BASIC DEGREE HANDBOOK

TORONTO SCHOOL
OF THEOLOGY

2016-17

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Important Notice: *Entries relating to the newly approved Certificate in Spiritual Care and Psychotherapy, to be offered in conjunction with the Master of Pastoral Studies at Emmanuel College and Knox College, are pending Academic Council's review and approval in Fall 2016. An up-dated handbook or addendum will be published at that time.*

BASIC DEGREE HANDBOOK

"Basic degree programs" are first theological degrees taught at the post-baccalaureate level. The Toronto School of Theology is a consortium of seven member colleges, representing a diversity of Christian traditions, church affiliations, and inter-faith connections. Students are registered in, take courses through, and receive degrees from a member college, not the TST federation. Through the TST, the member colleges agree on a common calendar of academic dates and a common course timetable, share educational resources, collaborate in instruction, determine common minimum academic standards, and decide on many common policies and procedures. The *Basic Degree Handbook* is the principal statement of these common understandings for basic degree teaching. It does not, however, give specific information about any specific basic degree program. For information about the admissions requirements, educational purposes, and curricular structures of a specific degree program, reference must be made to the academic calendar of the member college that offers the program.

1. EDUCATIONAL CONTEXT

1.1 The Toronto School of Theology (TST) and its member colleges

1.1.1 The member colleges.

The TST is a federation of seven member theological schools. The member schools of TST are:

- Emmanuel College of Victoria University (United Church of Canada)
- Knox College (Presbyterian Church in Canada)
- Regis College (Roman Catholic, Jesuit)
- St. Augustine's Seminary (Roman Catholic, Diocesan)
- University of St. Michael's College Faculty of Theology (Roman Catholic, Basilian)
- University of Trinity College Faculty of Divinity (Anglican Church of Canada)
- Wycliffe College (Anglican Church of Canada; evangelical).

Three other teaching centres are affiliated with the TST:
- Conrad Grebel University College, University of Waterloo (Mennonite)
- Huron College, University of Western Ontario (Anglican Church of Canada)
- The Institute for Christian Studies (Christian Reformed)

The *Basic Degree Handbook* does not apply to students registered in the affiliated schools and taking courses in their own schools.

Each of the seven member institutions of the TST is officially designated as a College, Faculty, or a Seminary. For the purposes of this document they are all referred to as colleges. The theological vigour of TST depends on the strong maintenance of the various Christian traditions which the institutions represent, and the multi-faith contexts in which they work.

1.1.2 Purpose of the TST federation

Through the TST, the member colleges are bound closely together in the service of the common cause of theological education, and the federation promotes cooperation in all appropriate ways among the member colleges, with the University of Toronto, and with other educational institutions in Ontario.

1.1.3   Institutional structure of the TST

The TST is governed and administered according to a by-law under its control. A Board of Trustees makes governance-level decisions about the affairs of the consortium. Academic Council, with representation from each member institution, the TST Faculty, and the University of Toronto, establishes common academic policies and procedures, including standards for admission and graduation.

The Academic Council has authority over all conjoint degree programs identified in Schedule "B" of the TST/UofT Memorandum of Agreement and two legacy non-conjoint programs (the MA and PhD). It also administers TST's authority in creating and terminating degree programs.

The Basic Degree Council (BDC) is an advisory and coordinating group, and has responsibilities delegated to it by the Academic Council.

1.2   The University of Toronto and conjoint degrees

In addition to historic, statutory, and covenantal relationships which the member colleges enjoy directly with the University of Toronto, the TST itself has been affiliated with the University of Toronto since 1978. A Memorandum of Agreement, agreed to by TST, the colleges, and the University of Toronto, provides for certain degrees to be conjointly offered by University of Toronto and the member colleges. Degree programs which are offered by a member institution of the TST, and which have been approved by both TST and the University of Toronto, are called "conjoint programs." These are listed in Schedule "B" of the Memorandum of Agreement between the TST and the University. The University participates in governance-level decisions relating to the policies and standards of the conjoint degree programs through its representatives appointed to the TST's Board of Trustees, the Academic Council, and certain other committees, and it also oversees processes of educational quality assurance.

TST's conjoint degree programs are either second-entry or graduate. Second-entry programs are basic programs assuming no prior university-level theological coursework, and oriented to either professional leadership or general theological studies. These basic theological programs build on the knowledge, the personal and intellectual formation, and the skills of research, textual interpretation, scholarly reporting, and academic problem-solving which are typically expected of students who have completed an undergraduate program in the humanities.

1.3   The Council of Ontario Universities (COU)

The TST is accountable to the Council of Ontario Universities, and must demonstrate that its standards and degree-level expectations are consistent with university-level education in Ontario. This accountability is structured though an agreed quality assurance framework, administered for the TST and its member colleges by the University of Toronto.

1.4   The Association of Theological Schools in the United States and Canada (ATS)

The TST and its member colleges are members of the Association of Theological Schools of the United States and Canada. The TST and its member colleges are required to demonstrate to the Commission on Accrediting of ATS that the standards and academic policies and procedures of their approved degrees are consistent with ATS accrediting requirements.

2.   THE BASIC DEGREE COUNCIL

2.1   Membership

The membership of the BDC is determined by the Academic Council. The members are: the TST Director (ex officio), the TST Registrar (ex officio), one faculty member appointed by each of the seven participating colleges, two (2) representatives elected by the Faculty Assembly, two (2) representatives appointed by the University of Toronto, and two students appointed by the TST colleges, on a rota basis. In order to ensure that TST's program areas are sufficiently represented by faculty members, Academic Council, normally on the recommendation of the Basic Degree Council, may appoint up to two additional faculty representatives.

2.2   Mandate

The mandate of the BDC, under the by-laws of Academic Council, is to discuss and recommend to Academic Council for approval: common minimum academic standards, common policies, and common procedures related to admissions, curriculum, degree requirements, and student discipline for conjoint basic degree programs. Individual colleges set additional requirements for the degrees that they confer. The administration of basic degree programs is the responsibility of the colleges while the Basic Degree Council, through the Admissions and Procedures Committee, holds appellate jurisdiction. See §16 for appeal procedures.

2.3   Scope of authority

In all its policies and procedures, the BDC must observe ATS standards, provincial government regulations, and the Memorandum of Agreement between the TST and the University of Toronto, and it must also respect the reserved authority and responsibility of the member colleges in basic degree matters.

2.4   The Basic Degree Handbook

The Basic Degree Handbook comprises policies, procedures, and statements of standards approved by BDC, in areas where it has authority, or by Academic Council following consideration by BDC. The current revision of the Handbook consolidates decisions by Academic Council, BDC, or BDC's predecessor body, the Basic Degree Council, and subsequently Academic Council, since 1970.

2.5   Meetings

The Basic Degree Council normally meets once a month during the academic year.

2.6   Committees

2.6.1   The Admissions and Procedures Committee

2.6.1.1 Membership
The Admissions and Procedures Committee is appointed annually by the Basic Degree Council at its first meeting in the academic year. It comprises the Chair of the Basic BDC, the TST Registrar, who acts as secretary for the Committee, two college representatives selected by the BDC, according to the TST By-law, and one representative of the University of Toronto.

2.6.1.2 Function
The Admissions and Procedures Committee shall rule on cases that come to it in

accordance with the provisions of the Basic Degree Handbook. The Admissions and Procedures Committee reports to the Basic Degree Council, at least, annually. It reports every case that comes before it, removing identifying information as necessary to protect privacy.

2.6.1.3 Conflict of interest

Members of the Committee will not vote on cases presented by his or her own college.

2.6.2   TST Basic Degree Appeals Committee

At its first meeting of the academic year, the BDC shall appoint an Appeals Committee consisting of five persons: one faculty member of the BDC, two other regular members of the TST faculty, a UofT faculty member, and a BD student. One of the TST faculty members will be appointed by the BDC as chair of the BD Appeals Committee. In addition, the BDC should identify at least one alternate member for each individual on the committee. Alternate members may be called on by the BDC in situations where a conflict of interest has been identified or where a regular member is unable to serve. The TST Registrar is a non-voting member who serves as Secretary.

2.6.3   TST Basic Degree Common Stream Committee

[CHANGES TO THIS SECTION ARE PENDING APPROVAL BY ACADEMIC COUNCIL – FALL 2016]

The Spiritual Care and Psychotherapy Stream of the Master of Pastoral Studies Program, which is offered by Emmanuel and Knox Colleges, has a TST-level administrative arrangement. The Committee gives preliminary approval to admissions applications and refers them to a participating college for decision; recommends to the BDC changes in academic policies, procedures, or requirements relating to the stream; determines courses that can be regularly used to meet graduation requirements; and approves student academic petitions that can be expected to set precedents. At its first meeting of the academic year, the BDC shall appoint a Common Stream Committee of three persons, being the TST Director ex officio and a faculty member nominated by each of Emmanuel and Knox Colleges.

3.   STRUCTURE OF THE ACADEMIC PROGRAMS

3.1   Divisions of the academic year

The TST academic year begins in September and ends in August. The academic year is divided into three academic sessions: Fall Session (September to December); Winter Session (January through mid-April); and the Summer Session (mid-April through August). Though the academic year begins in September, tuition fees are effective for the Summer through Winter sessions (mid-April through mid-April).

3.1.1   Intersession

Courses beginning in the month of April are technically summer session courses, but some colleges refer to them as intersession courses.

3.2   Calendar of academic dates

All colleges use a common TST Calendar of Academic Dates, which is published each year well in advance, and includes the start and ending dates of classes in each of the sessions, the dates of reading week and examination week, and other common dates.

3.3   Courses

See Section 9. The standard course within TST is worth 0.5 credits and is technically referred to by the University of Toronto as a half course. In practice, most courses at UofT and TST are half courses and most people call them courses. Within this Handbook, such a course is referred to simply as a course. Full courses (1.0 credit) are also offered with TST, and are referred to within this Handbook as "full, 1.0-credit courses."

3.4   Minimum period of registration

Some programs specify a minimum period that a student must be registered in a program in order to qualify for the degree. See Section 4 for details.

3.5   Minimum course registration

Students must successfully complete at least 10 courses in TST colleges in order to qualify for a conjoint basic degree.

3.6   Full-time requirement

Within the MDiv and MRel[1] programs, a student must be full-time for at least two sessions (not necessarily consecutive).

3.7   Full-time studies

Generally, and for the purposes of determining whether a student has met the full-time residency requirement (3.6), a student is deemed by TST to be a full-time student during any academic session (Fall, Winter or Summer) if he or she is enrolled in four or more courses. However, different definitions of full-time study may apply for different purposes. For instance, provincial student loan programs may have different definitions of full-time study.

4.   PROGRAMS

4.1   Conjoint programs

The following degrees are offered conjointly by TST colleges and the University of Toronto in accord with the regulations of the BDC. Colleges also offer non-conjoint degrees and diploma and certificate programs.

4.1.1   Master's degree leading to ministerial leadership: Master of Divinity (MDiv)

This program, offered by all TST colleges, prepares persons for ordained ministry and for responsibilities of general pastoral and religious leadership in congregations and other settings. The minimum requirement for this degree is thirty (30) courses or equivalent units (15 credits), over a three-year period. Students may take a longer time to complete this program, but it is educationally appropriate for the program to be completed within eight calendar years. Colleges may stipulate individual course requirements or a minimum quota of courses from any of the program areas (biblical, historical, pastoral and theological studies), and may require additional courses. Colleges may also require prerequisites, co-requisites, period of residency and competency for ministry work outside of the degree program itself. Individual colleges evaluate

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[1] Admission to the MRel program is no longer accepting new students, and will be closed once all MRel students have graduated the program.

a student's readiness for ministry according to requirements, conditions, and norms prescribed by the college itself.

4.1.2   Master's Degree preparing for educational ministries: Master of Religious Education (MRE)

The primary purpose of the MRE is to equip persons for competent leadership in various forms of educational ministry in congregations and other religious institutions. Twenty (20) courses or equivalent units (10 credits) over a minimum of two years can be completed on a part-time basis. The MRE[2] is offered by, Knox College, St. Augustine's Seminary and the Faculty of Theology of the University of St. Michael's College.

4.1.3   Master's Degrees preparing for specialized ministries: Master of Pastoral Studies (MPS); Master of Arts in Ministry and Spirituality (MAMS); Master of Sacred Music (MSMus)

These degree programs, offered by Emmanuel College (MPS, MSMus), Knox College (MPS), and Regis College (MAMS), have as their chief purpose the equipping of persons for competent leadership in specialized areas of ministry — social, spiritual care, and pastoral care ministries in the case of the MPS, sacred music in the case of the MSMus, and pastoral ministry and spiritual direction in the case of the MAMS. Students in the MPS program are registered in a specific stream of the program, and each stream has a distinct set of curricular requirements. The minimum requirement for these degrees is twenty (20) courses or equivalent units (10 credits), over a minimum of two years.

4.1.3.1   Certificate in Spiritual Care and Psychotherapy (Emmanuel College & Knox College)

[TEXT FOR THIS SECTION IS PENDING APPROVAL BY ACADEMIC COUNCIL – FALL 2016]

4.1.4   Master's Degrees offering a general introduction to theological scholarship (MRel[3] and MTS)

These are academic programs giving students a general introduction to theological scholarship, with a view to their own enrichment or to setting a theological context within which to exercise their own ministry or apostolate within the world. The minimum requirement for the MRel[2], which is offered by Wycliffe College, is thirty (30) courses or equivalent units (15 credits), over a three-year period of residency (or equivalent), of which a minimum of two sessions must be devoted to full-time work. The minimum requirement for the MTS, offered by all TST colleges, is twenty (20) courses or equivalent units (10 credits), over a minimum of two years. Both programs may comprise a measure of specialization and must include a summative exercise.

4.1.5   Diplomas & Certificates offered in conjunction with Conjoint Degree Programs

Colleges may offer diplomas and certificates to students registered in conjoint degree programs. Such diplomas and certificates may make use of courses that are approved for credit within conjoint degree programs (§9. Courses) but such diplomas and certificates are not themselves awarded conjointly and are not subject to the quality assurance of the University of Toronto. Approved courses that are elements of such certificates and diplomas count for credit within the student's conjoint degree.

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[2]Emmanuel College is no longer accepting new students to the MRE. Upon graduation of all current enrolled MRE students Emmanuel College will close this program.
[3] Admission to the MRel program is no longer accepting new students, and will be closed once all MRel students have graduated the program.

4.1.6   Certificates in Continuing Education

Colleges may offer certificates in continuing education in various professional areas. Such students are not registered in conjoint degree programs. Students eligible for admission to a conjoint degree may use audited courses as parts of the certificate (§9.4.5). Audited courses and non-credit courses may not be used for credit within a conjoint degree.

4.2   Combined Degrees

It is possible to earn two degrees in TST colleges in a combined degree program with some credits being counted for both degrees. The combined programs are administered directly by the colleges. There are three combined degree programs, which can be completed in four years rather than five:

4.2.1   The MDiv/MRE

Is offered and administered through Emmanuel College[4], Knox College, and the University of St. Michael's College Faculty of Theology.

