4).** In exceptional and compelling circumstances, late applications to the DMin program will be considered for special action. If, in the opinion of the TST AD Director, the DMin director and the AD Director of the college for which the application is being made, the

applicant clearly meets the requirements for admission, the TST AD Director may admit him/her as an AD student – SS4. A College Advisor will be appointed and the student may take courses that will be credited to the DMin program if and when s/he is admitted as a regular student. The CSM at its next scheduled meeting must consider the application of the student.

2.5 Deferrals

A candidate who has been accepted into the DMin Program and cannot begin their admission to the DMin Program for the academic year, to which they applied and have been accepted, may request a one-year deferral. The candidate must write a letter to the DMin Director stating their request. The following academic year, the candidate must then write a letter to the DMin Director stating their intention to proceed or withdraw from the program at least 90 days prior to the first summer residential, which normally takes place in June. A candidate may defer admission only once and therefore must reapply if he/she wishes to enter the program at a later date.

2.6 Leaves of Absence

DMin students are granted the maximum of two one-year leaves of absence. Students are required to submit a written request to the DMin Director providing the reason(s) for and the duration of the leave in their letter. The letter requesting the leave of absence should be submitted to the DMin Office at the Toronto School of Theology. The candidate's request is submitted to the Academic Committee CSM for final approval. If a student exceeds the maximum years given for a leave of absence, the candidate's file is then placed in a lapsed candidates file. A candidate wishing to continue with the program at a later stage must petition for re-admission with no guarantees that they will be reinstated. During this time the student does not pay fees nor have access to the library system, and may make no demands upon faculty.

2.7 Extensions

Students who have not completed the DMin Program in their sixth year must request an extension by letter to the DMin Director and submitted to the DMin Office. The request is submitted to the Advanced Degree Council for their consideration. A maximum of two extensions may be granted to DMin students.

2.8 Reinstatement

DMin students seeking reinstatement may do so by consulting with the DMin Director first. The student is required to submit a written request to the DMin Director petitioning for reinstatement. The reinstatement request is then forwarded on to the Advanced

Degree Council for their consideration. If the candidate is reinstated they will pay the continuation of Program fee, for that year, regardless of how many times they have paid it before.

2.9 Withdrawal from Program

DMin Students wishing to withdraw from the DMin Program should first consult with the DMin Director. The student is required to submit a written request for withdrawal. Once a student has been withdrawn from the DMin Program (and their college of registration), students wishing to return have no guarantee that they will be readmitted.

2.10 Lapsed Candidacy

A DMin student who fails to register or pay their fees during the registration period and does not contact their College or the DMin Office regarding their registration will be automatically lapsed. If a student wishes to continue in the program s/he may submit a request for reinstatement. DMin students who are on a leave of absence and have not contacted the DMin Office regarding their return to the program will be lapsed. DMin students who have not completed the program during the allowable six years and have not requested an extension will automatically be lapsed.

2.11 Grades

All courses must be completed with a grade of at least a B- (70) to count as credit towards an advanced degree Program. However, students must maintain a B+ (77) average to proceed to the Thesis Proposal stage of the program. The grade scale is as follows:

       A+ (90-100): Exceptional
       A (85-89): Outstanding
       A- (80-84): Excellent
       B+ (77-79): Very Good
       B (73-76): Good
       B- (70-72): Acceptable
       Below B- (< 70): Failure

As a rule, letter and number grades are assigned for all courses. Doctoral theses are passed or failed, without any number or letter grade.

2.12 Advanced Standing / Transfer Credits / Advanced Placement

Advanced standing: in accordance with the rules and procedures of the program into which they are admitted, students may receive advanced standing on the basis of a degree program that they completed before their admission. The course(s) for which advanced standing is awarded must be specified in the student's transcript, along with the grades originally assigned for these courses, and the number of units of advanced standing awarded to them. The student will be required to complete that many units less in his/her program. Grades for courses from outside the TST will not be included in the course average. Grades for all TST courses will be included in the average.

Transfer credits may be awarded in a similar way for advanced degree work, in TST or elsewhere, which does not count towards a degree already awarded to the student.

Advanced placement is awarded when a student is exempted from having to take certain required courses, but must take other courses to make up the total number of credits required in his/her program.

2.13 Standing Deferred

The grade SDF is given for courses for which a student has not completed requirements before the end of examination week.
A grade of SDF must eventually be changed to a letter and number grade or to an INC (permanent incomplete).

Unless the professor sets an earlier deadline for students in a course, to complete course requirements students will have until the second November 1 following the end of the term for fall courses and until the second March 1 following the end of the term for spring and summer courses.

If by those dates grades have not been received, SDFs will be automatically changed to INCs.

Students are responsible for making sure they adhere to the deadlines and obtain any written permission to go beyond them.

2.14 Reading and Research Courses

Students registering for a reading and research course must fill out a reading course form, obtain the proper signatures, bring it to the registrar of their school and send a copy to the DMin office. The number assigned for the course will be TSX7090H/Y, TSX7091H/Y or TSX7092H/Y.

2.15 Study Outside TST:

A student may fulfill certain course requirements by doing work of equivalent graduate level outside TST or U of T. A prior positive recommendation must be obtained from the DMin Director, and the student's College Advisor. In addition to any external registration, students must fill out a reading course form and register for said courses at their college using the designator TSX7090H/Y (or 7091 or 7092 if the previous numbers have already been used with the same weight in that session). Up to half of the elective course units required in the DMin Program may be taken at another institution.

2.16 Financial Assistance

Students requesting financial aid may apply for bursary assistance. DMin students can obtain a bursary form from the DMin Office. Bursary applications must be returned to the DMin Office by October 31st. Students should also contact their college to explore other financial aid opportunities.

2.17 Tuition Fees and Other Charge

A schedule of fees is published annually by the Committee of Representing Members of TST, which comprises the heads of the TST theological colleges.

2.18 Academic Appeals

A doctoral student registered in one of the participating colleges of the TST may appeal a grade or an academic decision that affects him/her adversely and which s/he considers to be unjust or inappropriate.

Extension of Right of Appeal: A person who is not currently registered, but who was registered at the time of the adverse grade was submitted or the adverse decision was taken, may make an appeal

Channels of Recourse

1) ***Disputed Grade:*** A student who questions a grade received in a course (including TST language examinations or Biblical department language examinations, if required) must first address himself or herself to the instructor or examiner submitting the grade in question. If the student is not satisfied with the explanation given or the steps taken to remedy the situation, s/he must petition the DMin Director. If the disputed grade is based on written work, the DMin Director will appoint a second examiner to provide an opinion. If the disputed grade is not based on written work, the DMin Director will appoint a committee of two to investigate and report back to the DMin Director. If the student is not satisfied with action taken at the level of the DMin Director, s/he should approach the TST AD Director to seek a resolution. The student has the right of final appeal to the ADC, which will appoint an Appeals Committee under the provisions of section 14.4 of the Th.D. and Ph.D. Handbook.

2) ***Disputed decision of the Admissions Committee:*** An applicant may appeal a decision of the CSM Admissions Committee (see 3.3 of the Th.D. and Ph.D. Handbook). The CSM Admission Committee itself hears the appeal.

3) ***Disputed decision of the Independent Learning Plan Evaluation Committee, Comprehensive Examinations Committee, or Thesis Proposal Committee:*** In respect to the matters named above, the student has recourse first to the DMin Director. If the student is not satisfied with the explanation given or the steps taken to remedy the situation, s/he has the right of final appeal to the ADC, which will appoint an Appeals Committee under the provisions of section 14.4 of the Th.D. and Ph.D. Handbook.

4) ***Disputed evaluation of the thesis:*** The student may appeal the evaluation of a thesis to the ADC, which will appoint an Appeals Committee under the provisions of section 14.4 of the Th.D. and Ph.D. Handbook.

- **Regulation on limitations.** The student must begin the process of appeal no later than three months after receiving the ruling, evaluation, or grade in question.

- **The ADC Appeals Committee**. For more details see section 14.4 of the Th.D. and Ph.D. Handbook.

2.19 Discipline and Complaints

- **Academic discipline.** Every DMin student registered at the TST is subject to the disciplinary jurisdiction of the University of Toronto in respect to academic matters including plagiarism, forging of academic documents and cheating on examinations or papers. Offences and sanctions are prescribed in the University of Toronto *Code of Behaviour on Academic Matters*. In the application of the *Code of Behaviour*, the roles, rights and duties therein appointed to the Dean and the department chair are to be exercised by the head (dean, principal or president) of the college in which the student is registered.   Copies of the full *Code of Behaviour on Academic Matters* are available through the AD Office or can be found on the University of Toronto website (*http://www.utoronto.ca/govcncl/pap/policies/behaveac.html*).

