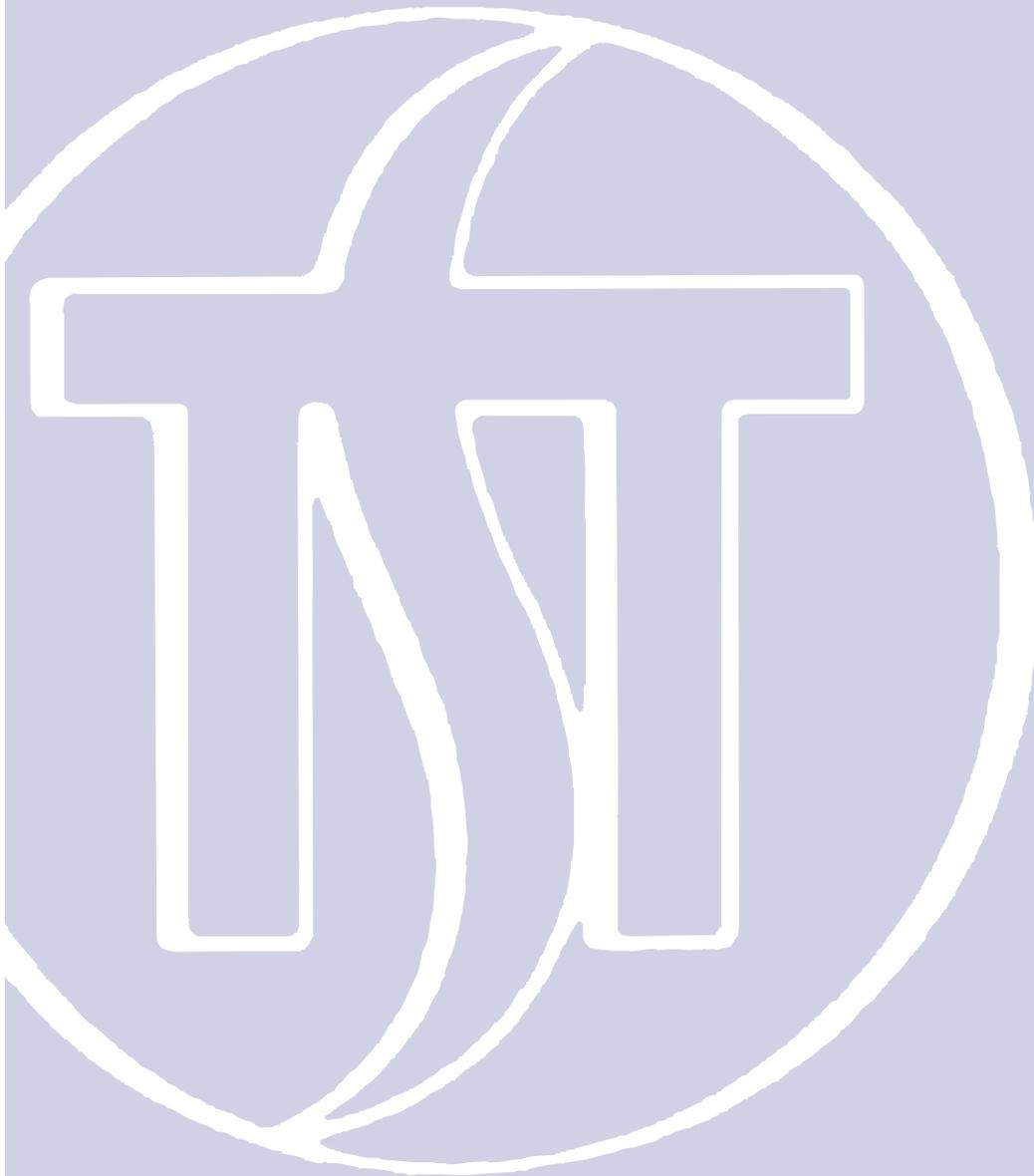# GRADUATE CENTRE FOR THEOLOGICAL STUDIES

GRADUATE CONJOINT DEGREE HANDBOOK

Toronto School of Theology
Affiliated with the University of Toronto

2018-19

The Toronto School of Theology

The Toronto School of Theology (TST) is an ecumenical federation of seven member colleges. The following colleges participate in TST's graduate programs: Emmanuel College (United Church of Canada), Knox College (Presbyterian Church in Canada), Regis College (Roman Catholic, Society of Jesus), the Faculty of Theology of the University of St. Michael's College (Roman Catholic, Basilian Fathers), the Faculty of Divinity of the University of Trinity College (Anglican) and Wycliffe College (Anglican). The colleges do not establish independent program requirements for the graduate degree programs. They support their graduate degree communities in various ways, such as teaching courses in the graduate programs; providing supervision of graduate students; participating in TST's governance structures; and providing financial aid to students. Every graduate (advanced degree) student must be accepted for admission into one of the six participating theological institutions ("colleges"). Each conjoint degree is conferred under the authority of statutes and regulations of the province of Ontario, by both the student's college and the UofT.

Mission Statement

The TST consortium is strongly committed to:
- critical reflection and scholarly research on matters of Christian faith, practice and ministry;
- excellence in theological education and formation for various ministries in Church and society;
- an ecumenical environment for theological education.

The TST corporation serves the member colleges of the TST federation with the following mission:
- to foster formal and informal ecumenical exchange, within and outside the classroom;
- to promote academic, professional, and interdisciplinary collaboration among the faculty of the member institutions;
- to administer and coordinate a variety of academic programs;
- to enter into and manage a variety of collaborative relationships, especially with the UofT;
- to enhance in appropriate ways the resources available for academic programs in theology and for lifelong learning in ministry.

About this Handbook

Effective Academic Period

The *2018-19 Graduate Centre for Theological Studies (GCTS) Handbook* is effective for the academic period September 1, 2018 to August 31, 2019. References in the handbook to "current academic year" refer to this period for conjoint degree programs offered by member colleges of the Toronto School of Theology (TST). This Handbook was first approved by Academic Council on May 25, 2015.

Handbook Format

The *GCTS Handbook* is edited annually and is available online in a PDF version on the TST website in August. Students are strongly advised to consult the PDF regularly to keep informed of any changes. While the college Graduate Directors are available to provide advice and guidance, it must be clearly understood that the ultimate responsibility rests with the student for completeness and correctness of program requirements and observance of regulations and deadlines. Students are responsible for seeking guidance from a responsible officer if they are in any doubt; misunderstanding or advice received from another student will not be accepted as cause for dispensation from any regulation, deadline, program, or degree requirement. The *GCTS Conjoint Degree Handbook* describes the conjoint PhD and MA graduate degrees available at Toronto School of Theology. It also contains policies and procedures related to graduate studies. Degree regulations for the conjoint Doctor of Theology (ThD) or the St. Michael's College Doctor of Philosophy (PhD) are contained in the *[ThD/PhD (USMC) Handbook](#)*. Degree regulations for the St. Michael's College Master of Arts (MA) in Theology are contained in the *MA Handbook*. Degree regulations for the conjoint Master of Theology (ThM) are contained in the *ThM Handbook.*

Important Notices

Changes in Programs of Study and/or Courses

The programs of study that the *GCTS Handbook* lists are available for the academic year September 1, 2018, to August 31, 2019. They may not necessarily be available in later years. If the GCTS or TST colleges must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. However, the TST, its member colleges and the University of Toronto will not be liable for any loss, damages, or other expenses that such changes might cause. For each program of study offered by the member colleges through GCTS, the courses necessary to complete the minimum requirements of the program will be made available annually. However, the GCTS reserves the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies, requirements for promotion, and timetables without prior notice.

With respect to program requirements, a student is normally governed by the requirements that were in place when he or she first registered in the program. Students cannot be bound by subsequent changes in program requirements, though they have the right to opt into any change if they wish. Most changes in policy and procedures, however, will be applicable to all students once they have been incorporated into the *GCTS Handbook*, especially those that involve TST administrative or governance structures or that are mandated by the terms of our accreditation by the Association of Theological Schools or of the TST affiliation with the University of Toronto (UofT) by virtue of their Memorandum of Agreement (MOA), and its quality assurance processes.

Regulations and Policies

As members of the TST community, students assume certain responsibilities and are guaranteed certain rights and freedoms. The TST has several policies that are approved by TST's Academic Council or the Graduate Studies Council and which apply to all students. Each student must become familiar with the policies, and the TST and its member colleges will assume that he or she has done so. The rules and regulations of GCTS are listed in this handbook. In applying to the GCTS, the student assumes certain responsibilities to the TST and GCTS and, if admitted and registered, shall be subject to all rules, regulations, and policies cited in the *Handbook*, as amended from time to time, with the exception of program requirements. Each student is required to satisfy the program requirements found in the *GCTS Handbook* (see the Degree Regulations) of the academic year in which the student first registered in the graduate program.

GCTS policies must be congruent with the accrediting standards of the Association of Theological Schools in the United States and Canada (ATS) and government statutes and regulations. These policies must also be congruent with the Memorandum of Agreement (MOA) among the TST participating colleges and the UofT. Academic policies are administered collaboratively by the Director, Graduate Centre for Theological Studies of the TST, the GCTS Coordinator, GCTS, and by the Director for Graduate Degree Studies in the student's college of registration (college Graduate Director).

All University policies, which the TST has agreed to by virtue of the TST/UofT Memorandum of Agreement (2014), can be found at http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm. Those of particular importance to TST students are:
• Code of Behaviour on Academic Matters
• Code of Student Conduct
• Policy on Official Correspondence with Students

For more information about students' rights and responsibilities, visit http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/rights-and-responsibilities.htm.
TST graduate students in conjoint degrees may access services covered under the Memorandum of Agreement.

Enrolment Limitations

The TST colleges make every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck, and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the handbook, and to withdraw courses or sections for which enrolment or resources are insufficient. The TST will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record, or otherwise reproduce lecture presentations, course notes, or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Personal ID (Student Number)
Each conjoint degree student at TST is assigned a unique identification number by the University of Toronto (UofT). The number is confidential. The UofT strictly controls access to Person ID numbers. The UofT assumes and expects that students will protect the confidentiality of their Person IDs.

Notice of Collection of Personal Information
The TST and the UofT respect your privacy. Personal information that you provide to the TST and UofT is collected pursuant to sections 17-21 of the UofT-TST Memorandum of Agreement. It is collected for the purpose of administering admission, registration, academic programs, TST-related student activities, activities of student societies, financial assistance and awards, graduation and advancement, and reporting to government agencies for statistical purposes. The UofT is required to report student-level enrolment-related data to the Ministry of Training, Colleges and Universities as a condition of its receipt of operating grant funding. The Ministry collects this enrolment data, which includes limited personal information such as Ontario Education Numbers, student characteristics, and educational outcomes, in order to administer government postsecondary funding, policies and programs, including planning, evaluation and monitoring activities.

At all times personal student information will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to Ms. Diane Henson, TST Registrar (diane.henson@utoronto.ca; 416-978-4040).

Fees and Other Charges
The TST and its member colleges reserve the right to alter the fees and other charges described in the *GCTS Handbook*.

Since TST graduate students do not pay ancillary fees for Student Life (UofT) they are not eligible to receive any services offered by Student Life. Students, however, do have access to Accessibility Services and the Graduate Centre for Academic Communication (formerly English Language and Writing Support).

Director and Academic Staff of the GCTS

Colleen Shantz BA, MDiv, PhD
Director, Graduate Centre for Theological Studies

Bradley H. McLean, BSc, MDiv, ThM, PhD
Coordinator, Graduate Centre for Theological Studies

Diane Henson, MA, DCG
Registrar and Manager of Academic Services

David Wagschal, BA, MDiv, PhD
Assistant Registrar and Administrator, Graduate Centre for Theological Studies

Faculty Profiles

A full listing of faculty, their specializations and courses appears on the TST website, at https://www.tst.edu/academics/directory.

Sessional Dates

2018	
Jul. 24	Course Registration for 2018-19 Fall/Winter begins (Conjoint students)
Aug. 22	Deadline to register and for fee payment to be received and posted on ACORN (Conjoint students)
Aug. 24	Deadline to register and pay for September GCTS Language Examinations
Aug. 31	Last day to submit ThM (II) essays for examination (Fall Convocation)
Aug. 31	Deadline for SDFs to be updated on ACORN (Winter 2018 courses)
Aug. 31	Grade submission deadline (Summer 2018 courses). *Some colleges may have earlier deadlines.* Summer 2018 grades are seen on ACORN upon approval by the college.
Sept. 4	GCTS Language Examinations
Sept. 5	Last day to submit signed approval requests to GCTS for Fall 2018 courses and activities
Sept. 7	GCTS New Student Orientation
Sept. 7	Last day to submit graduation application to USMC for fall graduation for MA (non-conjoint) and PhD (non-conjoint) students
Sept. 7	Last day to submit theses for examination to avoid tuition fees for Fall 2018 (ThD, non-conjoint PhD, DMin, ThM, and non-conjoint MA ONLY)
Sept. 10	TST classes begin
Sept. 14	Last day to defend theses (Fall Convocation)
Sept. 14	Last day to add YF, HF, HY, and YY courses
Sept. 14	Deadline for Doctoral Committee minutes to be submitted to the GCTS
Sept. 24	Absolute deadline for TSpace submissions to be approved for Fall Convocation (Note: students are given individual deadlines based on their defence date)
Oct. 2	GSC Meeting (4:10-6:00 pm)
Oct. 12	SSHRC Doctoral Fellowship applications due (submitted to GCTS Office)
Nov. 9	Last day to drop YF and HF courses without academic penalty
Nov. 9	Last day to submit request for transfer credit/advanced standing for students entering programs in Fall 2018
Nov. 30	Last day to submit doctoral theses for examination (Spring Convocation)
Dec. 1	CGS-M Scholarship applications due *(Date to be confirmed)*
Dec. 4	GSC Meeting (4:10-6:00 pm)
Dec. 7	Last day to submit theses to TST for examination to avoid tuition fees for Winter 2019 (ThD, non-conjoint PhD, DMin, ThM, and non-conjoint MA ONLY)
Dec. 7	Deadline to register and for fee payment to be received and posted on ACORN (Conjoint students)
Dec. 14	Last day to submit signed approval requests to GCTS for Winter 2019 courses and activities
Dec. 14	Application deadline for GCTS Programs for 2019-20 admissions *(Date to be confirmed)*
2019	
Jan. 7	Deadline for SDFs to be updated on ACORN (Summer 2018 courses)
Jan. 7	Grade submission deadline (Fall 2018 courses). *Some colleges set earlier deadlines.*
Jan. 7	TST classes begin
Jan. 7	Fall 2018 grades seen by students on ACORN/TST-SIS
Jan. 9	Deadline to register and pay for January GCTS Language Examinations (12:00 pm)
Jan. 11	GCTS Language Examinations
Jan. 11	Last day to add HS and YS courses
Jan. 25	Last day to submit ThM (I) and MA (non-conjoint) theses to TST for examination (Spring Convocation)
Mar. 1	Last day to submit ThM (II) essays to TST for examination (Spring Convocation)
Early Mar.	OGS applications due (domestic and international) *(Date to be confirmed))*

Mar. 5	GSC Meeting (4:10-6:00 pm)
Mar. 8	Last day to drop HS, YY, HY, and YS courses without academic penalty
Mar. 29	Application deadline for GCTS Programs for 2019-20 admissions *(2nd Round. Date to be confirmed. Subject to available places.)*
Mar. 29	Last day to defend theses (Spring Convocations)
Apr. 5	Absolute deadline for TSpace submissions to be approved for Spring Convocation (Note: students are given individual deadlines based on defence date)
Apr. 12	Last day to submit signed approval requests to GCTS for Summer 2019 courses and activities
Apr. 12	Absolute deadline for first coursework extensions granted for Fall session (Y, H) courses
Apr. 18	Grade submission deadline (Winter 2019 courses). *Some colleges set earlier deadlines.*
Apr. 18	Deadline for SDFs to be updated on ACORN (Fall 2018 courses)
Apr. 23	Winter 2019 grades seen by students on ACORN/TST-SIS
Apr. 26	Last day to submit doctoral theses to TST for examination (Fall Convocation)
Apr. 26	Last day to submit DMin theses for examination to avoid tuition fees for Summer 2019 *(Date to be confirmed)*
May 7	GSC Meeting (2:10-4:00 pm)
May 31	Last day to submit ThM (I) and MA (non-conjoint) theses to TST for examination (Fall Convocation)
Aug. 12	Last day of semester (Summer Session)
Aug. 15	Deadline to submit Master's Research Paper or Research Portfolio (Conjoint MA)
Aug. 30	Grade submission deadline (Summer 2019 courses). Deadline to update SDFs on ACORN (Winter 2019 courses)
Sep. 1-21	Moratorium on booking General Examinations (Conjoint PhD)

Colleges may have earlier dates and deadlines which may take precedence over the ones stated above. Unless otherwise stated, deadline times are 4:30 pm Eastern Time. For more information on individual entries, and updates throughout the year, please consult www.tst.edu/academic/key-academic-dates.

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A. GENERAL REGULATIONS

A1.   THE GRADUATE CENTRE FOR THEOLOGICAL STUDIES

A1.1   The Graduate Centre for Theological Studies (GCTS)
The Graduate Centre for Theological Studies (GCTS) is responsible for the oversight of all graduate programs in the TST and for developing and implementing appropriate regulations and operating procedures for admissions, programs of study, and completion of degree requirements.

Academic policies are administered collaboratively by the Director, GCTS, the GCTS Executive Committee, the GCTS Coordinator and by the Director for Graduate Degree studies in the student's college of registration (college Graduate Director).

The Graduate Centre for Theological Studies is located at Toronto School of Theology, 47 Queen's Park Crescent East, Toronto, Ontario M5S 2C3. Phone: 416-978-4050; e-mail: gcts.office@utoronto.ca. Website: https://www.tst.edu/.

A1.2   Graduate Studies Council
The Graduate Studies Council (GSC) is an advisory and coordinating group, and has responsibilities delegated to it by the Academic Council. The GSC consists of *ex officio* members, and members and students elected to the council. The GSC is chaired by the Director, GCTS. The GSC is primarily responsible for recommending policies and regulations, advising Academic Council, and annual quality assurance processes.

A1.3   Conjoint Graduate Degree Programs
TST offers a number of conjoint graduate degrees. A conjoint degree is one which is conferred by the simultaneous exercise of the power and authority of the UofT and of a member college. Currently TST offers the following conjoint graduate degrees: MA (Master of Arts), ThM (Master of Theology), and Doctor of Philosophy (PhD). The Doctor of Theology (ThD) is also a conjoint degree, but has been closed to admission since 2015.

The TST and its member institutions are solely responsible for the delivery of the conjoint degree programs, for the academic support of students in these programs, and for faculty development in relation to the conjoint degree programs. (See §§6-10 and 17-20 of the MOA for further details and exclusions.)

A1.4   Graduate (Advanced Degree) Faculty
Members of the graduate (advanced degree) faculty play a pivotal role in the delivery of TST's graduate programs in teaching, student supervision, examinations, directing theses, serving on various program and administrative bodies and, more generally, sharing in the responsibility for the excellence in graduate theological education. Graduate faculty membership also carries with it the appointment to the GCTS.

At TST, members of teaching staff do not automatically have teaching and supervisory privileges in graduate (AD) programs. To be eligible for graduate faculty membership, an individual must hold a faculty appointment (tenured, tenure-stream, status-only, visiting, adjunct, etc.) at one of the TST colleges or its affiliates. Faculty members must also have been approved by the TST Director to teach in TST in accord with the *Policy on TST Academic Appointments*. As well, any contractual arrangements or

financial compensation for graduate work done by a member of the GCTS faculty rests solely with their TST college of appointment.

A2.   STUDENT CATEGORIES

The TST offers admissions to three categories of graduate students:
1. degree
2. special (non-degree) student
3. visiting student

A2.1   Degree Student

A degree student is registered in a graduate program of the TST. Further, a degree student who has completed all requirements for the doctoral degree exclusive of thesis research will be designated as a doctoral Candidate in the GCTS (see General Regulations, §A8.5 Achieving Candidacy).

A2.1.1 Degree Student on Probation

When credentials are from a university where the program of study cannot readily be appraised by TST, the applicant may be required to register on probation for a period of at least 4 months and not more than 12 months. Applicants must hold a recognized degree with appropriate standing. After 4 months, but before the end of 12 months, the college of registration may recommend to the GCTS that the student's probationary status be removed. Work completed during the period on probation will be credited towards the degree program. Students whose probationary status is not removed may remain registered on probation for the remainder of the academic year but will not be permitted to continue after that.

A2.2   Special (Non-degree) Student

Special students (non-degree) are students on a Letter of Permission or studying through the Ontario Visiting Graduate Students (OVGS) agreement. Such students are not registered in a program of study that may lead to a degree. All special students must be enrolled in at least one graduate course. Special Students are not permitted to take Reading and Research courses or UofT courses. The Director, GCTS, may admit a student to part-time occasional studies to take courses for credit with the permission of the instructor. (See §A4.1.3.)

A2.2.1 Special Student, Part-Time

Students wishing to take one or two graduate courses not for degree credit may be admitted as part-time special students. Normally such students are admitted on a Letter of Permission from their home institution.

A2.3   Visiting Student

Visiting students are registered under special arrangements with the TST and its member colleges, and are not admitted to a degree.

A3.   APPLICATION FOR ADMISSION TO A DEGREE PROGRAM

A3.1   Procedures for Application
1. Formal application for admission should be submitted using the TST Online Admissions Application.
2. Applicants must pay an application fee as specified on the online application page, and according to the payment options. No decision on the application will be sent to the applicant

until this fee has been paid.
3. Applicants must arrange to have either official versions, photocopies or scanned copies of their complete academic records from **ALL** post-secondary educational institutions attended forwarded as part of their application. TST reserves the right to require that the student obtain a credential evaluation from an accredited credential evaluation service.
4. Two academic letters of reference are also required for all graduate degrees.
5. Certified English translations of all international documentation written in a language other than English or French must also be submitted.