4.2.2   The MDiv/MPS

Is offered and administered through Emmanuel College.

4.3   Program expectations

4.3.3   Degree-level expectations

TST's conjoint basic degree programs operate at the post-baccalaureate, undergraduate level.

4.3.3.1 Meaning of "post-baccalaureate"
Basic degree programs operate on the assumption that students have already completed at least a first post-secondary degree program in which they have developed their skills of research, thinking, and oral and written communication.

4.3.3.2 Meaning of "undergraduate"
Basic degree programs presume no prior academic study in the theological disciplines.

4.3.3.3 Clarifications
Although ATS uses the terms "graduate" and "post-baccalaureate" interchangeably, Canadian post-secondary education, following the British system, distinguishes two kinds of post-baccalaureate education, "graduate" and "second-entry undergraduate". Canadian usage restricts the term "graduate" to educational programs that build on earlier undergraduate studies or other post-secondary preparatory education or training; for example, an M.A. in history is a graduate program because it presumes a four-year B.A. in history. "Second-entry undergraduate" programs, by contrast, introduce students to a new discipline. The M.D. in medicine, the J.D. and LL.B. in law, and the D.D.S. in dentistry, are examples of second-entry undergraduate degrees.

4.3.3.4 Degree-level expectations (DLE's) specific to TST basic degree programs
Appendix I lists DLE's for all basic degree programs, consonant with those published by the Council of Ontario Universities.

4.3.4   Expected learning outcomes

TST and its member colleges have designed their basic degree programs so that by the time of

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[4] Emmanuel College is no longer accepting new students to the MRE program.

graduation students will have attained a suitable demonstrable level and quality of academic skills, integrity, and learning. A non-binding summary of these learning outcomes is given in Appendix II. In addition to these learning outcomes, each member college has developed more specific learning outcomes for each of its basic degree programs in accordance with its institutional mission and values, the requirements and theological tradition of its sponsoring denomination, the educational philosophy of its faculty, and other factors.

4.4   Authority of the member colleges in regulating basic degree programs

4.4.1   General latitude

TST colleges have latitude to set additional degree requirements, in accordance with the intended learning outcomes of the programs they offer, in such areas as the following.

4.4.1.1 Curriculum requirements

Colleges may stipulate specific course requirements and program areas (biblical, historical, pastoral and theological studies) distribution requirements for a basic degree program.

4.4.1.2 Program time limits

Colleges may stipulate a maximum time to completion of any basic degree program of less than eight years.

4.4.1.3 Full-time rules

Colleges may require students to register in full-time studies for a part of, or their entire program.

4.4.1.4 Ecumenical exposure

Colleges may require students to take courses at other colleges or in other traditions.

4.4.2   Restrictions

Such latitude ought not to lead to substantial divergence from similar programs at other TST colleges, especially in the following respects.

4.4.2.1 Additional credit requirements

Individual colleges may require up to two additional courses for a basic degree program.

4.4.2.2 Additional non-credit requirements

For the MDiv, non-credit courses to fulfill other college or church requirements may be specified in addition to the above, but not in such numbers as to interfere with the program.

4.4.2.3 Field education

For the MDiv, all field education or contextual education requirements included within the thirty required courses are to be carried out under instructors duly approved in accord with TST policies on the approval of teaching staff).

4.4.2.4 Full-time studies

In the MDiv and MRel[5] programs, full-time study for a minimum of two sessions is required.

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[5] Admission to the MRel program is no longer accepting new students, and will be closed once all MRel students have graduated.

4.4.2.5 Changes require approval

Major modifications (as defined in the University of Toronto Quality Assurance Process [UTQAP]) in curriculum, admissions standards, degree requirements, or grading practices require prior consultation with the Office of the Vice-President and Provost of the University of Toronto.

4.4.2.6 Ecumenical dimensions

Colleges should encourage students to take some of their courses outside their own tradition.

5. ADMISSION

Except as otherwise herein provided, each member college is free to set, interpret, and administer its own academic and non-academic standards and policies, consistent with its explicit educational mission (as informed by an ecclesiastical mission where such exists), for the admission of students to a conjoint basic degree program. For professional degree programs requiring educational placements in situations of ministry, a member college may limit admission to persons who meet criteria reasonably imposed for appointment to such placements; such criteria may include a satisfactory police check, a record of community service, an understanding of and sensitivity to human interaction, an aptitude for ministry, skills required for a proper observance of the TST's Standards for Professional Practice Behaviour, and conformity to standards lawfully established for appointment to the placements.

[TEXT FOR THIS SECTION RELATING TO ADMISSION TO A CONJOINT UOFT CERTIFICATE IN CONJUNCTION WITH CONJOINT (SECOND-ENTRY) UNDERGRADUATE IS PENDING APPROVAL BY ACADEMIC COUNCIL – FALL 2016]

5.1 Non-discrimination

As provided in the Human Rights Code of Ontario, admission to conjoint basic degree programs is without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or handicap.

5.2 Baccalaureate requirement

Applicants to a conjoint basic degree program must hold an appropriate baccalaureate degree with adequate standing (normally at least B- standing in their final year) from an institution approved by a Canadian provincial quality assurance agency, or accredited by a US agency recognised by the Council for Higher Education Accreditation, or demonstrated educational equivalent of a North American baccalaureate degree as judged by the Admissions and Procedures Committee, which may make reference to information provided by the School of Graduate Studies of the University of Toronto. In cases where an institution is not from an institution approved by a Canadian provincial quality assurance agency, or accredited by a US agency recognized by the Council for Higher Education Accreditation, the TST member college must submit a transcript, brief information about the institution, including faculty and their academic credentials, and an accompanying letter indicating its desire to admit the student to the TST Registrar, who serves as Secretary to the A & P Committee, for consideration by the Committee. The college representative on BDC will present the case to the A & P Committee at its meeting. The A & P Committee has the authority to make decisions on non-standard credentials. In cases where precedents have been set by the Admissions and Procedures Committee, TST colleges may admit graduates from such institutions without submitting a request for consideration. A college may appeal the decision of the Admissions and Procedures Committee in respect of equivalent credentials to the

Basic Degree Council.

5.2.1   Admission without baccalaureate

In an exceptional case, a college may admit to the MDiv, MRE, or MAMS program a student without baccalaureate degree or equivalent, if the student is already registered in the college as non-degree student (see 5.5). All of the following restrictions apply:

5.2.1.1 Post-secondary requirement
Such student must present evidence of at least one year's study of Arts and Science in an accredited institution (or the equivalent as assessed by the Admissions and Procedures Committee of TST).

5.2.1.2 Prior theological study
Such student must have successfully completed at least one year of study at a TST college (ten course credits), which may be counted towards the degree.

5.2.1.3 Life experience
Such student must have life experience that has helped prepare him or her for theological study at the graduate level.

5.2.1.4 Consistency with college standards
Admission of such student must be consonant with the mission statement and stated academic policies of the college.

5.2.1.5 Non-baccalaureate enrolment quota
The number of such non-baccalaureate students registered by a college in its MDiv, MRE, and MAMS programs may not exceed fifteen percent of the enrolments of each of these programs.

5.3   English language facility

It is essential that all incoming students have a good command of English. Applicants whose mother tongue is not English, and who have not completed a previous degree in English, must demonstrate facility in the English language by taking one of the following tests and achieving the stated minimum result. Test results that are older than two years at the time of application cannot be accepted.

a. Test of English as a Foreign Language (TOEFL): if the test is taken in paper format, overall 580 and 5 in Test of Written English; if the test is taken in internet format, 93 overall and at least 22 in each of the speaking and writing sections;

b. International ESL-Academic Preparation Level 60 (Advanced) offered by the School of Continuing Studies at the University of Toronto. Required score: B;

c. International English Language Testing System (IELTS). Required score: 7.0;

d. A college basic degree director may in compelling cases use other evidence to determine English fluency. Other tests and minimum results recognized by the School of Graduate Studies at the University of Toronto may serve as a guide.
    (http://www.sgs.utoronto.ca/prospectivestudents/Pages/English-Language-Proficiency-Testing.aspx)

5.4   Conditional admissions

A student who cannot demonstrate clear qualifications for admission may be admitted into a conjoint

degree program for up to one year, on condition that by the end of that time he or she must demonstrate that they ought to be fully admitted, in default of which he or she must withdraw. The conditions are to be clearly formulated and made known to the student.

5.5   Non-degree students

A person who wishes to take courses in the basic degree division without an immediate intention to pursue a degree program may be admitted by a college as a non-degree student (in some colleges called a special student or an occasional student). Courses taken by a non-degree student will not necessarily be accepted at a later date for credit to a degree program. Colleges may set procedures and regulations pertaining to non-degree students, including a limit on the number of courses which such students may take. Normally a student wishing to take one course should register in the college offering the course.

Students not admitted to conjoint programs are not students of the University of Toronto or of TST. Such students do not have access to UofT Services. They are entirely under the authority of their college of registration in academic matters and in matters of non-academic discipline, and do not have access to avenues of appeal or grievance at either TST or the University of Toronto.

5.6   Auditors

Some colleges admit persons not enrolled in a degree program or as a non-degree student to audit individual courses taught in the college. Each college sets regulations and fees for such auditors. Assignments are not required of auditors, and, if presented, are not formally evaluated. (See §9.4.5.1)

5.7   External students

An external student is one registered in a degree program outside TST who has been permitted to take courses in a TST college. The following regulations apply.

5.7.1   Students at TST affiliate schools

Prospective external students registered at Conrad Grebel University College, Huron University College, the Institute for Christian Studies, or Waterloo Lutheran Seminary will apply to the TST Registrar.

5.7.2   Other students

All other external students will apply to the TST college of their choice, which may accept them as their discretion.

5.7.3   Restrictions on undergraduate students

Undergraduate students must be actually engaged in an academic program and normally must have completed two full years at a university which is a member of the Association of Universities and Colleges of Canada or which is accredited by one of the regional associations in the U.S.; and colleges may accept such students only if they fall within non-graduate quotas defined by ATS standards. However, students wishing to take elementary New Testament Greek or Biblical Hebrew need not have completed two years of University work. Undergraduate students will not normally be permitted to enrol in 3000 level courses.

5.7.4   Letter of permission

Prior to application to TST or a TST college as an external student, the student must obtain a Letter of Permission from his or her school, faculty, or program areas (biblical, historical,

pastoral and theological studies), as the case may be, to take the course(s) in question towards their degree.

5.8   Exceptions to admissions regulations

If a college wishes to waive a minimum TST requirement for a particular student, the waiver must be approved by the Admissions and Procedures Committee. The college may appeal a decision of the Admissions and Procedures Committee to the BDC. In cases where the Admissions and Procedures Committee has already approved an exception that carries the force of precedent, the TST Registrar will so advise the College.

5.9   Appeals

Admissions decisions are not subject to appeal under Section 16 of this Handbook.

6.   CREDIT FOR ACADEMIC WORK COMPLETED OUTSIDE THE CURRENT DEGREE PROGRAM

6.1   Determination of credits for work completed outside the current degree program

Each college determines, according to the following general rules and additional rules of its own, whether to give credit towards a degree for work completed by a student outside the degree program or outside TST. The college makes decisions about advanced standing, advanced placement, shared credit, and transfer of credit only for students who are registered in one of its degree programs.

6.2   On-admission transfer of credits

Transfer credit is course credit towards graduation from a degree program on the basis of one TST course credit for each equivalent course credit earned at another recognized institution. Transfer credit may be given for up to one half of the courses which also have been used or will be used to meet the requirements of a degree which the student has earned or will earn elsewhere. The college will ensure that the courses proposed for transfer of credit were eligible for post-baccalaureate credit towards an appropriate degree in the institution at which they were taken. Colleges may exclude as transfer credits courses that they deem outdated. The number of transferable credits is limited to two-thirds of the credits required and by any full-time studies requirement (for example, §4.4.2). Colleges may stipulate additional limitations on the number of allowable transfer credits.

6.3   Shared credits

A college may award a student credit for work applied to another degree program, including a degree program previously completed at the same level and in the same discipline at an accredited institution. Not more than half of the credits required for the previous degree may be transferred into a new program and not more than half the credits required in the new program may be earned on the basis of shared credits. Colleges may stipulate additional limitations on the number of allowable shared credits. A college may award a *pro tanto* amount of credit for a completed degree, such as ten course credits towards a MDiv on the basis of a completed MA in theology; such an award is sometimes called "advanced standing."

6.4   Advanced placement

Advanced Placement means a college's decision to exempt a student from certain courses normally

required in a program because the student has the knowledge, competence, or skills that would normally be provided by those courses. Such knowledge, competence, or skills can be evidenced by academic transcripts of courses previously taken, by an appropriate written and/or oral assessment, or by other objective demonstration. Advanced placement cannot be automatically granted on the basis of life or ministerial experience. Advanced placement does not reduce the number of courses required for graduation. College policies may exclude the possibility of advanced placement.

6.5   Creditworthiness

Transfer and shared credits can be received by TST colleges towards graduation from a conjoint degree program only if they meet the test of creditworthiness.

6.5.1   ATS accredited schools

Credits granted by a school accredited by the ATS are considered creditworthy.

6.5.2   ATS Associate Members

Credits granted by a school which is an Associate Member of ATS can be considered creditworthy under the following circumstances: (a) the student must have been academically qualified to be admitted to a degree program at TST when admitted to the Associate Member school; (b) the student has received first- or second-class standing; (c) the instructor holds a generally recognized academic degree in the field of instruction (e.g., PhD, ThD, DMin) (it is the responsibility of the student to document the professor's academic standing). A maximum of five credits may be received from an ATS Associate Member, and ten credits from an ATS Candidate for Accreditation School.

6.5.3   Other institutions

Credits from other institutions will be dealt with on a case-by-case basis by each school; the standard to be applied is whether a course for which credit is sought was taught similarly to a course at an ATS institution in respect of (a) level, (b) workload, (c) method, (d) learning outcomes, and (e) academic credibility. The mark earned by the student may also be taken into account.

6.5.4   Precedents and guidelines

The Admissions and Procedures Committee may establish precedents and guidelines for the guidance of colleges.

6.5.5   Arithmetical basis for credit

Where courses taken at another institution are weighted in terms of credit hours, credit, if it is to be granted at all, will be given on the basis of ten TST credits for a full year's study at the other institution, defined as one-half the credits required by that institution for the completion of a two-year degree or one-third the credits required by that institution for the completion of a three-year degree, or the like; or a smaller or larger number of TST credits in proportion to the amount of study at the other institution.

6.6   Appeals

A student may appeal to the Admissions and Procedures Committee a college decision on transfer credit, shared credit, advanced standing, or advanced placement. The Committee can overrule a college decision in these matters only if the decision fails to observe a clear TST standard, or if it violates a published standard of the college itself. The Committee cannot vacate college standards that are

additional to TST standards.

7.   REGISTRATION

7.1   Responsibility for knowing requirements

Curricular requirements for each program offered by a college are published in the printed or online bulletin or calendar of the college. Students are responsible for knowing the published requirements.