- **Harassment.** Complaints about harassment based on gender or sexual orientation are governed by the *Policies and Procedures: Sexual Harassment* of the University of Toronto, and should be directed to the Sexual Harassment Officer at (416) 978-3908.

- **Matters under College Jurisdiction.** Each of the six participating colleges administers codes concerning non-academic discipline. Complaints should be made to the head of the college in which the student is registered.

- **Grievances.** Any member of the TST faculty, TST staff or TST student body may lodge an informal or formal complaint when that member has reason to believe that TST or anyone acting on behalf of TST has acted in a way that is inconsistent with any of the established policies of TST for faculty, staff or students and that has hindered the member's ability to perform his or her duties effectively. Grievances include, but are not limited to: (a) non-academic grievances against TST faculty members; (b) grievances against TST staff members; (c) non-academic grievances against TST students that do not fall under any discipline codes; (d) dissatisfaction with non-academic TST administrative decisions or policies; (e) grievances regarding TST facilities, offices, services; (f) a policy or procedure of TST contravened. For more information on procedures regarding grievances, please see section 15.4 of the Th.D. and Ph.D. Handbook.

Section Three – DMin Program Outline

3.1 Components of Academic Governance

The following provides a brief description of the various roles and committees relating to the Doctor of Ministry program

3.1.1 The Doctor of Ministry Program Director: The DMin Director is responsible for providing overall direction to the Doctor of Ministry program. S/he ensures that students advance through the various stages of the program, liaises with the colleges and departments, convenes all committee meetings and examinations, and ensures that all program requirements are met by the student in preparation for graduation. The DMin Director is also responsible for teaching some of the core courses of the program.

3.1.2 The Centre for the Study of Ministry (CSM): The SCM which provides oversight to the Doctor of Ministry program works closely with the Advance Degree Council (ADC) of TST; The ADC is the governing body for all advanced degree programs. It ultimately approves all admissions, course changes and student program committees, as well as, oversees and approves all substantial changes to the various Advanced Degree programs. It is composed of one representative from each of the TST Colleges, the TST departments, the advanced degree student council (ADSA), three representatives from the University of Toronto, the Advanced Degree Director, and the DMin Director.

3.1.3 The College: When a student applies to the program, s/he designates the college of their choice. The college and the department must recommend students for acceptance into the DMin Program. The AD director of the college collaborates with the DMin Director to ensure that the student receives academic oversight and that all the appropriate regulations are followed.

3.1.4 The College Advisor: The College Advisor is appointed by the College through which the student is admitted. The College Advisor will chair the students' ILP Committee and Comprehensive Examining Committee, as well as the Thesis Proposal Committee, providing continuity for the student throughout the Degree Program. The College Advisor should meet formally, either face to face or via email, with the student at least twice a year, especially at key points in the student's program (e.g., the approval stage of the student's Individual Learning Plan (ILP) in the first year, at the end of each academic year, at the assessment of their comprehensive paper, at the thesis proposal stage and during the thesis).

3.1.5 The Individual Learning Plan Evaluation Committee: The ILP Committee is comprised of the student's College Advisor, and two other members appointed by the DMin Director. The ILP Committee will meet, normally in the fall of Year I, to assess the student's written ILP on the basis of 1) the student's discernment of their research interest, 2) the student's focus and coherence, 3) the adequacy of the student's proposed learning plan, and 4) the practicality of the student's proposed learning plan.

3.1.6 The Comprehensive Evaluation Committee: is comprised of the student's College Advisor, and two other members appointed by the DMin Director. This committee is convened following the completion of coursework to assess whether students have the critical research and writing skills, the critical resources, and the requisite development of a theology of ministry that will allow him/her to: (1) complete the *Doctor of Ministry Thesis* successfully; and (2) to make a significant contribution to

the advanced understanding of the practice of ministry in their respective field of ministry.

3.1.7 The Thesis Director: The DMin Thesis Director shall be appointed by the DMin Director at such time as the student has completed their Comprehensive Evaluation and is ready to proceed with their Thesis Proposal Review. This person shall follow the student's progress through the Thesis Proposal, Action-in-Ministry (Applied Research Module), and Thesis writing components of the program. The Thesis Director must be a faculty person with advanced degree standing at TST. The Thesis Director has primary responsibility for evaluating the academic quality of the Thesis paper.

3.1.8 The Thesis Proposal Committee: The DMin Thesis Proposal Committee is formed upon successful completion of the student's Comprehensive Oral Examination. It is comprised of a Thesis Director with advanced degree standing, another faculty person who acts as reader and consultant to the student's director (usually the student's College Advisor), and representatives from both the student's Collaborative Learning Group and the Ministry Base Group. Meetings will normally be done through teleconferencing in situations where the student is unable to come to campus in person or at the discretion of the Thesis Director and/or members of the committee may confer separately with the student. *The CLG and MBG representatives do not exercise academic oversight but are there to maintain the student's rootedness in peer support, which is fundamental to the pedagogy of the DMin program.*

3.1.9 The Thesis Examining Committee: The DMin Thesis Examining Committee is formed when the student's research and thesis are complete. The committee is comprised of the Thesis Director, the other Faculty Member of the Thesis Proposal Committee (usually the College Advisor), one faculty person from another TST college, one external examiner with sufficient expertise in the area of research and one person appointed by the School of Graduate Studies at the UofT. The committee shall also have two non-voting members: a member from the candidate's CLG and a member from the candidate's MBG. These representatives may be present at the examination but cannot vote.

3.2 Chart Sequence of Study for the DMin Program

Phase I: Orientation

Year 1: Spring-Summer

Week One (April) – Admissions Process

Orientation – Building the group
Consider the Philosophy of Doctor of Ministry Education
Review the Program
Connection: UTORid/T-card
Library Tour
Reading Lists for Summer Courses Distributed

Phase II: Coursework

Week Two (June)		Week Three (June)	
Morning Session	*Afternoon Session*	*Morning Session*	*Afternoon Session*
TSM 5011HF *(Core Course 1)*	*TSM 5013HF* *(Core Course 3)*	*TSM 5013HF* *(Core Course 3)*	*TSM 5012HF* *(Core Course 2)*
Adult Learning Principles: Foundations of Independent Learning	*Qualitative Research Methods I*	*Qualitative Research Methods II*	*Critical Thinking and Theological Reflection*

Assigned Work (To be completed by December)
Online Continuation of Collaborative Learning Group
January – Distribution of Reading Lists for Summer Courses

Year II: Summer

Week Four (June)   Week Five (June)

Morning Session	Afternoon Session	Morning Session	Afternoon Session
Closure for TSM 5013 Program Elective	TSM5014HF (Core Course 4) Research Design I	TSM5014HF (Core Course 4) Research Design II	Course 5xxx or 6xxx Program Elective

Assigned Work, Comprehensive Paper – To be completed by December
Continuation of Collaborative Learning Group
One or Two Elective Courses
January – Distribution of Reading List for Summer Course

Year III: Summer

Week Six (June)   Week Seven (June)

Morning Session	Afternoon Session	Morning Session	Afternoon Session
TSM 5015HF (Core Course 5) Integration of Theory and Praxis I	Research and Consultation Time	TSM 5016HF Comprehensive (Core Course 5) Integration of Theory and Praxis II	Research and Consultation Time

Phase III: Thesis Requirements

Collaboration with Thesis Committee
Thesis Proposal – To be submitted in December
Thesis – To be submitted by August/September
(Exemption of Fees for Thesis writing until December)

3.3 Description of Program Components

3.3.1 Residential: There are four residential blocks over a period of three years in which the student is required to stay on campus and to participate in all course work and community activities. Residential costs, which include flight, accommodation and meals, are not included in tuition fees.

> **• the first residential** period is one week in duration and takes place in the spring. It is part of the admissions process and includes orientation, discernment, and group development.

> **• the second, third and fourth residential** periods are two weeks in duration and take place every June for three years. During these times students will participate in courses, communal life, independent study, and faculty consultation.