Students are responsible for all costs associated with admissions documentation. For further details about admission requirements see §B2 and §C2 - Admission Requirements.

A3.2   Application Deadlines
The admission deadline dates are specified on the TST website by which applicants should submit their applications, supporting documentation, application fee, and at least two letters of reference to be assured that they will be considered for a place in the program of their choice and for financial support.

Earlier submission is recommended for applications from outside Canada to ensure timely arrival, the processing of any governmental study permits, particularly where special documentation (and/or translation) and proof of English-language proficiency are required.

All graduate programs commence in September.

A3.3   Financial Assistance
For detailed information about financial assistance, see §A14.5 Financial Assistance later in this *Handbook*.

A3.4   Offer of Admission
Admission decisions are made by the GCTS Admissions Committee. The official offer of admission letter is issued by the GCTS (followed by a letter from the applicant's college). Admission decisions are final and are not appealable.

Applicants who are offered admission pending receipt of final transcripts must submit one official copy of their final transcripts to the GCTS before final admission can be approved. If final transcripts do not indicate that the expected degree has been conferred, official documentation must be submitted before registration indicating the student has satisfied all degree requirements to graduate and the date of degree conferral.

A4.   ADMISSION POLICIES AND PROCEDURES

The GCTS admission policies and procedures are designed so that students entering a graduate program may normally have the capacity and preparation necessary to meet the challenges of the program effectively. The degree regulations for admission specify minimal requirements only. Meeting the minimal requirements of the GCTS does not guarantee admission.

All theological schools fully accredited by the Association of Theological Schools in the United States and Canada are deemed to be recognized institutions. Students from educational systems outside North America must give evidence of equivalent standing. The TST reserves the right to determine whether or not credentials of other degree-granting institutions meet the standards for admission to its programs. Admission decisions are final and are not appealable.

A4.1   Academic Requirements for Admission

All applicants will be considered on their individual merits for admission to any conjoint graduate program at the TST.

A4.1.1 Master's (MA) Program

See the Degree Regulations §B. Master of Arts (MA) in Theological Studies.

A4.1.2 Doctor of Philosophy (PhD) in Theological Studies

See the Degree Regulations §C. Doctor of Philosophy (PhD) in Theological Studies.

A4.1.3 Special Students

Special students must normally submit an application for admission for each academic year of study. Applicants accepted as special students must have completed an appropriate bachelor's degree with good academic standing from a recognized university. See General Regulations §A5 Admission Regulations for further details.

A4.1.4 Mature Students

Applicants who graduated five or more years ago but without achieving sufficiently high standing for admission to a graduate program may be considered for admission if, since graduation, they have done significant intellectual work and/or made a significant professional contribution that can be considered equivalent to a higher academic standing. This contribution and its impact on the profession must be detailed and documented (e.g., publications, research, professional advancement, development of new skills, responsibility, etc.) and presented as part of the application. The mere passage of time in a profession in and of itself is not sufficient. Such applicants may be considered for admission if they have achieved qualifications at least equivalent to those stated in the preceding sections and if recommended by a college for admission.

In their statements, applicants should explain why they think that their professional development activities or work experiences should be viewed as equivalent to academic work conducted at a university. Examples of evidence may include but are not limited to:

- publications and/or research which is professionally relevant (including published papers, technical reports)
- a record of outstanding advancement in one's profession (e.g., progressive leadership roles, management of projects and personnel, professional or academic citations and awards)
- professional designations, diplomas, or certificates
- training or courses taken subsequent to the undergraduate degree and/or being an instructor of professional development courses to others in one's profession
- development of new skills over and above what would normally be expected in one's profession.

These cases will be presented to the GCTS as non-standard admissions.

A4.1.5 English-Language Proficiency

It is essential that all incoming graduate students have a good command of English. Proficiency in the English language must be demonstrated by all applicants educated outside Canada whose primary language is not English. This is a requirement of admission and should be met before application, but must be met before the deadline to register. This requirement may be satisfied using one of the English-language proficiency tests listed in the General Regulations, §A5.5 English-Language Proficiency Tests. Test results that are older than two years at the time of application cannot be accepted. In these circumstances, the applicant must retake the English-language proficiency test.

A5.   ADMISSION REGULATIONS

All applicants to the TST must meet the minimum standards required by the TST.

A5.1   Master of Arts Program (MA)
The admission requirements are stated under the Degree Regulations for the MA (Theological Studies), Degree Regulations, §B2. Admission Requirements.

A5.2   Doctor of Philosophy Program (PhD)
The admission requirements are stated under the Degree Regulations for the PhD (Theological Studies), Degree Regulations, §C2. Admission Requirements.

A5.3   Diploma Programs
TST does not currently offer any graduate (advanced degree) level diplomas. Some TST colleges, however, offer basic degree level diplomas. Please consult the respective college website for further details.

A5.4   Special Students
Before applying, applicants should identify the courses they wish to take and obtain approval from the course instructor and the Director, GCTS.

> 1. Special students must normally have obtained an average grade equivalent to B+ (3.3/4.0 GPA) or better in the final year (or over senior courses) of an appropriate bachelor's or a master's degree program.
> 2. Other qualifications may be required by the GCTS.

A5.4.1 Courses Taken as a Special Student
On the recommendation of the college, and with the GCTS's approval, graduate courses taken as a special student may count for up to 1.0 full course equivalent (FCE) of the course requirements for the degree, whichever is greater, in a subsequent degree program at TST, provided that they have not already been credited towards another degree, diploma, certificate, or any other qualification. With the approval of the GCTS, they may also serve to satisfy prerequisite requirements. Special students' programs must include at least one graduate course. Any tuition fees paid as a special student cannot be transferred to a subsequent degree program.

A5.5   English-Language Proficiency Tests
Students must be able to communicate effectively in English for studies at the TST. Applicants from outside Canada whose primary language is not English, and who were educated in a university outside Canada where the primary language of instruction and examination in the full academic program is not English, must demonstrate English proficiency to acceptable standards through an acceptable language proficiency test (tests described below). Minimum scores are indicated. Evidence of an earned degree of at least two full years in duration from a recognized post-secondary institution where the language of instruction and examination is English may also be deemed as evidence of English proficiency (see §A5.6 below).

Even where an applicant has met the standards below, the Admissions Committee may require or consider additional evidence of fluency in English. After a student has been admitted to studies, the GCTS Director may require additional evaluation of the student's fluency in English and may prescribe a course of additional study in English as a foreign language. In this case, the student will withdraw without penalty from the courses in which he or she is registered. The GCTS Director is required to take

action under this paragraph when requested by a student's doctoral supervisory committee or college Graduate Director, or by the professor of a course in which a student is enrolled.

A5.5.1 Test of English as a Foreign Language (TOEFL)

Web: Educational Testing Service (ETS). The TOEFL examination is offered in two formats: the traditional paper-based format (only offered on specific dates in a limited number of countries) and the Internet-based format (offered year-round). Applicants registering for the paper-based TOEFL must include the Test of Written English (TWE) component. The Internet-based test must include the writing and speaking sections. All applicants must satisfy the minimum TOEFL score requirements.

Paper-Based Test (TOEFL PBT) and TWE	Internet-Based Test (TOEFL iBT) Including Writing and Speaking Sections
Overall score: 580 TWE: 5	Overall score: 93 Writing: 22; Speaking: 22

A5.5.2 Michigan English Language Assessment Battery (MELAB)
Web: https://www.cambridgemichigan.org/
Required score: 85

A5.5.3 International English Language Testing System (IELTS)
Web: https://www.ielts.org/
Required score: 7.0 (Academic Format) with at least 6.5 for each component.
(Applicants may be advised to contact their nearest British Council Office)

A5.5.4 The Certificate of Proficiency in English (COPE)
English Language Diagnosis and Assessment (ELDA)
Web: https://www.copetest.com/
Required score: 76 minimum total with at least 22 in each component and 32 in writing

A5.5.5 Academic English Level 60
School of Continuing Studies, UofT
Web: english.learn.utoronto.ca
Required score: B

A5.6   Exemptions

Normally, subject to the provisions in A5.5, if applicants meet any one of the following conditions, they are not required to submit proof of proficiency in English:

- Native language is English (language first learned and still used on a daily basis)
- A Canadian citizen who studied at a Canadian university where the language of instruction is French
- Has obtained an undergraduate or graduate degree of at least two year's duration from an institution recognized by the University of Toronto and where the language of instruction and examination is uniformly English
- Completed a degree of at least two year's duration in one of the following countries/regions: Australia, Barbados, Botswana, Ghana, Guyana, Hong Kong, Ireland, Jamaica, Kenya, Lesotho, Liberia, Malawi, Malta, Namibia, New Zealand, Nigeria, Papua New Guinea, Sierra Leone,

Singapore, South Africa, Swaziland, Tanzania, Trinidad and Tobago, Uganda, United Kingdom, United States of America, Zambia, and Zimbabwe

Note: Some applicants from the above-mentioned countries/regions may be required to provide proof of English proficiency as English is not the sole language of instruction at all universities.

The language of instruction and examination must be verified by TST. Applicants should provide an official academic transcript with a note confirming the use of English as the language of instruction and examination. If the official academic transcript does not have this note, applicants should make arrangements for an official statement to be sent from their institution directly to TST confirming the use of English as the primary language of instruction and examination.

A6.   STRUCTURE OF ACADEMIC PROGRAMS

A6.1   Academic Year
In the TST, the academic year begins in September and ends in August. The academic year is divided into three sessions: the Fall session (September to December), the Winter session (January to April), and the Summer session (May to August).

A6.2   Academic Programs
Academic programs leading to graduate degrees are defined by the degree regulations found in the Degree Regulations section.

A6.3   Program Length
Program length refers to the period of time (in sessions or academic years) for an academically well-prepared student to complete a master's or doctoral program while registered full-time. Program length is established at the time of initial approval of the program. See established program length for individual programs in §B1.3. Master's Program, or §C1.3 Time-frame (Doctoral Degree). The program length is the period of time upon which the minimum degree fee is based. Actual time to complete a program may vary for individual students.

A6.4   Minimum Degree Fee
Master's program
The minimum degree fee for MA programs is the fee associated with one year (three sessions) of full-time studies and represents the minimum amount of tuition that every MA student, regardless of registration status or option, must pay upon completion of the program prior to graduation.

Doctoral program
The minimum degree fee for PhD programs is the fee associated with one year (three sessions) of full-time studies and represents the minimum amount of tuition that every PhD student, regardless of registration status or option, must pay upon completion of the program prior to graduation.

All students are subject to tuition and fees for each session and year of registration, including sessions beyond the defined program length, until the program is completed. The Minimum Degree fee is associated with the Full-time program length and is based on Fall session as the start of the program.

A6.5   Residence
The TST graduate programs specify a period of residence during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in TST

activities associated with the program. Residence provides the student with an opportunity to become immersed in the intellectual environment of the TST colleges.

A6.5.1 Residence – MA
Among the essential elements of the master's program are the influence of a community of theological scholars and the opportunities for interdisciplinary interchange. To this end, the student is required to maintain a full-time involvement in the academic environment of the TST during the first year of the program and should normally be on campus several days a week. Such involvement is called "residence". (See also §§A7.1.2. and A7.1.6.1)

A6.5.2 Residence – PhD
Among the essential elements of the doctoral program are the influence of a community of theological scholars and the opportunities for interdisciplinary interchange. To this end, the student is required to maintain a full-time involvement in the academic environment of the TST during the first two years of the program and should normally be on campus several days a week. Such involvement is called "residence." (See also §§A7.1.2. and A7.1.6.2)

A6.5.3 Exception for extended absence
If the student must be geographically removed from the campus for more than four weeks in the term, he or she must obtain written permission from the GCTS, on recommendation by the Advisory/Supervisory Committee (PhD) or College Graduate Director (MA). The student must maintain active academic connections with the TST through electronic or postal communication. Permission for extended absence is extended to first-year students only for compelling compassionate reasons.

A6.5.4 Full-year rule
A student in the residential period of the program is required to be fully involved on campus for the entire academic year, which begins in September and ends in August. The Summer trimester is not considered a vacation period in the PhD or MA program.

A6.6 Time Limit
All program requirements must be completed within a specific period of time. The time limit for a degree is the maximum period of registration permitted for the completion of the program. The time limit for all graduate degrees and combined programs are as follows:
- **Full-time PhD**: 6 years
- **Full-time MA**: 3 years

See General Regulations §A7.2 (Extension of Time for Completion of Degree Requirements) for more information.

A7. REGISTRATION AND ENROLMENT

Registration is the process by which a person has established, for an academic period, an active association with a program of study. Enrolment is the approved engagement by a student in a course or other academic activity or component of a program of study.

A7.1 Registration Policies and Procedures

A7.1.1 Registration Procedures
Graduate students are required to register at least three weeks prior to the beginning of each session they are required to attend. New graduate students will receive registration instructions prior to the registration dates listed in the Sessional Dates.

For the Fall and Winter sessions, registration material is posted online and students should consult the GCTS website or their college website for detailed registration information. Students are asked to check their ACORN account to view their invoice online.

Every effort is made to ensure that only students who are eligible to register receive registration material. However, receiving it does not override any other notification students receive about academic status and eligibility.

New students who have received a conditional offer of admission should make arrangements with the GCTS to clear conditions as soon as possible, but prior to the date stated in their letter of admission.

The first step to registration is the payment of fees or arrangements to pay such fees.

A student is considered to be registered once any conditions of admission have been satisfied and academic, incidental, and ancillary fees are paid or a fees arrangement has been made.

A7.1.2 Full-Time Studies

Students registered as full-time students in the GCTS must be engaged in their studies on a full-time basis, as required by government regulations for full-time graduate studies. (See also §A6.5.3)
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Full-time graduate students are defined according to government regulations as follows:
1. They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students.
2. They must be designated by the TST GCTS or college as full-time students (taking a course-load of 1.5 full-course equivalents per Fall/Winter semester, which may included approved language courses).
3. They must be geographically available and visit the campus regularly.
4. They must be considered to be full-time students by their supervisors.
5. If an academic program requires an absence from the TST, i.e., a Letter of Permission to study at another institution, students must apply through their college Graduate Director for permission to be off campus.

A full-time student may be absent from the TST for an extended period or may participate in a program offered by another university if, and only if, the student has received written permission from the GCTS, on recommendation by the Advisory/Supervisory Committee (PhD) or College Graduate Director (MA). The student must maintain active academic connections with the TST through electronic or postal communication. A graduate student who, in a given session, is absent from the GCTS without receiving prior approval may lose good academic standing. In exceptional cases, a college may recommend to the GCTS the termination of the student's registration and eligibility.

A7.1.2.1   Maximum Fall/Winter Course Load

The maximum course load for each of the Fall/Winter sessions is 1.5 full-course equivalents (FCEs). Upon the recommendation of their College Graduate Director, students may petition the GCTS to take an additional 0.5 FCE per session.

A7.1.3 Part-Time Studies

1. Part-time studies are only permitted for special (non-degree) students (see §A2.2). Currently, TST does not offer a part-time option for the conjoint MA nor the conjoint PhD degree.
2. A student who is registered in part-time studies is subject to per-course tuition fees and any college ancillary and incidental fees.

3. Time limits for part-time studies are normally specified on the student's letter of admission.
4. Part-time special (non-degree) students may take a maximum of 0.5 or 1.0 full-course equivalent FCE in any session as approved by the GCTS (see §A5.4.1).

A7.1.4 Summer Session Courses

All students, whether attending formal courses or engaging in research or project work, must register for the Summer session**.** Doctoral and master's students are automatically registered for the Summer session, unless they are on an approved Leave of Absence.

In addition to a program of research supervision and independent study, the GCTS, through TST member colleges, offers a limited number of graduate courses for credit towards higher degrees during the Summer. Summer courses are equivalent to those offered during the Fall and Winter sessions but vary in duration and thus in frequency of meeting. Please consult the TST website for a listing of TST courses.

A7.1.4.1 Maximum Summer Course Load

For students attending the May to August session, the maximum possible load is 2.0 full-course equivalents (FCEs). The maximum load in the May to June or July to August period is 1.0 FCE (see §A7.1.2.1).

A7.1.5 First Registration

Students beginning their degree program register for the first time in September.

A7.1.6 Continuity of Registration

Students in a thesis program (doctoral) or in coursework-only (master's) programs with other requirements to complete, such as a major research paper, or language requirements, must be continuously registered.

A7.1.6.1 Master's Students: Continuous Registration

All master's students must register as full-time students in each session until all degree requirements have been fulfilled. (See General Regulations, §§A7.2 and A8)

A7.1.6.2 Doctoral Students: Continuous Registration

All doctoral students must register as full-time students in each session until all degree requirements have been fulfilled. (See General Regulations, §§A7.2 and A8)

A7.1.7 Late Registration Fee

Since it is the student's responsibility to ensure that proper registration is completed on time, late registration will be subject to any additional fees levied by the college.

A7.1.8 Failure to Register

Since it is the student's responsibility to ensure that proper registration is completed on time, late registration will be subject to an additional fee as specified by each college. Where on September 30th for the Fall semester, or January 30th for the Winter semester, a student has failed to meet the requirements for maintaining registration for the current academic year, the student's registration lapses and is considered terminated. In addition, registration lapses in the case of a student who has exceeded the maximum time limit for the completion of the degree, including all approved extensions.

Students who fail to register during their programs and who do not have an approved leave of absence may only apply to re-register if at the time of application they are still within the maximum allowable time for the degree program (the normal time limit plus maximum extension years, excluding leaves of absence). A student wishing to re-register must first petition the GCTS Director. Reinstatement then

requires approval from both the student's college and the GCTS Executive, with the support of the Supervisor. The program's normal requirements and time limits will apply to reinstated students as if they had been continuously registered, and reinstated students must pay fees owing for all session(s) in which they did not register. Non-registered students forfeit any funding that would have been available had they been registered, subject to their college's policies. Students will not receive credit for work completed during session*s* in which they have not registered.

A7.2   Extension of Time for Completion of Degree Requirements

A7.2.1 Master's Students
A master's student should remain in the program long enough to benefit from the influence of the academic community, but not so long that the integrity of the educational experience is imperilled. For this reason, time limits are imposed.

In exceptional circumstances, a master's student who has not completed all the degree requirements within the normal time limit is eligible to apply for two one-year extensions. The student must complete the *Request for Program Extension Form*, obtain the approval by signature of the Graduate Director of the college of registration, and submit the form to the GCTS Office. In the form, students must show evidence that any remaining degree requirements will be completed during the period of extension.

A program extension is granted for one year at a time beginning in September. A student who desires additional program extensions must submit a new petition each year by the published deadlines. The first extension requires the approval of the college Graduate Director. The second extension requires the approval of the GCTS Coordinator. No registration beyond this last extension will be permitted.

A7.2.2 Doctoral Students
A doctoral student should remain in the program long enough to benefit from the influence of the academic community, but not so long that the integrity of the educational experience is imperilled. For this reason, time limits are imposed.

A7.2.2.1   Program Extensions
In exceptional circumstances, a doctoral student who has not completed all the degree requirements within the normal time limit is eligible to apply for a maximum of four one-year extensions. In order to qualify, the student must have achieved candidacy. The student must complete the *Request for Program Extension Form*, obtain the approval by signature of the Graduate Director of the college of registration, and submit the form to the GCTS Office. In the form, students must show evidence that any remaining degree requirements will be completed during the period of extension.

A program extension is granted for one year at a time beginning in September or January. A student who desires additional program extensions must submit a new petition each year, well in advance of the expiry of the extension. The first extension requires the approval of the college Graduate Director. The second and third extensions require the approval of the GCTS Coordinator, while the fourth requires the approval of the GCTS Executive. Fourth extensions are only granted for serious and compelling compassionate reasons. No registration beyond this last extension will be permitted.

A7.2.2.2   Thesis Prospectus, General Examination & Thesis Proposal Extension
Extensions to program requirements are subject to the regulations on achieving Candidacy and satisfactory progress (General Regulations, §A8.5; Degree Regulations, §§C1.3, C7 & C8).

A7.2.2.3   Extension to Complete Language Requirements
The Degree Regulations contain specific policies on the fulfillment of any language requirements. (See §C1.3 Time frame.)

A7.3   Leave of Absence Policy
A student who will not be continuing his/her involvement in the program for a period of time may maintain registration by requesting and receiving a leave of absence. A student may apply for a leave of absence at any point in his/her program by completing the *Request for Leave of Absence Form*, obtaining the approval by signature of the College Graduate Director in his/her college of registration and submitting the form to the GCTS Office. The GCTS Coordinator may then grant the leave of absence. At the student's request, TST officials will treat as confidential the reason given by the student for seeking the leave of absence. A leave is normally granted for a year, beginning in September or January, for serious health or personal reasons, or for parental leave. Deadlines for any coursework extensions falling during the leave period are extended to the day of the student's return. A maximum of one year of leave of absence may be granted under this paragraph. Further leaves can be granted only by the GCTS Coordinator for compelling compassionate reasons (such as additional parental leaves, or other in exceptional circumstances). Difficult cases may be referred to the GCTS Executive. The length of the leave of absence is not calculated towards the time limit for the completion of the program. A student on a leave of absence does not register, has no library privileges, and may make no demands upon faculty resources. A student may request to return to studies at any time during their approved leave, in which case they will be registered at the start of the next academic session.