7.2   College registration

Students must observe the registration instructions and deadlines given them by their college and/or by TST. Instructions may be received at any time of the year.

7.3   Registration system

The University of Toronto Repository of Student Information (ROSI), is accessible to students through Student Web Service (transitioning to ACORN [give full name] in Summer and Fall semesters of 2015) is the means by which students in conjoint degree programs register for courses, communicate their addresses, and receive invoices, among other things.

Students not in conjoint programs should contact their college registrar for course registration, change of addresses, invoices and account history and academic histories.

7.4   Course registration

7.4.1   Deadline for course registration

Students are expected to register for courses on the Student Web Service (ROSI) by the deadline set by the college. For the summer session, registration deadlines are given in the course catalogue. Students should know the requirements of their degree program and may need to consult with their college academic adviser according to the procedures of their college before registering for courses.

7.4.2   Course adds

The deadline for late registration for fall courses is approximately one week after the last day of fall registration; for winter courses it is one week after the beginning of classes in January. In the summer session, a student must register for a course before the first four hours of instruction have concluded. The official Last Day to Add dates for the Fall and Winter Sessions are published in the Academic Calendar each year. For summer courses, the Last Day to Add the course is published in the Course Catalogue.

7.4.3   Course withdrawals

The final day for withdrawing from a course without academic penalty is generally when one-third of the hours of class instruction have concluded; the precise dates are published in the TST Academic Calendar. Students who do not intend to complete a course or courses must use the Student Web Service (ROSI) to cancel the course before the deadline for withdrawal without academic penalty. Students still enrolled in a course after the final date to cancel the course will receive a grade for that course. Not attending classes or ceasing to complete further course work or not writing the examination do not constitute grounds for cancellation without academic penalty from a course; the course remains on the record with the grade earned,

including "0" for incomplete work.

7.4.3.1 Restriction on course withdrawal

Students are not permitted to cancel or withdraw from a course in which an allegation of academic misconduct is pending from the time of the alleged offence until the final disposition of the accusation.

7.5 Maximum courseload

Normally no more than six TST courses may be taken by a student in any session. In the summer, no more than four courses may be taken.

7.6 Simultaneous registrations

Students may not be enrolled in two full-time programs simultaneously. If permitted by the college or colleges of registration, students may be enrolled in a part-time program and a full-time program. Students who are enrolled in programs at other institutions must inform their college of registration.

7.7 Terminating or suspending registration

7.7.1 Leave of absence

With the approval of the college of registration, a student in a conjoint basic degree program may be granted up to one calendar year of parental, health, or compassionate leave. This period of leave does not count towards the maximum number of years which the college may allow for the completion of a program.

7.7.2 Continuation of registration

Colleges may set registration requirements for students who do not take courses in an academic session.

7.7.3 Withdrawal

A student may withdraw from a program by application in writing to his or her college of registration.

7.7.4 Construed withdrawal

A student who does not register for courses in a given year, does not apply for a leave of absence, and does not apply for continuation of registration, may be deemed to have withdrawn from studies. If such a student decides at a later date to resume studies, he or she may be required to apply for re-admission, and re-admission will not be guaranteed.

7.8 Fees

7.8.1 Liability for fees

Registration is not complete until fees are paid according to the instructions given by the student's college. Tuition fees are set by Governing Council of the University of Toronto on the recommendation of TST's Academic Council.

7.8.2 Refunds

Each college states its policy for refunds of fees for students who withdraw from courses. A refund schedule is published through the UofT fees office and can be found at http://www.fees.utoronto.ca/sessions.htm.

7.8.3   Penalties

Colleges will withhold the transcripts of students who have an outstanding financial debt to the College, and may take other measures to enforce payment.

8.   CORRESPONDENCE

8.1   Address notification

Students are responsible for maintaining and advising UofT, TST and their college of registration, on the Student Web Service (ROSI) of a current and valid postal address as well as the address for a University of Toronto-issued email account. Colleges may also require that students communicate address changes to the College in an additional manner.

8.2   Email account activation

Every TST student in a conjoint degree program must activate a University of Toronto email account on or before the first day of classes. Functions within many electronic teaching tools at the University require a University email account.

8.3   Email correspondence

The TST, the colleges, faculty members, and the libraries use the University of Toronto email system to communicate with students in conjoint degree programs about enrolment, course registration, academic and non-academic discipline, course requirements, fees, and progress in program, among other matters, and such communication may include essential time-sensitive information, or may require a timely response from the student. An email message from TST, its colleges, or its faculty members will be considered as delivered on the day that it is sent to the student's email account of record. A student who fails to monitor his or her UofT email account as recorded on ROSI for such correspondence incurs many risks which may include financial penalties, lost credits, and jeopardy to his or her program. Students who are not in conjoint degree programs should make comparable alternative arrangements in consultation with the registrar of their college of registration.

8.4   Non-university email excluded

TST and college offices and faculty members are not required to open an email message from a student in a conjoint degree which is not sent from a University of Toronto account and are not required to reply to a student at a non-University email account. Students not in conjoint degree programs should make their alternative email arrangements known to their course instructors and other interested parties.

8.5   Forwarding email

A student remains responsible for ensuring that all TST electronic message communications sent to the official University-issued account are received and read in cases where the student has chosen to forward his or her University-issued email account to an account issued by another email service provider. Students are discouraged from doing so as forwarding email to an outside account can result in delays and lost emails (due to the categorization of emails sent to numerous recipients as "spam").

8.6   Appropriate use of technology

The student is required to honour the University's expectations concerning use of information and communication technology as articulated in the guidelines on Appropriate Use of Information and

Communication Technology (available on the website of the Office of the Vice-President and Provost: http://www.provost.utoronto.ca/policy/use.htm.

9.   COURSES

9.1   Course codes

Each TST course has a course codes with the alphanumeric pattern: ABC1234WX.

9.1.1   College

Every TST course is sponsored by at least one college, or, rarely, by TST itself. The first two letters of the course code indicate the college offering the course (EM=Emmanuel, KN=Knox, RG=Regis, SA=St. Augustine's, SM=St. Michael's, TR=Trinity, WY=Wycliffe, TS=Toronto School of Theology). For a course sponsored by more than one college, the first two letters of the course identifier are TX.

9.1.2   Program areas (biblical, historical, pastoral and theological studies)

Every TST course requires the approval of the college offering the course and the approval of the TST Curriculum Committee. The third letter indicates the program area (biblical, historical, pastoral and theological studies) within which the course falls. B for Biblical, H for historical, P for pastoral, T for theological. For an interdisciplinary course, the third letter of the course identifier is J.

9.1.3   Level

The number indicates the level at which the course is being taught. 1000-level courses (1000-1999) are introductory or foundational. 2000-level courses are general or survey courses that do not normally have prerequisites. 3000-level courses are specialized courses for which prerequisites are normally required.

9.1.4   Course Weight

The eighth digit of the course code (the first letter after the number) indicates the weight of the course. Within TST a course is normally worth 0.5 credits and spans one session. Such courses are referred to as "half" courses and are designated within the course coding as "H". Some courses have a weighting of 1.0 credit. Such courses are designated as "Y" courses. "Y" courses can be offered within one session or can span the Fall and Winter sessions.

9.1.5   Term designator

The last letter of the course code indicates the period within which the course is taught.

> F = first half of the Fall/Winter Sessions (Sept-Dec), or first half of the Summer Session (April, May and June)
>
> S = second half of the Fall/Winter Sessions (Jan-April), or second half of the Summer Session (July-Aug)
>
> Y = Fall and Winter Sessions (Sept-April), or first and second sub-sessions of the Summer Session (April-August, or therein)

9.2   Calendar variations in course delivery

There is a variety of methods of course delivery within TST. The most common pattern is a one-session H course, meeting for two hours each week for thirteen weeks, plus reading week and examination week. There are also several HY and YY courses in the regular session. During the summer session, the equivalent number of hours may be scheduled over a shorter period of time (e.g. two weeks). Some courses are offered exclusively online, and some in a blended format with some in-class contact and some online contact.

9.3   Courses available for basic degree credit

9.3.1   Standard course

The standard of an "H" course is a course which meets regularly every week over the course of a session, and requires roughly three hours of work outside of class for every hour of class time. Some "H" courses in fact run over a longer period of time and some for shorter, and some of more class meetings and some fewer, but the total time commitment expected is roughly the same. An "H" course is considered to represent one-tenth of a year's full-time study for a student making normal progress towards a degree.

9.3.2   Ineligibility for advanced degree courses

Basic degree students are not normally permitted to register for courses numbered above 3999, which are advanced degree courses. 5000-level courses are intended exclusively for advanced degree students. Only in a case where a student has exceptional ability and academic background in an area will a basic degree student be allowed to register for a 5000-level course, and then only with the written permission of the instructor, the student's Basic Degree Director and the TST Advanced Degree Director. In similarly exceptional cases a basic degree student may be allowed to register for a 6000-level course, with the written permission of the instructor and the student's Basic Degree Director. A basic degree student who takes an advanced degree course must complete the same course requirements as advanced degree students, and will be graded on the same basis as advanced degree students.

9.3.3   Reading courses

In exceptional cases and in accord with college regulations, a second-entry degree student who is normally in the second half of a program may register for a reading course arranged with a core faculty member.   Approval by the designated authority in the student's college of registration, such as a dean program director, is required.

The student requests registration by completing the fillable PDF form provided for this purpose, available on the TST website. This form should be completed and approved well in advance of the deadline published for new course registration for the semester concerned.

9.3.4   Theses and summative exercises

For many basic degree programs, a thesis or a summative exercise is permitted or required. These exercises appear on the transcript with course identifiers as if they were courses. Registration for theses and summative exercises is requested by a Reading and Research Course Form, completed and approved as outlined in 9.3.3.

9.3.5   Online and offsite courses

TST colleges offer many online and off-site courses. The number of such courses which a student may take towards a degree may be limited. Limitations vary according to program and college.

9.3.6   Credit for undergraduate courses not already used to earn a previous degree

Since a theological program can be enriched by the study of related disciplines, the TST will allow students, under certain circumstances, to receive credit towards a basic degree for undergraduate coursework taken in the Faculty of Arts and Science at the University of Toronto, or equivalent coursework taken elsewhere.

1. Conditions
   a. The student must obtain all required permissions in advance. Permission must always be given by the student's college of registration and by the instructor of the course, and other permissions may be required as well.
   b. In addition to work required for the course, the student must write a short essay relating the work of the course to the learning objectives of his or her theological program; this essay is to be discussed with, and counter-signed by, a designated TST faculty member, and submitted to the college of registration.
   c. Credit is given on the basis of one basic degree course for one-half undergraduate course.
   d. The student must attain at least 70% in the final mark for the course.
   e. Credit for undergraduate courses is limited to not more than 20% of the total number of courses required for the student's basic degree program.

2. Acceptable coursework
   a. *Language other than English.* With the permission of the appropriate college academic authority, a student may credit one year of language study (in addition to Biblical languages taken in TST) where the language is beneficial for a ministry placement, or is recognized as valuable preparation for an academic course, project, or research in a theological discipline at TST. Examples of such languages, depending on circumstances, include languages of the Ancient Near East, classical and medieval Latin, modern Hebrew, Arabic, and First Nations languages. Credit is not given for less than one year of the foreign language.
   b. *Other ancillary or auxiliary disciplines.* With the permission of the appropriate college academic authority, where the student can demonstrate that the study of an ancillary or auxiliary discipline has an important educational purpose within his or her theological degree program, a student may take appropriate coursework therein.
   c. *Designated interdisciplinary courses.* With the permission of the TST registrar and the appropriate University authorities, a college may designate an undergraduate course in the University as having recognized value for one or more of its programs or program streams. Such courses are identified in the TST Course Catalogue, with any conditions that may apply to registering in the course.
   d. *Cross-listed courses.* In addition, with the permission of the appropriate University authorities, the TST may cross-list a University course with a TST course identifier.   In this case, the requirement 1(b) above does not apply.

9.3.7   Courses at affiliate schools

Students seeking admission to a course at a TST affiliated institution must obtain authorization of the affiliate institution offering the course. If the course is cross-listed to the TST course catalogue, the student should register for it both at the affiliated institution and on ROSI. If the course is not included on the TST catalogue, students should request a Letter of Permission from the designated official (usually the registrar) at their college of registration. During the Fall and

Winter Session, fees for courses offered by affiliated institutions are paid directly to the student's home college as per the home college's tuition schedule. In the Summer Session, fees are payable directly to the institution offering the course as per the offering institution's fee schedule.

9.3.8   Courses on Letter of Permission

Students seeking to take courses outside TST for credit to a basic degree program in their college must request a Letter of Permission from the designated authority at their college of registration *in advance of registering for the course*. No guarantee can be given of transfer credit for courses completed elsewhere without a Letter of Permission. Students are responsible for fulfilling the admission requirements of the other institution and for paying the other institution any fees it requires. At the end of the course, the student must request that an official transcript of the final grade be sent to his or her college registrar. Transfer credit cannot be given for courses that will be used to meet the requirements of a degree that a student will earn elsewhere. Transfer credit will normally be awarded only for courses taken at an accredited institution.

9.4   Access to courses

9.4.1   Equal access

Courses, including those required by individual colleges, are open to all students of the TST, subject to prerequisites, on an equal basis, except for select courses which may be for students in a specific program or area of study.

9.4.2   Accommodation of disabilities

The TST and its member colleges will make reasonable accommodations in requirements for persons with disabilities, as detailed in its Policy on Accommodation (See §13).

9.4.3   Limited enrolment courses

At the request of the instructor and with the approval of the instructor's program areas (biblical, historical, pastoral and theological studies), enrolment in a course may be limited to a maximum number of students. Students will be granted access to limited enrolment courses on a first-come-first-served basis, with the following exceptions: (1) a final-year student who requires the course for graduation will have priority; (2) if the course is required by a college in one or more of its programs, priority will be given to students from that college; (3) the instructor may publish an alternative basis for access to the course (such as no more than two students from the same college). In any case, enrolment limits for courses must be clearly indicated in the course catalogue, and instructions for registration must be given there.

9.4.4   Course cancellations

A college may cancel a course listed in the TST Course Catalogue. Colleges should give public notice of a course cancellation on the TST Course Catalogue according to the document *TST Course Listings: General Information, Including Policies for Course Cancellation*, as approved by Academic Council.

9.4.5   Audited courses

Students enrolled in a college as a degree student or as a special student may audit courses with the permission of the instructor and, if required, another college official. Auditing permits attendance at class only. The auditing fee is set by and is payable to the college offering the

course.

9.4.5.1 Auditing of 5000 and 600 level courses.

Students are not permitted to audit 5000 or 6000 level courses.