3.3.2 The Collaborative Learning Group (CLG): The Collaborative Learning Group (CLG) is composed of candidates who have entered the program concurrently. The purpose of this peer group throughout the first three years of the program is to support the candidate in their program and to aid in the candidate's critical reflection on their practice of ministry and research interest. In the third year each student chooses a representative from the group who continues with him/her in an advisory capacity for the duration of the student's studies. Depending on the enrolment numbers, students may be divided into smaller groups in order to facilitate easier peer collaboration. **While formation of the CLG occurs during the first residential periods, the CLG will continue to meet online at regular times throughout the academic year in order to support a student's progress through the program**. In the first phase of meeting together, the group forms a Learning Covenant to guide its group life and to work out its own specific goals, activities and its method of ongoing evaluation with respect to program requirements.

3.3.3 The Individual Learning Plan (ILP): The Individual Learning Plan (ILP) is developed by the candidate in the first year of the program and is approved by the student's ILP Examining Committee. It should cover all DMin program requirements and be oriented toward achieving the individual student's goals and objectives in relation to his/her research interest. The student's ILP should also prepare him/her for writing his/her DMin thesis. A superior ILP will draw on TST/UofT resources, the Collaborative Learning Group, the Ministry Base Group, and any academic resources that might be available to the student in their own geographical context. (See guidelines in Section 5.1)

3.3.4 The Ministry Base Group: The Ministry Base Group (MBG) is composed of representative persons from the student's ministry setting. It represents the program's commitment to the interaction that occurs between the student's social location in the practice of ministry and his/her use of TST/UofT resources. Each student forms an

MBG in the first year. The group must be able to meet regularly for at least three years to offer support and critical reflection on the student's DMin work and ongoing practice of ministry. In the first session, the student should educate the MBG in the goals and dynamics of the program and with the MBG develop a strategy for moving toward their academic goals. Annually, the MBG submits a written evaluation concerning the student's progress in the program to the DMin Director. This report is meant to evaluate the student's capacity to integrate his/her learning from their coursework into the practice of ministry and the ability to effectively communicate his/her learning to interested lay people. The MBG is dissolved when the student is ready to work on his/her thesis proposal. At that time, one member from the MBG is chosen to be on the student's thesis committee to offer continued support and critique until the completion of the thesis writing. (See guidelines in Section 5.3)

3.3.5 Coursework: Students are required to take five core integrative collaborative learning seminar courses and four advanced degree academic courses in the first three years of the program. Deepening one's personal and professional integration, social analysis, theological reflection, and qualitative research methodology are emphasized through the coursework. The primary objectives are the development of the student's ability to relate theory and practice with respect to her/his practice in ministry, the articulation of a coherent theology of ministry, and the identification and design of the DMin thesis proposal. In order to complete the four advanced degree courses students may enroll in regular advanced degree courses or they may be taken as reading and research courses depending on the availability of faculty, and/or at another recognized university. Courses taken at another institution must receive prior approval by the DMin Director and the CSM. The costs of such courses are the responsibility of the student and are not included in DMin program tuition fees.

3.3.6 Comprehensive Paper and Oral Examination: Upon completion of all coursework, except for the final core course in year three, the student must complete a comprehensive 40-page theology of ministry paper (see guidelines in section 5.4). When the student is ready to write the paper, s/he will contact the DMin Director, who will convene a Comprehensive Examining Committee to be chaired by the College Advisor. The meeting will be arranged via teleconferencing in situations where the student is unable to come to campus in person. The student will collaborate with his/her Comprehensive Examining Committee only at this beginning stage of the comprehensive to determine the bibliography and direction of the paper. When the student determines that the paper is ready for examination, s/he will contact the DMin Director who will reconvene the Comprehensive Examining Committee for an oral examination of the paper. The Comprehensive paper will be examined via teleconferencing in situations where the student is unable to come to campus in person. Successful completion of the Comprehensive will determine the student's ability to go to the final stages of the program, which includes the thesis proposal and thesis. Upon successful completion of the Comprehensive, the Comprehensive Examining Committee will hand the student over to his/her DMin Thesis Proposal Committee.

3.3.7 DMin Thesis Proposal: A thesis proposal concretely and concisely describes the student's research interest and outlines the various components required of a DMin

thesis (i.e., the articulation of the student's theological and social theory base, the design of the applied research project, and the qualitative research method the student will use to validate and analyze the emergent data from their action-in-ministry/applied research). When the student and his/her Thesis Proposal Committee believe that the proposal is ready, it will be examined by the Thesis Proposal Committee, feedback provided to the student, and the results forwarded to the DMin Director. (See guidelines in Section 5.6)

3.3.8   Ethics Review Committee: All requirements of research on human subjects must be approved prior to commencing the Action-in-Ministry component of the program. Following the approval of the Thesis Proposal the student is required to submit their research proposal to the University of Toronto's Ethics Review Committee. For more information on UofT standards regarding the use of human subjects in research see section 5.6.6 of this Handbook.

3.3.9 Action-in-Ministry (Applied Research Module): Foundational to the DMin thesis is the action-in-ministry and qualitative analysis of the research data gleaned from the action-in-ministry. Qualitative research is a social science research method that builds theory inductively through the qualitative analysis of data rather than through quantitative or statistical measurement. Data is derived in a variety of ways and the action-in-ministry can include one or a combination of pilot programs, observational studies, and interviews depending on the specific question of inquiry. Students will analyze and categorize the data from the action-in-ministry to determine how the theory that emerges from it corresponds to and/or challenges their ministry experience as well as their social and theological theory base, and incorporate their findings into an original and substantive DMin thesis.

3.3.10   DMin Thesis: The culmination of the DMin Program shall be the design and completion of a substantive and significant DMin thesis that integrates applied research (action-in-ministry) drawn from an aspect of the student's involvement in the practice of ministry, and his/her readings and course of study. The DMin thesis shall address the integration of theory and through reflection and focus on a specific applied research initiative (action-in-ministry) that is well-designed in respect to practical research, social analysis, and theological reflection (see guidelines in Section 5.7). The applied research shall also comply with UofT/TST regulations concerning ethics in the use of human subjects in research. The student will collaborate regularly with her/his DMin Thesis Director to receive direction and support in the development of his/her DMin thesis. When the student, together with the Thesis Director, determines that the thesis is ready for oral defense, the DMin office will strike a DMin thesis examining committee and arrange a date for the Thesis Defense. **Normally, the DMin thesis will be examined on the TST campus. Exceptions may be made under certain circumstances. Students are responsible for the cost of their own travel, accommodation and meals.**

3.3.11   DMin Thesis Oral Defense: The student and examiners will gather in a room on a date agreeable to all parties in order to discuss the student's thesis.   The defense lasts approximately two hours at which time each of the examiners will have an

opportunity to ask questions of the student regarding some aspect of the student's thesis. When the discussion is over, the student will leave the room and the examiners will determine whether the thesis and the student's responses during the examination is of sufficient quality to confer upon the student the Doctor of Ministry degree.

The oral defence of the student's thesis is an open forum in which family, colleagues and friends of the student may observe the examination.

3.4 Other Resources

All of the appropriate TST/UofT faculty and library resources are available to assist students through the various phases and requirements of their program of study. Please see the following websites for more information, including a complete list of resources offered by TST and other institutions affiliated with the TST. These include: University of Toronto (UofT), Ontario Institute for Studies in Education (OISE), Conrad Grebel University College, Institute for Christian Studies (ICS), and Waterloo Lutheran Seminary.

- www.tst.edu
- www.utoronto.ca
- www.oise.utoronto.ca
- http://grebel.uwaterloo.ca/academic/gts/index.shtml
- www.icscanada.edu
- http://info.wlu.ca/~wwwsem/index.shtml

Section Four — Curriculum

4.1 Five Core Courses

Please Note: The content of the core courses is taught during the summer intensives but the DMin Director will direct and monitor the collaborative learning groups throughout the academic year. The focus of the collaborative learning groups will be directed toward advancing the learning of students who are in the same year of study. Consequently, the online component contributes to the overall course mark of the core courses, which is to be submitted in December.

TSM 5011HF – Adult Learning: Principles and Foundation of Independent Learning

This course orients the incoming student to the DMin program, including an introduction to its goals, dynamics, the theory and practice of collaborative learning, the establishment of collaborative learning groups, a learning covenant, and the development of an individual learning plan (ILP). Clarifying and sharpening the student's research interest is the central focus of this course.

TSM 5012HF – Critical Thinking and Theological Reflection

This course introduces and explores the issue of critical thinking as it applies to theological reflection. It also examines the foundational principles of theological reflection methodology.

TSM 5013HF – Qualitative Research Methods I and II

This course gives an overview of qualitative research methodology and the techniques to appropriate it with a view to the formulation and articulation of the student's respective research statements and methodological procedures.