A7.4   Withdrawal from a Graduate Program
A student wishing to withdraw from the program must complete the *Withdrawal from Program Form* and submit it to the registrar of the college of registration, who will in turn immediately notify the GCTS Office. The withdrawal is recorded on the student academic record and reflected on the transcript, and is subject to published refund schedules, if applicable. An application for re-admission by a student who has withdrawn will be made in competition with all other applicants. All re-admissions decisions are made by the GCTS Admissions Committee, upon recommendation by the student's initial college of registration.

A7.5   Terminal reinstatement
Terminal reinstatement to defend a completed thesis, after a student's registration lapses, is not permitted.

A7.6   Graduate Courses and Other Academic Activities

A7.6.1 Graduate Courses
All graduate programs are composed of a number of academic requirements that include graduate courses and other academic activities. A graduate course is a discrete, time-delimited unit of instructional/learning activity identified by a course code, in which students enrol. Graduate courses must be approved according to the relevant college and TST policies and procedures. All graduate courses must have an instructor in charge who has a graduate faculty membership in the GCTS. A full graduate course (course weight of 1.0 full-course equivalent [FCE]) should involve a minimum of 48–72 hours of organized activity (e.g., two lectures or three hours of laboratory work a week over two sessions); a half course (0.5 FCE) should require approximately half this time commitment. Normally, the beginning and end dates for courses should coincide with the beginning and end dates of TST sessions.

If a course is not offered for more than five years, it becomes inactive and TST will archive the course. Faculty will need to re-activate the course in accord with established TST policies.

A7.6.2 Course Codes
All graduate courses have course codes consisting of:
- a prefix associated with the college and program area (three letters);
- a four-digit course number; and
- a suffix associated with the course weight and session

Normally, course weight is measured in full-course equivalencies (FCEs) and is indicated via a Y or H suffix:
- Y (full course): 1.0 FCE, normally taken over two sessions
- H (half course): 0.5 FCE, normally taken over one session

A7.7   Enrolment Policies and Procedures

A7.7.1 Enrolment (Registration)
At registration, students enrol with their college and arrange programs of study (courses, research topics, advisors, supervisors, and so on). The GCTS has additional responsibilities for approving supervisors and Supervisory Committees for doctoral students. Students should contact the college for enrolment procedures. Enrolment should be completed by the deadline noted in the annual published calendar of sessional dates.

Most of the formal classes and seminars in the Fall session begin in the week of September following Labour Day. Most formal Winter session classes and seminars begin during the first week of January, and those beginning in the Summer session begin in May.

Not every course will be offered in any one year. Consult the TST website concerning course availability.

A7.7.2 Deadlines for Enrolment Changes
Courses must be dropped by using ACORN (www.acorn.utoronto.ca). In order to avoid academic penalties, courses must be dropped by the deadlines specified in published Sessional Dates.

Students enrolled in coursework-only programs who drop all courses by the deadlines must withdraw from the program. (See General Regulations, §A7.4 Withdrawal from a Graduate Program.)

A7.7.3 Exceptional Circumstances Affecting Student Performance
Students with health problems or other personal circumstances that may adversely affect their performance in, or their ability to complete coursework, examinations, or other departmental or graduate program assessments may request special consideration. Students with long-term needs should register with Accessibility Services. Written requests, supported by a medical certificate or other appropriate evidence, must be submitted to the GCTS Coordinator (PhD students) or college Graduate Director (master's students) as soon as possible, normally no later than two business days following the deadline or date of assessment. If a medical certificate is submitted, it must confirm the student was adversely affected by health problems and must show the dates of illness and that the physician was consulted at the time of the illness.

If a student is affected by health problems or other personal circumstances during an examination that affect the completion of the examination, the student must notify the instructor or invigilator immediately; that is, the student should not wait until the end of the examination. Such notification must be followed up with a written request for special consideration as above.

A7.8   Grades, Completion of Coursework and Grade Submission

Minimum Grades Required: All courses must be completed with a final grade of at least B- to be credited to the required courses of a graduate degree program. All grades are recorded in the student's academic history as a letter grade. A student's sessional grade point average (SGPA) and cumulative grade point average (CGPA) are calculated on the basis of the letter grades. Instructors may assign letter grades for all coursework, or they may choose to assign percentage grades for individual assignments or evaluations, which are then used as the basis for determining a final letter grade. For basic degree language courses, grades are recorded as a percentage grade with a corresponding letter grade.

Letter Grade	Numerical Equivalent	Grade Point	Grasp of Subject Matter	Further qualities expected of students
A RANGE Excellent: Student shows original thinking, analytic & synthetic ability, critical evaluation, broad knowledge base				
A+	90-100	4	Profound & creative	Strong evidence of original thought, analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; extensive knowledge base
A	85-89	4	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking and of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE Good: Student shows critical capacity & 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	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 above criteria
NCR	none	0		

In addition, the following non-grade course reports may be entered on the student's academic record (ACORN) by the college registrar subject to the policies in subsequent sections (§§A7.9-A7.11).

INC (Permanent Incomplete). This is assigned in special circumstances where course requirements have not been completed but a failing grade is inappropriate or unwarranted (e.g., medical reasons, extenuating circumstances, change in a student's situation). INC carries no credit for the course and is not considered for averaging purposes. This course report is subject to the conditions contained in §A7.11.5.

SDF (Standing Deferred). This is assigned when a student has been granted an extension to complete the requirements for a course. SDF carries no credit for the course and is not considered for averaging purposes. (See also §A7.11.4.)

WDR (Withdrawn). This is assigned when a student has withdrawn from a course with no academic penalty, subject to the conditions in §A7.11.5.

A7.9   Course deadlines

Professors are responsible to ensure that clear deadlines are established for the completion of all course work, within the parameters outlined below. Students are responsible for submitting all work for each course by the established deadline or seeking an extension from the professor.

A7.9.1 Prima facie deadline
The *prima facie* deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. For courses taken during the summer session, the *prima facie* deadline is the last day of the semester (normally mid-August), identified under "Key Academic Dates" at www.tst.edu.

A7.10 Grade Submission
Grades shall be submitted by dates published annually under "Key Academic Dates" at www.tst.edu. However, some colleges have established earlier deadlines for the submission of grades. Instructors are bound by the earlier dates. Instructors may prescribe penalties for late completion of work and for failure to complete work, provided that these penalties are announced at the time the instructor makes available to the class the methods by which student performance shall be evaluated.

A7.11 Coursework Extensions
Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

A7.11.1 Petitions
The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a [standard form](#) provided by TST on its website.

The deadline for requesting an initial extension is the deadline for completion of coursework for courses offered in the relevant session (see §A7.9.1).

A student on extension who is unable to complete the required coursework in the extension period specified by the college Graduate Director may apply to their college Graduate Director for a continuation of the extension (subject to the time limits and deadlines for extensions, set out in §A7.11.3); however, the student must make such a request before the expiry date of the extension period in place. This request does not constitute a second extension.

A7.11.2 Grounds
Legitimate reasons for an extension can be academic in nature (e.g., unexpected problems of research in a course) or non-academic (e.g., illness). In order to ensure as much uniformity and fairness as possible in the granting of extensions (or continuations of extensions), the relevant college Graduate Director must be reasonably certain that:
1. the reasons for the delay are both serious and substantiated: the student must provide a statement detailing the reasons, together with a physician's letter in the case of illness;
2. the student would not be granted an unfair academic advantage over fellow students in the course;
3. the student would not be placing in jeopardy the normal and satisfactory completion of new coursework; and
4. the student does have a reasonable chance of completing outstanding requirements within the time to be allotted.

A7.11.3 Time Limits
If a college Graduate Director grants a petition for a first extension, she/he must specify an extension period, which is not to run beyond the following deadlines:

April 12, 2019	Fall session (Y, H) courses
August 12, 2019	Fall/Winter session (Y) and Winter session (Y, H) courses
December 13, 2019	Summer session courses

As noted in §A7.11.1, a college Graduate Director may grant a continuation of a first extension that is already in place provided that it does not extend the total period of the extension beyond the foregoing deadlines.

Extensions beyond these deadlines will require the approval of both the college Graduate Director and the GCTS Coordinator. Requests for extensions beyond these deadlines must be submitted before the expiry of the previous extension or the last day to submit signed approval requests for the subsequent semester (published at www.tst.edu), whichever is earlier.

A7.11.4 Course registration with one or more SDFs
If a student has been granted an extension beyond August 31, he or she may register for no more than two half-courses (1.0 FCE) in the Fall semester. If a second extension should be granted, a student may register in no more than one new half-course (0.5 FCE) for the Fall semester. A student who registers at the beginning of the academic year for courses in the Winter trimester will be required to drop courses that are excess according to this regulation, if SDFs have not been completed in the Fall trimester. Compliance with this regulation does not necessarily affect the student's full-time status.

A7.11.5 Failure to meet deadlines
If a student has not submitted any outstanding coursework by an established deadline (either the course deadline or other approved extension deadlines), the professor's submitted grade shall be the actual grade earned in the course, calculated with zero assigned to any coursework that is still incomplete. The use of non-grade course reports, such as WDR or INC, and amendments to submitted grades in such cases, must be approved by the Director, GCTS.

A7.11.6 Registration procedures for extended completion of coursework
A student who has taken all courses required for his/her program but has not yet completed all coursework or language requirements is not permitted to proceed to the general examination stage. Such a student, during the time she or he is continuing work on the requirements of the course stage, will be registered at the beginning of each academic session with the course placeholder code TSZ7777YY "Research". The student cannot enter this placeholder code directly in the ACORN registration system; registration must be done by the registrar of his /her college of registration.

A7.11.7 Deadlines for courses taken outside the TST
A student taking a course offered by the School of Graduate Studies (SGS) or another entity outside the TST is bound to the policies of that institution. For SGS courses, SDFs are not routinely assigned and extensions cannot be granted beyond the end of the trimester following the end of the course (except, on rare occasions, with the approval of the Admissions and Programs Committee of SGS). If issued an extension by SGS or another entity outside the TST, the student must submit a copy of all relevant documentation to the GCTS Office.

A7.12   Extra Courses Not Required for the Degree

The GCTS permits students to enrol in additional courses not required for the degree. Such courses must be so designated on the student's Academic Record. These courses are subjected to the same regulations regarding withdrawal, failure, and failure to complete work as are courses required for the degree, except that repetition or replacement of failed or incomplete courses may be waived by the student's college of registration.

A7.13   Auditing of Graduate Courses

The colleges offering the course determines if it wishes to allow auditing of their courses and which groups of students and non-students it wishes to allow. When auditing is allowed, the final decision to permit an individual to audit rests with the instructor of the course. In all cases, students registered in TST who wish to audit courses have priority over non-TST students. An auditor may attend lectures and other class meetings, take part in class discussions, and, when the appropriate fee is paid, receive written confirmation of attendance. An auditor will not receive evaluations of participation and will not be allowed to submit assignments or write examinations and tests except by special and express permission. Audited courses are recorded on a student's transcript. The student must complete the appropriate registration form and submit it to the registrar of the college offering the course. Each TST college sets its own fees for auditing courses for registered and non-registered students. An audited course may not later be converted to a credit course.

The UofT's *Code of Student Conduct* applies to auditors. Further information about access, certificates of attendance, and fees for auditing may be obtained from the college of the instructor.

A7.14   Transfer Credit and Exemptions

Transfer credit for graduate work completed in another program is limited to 1.0 full-course equivalent (FCE) or 25% of the course requirements for any degree, whichever is greater, provided that the courses have not been credited towards another degree, diploma, certificate, or any other qualifications. Such courses normally must have been completed within five years of the first year of a student's registration in the program. Such credit may be given on the recommendation of the student's Supervisor (for the PhD) or college Graduate Director (for master's degrees). The *Transfer Credit Form* is used to report such recommendation. The award must be approved by the GCTS Director. The GCTS Admissions Committee may also award such transfer credit.

TST does not currently participate in exchange programs that permit additional transfer credit, other than allowing for the possibility of language study for credit.

Transfer of credit and course exemptions include the following categories:

i.   "Transfer Credit: Course Equivalent Credit" received for a course completed in a prior program is considered to be equivalent to a TST graduate (5000-6000 level) course, thus reducing the overall course credit requirements for degree.

ii.   "Transfer Credit: General Equivalent Unassigned" credit for course not identifiable with course offerings but which is evaluated as being appropriate for academic credit on transfer, thus reducing overall course credit requirements for degree.

iii.   "Course Exemptions:" The GCTS does not exempt students from required courses. However, it may grant Advanced Standing for elective courses. For Advanced Standing, the student is exempted from taking elective course units required in the program in consideration of the student's previous studies (including earned degrees). Normally such studies must have been

completed within five years of the first year of a student's registration in the TST program. The most typical case is a student who receives a *pro tanto* award of up to two credits for completing second graduate degree after having already met admissions requirements by completing a first master's degree.

A7.15   Types of courses
There are three types of graduate courses:
  i.   <u>5000-level courses</u> are regularly scheduled on the TST timetable and are intended exclusively for graduate students.

  ii.   <u>6000-level courses</u> are regularly scheduled on the TST timetable, but may include, and usually will include, basic degree students who are fulfilling lesser requirements for a 3000-level credit.

  iii. <u>7000-level courses</u> are Reading and Research courses at the graduate level. Such courses are not a standard part of the curriculum and professors are not required to supervise them; each 7000-level course must be individually reported to the GCTS and must also be individually approved. They require work equivalent to that of a 5000-level or 6000-level course. Special students are not permitted to take 7000-level courses.

Regularly scheduled courses typically meet two hours (or sometimes three hours) a week during the semester for a total of fourteen or fifteen weeks including reading week and examination week.

A7.16   Basic (Second Entry Undergraduate) Degree Students in Graduate Courses
In 6000-level courses: In exceptional cases a basic (second-entry undergraduate) 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. If accepted into a 6000-level course basic degree students must complete the advanced level requirements of the course and will be graded on the same basis as graduate students in the class.

In 5000-level courses: Only in cases of exceptional ability and academic background in the 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 GCTS Director. If accepted into a 5000-level course basic degree students must complete the advanced level requirements of the course and will be graded on the same basis as graduate students in the class.

The fee associated with taking a 5000-level or 6000-level course is that of the graduate course. Please see the TST website for [course fees](#).

A7.17   Language Courses
Introductory courses in Ancient Latin, Biblical Hebrew and Biblical Greek may be taken for credit but do not count towards the total courses required for graduate degrees. Graduate (advanced degree) students taking introductory language courses in order to fulfill program language requirements shall request that the GCTS Administrator or their college registrar change their course registration from credit (CR) to extra (EXT), as such courses are not to be used towards calculating a student's grade-point average (GPA). Language course grades, nevertheless, will still appear on transcripts. Some exceptions may apply for students in biblical studies areas, who may take advanced language courses for credit towards fulfilling program course requirements (see Degree Regulations, §C6.3). In other cases (i.e. TST language exams or TST modern language courses), TST does not record grades, but simply designates a CR (CRedit) on ACORN for a passing grade.

A8.   GOOD ACADEMIC STANDING AND SATISFACTORY ACADEMIC PROGRESS, TIME LIMITS, SUPERVISION, AND CANDIDACY

A8.1   All Degree Students
To be in good academic standing, a student registered in a degree program in the GCTS must:
1. comply with the General Regulations of the GCTS as well as with the Degree Regulations governing that degree program; and
2. make satisfactory progress towards the completion of the degree.

All degree students are admitted under the General Regulations of the GCTS, described in this section of the Handbook. The degree regulations for the various doctoral and master's degrees offered by the GCTS are specified in the Degree Regulations section. Each student is required to satisfy the program requirements found in the *GCTS Handbook* of the academic year in which the student first registered in the graduate program. Failure to maintain good academic standing may result in various sanctions, including ineligibility for financial assistance, lowest priority for bursaries and assistantships, and even termination.

The GCTS may terminate the registration and eligibility of a student:
1. who fails to comply with the General Regulations of the GCTS or the relevant Degree Regulations, or any additional policies of the college in which the student is registered; or
2. who fails to maintain satisfactory progress in the degree program in which the student is registered, as measured by the general standards of the GCTS.

A8.2   Full-Time Students
Students must meet the full-time studies requirements to be in good academic standing – see General Regulations, §A7.1 Registration Policies and Procedures.

A8.3   Timely Completion of Graduate Program Requirements
The TST establishes specific requirements for degree programs, as well as standards of satisfactory performance and progress. Continuation in a degree program requires satisfactory progress towards the completion of that program. A student's progress in a degree program will be considered satisfactory only if the student satisfies and completes the various requirements for that degree in a manner consistent with these General Regulations and Degree Regulations and the timeline for completion of the respective degree program. A college may recommend to the GCTS that a student's registration and degree eligibility be terminated when a student fails to maintain satisfactory progress towards the completion of the degree.

A8.4   Satisfactory Completion of Graduate Courses – Minimum Grade Average
Satisfactory performance in a degree program requires the completion of every course taken for graduate credit with a grade of at least a B-. If a student fails to complete a graduate course in a satisfactory manner (i.e., receives a grade report of FZ or NCR in a course or receives a grade report below the minimum acceptable grade), then the college in which the student is registered may recommend to the GCTS the termination of registration and eligibility of that student. If the student is permitted to continue, he or she must repeat the relevant course, or an alternative course recommended by the college Graduate Director (for the MA) or Supervisor (for the PhD) and approved by the GCTS Director, and obtain a satisfactory grade. The report for the course that was not completed in a satisfactory manner as well as the report for the repeated or alternative course will appear on the student's academic record. For repeated or alternate courses only, the original failing grade will not be counted in the student's CGPA.

A8.4.1 Master's program
The student must obtain an overall cumulative grade-point average of 3.3 (B+) for all courses required in the MA program, with no grade below B- in any course.

A8.4.2 Doctoral program
The student must obtain an overall cumulative grade-point average of 3.7 (A-) for all courses required in the PhD program, with no grade below B- in any course, in order to proceed to the Thesis Prospectus and General Examination stage.

A8.5   Doctoral Students and Candidacy

A8.5.1 Achieving Candidacy: Requirements and Time Limit
To achieve candidacy, students in doctoral degree programs must:
   1.   successfully complete all requirements for the degree exclusive of thesis research; and
   2.   have an approved thesis topic, Supervisor, and Supervisory Committee.

Candidacy must be achieved by the end of the third year for all doctoral programs.

In exceptional circumstances, a student who has not met these requirements may be permitted to register in the program for up to 12 months at the discretion of the GCTS Coordinator. Continuation beyond 12 months will require the approval of both the college Graduate Director and the GCTS Executive.

Completion of the program requirements identified above will signal the achievement of candidacy. Achieving candidacy is recognized by a notation on the transcript.

A8.5.2 Supervision and Satisfactory Progress
All doctoral students should have an identified Supervisor and Supervisory Committee as early as practicable in their program. The Supervisory Committee should consist of the Supervisor and two other members chosen from among the graduate faculty members of the GCTS. The GCTS Coordinator may assist in selection of the Supervisor. Both student and Supervisor should be involved in the selection and approval of other Supervisory Committee members. The Supervisory Committee should be established no later than the end of the fourth session (i.e., the end of the first session in the second year) in the doctoral program.

The student's choice of Supervisor and Supervisory Committee is subject to the approval of the GCTS. A student who encounters difficulties setting up a Supervisory Committee should consult the GCTS Coordinator, in advance of the relevant deadline. A student who fails to constitute a Supervisory Committee by the required time may lose good academic standing.

A student is expected to meet with this committee at least once a year, and more often if the committee so requires.

At each meeting, the Supervisory Committee will assess the student's progress in the program and provide advice on future work. In each of two consecutive meetings, if a student's Supervisory Committee reports that the student's progress is unsatisfactory, the college may recommend to the GCTS the termination of registration and eligibility of that student. A student who encounters difficulties arranging a meeting of this committee should consult the Director, GCTS, or GCTS Coordinator in advance of the relevant deadline for doing so. A student who, through his/her own

neglect, fails to meet with the Supervisory Committee in a given year will be considered to have received an unsatisfactory progress report from the committee.

A9.   GRADUATE STUDENT SUPERVISION

A9.1   Thesis Topic and Supervision

In those degree programs for which a thesis is part of the requirements, the work upon which the thesis is based must be conducted under the direction of one or more members of the faculty of the GCTS. A student must choose a thesis topic for which TST is able to provide adequate supervision. A student's choice of thesis topic, as well as his/her choice of Supervisor from among the graduate faculty members available in the GCTS and Supervisory Committee, is subject to the approval of the GCTS Coordinator.

A9.2   Doctoral Supervision

While the special, collaborative relationship between student and Supervisor serves as a foundation for graduate education, the primary responsibility for graduate programs and their supervision rests with the GCTS. The Director of the GCTS has the principal obligation and authority for exercising these responsibilities, and, therefore, for implementing the academic and procedural standards established by Academic Council or the GSC.

It is essential that students have access to information relevant to their graduate program of studies, in all domains. Thus, TST will provide students with documentation that provides details of all procedures involved with graduate training, a list of members of the graduate faculty with relevant information concerning their participation, fields of expertise and supervision. In addition, updated statements must be made available to students on a regular basis. These will include a list of graduate students (with their general thesis topic, supervisors, and advisors), the availability of financial assistance, and relevant information to affected students about the expected absences of their Supervisor(s) and/or advisor(s).

The academic experience is greatly enhanced if members of the academic faculty, in addition to the direct Supervisor, are readily and formally available for consultation and discussion with the graduate student. Therefore, an individual thesis Supervisory Committee should be struck as early as possible for each graduate student.

The GCTS is responsible for monitoring the progress of doctoral students registered in its programs. Each doctoral student, at minimum, should have a Supervisory Committee that:
1.   consists of the Supervisor and at least two graduate faculty members;
2.   meets with the student at least once per year to assess the student's progress in the program and to provide advice on future work; and
3.   submits a report detailing its observations of the student's progress and its recommendations.