9.5   The course syllabus

9.5.1   Publication of preliminary syllabus

Each instructor should publish online a preliminary syllabus for each course to be offered by August 1 of each year for courses in the regular session and by March 1 of each year for courses in the summer session. The place of publication should be linked from the TST Course Catalogue. The preliminary syllabus advises of the expected learning outcomes, topics, readings, assignments, and methods by which student performance will be evaluated. This should include whether the methods of evaluation will be essays, test, class participation, seminar presentations, examinations or other; the weight of these methods in relation to the overall grade (see §11.4.2); and the timing of each major evaluation, but is understood to be preliminary and subject to change, and sometimes substantial change, up to the time the course begins. See §§9.5.3 and 11.4.1.

9.5.2   Publication of syllabus

Each instructor must publish a final syllabus by the first day of the course. For courses with class meetings, the first day means the time of the first class meeting of the course; for online courses, the first day means the day announced as the first day of the course. The syllabus shall be distributed in hard copy to class members, or made available electronically on the course website, or both.

9.5.3   Changes in syllabus

Occasionally as a course proceeds it may appear advisable to make certain changes in topics, readings. Instructors must consult with students in the course before making such changes. The instructor may make no change without the consent of at least a simple majority of the students enrolled in the course, provided the vote is announced no later than in the previous class. The instructor must inform the students in writing of such changes and report the changes to the designated official of his or her college. The only exception to this is in the case of the declaration of a disruption. [Please see the University's *Policy on Academic Continuity.*] For changes in method of evaluation please see §11.4.6.

9.6   Assignment deadlines

Professors are responsible to ensure that clear deadlines are established at the beginning of each course for the completion of each item of course work assigned, within the parameters outlined below. Students are responsible for submitting all work for each course by the established deadline or seeking an extension of due date.   An instructor may and should assign deadlines for completion of every assignment and other evaluated academic exercise, and may deduct marks or assign other penalties for late work. Deadlines and penalties for late work must be disclosed in the final course syllabus.

9.6.1   Consequences for late submission

Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate. Where an Instructor intends to apply penalties to other late assignments, this must be set out clearly in the course syllabus and be approved by the appropriate authority at the college.

9.7   Course deadlines

9.7.1   Prima facie deadline

In publishing deadlines for coursework, the professor may not choose a deadline after the last day of the examination week for the session in which the course is taken. If for any reason a professor fails to clearly specify in writing the deadline for a piece of work, the prima facie deadline applies.

9.7.2   Extensions

In exceptional circumstances, an individual student may be granted an extension of the *prima facie* deadline on compassionate grounds for reasons such as illness, bereavement, or compassionate grounds. Such an extension must be approved both by the designated official of his or her college and by the professor of the course for which an extension is sought. The extension allows the student to submit work by a later specified date. Each college determines for its own students the procedures and deadlines for applying for such an extension. Professors should publish this information in their syllabus for each course, but a professor's failure to publish this information will not excuse the student from a failure to comply with published college regulations. When such an extension has been granted, the temporary non-grade course report SDF ("standing deferred") is assigned. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). See §11.3.3.

9.7.3   Outstanding course requirements

In cases where a student has not fulfilled the requirements of the course, but has not requested and been granted an SDF, WDR or AEG, the professor will assign a numerical grade or an FZ.

9.7.4   Course registration with multiple SDFs

The student's college of registration may limit the number of new courses in which a student may enrol if at the time of course registration in any session the student carries SDFs in two courses or more. (See §11.3.2)

9.7.5   Absolute deadlines

9.7.5.1 Absolute deadline for TST courses
The absolute deadline for any course is the last day of the examination week falling within the twelfth month following the end of the course.

9.7.5.2 Absolute deadline for courses taken outside the TST
A student taking a course offered by the School Graduate Studies or another entity outside the TST having an earlier institutional deadline than that defined in §9.7.5.1 is bound to that earlier deadline.

9.8   Examination Conflicts

Students who have two Toronto School of Theology examinations in the same time slot, or three consecutive final examinations within a 24-hour period (e.g. morning, afternoon, evening; or afternoon, evening, next morning), should contact the registrar of their college of registration before the examination period begins.

10.   THESES

In some basic degree programs qualified students are permitted to elect the writing of a thesis. The following common standards apply for theses written in TST basic degree programs, subject to exceptions as determined by the student's college. Colleges may have additional requirements and stipulations for theses.

10.1   Constituent parts

The thesis should contain the following elements.

10.1.1 Title page

This includes the thesis title, the student's name, the name of the thesis director, the student's program, the student's program areas (biblical, historical, pastoral and theological studies), the student's college of registration, and the date of submission.

10.1.2 Abstract

A summary statement of no more than 500 words should apprise the reader briefly of the essentials of the study, such as its focus, scope, primary sources, and thesis statement.

10.1.3 Table of Contents

This should list the titles and beginning page numbers of at least the introduction, chapters, notes (if they are endnotes), and bibliography.

10.1.4 Introduction

The most important part of the Introduction is the thesis statement, setting out in the briefest possible form the exact proposition or hypothesis which the thesis will demonstrate. The Introduction also provides the context necessary to show why the thesis statement is important. To this end it identifies the research question and describes its broader setting in academic research. It gives attention to previous enquiry and available secondary literature (the *status quaestionis*). The Introduction should also include a description of the project as a whole.

10.1.5 Method

A section on method, which may form part of the introduction, describes the relevant primary literature and the methods to be used for interpreting it. It gives a rationale for the method and indicates how it will be used to generate dependable conclusions and verify the thesis statement.

10.1.6 Exposition

The main body of the thesis is the clarification, development, and demonstration of the thesis statement, using authoritative evidence. The exposition is typically organized as parts of an argument. The interrelationship of the parts of the exposition, and the direct relevance of each part of the exposition to the thesis statement, should be clear to the reader.

10.1.7 Conclusion

The thesis statement should be recapitulated, the demonstration should be summarized, the limitations of the demonstration and the remaining uncertainties should be acknowledged, and the implications of the study for the theological community, the Church, the wider scholarly community, and/or the world should be set forth.

10.1.8 Bibliography

Books, articles, and other sources that have been used must be listed. Primary and secondary literature should always be distinguished, and other divisions may be appropriate as well.

10.2 Form of the thesis

10.2.1 Style

The thesis must be in proper intelligible English (unless permission has been given to use French); decisions about technical style should be applied consistently; spelling must be consistent with a recognized Canadian standard.

10.2.2 Sample form of degree specification for the M.T.S. thesis

A Thesis submitted in partial fulfilment of the requirements for the degree of Master of Theological Studies awarded by … [the formal name of the college of registration] and the University of Toronto.

10.3 Evaluation

As a best practice, a basic degree thesis should be evaluated by at least a second examiner in addition to the supervisor. The second examiner, if there is to be one, is normally selected by the student's college, which is free to invite a qualified faculty member from another institution to serve that role.

11. GRADES

11.1 Purpose of TST's grading policy

The grading policy of TST's basic degree division is intended to be consistent with the University of Toronto's *University Assessment and Grading Practices Policy*, with the intent that (a) its grading practices will reflect appropriate academic standards, that (b) student performance will be evaluated in a fair, accurate, consistent and objective manner in compliance with these academic standards.

11.2   Grading scale

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post-baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

11.3   Grades without numerical equivalent

Grades without numerical equivalent are as follows:

11.3.1   P/FL (Pass/Fail)

This nomenclature may be used to evaluate courses in field and contextual education and clinical courses, with the approval of the program areas (biblical, historical, pastoral and theological studies) in which the course is being offered. It may exceptionally be used in other courses with the approval of the college and the program areas (biblical, historical, pastoral and theological studies). A grade of P has no numerical equivalent or grade point value. A grade of FL, which is a failure, also has no numerical equivalent or grade point value. *(P/FL replaces the earlier CR/NCR designation.)*

11.3.2 SDF

Standing Deferred. This is assigned when a student has been granted an extension of course deadline for medical or similar reasons. It is assigned by the designated official of the student's college of registration where a request has been made by the student (or, if the student is incapacitated, by the instructor alone), documented and duly approved by the course instructor and the student's college of registration according to the process established by the college. It is a temporary report and eventually will be replaced by a final numerical grade or a final letter grade such as FZ or INC.

11.3.2.1 Special procedures

Where a student who has received an SDF in a course fails to complete the work of the course by the extended deadline set by her or his college of registration, or by the TST's absolute deadline (§9.7.5.1), and where the SDF has not already been replaced by a final grade, the student may petition for an INC on the grounds of compelling extenuating circumstances. The petition should be addressed in writing to both the instructor and to the basic degree director, or other designated official, of the student's college of registration, and both the instructor and the college must approve the petition.

11.3.3 INC

Permanent Incomplete. This is a final report where course work is not completed but where there are not grounds for assigning a failing grade. Examples of appropriate circumstances for assigning an INC are significant medical difficulties, compelling compassionate reasons, and a substantial change in the student's situation. This report can be assigned only with the agreement of both the instructor of the course and the basic degree director or other designated official of the student's college of registration. INC carries no credit for the course and is not considered for averaging purposes.

11.3.4 WDR

Withdrawal without academic penalty. This report can be assigned by the student's college of registration where the college has approved a student's petition for late withdrawal from a course in unusual circumstances. It is normally applied only while the course is in progress, after the deadline for withdrawing from the course without academic penalty. The grade of WDR has no credit value, numerical equivalent, or grade point value, and is not included in the GPA calculation.

11.3.5 AEG

Aegrotat. This report may be given by the college of registration to a student within ten courses of completing his or her degree program who has completed at least 60% of the coursework but because of illness has been unable to complete the whole course, and who would not otherwise be able to convocate. It represents credit for the course, but carries no numerical equivalent and no grade point value, and is not included in the GPA calculation.

11.3.6 DNW

Did not write. This report does not appear on transcripts but may be entered by an instructor of a course for a student who did not attend, did little work, or did not complete the examination or summative exercise. The college of registration will change the symbol according to the circumstances.

11.3.7 GWR

Grade withheld pending review. This return is assigned by the student's college of registration where a course grade is being reviewed under the Code of Behaviour on Academic Matters, and will be replaced after the completion of the review. It carries no credit and is not considered for averaging purposes.

11.3.8 NGA

No grade available. This is assigned by the student's college of registration or by the TST Registrar in the extraordinary case that a grade is not available for a student enrolled in a course. The college of registration must investigate the circumstances of this report and replace it as quickly as possible with a regular grade.

11.3.9 IPR

In progress. The course has been continued into a subsequent term. This report carries no credit and is not considered for averaging purposes.

11.4 Guidelines for course marking

To ensure that the method of evaluation in every course reflects appropriate academic standards and fairness to students, classroom procedures must be consistent with the practices below.

11.4.1 Timely evaluation

It is recommended that at least one marked piece of work which is a part of the evaluation of student performance for the course, whether essay, quiz, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty. This recommendation may also be met by a written evaluation of seminar or class participation if it counts towards the final course mark. If no work is to be returned by this date, this must be made clear in the information described in §9.5.1.

11.4.2 Multiple evaluations

It is recommended that **s**tudent performance in a course shall be assessed on more than one occasion.

11.4.3 Student participation

An instructor may stipulate a participation requirement in the syllabus and base a portion of the course grade on participation. Further, an instructor may require a minimum level of class attendance by stating the requirement in the course syllabus, and may assign a failing grade, without possibility of supplemental examination, to a student who does not meet this level of attendance.

11.4.3.1   Participation in classroom-based courses.
If participation, in classroom-based courses, forms part of the final grade it must not constitute more than 20%.

11.4.4 Examinations

There is no requirement for final examinations in courses. In courses that meet regularly as a class, it is recommended that there shall be a written or oral examination or comparable summative exercise which a student will sit at a designated time or within a designated period of time. The summative exercise is intended to test the student's overall achievement of the

intended learning outcomes of the course. Where examinations are used, the relative value of each part of an examination should be indicated to the student (9.5.1). The evaluation of a final examination shall be worth at least twenty (20) per cent of the final grade**.**

11.4.4.1   Special provisions for examinations

(a) Students should be provided with clear information about the expectations of the examiner, including the types of anticipated questions. (b) Students have the opportunity to review their answers in written examinations within two months of the reporting of the grades. A recovery fee may be set to cover administrative costs, including photocopying.

11.4.5 Commentary

Commentary on assessed work and time for discussion of it shall be made available to students.

11.4.6 Changes to the method of evaluation

After the methods of evaluation or the relative weights of methods of evaluation have been published in the final syllabus, they may not be changed by the instructor without the consent of at least a simple majority of the students enrolled in the course. This should be done as early as possible in each course and no later than the last date for course enrolment. The instructor must inform the students in writing of such changes and report the changes to the designated official of his or her college.   The only exception to this is in the case of the declaration of a disruption. (Please see the University of Toronto's *Policy on Academic Continuity.*)

11.4.7 Course grades

The instructor shall recommend a grade for each student in reference to the approved grade scales on the basis of the student's overall performance.

11.4.7.1   Principle of assessment

The student's final mark for the course should reflect the extent to which he or she has demonstrated a successful achievement of the intended learning outcomes of the course. As a best practice, the instructor may want to publish rubrics of assessment reflecting the levels of demonstrated achievement for each learning outcome evidenced in each assignment.

11.4.7.2   Distribution of grades

The distribution of grades in any course, examination or other academic assessment must not be predetermined by any system of quotas that specifies the number or percentage of grades allowable at any grade level.

11.4.7.3   Communication of marks

As course marks recommended by instructors are subject to review by their colleges, an instructor who communicates to a student the mark which is being submitted for him or her for the course should advise the student that the mark is subject to change.

11.4.7.4   Assessment in field and clinical settings

Colleges may make reasonable exemptions to these procedures in circumstances such as field or clinical courses. Nevertheless, it is obligatory that the assessment of the performance of students in clinical or field settings be fair, humane, valid, reliable, and in accordance with the principles enunciated in the University of Toronto's *University Assessment and Grading Practices Policy*. Where a student's performance in a clinical or field setting is to be assessed for credit, the valuation must encompass as a minimum

a. a formal statement describing the evaluation process, including available mechanisms for appeal. This statement should be available to all students before or at the beginning of the clinical or field experience;

b. a mid-way performance evaluation with feedback to the student; and

c. written documentation of the final assessment.

Colleges are responsible to ensure that clinical and field assessors are fully informed regarding the grading policies of the University, the TST, and the college.

11.4.7.5   Scrutiny of extreme marks

A mark of 90% should be rare and marks over 90% should be exceptionally rare; where such marks are given, the college grade review committee should request an explanation from the instructor.

11.4.7.6   Conflict of interest

Situations where the instructor or a student is in a position of a conflict of interest, where there may be an appearance of a conflict of interest, or where a fair and objective assessment may not be possible, should be brought to the attention of the designated official of his or her college who is responsible for taking steps to ensure fairness and objectivity.

11.5   Approval of marks

11.5.1 The Grade Review Committee

Each college appoints a college Grade Review Committee, which may delegate its routine work to one member. The college Grade Review Committee administers the TST basic degree grading policy as prescribed in the *Basic Degree Handbook*, and reviews, adjusts, and approves course grades recommended by instructors.