TSM 5014HF – Research Design I and II

This course is focused on the elaboration of the DMin thesis proposal with a view toward helping the student to gain the skill of writing their thesis proposal. At the end of the course the student's will hand in a first draft of their thesis proposal as part of their course evaluation.

TSM 5015HF – Context of Research and Ministry: Integration of Theory and Practice

This course will focus on theological reflection and social and cultural analysis of the student's respective contexts of ministry and research. The use of case studies and the student's research data will assist the student in gaining the necessary analytical and interpretive skills to deal with the data generated by their action-in-ministry (i.e., their applied research), theologically.

TSM 5016HF – DMin Comprehensive Oral Examination

NOTE: This is <u>not</u> an actual course but the <u>course number</u> designated for the oral examination of a student's comprehensive paper. All coursework, except *TSM 5015HF*, must be completed and the approval of the DMin Director must be given before registering for the comprehensive examination.

4.2 Four Electives

Four other electives: Each student must take four elective courses at the advanced degree level within their field of research. These courses will be determined during the student's first year in the program and will make up part of the student's Individual Learning Plan. These courses are meant to broaden and deepen the student's understanding and proficiency of the theological and social-scientific base that grounds his/her research. The Director of the DMin Program must approve all course changes after the student's ILP has been approved.

Section Five — Guidelines

5.1   Guidelines for Developing the Individual Learning Plan (ILP)

5.1.1 Personal Identification
Including: Name, Address, Phone, and College of Registration

5.1.2 Introductory Section
   a) **Ministry Base –** Please provide a brief description of your ministry base setting and indicate your responsibilities
   b) **Research Interest –** Please provide a brief description of your research interest, explaining as best you can at this point why it is an issue of deep concern for you and how it arises from your experience of ministry and/or your own faith journey.

5.1.2 Your DMin Learning Objectives

Please specify your particular learning objectives for advancing your personal, professional, and theological integration in relation to achieving a higher level of competence in the practice of ministry.

5.1.3 Applying DMin Resources To Realize Your Objectives

a) **The Collaborative Learning Group (CLG):** Based on your experience thus far, please make a brief reference to the CLG and how you might see it serving your learning objectives.

b) **The Ministry Base Group (MBG):** Please provide a brief description of your MBG including: its members and your reason for selecting said members, agreements regarding meeting times, procedures, methods of evaluating your DMin work in relation to your practice context, etc. State how you see the MBG serving your learning objectives.

c) **Five Advanced Degree Core Courses:** For each of the five following courses, please provide the course number, title, professor and a brief indication of how you see them serving your learning objectives.

- *TSM5011HF – Adult Learning: Principles and Foundation of Independent Learning*
- *TSM5012HF – Critical Thinking and Theological Reflection*
- *TSM5013HF – Research Methodology I and II*
- *TSM 5014HF – Research Design I and II*
- *TSM 5015HF – Context of Research and Ministry: Integration Of Theory and Practice*

d) **Four Additional Advanced Degree Courses Related to Student's Research Interest:**   For each of these elective courses specify the projected title, professor, time frame, description, specific learning objectives, and methods of evaluation. Professors for these courses or learning units must be at the Advanced Degree level or specialists in the subject who could be approved to direct the desired study. If an elective is a reading and research course please specify the possible title, professor, time frame, description, and specific learning objectives. Forms for reading and research courses are available at all TST College Registrar offices.

It is singularly important that the courses or learning units be chosen or shaped by your research interest in order to provide the challenging perspectives, theoretical knowledge, and skills needed to carry out your DMin research. Avoid the temptation of choosing electives courses that are too divergent from your research interest. Courses are intended to equip you to carry out your research interest.

e) **A Comprehensive Paper and Oral Examination:** The comprehensive consists of a 40 page major integrative paper on the student's theology of ministry. An oral examination follows the completion of the paper.

5.1.4 Other Remarks
Comment, if you wish, on any other ways you intend to meet your learning goals and objectives or on anything that you think is important to assist your ILP Committee in assessing your Individual Learning Program.

5.1.5 Notes on the Approval Process
The student will work on their ILP individually first. Early drafts will be submitted to the CLG for critical evaluation and revisions. When the final text is ready, submit four (4) copies to the DMin Office for circulation to your ILP Examining Committee. The DMin Director will convene the committee and set a date for the review of the ILP. The review will take place via teleconferencing for those students who are not within commuting distance of the city of Toronto. Each student will receive a copy of the ILP evaluation form for his or her records.

5.2   Guidelines for Evaluating DMin Individual Learning Plan

The student's ILP Examining Committee reviews and approves the student's Individual Learning Plan (ILP). The ILP documents the student's personal and professional context, his/her learning goals and spells out the use of resources for meeting the student's particularized learning objectives as expressed within the general goals and requirements of the TST DMin program. The following factors should be taken into account in assessing the student's ILP.

5.2.1 Discernment of the Research Interest
An issue of deep and abiding concern, arising from the student's practice of ministry, should be identified for special study. This interest should have some boundaries that distinguish it from other aspects of the student's practice of ministry. The DMin Thesis topic, to be expressed more precisely in the thesis proposal stage, will be carried out within this research interest. Thus even though the student does not yet have a well-focused thesis question, the research interest should be described fairly clearly at the beginning of the student's DMin studies since it functions as a guide for determining the adequacy of the self-selected components and flow of the ILP.

5.2.2 Focus and Coherence
The DMin Program assumes that the student has a basic biblical, historical, pastoral, and theological background as well as a certain range of experiences and expertise in the practice of ministry. Unlike the Ph.D. or the Th.D., the DMin does not require the student to gain extensive breadth in an area. Rather the DMin builds on the student's existing strengths in theory and practice and concentrates on a specific aspect of the student's practice in order to increase competency through deeper awareness, critical reflection, and an integrative habit of action and reflection. The ILP should reflect *focused* energy, something not always easy to achieve for persons who are often pulled in many directions in the practice of ministry. The elements of the ILP should reflect *coherence* around the student's focused research interest. The DMin Program should

not be used to meet wide ranging and perhaps divergent interests and needs of the student, however legitimate these needs and interests may be. Rather the ILP lays out the plan for equipping the student to study his/her research interest, which leads, in their second year to an even more focused thesis question.

5.2.3   Adequacy of the Plan
The ILP should give a clear indication of the knowledge and skills needed to equip the student to carry out their research interest. These include indications of personal growth and development, a deepening professional competency in social analysis and theological reflection, the study of relevant biblical and theological themes and any other pertinent theory and research methodology.

5.2.4   Practicality
Over ambitious goals will prove to be unrealistic or beyond the scope of the DMin Program. The ILP should be a realistic and manageable program of study aimed at helping the student achieve the personal, professional, and theological skills needed to pursue their research interest.

5.2.5   Options for Evaluating the Individual Learning Program

- **Accept with no required changes.** The Committee may offer suggestions, but no changes are required.
- **Accept with minor changes required.** The Committee must state *where* and *why* changes are necessary. The DMin Director supervises revisions.
- **Major changes are required**. This option assumes that revisions may lead to an acceptable ILP. The Committee must state *where* and *why* changes are necessary. The document must be re-submitted **within one month** and insofar as it is possible to the same Committee. The Committee members shall give their judgement to the DMin Director and together they will decide whether or not it is necessary to have another meeting with the student.
- **Non-acceptance.** This judgement is a warning that the direction of the ILP has serious problems. The student should re-consider participation in the DMin Program. If the student decides to continue, a new document must be submitted within **three months** and another meeting shall be held with the Committee.

5.3 Guidelines for the Formation of the Ministry Base Group

5.3.1 Description of the Ministry Base Group

This group is composed of persons from the student's ministry setting and represents the Program's commitment to interaction between the student's social location in the practice of ministry and the TST/UofT resources. The student forms the Ministry Base Group (MBG) in the first year and educates its members to the goals and dynamics of the program. The MBG commits to meet regularly for at least three years to offer support and critical reflection on the student's DMin work and ongoing practice of ministry. Annually, the MBG must submit a written anecdotal evaluation of the student's progress in the program from the point of view of the ministry base. This evaluation will include reflection on the student's capacity to integrate learning from the DMin Program with his/her practice of ministry.

5.3.2 Purpose of the MBG

- The MBG is the link between the student's program of study and his/her context in the practice of ministry.
- The MBG supports the student through the various phases of the program by being present, giving time, providing affirmation and encouragement, and by challenging and critiquing of the student's work.
- The MBG promotes the integrative learning of the student by serving as a ministry-based dialogue partner on the implications of practice for study and study for practice.
- The MBG is a forum for mutual education as it is a significant dialogue partner for the student on issues relevant to the practice of ministry in today's church.
- The MBG engages in evaluating the student's progress through the program from the ministry base group's point of view.
- The MBG acts as a liaison between the student and members of the student's congregation/ministry-base in order to facilitate understanding of the student's academic commitments.