Further, the student must be given the opportunity to respond to the Supervisory Committee's report and recommendations and to append a response to the committee's report. Copies of the report must be given to the student and filed with the GCTS and college, within ten business days of the meeting.

TST has adopted the UofT-SGS *Graduate Supervision: Guidelines for Students, Faculty, and Administrators*, as informing student supervision at TST and as adaptable to TST structures and policies. These may be found online at www.tst.edu.

A10. GRADUATION

A10.1   Degree Recommendations

When all requirements for a graduate conjoint degree have been fulfilled, the GCTS will confirm to the college that the program has been satisfactorily completed by the student.

Doctoral students should note that when all requirements for a doctoral program have been fulfilled, including the final approval of the student's digital (TSpace) thesis upload, the student will be recommended for graduation by the GCTS (see §C12.9. on TSpace submission).

A10.2   Convocation Ceremonies

Convocation ceremonies are at various times of the year, typically in either May (Emmanuel, Knox, Trinity, and Wycliffe) or November (Regis and St. Michael's). Students who choose to attend a ceremony must attend the ceremony which directly follows the completion of their degree requirements. The TST Registrar, in collaboration with the college of the student's registration, submits the names of the graduands to the UofT Office of Convocation, which is responsible for the procedures for the convocation ceremony and the issuance of diplomas. Student's must contact their college well in advance of convocation and apply to graduate. (See also Degree Regulations, §C11.1.2 Deadlines for dissertation submission.)

The TST colleges will not release the official parchment (diploma) to students who have outstanding debts or obligations to the TST, college or UofT in accordance with college polices on graduation and TST policies on contained in General Regulations, §A12.3.

Students approved for graduation will graduate under the name specified on Repository of Student Information (ACORN). 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. Such requests must be made a minimum of six weeks prior to the date of the convocation ceremony.

A11. ACADEMIC APPEALS

A11.1   General considerations

A conjoint graduate (AD) student of a member college of the TST may appeal a grade or an academic decision which affects him or her adversely and which he or she considers to be unfair or unreasonable. Appeals may be made concerning grades for courses or papers; decisions of an advisory or supervisory committee; results of a language examination; evaluation of general or comprehensive examinations; evaluation of theses; decisions about a student's continuation in a program; or any other decision involving academic requirements and regulations as they pertain to a student. Decisions made by the GCTS Admissions Committee concerning admission and related matters are not subject to appeal. Issues relating to non-academic matters are not to be considered by the GSC Academic Appeals Committee.

An appeal may also be made by a person not currently registered who was registered at the time the adverse grade was submitted or the adverse decision was taken, unless the student has since graduated from the degree program (and subject to the timelines noted in the sections below). The standard of review is reasonableness and fairness.

A11.2   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 *Policy on 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. TST's standard of review is fairness and reasonableness.

A11.2.1   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, the Director, GCTS, has the authority to waive or extend deadlines. In cases of appeals to the GSC Academic Appeals Committee, the TST Registrar has the authority to waive or extend deadlines. The TST Registrar may consult with the TST Director regarding issues related to timeliness.

A11.2.2   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.

A11.3   Channels of recourse

Dispute Concerning:	Step 1: Informal Resolution	Step 2: Initial Appeal	Step 3: TST Appeal	Step 4: UofT Appeal
Grades (courses, language exams)	Instructor of course	Director, GCTS	**GSC Academic Appeals Committee**	Governing Council
Advisory or Supervisory Committee	GCTS Coordinator	Director, GCTS	**GSC Academic Appeals Committee**	Governing Council
General Exams	GCTS Coordinator	Director, GCTS	**GSC Academic Appeals Committee**	Governing Council
Doctoral Examination	Not applicable	Not applicable	**GSC Academic Appeals Committee**	Governing Council
Termination of Candidacy	Not applicable	Not applicable	**GSC Academic Appeals Committee**	Governing Council
1st Extension (courses, program)	College Graduate Director	GCTS Coordinator	**GSC Academic Appeals Committee**	Governing Council

2nd or additional extensions (courses, program)	GCTS Coordinator	Director, GCTS	**GSC Academic Appeals Committee**	Governing Council
Master's Research Paper (MRP)	Director, GCTS	GCTS Executive	**GSC Academic Appeals Committee**	Governing Council
Other	Director, GCTS	GCTS Executive	**GSC Academic Appeals Committee**	Governing Council

A11.3.1   Informal and Formal resolution

Every attempt should be made to resolve the matter informally (Step 1 in the table above). Students are encouraged to meet with an appropriate adviser, in the following order: the college Graduate Director, GCTS Coordinator, Director, GCTS, TST Director, in order to acquire information and to receive advice about the process. If that attempt is unsuccessful, then the matter may proceed to a formal appeal at Step 2.

A11.3.2   Disputed grade

Instructor Reread or Reassessment

1. With respect to written work (including coursework exams and coursework essays), the student must first request a rereading of the written work by the instructor who assigned the grade. With respect to non-written work, the student must first request a reassessment of the work by the instructor who assigned the grade. The request for a rereading or reassessment must be made in writing w*ithin 30 days of the grade being released on ROSI*. The instructor shall reread the written work or reassess the non-written work, and discuss it with the student, explaining the reasons for the grade in writing, *within 30 days of receiving the request for rereading or reassessment*.

2. The instructor should apply, as nearly as possible, the same standard on the reread or reassessment as he/she applied originally. The purpose of the reread or reassessment is to provide clarification and context to the grade assigned. The instructor should change a grade only if he or she is convinced that it is wrong. An instructor may change a grade only by increasing it. Where an instructor decides to change a grade, the instructor shall submit the new grade to the college dean or principal for approval prior to communicating the new grade to the student.

3. If a student has made reasonable efforts to request a rereading or reassessment of his/her work and has been unable to make contact with the instructor or if the instructor has not provided timely and relevant comments, then the student may contact the Director, GCTS either to facilitate obtaining the instructor's comments within the prescribed timeframe, to extend the deadline or, failing that, the Director, GCTS may decide that the appeal proceed directly to the second reader.

4. If the student does not feel that sufficient explanation has been given for the grade, or if the student is not satisfied with the new grade given by the instructor, the student may submit an appeal to the TST Registrar's Office. The appeal must be accompanied by written grounds and must be submitted in writing *within 30 days of the date on which the instructor communicated to the student the outcome of his/her reread or reassessment*.

Appeals relating to non-written work

1. Where the appeal is taken from a grade based on non-written work, the appeal shall go directly to the GSC Academic Appeals Committee. The GSC Academic Appeals Committee shall have

before it any submissions from the student and instructor relating to the appeal of the assessment (the "assessment record").

Second Reader Assessment for Grade Appeals Based on Written Work
1. Where the appeal is of a grade based on written work, the Director, GCTS shall arrange for an assessment of the written work by a second reader, chosen by Director, GCTS after consultation with both the instructor and the student. The second reader shall have appropriate expertise in the subject matter of the written work. The Director, GCTS shall give the student's written reasons for the appeal to the second reader and a copy shall be provided to the Instructor. The Director, GCTS shall also give the instructor's written explanation of the grade to the second reader and a copy shall be provided to the student.
2. When reviewing the written work, the student's written reasons for the appeal and the instructor's explanation of the appeal (the "grade appeal record"), the second reader shall apply the standard of whether a reasonable marker could have reached the same conclusion as the instructor did in the same circumstances. In applying the standard, the second reader may consider other materials relating to the course, such as the written work of other students, and the course outline in the syllabus. The second reader shall render a recommendation on the written work within 30 days of receiving the grade appeal record.
3. If, after reviewing the grade appeal record, the second reader decides that a reasonable marker could not have reached the same conclusion, the second reader shall recommend a grade for the written work that he or she believes a reasonable marker would have assigned. A second reader may recommend a change of grade by either increasing or decreasing it. The second reader shall give reasons for his/her decision, either to affirm or change the grade, for approval to the Director, GCTS. The Director, GCTS shall assign the final grade.

A11.3.3   Disputed decision of the supervisory committee, general examinations committee, or thesis supervisory committee (except for decisions made by the Admissions Committee)
In respect of the matters named in this regulation, the student has recourse first to the Director, GCTS, and initiates the appeal by letter at Step 2. The Director, GCTS, at his/her discretion, may refer to the matter to the GCTS Executive for review. If the student is not satisfied with the explanation given or the steps taken to remedy the situation, he or she has the right to appeal the matter to the GSC Academic Appeals Committee (following the procedure outlined in §A11.5).

A11.3.4   Appeal of Extensions (courses, program, examinations)
The student may appeal the decision regarding extensions to courses, examination timelines, or program extensions. The appeal is directed according to the steps 1 and 2, with final recourse being an appeal to the GSC Academic Appeals Committee (following the procedure outlined in §A11.5). At Step 2, the Director, GCTS, at his/her discretion, may refer to the matter to the GCTS Executive for review.

A11.3.5   Disputed evaluation of a thesis
The student may only appeal the evaluation of a thesis or final oral examination to the GSC Academic Appeals Committee at Step 3 (following the procedure outlined in §A11.5).

A11.3.6   Timelines
The student must begin the process of appeal within thirty days of having received written notification of the ruling, evaluation, or grade in question. If the appeal is to the GSC Academic Appeals Committee, a written response should be provided within sixty calendar days.

A11.3.7   Right of Appeal to the UofT Academic Appeals Committee
All conjoint degree students 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 at http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm.

A11.4   GSC Academic Appeals Committee
The GSC Academic Appeals Committee hears academic appeals from TST graduate (AD) students. It has power to issue the final decision. Conjoint degree students have the right to appeal to the Academic Appeals Committee of the Governing Council of the University of Toronto (§A11.3.7).

A11.4.1   Membership
The Director, GCTS shall recommend the membership of the GSC Academic Appeals Committee to the GSC for approval. The GSC Academic Appeals Committee consists of three persons: one faculty member of the GSC, a UofT faculty member, and a graduate (AD) student. The GSC faculty member will serve as Chair of the GSC Academic Appeals Committee. In addition, the GSC should identify at least one alternate member for each individual on the committee. Alternate members may be appointed by the Director, GCTS, or designate, in situations where a conflict of interest has been identified or where a regular member is unable to serve. Student members and alternates are identified in consultation with the TST Graduate Students' Association. The TST Registrar is a non-voting member who serves as Secretary. Faculty members are typically appointed for two-year terms, while students are typically appointed annually.

The GSC Academic Appeals Committee's decisions are made by a simple majority of the three voting members of the committee. In other words, the decision does not have to be unanimous. The Chair has a vote. In the event of a non-unanimous decision, the Chair will release a majority decision, accompanied by a dissenting opinion.

A11.5   Procedures for TST appeals

A11.5.1   Initiation of the Appeal
The student (or former student qualified under §A11.1) initiates the appeal by filling in the form provided online at https://www.tst.edu. 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; a 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 www.viceprovoststudents.utoronto.ca/publicationsandpolicies/rights-and-responsibilities.htm.

Any party to an appeal, may at his/her expense, be represented by counsel or other agent at any stage of the appeal process.

In the case of a matter under §§A11.3.2-4, the appeal must be received by the TST Registrar within three months of the appellant's receipt of notification of the decision made at Step 2. In the case of a matter under §A11.3.5, the appeal must be received by the TST Registrar within three months of the date of the final oral examination.

The above time limits 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.

A11.5.2   Right of Withdrawal
The student may withdraw the appeal at any time.

A11.5.3   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.

A11.5.4   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.

A11.5.5   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.

A11.5.6   Response of interested parties
Within 10 business days of the receipt of the confirmed 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 statement to those named in the appeal or otherwise directly concerned in the appeal and/or the person having responsibility for the previous decision, and invites a response in writing.

The Respondent(s) 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 responding parties. Copies of all such responses are copied to the appellant.

Following receipt of the Respondent's response, the Appellant has a further 30 days in which to provide a reply response. If the Appellant will not be submitting a reply, the Appellant will notify the Registrar.

Once the hearing date has been scheduled (see §A11.6.2 below), any other submissions are due at least 10 days prior to the date of the scheduled hearing.

A11.5.7   Offering alternative resolution
If at any time, the parties consent to resolution outside of the formal hearing process, the TST Director shall facilitate a resolution of the dispute on consent of the parties. If a resolution is reached, the appeal will be treated as withdrawn.

A11.6   Hearing

A11.6.1   Purpose
The purpose of the hearing is to assist the GSC 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.

A11.6.2   Arrangement of the hearing
If the matter has not otherwise been resolved without a hearing in accordance with §A11.3, and once the TST Registrar has received responses from all interested parties under §A11.5.6 (or when the deadline for responses has passed) and a reply from the Appellant (if one is forthcoming), the TST Registrar arranges a hearing of the matter before the GSC 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 all of the appeal materials.

A11.6.3   Procedures for the Hearing
- The Chair decides all procedural matters.
- All hearings are open. Due to space constraints, the Registrar may request that interested members of the public confirm their attendance prior to the hearing.
- The Chair will explain the procedures at the hearing and the expected timeframe (appeals are usually allocated three hours).
- 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 parties wish to ask any clarifying questions of the appellant.
- The respondent parties have 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 parties.
- The parties present closing statements.
- The parties leave the hearing and the panel deliberates.
- The panel releases a decision with reasons within thirty days following the hearing.

A11.6.4   Disposition
The GSC Academic Appeals Committee may:
- send a decision back to the decision-making person or body for reconsideration to correct a procedural flaw or to address new information presented at the hearing that was not available to the prior decision-maker at the time the decision was made;
- take any action that was available to the person or decision-making body at the time it considered the petition; or
- deny the appeal.

A11.6.5   Decision
The decision of the GSC Academic Appeals Committee is final and the GSC Academic Appeals Committee has power to issue the decision. The Chair of the GSC Academic 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 right of further appeal. A conjoint degree student has the right to appeal to the Academic Appeals Committee of the Governing Council of the University of Toronto. (See §A11.3.7.)

A11.6.6   Further reporting
The TST Registrar will communicate the decision to the Director, GCTS.

A12. POLICIES & GUIDELINES

A12.1   TST Assessment and Grading Practices Guidelines
The regulations below set out the principles and key elements that should characterize the assessment and grading of student work in for-credit programming in graduate conjoint degree programs. The purpose of these regulations is to ensure:

- that assessment and grading practices across the TST are consistent and reflect appropriate academic standards;
- that student performance is evaluated in a manner that is fair, accurate, consistent, and objective and in compliance with these academic standards;
- that the academic standing of every student can be accurately assessed even when conducted in different colleges of TST.

A12.1.1   Disclosure of method(s) of evaluation of student performance
At the start of each course the instructor shall make available to the class in the course syllabus the methods by which student performance shall be evaluated. This will include whether the methods of evaluation will be essays, tests, class participation, seminar presentations, examinations, etc.; the relative weight of these methods in relation to the overall grade; and the timing of each major evaluation.

In graduate courses, there is no requirement for term work to be returned before the last date for withdrawal from the course without academic penalty. However, if no work is to be returned by this date, this shall be made clear in the course syllabus.

A12.1.2   Changes to the method of evaluation
Once the methods of evaluation have been made known in the course syllabus, the instructor may not change them or their relative weight without the consent of a simple majority of students enrolled in the class, provided the vote is announced no later than in the previous class. Any changes must be reported to the college dean or principal.

A12.1.3   Types of Assessments
In graduate courses, there is no requirement for multiple assessments. However, if any one essay, test examination, etc., has a value of more than 80% of the grade, this must be made clear in the course syllabus. If participation forms part of the final grade it must not constitute more than 20%.

A12.1.4   Access to commentary on assessed term work
Graduate students will have access to commentary on assessed term work and the opportunity to discuss the assessment with the instructor.

A12.1.5   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 accepts and applies penalties to late assignments, this shall be set out clearly in the course syllabus.

A12.1.6   Final grades
Final grades in graduate courses shall be recommended by the instructor, using the approved TST

grading scales (see General Regulations §A7.8), to the college dean or principal, in accord with each college's established procedures. The college dean or principal is responsible for overseeing the general consistency of grading procedures within their college. Final grades for courses are reviewed and approved by the dean or principal according to college review procedures.

A12.2   Research Ethics

Students who conduct research involving human subjects must receive appropriate approval from the UofT Research Ethics Board (REB) **before** commencing their research. Students must contact the GCTS Office for procedures regarding such ethics approvals. See also *Research Involving Human Subjects* on the SGS website.

A12.3   Policy on Academic Sanctions for Students Who Have Outstanding Obligations to TST, its member colleges or the UofT

Academic sanctions are applicable to any student who has an outstanding obligation to the TST, its member colleges or UofT. Recognized obligations are as follows:
1. tuition fees
2. academic and other incidental fees
3. residence fees and other residence charges
4. library fines
5. bookstore accounts
6. loans made by colleges, TST, or UofT
7. health service accounts
8. unreturned or damaged instruments, materials and equipment
9. orders for the restitution, rectification, or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the *Code of Student Conduct*

The following academic sanctions will be imposed on students who have outstanding recognized financial obligations to the TST or its member colleges.
1. Statements of results or official transcripts of record or both will not be issued.
2. The member colleges will not release nor confirm the official document (called the parchment) which declares the degree earned, nor provide oral confirmation or written certification of degree status to external enquirers. Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
3. Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first to outstanding TST, UofT or member colleges debts, and second, to current fees.

The full text of the *Policy on Academic Sanctions for Students Who Have Outstanding University Obligations* is available on the UofT website at http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm.

A12.4   Code of Behaviour on Academic Matters

Every conjoint degree student registered in the TST or in one of the participating colleges is subject to the disciplinary jurisdiction of the UofT in respect of academic matters including plagiarism, forging of academic documents and cheating on examinations or papers, and is subject to UofT's *Code of Behaviour on Academic Matters*. The *Code of Behaviour on Academic Matters* addresses the responsibilities of all parties to the integrity of the teaching and learning experience. It concerns the accountability of faculty members and students as they cooperate in all phases of this relationship. Honesty and fairness must inform these activities, the foundation of which is mutual respect for the aims of education and for those ethical principles which characterize the pursuit and transmission of knowledge within the UofT, TST and its member colleges.

The code addresses offences, procedures, and sanctions; more information appears in three appendices within the document. The code is enforced by college Deans and Principals, the Provost, and the University Disciplinary Tribunal.

The full text of the *Code of Behaviour on Academic Matters* is available on the UofT website at http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm.

A record of cases disposed under Section C.i.(a) (Divisional Procedures) of the Code of Behaviour, and of the sanctions imposed, shall also be sent to the Director, GCTS.

A12.5   Policy and Procedures: Sexual Harassment

All members of the TST community should have the ability to study, work, and live in a campus environment free from sexual violence, including sexual assault and sexual harassment. To guard against sexual violence and harassment, the Governing Council of the University of Toronto has approved the Policy on Sexual Violence and Sexual Harassment. Students must contact their college of registration or TST concerning the application of this policy to TST students, faculty and staff.

The full text of the Policy on Sexual Violence and Sexual Harassment is available at http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm.

A12.6   Code of Student Conduct

Students have an obligation to make legal and responsible decisions concerning their conduct. The TST and its member colleges have no general responsibility for the moral and social behaviour of its students. In the exercise of its disciplinary authority and responsibility, the TST recognizes that students are free to organize their own personal lives, behaviour, and associations subject only to the law and to TST regulations that are necessary to protect the integrity and safety of TST's activities, the peaceful and safe enjoyment of university housing by residents and neighbours, or the freedom of members of the TST to participate reasonably in the programs of the TST and its member colleges and in activities in or on the TST and TST college premises.

In the application of the *Code of Student Conduct* in TST colleges, the roles, rights and duties therein appointed to the Dean and the department chair are to be exercised by the head (dean, principal or president) of the college in which the student is registered. In situations where TST Member Institutions have existing community standards, TST will consult with the UofT's Office of the Vice-Provost Students concerning the appropriate application of the *Code of Student Conduct*, their existing community standards, or some combination of the two.

Non-academic offences are defined in the University's *Code of Student Conduct*. The code addresses offences, procedures, interim conditions and measures, and sanctions.

The full text of the *Code of Student Conduct* is available on the UofT website at http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm.

A12.7   Access to Official Student Academic Records

Academic records of students are ultimately the property of the college. It is the responsibility of the college, in consultation with the University, to establish overall University policy in this area. The *Guidelines Concerning Access to Official Student Academic Records* establishes University-wide aims, objectives, criteria, and procedures that apply to the academic records of students.

The guidelines ensure that students, alumni, and former students are allowed as great a degree of access to their own academic records as is academically justifiable and administratively feasible. A student's right to privacy in relation to his/her academic records is safeguarded as far as both internal college or UofT access and external public access are concerned. The guidelines call for basic UofT-wide consistency in the kinds of information collected, recorded, filed, and made available.

The full text of the *Guidelines Concerning Official Access to Student Academic Records* is available on the UofT website at http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm.

A12.7.1   Refusal of Access to Official Student Academic Records
The student's college of registration will withhold access to statements of results and transcripts of students, alumni, and former students who have outstanding debts or obligations to the college, TST or UofT in accordance with general norms of the *Policy on Academic Sanctions for Students Who Have Outstanding University Obligations* (§A12.3). The college will not release the official diploma to such persons nor will it provide written or oral certifications of degree on their behalf.

A12.8   Transcript Policy
This policy sets out the principles that underpin the TST colleges' and UofT's understanding of its official academic transcript and to describe the minimum information that the transcript must include. The academic transcript is the primary, official, consolidated record of a student's academic performance and achievement.
- The transcript should reflect academic history only.
- The transcript should be a meaningful reflection of the student's academic activity and achievement.
- The transcript must provide the reader with the information required to interpret the transcript.

Only the TST college of the student's registration will issue an official transcript. The UofT does not issue transcripts to TST students for TST degrees.

A12.9   Policy on Official Correspondence with Students
The TST, its member colleges, the UofT and its divisions may use the postal mail system and/or electronic message services (e.g., electronic mail and other computer-based online correspondence systems) as mechanisms for delivering official correspondence to students.