11.5.2 Functions of the Grade Review Committee

The college Grade Review Committee has the final responsibility for assigning course grades, subject to a student's right of appeal (§16.1.1). The Grade Review Committee may adjust marks according to the considerations of section; according to its independent assessment of a student's performance in the course; or for other reasons. In the case of a student from another college, the Grade Review Committee may seek the advice of the Grade Review Committee in the other college.

11.5.2.1   Requesting of explanation of grades

The Grade Review Committee of the college may request an explanation of any grade for a course that appears not to meet Basic Degree guidelines (§11), are not based on the approved grade scale (§11.2) or otherwise appear anomalous in reference to the grading policy.

11.5.3 Authority for recording grades

Grades may not be entered into the student's record unless signed by the instructor giving the course and countersigned by the designated member of the Grade Review Committee of the college in which the instructor is appointed.

11.5.4 Case of urgency

Where an instructor fails to submit a mark within three days of the stated deadline for submitting marks for a student who requires the mark in order to graduate, the Grade Review Committee in the student's college, after consultation with the Grade Review Committee in the instructor's college (if it is different), may assign a mark which is the average of marks already submitted for the student in his or her degree program. This action is to be reported to the TST registrar. The student must be notified of this action, and may appeal the mark according to the usual procedure for academic appeals.

11.6 Minimum acceptable evaluations

11.6.1 Coursework minimums

The minimum grade for credit towards a conjoint degree is B- (70). Courses with grades of CR and AEG are also credited.

11.6.2 Degree minimums.

The minimum cumulative GPA acceptable for graduation and conferral of a conjoint degree is 2.7. This GPA will include grade points assigned for failed courses.

11.6.2.1   Exceptions to degree minimums

Where a member college judges that exceptional circumstances warrant consideration of an exception to this minimum GPA policy, it may refer the matter to the Admissions and Procedures Committee, which has the authority to waive or mitigate this requirement. In any event the degree cannot be conferred unless the student has received credit for the number of courses required for graduation in his or her degree program.

11.7 Supplementals

A student who receives a final mark for a course between 65% and 69%, may petition in writing within thirty days of the posting of the mark to the instructor of the course, with a copy to the basic degree director or other designated official, of his or her college of registration, for permission to write a supplemental examination or exercise. Such permission is normally granted routinely, except where the student's class attendance or on-line participation through the term has been deficient. The instructor and student, in consultation with the designated official of the college, will agree on an arrangement for supplemental work and a deadline for completion, which may be no later than six months after the date on which the grade was posted. If the student receives a passing grade of at least 70% in the assigned supplemental work, the course grade is changed to 70 (B-).

11.7.1 Supplementals in pass-fail courses

A student who fails a pass-fail course may petition for permission to write a supplemental examination or exercise as in the previous paragraph. The instructor should grant the petition only if in his or her judgment the student's performance was on the verge of satisfactory. In field and clinical courses, where typically a student's performance throughout the term is expected to be consistent and reliable, the privilege of a supplemental may not be appropriate. If, however, the instructor and the college of registration grant the student's petition for supplemental, the matter proceeds as in the previous paragraph.

11.8   Reviews of grades

11.8.1   Review of marks on assignments

A student who is dissatisfied with a mark on an assignment, essay, quiz, examination, or other academic exercise in a course should first seek an explanation from the person who has assigned the mark. If the student remains dissatisfied, then, if the person who has assigned the mark is not the instructor of the course, the student should consult with the instructor of the course within the two-week period following the receipt of the mark. If the student remains dissatisfied, he or she may request a re-read of the assignment, identifying any specific areas of concern. In such a case the instructor must re-evaluate the assignment in a timely manner, such as within two weeks, and may then assign the same mark, a lower mark, or a higher mark to the assignment. If the student remains dissatisfied, he or she may petition the official designated for this purpose by the college in which the course is offered within a month of receiving the instructor's newly assigned mark. If the college of instruction is different from the student's college of registration, the student may ask the registrar, program adviser, or another member of the staff of the student's college to provide initial assistance. According to the regulations in effect in the college of instruction, the official will assign another qualified reader to evaluate the assignment. If possible, the second reader should not be apprised of the identity of the student, and should read the assignment free of the evaluative comments of others. The syllabus, and if available, the marking rubric and assignment instructions should be given to the second reader. The mark assigned by the second reader, whether lower than, the same as, or higher than the original mark, will become the new mark. The review of marks fee is set by and is payable to the college offering the course.

11.8.2 Review of a final course grade

A student who is dissatisfied with a final grade in a course should first seek an explanation from the instructor of the course within the two-week period following the receipt of the grade. If the student remains dissatisfied, he or she may submit a petition for review, identifying any specific areas of concern, to the official designated for this purpose by the college in which the course is offered within a month of receiving the decision of the instructor. The designated official will review the mark according to the policies and procedures of that college. If the student is registered in a college other than the one in which the course is offered, the student may seek the counsel and assistance of the registrar, basic degree director, or other official of his or her college of registration. In some courses, such as those in which learning outcomes are evaluated to a substantial extent in ways other than written work, a review may not be possible. The official charged with the review will seek to mediate between the student and the instructor in agreeing on the final grade, which may be lower than, the same as, or higher than the original grade. If mediation is not successful, the official will make a recommendation of a final mark to the dean or principal of the college of instruction, who will have final authority in the matter. The review of final course grade fee is set by and is payable to the college offering the course.

11.9   Permissible alterations of FZ marks

Where a college confers a diploma for a non-conjoint title or award on a student who because of a deficiency in marks or for other reasons is not qualified to graduate with a conjoint degree, the college may indicate the acceptability of course marks between 60% and 69% by replacing the letter grade FZ with the letter grade CR. The numerical grades must remain on the student's academic record and must be disclosed on transcripts of academic record. Unless decided otherwise by a college, the GPA required

to graduate with a diploma is 2.7. Courses in which a student receives a final grade between 60% and 69% cannot be credited to a subsequent TST degree program, and, if such courses have been credited to a college diploma, the TST would recommend to other educational institutions that they should be considered unavailable for transfer of credit.

11.10 Older grading scale

TST courses taken prior to the fall semester of 1999 which received a grade of A+ to B- will be counted in the student's average with the grade point value assigned to them in the table in 10.1. TST courses taken prior to the fall semester of 1999 in which the student has received a grade of C+, C, or C- are considered passed courses but the marks will not count in the calculation of the student's cumulative grade-point average. TST courses taken prior to the fall semester of 1999 in which a grade of D+, D, D-, or F was assigned are considered failed courses, and are valued at 0.0 in the calculation of the students cumulative GPA.

11.11 Transcripts of a student's academic record

11.11.1 Responsibility for transcripts

The only institution authorized to produce a transcript of the student's academic record is the student's college of registration.

11.11.2 Principle of transcripts

The information in transcripts must be communicated to the user, whether within or outside the University, in an accurate, clear, and meaningful way.

11.11.3 Contents of transcripts

Transcripts issued by TST colleges should include the student's enrolment history, summarizing chronologically the student's entire participation at the TST member college (including courses taken at other TST member colleges while a student of a TST member college); a cumulative final grade-point average on a four-point scale; the numeric mark and letter grade equivalent, where possible, for all courses; course weight values, where a weight of one represents a TST "H" course; transfer credits granted; and academic honours, scholarships, and awards if and as directed by college officials.

11.11.4 Interpretation of transcripts

Transcripts issued by TST colleges must indicate the grading scale, the meanings of grades, the equivalence between letter grades and numerical marks, and the meaning of non-grade symbols.

11.12 Procedures in the event of disruption

Classes and academic exercises can be disrupted for many reasons, including weather, labour action, and civil uncertainty. In such an event, the TST, the member colleges, and the instructors will be guided by the procedures published in the University of Toronto's University Assessment and Grading Practices Policy.

12.   CONVOCATION

12.1   Schedule of annual convocations

Each TST college has a regular annual convocation for the awarding of degrees. Regis, St. Augustine's, and St. Michael's usually hold their convocations in November; Emmanuel, Knox, Trinity, and Wycliffe usually hold their convocations in May.

12.2   Eligibility to graduate

A student is eligible to graduate when he or she has met (a) all program requirements for the degree, and (b) any additional graduation requirements imposed or enforced by his or her college of registration.

12.3   Application to graduate

Students must apply to their college of registration to graduate at the convocation ceremony immediately following their eligibility to graduate.

12.4   Student indebtedness

A college may suspend a student's eligibility to graduate, and may withhold a student's diploma and academic transcripts, where the student has outstanding tuition fees, unpaid library fines, or other indebtedness to the college, another TST college, or the University of Toronto.

13.   ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

13.1   Principle of non-discrimination

Under the Human Rights Code of Ontario, every person has the right to equal treatment without discrimination because of disability. The TST and its colleges aim to provide students with disabilities (including physical, learning, and mental health disabilities) the opportunity for the same quality of educational experience as that available to students without disabilities. To that end, the TST and its colleges will comply with its legal obligations by arranging reasonable accommodations for students with disabilities. Accommodations do not alter program or course requirements or expectations.

13.2   Procedures

13.2.1   Students in conjoint degree programs

Such students should develop an individual plan in partnership with the professionals at Accessibility Services at the University of Toronto. The student initiates this service by registering with Accessibility Services, which has two locations on the St. George campus: the first floor of Robarts Library (for students with learning disabilities), and 215 Huron Street (for students with other disabilities). In requesting accommodation on the student's behalf, Accessibility Services will not disclose confidential information about the student without his or her permission. A student with a disability should not seek accommodation directly with instructors, since they are not trained to determine suitable accommodations, and will usually not be familiar with the University's policies and procedures in this area.

13.2.2   Students not admitted to conjoint programs

Such students should consult with their college of registration.

13.3   Redress

A student who is denied accommodations recommended by a disability counsellor at Accessibility Services, or who has otherwise experienced discrimination as defined by the Human Rights Code, should contact the head of his or her college, or the TST Director. The student also has a statutory right to file a complaint with the Ontario Human Rights Tribunal.

14.   STUDENT RECORDS AND PRIVACY

14.1   Notice of Collection

Personal information is requested of students and collected for the purpose of the proper functioning of the TST member colleges, including verifying the student's identity, administering admission, registration, academic programs, university-related student activities, activities of student societies, financial assistance and awards, graduation, the issuing of transcripts and official documents, and university advancement, and for discharging obligations of statistical reporting in aggregate form to government agencies.

14.2   Recording of information

Academic and personal information about students is entered into the Repository of Student Information, and information may also be kept on file locally by the TST and by the colleges. This information includes information submitted on the Student Information Form, registration and enrolment information, grades for courses, and degrees completed.

14.3   Obligation to report changes

Students must immediately report any change in the following to the registrar of their college of registration: (a) legal name; (b) citizenship or residency status in Canada. Students should also report inaccuracies in any other information which they find in their academic records, including grades for courses and degrees completed.

14.4   Name for graduation

Students approved for graduation will graduate under the name specified on Repository of Student Information (ROSI). This name appears on all marks reports provided to students on various occasions throughout each academic year. The student may request a change or correction of name through her or his college registrar on a form prescribed for that purpose, which must be accompanied by supporting documentation.

14.5   Official record-keeping

The "official student academic record" is maintained by the student's college of registration. This record includes information concerning the student's admission and the student's academic performance while registered at the college. Specifically, the "official student academic record" contains:

1. personal information which is required in the administration of official student academic records such as name, student number, citizenship;
2. registration and enrolment information;
3. results for each course and academic period;
4. narrative evaluations of a student's academic performance, used to judge his or her progress;

5. the basis for a student's admission such as the application for admission and supporting documents;
6. results of petitions and appeals;
7. medical information relevant to a student's academic performance, furnished at the request or with the consent of the student;
8. letters of reference, whether or not they have been provided on the understanding that they shall be maintained in confidence;
9. personal and biographical information such as address and telephone number.

14.6   Access to Student Records

In determining access to student records, TST and member colleges will generally follow the University of Toronto's Policy on Access to Official Student Academic Records (http://www.governingcouncil.utoronto.ca/policies/Guidelines_Concerning_Access_to_Official_Student_Academic_Records.htm) and the guidelines of the University's Freedom of Information and Protection of Privacy Office (http://www.fippa.utoronto.ca/). In summary:

A student desiring access to his or her student records may deliver a request in writing to the designated official within his or her college. Access will not be granted to see letters of reference which have been provided on the assumption that they will remain confidential.

Faculty and staff members of the student's college and TST are allowed access to relevant portions of an official student academic record for purposes related to the performance of their duties.

14.7   Sharing of information

14.7.1   Implicit consent

In registering as a student, a person gives implicit consent for the following information to be given to enquirers: the college in which the student is or has been registered, the degree program or programs in which the student is or has been registered, the periods of time in which the person attended as a student, and the degree or degrees conferred on the student as well as the date or dates of convocation.

14.7.2   Release of coursework on an anonymous basis

Course work in a format which is not personally identifiable may be used for purposes of program assessment or evaluation.

14.7.3   Waivers

Students may be asked to sign waivers indicating their consent to release personal information and/or personally identifiable course work for such purposes as recommendations to ecclesial bodies.

15.   DISCIPLINE

15.1   Academic discipline

15.1.1   University jurisdiction

By the Memorandum of Agreement, the TST and its member colleges have agreed that the University of Toronto has exclusive disciplinary jurisdiction over all TST students, whether in

conjoint or non-conjoint programs, and students are required to adhere and submit thereto. The University of Toronto's *Code of Behaviour on Academic Matters,* as amended from time to time, governs the exercise of this jurisdiction. In the application of the Academic Code, the roles, rights, and duties of the dean and program areas (biblical, historical, pastoral and theological studies) chair are assumed and exercised by the dean or principal, as the case may be, of the member college in which the student is registered.

15.1.2   Code of Behaviour on Academic Matters

This code is published by the Governing Council of the University of Toronto, and is available on its website at

http://www.governingcouncil.utoronto.ca/policies/behaveac.htm.   An   extract   is   given   in Appendix III. It will be seen that the *Code* covers such offences as falsifying documents, giving or receiving unauthorized assistance on assignments or examinations, personating another person, submitting work for credit that has been previously submitted for credit elsewhere, and plagiarizing. Students, faculty members, and academic administrators of TST are responsible to know   the   entire   *Code.*   All   TST   students   should   be   familiar   with   it,   and   all   academic administrators and faculty members, if they apprehend a violation of any of its provisions by anyone, must be scrupulous to follow its procedures exactly.

15.1.3   Interpretations of the Code

(a) Where a student is believed to have committed an offence, the student's college of registration has responsibility over the student in the matter.   (b) In section C.i.(a)4, the instructor shall make a report of the matter through the head of his or her college to the head of student's college of registration.   (c) In the remainder of C.i.(b), TST understands both the "dean" and "the program areas (biblical, historical, pastoral and theological studies) chair" to be the head of the student's college of registration.