5.3.3 Expectations

- It is important that the Ministry Base Group understand its commitment to the candidate. The following is expected:

- Regular meetings, generally two hours in length, and usually once a month should occur. A chairperson should be designated to lead the meetings, thus leaving the student free to participate in discussions.
- At the outset, some kind of agreement or covenant should be formulated to establish the way the group will function together, including a common understanding of confidentiality, the time commitment, the sharing of

responsibilities (such as facilitation, notes or minute taking, hosting, etc.), the topics for the meetings, and the method to be used in evaluating the student.
- a brief, written, and anecdotal evaluation of the student should be submitted at the end of his/her second year to the DMin Director. **
- the student is responsible for educating the MBG on the purposes, phases, and dynamics of the DMin Program.

5.3.4 Format of the Meetings
The format of meetings will differ according to the group, although it is hoped that the meetings will follow principles for adult learning. Some components that could be included are:

- Prayer
- An update report by the student.
- Some form of group check-in.
- A topic for extended reflection, often arising from a previous meeting (e.g., the DMin Program, the student's work in the program, an issue for theological or pastoral exploration, etc.).
- A review and evaluation of the meeting.

5.3.5 Choosing the Group Members
Criteria for choosing MBG members differ according to each student's needs and circumstances. Some factors to consider include:

- A workable number with some variety of experience, age range, gender balance, gifts balance, expertise and skills that will be helpful to the student throughout the program.
- Individuals who are familiar with the student's ministry or have a strong interest in it to ensure focus and mutual growth.
- People who have some kind of faith commitment and are interested/willing to share their faith in the MBG setting.
- People willing to offer honest critique and challenge.

5.3.6 Value of the Ministry Base Group
The DMin Program is a distinct kind of advanced theological study in that it insists on relating theological study with the practice of ministry. At its core is a commitment to the critical theory-practice correlation carried out in a collaborative adult learning process. As such, it relies on the constant interaction of the candidate's theological learning and understanding with other people (e.g., teachers, peers in the program, and the ministry base group participants). The Ministry Base Group, in other words, is an integral part of the DMin Program and helps the student to achieve his/her goals. Appendix 5 contains the comments of three DMin students who found their MBG experience to be invaluable regarding the quality of their learning throughout the DMin program.

** A Note on Anecdotal Reporting. An *anecdotal report*, informal in style, is an assessment of the student's progress from the angle of the participation of the MBG in her/his program. It should give some idea of the group's sense of the student's growth and learning as they have unfolded over the course of the meetings together. Together the group should decide the report's approach and content, and need not be too long.

5.4   Guidelines for Developing the DMin Theology of Ministry Research Paper for the Oral Comprehensive Examination

5.4.1   Purpose
The *DMin Theology of Ministry Research Paper* is a major integrative research paper of up to forty pages in length. Theology of Ministry refers to the theological beliefs and practices that inform the student's ministerial vocation and practice. The purpose of the paper is to indicate the ability of the student to conduct substantive research and to integrate their research into the theory and practice of ministry at a doctoral level. It should demonstrate that students have a critical* understanding of the theoretical base which informs their current practice of ministry, and which is foundational to their research interest.

5.4.2   Elements in the Paper

A. Formation of Vocational Identity (3-5 pages)
  * three significant moments (e.g. persons, places, events, turning points) out of the student's life that has helped him/her to understand and explain the theological significance of his/her vocational identity

B. Current Context of Ministry (3-5 pages)

  * a brief description of the student's current context for the practice of ministry including her/his particular ministerial responsibilities
  * a brief description of the nature and purpose of ministry as applicable to the student's particular field of ministry (e.g., ordained, lay, education, chaplaincy, social work, etc.).
  * an image or concept that expresses the student's pastoral identity in his/her current context of ministry

C. Analysis and Integration (15-25 pages)

  * a critical analysis of the student's current context of and practical approach to ministry. This would include a reflective presentation of the resources of the DMin program (e.g., theological, biblical, historical, and pastoral resources) engaged in a meaningful dialogue with extra theological resources (e.g. psychology, sociology, art, science, etc.) so that the critical analysis demonstrates that the student has an enriched capacity to probe and understand his/her practice of ministry more deeply.

- a brief, coherent treatment of the relationship between the student's theology of ministry and her/his developing research interest in the DMin Program

D. Conclusion (2-3 pages)

- a brief treatment of the next steps to be undertaken by the student and their hopes for their research.

E. Selected Bibliography (6-10 pages)

- the bibliography shall be current as well as foundational, and may include books, periodical literature and electronic resources.

5.4.3 Style and Format

Both the paper and the bibliography shall adhere to correct essay style and form as set out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations Edition 7* (Chicago: University of Chicago Press, 2007). The research paper shall have a proper cover page, be typed, and doubled spaced. It shall be in correct form regarding margins, font size, quotations, references, paraphrasing, footnoting, spelling, grammar, and punctuation. With respect to composition, the paper shall be clear, comprehensive, coherent and cohesive. The paper should have highlighted headings and a clearly developed theme/thesis presented in a scholarly manner.

*Note: Critical study is a disciplined and sustained reflection upon a belief or practice by which students are able to situate themselves and their object of study within the wider academic discourse. A critical analysis illuminates awareness of incongruities that exist between the students' perceptions about their ministry and the actual reality of that ministry. It is meant to uncover any elements of bias and false consciousness that limits the effective transmission of the gospel in any particular context. It is the task of the critical/praxis theologian to discern the structural consequences of ministry – that is, to evaluate these consequences in the light of the church's normative teaching, to assume theological responsibility for the social reality to which they contribute and thus, to enable the church and its ministers to reform the practices and structures that have become inauthentic to the effective proclamation of the gospel.

5.5 Guidelines and Procedures for Evaluating the DMin Comprehensive Theology of Ministry Paper

5.5.1 Objective
The objective of the DMin comprehensive oral examination process is to ascertain whether students have the critical research and writing skills, the critical resources, and the requisite development of a theology of ministry that will allow him/her: (1) to complete the *Doctor of Ministry Thesis* successfully; and (2) to make a significant contribution to the advanced understanding of the practice of ministry in their respective field of ministry.

5.5.2 Process
The comprehensive examination shall consist of a *Theology of Ministry Research Paper* followed by an oral examination. The *DMin Theology of Ministry Research Paper* is a major research paper of forty pages in length including a complete bibliography of resources.

5.5.3 Procedures
When the student is ready to write the comprehensive paper (i.e., the Theology of Ministry paper), *normally in the third year of the program,* the student will contact the DMin Program Director who will convene the Comprehensive Evaluation Committee. The Committee will meet with the student to consult on the student's bibliography and offer guidance. The student will then write the paper on his or her own.

Once the student has registered for the comprehensive, they have one year to complete the comprehensive evaluation process. Failure to meet this deadline means the student may not proceed further in the program. A one-year extension may be granted at the discretion of the Advanced Degree Council. Therefore, it is advisable for the student not to register for the examination until they are near completion of the paper.

Students must submit four copies of the completed *Theology of Ministry Research Paper* to the DMin Office. After receiving the completed *Theology of Ministry Research Paper* the DMin Director will forward it to the student's DMin Supervisory Committee. The DMin Supervisory Committee may elect to have additional readers to examine the paper where appropriate. The DMin Office sets the time and place for the oral examination of the comprehensive research paper. The examination will take place via teleconferencing for those students not within commuting distance of the Toronto School of Theology.

Two hours will be set aside for the oral examination of the *DMin Theology of Ministry Research Paper*. After the examination, the examiners will determine whether the student has met the requirements in accordance with the *Guidelines for Developing the DMin Theology of Ministry Research Paper for the Oral Comprehensive Examination* (see Section 5.4) and whether the student has the skills to successfully complete a

DMin Thesis. The Chair of the examination committee will complete the grade form with a "pass" or "fail". The comprehensive examination may be repeated only once within three months of receiving the results of the first comprehensive examination.

Once the examination is complete, the Chair of the examination committee will submit the *Comprehensive Grade Form* to the DMin Office immediately after the examination. The DMin Office upon receipt of the *Comprehensive Grade Form* will enter the grade. A copy of the *Comprehensive Grade Form* will be submitted to the student's College of registration.