Official correspondence may include, but is not limited to, matters related to students' participation in their academic programs, important information concerning the TST and program scheduling, fees information, and other matters concerning the administration and governance of the TST.

A12.10   Postal Addresses and Electronic Mail Accounts
Students are responsible for maintaining and advising the TST, its member colleges and the University – via the University's student information system (ACORN) – of a current and valid postal address as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost.

Failure to do so may result in a student missing important information and will not be considered an acceptable rationale for failing to receive official correspondence from the TST or its member colleges.

A12.10.1   Rights and Responsibilities Regarding Official Correspondence
The UofT provides centrally supported technical services and the infrastructure to make electronic mail

and/or online communications systems available to TST conjoint degree students. TST correspondence delivered by electronic mail is subject to generally accepted norms on public information, privacy, and records retention requirements and policies as are other TST correspondence and student records. The University's expectations concerning use of information and communication technology are 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 at http://www.provost.utoronto.ca/policy.htm.

A12.10.2   Students' Rights and Responsibilities Regarding Retrieval of Official Correspondence
Conjoint degree students are expected to monitor and retrieve their mail, including electronic messaging account(s) issued to them by the UofT, on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Students have the right to forward their UofT-issued electronic mail account to another electronic mail service provider address but remain responsible for ensuring that all UofT electronic message communication sent to the official UofT-issued account is received and read.

The full text of the *Policy on Official Correspondence with Students* is available on the UofT website at: http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm.

A12.11   Policy on the Framework on Off-Campus Safety
In the normal course of University-related life, TST members may participate in a wide range of activities taking place at locations away from the TST and UofT campuses. Some of these activities include field research, field placements, and internships. The *Policy on the Framework on Off Campus Safety* is designed to provide TST staff and faculty involved in the planning and execution of TST-related off-campus activities with a set of core planning principles with respect to safety.

The full text of the *Policy on the Framework on Off-Campus Safety* is available on the UofT website at http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm.

Students are also encouraged to review the *Guidelines for Safety in Field Research* produced by the Office of Environmental Health and Safety at https://ehs.utoronto.ca/field-research-safety/.

A12.12   Statement on Appropriate Use of Information and Communication Technology
The UofT provides guidelines on the appropriate use of information and communication technology (ICT) within the University and TST communities. ICT resources are made available for all employees, students, and other members of the University community, but remain the property of the University. Users are expected to limit their use to the performance of TST-related activities, although a reasonable allowance will be made for personal use. Users should not have an expectation of complete privacy in using the University's ICT and related services.

The full text of the *Appropriate Use of Information and Communication Technology* is available on the Provost's website at http://www.provost.utoronto.ca/policy.htm.

A12.13   Statement on Human Rights
Acknowledging its fundamental and distinctive commitment to freedom of thought, inquiry, and expression, the TST affirms its commitment to the values of equal opportunity, equity, and social justice. In this affirmation, the TST:
   1. acknowledges that it conducts its teaching, research, and other activities in the context of a richly diverse society;

2. recognizes that the attainment of excellence in pursuit of its mission is furthered by the contribution made by persons reflecting this rich diversity;

3. acts within its purview to prevent or remedy discrimination or harassment on the basis of race, gender, sexual orientation, age, disability, ancestry, place of origin, colour, ethnic origin, citizenship, creed, marital status, family status, receipt of public assistance, or record of offence;

4. acts conscientiously in keeping with its own policies and existing legislation related to human rights, such as its *Code of Behaviour on Academic Matters*, *Code of Student Conduct*, *Policies and Procedures: Sexual Harassment*, and the *Human Rights Code* of the Province of Ontario.

A12.14   Research Papers and Doctoral Theses

A12.14.1   Paper and printing
Essays for courses and seminars and Thesis Proposals must be printed from a word processing file in double spaced format on good quality white paper. Theses and Master's Research Papers are to be printed double-sided from a word-processing file on good quality white paper with a laser or laser-quality printer. (See §C11.1.1.)

A12.14.2   Style Regulations
Essays, Thesis Proposals, and theses are to be prepared according to the rules of style in the latest edition of Kate L. Turabian et al., *A Manual for Writers of Term Papers, Theses and Dissertations* (9th ed.; Chicago: University of Chicago Press, 2018). This may be supplemented by *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008). Chapter 14 of the latter work, "Elimination of Stereotyping in Written Communication," is a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the "fair and representative depiction of people with disabilities." Final TSpace submission must adhere to the requirements of the *Electronic Thesis & Dissertation Manual* and "Thesis template" provided on the TST website: https://www.tst.edu/academic/thesis-submission-convocation-information. See also the guidelines for unbiased language on the University website (go to http://advice.writing.utoronto.ca/revising/unbiased-language/ and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

A12.14.3   Proofreading
The student is responsible for accuracy in typography, spelling, punctuation, word divisions and grammar, and for proper style. An instructor may deduct marks from an essay for defects in any of these respects. An examiner of a thesis may require that the thesis be returned to the student for revisions of defects in any of these respects, resulting in the postponement of the examination of the thesis. Thesis proposals and theses must be entirely free of error in all of these respects.

A13.   GRIEVANCES

NOTE: Policies and procedures relating to Grievances will be under review during the 2018-19 Academic Year. Please contact the GCTS Office (gcts.office@utoronto.ca) for further information.

A13.1   Matters for grievance
Any member of the TST faculty, TST staff or TST student body may lodge an informal or formal complaint when that member has reason to believe that TST or anyone acting on behalf of TST has acted in a way that is inconsistent with any of the established policies of TST for faculty, staff or students and that has hindered the member's ability to perform his/her duties effectively. Grievances include, but are not limited to:

    i.   non-academic grievances against TST faculty members;
   ii.   grievances against TST staff members;
  iii.   non-academic grievances against TST students that do not fall under any discipline codes;
  iv.   dissatisfaction with non-academic TST administrative decisions or policies;
   v.   grievances regarding TST facilities, offices, services;
  vi.   a policy or procedure of TST contravened.

A13.2   Eligibility for grievance

A formal grievance complaint under §A13.1 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.

A13.3   Informal complaint

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.

A13.4   Responsible person for formal grievance

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.

A13.5   Determination of jurisdiction

If the responsible official determines that the complaint is not within the jurisdiction of the TST, he or she declines to accept the complaint, and may suggest to the griever an alternate means of redress.

A13.6   Grievance Committee

The TST Grievance Committee comprises four members, of whom one is designated the Chair. The TST Grievance 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 TST Director shall inform the Board of Trustees of the appointment at the Board's first meeting in the Fall trimester. 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 TST Grievance Committee shall be by simple majority. The Chair shall have a second vote in case of a tied decision.

A13.7   Formal grievance stage

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 TST Grievance Committee (or his/her alternate if the chair is the one being grieved against).

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.

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

In any event the TST 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 TST Grievance Committee and to all interested parties before the hearing. The hearing is conducted by the Chair of the TST 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 TST Grievance 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.

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 TST Director for his/her decision. If the TST Director 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.

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.

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

A13.8   Appeals
Should either party to the grievance wish to appeal the decision of the TST Director, 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.

A13.9   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 persons.

A14.   FEES AND FINANCIAL SUPPORT

A14.1   Schedule of Fees
A schedule of tuition fees is published annually by TST on its website in annually in the spring. Each college establishes its own additional ancillary and incidental fees.

A14.2   Fees and Registration
Students are informed of fees payable online through ACORN (https://www.acorn.utoronto.ca/). Details on the acceptable forms of payment of fees can be found on the Student Accounts website. Students are considered to be registered as soon as they have paid academic and incidental fees or

have an approved request to register without payment in place. By virtue of being registered, a student thereby agrees to abide by all of the academic and non-academic policies, rules, and regulations of the TST and the member college in which the student is registered.

A14.3   Academic Fees Structure
Fees for the master's and doctoral program are assessed on a program basis.

A degree program is defined on a sessional basis and the full fee is charged regardless of the number of courses taken. All students (except special students not proceeding to a degree) are admitted into a program with a defined program length (see General Regulations §A6.3 Program Length). This period establishes the minimum degree fee that must be paid before graduation.

A14.4   Degree Fees

A14.4.1   Minimum Degree Fee, MA program
The minimum degree fee for the MA is the fee associated with one year (three sessions) of full-time studies and represents the minimum amount of tuition that every MA student, regardless of registration status or option, must pay upon completion of the program prior to graduation. All students are subject to tuition and fees for each session and year of registration, including sessions following the defined program length, until the program is completed.

A14.4.2   Minimum Degree Fee, PhD program
The minimum degree fee for the PhD is the fee associated with one year (three sessions) of full-time studies and represents the minimum amount of tuition that every PhD student, regardless of registration status or option, must pay upon completion of the program prior to graduation. All students are subject to tuition and fees for each session and year of registration, including sessions following the defined program length, until the program is completed.

Degree or special (non-degree) students: The GCTS-approved transfer of graduate academic credit as a degree or special (non-degree) student does not alter or reduce the required minimum degree fee for the doctoral program.

A14.4.3   Full-Time Student Fee
The full-time student fee is the fee charged to a full-time student. See also: §§A14.4.2 and A14.4.1. Minimum Degree Fee above and §A14.4.12 Fees for Final-Year Doctoral Students below; and §A14.4.13 Fees for Students on Extension, below, regarding fees for PhD students on extension.

A14.4.4   Summer Students
Students taking courses will pay the Summer session fees, if applicable to their degree program. These fees are in addition to the annual fees which will be assessed in September.

A14.4.5   Part-Time Degree Students
Students undertaking their studies on a part-time basis (when permitted) are required to pay the part-time academic and incidental fees each year they register to the completion of their program. See also §A14.4.1 and §A14.4.2 Minimum Degree Fees above.

A14.4.6   Special Students
Special students will pay for each course or half-course. Fees paid as a special student cannot be applied to any subsequent degree program.

A14.4.7   Fees for International Students
In accordance with the regulations of the Ontario government, certain categories of international students are charged academic fees equal to those for Canadian citizens and permanent residents.

If an international student's status in Canada changes during a session, exemption from the higher fees may be granted. The fees will be adjusted in the current session, provided the status change occurs before November 1 in the Fall session or before February 1 in the Winter session. Status changes with supporting documents must be reported to the TST college of registration prior to the above deadlines. However, if a status change effective before these dates is reported with a minor delay, fees adjustment may still be possible. See also: §A14.4.12 Fees for Final-Year Doctoral Students below; §A14.4.13 Fees for Students on Extension below; and §A14.4.2 Minimum Degree Fee above.

A14.4.8   Incidental Fees
Compulsory incidental fees may be charged by each TST college.

A14.4.9   Service Charges
All outstanding fees, regardless of the source of payment, are subject to services charges established by their college of registration and/or UofT.

A14.4.10   Late Registration
Any student registering after the last date to add a course as specified in the Sessional Dates Calendar will be required to pay a late registration fee, as established by their college of registration.

A14.4.11   Master's Students
Master's student academic fees for the final year will be pro-rated, subject to the Minimum Degree Fee (§A14.4.1), based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the master's research paper or digital portfolio (see §B8) is received by the GCTS Office. Fees for the final month will not be charged if the requirements are met before the 16th day of the month. Incidental and ancillary fees will be charged per session and are not pro-rated monthly.

A14.4.12   Fees for Final-Year Doctoral Students
Doctoral student academic fees for the final year will be pro-rated, based on a 12-month academic year, for the number of months that elapse between September and (including) the month in which the final digital upload of the thesis to TSpace (including corrections required by the Final Oral Examination committee) is approved by the GCTS.   Fees for the final month will not be charged if the requirements are met before the 16th day of the month. Incidental and ancillary fees will be charged per session and are not pro-rated monthly.

Academic fees for the final extension year will be pro-rated, based on 50% of the domestic fee for the 12-month academic year, for the number of months that elapse between September and (including) the month in which the final digital upload of the thesis to TSpace (including corrections required by the Final Oral Examination committee) is approved by the GCTS. Fees for the final month will not be charged if the requirements are met before the 16th day of the month. Incidental and ancillary fees will be charged per session and are not pro-rated monthly. See also §A14.4.2 Minimum Degree Fee above.

A14.4.13   Fees for Students on Program Extension
All full-time graduate students on program extension, both domestic and international, will be registered as full-time students and charged an academic fee equal to 50% of the domestic fee and full-

time incidental and ancillary fees during each year of extension. Part-time students will pay the relevant part-time, incidental, and ancillary fees.

A14.4.14   Reinstatement Fees
Reinstated students in programs requiring continuity of registration must pay a reinstatement fee equivalent to the academic fee owing for any session(s) in which they did not register, including program extension session(s), as well as the appropriate fee for the current year. Academic fees charged for sessions before the time limit will be assessed at 100% of the annual academic fee according to the program delivery option (full-time or part-time) and student status (domestic or international). Academic fees charged during the program extension period for full-time students will be calculated at the rate of 50% of the annual domestic fee, for both domestic and international students, plus full-time incidental and ancillary fees and the University Health Insurance Plan (UHIP), if applicable. Part-time students are charged the relevant part-time academic fees during the program extension period plus part-time incidental and ancillary fees and UHIP, if applicable.

Reinstated students in programs not requiring continuity of registration are charged academic fees plus incidental and ancillary fees and UHIP, if applicable, for the year in which they are reinstated.

Also see General Regulations §A7.1.8 Failure to Register.

A14.4.15   Outstanding Fees and Charges
See General Regulations, §A12.3 Policy on Academic Sanctions for Students Who Have Outstanding Obligations to the TST, its Member Colleges or the UofT.

A14.4.16   Receipts for Income Tax
The UofT produces Tuition Fee Certificates to eligible students. The certificate is available for viewing and printing on ACORN. Paper copies are not mailed to students. The printed copy is acceptable for the purposing of filing the student's income tax return. This date will be posted on the Student Accounts bulletin board in early February, and an email notification will be sent to the UTOR email addresses of students who are registered in the Winter session and has a debit or credit account balance.

A14.4.17   Transcripts
Each TST college has its own on polices and fees for the issuing of transcripts. Neither the TST, the GCTS nor the UofT issue student transcripts for TST degree programs, nor provide copies of any admission materials.

A14.5   Financial Support

A14.5.1   Graduate Funding & Awards
The TST colleges give high priority to the matter of graduate financial support. The TST colleges provide various scholarships and bursaries, as communicated on their own websites.

A14.5.2   External Awards
Canadians and Canadian permanent residents may also apply for external support in the form of scholarships and fellowships offered by the Social Sciences and Humanities Research Council of Canada http://www.sshrc-crsh.gc.ca/. ASHRC also offers Canadian Graduate Scholarships (CGS) and Vanier Canada Graduate Scholarships. Both domestic and international students are eligible for the Vanier Canada Graduate Scholarships only. Visit http://www.vanier.gc.ca/en/home-accueil.html for Vanier award information.

The Government of the Province of Ontario provides graduate scholarships tenable at Ontario universities. Ontario Graduate Scholarships (OGS) are available for graduate studies in all disciplines. A limited number of these awards are available to visa students.

A14.5.3   TST Board Scholarships
TST offers a number of bursaries and scholarships to both domestic and international students. For more information on the TST awards, visit the TST website.

A14.5.4   Awards for Non-Canadians
International students are encouraged to apply for all possible funding opportunities in their home country.

The Government of the Province of Ontario provides graduate scholarships tenable at Ontario universities. Ontario Graduate Scholarships are available for graduate studies in all disciplines. A limited number of these awards are available to visa students. For further information, visit the TST website.

A14.5.5   Other Funding Sources
Some colleges units hire teaching or research assistants conducting tutorials, grading essays and exams, and acting as a resource for basic (second-entry undergraduate) students. Each TST college has its own established policies and procedures.

A14.5.6   Ontario Student Assistance Program (OSAP)
The federal and provincial governments provide financial support to qualified students who are Canadian citizens or permanent residents of Ontario. The loan amount depends on your calculated financial need. Students can apply online at https://www.ontario.ca/page/osap-ontario-student-assistance-program.

A14.5.7   Emergency Assistance
TST has limited funds designed to assist currently registered, full-time graduate (AD) students who encounter an unanticipated serious financial emergency. This is not considered to be a source of routine or long-term funding. For more information, contact the Director, GCTS.

B. DEGREE REGULATIONS: Master of Arts (MA) in Theological Studies

B1.   GENERAL DESCRIPTION OF THE MA

The Master of Arts (MA) in Theological Studies is a full-time research master's program intended to provide students with the analytical skills, methodological rigour and knowledge base that will enable them to carry out research at the leading edges of their areas of specialization. This master's is a research degree very well suited for those desiring to pursue further research in a doctoral program. The degree is equally suitable for those wishing to pursue further specialized studies toward academic enrichment in their professional careers, such as in positions of leadership in ecclesiastical and related organizations, as well as in the private and public sectors (such as chaplains, teachers, social services workers, among others). The MA complements and builds towards the teaching and research done by faculty in the conjoint PhD program, all under the aegis of the Graduate Centre for Theological Studies, since some courses will allow interaction between master's and doctoral students. The degree is offered conjointly by the University of Toronto (UofT) and each of the participating TST member colleges, within the framework of the Memorandum of Agreement between UofT and TST.

B1.1   Program Features
The distinctive features of the conjoint MA program include the following:
- It fosters study and research supporting the Church's reflection on God and the Church's self-reflection. The theological inquiry of other faith communities can also be supported in some areas.
- The program includes some collaborative education for each entering cohort of students, with scholarly interchange across the traditional sub-disciplines of theological studies (Bible, history, theology, pastoral studies).
- Courses and research projects intentionally consider interdisciplinary, ecumenical, and global perspectives. Interdisciplinary research is encouraged.
- The program further develops attention to issues of method in research and interpretation.
- The faculty have the dual conviction that there is a proper and important place within a public university for critical and constructive theological study and that a university setting is essential for the kind of theological study that TST desires to foster.

B1.2   General Areas of Study
TST's graduate faculty have specializations in a wide variety of areas of study. Prospective students will identify topics that connect with faculty in specializations within or across these areas:
- The study of sacred and canonical texts, specifically, the Old Testament (or Hebrew Bible) or the New Testament (both involving languages; historical contexts and processes of development; related literature; subsequent theological interpretation; pastoral function and social effects).
- The study of articulated structures of belief – the structures, contents, premises, and implications of Christian belief and practice (foundational theology; systematic theology; historical theology; theological ethics; and philosophical theology).
- The study of the history of Christianity, understood in the broadest sense to include the variety of Christian traditions over the ages and throughout the world.
- The study of ecclesiastical practices (liturgy, homiletics, education and formation, pastoral care, spirituality), pastoral and other religious leadership, and the social organizations in which

these occur (such as congregations, faith-based organizations, ecclesial bodies, and ecumenical and interfaith organizations).

- The study of the Christian faith in its relations with wider social and cultural contexts (social ethics; aesthetics; cultural studies; contextual theology; religion in the public sphere; comparative theology; and inter-faith dialogue).
- Although Christian studies are at the core of TST's mission, prospective students may choose to frame research topics in the context of other faiths.

Relationship to TST's Conjoint PhD (Theological Studies)
Master's students will have the opportunity to engage in scholarly conversation in classes and seminars with each other. They will also be afforded the opportunity to engage in courses alongside PhD students, with the goal of elevating their level of discourse and stimulating the desire to further deepen research interests. This possibility is available in either the "Master's Research Paper (MRP)" Option (Option I) or Course-Only" Option (Option II), both of which can lead to doctoral studies at TST. Students should consult with the GCTS Coordinator or college Graduate Director on which program option will fulfill admission requirements in other doctoral programs at other institutions.

B1.3   Time-Frame
The requirements of the program are designed so that they can be completed in one year (three sessions). The normal Fall and Winter course load is three courses (1.5 FCE) per session. Students will begin in September and complete the program by the following August. All requirements must normally be completed within three years from first enrolment.

Year 1

September – December	Meeting with college Graduate Director/Mentor. Courses begin.
January – April	Second semester of courses. MRP Outline (Option I-only).
May – August	Summer Courses or completion of Master's Research Paper.

B2.   ADMISSION REQUIREMENTS

B2.1   Statement of Intent
Applicants must submit a statement not exceeding 750 words outlining their cademic interests and academic purposes, along with their methodological and theoretical approach(es). They should indicate how their previous academic studies (and language preparation, where applicable) have prepared them for their master's studies and the TST graduate faculty members who could support their research interests.

B2.2   Prerequisite Degrees
For admission to the MA program, an applicant is required to have a Bachelor's degree in Theology or a major or specialist in Theology or Religious Studies from a recognized degree granting institution, with at least B+ (3.3/4.0 CGPA) standing (or equivalent). Also acceptable are applicants possessing a second-entry degree in Theological Studies (such as the Master of Divinity (MDiv) or Master of Theological Studies (MTS)), representing at least two years of full-time studies or equivalent.

All theological schools fully accredited by the Association of Theological Schools in the United States and Canada are deemed to be recognized institutions. Students from educational systems outside North America must give evidence of equivalent standing. The GCTS reserves the right to determine

whether or not credentials of other degree-granting institutions meet the standards for its admissions programs. (See General Regulations, §A3.1 Procedures for Application).

B2.3   Research Languages
In most cases, there are no research language requirements for admission into the program, unless the applicant's stated area of focus is one in which a research language, other than English, is essential for scholarly access to the primary sources. In such cases, applicants will normally be required to provide evidence of competence in that language. Applicants proposing to focus their research on a biblical text, for example, will be required to demonstrate competence in the language of the respective text (Greek or Hebrew). Competence in a language is defined by TST as the ability to read correctly pertinent texts of moderate difficulty in that language with the use of a lexicon. It is the level of ability typically acquired by the satisfactory completion of a two-semester course in the language at the university level. Such competence in a language may also be demonstrated by passing the respective TST language examination (See below, §B6).