15.1.4 Plagiarism

Plagiarism, defined in the *Code* as "to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work," can sometimes be committed inadvertently by students at an early stage of their program, but inadvertence is not in itself an acceptable excuse. Students must strenuously avoid (1) quoting passages from any source without using quotation marks, and (2) presenting information or ideas from other sources without properly referenced citations. Before presenting any written work in a TST course, students should be sure that have a clear and accurate understanding of what constitutes plagiarism, and to avoid any embarrassment they should verify this understanding with their instructors or college officials if they have any uncertainty. Even a single instance of plagiarism may result in expulsion from studies.

15.1.5   Reporting of Academic Discipline to UofT

After the end of each academic year, the Director, in consultation with the TST member colleges, will compile a record of cases disposed of throughout TST under section C.i.(a) of the University's Code of Behaviour on Academic Matters. The Director will make this information available to officials administering academic discipline at the TST and the TST member colleges, and such information may be used by college officials, or officials of the University Tribunal, in connection with a decision to prosecute, for any subsequent offence that may be committed by a student. The Director will also report these cases for statistical purposes, without identifying the student(s) involved, to the Secretary of the University Tribunal, in the format required by the

Provost's Office.

15.2   Non-academic discipline

15.2.1   Harassment

Complaints about harassment based on gender or sexual orientation are covered 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. TST and the following member colleges have accepted University jurisdiction in this area: Emmanuel College, Regis College, University of Trinity College Faculty of Divinity, University St. Michael's College Faculty of Theology, and Wycliffe College.

15.2.2   Non-academic matters under College discipline

Each of the seven member colleges administers codes concerning non-Academic discipline. Questions and complaints in this area should be addressed to the head of the college in which the student is registered.

15.2.3   The Code of Student Conduct

A college may choose to accept the Code of Student Conduct of the University of Toronto either in whole or with stated exceptions. This code covers certain non-academic offences, including endangerment of health and safety, vexatious conduct, disruption, offences against property, unauthorized use of University facilities, and unauthorized possession of firearms. For the purposes of this policy, the TST understands the "division" to be the college in which a student is registered.

15.3   Standards of Professional Practice Behaviour

Students in field placements and similar settings under the educational authority of a member college are bound by TST's Standards of Professional Practice Behaviour, published separately.

16.   ACADEMIC APPEALS

16.1   General Considerations

16.1.1   Right of Appeal to TST

A basic degree student of a member college of the TST has recourse (a) against a decision by his or her college or by the TST as to his or her success or failure in meeting an academic standard or other academic requirement of the college or the TST; (b) against a decision by a college concerning guidelines for course marking (see §11.4); and (c) against a decision as to the applicability to his or her case of any academic regulation of a college or the TST, including University academic regulations that are administered by the college or the TST. This right of appeal occurs after the student has exhausted all levels of academic appeal at the college level.

16.1.1.1   Exceptions
Recourse under this section does not apply to a sanction imposed on a student as a matter of academic discipline; nor to any admissions decision; nor to a mark assigned on an academic exercise or in a course; nor to issues arising within a course that concern the pedagogical relationship of the instructor and the student, such as the organization of a course, the evaluation of a student's work, or the conduct of instructors.

16.1.2   Standard

The standard of review is reasonableness.

16.1.3   Guiding Principles

The implementation of all appeals shall be informed by the principles identified in the policy document of the Governing Council of the University of Toronto entitled "Guidelines for academic appeals within divisions," which is available from the website of Governing Council. These principles may be summarized as (a) diversity, equity, and accommodation; (b) consistency; (c) flexibility; (d) transparency and timeliness; (e) fairness and confidentiality; (f) the goal of academic excellence. Deadlines defined in this section may be adjusted to accommodate the particular circumstances of the appeal and to avoid inappropriate prejudice to the student, the college or colleges involved, and the TST. The student may raise matters of concern at any time during the process of appeal without fear of disadvantage.

16.1.3.1   Timely resolution

All parties involved in an appeal have the right to expect timely progress of an appeal through its several stages and a timely resolution. Accordingly, students, faculty members, administrative bodies and any others involved in an appeal have a responsibility to be aware of the pertinent timelines and to respond appropriately. Where warranted by particular circumstances, however, the TST Registrar has the authority to waive or extend deadlines. The TST Registrar may consult with the TST Director.

16.1.3.2   Confidentiality

Students are assured that throughout the process they can raise matters of proper concern to them without fear of disadvantage and in the knowledge that privacy and confidentiality will be appropriately respected. Documentation and other evidence related to the appeal are confidential, meaning that only those persons have access who require it for the performance of their duties in respect of the appeal.

16.2   Channels of Recourse

16.2.1   Steps

Matter	Step 1: Informal Resolution	Step 2: College Appeal	Step 3: TST Appeal	Step 4: UofT Appeal
Success or failure in meeting an academic standard or other academic requirement of the college or the TST	BD Director or Program Director of the student's program	College of the student	Academic Appeals Committee of the BDC	UofT Governing Council – for students in UofT conjoint programs
Course Marking (see 11.4)	Instructor of the course	College of the instructor	Academic Appeals Committee of the BDC	UofT Governing Council – for students in UofT conjoint programs
Application of an academic regulation	BD Director or Program Director of the student's program	College of the student	Academic Appeals Committee of the BDC	UofT Governing Council – for students in UofT conjoint programs

16.2.2   Informal Resolution

A basic degree student in a TST college seeking recourse under this section ought in the first instance to consult with the faculty or staff member responsible for the decision. In an issue regarding the academic aspects of a course, the person responsible is the instructor. Such consultation should take place within two months of the matter or decision complained of, or within two months of the end of the course, whichever is later. Both the staff member so consulted and the student are advised to record memoranda of such consultation.

16.2.3   Secondary stages

16.2.3.1   Where only one college is directly involved
If the matter is not resolved to the satisfaction of the student at an initial stage under 16.2.1, and if the faculty or staff member responsible for the decision is a faculty or staff member of the college in which the student is enrolled, the student shall next seek recourse according to the policies of the student's college.

16.2.3.2   Where more than one college is directly involved
If the matter is not resolved to the satisfaction of the student at an initial stage under paragraph 16.2.2, and if the faculty or staff member responsible for the decision is not a faculty or staff member in which the student is enrolled, then the student shall seek the assistance of the basic degree director or other designated official in his or her college. That official may be able to address the matter effectively in an informal way. Otherwise, the student shall submit an appeal seeking redress in the following manner: if the matter primarily involves a course, then the appeal will be submitted to the college in which the course is taught for disposition according to the policies and

procedures of that college; if the matter does not primarily involve a course, the colleges involved shall decide which college will take jurisdiction.

16.2.3.3   Documentation

The student shall provide the decision of the College, including its disposition, and, in the event of a further appeal under *§*16.4, shall make such documentation available to the appropriate authorities of the TST.

16.2.4 Timelines

In step 2 of the appeals process, the student must abide by the timelines for appeals set out by the college to which the student is appealing.

16.2.5 Right of Appeal to the UofT Academic Appeals Committee

All students in conjoint programs have the right to appeal the final result of a TST appeals process (Step 3) to the Academic Appeals Committee of Governing Council of the University of Toronto. Further information is available on the University website (go to http://www.adfg.utoronto.ca/processes/acappeals.htm and follow the links).

16.3   TST Basic Degree Academic Appeals Committee

16.3.1 Jurisdiction

The TST Basic Degree Academic Appeals Committee hears academic appeals from TST basic degree students. It has power to issue the final decision, subject to the provision in §16.2.5.

16.3.2 Interpretive principles

In considering the academic regulations, standards, and requirements pertinent to the student's appeal, the Academic Appeals Committee will consider the written academic regulations, requirements and standards of the TST and those of the college in which the student is enrolled, including regulations of the University of Toronto which apply in the TST or the college. In the event of a conflict between the academic regulations, requirements, and standards of the TST and those of the college, the Academic Appeals Committee will consider those of the TST to set a minimum level of observance which those of the college may exceed.

Committee decisions are normally reached by a simple majority of the voting members of the committee; the chair votes only to resolve a tie in the event of an even number of committee member votes.

16.4   Procedures for TST Appeals

16.4.1 Initiation of the appeal

A student who has not been satisfied by the foregoing processes and has exhausted all appeal channels at the college level may appeal to the Academic Appeals Committee of the Basic Degree Committee within three months of being informed of the college's decision under 16.2.3. This period of time can be extended at the discretion of the TST Registrar at the request of the appellant. The TST Registrar may consult with the TST Director.

The submission of an appeal should include the following: identification of the decision being appealed; name or names of the person or persons who made the decision, if known; the resolution being sought; reasons that the original reason is thought to be incorrect and that the proposed resolution is more appropriate; list of supporting documentation, if any; and copies of

the supporting documentation in the student's possession The appellant is advised to consult the student legal assistance centre on campus or other qualified counsel when preparing the statement of appeal. (See http://life.utoronto.ca/get-help/rights-responsibilities/).

16.4.2 Right of withdrawal

The student may withdraw the appeal at any time.

16.4.3 Withdrawal due to Non-Response

If the student initiates an appeal, but does not respond to a request for revision of the appeal or to attempts to schedule an appeal hearing within ten business days, the appeal will be considered withdrawn. The TST Registrar will notify the student in writing that the TST has withdrawn the appeal because of non-response.

16.4.4 Additional documentation

In filing an appeal, the student gives permission for all those involved in adjudicating the appeal, including administrative staff, to have access to records that are or may be relevant to the matter of the appeal, including records relating to himself or herself. The student should make disclosure at an early stage of any and all information relevant to the disposition of the appeal.

16.4.5 Acknowledgment of receipt

Within ten business days of the receipt of the appeal by the TST Registrar's Office (or, in the period between June 1 and August 31, within sixty calendar days), the TST Registrar sends a letter to the appellant acknowledging receipt of the appeal. If the Registrar identifies any deficiencies in the appeal or its documentation, the Registrar may set a deadline by which such deficiencies must be addressed if the appeal is to go forward. The letter should also indicate that the appeal will be conducted according to the regulations set out in this Handbook.

16.4.6 Response of the respondent college

Within ten business days of the receipt of the appeal by the TST Registrar's Office (or, in the period between June 1 and August 31, within forty-five days), the TST Registrar sends the appellant's submission to the respondent college and invites a response in writing. Such parties have thirty days in which to file their response. This period of time can be extended at the discretion of the TST Registrar at the request of the respondent college. Copies of all such responses are copied to the appellant.

16.4.7 Offering alternative resolution

When all the information from both sides of the dispute is on hand and has been seen by all parties concerned, the Director of TST shall ask the parties to consider mediation, arbitration, or other informal avenues for resolution.

16.5   Hearings

16.5.1 Purpose

The purpose of the hearing is to assist the Academic Appeals Committee in forming an understanding of the circumstances relevant to the appeal. The hearing is intended for the resolution of a dispute and is not intended to be adversarial.

16.5.2 Arrangement of hearing

If the matter has not otherwise been resolved, and when the TST Registrar has received

responses from all interested parties under paragraph 16.4.6 (or when the deadline for responses has passed), the TST Registrar arranges a hearing of the matter before the Academic Appeals Committee at a reasonable time, giving the student notice at least seven days in advance of the date, time, and place of the hearing. Normally the appeal should be heard within sixty days of the receipt of the appeal.

16.5.3 Procedures for the Hearing

The usual procedure at the hearing is as follows:
- The Chair will explain the procedures at the hearing and the expected timeframe (appeals are usually allocated half a day).
- The student appellant presents his/her case and calls witnesses, if any, to provide information on his/her behalf.
- The Chair asks if the panel members or the respondent college wish to ask any clarifying questions of the appellant.
- The respondent college has the opportunity to present their case and call any witnesses.
- The panel members and the appellant are asked by the Chair if they have any clarifying questions they wish to ask the respondent college.
- The parties present closing statements.
- The parties leave the hearing and the panel deliberates.
- The panel releases a written decision with reasons within thirty days following the hearing.

16.5.4 Disposition

The Appeals Committee may:
- send a decision back to the decision-making body for reconsideration;
- take any action that was available to the respondent college at the time it considered the appeal; or
- deny the appeal.

16.5.4 Decision

The decision of the Academic Appeals Committee is final (except, in the case of a student in a conjoint program, who has the right to appeal to the Academic Appeals Committee of Governing Council of the University of Toronto; see §16.2.5), and the Committee has power to issue the decision. The chair of the Appeals Committee will communicate the decision in writing within thirty days to the appellant and the respondent. The letter accompanying the decision from the Registrar will remind the appellant of the applicable right of further appeal as outlined in 16.2.5.

16.5.5 Further reporting

The TST Registrar will communicate the decision to the BDC.

17.   GRIEVANCES

17.1   General principle

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 with the result that such person has been hindered in the effective performance of his or her duties effectively.

17.2   TST and college jurisdictions

Grievances against colleges or college personnel without a TST appointment or cross-appointment must be made according to the policies and procedures established by the college. (All instructors offering courses for TST credit are considered cross-appointed to TST.) Where both the college and the TST have jurisdiction, it is normally preferable to initiate the grievance under college jurisdiction. For instance, a student of a college with a complaint against an instructor of his or her own college should normally initiate the grievance under the jurisdiction of the college. A person from one TST college who has a grievance against a person from another TST college may ask either an official of his or her own college or the TST Director for assistance in approaching the authorities of the other TST college.

17.3   Matters for grievance

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.

17.4   Eligibility to lodge grievance

A formal grievance complaint under paragraph 17.3 may be lodged by any faculty member, staff member, student, or voluntary member of a committee or board of the TST, or by a person who has been so within the previous eight months.

17.5   Responsible official

A formal grievance complaint is made in the first instance to the TST Director. If the grievance complaint is against the TST Director, it is made to the chair of the TST Grievance Committee, whose identity can be ascertained from the TST website.

17.6   Referral of grievance

If the responsible official determines that the complaint is not within the jurisdiction of the TST, or that although the TST has jurisdiction it is preferable to initiate the grievance under another jurisdiction, he or she may decline to accept the complaint, and may suggest to the griever an alternate means of redress.

17.7   Informal processes

Before a formal grievance procedure is initiated, every effort should be made to resolve the dispute through an informal discussion with the person immediately involved or that person's supervisor. The complaint should be discussed within fifteen working days of the incident or circumstances giving rise to the complaint. The person to whom complaint is made shall make an appropriate response to the complainant, either orally or in writing, within one week of the discussions; and if the person to whom complaint is made is the supervisor, then the supervisor shall respond also to the person against whom

the complaint is made.

17.8   Grievance Committee

The TST Grievance Committee comprises four members, of whom one is designated the chair. The Committee includes representatives from faculty, administration and staff. Members are appointed to three-year overlapping terms by the TST Director, with at least one new member being appointed each academic year; the Director shall inform the Board of Trustees of the appointment at the Board's first meeting in the fall session. A quorum of three of the four members including the Chair is necessary to hear a case. Should one of the committee members or the Chair be either the griever or the one being grieved against, an alternate will be appointed. Decisions of the Grievance Committee shall be by simple majority. The Chair shall have a second vote in case of a tied decision.