Please Note: If any one of the Comprehensive Examining Committee cannot be present for the oral comprehensive examination, the examination will be cancelled and rescheduled.

5.6 Guidelines for Developing the DMin Thesis Proposal

The DMin thesis proposal sets forth the research problem and its rationale. It contains a clear statement of the ministry base context, the theoretical framework and assumptions at work in the study, the action-in-ministry to be undertaken, the method for conducting the research, all projected outcomes, a letter of approval from the Ethics Review Committee, and a working bibliography. The proposal is submitted at the end of Phase II of the program (all work from Phase II of the DMin program must be completed *before* the examination of the proposal can be undertaken).

The text of the proposal should not be more than 25 double-spaced pages in length, excluding bibliography and appendices if any. The pages should have 1 1/2 inch margins. The proposal should include a title page containing the following information: the proposed title of the DMin Thesis; the caption *A DMin Thesis Proposal Submitted to the DMin Program Committee, Toronto School of Theology*; the candidate's name and Ministry Base Institution; the names and functions of the DMin Thesis Committee with their signatures and dates on the final copy (see Appendix 3).

Components of the Document:

5.6.1 The Background and Context of your Applied Research Thesis
Describe the context in which you will be conducting your research. Provide a brief description of your ministry base, including relevant geographical and social characteristics as well as some indication of your own responsibilities in the ministry base.

Describe briefly your research interest and how it arose from your practice of ministry and your faith journey. Your research interest should be considerably narrower than

your practice of ministry as a whole, but it will be broader than the specific question you want to study (see next section).

5.6.2 Statement of the Research Problem

Consider what the basic question to be answered or the working hypothesis to be tested in your study is. After some introduction to it, state the problem as briefly and concisely as you can. For example, "Through this study I want to find out ... " or "In this study I will test out my conviction that ...", etc. The problem statement is the lens from which the rest of the proposal is read for adequacy, clarity, coherence, and value. Expand on the statement as appropriate, including related questions or hypotheses you have about your study and which you intend to explore. Try to make the reader understand what the problem is and why it is a problem. In the end the reader should have a clear understanding of what it is that you want to discover in your research.

5.6.3 The Theoretical Framework and Assumptions Involved in the Study

a) Theory at Work in the Study
 Indicate the biblical, historical, pastoral, and theological issues or themes implicated in your study. Which of these will you develop and use in your study and why? Give some indication of the theological stance or viewpoint that will be operative in your study. How is your theology of ministry operative in your study? If applicable, what other theory bases besides theology are operative in your study (i.e., personal, educational, psychological, sociological, organizational, etc.)? What aspect or angle of such a theory base will you be using? Who are the key author(s) that you will use?

b) Assumptions Operative in the Study
From the theory bases indicated above, formulate the key assumptions that underpin your study. In short, indicate the interpretative stance(s) that will be guiding you in your study. Summarize these key assumptions in a few brief and clear statements.

Note: These statements need not be many, but they should include any that are critical to your study. They will be more fully developed in the written thesis, but in the proposal they should help your readers understand the central convictions operative in your study.

5.6.4 The Ministry-in-Action Component

Describe the specific *ministry-in-action* you will carry out in order to investigate your research problem. The *ministry-in-action* is a research project carried out within your ministerial context that incorporates qualitative research methods in order to gain understanding and insight into the research problem expressed earlier. What will you do and why? Where and how will the qualitative research occur? Who will participate and why? How will they be chosen? Include how you will function in the *ministry-in-*

action. Outline the *ministry-in-action* from start to finish in terms of its phases or processes. Give a projected time line, including preparation, execution, and completion.

5.6.5 The Qualitative Research Methodology Operative in the Ministry-in-Action

Indicate the kind of research method(s) and strategies you will you use to conduct your study and why. Please indicate the relevant resources in the field of qualitative research that support your choice. Be sure to state specifically: How data will be collected and analysed? How will it be interpreted and evaluated? How will you evaluate your study?

5.6.6 Ethics Review for Research with Human Subjects

The student must submit an ethics protocol to the appropriate Ethics Review Board (ERB). Guidelines for submissions of protocols may be found at http://www.research.utoronto.ca/ethics/index.html. In this section of the Thesis Proposal students simply indicate the date of the submission of their protocols to the ERB and the decision rendered by the ERB. Students must include the letter of approval from the appropriate Ethics Review Board as an appendix in their Thesis Proposal.

Note: All research with human subjects requires approval from either the TST or U of T Ethics Committee depending on the nature of your study. In your protocol you must state how you will handle the ethics of research on human subjects. What ethical issues are involved in your study and how will you deal with them? The student should be extra vigilant around the issues of confidentiality and power-over relationships that exist within the ministerial context and should attempt to mitigate these as much as possible.

5.6.7 Risks and Limitations of the Study

State briefly what you understand to be the limitations of your study and the risks you might encounter in completing it.

5.6.8 The Contributions of the Study

State briefly what contributions you expect your study will make to yourself, to your practice and understanding of ministry, and to the wider context of church and society.

5.6.9 Bibliography

Provide a list of the literature and other resources, whether published or unpublished, that are relevant to your study. Be sure to use correct bibliographical form. (See handout *Policies and Procedures for the DMin Thesis* for notes on style and format regulations).

5.6.10 Appendices

The student should attach any relevant documents as appendices if they are necessary to the understanding of their proposal (e.g., glossary of terms, questionnaires, interview formats, consent form, etc.). Not every proposal needs appendices other than the letter from the Ethics Review Board. Nor will all such documents be completed at the

proposal stage of your research. But appendices can be a useful way to help keep the flow of your thought clear for your readers in the main part of the proposal where you can say, for instance, "For more clarification on this point, see appendix..."

5.7 Guidelines for Writing the DMin Thesis

The DMin Program culminates in the written document, which expresses the development of the study as outlined in the approved thesis proposal, and in an oral examination based on the written document. The written thesis can take many forms, depending on the particular focus and research methodology of the study. It must take into account, however, the essential components of the applied research thesis as outlined in the approved thesis proposal. Whatever is decided upon for its chapter organization, the thesis should be written clearly and coherently so that the reader can follow the study and discern how its conclusions are reached.

5.7.1   Components of the Written Document
The DMin Thesis shall include:

- a description of the candidate's ministry context and the researched action in the practice of ministry
- a well-focused and clear statement of the research problem and the reasons for the study
- a clear indication of the theoretical framework(s) operative in the study: biblical, historical, pastoral, and theological dimensions; other theory bases as applicable such as personal, educational, psychological, sociological, and organizational bases; the candidate's theology of ministry
- a clear indication of the research methodology employed, including data collection, analysis, interpretation, and evaluative procedures
- a description, analysis, and interpretation of the results of the action-in-ministry through which the research problem is worked out
- the major findings of the study and their significance for theology, the church and society and for others engaged in a similar practice of ministry
- all relevant reference and bibliographical sources employed
- a copy in the appendix of the approved thesis proposal
- conformity to the tenets of scholarly writing including: a clear, cohesive, and persuasive
- style of presentation
- correct grammar, punctuation, and spelling
- proper form for quotations, reference notes, and bibliography
- the appropriate use of appendices

5.7.2   Style and Format of the Written Document

The style guidelines should be followed as set out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations,* 7th ed. (Chicago: University of Chicago Press, 2007) and supplemented by *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 1997). See especially Chapter 14 of this latter reference, "Elimination of Sexual, Racial, and Ethnic Stereotyping in Written Communication," for a helpful guide to inclusive language, which is expected in the DMin Program.

The thesis should not be more than 200 pages, excluding appendices and bibliography. It should be typed, double-spaced, and printed on 8 1/2 by 11 inch twenty pound paper of good quality in a clear type of Letter Quality or Laser print. Margins should be 1 1/2" at top and left side of page, and 1" on right and bottom margin. Reference notes should appear at the bottom of the page (footnotes) or at the end of the text (endnotes) and before the appendices.

Pages preceding the text are numbered in small roman letters at the bottom of the page. The first page of the text begins the Arabic numbers, which continue consecutively throughout appendices and bibliography to the end. Page numbers of the text should appear at the top. Pages should be assembled in the following order:

- First page: Both sides blank and no number.
- Second Page: Title page and no number (see Appendix 6 for an example).
- Third Page: An Abstract no more than 500 words single-spaced.
- Fourth Page: An Autobiographical Statement no more than 500 words single- spaced.
- Fifth Page: Dedication (optional).
- Sixth Page: Acknowledgments (optional).
- Next Page(s): Table of Contents.
- Next Page(s): List of Illustrations (if any).
- Next Page(s): List of Tables (if any).
- Next Page(s): Preface (if any).