B2.4   Evidence of Facility in English
See General Regulations, §A5.5 English-Language Proficiency Tests.

B2.5   Letters of Reference
Two academic letters of reference are required. TST does not provide a letter of reference form but asks that referees write a letter in which they comment candidly on the applicant's qualifications to pursue and complete graduate studies. References issued to students or photocopies will not be accepted.

B2.6   Writing Sample
The GCTS Admissions Committee may require students to submit a writing sample as evidence of their ability to write at an advanced level.

B2.7   Other Application Documentation
A brief 2-3 page curriculum vitae may be submitted by all applicants. Applicants may also submit GRE scores to support their applications, though these are not required for application. The Toronto School of Theology's institutional code for the GRE is 0534.

B3.   PROCEDURES FOR APPLICATIONS FOR ADMISSION

B3.1   Administration
Applications for admission are administered by the GCTS Office. Decisions on applications are made by the GCTS Admissions Committee. (See General Regulations, §A3.) Admission decisions are not subject to appeal.

B3.2   College Approval
Each application is also considered by the applicant's proposed college of registration. Applicants are advised to contact the college Graduate Director at their proposed college of registration, prior to the application deadline, and to request information about the college's resources and requirements for graduate studies, including financial aid. The Admissions Committee can make an offer of admission only where a participating college agrees to admit the applicant.

B3.3   Deadlines
An application for admission into the MA program, including all supporting documentation, must be received by the deadline stated on the on-line application page. TST may initiate a second round of

admissions in early March, and may accept applications if space permits. Applicants should consult the TST website for the annual deadline dates.

B3.4   Offers of Admission
Offers of admission are typically sent out in late February, with responses from applicants required on or before the date stipulated in their letter of admission.

B3.4.1 Financial assistance
Scholarships and other forms of financial assistance are administered by the participating colleges. (See General Regulations, §A14.5 Financial Support).

B3.4.2 Criteria for decisions on admission
After determining that an applicant meets the minimum requirements for admission to a graduate program, the Admissions Committee will base decisions about admission on the following additional criteria:
• The applicant's grades in all previous post-secondary education. Particular weight is accorded to the prerequisite degrees and recent programs of study.
• The applicant's academic background in the stated area of interest.
• The potential of the applicant for graduate study as attested in the letters of reference.
• The quality of the applicant's statement of intent.
• The availability of qualified faculty resources in the applicant's proposed area of research.
• Evidence that the applicant is likely to successfully complete the program.

B3.4.3 Offers of admission
The Admissions Committee may decide: (a) to approve the application and offer admission; (b) to offer admission in another program or college; (c) to seek further information (to defer consideration); (d) place the applicant in a "waiting pool" (with the possibility of a later admission offer, space permitting); or (e) to decline the application. The GCTS Office will inform the applicant of the admissions decision, with a copy of the letter being sent to the college. (College Graduate Directors also receive a copy of the admissions letter.) An offer of admission will indicate the languages (if any) which the GCTS Admissions Committee has recognized as fulfilling admissions requirements (if applicable), and the conditions (if any) that have been attached to the applicant's admission.

B3.5   Acceptance by the applicant
After receiving an offer of admission, the applicant must accept it by the date stipulated in the letter. If the applicant accepts the offer of admission, his/her college of registration may require a non-refundable confirmation deposit. This deposit will be applied to the tuition fees charged for the student's first term of studies. The acceptance of the offer of admission must be sent to the GCTS Office by the stated deadline.

B3.6   Deferral of Matriculation (Registration)
Applicants offered admission into the degree program may not defer matriculation (i.e. initial registration). Applicants desiring to pursue studies in a subsequent year must re-apply for admission into the program.

B3.7   Withdrawing offers of admission
Where an applicant fails to respond to an offer of admission by the date stipulated, or without notice fails to register at the time stated in the offer of admission, or does not fulfill their admission conditions, the offer of admission is rescinded.

B3.8   Request for reconsideration
An applicant may request the reconsideration of a decision by the GCTS Admissions Committee. Such a request must be made by the applicant in writing to the GCTS Office in a letter emailed, delivered or postmarked within thirty calendar days of the date of the communication of the decision by the GCTS Office. The request must state in full the grounds for the request. The GCTS Admissions Committee will consider the request and make a determination at its next meeting. Decisions made by the GCTS Admissions Committee concerning admission and related matters are not subject to appeal.

B3.9   Fulfilment of conditions
The applicant must provide evidence by July 1st prior to Fall registration that all conditions attached to the offer of admission have been satisfied. The most common such conditions are completion of a degree in process with satisfactory academic standing or submission of original transcripts. Thus, where such conditions have been attached, the student must arrange for official documentation certifying the fulfillment of the conditions to arrive in the GCTS Office by the July 1st deadline. Only after conditions have been met will the GCTS Office certify the student, to the UofT and TST college of admission, as eligible to register. Applicants not fulfilling their conditions by the deadline will have their offer of admission rescinded.

B3.10   Limitation
Admission to the graduate programs is admission to begin coursework in the residence phase of the program. The TST does not guarantee to maintain a place for the student in the program. A student who is deemed not qualified to continue in the program will be asked to withdraw or will have their registration terminated.

B4.   PROGRAM DIRECTORS AND MENTORS

B4.1   Admissions Advising
The potential student's first contact with the TST is usually with the GCTS Graduate Administrator, with a college Graduate Director or a TST faculty member, all of whom can offer advice on admissions and programs at TST. At the time of application to the program, students indicate in their "Statement of Intent" potential faculty with whom they share common research interests. These faculty can be consulted by applicants to assist in answering any questions regarding the program and admission.

B5.   PROGRAM REQUIREMENTS

B5.1   Program Options
There are two options for the MA:
        Option I: Master's Research Paper (MRP) Option with Courses.
        Option II: Course-Only Option.

TST administrative staff, along with the Graduate Coordinator or college Graduate Director, can advise students on which option best meets their academic and professional goals (particularly for those considering doctoral studies). Both options require three sessions of full-time study. Students will be required to confirm to the GCTS in the Winter session which option they intend to pursue.

All students are required to complete a minimum of 4.0 full-course equivalents (FCE) (eight half-units of study). (For example, 1 semester course is equivalent to 0.5 FCE). All courses must be graduate-level courses at the 5000 or 6000 levels. (See also §B5.3)

Through these eight courses students will achieve three essential outcomes:

- a critical appreciation of Theological Studies, in an ecumenical and interdisciplinary perspective, including its methods, premises, rationales, issues, and limits;
- a knowledge of the breadth of theological studies;
- focused skills and close familiarity with the student's area of specialization (as evidenced either through the MRP or designated course electives);
- an awareness of the limits of knowledge.

Program Requirements	Option I: Master's Research Paper	Option II: Course-Only Option
TSJ5001H MA Research Seminar	0.5 FCE*	0.5 FCE
Course in Methods & Interdisciplinarity	0.5 FCE	0.5 FCE
Elective Courses	2.0 FCE	3.0 FCE
TSZ9994Y Master's Research Paper	1.0 FCE	N/A

* FCE = full-course equivalent

OPTION I: Master's Research Paper (MRP) Option plus Courses

Of the eight half-units of study (4.0 Full-Course Equivalents), all students in the cohort must take the MA Research Methods required course (0.5 FCE). Students also select a second course (0.5 FCE) dealing with methods in theological studies, which students choose with the approval of their college Graduate Director or MRP Mentor. The title and instructor of this second course are then communicated to the GCTS Office. The Master's Research Paper counts as two units of study (1.0 FCE). The remaining four courses (2.0 FCE) are Electives.

OPTION II: Course-Only Option

Of the eight half-units of study (4.0 FCE), all students in the cohort must take the MA Research Methods required course (0.5 FCE). Students will also select a second course (0.5 FCE) dealing with methods in theological studies, which students choose with the approval of their college Graduate Director. The title and instructor of this second course are then communicated to the GCTS Office. The remaining six courses (3.0 FCE) are Electives, where at least two elective courses (1.0 FCE) must be in the student's area of specialization and include graduate level research activity.

B5.2   Core Courses (Option I & II)

TSJ5001H MA Research Seminar (Required)

This course introduces students to the practice of theological research and its communication. It explores the distinctive contents, methods, and interests of theological disciplines (biblical studies, church history, pastoral and systematic theology and ethics) as well as their interrelationships. Students will explore the task of theological research and writing through all its steps. Required of all MA students in their first semester of studies.

Methodology & Interdisciplinary Course (Required)
The student selects any course in methodology from 5000-series graduate courses that substantially addresses a number of contested issues in Theological Studies with attention to their practical implications for research, including (a) the normative authority of certain texts for diverse faith communities as seen in an ecumenical and global context, and the hermeneutical implications; (b) the character of the scholarly guilds and their interdisciplinary context, with attention to the implications for method; (c) pre-modern, modern, and "post-modern" approaches to texts, in theory and application; (d) issues of objectivity, subjectivity, and subversion in the construction of knowledge; and (e) the practice of research, criticism, and scholarly reporting. Required of all MA students in their first or second semester of studies.

B5.3   Elective Courses
TST graduate faculty annually offer a number of elective courses to give students a range of topics pertinent to their research areas, to prepare those pursuing the MRP-Option and to develop backgrounds useful for future graduate study, while promoting educational diversity and substantial interchange.

A student's course selection is be guided by the college Graduate Director or faculty Mentor (for those doing the MRP) with a view to providing breadth in the area of study, and depth in a specialization in either a focused area of the Master's Research Paper (MRP option) or clusters of related courses (in the Course-only option). In some cases, students will benefit from graduate courses in a cognate discipline at the University. Where rare circumstances warrant, a student may be allowed to take one independent Reading and Research course (0.5 FCE), subject to the approval of the GCTS Graduate Coordinator and the availability of an appropriate faculty member. Faculty are not required to offer to Reading and Research courses. Most students benefit more from regularly-offered courses than from an independent research course.

B5.4   Transfer Credit
Students are permitted up to 1.0 full-course equivalent (or two half-course) transfer credit or exemptions, according to General Regulations, §A7.14.

B5.5   Good Academic Standing & Satisfactory Progress
See General Regulations, §§A8.4-5 for minimum grade averages and policies on good academic standing and satisfactory progress. Satisfactory performance in the Master's degree requires a cumulative average grade of at least B+ (3.3 CGPA) for all courses taken for graduate credit (including the MRP).

B6.   PROGRAM LANGUAGE REQUIREMENTS

B6.1   General Requirement
There are no language requirements for graduation for the MA (except for the requirements in §§B6.2, B6.3 and B6.5, where applicable). However, students intending to pursue doctoral studies should undertake language study during their program (as described below).

B6.2   Additional Language Study
Some students in the program will be required to demonstrate reading ability in a language in which relevant primary texts are written or in which there is important secondary literature. Individual language requirements will be determined by the Graduate Coordinator, or college Graduate Director, or Master's Research Paper Mentor and are communicated to the GCTS Office by email or minutes of meetings with students.

B6.3   Biblical Languages

For those desiring to pursue doctoral studies in biblical studies, at admission to a doctoral program such students are typically required to demonstrate proficiency in the language of their primary focus (Greek or Hebrew), and competence in either the other biblical language or a modern research language. (See also §B6.6 Competency, proficiency and expertise defined). As noted above, students intending to pursue doctoral studies should undertake language study during their master's program.

B6.4   Acceptable evidence of skill

Skill in research languages may be demonstrated in the following ways.

Transcript evidence. A student who has completed recognized postsecondary courses (see "Coursework" below) in a language within four years prior to making application for admission to the PhD program may, by submission of transcript evidence, be deemed by the GCTS Admissions Committee to have demonstrated skill in that language. Unless an exemption is explicitly stated in the offer of admission letter, all applicants are required to demonstrate current evidence of reading facility by taking a TST Language Exam.

Language examination. A student may demonstrate current skill in a language by taking an examination in that language administered by the TST. Examinations usually take place in September and January. Information on language examinations, including dates of invigilation and examples of previous examinations, is available on the TST website. Arrangements for special examinations in languages other than Hebrew, Greek, Latin, French, German, Spanish and Italian, can be made with the GCTS Office.

Coursework. A student may in some cases demonstrate skill in a language by the satisfactory completion of a language course at the TST, the UofT or another recognized postsecondary institution. TST normally offers non-credit summer courses in theological French and German, and its member colleges offer other credit courses in Greek, Hebrew and Latin (which are not counted as part of the course requirements of the program). Successful completion (see §B6.6) of these courses will normally satisfy a TST language requirement. Successful completion of graduate-level language courses taken at institutions outside of TST may also fulfill a language requirement if the courses are of the required length (see §B6.6) and are focused on reading academic or ancient texts. Other courses, including most introductory undergraduate courses and courses taken at institutes such as the Goethe Institute, Alliance Française or as part of Continuing Education programs, do not in themselves serve as fulfilling TST requirements, but students might choose to take such courses to prepare for a TST examination. In all cases the GCTS reserves the right to require that students demonstrate their current skill in a language by taking a TST language examination.

Other evidence. In the case of a modern language, the college Graduate Director, the Director, GCTS or GCTS Coordinator may attest to a student's native ability or fluency. This is reported to the GCTS Office.

B6.5   Change in program of study

If a student at a subsequent stage of the program changes their area of research so that an approved language is no longer vital for the program of study, the student's college Graduate Director or MRP Mentor will decide whether additional language requirements are necessary in order to safeguard the integrity of the program and the student's ability to undertake specialized research in his/her new area. Any such changes are reported to the GCTS Office according to the approval requirements noted above.

B6.6   Competency, proficiency and expertise defined

In order to demonstrate skill in a language, students in the biblical studies must achieve or surpass minimum grades in coursework or exams for biblical languages according to the following levels: Competence: B+; Proficiency: B+; and Expertise A-. For students fulfilling modern language requirements and students not specializing in biblical studies, competence is defined as achieving a minimum grade of B-. Competence requires at least two semesters of university level courses, while proficiency requires at least four semesters of university level courses. Expertise may only be demonstrated by exams established by the GCTS (see also §B6.4).

B7.   GENERAL EXAMINATIONS

Unlike the PhD (Theological Studies), for the MA there are no General Examinations at the completion of the course-stage.

B8.   RESEARCH MASTER'S PORTFOLIO (OPTION II)

Students in "Option II: Course-Only" are required to create and electronically submit (in portable-document format (PDF)) to the GCTS Office a student portfolio in order to demonstrate that they have met the program outcomes. The portfolio, which is required as a condition of graduation, consists of the following:

- Three (3) major research essays (approx. 15-20 pages in length each) from courses they've completed during the program which collectively demonstrate both breadth and depth of knowledge in their stated research areas, as well as demonstrating their understanding and application of different methodological or inter-disciplinary approaches. Students may submit shorter essays or papers, provided they reflect the equivalent written work of two major research essays. At least one major research essay must be submitted as part of the portfolio. These essays must be graded papers with the course instructor's evaluative comments.
- Students will be asked to identify a graduate GCTS faculty member who has expertise in their area of study, who will then be asked to provide an assessment of the degree to which the student has met the learning objectives of the program according to the MA's degree-learning expectations (DLE's; §B14.).

The assessment of the portfolio is not graded, nor will it alter or affect any of the grades the student has received during the course-stage of the program.

B8.1   Deadline

For all students, the deadline for the submission of the master's research portfolio is August 15. The submission of this portfolio is a condition of graduation.

B9.   MASTER'S RESEARCH PAPER OUTLINE (OPTION I)

The Master's Research Paper is an academic paper on a topic in the student's primary area of concentration (as indicated by their admission's Statement of Intent) and builds upon the student's course work.

Before the end of the second semester of studies, the student will develop a one-page Master's Research Paper (MRP) Outline, working in close consultation with a faculty MRP Mentor, which will then lead to the writing of the MRP. No further approvals are necessary and the GCTS does not require

a copy of the Outline. Work on the MRP Outline and MRP may begin any time during a student's program, and does not require the completion of coursework.

B9.1   Criteria for an acceptable MRP topic
An acceptable MRP topic will meet the following criteria:
  i.   The topic relates to areas recognized by the TST.
  ii.   There is a sufficient body of material concerning the topic to warrant a MRP.
  iii. The disciplinary method to be employed is appropriate and comes within the scope of faculty specializations.
  iv.   If the topic relates to a living author or recent event or issue, the topic is recognized as significant, and secondary literature exists in regard to it.
  v.   The topic is sufficiently focused and manageable to allow the student to develop a thesis statement which will represent an original contribution to scholarship and which can be persuasively argued on the basis of primary evidence within the MRP's length limitations.
  vi.   The student has sufficient skills in the requisite languages (where necessary).
  vii. In the case of an interdisciplinary topic, the student has sufficient skill in the cognate discipline, which will normally include training at the graduate level.

B9.2   Form and Contents of the MRP Outline
The MRP Outline must contain the following elements.

Title.
This includes a working MRP title, the student's name, the name of the MRP Mentor, the student's college of registration, and the date of submission.

Content
The MRP Outline contains a succinct statement of the research question and the thesis statement, and briefly 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 contemporary academic research in the field. It gives attention to previous enquiry and available secondary literature (the *status quaestionis*).

Methodology.
The Outline shall include 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.

Procedure.
This MRP Outline briefly describes how the MRP will be organized by sections (and sub-sections).

Implications.
The implications of the study must be briefly set forth in the MRP Outline, contains possible indications of how it will make a contribution to the knowledge of the field.

Bibliography.
A 1-page brief working Bibliography must be presented. It should be appropriately categorized. In all cases the primary and secondary literature should be distinguished, and other divisions may be appropriate as well.

Length.
The MRP Outline should be no more than 1½ pages (500 words) in length, plus the Bibliography.

B10.   MASTER'S RESEARCH PAPER WRITING (OPTION I)

Once a student's MRP Outline has been approved by the faculty Mentor, the student may at any time in the program begin work on the MRP itself. The student must inform the GCTS Office by e-mail that they have begun work on the MRP.

B10.1   Form of the MRP
Conformity with Outline.
The MRP should generally accord with that contained in the MRP Outline.

Length.
The length of the MRP should be a minimum of 15,000 words (approx. 50 pages) (including notes, but not including Bibliography). Should a MRP exceed 21,000 words, no professor is under obligation to read or examine it, nor is the TST obliged to find a professor who is willing to do so.

Style.
The MRP must conform to the GCTS style regulations (see General Regulations, §A12.14), and spelling must be consistent with a recognized Canadian standard.

Title page.
The title page of the MRP shall include the following elements: (i) the title and subtitle (on the upper third of the page); (ii) specification of the degree program; (iii) the student's full legal name as on ACORN (no nicknames, diminutives, aliases nor professional designations); (iv) the year of submission (at the bottom of the page); and, (v) a notice of copyright.

The title page must state the following: "A Master's Research Paper submitted to the [*The formal name of the college of registration*] and the Graduate Centre for Theological Studies of the Toronto School of Theology. In partial fulfillment of the requirements for the degree of Master of Arts (Theological Studies) awarded by [*the formal name of the college of registration*] and the University of Toronto."

Bibliography.
The MRP must include a Bibliography at the end. The Bibliography must distinguish primary from secondary sources in separate categories. It may include sub-categories as appropriate.

T-Space.
Master's Research Papers are not submitted for uploading to T-Space.

B11.   EVALUATION OF THE MASTER'S RESEARCH PAPER (OPTION I)

The MRP is evaluated by two TST faculty members: i) the MRP Mentor; and, ii) a second GCTS faculty reader. The second reader is chosen by the Mentor in consultation with the GCTS Director. Both must have a GCTS graduate faculty appointment. The two readers consult with each on the evaluation, and agree on a final grade. The final grade is submitted to the GCTS Office, along with evaluative comments (each reader can submit their own evaluative comments; or, a single common evaluation can be

submitted). The readers' comments and grade are then communicated to the student by the GCTS. When the readers are unable agree on a common grade, the GCTS Director may choose to call a meeting of the readers to arrive at a consensus, or may simply choose to record the average of their two grades as the final grade.

B11.1   Deadline
For all students, the deadline for the submission of the MRP is August 15.

B12.   GRADUATION (OPTION I & II)

B12.1   Clearance and application for graduation
Candidates must apply to their college of registration to graduate at the convocation ceremony immediately following their eligibility to graduate. Candidates for graduation must then follow the regulations in effect at that college regarding convocation. A Candidate 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/her college of registration or the college granting the degree. (See also General Regulations, §A10).

B12.2   Candidate Indebtedness
A college may withhold a Candidate's degree parchment and academic transcripts, where the Candidate has outstanding tuition fees, unpaid library fines, or other indebtedness to the college, another TST college, or the UofT (see General Regulations, §A12.3).

B13.   TRANSFERS

Students desiring to pursue another TST degree (basic or graduate) must apply for admission to that degree. Transfers between TST's programs is not permitted.