17.9   Formal grievance stage

17.9.1   Lodging grievance

The first stage in any formal grievance procedure is to complete a *TST Grievance Form* in which the complainant states the matters in dispute, the provision or interpretation of the policy that has been violated, the efforts which have been made to resolve and redress the grievance, and the remedy sought. The form must be signed by the griever and presented to the Chair of the Grievance Committee (or his or her alternate if the chair is the one being grieved against).

17.9.2   Responding to grievance

The person grieved against must within two working days receive notice of the grievance and a copy of the grievance form. The person grieved against has the right to be represented by an agent or advocate.

17.9.3   Seeking informal resolution

The parties should be allowed to attempt to resolve the grievance before the Grievance Committee meets. The chair of the Grievance Committee may recommend a means of resolution.

17.9.4   Hearing

In any event the Grievance Committee must convene a hearing within fourteen calendar days of the receipt by the chair of the formal grievance. Copies of all documents and the grievance form are to be submitted to all members of the Committee and to all interested parties before the hearing. The hearing is conducted by the chair of the Grievance Committee, unless the chair is the person against whom the grievance has been lodged, in which case the meeting is chaired by an alternate. At the hearing the grievance form will be presented to the Committee after which any affidavits of the circumstances of the grievance will be considered, and any witnesses heard and cross-examined. Parties to the grievance may be accompanied by a colleague or advocate. Parties to the grievance and their advocates must be present throughout the proceedings. Witnesses appear only while giving evidence.

17.9.5   Report of Grievance Committee

Within two weeks of hearing the formal grievance, the Committee shall make a report on the facts with recommendations as to any remedy, penalty or action to be taken. These recommendations will then be forwarded to the Director of TST for her or his decision. If the Director of TST is the one being grieved against, the recommendations shall be forwarded to the

chair of the Board of Trustees. All agreements settled at the formal complaint stage shall be in writing and signed by the parties concerned.

17.9.6 No prejudice

If an employee chooses not to grieve a particular situation or withdraws a grievance at any stage, such action or lack of action shall not prejudice other grievances. No decision of the Grievance Committee shall set a precedent for settling future or pending grievances.

17.9.7 Confidentiality

Confidentiality shall be maintained at all stages of the grievance process.

17.10   Appeals

Should either party to the grievance wish to appeal the decision of the Director of TST, a written appeal must be presented to the Chair of the Grievance Committee, who will invite responses from the other parties, and submit the appeal, the replies, and other documentation to the Executive Committee of the Board of Trustees for their final adjudication of the matter. If a member of the Executive Committee is either the one who instituted the grievance or the one being grieved against, he or she is replaced by another member of the Board.

17.11   Records of grievances

Records of formal grievances and their disposition will be kept in the office of the TST Director and will be made available, subject to privacy provisions, for review by the Association of Theological Schools of the United States and Canada, and other appropriate agencies and persons, or as required by law.

Appendix I: General Degree-Level Expectations (DLE's) for basic degree programs

A. General

1. Basic academic skills. The student will be able to demonstrate:

a) the ability to distinguish primary sources from secondary sources;

b) the ability to provide a plausible analysis of a primary source in theological studies according to its genre, purpose, assumptions or tendency, and intended audience;

c) the ability to give an accurate summary of the substance of a secondary source in theological studies, to give a plausible account of its place in the discussions or controversies of an academic or faith community, and to evaluate whether its approach to solving a problem is appropriate;

d) the ability to pose a clear substantial question for reflection or research in Biblical studies, history, and doctrine;

e) the ability to gather information in theological studies;

f) the ability to write an academic essay with a clear thesis statement, an expository outline dependent on the thesis statement, a selection of primary evidence appropriate to the exposition, persuasive interpretations and arguments, and reference to alternative possible interpretations of the primary evidence;

e) the ability to apply learning from one or more areas outside theological studies;

f) an understanding of the limits to his or her own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how these might influence analyses and interpretations;

g) qualities and skills necessary for ministry, further study, and community involvement;

h) the ability to exercise initiative, personal responsibility, and accountability in both personal and group contexts;

i) the ability to work effectively with others;

j) the ability to manage his or her own learning;

k) behaviour consistent with academic integrity and social responsibility.

Appendix II: Common TST learning outcomes for basic degree programs

1. M.Div.	
Overall Learning Objectives	**Degree-level Expectations**
Foundational objectives. The first phase of the program introduces students to the foundational principles and methods of theological studies. ***Specialized and advanced objectives.*** *(1) Religious heritage*: Students develop a comprehensive and discriminating understanding of Scripture, including its text, historical development, and interpretive possibilities; doctrine, engaged both historically and systematically; and the history of the Church, including its institutions, cultural expressions, and forms of mission. *(2) Cultural context*: Students develop an understanding of the cultural realities and structures within which the church lives and carries out its mission. They draw on the insights of the arts and humanities, the natural sciences, and the social sciences. *(3) Leadership*: Students develop skills of ministerial and public leadership. Depending on the requirements of the member college, these skills may include preaching, worship leadership, pastoral counselling, and Christian education. During their program, students are supervised in ministry placements. *(4) Formation of character*: Each college includes in its M.Div. program goals related to what Plato, Aristotle, and other classical Greek writers understood as *paideia*, the education of people into the true form of a healthy human nature. Among the values denoted by a Christian *paideia* are love of God and neighbour, moral integrity, self-discipline, civic and global responsibility, commitment to justice, and spiritual discernment. Among the various ways in which colleges address formation are community worship, spiritual direction, small group processes, retreats, informal conversation, social events, and works of compassion and justice.	<u>1. Depth and Breadth of Knowledge</u> *Breadth.* Students will develop a systematic and discriminating understanding of the Christian heritage, including its scriptures; history; theological themes, issues, and disputes; cultural and multi-faith contexts; and practice of ministry. They will be aware of current issues in global Christian thought, life, and practice. *Depth.* Students will develop a more comprehensive and discriminating familiarity with at least one particular Christian tradition. <u>2. Research and Scholarship</u> Students will be able to use library and information resources in order to identify authoritative primary sources and relevant secondary sources for the study of the Christian religious heritage and the practice of ministry. They will be able to apply techniques of enquiry, interpretation, analysis, and construction to these sources in order to test premises and perspectives and to acquire knowledge. They will be able to evaluate current research and interpretation in the study of Scripture, theology, and the history of Christianity, and compare it with established understandings. They will be able to report research systematically and intelligibly, and develop and support a sustained argument in written form. <u>3. Level of Application of Knowledge</u> In supervised experiences in ministry, students will apply classroom learning and skills in research, theological reflection, and communication. They will gain critical perspective on, and practical expertise in, the tasks of ministerial leadership. They will be able to identify an issue in the practice of ministry in a field setting, reflect on it critically, situate it theologically, historically, and culturally, and consider and compare alternative pastoral approaches to it. <u>4. Professional Capacity/Autonomy</u> Students will develop the intellectual, affective, and professional capacities required for a life of pastoral leadership. They will demonstrate emotional maturity, moral integrity, social skills, personal responsibility and discipline, initiative, academic integrity, spiritual sensibilities, and social concern in both school and field situations. They will be able to give a reasonable account of the premises, character and commitments of a faith tradition and to situate it theologically. They will seek to develop capacities of leadership as construed in a faith tradition, and competence in requisite tasks in pastoral or other ministerial settings. <u>5. Level of Communication Skills</u> Students will function effectively and collegially in their school community both inside and outside the classroom. They will be able both to appreciate the differing views of others and to convey and support their own views clearly both verbally and in writing. <u>6. Awareness of Limits of Knowledge</u> Students will be able to make use of insights of the humanities, the social sciences, the arts, and the natural sciences in their study of the several disciplines included within theological education and in the practice of ministry. They will recognize ways in which varied expressions of Christian belief and practice are shaped by cultural contexts and the experience of other faiths. They will recognize the uncertainties inherent in both faith-based and non-confessional academic interpretations of Scripture and Christian teaching.

2. MTS	
Overall Learning Objectives	**Degree-level Expectations**
Foundational objectives. The first phase of the program introduces students to the foundational principles and methods of theological studies. *Specialized and advanced objectives.* The M.T.S. gives opportunity for more focused and advanced study in an area of a discipline or in an interdisciplinary theme. This feature makes the program appropriate as preparation for advanced study. Individual colleges or groups of colleges may define interdisciplinary streams within the M.T.S., so that students with common interests may join in communities for focuses research and discourse. Currently Wycliffe College has a stream in global and urban development.	**1. Depth and Breadth of Knowledge** *Breadth.* Students will develop a systematic and discriminating understanding of the Christian heritage, including its scriptures; history; theological themes, issues, and disputes; cultural and multi-faith contexts; and mission and ministry. They will be aware of current issues in global Christian thought, life, and practice. *Depth.* Students will develop a focused knowledge of a specific area within one of the theological disciplines, or of an interdisciplinary theme, or of the premises, methods, and purposes of theological reflection. **2. Research and Scholarship** Students will be able to use library and information resources in order to identify authoritative primary sources and relevant secondary sources for the study of the Christian religious heritage. . They will be able to apply techniques of enquiry, interpretation, analysis, and construction to these sources in order to test premises and perspectives and to acquire knowledge. They will be able to evaluate current research and interpretation in the study of Scripture, theology, and the history of Christianity, and compare it with established understandings. They will be able to report research systematically and intelligibly, and develop and support a sustained argument in written form. **3. Level of Application of Knowledge** Students will be able to situate an issue, or an instance of an issue, that is new to them, in its historical, cultural, and theological context. They will be able to engage it academically and to conduct independent, critical, and accurate research on it. **4. Professional Capacity/Autonomy** Students will demonstrate ethical behaviour consistent with academic integrity, in the classroom, in their research, and in their other educational activities. They will give consistent evidence of personal responsibility and social concern, and will take initiative to solve problems and help others. They will be able to profit from constructive criticism of their academic work. They will be able to apply their understanding of the premises, character and commitments of diverse forms of Christianity to their engagement with issues having implications for faith. **5. Level of Communication Skills** Students will function effectively and collegially in their school community both inside and outside the classroom. They will be able both to appreciate the differing views of others and to convey and support their own views clearly both verbally and in writing. **6. Awareness of Limits of Knowledge** Students will be able to make use of insights of the humanities, the social sciences, the arts, and the natural sciences in their study of the several disciplines included within theological education. They will recognize ways in which varied expressions of Christian belief and practice are shaped by cultural contexts and the experience of other faiths. They will recognize the uncertainties inherent in both faith-based and non-confessional academic interpretations of Scripture and Christian teaching.

3. MRE	
Overall Learning Objectives	**Degree-level Expectations**
Foundational objectives. The first phase of the program introduces students to the foundational principles and methods of theological studies. ***Specialized and advanced objectives.*** The Master of Religious Education program develops students' capacity for critical and constructive theological reflection regarding the content and processes of educational ministry; increases their understanding of the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs; assists their growth in personal and spiritual maturity; and builds their skills in teaching and in the design, administration, and assessment of educational programming.	1. Depth and Breadth of Knowledge *Breadth.* Students will develop a systematic and discriminating understanding of the Christian heritage, including its scriptures; history; theological themes, issues, and disputes; and cultural and multi-faith contexts. They will also develop a broad understanding of the history and philosophy of education, teaching and learning, administration, and the behavioral and social sciences. *Depth.* Students will develop a focused understanding of the educational, social, and behavioral sciences that undergird educational practice, the cultural contexts in which educational ministry occurs, and the contents and processes of educational ministry. 2. Research and Scholarship Students will be able to use library and information resources in order to identify authoritative primary sources and relevant secondary sources for the study of the Christian religious heritage and the practice of educational ministry. They will be able to apply techniques of enquiry, interpretation, analysis, and construction to these sources in order to test premises and perspectives and to acquire knowledge. They will be able to evaluate current research and interpretation in the study of Scripture, theology, and the history of Christianity, and compare it with established understandings. They will be able to report research systematically and intelligibly, and develop and support a sustained argument in written form. 3. Level and Application of Knowledge In supervised experiences in educational ministry, students will apply classroom learning and skills in research, theological reflection, and communication. They will gain critical perspective on, and practical expertise in, the tasks of education. They will be able to identify an issue in educational ministry in a field or contextual setting, reflect on it critically, situate it theologically, historically, and culturally, and consider and compare alternative educational approaches to it. 4. Professional Capacity/Autonomy Students will develop the intellectual, affective, and professional capacities required for educational ministry, and skills in teaching and in the design, administration, and assessment of educational programming. They will demonstrate moral integrity, sound social skills, personal responsibility and discipline, initiative, and academic integrity. 5. Level of Communication Skills Students will function effectively and collegially in their school community both inside and outside the classroom. They will be able both to appreciate the differing views of others and to convey and support their own views clearly both verbally and in writing. 6. Awareness and Limits of Knowledge Students will be able to make use of insights of the humanities, the social sciences, the arts, and the natural sciences in their study of the several disciplines included within theological education. They will recognize ways in which varied expressions of Christian belief and practice are shaped by cultural contexts and the experience of other faiths. They will recognize the uncertainties inherent in both faith-based and non-confessional academic interpretations of Scripture and Christian teaching.