Note: *The above are numbered in small Roman numerals at page bottom.*

Finally, the student is responsible for accuracy in typography, spelling, punctuation, word divisions, grammar, and for proper style. If a reader judges a thesis to be unsatisfactory in any of these respects, it will be returned to the student for revision, resulting in the postponement of the evaluation of the thesis.

5.8   Guidelines for Evaluating the DMin Thesis

The DMin Program culminates in the design and completion of an applied research thesis of substance and significance drawn from an aspect of the candidate's involvement in the practice of ministry and advanced degree academic research. The study addresses the integration of theory and practice in ministry by focusing on an

action drawn from this practice that is well defined both in kind and in methodology for practical research, contextual analysis, and theological reflection. The written document, which forms the basis for the oral examination, can take many forms, depending on the particular focus and research methodology of the study. It must take into account, however, the essential components of the applied research thesis as outlined in the candidate's approved thesis proposal. Whatever is decided upon for its chapter organization, the thesis should be written clearly and coherently so that the reader can follow the study and discern how its conclusions are reached.

The DMin Thesis shall include:

- a description of the candidate's ministry context and the researched action in the practice of ministry
- a well focused and clear statement of the research problem and the reasons for the study
- a clear indication of the theoretical framework(s) operative in the study: biblical, historical, pastoral, and theological dimensions; other theory bases, as applicable, such as personal, educational, psychological, sociological, and organizational bases; the candidate's theology of ministry
- a clear indication of the research methodology employed, including data collection, analysis, interpretation, and evaluative procedures
- a description, analysis, interpretation of the results of the action-in-ministry through which the research problem is worked out
- the major findings of the study and their significance for theology, church and society and for others engaged in a similar practice of ministry
- all relevant reference and bibliographical sources employed
- a copy in the appendix of the approved thesis proposal
- conformity to the tenets of scholarly writing including: a clear, cohesive, and persuasive style of presentation; correct grammar, punctuation, and spelling; proper form for quotations, reference notes, and bibliography; the appropriate use of appendices, etc.

5.9 Guidelines and Procedures for the DMin Thesis Director

The culmination of the DMin Program occurs in the design and completion of an applied research thesis of substance and significance. It should be drawn from an aspect of the candidate's involvement in the practice of ministry and advanced degree academic research. The thesis addresses the integration of theory and practice in ministry by focusing on an action drawn from this practice that is well defined both in kind and in methodology for practical research, contextual analysis, and theological reflection. The applied research thesis shall comply with regulations concerning ethics in the use of human subjects in research. The development and carrying out of the applied research thesis is supervised by the Thesis Director. **The Thesis Director** represents the Toronto School of Theology and bears the primary responsibility for direction and supervision of the work of the DMin candidate. The Director supervises the candidate in

the development of the thesis proposal, the action based research, and the written document in preparation for the final oral examination. The responsibility of the director in relation to the DMin thesis is parallel to that involved in supervising a thesis in another doctoral program. **The Thesis Director has primary responsibility for the academic quality of the thesis.**

If necessary, the DMin Director may draw on external resources to assist the student in their academic study. *Throughout this process members of the CLG and MBG may continue to offer support to the student but are not expected to offer academic oversight. .*

After the Action-in-Ministry is completed, and the student has written the thesis, the Thesis Director shall assesses the candidate's final text according to the guidelines for evaluating the DMin Thesis and at the appropriate time exercises his/her responsibility to declare that the Thesis is ready for oral evaluation. The candidate submits five (5) copies to the DMin Director who will arrange the examination date for the proposal.

About two months prior to this time, the Thesis Director, in consultation with the candidate, shall *suggest* the names for the other examiners, which shall include: the Thesis Director, the other Faculty Member of the Thesis Proposal Committee (usually the College Advisor), one faculty person from another TST college, one external examiner with sufficient expertise in the area of research and one person appointed by the School of Graduate Studies at the UofT. A brief *Curriculum Vita* of the external examiner may be required. The Thesis Director submits these names to the DMin Director on the form provided in this Handbook. (See Appendix 7) The DMin Director will submit the proposed examining committee to the Advanced Degree Council for approval. *The CLG and MBG representative may be present at the examination and ask questions but cannot vote.*

5.10   DMin Thesis Oral Examination and Oral Defence

When the candidate's Thesis Director agrees that the manuscript is nearly ready for oral examination, an examination committee is formed and approved by the Advanced Degree Council. **Normally, the thesis examination must take place on the TST campus. Any travel and accommodation expenses incurred by the student are the responsibility of the student.**

- the Thesis Director will submit a brief letter stating that the thesis is ready for defence.
- The TST examiner, the College Advisor and the external examiner all submit reports on the thesis and whether the thesis should go to defence.
- The U of T examiner **does not write a report**, but will write a letter to the Associate Dean of Humanities at the School of Graduate Studies advising of his/her examination of the thesis

- Two non-voting thesis members of the Thesis committee, representing the student's CLG and MBG may be present at the defence.
- The Director of the DMin Program or a representative of the DMin Program Committee should be present.
- The Chairperson, who is the Advanced Degree Director of the student's College of registration, will oversee the proceeding.
- if the external examiner cannot be present for the defence, he or she will become an external appraiser and submit a written evaluation of the thesis. In this case the DMin Director will appoint another examiner to take the place of the external appraiser and present their report. Alternatives should be named in order that they are available when the thesis is ready for defence.
- If the TST Examiner or the College Advisor cannot be present they will become appraisers and submit a written evaluation of the thesis. A quorum of four examiners is needed to continue with the thesis defence. The student along with the student's Thesis Director will consult to decide whether they will continue with the quorum, or elect to reschedule the defence for another date when all five examiners are able to be present.
- If the U of T examiner cannot be present then the DMin Office will contact the Associate Dean of Humanities at the Office of the School of Graduate Studies to appoint a replacement for the examination.
- The suggested examiners should be informed well in advance and given **four to five weeks to read the DMin Thesis**. If they are not available, then other qualified examiners must be sought.
- The DMin office will contact and arrange for the appointment of a U of T examiner.

5.10.1 The DMin Director's Responsibility

After consultation with the Thesis Director, the DMin Director recommends the suggested readers to the TST Advanced Degree Council (ADC) for ratification. Upon appointment of the examiners by the ADC, the DMin Director informs the faculty director and the candidate and officially invites the examiners (i.e., the Thesis Director, College Advisor, TST Examiner, U of T Examiner and the External Examiner) to read the thesis and to submit a written evaluation in which they indicate clearly whether or not to proceed with the oral examination. Normally, the written evaluations are shared with the participant at least one week before the oral examination. At the time of scheduling the examination, the DMin director contacts the College advanced degree director to arrange for the chairperson of the examination committee.

5.10.2 Candidate's Responsibility

When the candidate's Thesis Director has approved the thesis, the candidate is responsible for distributing a copy of the thesis to each member of the Thesis Committee. In addition, the candidate shall submit to the TST DMin Office four (4) additional unbound copies of the thesis, contained in expansion folders with the candidate's name on the outside to be distributed to the rest of the examining

committee. It will be assumed that the members of the candidate's Thesis Committee already have the final draft. Only the DMin Office has the authority to distribute copies of the thesis to the examiners appointed by the Advanced Degree Council.

5.11 Due Dates for Submission of Suggested Readers and Thesis Copies

The DMin Office needs a good deal of lead-time to complete the above process in order to carry out its responsibilities. Thus, the form with the names of the suggested examiners must be filled out completely and received two months before the submission of the thesis**.**

5.11.1   For a Spring Convocation
By December 1, the *Request for a Doctor of Ministry Thesis Examining Committee* form with names of suggested examiners must be submitted and by February 1, three copies of the thesis and with a letter indicating approval by the Thesis Director must be submitted. The DMin Office assumes that the Thesis Director has his/her own copy of the thesis.

5.11.2   For a Fall Convocation
By February 1, the *Request for a Doctor of Ministry Thesis Examination Board* form with names of suggested examiners must be submitted. By April 1, three copies of the thesis and with a letter indicating approval by the Thesis Committee must be submitted. The DMin Office assumes that the Thesis Director and the other members of the thesis committee have their own copy of the thesis.