B14. MA Degree-Learning Expectations (DLE's)

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
EXPECTATIONS: *This MA in Theological Studies is awarded to students who have demonstrated:*		
1. Depth and Breadth of Knowledge A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice.	Depth and breadth of knowledge is defined in the MA (Theological Studies) as a set of increasing levels of understanding within a student's area of specialization, of its subject matter, methods of approach, primary and secondary sources and historical developments. Students successfully completing the program will be able to demonstrate an awareness of the fields of theological study, and of some aspect of the relationship between theological study and the humanities or social sciences; basic familiarity with a significant number of subjects within their area of concentration; and proficiency in one subject of specialization.	The program design and requirement elements that ensure these student outcomes are: • The TSJ5001 MA Research Methods immerses students in the debates, issues and methodologies in Theological Studies. • Course electives will expose students to a broad range of subjects and themes within Theological Studies, allowing students also to develop deeper understanding in their own areas of specialization. • Depth of knowledge on a particular topic in Theological Studies will be achieved through two elective courses in the area of specialization (course-only option), or more focused studies in the Master's Research Paper option.
2. Research and Scholarship A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research	Research and Scholarship is defined in the MA (Theological Studies) as the ability to identify a new or unresolved question within an area of specialization, to locate that question within a corpus of scholarly research and debate, to assess critically the primary and secondary literature, to adopt or develop methods for the interpretation	The program design and requirements that ensure these student outcomes are: • TSJ5001 MA Research Methods helps students locate their specialization in relationship to other theological disciplines. • Methods electives are specifically designed to equip students to begin their own

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
and scholarship in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge.	of an area of specialization, and to formulate a thesis and reasoned argument on the basis of the evidence and methodologies. This is reflected in students who are able to produce various forms of research-based scholarly discourse, such as oral presentations, essays, or an MRP.	research, adopt relevant methodologies and allow them to practice their research skills through various research essays and papers. • The course electives are all designed to equip students with proper research and analytical skills, assist them in applying methodologies and assessing current issues in Theological Studies, both orally and in written class assignments. • The MRP, for students choosing this option, will allow them to develop a more focused process of research, and argumentation.
3. Level of Application of Knowledge Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	Application of Knowledge is defined in the MA (Theological Studies) as the ability to engage in self-directed or assisted research within Theological Studies. Students successfully completing the program will be able to produce innovative or original analysis within the context of graduate seminars and courses, or within an MRP. In some cases this will include the application of a research language in aid of a student's research program.	The program design and requirements that ensure these student outcomes are: • The course electives require students to write academic papers, and to delve deeper into their areas of specialization. This work will also assist those completing a MRP. • Students will also be encouraged to engage in TST's various academic colloquia, lectures and conferences.
4. Professional Capacity/Autonomy a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal	Professional Capacity/Autonomy is defined in the MA (Theological Studies) as the ability to translate the knowledge gained in other research or professional settings.	The program design and requirements that ensure these outcomes are: • TSJ5001 MA Research Methods will demonstrate how various methods and

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.	Students successfully completing the program will have sufficient skill, ability and experience to undertake further studies in their area of concentration at the doctoral level; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.	approaches can be applied in different contexts and to different scholarly debates. • The elective and methodology courses, through class discussion and written essays, will allow students to develop skills for clear judgement and academic integrity, as well as encouraging students to apply their knowledge in courses that relate to the breadth and depth of their field.
5. Level of Communications Skills The ability to communicate ideas, issues and conclusions clearly.	Communications Skills is defined in the MA (Theological Studies) as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Students successfully completing the program will be able to produce standard forms of graduate-level scholarly engagement, both written (e.g., seminar research paper) and oral.	The program design and requirements that ensure these outcomes are the presentation of a student's research, both oral and written, in the required and elective courses. This may include the requirement of developing additional research language skills for some areas. Close faculty supervision in the development of an MRP will also promote this outcome.

C. DEGREE REGULATIONS: Doctor of Philosophy (PhD) in Theological Studies

C1.   GENERAL DESCRIPTION OF THE PHD

The conjoint Doctor of Philosophy (PhD) in Theological Studies program is intended to provide students with the analytical skills, methodological rigour and knowledge base that will enable them to carry out innovative research at the leading edges of their areas of specialization. In practical terms, the purpose of the program is to produce graduates who will be qualified to teach theological (and related) subjects in universities, liberal arts colleges and theological schools. Secondary purposes include equipping persons for positions of leadership in ecclesiastical and related organizations, or for academically enhanced ministerial practice. The program distinguishes itself by its attention to methodological rigour within an interdisciplinary framework and by the unique ecumenical context provided by the TST.

C1.1   Program Features
The distinctive features of the new PhD program include the following:
- It fosters research projects supporting the Church's reflection on God and the Church's self-reflection. The theological inquiry of other faith communities can also be supported in some areas.
- The program stresses collaborative education among each entering cohort of students, with scholarly interchange across the traditional sub-disciplines of theological studies (Bible, history, theology, pastoral studies).
- Courses and research projects intentionally consider interdisciplinary, ecumenical, and global perspectives. Interdisciplinary research projects are encouraged.
- The program gives focused attention to issues of method in research and interpretation.
- The program incorporates learning goals in educational theory, course design, and instructional practice.

C1.2   General Areas of Study
TST's graduate faculty have specializations in a wide variety of areas of study. Prospective students will identify topics that connect with faculty in specializations within or across these areas:
- The study of sacred and canonical texts, specifically, the Old Testament (or Hebrew Bible) or the New Testament (both involving languages; historical contexts and processes of development; related literature; subsequent theological interpretation, pastoral function and social effects).
- The study of articulated structures of belief – the structures, contents, premises, and implications of Christian belief and practice (foundational theology; systematic theology; historical theology; theological ethics; and philosophical theology).
- The study of the history of Christianity, understood in the broadest sense to include the variety of Christian traditions over the ages and throughout the world.
- The study of ecclesiastical practices (liturgy, homiletics, education and formation, pastoral care, spirituality), pastoral and other religious leadership, and the social organizations in which these occur (such as congregations, faith-based organizations, ecclesial bodies, and ecumenical and interfaith organizations).
- The study of the Christian faith in its relations with wider social and cultural contexts (social ethics; aesthetics; cultural studies; contextual theology; religion in the public sphere; comparative theology; and inter-faith dialogue).

- Although Christian studies are at the core of TST's mission, prospective students may choose to frame research topics in the context of other faiths.

C1.3   Time-frame

The program is designed so that it can be completed in four years; all requirements must normally be completed within six years from first enrolment. Normal course-load is three courses (1.5 FCE) per semester. The formally defined time-frame for progress through the program is as follows:

Year 1

Sept. – Dec.	Meeting with Advisory Committee. Courses begin.
Jan. – May	Second semester of courses (some Summer courses offered).
Sept. – Aug.	Language study (concurrent with courses).

Year 2

Sept. – Dec.	Courses. Preparation of Thesis Prospectus.
Jan. – May	Thesis Prospectus approved. Preparation for General Exams.

Year 3

Sept. – May	Generals Exams must be completed by the end of year 3.
	Thesis Proposal (Submitted within three months of exams; see §C4.3).

Year 4

Sept. – May	Thesis Research & Writing; Final Oral Examination.

C1.4   Achieving Candidacy

Once the Thesis Proposal has been approved (and all other program requirements have been met, except for the thesis itself), the student will be said to have achieved Candidacy. (See General Regulations, §A8.5.)

C1.5   Satisfactory Progress

Students are expected to complete the components of their degree requirements in a timely manner. Supervisory Committees are required to review, assess, and report to the GCTS on this matter. A progress report must be submitted annually to the GCTS by September 14 (see General Regulations, §A8.5.2). TST Colleges require timely completion of annual program requirements as conditions for the awarding of scholarships and bursary awards. Satisfactory progress also includes fulfilling stipulated language requirements.

C2.   ADMISSION REQUIREMENTS

C2.1   Statement of Intent

Applicants must submit a statement not exceeding 750 words outlining their academic interests and academic purposes. Doctoral applicants will be required to identify the nature of the research topic they would like to explore at TST, along with their methodological and theoretical approach(es). They should indicate how their previous academic studies and language preparation have prepared them for this research area and the TST graduate faculty members who could support their research.

C2.2   Prerequisite Degrees

An applicant is required to have an appropriate master's degree in theology from an accredited institution, with at least A- (3.7/4.0 CGPA) standing, or equivalent. The following are recognized

academic master's degrees: Master of Arts, Master of Religion, Master of Theology, Master of Theological Studies, Master of Divinity. If a student's program included a research component (research paper, thesis), a grade of at least A- (3.7/4.0 CGPA), or equivalent, also is required for this work. Students must also possess a baccalaureate degree or equivalent.

All theological schools fully accredited by the Association of Theological Schools in the United States and Canada are deemed to be recognized institutions. Students from educational systems outside North America must give evidence of equivalent standing. The GCTS reserves the right to determine whether or not credentials of other degree-granting institutions meet the standards for its admissions programs. (See General Regulations, §A3.1 Procedures for Application.)

C2.3   Languages
Students applying to the program are required to provide evidence of reading competence in one ancient or modern language necessary for their research. (Competence is normally demonstrated by the satisfactory completion of a two-semester course at the university level within the last four years.) Additional language preparation is required for admission in cases where the primary sources for the proposed area of study are in a language other than English. In such cases, applicants may be required to provide evidence of competence in more than one language and/or reading proficiency in one language. (Proficiency in a language is a higher level of reading ability, consistent with that which is normally acquired by the satisfactory completion of a four-semester course at the university level within the last four years.) Applicants proposing to focus their research in Biblical Studies, for example, are required to demonstrate proficiency in the language of their primary focus (Greek or Hebrew), and competence in either the other biblical language or a modern research language. (See also §C6.6 Competency, proficiency and expertise defined).

Once admitted, PhD students may need to give current evidence of their facility in their research language(s) by taking a TST Language Exam or by passing a TST Language Course (prior to registration in September). (See §C6.4 Acceptable Evidence of Skill) TST students who have fulfilled language requirements in TST's other degree programs may be exempted from further examination in these languages by the Admissions Committee.

C2.4   Evidence of Facility in English
See General Regulations, §A5.5 English Language Proficiency Tests.

C2.5   Letters of Reference
Two academic letters of reference are required. TST does not provide a letter of reference form but asks that referees write a letter in which they comment candidly on the applicant's qualifications to pursue and complete graduate studies. References issued to students or photocopies will not be accepted.

C2.6   Writing Sample
All PhD applicants must submit an academic writing sample (between 20-50 pages) as part of their application, demonstrating independent research and writing ability. This should be submitted as a PDF document to the GCTS Office as part of the online application.

C2.7   Other Application Documentation
A brief two to three (2-3) page curriculum vitae may be submitted by all applicants. Applicants may also submit GRE scores to support their applications, though these are not required for application. The Toronto School of Theology's institutional code for the GRE is 0534.

C3.   PROCEDURES FOR APPLICATIONS FOR ADMISSION

C3.1   Administration
Applications for admission are administered by the GCTS Office. Decisions on applications are made by the GCTS Admissions Committee. (See General Regulations, §A3)

C3.2   College Approval
Each application is also considered by the applicant's proposed college of registration. Applicants are advised to contact the Director of Graduate Studies at their proposed college of registration, prior to the application deadline, and to request information about the college's resources and requirements for graduate studies, including financial aid. The Admissions Committee can make an offer of admission only where a participating college agrees to admit the applicant.

C3.3   Deadlines
An application for admission into the PhD program, including all supporting documentation, must be received by the deadline stated on the online application page. TST may initiate a second round of admissions in early March, and may accept applications if space permits. Applicants should consult the website for the annual deadline dates.

C3.4   Offers of Admission
Offers of admission are typically sent out in early March, with responses from applicants required by a date stipulated in the offer of admission.

C3.4.1 Financial assistance
Scholarships and other forms of financial assistance are administered by the participating colleges. (See General Regulations, §A14.5 Financial Support.)

C3.4.2 Criteria for decisions on admission
After determining that an applicant meets the minimum requirements for admission to a graduate program, the Admissions Committee will base decisions about admission on the following additional criteria:
- The applicant's grades in all previous post-secondary education. Particular weight is accorded to the prerequisite degrees and recent programs of study.
- The applicant's academic background in the stated area of interest.
- The potential of the applicant for graduate study as attested in the letters of reference.
- The quality of the applicant's statement of intent.
- The availability of qualified faculty resources in the applicant's proposed area of research.
- Evidence that the applicant is likely to complete the program.

C3.4.3 Offers of admission
The Admissions Committee may decide: (a) to approve the application and offer admission; (b) to offer admission in another program or college; (c) to seek further information (to defer consideration); (d) place the applicant in a "waiting pool" (with the possibility of a later admission offer, space permitting); or (e) to decline the application. The GCTS Office will inform the applicant of the admissions decision, with a copy of the letter being sent to the college. (Doctoral Supervisors also receive a copy of the admissions letter.) An offer of admission will indicate the languages (if any) which the GCTS Admissions Committee has recognized as fulfilling admissions requirements, and the conditions (if any) that have been attached to the applicant's admission.

C3.5   Acceptance by the applicant

After receiving an offer of admission, the applicant must accept it by the date stipulated in the letter. If the applicant accepts the offer of admission, his/her college of registration may require a non-refundable confirmation deposit. This deposit will be applied to the tuition fees charged for the student's first term of studies. The acceptance of the offer of admission must be sent to the GCTS Office.

C3.6   Deferral of Matriculation (Registration)

Applicants offered admission into the degree program may not defer matriculation (i.e. initial registration). Applicants desiring to pursue studies in a subsequent year must re-apply for admission into the program.

C3.7   Withdrawing offers of admission

Where an applicant fails to respond to an offer of admission by the date stipulated, or without notice fails to register at the time stated in the offer of admission, or does not fulfill their admission conditions, the offer of admission is rescinded.

C3.8   Request for reconsideration

An applicant may request the reconsideration of a decision by the GCTS Admissions Committee. Such a request must be made by the applicant in writing to the GCTS Office in a letter emailed, delivered or postmarked within thirty calendar days of the date of the communication of the decision by the GCTS Office. The request must state in full the grounds for the request. The GCTS Admissions Committee will consider the request and make a determination at its next meeting. Decisions made by the GCTS Admissions Committee concerning admission and related matters are not subject to appeal.

C3.9   Fulfilment of conditions

The applicant must provide evidence by July 1st prior to September registration that all conditions attached to the offer of admission have been satisfied. The most common such conditions are completion of a degree in process with satisfactory academic standing or submission of original transcripts. Thus, where such conditions have been attached, the student must arrange for official documentation certifying the fulfillment of the conditions to arrive in the GCTS Office by the July 1st deadline. Only after conditions have been met will the GCTS Office certify the student, to the UofT and TST college of admission, as eligible to register. Applicants not fulfilling their conditions by the deadline will have their offer of admission rescinded.

C3.10   Limitation

Admission to the graduate programs is admission to begin coursework in the residence phase of the program. The TST does not guarantee to maintain a place for the Candidate in the program. A student who is deemed not qualified to continue in the program will be asked to withdraw or will have their registration terminated.

C4.   SUPERVISORS AND SUPERVISORY COMMITTEES

The approval of supervisors and establishment of student Supervisory Committees should be read in conjunction with the General Requirements listed in General Regulations, §A8.5 Doctoral Student Candidacy and §A9 Graduate Student Supervision.

C4.1   Admissions Advising

The potential student's first contacts with the TST are usually with the TST Graduate Administrator, with a college Graduate Director or a TST faculty member, all of whom can offer advice on admissions and programs at TST. At the time of application to the program, students indicate in their "statement of

intent" potential faculty with whom they share common research interests. Based on this statement and the identification of faculty resources by the student, in the offer of admission the GCTS assigns an initial faculty Supervisor. This Supervisor can assist students by helping answer any questions regarding the program and admission, and will discuss the selection of other faculty to comprise the student's Advisory Committee.

C4.2   Doctoral Advisory Committees

At the start of doctoral studies an Advisory Committee will be established for each incoming student. This committee is usually composed of two or three professors whose interests reflect the student's prospective areas of scholarly research. The members of the Advisory Committee are proposed by the Supervisor assigned at admission, with invited input from the student, in consultation with the GCTS Coordinator as necessary. In late August or early September, before the commencement of classes, each student will meet with the designated committee. The purpose of this meeting is to prepare a plan of study for the student. Minutes from this meeting must be submitted to the GCTS by the last day to add courses for the fall semester (see "Key Academic Dates" at www.tst.edu). Advisory Committees may subsequently meet at any time of the year, as needed, but they must file an annual report by September 14 regarding student progress in the program (see General Regulations, §§A8 & A9). Supervisors (or Co-supervisors) are responsible for regular supervision even while on sabbatical. The Advisory Committee continues to assist the student and often remains as the Doctoral Supervisory Committee for the dissertation, unless a change in committee members occurs.

The Advisory Committee assists the student in designing a course of studies, with attention to his/her educational objectives as well as to meeting program requirements for coursework, languages, examinations, residence requirements, limitations on reading courses, advanced standing and transfer of credit and encourages the development of professional skills of the student. The Advisory Committee must authorize the student's course of studies.

C4.3   Doctoral Supervisory Committees

Doctoral Supervisory Committees emerge as students move toward the formal identification of a Thesis Supervisor. The members of these new committees may, but need not, include members of the initial Advisory Committee. The initial association of the student and the prospective Doctoral (Thesis) Supervisor is a process of mutual selection, though the initiative lies with the student to secure the agreement of the professor who is to serve in this capacity. Once this agreement is secured, the professor informs the GCTS in minutes of the Supervisory Committee and the appointment of the Doctoral Supervisor is confirmed by the GCTS Coordinator.

Doctoral Supervisory Committees consist of three members of the GCTS. These members are the Supervisor and two other professors who are qualified to offer expert advice in the proposed area of research. The other two members are chosen jointly by the student and the Supervisor; the committee is then approved by the GCTS Coordinator. The Doctoral Supervisory Committee assists students in preparing the Thesis Prospectus, the General Exams, and the Thesis Proposal.

Only Full Graduate (Advanced Degree) Members of TST's GCTS may be appointed Doctoral Supervisors, while Associate Members may only serve as Co-Supervisors or Supervisory Committee Members. (The TST website contains a complete listing of TST faculty with graduate [advanced degree] status.) In addition to having a good working relationship with a Doctoral Supervisor, students should look for potential Supervisors who have research competence in the area of the proposed thesis area (which is ordinarily demonstrated by publication, previous thesis direction, course teaching), as well as the requisite allied skills (like skills in research languages or knowledge of cognate disciplines).

Upon completion of course requirements the Doctoral Supervisory Committee will reconvene with the student to approve the Thesis Prospectus and to plan for the General Examinations (see Degree Regulations, §§C7 & C8). Within three months of completing the exams, the student will submit a full Thesis Proposal to the Doctoral Supervisory Committee, who will then oversee the preparation of the Thesis, meeting regularly with the student to evaluate and guide the dissertation work as it proceeds. The committee must meet at least once annually with the student, prior to September 14, and complete and file an assessment of student progress. Please note that failure to submit this report in a timely fashion may affect student status and/or funding. (See General Regulations, §A8.5.) Supervisors (or Co-supervisors) are responsible for regular supervision even while on sabbatical.

Changes in the membership of a student's Supervisory Committee may be made by the GCTS Coordinator, acting upon the request of the student or members of the student's committee. Changes of Supervisor and/or changes in the thesis topic after the approval of the Thesis Proposal may require a new Thesis Proposal, and possible additions to the student's program in light of the degree regulations.

C5.   PROGRAM REQUIREMENTS

The major requirements of the program are as follows:
- i.   Courses
- ii.   Languages
- iii.   Thesis Prospectus
- iv.   General Examinations
- v.   Thesis Proposal
- vi.   Thesis
- vii.   Final Oral Examination

C5.1   Courses
Students will be required to complete a minimum of eight (8) half-courses (4.0 full-course equivalents). Such courses will allow students to achieve four essential purposes:
- a critical appreciation of Theological Studies, in ecumenical and interdisciplinary perspective, including its methods, premises, rationales, issues, and limits;
- a cohort identity supporting scholarly dialogue, academic collaboration, common professional development, as well as a common awareness of the distinctive character, outcomes, rationale, and resources of the program;
- effective preparation for General Examinations, ensuring a breadth of knowledge consistent with degree-level expectations; and
- effective preparation for the thesis project.

The eight (8) courses will comprise:
- Two (2) Core Courses for all students in the cohort;
- One (1) methodological course, which students will choose from among alternatives, depending on their specific research interest; and,
- Five (5) elective courses.

C5.2   The Core Courses

TSJ5021H: Research and Scholarship
This cohort course deals with fundamental aspects of research and scholarship. It will deal with research methods and other aspects of professional scholarship, with attention to the study of theology in a university context. The course will have assignments but no final examination. It will normally be taken in a student's first session.

TSJ5022H: Area Studies and Course Design
This is a team-taught course addressing the issue of breadth with respect to a student's area of study, together with attention to matters of pedagogy and course design. The purpose of the course will be to ensure that students have solid foundational knowledge of their area of study, such as would equip them to teach an introductory course in the area. Accordingly, the course will have two primary components: a plenary component dealing with pedagogical issues; and individual study in the area of study, under the direction of the student's mentor-Supervisor (or other member of the Advisory Committee, as determined by the GCTS Coordinator). The final project of the course, to be assessed by both the course instructor and faculty Supervisor(s), will involve the design of an introductory course in the student's area (a syllabus, together with appropriate discussion, explanation and commentary). It will normally be taken in the first semester of the student's second year of studies. Students and the graduate faculty mentor-Supervisor will be required to sign the *Area Studies & Course Design Agreement* and submit the form to the course instructor. The form will be made available at the start of the course.

Required Course in Methodology
Students will be required to choose at least one course from a selection of courses addressing issues of methodology. In consultation with their Advisory Committee, students will choose the course most pertinent to their proposed research area. Accordingly, a selection of courses in methodology will be offered each year, with different emphases. An emphasis could be a set of themes, a set of texts, a comparison of schools of thought, a historical period, or a geographical region.

These courses address a number of contested issues in Theological Studies with attention to their practical implications for research, including (a) the normative authority of certain texts for faith communities as seen in in ecumenical and global context, and the hermeneutical implications; (b) the character of the scholarly guilds, their interdisciplinary context, and implications for method; (c) pre-modern, modern, and "post- modern" approaches to texts, in theory and application; (d) issues of objectivity, subjectivity, and subversion in the construction of knowledge; and (e) the practice of research, criticism, and scholarly reporting.