4. MPS:

> **Stream in Spiritual Care (at Emmanuel) with three foci: Christian, Muslim, Buddhist**
> **Stream in Spiritual Care (at Emmanuel) with three foci: Christian, Muslim, Buddhist**
> **Stream in Social Services (at Emmanuel) with three foci: Christian, Muslim, Buddhist**
> **Stream in Worship and Preaching (at Emmanuel) with two foci: Christian, Muslim**
> **Stream in Pastoral Ministries (at Knox) with three foci: pastoral care, preaching and worship, social ministries**

Certificate in Spiritual Care and Psychotherapy in conjunction with MPS (at Knox and Emmanuel)

Overall Learning Objectives	Degree-level Expectations
Foundational objectives. The first phase of the program introduces students to the foundational principles and methods of theological studies. **Advanced and specialized objectives.** Students learn the importance of contextual skills and the centrality of diversity in the church's life. They specialize in a stream of their choice from the following options: Social Ministry, Pastoral Care, Worship and Preaching. Through a final project under faculty supervision, they integrate theory and practice in an area related to their program stream. Students develop their strengths through processes of faculty evaluations, peer feedback, and self-evaluation. They participate in colloquia focused on subjects of relevance to the contemporary contexts and work of the church. **Values of the program.** Students graduating from the M.P.S. demonstrate: • Skills for rigorous theological enquiry. • Sills in contextual analysis. • Commitment to justice. • Commitment to inclusive practice. • Appreciation of social and cultural diversity. • Appreciation of ecumenical and interreligious relationships. • The integration of the theoretical and the practical, within analytical and transformational activities. • Excellence in teaching and research. • Spiritual and professional formation. • Ability to form partnerships with communities focused on faith and education	1. Depth and Breadth of Knowledge *Breadth.* Students will develop a systematic and discriminating understanding of the Christian heritage, including its scriptures; history; theological themes, issues, and disputes; cultural and multi-faith contexts; and practice of ministry. They will be aware of current issues in global Christian thought, life, and practice and will be able to articulate clearly their own theological positions as related to pastoral practices. Students will be able to interpret scripture and religious texts using a variety of methods, sources, and norms. *Depth.* Students will develop a more comprehensive and discriminating familiarity with at least one particular Christian tradition and will identify and respect the diversity of theological viewpoints and pastoral practices within that religious tradition, such as varieties of Christian worship, competencies for intercultural spiritual care, or appropriate preaching. 2. Research and Scholarship. Students will be able to use library and information resources in order to identify authoritative primary sources and relevant secondary sources for the study of the Christian religious heritage and the practice of *pastoral* ministry. They will be able to apply techniques of enquiry, interpretation, analysis, and construction to these sources in order to test premises and perspectives and to acquire knowledge. They will be able to evaluate current research and interpretation in the study of Scripture, theology, and the history of Christianity, and compare it with established understandings in social ministry, pastoral care, or worship and preaching. They will be able to report research systematically and intelligibly, and develop and support a sustained argument in written form, or in application to specialized pastoral practice such as worship practice, preaching, or pastoral care. Students will demonstrate critical understanding of their area of specialization of the relationship between faith practices, cultural contexts, and pastoral practices. 3. Level of application of knowledge. In supervised experiences in ministry, students will apply classroom learning and skills in research, theological reflection, and communication. They will gain critical perspective on, and practical expertise in, the tasks of ministerial leadership *as applied to pastoral practice.* They will be able to identify an issue in the practice of ministry in a field setting, reflect on it critically, situate it theologically, historically, and culturally, and consider and compare alternative pastoral approaches to it whether in social ministry, pastoral care or worship and preaching. Diverse methods will be applied to the cultural contexts of the student's specialization. Students will give evidence of critical self-awareness with regard to their own and other faith perspectives and practices of pastoral ministry in a variety of contexts. 4. Professional Capacity/Autonomy Students will develop the intellectual, affective, and professional capacities required for a life of pastoral leadership. They will demonstrate emotional maturity, moral integrity, social skills, personal responsibility and discipline, initiative, academic integrity, spiritual sensibilities, and social concern in both school and field situations. They will be able to give a reasonable account of the premises, character and commitments of a Christian tradition and to situate it theologically. They will seek to develop capacities of leadership as construed in a faith tradition, and competence in tasks required in *pastoral settings.* Students will demonstrate an understanding of the variety of callings and spiritual practices within their religious tradition, and an ability to reflect critically on their own sense of call to pastoral leadership and cont./…

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service. Students will attend to the spiritual development and well-being of self and others and will display the capacity for self-reflexive and spiritual practices within communities of faith.

5. Level of Communication Skills

Students will function effectively and collegially in their school community both inside and outside the classroom. They will be able both to appreciate the differing views of others and to convey and support their own views clearly both verbally and in writing. The M.P.S. will support the development of communication skills that include the demonstration of growth in personal faith , emotional maturity, moral integrity, and public witness. Students will display the capacity for spiritual practices requisite to pastoral leadership in church and community. Students will demonstrate initiative, responsibility, and accountability in personal relationships and group contexts.

6. Awareness of Limits of Knowledge

Students will be able to make use of insights of the humanities, the social sciences, the arts, and the natural sciences in their study of the several disciplines included within theological education and in the practice of ministry. They will recognize ways in which varied expressions of Christian belief and practice are shaped by cultural contexts and the experience of other faith traditions. They will recognize the uncertainties inherent in both faith-based and non-confessional academic interpretations of Scripture and Christian teaching, worship, preaching or pastoral practice. Students will demonstrate critical self-awareness as they develop the pastoral capacities—intellectual and affective, individual and corporate, ecclesial and public—that are requisite to a life of pastoral leadership.

5. MAMS	
Overall Learning Objectives	**Degree-level Expectations**
Overall objectives. The Master of Arts in Ministry and Spirituality program through both its academic and pastoral components seeks: • to present new theological insights for a deeper understanding of ministerial issues; • to enable students to understand the relationship among theological reflection, ministerial development and spiritual growth; and • to open the creative power of the imagination to new ministerial alternatives.	Depth and Breadth of Knowledge The faculty ensures that students have mastered a body of knowledge in the areas of biblical, systematic, moral and pastoral theology with appropriate depth to foster theological integration for pastoral ministry. Required courses assure the breadth of the field of study for theological integration: three biblical, two ethical, culture and religion, religious experience in world religions, four prescribed courses in systematic theology, three seminars on theological integration for ministry, and three elective courses to allow the student to pursue specific concerns based on their interests in specialization. Depth of knowledge particular to this program involves the personal reflection and integration of spiritual and pastoral concerns. 2. Research and Scholarship Each mandatory requirement seeks to ensure that students gain an understanding of the appropriate substantive aspects of the area of theological concern. They will be able to reflect on culture, society and faith by applying the techniques of attending to experience, interpreting that experience and making critical assessments of it. Students will demonstrate critical understanding of the relationship between faith practices, cultural contexts, and pastoral practices for the general good and for justice in society. 3. Level of application of Knowledge Students completing the MA in MS degree will have demonstrated an ability of theological and spiritual reflection on concerns of pastoral ministry. The three integration seminars provide the backbone of the program where in each case students are challenged to articulate their reflection on integration and to listen constructively to the articulation of others. Students will be able to reflect systematically and intelligibly and demonstrate an integration of pastoral skills. 4. Professional Capacity/Autonomy Over the course of the program, students will develop the intellectual, affective, and professional capacities required for a life of pastoral leadership. They will demonstrate emotional maturity, moral integrity, social skills, pastoral sensibilities and social concern in societal situations. They will be able to give a reasonable account of the premises and characteristics of a Christian tradition. They will seek to develop capacities of leadership as construed in their faith and social communities. Students will demonstrate an ability to reflect critically on their own sense of call to pastoral leadership and service. They will attend to the spiritual development and well-being of self and others and will display the capacity for self-reflexive and spiritual practices within communities of faith and in society in general. 5. Level of Communication Skills Students will function effectively and collegially in their school community both inside and outside the classroom. They will be able to appreciate their own theological tradition and respect the plurality of dimensions of faith, culture, and collaborative work. They will have developed communication skills to articulate their theological integration in writing and speech. They will have acquired listening skills, respectful of differences in order to foster an ongoing exchange of ideas. 6. Awareness of Limits of Knowledge Required courses are designed in part to underscore pluralism in both faith and culture. Students will appreciate the various dimensions of interfaith and ecumenical interaction through an enhancement and respect of the quality of differences. They will recognize the limits of their theological and cultural perspectives so as to pursue further study and professional development, and to make referrals in their pastoral ministry when necessary.

6. M.S.Mus	
Overall Learning Objectives	**Degree-level Expectations**
Foundational objectives. The first phase of the program introduces students to the foundational principles and methods of theological studies. *Advanced and specialized objectives.* Students advance in their study of Old Testament and New Testament, develop their appreciation of choral music and performance, and learn the principles of worship and sacred music. Students participate in two colloquia, which are educational events focused on subjects of relevance to the contemporary contexts and work of the church. Specialization in sacred music is provided by an off-campus Practicum with integrative project presenting a synthesis of their theological and musical study. Students develop skills in performance by present a final Music Jury as in a public space for evaluation. *Values of the program. St*udents graduating from the M.S.Mus. demonstrate: • Skills for rigorous theological enquiry. • Appreciation of the history, principles, and performance of sacred music. • Skills in contextual analysis. • Commitment to justice. • Commitment to inclusive practice. • Appreciation of social and cultural diversity. • Appreciation of ecumenical and interreligious relationships. • The integration of the theoretical and the practical, within analytical and transformational activities. • Excellence in teaching and research. • Spiritual and professional formation. • Ability to form partnerships with communities focused on faith and education.	**1. Depth and Breadth of Knowledge** *Breadth.* Students will develop a systematic and discriminating understanding of the Christian heritage, including its music, its scriptures; history; theological themes, issues, and disputes; and practice of music ministry. They will be aware of current issues in global Christian thought, life, and practice. The will be able to articulate their own liturgical and theological positions related to leadership of congregational music ministries. They will also be able to interpret music as it relates to scripture and religious texts using a variety of methods, sources, and norms. *Depth.* Students will develop a more comprehensive and discriminating familiarity with both the music and theology of at least one particular Christian tradition and will be able to identify and respect diversity of theological viewpoints and pastoral practices within that religious tradition, such as varieties of Christian worship, song repertoire, and competencies for effective music leadership. **2. Research and Scholarship** Students will be able to use library and information resources in order to identify authoritative primary sources and relevant secondary sources for the study of the Christian religious heritage, sacred repertoire, and the practice of music ministry. They will be able to apply techniques of enquiry, interpretation, analysis, and construction to these sources in order to test premises and perspectives and to acquire knowledge and performative skills. They will be able to evaluate current research and interpretation in the study of Scripture, theology, musical arts and the history of Christianity, and apply their conclusions to contextual worship practices. They will be able to report research systematically and intelligibly, and develop and support a sustained argument in written form, or in application to specialized instances of musical and liturgical cultural practices. Students will demonstrate critical understanding of their area of music specialization of the relationship between faith practices, cultural contexts, and leadership. **3. Level of Application of Knowledge** In their Practicum and Integrative Project near the end of the program, students will apply classroom learning and skills in music leadership, research, theological reflection, and communication. They will gain critical perspective on, and practical expertise in, the tasks of music leadership as applied to congregational practice. They will be able to identify an issue in community ministry in a field setting, reflect on it critically, situate it theologically, aesthetically, historically, and culturally, and consider and compare alternative approaches to it. Students will give evidence of critical self-awareness with regard to their own and other faith perspectives, understandings of music repertoire and praxis, and practices of ministry in a variety of contexts. **4. Professional Capacity/Autonomy** Students will develop the intellectual, musical, communication, and professional capacities required for a life of leadership in pastoral music. They will demonstrate reliable music skills, moral integrity, social skills, personal responsibility and discipline, initiative, academic integrity, spiritual sensibilities, and social concern in a variety of ministry situations. They will be able to give a reasonable account of the premises, character and commitments of a Christian tradition and to situate it theologically. They will seek to develop capacities of leadership as construed in a faith tradition, and competence in tasks required in congregational settings. Students will demonstrate an understanding of the variety of callings and spiritual practices within their religious tradition, and an ability to reflect critically on their own sense of call to music leadership and service. Students will attend to the spiritual development and well-being of self and others and will display the capacity for self-reflexive and spiritual practices within communities of faith. **5. Level of Communication Skills** Students will function effectively and collegially in their school community both cont./…

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	inside and outside the classroom. They will be able both to appreciate the differing views of others and to convey and support their own views clearly both verbally and in writing. The M.S.Mus. will support the development of communication skills that include the demonstration of growth in personal faith , emotional maturity, moral integrity, and public witness. Students will display the capacity for spiritual practices requisite to music leadership in church and community. Students will demonstrate initiative, responsibility, and accountability in personal relationships and group contexts related to the praxis of music.
	6. Awareness of Limits of Knowledge.
	Students will be able to make use of insights of the humanities, the social sciences, the arts, and the natural sciences in their study of the several disciplines included within theological education and in the practice of music ministry. They will recognize ways in which varied expressions of Christian belief and practice are shaped by cultural contexts and the experience of other faith traditions. They will recognize the uncertainties inherent in both faith-based and non-confessional academic interpretations of Scripture and Christian teaching, worship, preaching or practice of music. Students will demonstrate critical self-awareness as they develop the pastoral capacities—intellectual and affective, individual and corporate, ecclesial and public—that are requisite to a life of pastoral leadership by a musician.

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Appendix III: University of Toronto Code of Behaviour on Academic Matters

June 1, 1995

Extract (For a full version of the Code of Behavior on Academic Matters, please see:

http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)

CODE OF BEHAVIOUR ON ACADEMIC MATTERS

The Governing Council of the University of Toronto has approved a Code of Behaviour on Academic Matters applying to members of the University. Below are extracts from the Code covering offences, procedures, and sanctions. The full text of the Code is available on the University of Toronto Web site at www.utoronto.ca/govcncl/pap/policies/behaveac.html. The Code is enforced by the Dean, the Provost, and the University Disciplinary Tribunal. In cases involving graduate students, the divisional dean is the Dean of the School of Graduate Studies.

A. Preamble

The concern of the Code of Behaviour on Academic Matters is with the responsibilities of all parties to the integrity of the teaching and learning relationship. Honesty and fairness must inform this relationship, whose basis remains one of mutual respect for the aims of education and for those ethical principles which must characterize the pursuit and transmission of knowledge in the University.

What distinguishes the University from other centres of research is the central place which the relationship between teaching and learning holds. It is by virtue of this relationship that the University fulfils an essential part of its traditional mandate from society, and, indeed, from history: to be an expression of, and by so doing to encourage, a habit of mind which is discriminating at the same time as it remains curious, which is at once equitable and audacious, valuing openness, honesty and courtesy before any private interest.

This mandate is more than a mere pious hope. It represents a condition necessary for free enquiry, which is the University's life blood. Its fulfilment depends upon the well-being of that relationship whose parties define one another's roles as teacher and student, based upon differences in expertise, knowledge and experience, though bonded by respect, by a common passion for truth and by mutual responsibility to those principles and ideals that continue to characterize the University.

This Code is concerned, then, with the responsibilities of faculty members and students, not as they belong to administrative or professional or social groups, but as they cooperate in all phases of the teaching and learning relationship.

Such cooperation is threatened when teacher or student forsakes respect for the other—and for others involved in learning—in favour of self-interest, when truth becomes a hostage of expediency. On behalf of teacher and student and in fulfilment of its own principles and ideals, the University has a responsibility to ensure that academic achievement is not obscured or undermined by cheating or misrepresentation, that the evaluative process meets the highest standards of fairness and honesty, and that malevolent or even mischievous disruption is not allowed to threaten the educational process.

These are areas in which teacher and student necessarily share a common interest as well as common responsibilities.

B. Offences

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end, all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behaviour is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

Wherever in this Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

B.I.

1. It shall be an offence for a student knowingly:

    (a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;

    (b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;

    (c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;

    (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism;

    (e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;

    (f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member knowingly:

    (a) to approve any of the previously described offences;

    (b) to evaluate an application for admission or transfer to a course or program of study by reference to any criterion that is not academically justified;

    (c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

3. It shall be an offence for a faculty member and student alike knowingly:

    (a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;

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(b) to engage in any form of cheating, academic dishonesty or misconduct, fraud or misrepresentation not herein otherwise described, in order to obtain academic credit or other academic advantage of any kind.

4. A graduate of the University may be charged with any of the above offences committed knowingly while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B.II Parties to Offences

1. (a) Every member is a party to an offence under this Code who knowingly:

>   (i) actually commits it;

>   (ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;

>   (iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;

>   (iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence; or

>   (v) abets, counsels, procures or conspires with any other person who, if that person were a member, would have committed or have been a party to the offence.

(b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.

2. Every member who, having an intent to commit an offence under this Code, does or omits to do anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.

3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence is a party to and guilty of the offence and is liable upon conviction to the sanctions provided for the offence.

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http://www.governingcouncil.utoronto.ca/policies/behaveac.htm