5.12   DMin Thesis Oral Examination Agenda and Procedure

1. At the start of the defence, the Chairperson shall ask the candidate and visitors to leave the room. The Chairperson shall then examine the candidate's transcript and be satisfied that all requirements have been fulfilled. If the reports have not been distributed prior to the examination, the Chairperson will provide ample time for them to be read. The Chairperson arranges the order and length of questioning (usually the Director, followed by the College Reader, TST Reader, External Reader, with ten to fifteen minutes for the first round and a second round of about five minutes each).

2. The candidate and visitors are invited to return; the candidate makes a brief presentation on the thesis and its relation to the whole of the DMin Program.

3. Questions and discussion by the examiners then follows in the order and length decided above.

4. Questions and comments by others present may be allowed if desired and as time permits. These include official, but non-voting participants of the student's Thesis Committee, and any others present.

5. Summary response by candidate, if desired.

6. Candidate, nonvoting members of the Thesis Examining Committee and visitors leave the room.

7. The Chairperson explains the recommendations upon which the committee members are to vote and guides the discussion that follows. A candidate passes if the decision is unanimous or if there is not more than one negative vote or abstention. Discussion and decision among these following options:

   1. **Pass with no conditions**.
   2. **Pass with minor corrections** (e.g., typographical errors, punctuation, etc.).
   3. **Pass with minor modifications** (e.g. clarifications of textual material or the qualification of research findings and conclusions). These modifications are to be supervised by the Thesis Director or by a subcommittee set up at the examination. A time limit of three months is allowed. A letter from the Thesis Director stating that the revisions have been made is sent to the DMin Director. If the sub-committee's approval is not unanimous, a reconvened examination is required.
   4. **Major revisions required**. The action-in-ministry is approved, but major revisions are required in the text. The nature of the revisions shall be made explicit. The examination, by the same committee, insofar as possible, is adjourned until the time set by the committee. The candidate shall have up to one year to make corrections and revisions. At the reconvened examination, the candidate passes if the decision is unanimous or there is not more than one negative vote or abstention. If the candidate does not meet this requirement s/he fails. The candidate is ineligible for further DMin candidacy at the Toronto School of Theology.
   5. **Fail**.

8. Candidate and visitors are invited back and informed of the decision.

9. The Chairperson of the Examination Committee signs a letter for the Advanced Degree Council indicating the decision by the Committee.

5.13 Final Steps Leading To Graduation

5.13.1 Submission of Bound Copies

After the successful completion of the oral examination, the completion of any required corrections of the text, and approval for granting the degree, the candidate shall submit one (1) bound copy of the DMin thesis to the DMin office and one (1) bound copy to the Advanced Degree Director of the college of registration for deposit in the library of that college. Some TST Colleges also require an unbound copy for submission to the National Library in Ottawa. On this matter, please check with the Advanced Degree director of the College of Registration.

The binding should be a "case binding" of the type offered by the University of Toronto Press for theses, although it is not required that it be done at the U of T Press. No specific colour is required, but the spine of the binding should be stamped for identification.

This identification should include at least: the author's surname and first initial, a short form of the title, abbreviation of the degree (DMin), and the year of graduation. Complete information (full title, etc.) may be included on the spine at the discretion of the author. All bound copies, including personal copies of the author, if any, should be stamped with identical wording.

5.13.2 Indexing with Research in Ministry (RIM)

The American Theological Library Association (ATLA) produces a publication entitled *Research in Ministry: An Index to Doctor of Ministry Theses and Projects* (RIM) which is also available on computer disk. This service provides an opportunity for others to be aware of your work and learn from your findings. When your oral examination is completed successfully and all corrections, if any, have been made to your text, please fill out the RIM submission form and send two copies of it to the DMin office. The DMin office will forward a copy of the form to the American Theological Library Association so that your thesis is catalogued in RIM. Copies of the RIM form can be accessed on the ATLA website at www.atla.com/products/rim/rimsubmitform.html.

5.13.3 Payment of Required Fees

The candidate should check with the college of registration to be sure that all fees, whether regular or special such as those connected with graduation, are paid in full.

Section Six — Appendices
Appendix 1

DMin Program Overview

	Winter	Spring	Summer	Fall
YEAR 1		**Admissions Week/ Orientation** **Admissions Review** **Formation of Peer Groups**	**2-week Residential/ Coursework** **Collaborative Learning Groups** **Mentoring/ Consultations**	**Online Collaboration** **Completion of Assignments** **Electives**
YEAR 2	**Online Collaboration** **Summer Preparation** **Electives**	→ →	**2-week Residential/ Coursework** **Collaborative Learning Groups** **Mentoring/ Consultations**	**Online Collaboration** **Completion of Assignments** **Electives**
YEAR 3	**Online Collaboration** **Summer Preparation** **Electives**	→ →	**2-week Residential/ Coursework** **Mentoring/ Consultations**	**Online Collaboration** **Assigned Work** **Thesis Proposal**
YEAR 4	**Thesis Proposal Review** **Thesis Writing**	→	→	→

Appendix 2

Student Assessments of MBG Experience

The following comments are examples of how some recent DMin students have described the value of the Ministry Base Group component on their DMin Program.

Student A:

The MBG makes studying a practical, collaborative experience. Through it I have experienced affirmation, encouragement, challenge, increasing clarity and focus in my DMin thesis development. There is also a very definite richness for each participant – that is, an opportunity for serious adult learning in faith, an uncommon, special, extraordinary occasion that seven pilgrims would otherwise not have. It is a comfortable experience. We have grown in appreciation and fondness for one another.

Student B:

It is invaluable to me to experience tangibly the generosity and commitment of people who are willing to journey with me to the finish line. The MBG has been a continual shaper of my DMin thesis. The participants challenge, refine, hone, clarify, and focus my work with me. It is a humbling experience to know the care, concern, and genuine love of people who are willing to be a part of my commitment to improve the practice of ministry in the church through this study program. While the primary reason for the group's existence is the DMin candidate, the group also does take on a life of its own. It becomes, in a very real sense, a base ecclesial community, sharing faith and providing mutual support for one another in living a Christian life in today's world.

Student C:

The MBG keeps me honest and is integral in terms of my ministry and my studies. It provides a forum for me to be reflective in an ongoing way in my studies and my practice. It challenges me to prepare well for study and for ministry. It gives me a special time with eight people who are part of and profoundly interested in my ministry and who are deeply supportive for my study and practice. It invites me to meet my commitments to this group equally with other parts of the program, challenging me to careful discernment about my use of time and my activities.

Our group is becoming a community for faith sharing, theological reflection and prayer as well as a supportive challenging influence on my work. The participants tell me that they enjoy coming together to discuss the topics that have surfaced as important in the community. They thank me for my facilitation of the group. We have learned to reflect, share, and dialogue with each other at a deeper level. We have learned to listen to each other, to disagree and to come to some mutual understanding in due time around a given issue. We have learned various processes for group dynamics that have helped immensely in our lives of home, work, and service in the community. We leave our meetings with a renewed sense of purpose for our lives in and around the issue we have discussed. Most of us have grown too in confidence in leading prayer in the group.

Appendix 3

Comprehensive Paper Sample Cover Page

[Title]

By
[Name]

Theology of Ministry Comprehensive Paper
Submitted to the DMin Program Committee
Toronto School of Theology
In Partial fulfillment of the DMin Oral Comprehensive Examination

[Date]

Appendix 4

Information for Ethical Review Procedure

See www.research.utoronto.ca/ethics_where.html

Appendix 5

Theology of Ministry Paper Sample Cover Page

[Title]

A DMin Thesis Proposal
Submitted to the DMin Program Committee
Toronto School of Theology

[Date]

By
[Name]

Signature_____
Name of Faculty Director

Signature_____
Name of Collaborative Learning Group Representative

Signature_____
Name of Ministry Base Group Representative

Appendix 6

DMin Thesis Sample Cover Page

[Title]

By
[Name]

A Doctor of Ministry Thesis
Submitted to the Faculties of the Toronto School of Theology
In Partial Fulfillment of Requirements for the Degree of

Doctor of Ministry

Awarded by

Emmanuel College, Victoria University
and
The University of Toronto

[Date]

Appendix 7

Toronto School of Theology

DMin Thesis Oral Examination

Recommended Examiners

[Thesis Title]

[Student Name]

1. _____
   (Thesis Director)

2. _____
   (College Advisor)

3. _____
   (TST Representative)

4. _____(Ext
   ernal Examiner – C.V. Attached) ☐
   Yes ☐ No

5. _____
   (U of T Graduate Studies Rep)

6. _____
   (CLG Representative – Non Voting)

7. _____
   (MBG Representative – Non Voting)

Name of Thesis Director: _____
                         (Signature)

Date submitted: _____