Occasionally a student's research interest may be so distinctive that his/her Advisory Committee may recommend an alternative to any of TST's courses in methodology, such as an elective with a specific methodological component, a course in a cognate SGS program, or, rarely, an independent Reading and Research course (which requires the approval of the GCTS Coordinator). The course fulfilling the methodology requirement is recorded in annual Advisory Committee meeting minutes.

C5.3   Elective Courses
TST graduate faculty annually offer a number of elective courses to give students a range of topics pertinent to their research areas, to prepare for General Examinations and to develop backgrounds useful for thesis projects, while promoting educational diversity and substantial interchange.

Elective courses represent a conjuncture of the current research interests of individual faculty members and faculty research teams, on the one hand, and the intended learning outcomes of the doctoral program (for a full list of these learning outcomes, see §C15.). The defining outcomes, in summary, are research skills; skills in scholarly reporting; methodological sophistication; attention to the mobilization of knowledge, particularly for the critical self-reflection of faith communities; and awareness of ecumenical, global, and interdisciplinary contexts. A student's course selection is guided by his/her Advisory Committee, with a view to providing breadth in the area of study (in preparation for the course "Area Studies and Course Design") and adequate foundation for the Thesis Prospectus, the General Examinations and Thesis. In some cases, students will benefit from graduate courses in a cognate discipline at the UofT. Where circumstances warrant, a student may be allowed to take one or two independent Reading and Research courses (i.e., a maximum of two), depending on the approval of the Advisory Committee and the support of an appropriate faculty member. However, it is expected that most students will benefit more from seminar courses than from independent research courses. All elective courses must be at the graduate level, with at least half of the student's total courses (incl. required courses) being taken at the 5000-level or 7000-level. (See General Regulations, §A7.15.)

C5.4   Transfer Credit
Students are permitted up to 1.0 full-course equivalent (or two half-course) credits, according to General Regulations, §A7.14.

C5.5   Good Academic Standing & Satisfactory Progress
See General Regulations, §§A8.4-5 for minimum grade averages and policies on good academic standing & satisfactory progress. Students who do not achieve satisfactory performance will not be allowed to proceed to the General Examinations.

C6.   PROGRAM LANGUAGE REQUIREMENTS

Competence or proficiency (see §C2.3) in languages other than English support students and graduates in their specialized research and assist them in taking their place in international theological conversation. During all stages of their program and especially their thesis research, students are required to demonstrate reading ability in the language(s) in which relevant primary texts are written, as well as those in which there is important secondary literature.

Individual language requirements are determined by a student's Advisory Committee, in consultation with the GCTS Coordinator and within the framework of the general considerations stated below (§C6.1, and following). Additional language preparation is required in cases where the primary sources for the proposed research area are in a language other than English. For the most part, these requirements are met through the admission process, language examinations or TST language courses. The regulations in this section should also be read in light of General Regulation §A7.17.

C6.1   General requirement
Every doctoral student must demonstrate competence in at least two languages, in addition to English, selected from among ancient languages or modern languages necessary for their research, provided that at least one language is a modern language. The student's Advisory Committee determines the two required languages. The languages, and a brief statement of their relevance to the student's research, are recorded in the annual Advisory Committee meeting minutes, which are then sent to the GCTS Coordinator. The two languages then require the final approval of the GCTS Coordinator (see also §C2.3). Students must attempt at least one language exam annually until all language requirements are fulfilled. All language requirements must also be fulfilled before proceeding to the General Exam stage

of the program. One of these languages may have been recognized as fulfilling program requirements by the Admissions Committee.

C6.2   Additional language requirements

An Advisory Committee may require a student to demonstrate language skills beyond the above requirements to support research in their area of specialization. Any additional language requirements are recorded in the annual Advisory Committee meeting minutes (which are then sent to the GCTS Office), which the student must then fulfill.

C6.3   Biblical Languages

Students in biblical studies require specific additional language skills. In addition to the required biblical languages (stated in the next paragraphs), every student is required to have competence in one modern language, normally: French, German, Hebrew, Italian, or Spanish. The student's Advisory Committee determines the modern language. The languages, and a brief statement of their relevance to the student's research, shall be recorded in the annual Advisory Committee meeting minutes, which are then sent to the GCTS Coordinator for approval.

Every student focusing in Old Testament Studies is also required to have expertise in biblical Hebrew and competence in Hellenistic Greek. Expertise in Hebrew is demonstrated by passing the Hebrew examination for Old Testament specialists (passing grade: A-). Normally students are also expected to have skill (equivalent to one semester of study) in either Aramaic, Hebraica (background to the Hebrew language) or another Semitic language.

Every student focusing in New Testament Studies is also required to have expertise in Hellenistic Greek and competence in Biblical Hebrew. Expertise in Greek is demonstrated by passing the Greek examination for New Testament majors (passing grade: A-) or completing KNB 6501 Advanced Hellenistic Greek (or equivalent) with a minimum grade of A-. (This course does not fulfill program course requirements if taken for this purpose.)

C6.4   Acceptable evidence of skill

Skill in research languages may be demonstrated in the following ways:

Transcript evidence. A student who has completed recognized postsecondary courses (see "Coursework" below) in a language within four years prior to making application for admission to the PhD program may, by submission of transcript evidence, be deemed by the GCTS Admissions Committee to have demonstrated skill in that language. Unless an exemption is explicitly stated in the offer of admission letter, all applicants are required to demonstrate current evidence of reading facility by taking a TST Language Exam.

Language examination. A student may demonstrate skill in a language by taking an examination in that language administered by the TST. Examinations usually take place in September and January. Information on language examinations, including dates of invigilation and examples of previous examinations, is available from the GCTS Office. Arrangements for special examinations in languages other than Hebrew, Greek, Latin, French, German, Spanish and Italian, can be made with the GCTS Office.

Coursework. A student may in some cases demonstrate skill in a language by the satisfactory completion of a language course at the TST, the UofT or another recognized postsecondary institution. TST normally offers non-credit summer courses in theological French and German, and its member

colleges offer other credit courses in Greek, Hebrew and Latin (which are not counted as part of the course requirements of the program). Successful completion (see §C6.6) of these courses will normally satisfy a TST language requirement. Successful completion of graduate-level language courses taken at institutions outside of TST may also fulfill a language requirement if the courses are of the required length (see §C6.6) and are focused on reading academic or ancient texts. Other courses, including most introductory undergraduate courses and courses taken at institutes such as the Goethe Institute, Alliance Française or as part of Continuing Education programs, do not in themselves serve as fulfilling TST requirements, but students might choose to take such courses to prepare for a TST examination. In all cases the GCTS reserves the right to require that students demonstrate their current skill in a language by taking a TST language examination.

Other evidence. In the case of a modern language, the college Graduate Director, the Director, GCTS or GCTS Coordinator may attest to a student's native ability or fluency. This is reported to the GCTS Office.

C6.5   Change in program of study
If a student at a subsequent stage of the program changes their area of research so that an approved language is no longer vital for the program of study, the student's Supervisory Committee will decide whether additional language requirements are necessary in order to safeguard the integrity of the program and the student's ability to undertake specialized research in his/her new area. Any such changes are reported to the GCTS Office according to the approval requirements noted above.

C6.6   Competency, proficiency and expertise defined
In order to demonstrate skill in a language, students in biblical studies must achieve or surpass minimum grades in coursework or exams for biblical languages according to the following levels: Competence: B+; Proficiency: B+; and Expertise A-. For students fulfilling modern language requirements and students not specializing in biblical studies, competence is defined as achieving a minimum grade of B-. Competence requires at least two semesters of university level courses, while proficiency requires at least four semesters of university level courses. Unless an exemption is explicitly stated in the offer of admission letter, all applicants are required to demonstrate current evidence of reading facility by taking a TST Language Exam or TST language course. Expertise may only be demonstrated by exams established by the GCTS (see also §C6.4).

C6.7   Language Waiver
A student who wishes to begin studies without having met the language requirements set for entrance must petition the Graduate Director of the college of registration, who will consult with the chair of the student's Advisory Committee (see §C4.2, above) and, if both approve, forward the petition to the GCTS Office. In the case of a minor deficiency, such as a slightly substandard language examination score, the GCTS Coordinator may issue a language waiver authorizing the student to begin the doctoral program. In this case the student may register for a maximum of two semester courses in each of the Fall and Winter semesters, while preparing to meet language requirements. At the end of
this time the waiver expires and the student must either satisfy the language requirements set for entrance or they will be withdrawn from the program. Such waivers are rarely granted.

C7.   THESIS PROSPECTUS

Students who achieve a minimum CGPA of 3.7 (A-), and who have completed all course and language requirements, will be permitted to proceed to the Thesis Prospectus (Thesis Pre-Proposal) and General Exam stages. Students who do not achieve this requirement, by the stated deadlines, will not be

permitted to continue with their registration in the program. Doctoral Supervisory Committees verify the completion of these degree requirements to the GCTS in minutes of their meeting.

The Thesis Prospectus is intended to help situate the General Exams within a student's program of study, and to get students to begin their research towards the Thesis Proposal and actual Thesis stage. This work is done with an approved Doctoral Supervisory Committee. The Thesis Prospectus must be completed and approved prior to the commencement of General Examinations, and reported to the GCTS Office using the *Thesis Prospectus Approval* Form.

The Thesis Prospectus is a maximum of 2 pages long (approx. 800-900 words) plus a maximum of 2 pages of bibliography. It includes the following:

1. A brief statement of the prospective thesis topic, with an indication of its expected scholarly contribution to theological studies and the methodological approaches that will be utilized in the thesis.
2. The names of three professors (the Supervisor and two other members of the Doctoral Supervisory Committee), with brief indications of how the expertise of each one will contribute to the study of the topic.

The Thesis Prospectus is also intended to assist students in developing applications for fellowships, scholarships, research grants and conference proposals. An approved Thesis Prospectus permits students to proceed to the General Examinations.

C8.   GENERAL EXAMINATIONS

To demonstrate that they are prepared to undertake a project of specialized original research, and that they have an understanding of their primary and secondary areas of study necessary for that project, students will be required to write two General Examinations, both of which will be defined with respect to the student's proposed research area, followed by an Oral Examination. The areas will be determined by the student's Doctoral Supervisory Committee, in consultation with the student. The Supervisory Committee documents this stage using the *Planning for General Examinations* Form. The format of the examination is approved by the Supervisory Committee in consultation with the student.

C8.1   Specialist and Cognate Area Exams
Specialist Exam.
One of the examinations will deal with the student's primary area of study. Normally this examination will be set by the faculty member who will serve as the student's Thesis Supervisor plus another Supervisory Committee member.

Cognate Area Exam.
The other examination will normally be cognate in some way (dealing with related method and theory, a cognate area or discipline, etc.). This examination will be set by another member of the student's Supervisory Committee. In some cases, an additional examiner can be added to the committee for this purpose.

Each examiner will consult with the student during the process of constructing the examination, and the process will be guided by the following considerations:
•   The interests and program needs of the student shall be taken into account.

- The student shall be given a clear idea of the aspects of the subject that will be covered in the examination, together with some idea of the structure of the examination (i.e., a set number of questions from which the student chooses a smaller subset to answer).
- There shall be a clear identification of the secondary bibliography with which the student shall be familiar.

The General Examinations normally will be completed in the first session of a student's third year in the program. In the event of a failure of any of the components (either of the Written Examinations or the Oral Examination), the student will be allowed to repeat that component within three months. A second failure will result in the termination of the student's program. Any extensions for the completion of program requirements are subject to the policies under General Regulations, §A8.5 on Achieving Candidacy (see also Degree Regulations, §C1.3 Time-frame).

C8.2   Reading lists
There are two reading lists (bibliographies) of moderate length, one for the Specialist and one for the Cognate subject. The examiners and the student together define the specific focus and parameters of the examinations and design the reading lists. The lists are thus jointly created through discussions between the student and the respective examiners. These examination reading lists typically include the student's previous readings relevant to the subjects chosen, and any additional titles that the examiners deem necessary for the student's preparation for the examination and pending thesis research. As a general guideline, the two reading lists comprise a global total of 25-35 books (or their equivalents in chapters and journal articles), and include a reasonable amount of material that can be researched and assimilated within a 6-8 month period. The Supervisor is responsible for ensuring that reading lists meet these general guidelines, and that the reading lists are proportionately distributed between the Specialist and Cognate exams.

C8.3   Examination procedures
The General Examinations include both written and oral components. The student should take both components within a period of no more than four weeks. Specific procedures regarding the General Examinations will be made available to the student and the Supervisory Committee, once a notice of intent for examination is given to the GCTS Administrator by the student.

Examination Formats
a. In-classroom Examination. Exams are to be answered by the student without aids, unless aids are specifically designated by the examiners. The Specialist Exam is designed to be written in four hours. The Cognate Exam is designed to be written in three hours. Students are permitted to bring into the examination food and drink.
b. 24-Hour Take Home Examination: The Specialist or Cognate Exam is written in a 24-hour period, at a location of the student's choice. Each examination is "open book." The student is permitted and encouraged to use a computer, provided that she or he does not incorporate material written earlier. These examinations may not exceed a total of 20 pages (5000 words).

C8.4   Evaluation of the written exams
The examiner(s) who set the exam (e.g. specialist or cognate) is (are) asked to grade the exam and supply the GCTS with an interim grade. The interim grade is used as a guideline of the student's progress through the exam stages. If the written work is judged as an overall "Pass", then the Oral Examination proceeds as scheduled. A "Pass" is deemed to be a grade of B+ or higher on each of the written exams.

C8.5   The Oral Examination
The Oral Examination is conducted equally by all examiners and is chaired by the Supervisor. It is to be

completed within a two-hour session. Questioning is to be based primarily on the student's written answers, but may extend to other matters contained in the approved reading lists. Entirely new matters unrelated to the written papers or the reading lists are not to be introduced.

At the end of the Oral Examination, the examiners are asked to decide whether the student's work in the General Examinations – encompassing both the written and oral components – should be graded "Pass," "Conditional Pass," or "Fail." For the records of the GCTS, examiners are also asked to submit a final letter grade. "Conditional Pass" means that the examination will be regarded as a "Pass" if the student successfully fulfils certain written conditions within three months. If the conditions are not met, the examination is downgraded to "Fail." A student receiving "Fail" for the oral examination may be re-examined once within three months. Successful completion of the General Examinations permits a student to proceed to the Thesis Proposal Stage. A failure results in the termination of the student's program. The results of the examination are reported to the GCTS Office using the *General Examinations Report* Form.

C9.   THESIS PROPOSAL

Upon successful completion of the General Examinations, a student will prepare a detailed Thesis Proposal, working in close consultation with a Thesis Supervisor and Doctoral Supervisory Committee members. The Thesis Proposal will be submitted to the student's Doctoral Supervisory Committee for approval. A student must receive Thesis Proposal approval before proceeding with the writing of the thesis.

C9.1   Criteria for an acceptable thesis topic
An acceptable thesis topic will meet the following criteria:
  i.   The topic relates to areas recognized by the TST.
  ii.   There is a sufficient body of material concerning the topic to warrant a thesis.
  iii. The disciplinary method to be employed is appropriate and comes within the scope of faculty specializations.
  iv.   If the topic relates to a living author or recent event or issue, the topic is recognized as significant, and secondary literature exists in regard to it.
  v.   The topic is sufficiently focused and manageable to allow the student to develop a thesis statement which will represent an original contribution to scholarship and which can be persuasively argued on the basis of primary evidence within the thesis length limitations.
  vi.   The student has sufficient skills in the requisite languages.
  vii. In the case of an interdisciplinary topic, the student has sufficient skill in the cognate discipline, which will normally include training at the graduate level.

C9.2   Form and contents of the Thesis Proposal
The Thesis Proposal must contain the following elements.

Title page.
This includes a working thesis title, the student's name, the name of the Thesis Supervisor and supervisory members, the student's program, the student's college of registration, and the date of submission.

Introduction.
The most important part of the Introduction contains a succinct statement of the research question and the thesis. 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 contemporary academic research in the field. 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. The reader of the Introduction should be persuaded of the originality of the thesis and its potential contribution to scholarship.

Methodology.
This section 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.

Procedure.
This section describes how the exposition will be developed, including how it will be organized by chapters, with a brief topical description of what is to be covered in each chapter. The interrelation of these chapters ought to be described briefly as well.

Original Research.
The implications of the study must be clearly and concisely set forth in the proposal. The proposal contains a clear indication of how the thesis will make a significant contribution to the knowledge of the field.

Bibliography.
A working Bibliography must be presented. It should be appropriately categorized. In all cases the primary and secondary literature should be distinguished, and other divisions may be appropriate as well.

Length.
The Thesis Proposal should be no more than 4,000 words in length, not including Bibliography.

C9.3   Approval of the Thesis Proposal
When the Thesis Supervisor is satisfied with the Thesis Proposal, the student sends copies to the other Doctoral Supervisory Committee members. They evaluate the Thesis Proposal developed by the student according to the criteria noted above, and may (i) direct the student to make modifications; (ii) direct the student to develop a new Thesis Proposal; or, (iii) proceed to an oral assessment of the Proposal.

When the Doctoral Supervisory Committee considers the proposal ready for oral assessment, the Thesis Supervisor arranges a time for the Doctoral Supervisory Committee to meet with the Student. The proposal may be accepted outright or with the provision of changes to be approved by the committee (see §C9.4). The Thesis Proposal is normally assessed within one month of its submission to the committee (provided that the proposal is submitted within the Fall or Winter sessions).

C9.4   Re-submitted proposal
Where the Doctoral Supervisory Committee requires modifications to the Thesis Proposal, the student must submit a revised version of the proposal within three months. Failure of the revised proposal to meet the approval of the committee will be reported to the GCTS Coordinator, and will result in the student's termination from the program. If the Doctoral Supervisory Committee considers that the re-submitted Thesis Proposal is not a revision of the first proposal but a new proposal, the Supervisor shall so advise the GCTS Coordinator, in writing.

C9.5   Report of Approval

The Thesis Supervisor reports the approval of the Thesis Proposal on the *Thesis Proposal Approval Form*, sending the original form to the GCTS Office and copies to the student's college Graduate Director and the student. The Supervisor also sends copies of the Thesis Proposal to the GCTS Office and to the Graduate Director of the college of registration. A copy of the approved Thesis Proposal is also placed in the GCTS Thesis Proposal binder, for consultation by other graduate students and faculty.

C9.6   Change in proposal

Should the student later make substantial changes in his/her approach to the thesis, the student should consult with his/her Supervisor and GCTS Coordinator on the advisability of submitting a new Thesis Proposal.

C9.7   Transition to the Thesis Writing stage

A student must have completed all requirements for the degree, exclusive of thesis research, by the end of the third year in order to remain in good standing in the program. When it is approved, the Thesis Proposal represents an agreement between the student and the Doctoral Supervisory Committee, by which the student agrees to undertake the research proposed and that the completed Thesis, if it satisfactorily achieves what is proposed, will be recommended for Final Oral Examination. Students who have an approved Thesis Proposal and Doctoral Supervisory Committee are said to have Achieved Candidacy (see General Regulations, §A8.5). Students whose other degree requirements have been completed but whose thesis topic has not yet been approved register for TSZ8888Y (Thesis Proposal).

C10. THESIS WRITING

Once a student's Thesis Proposal has been approved, he or she can proceed to the final stage of the program, the writing of the Thesis itself. The Thesis is to make a significant contribution to the knowledge of the field and must be based on research conducted while the student is registered for the PhD program. The Doctoral Supervisory Committee must approve the completed Thesis before it is submitted for examination. The Candidate will defend the thesis at a Final Oral Examination, which will be administered by TST's GCTS according to policies and practices informed by those of the School of Graduate Studies. The Final Oral Examination Committee will include representatives of the Doctoral Supervisory Committee, an External Examiner, and an examiner appointed by the UofT's School of Graduate Studies (SGS).

C10.1   Registration

A doctoral Candidate whose Thesis Proposal has been accepted and who is writing the thesis will be registered in TSZ9999YY (Thesis Writing) at the next registration period. This registration will be renewed each session so long as the student continues to pay fees, until such time as the student completes the thesis or takes a leave of absence or withdraws from the program.

C10.2   Form of the thesis

Technical requirements.

Theses submitted for evaluation, and eventual TSpace submission, shall adhere to the formatting requirements of the TST *Electronic Thesis & Dissertation Manual* and "Thesis Template," found at https://www.tst.edu/academic/thesis-submission-convocation-information.

Conformity with proposal.

The structure of the Thesis should accord as closely as possible with that contained in the Thesis Proposal.

Length.
The length of the Thesis should be no greater than 80,000 words (including notes and appendices, but not including bibliography). Should a thesis exceed 80,000 words, no professor is under obligation to read or examine it, nor is the TST obliged to find a professor who is willing to do so.

Style.
The thesis must conform to the GCTS style regulations (see General Regulations, §A12.14), and spelling must be consistent with a recognized Canadian standard.

Title page.
The title page of the Thesis shall include the following elements: (i) the title and subtitle (on the upper third of the page); (ii) the student's full legal name as on ACORN (no nicknames, diminutives, aliases, or professional designations); (iii) the thesis submission paragraph (below); (iv) a notice of copyright with year of convocation (at the bottom of the page).

The title page must state the following: "A Doctoral Thesis submitted to the Faculty of [*the formal name of the college of registration*] and the Graduate Centre for Theological Studies of the Toronto School of Theology. In partial fulfillment of the requirements for the degree of Doctor of Philosophy in Theological Studies awarded by [*the formal name of the college of registration*] and the University of Toronto."

Abstract.
The Thesis must include a brief Abstract of the thesis on the page following the title page, of a maximum of 350 words, double-spaced.

Table of Contents.
The Thesis must include a Table of Contents following the Abstract.

Bibliography.
The thesis must include a Bibliography at the end. The Bibliography must distinguish primary from secondary sources in separate categories. It may include sub-categories as appropriate.

C10.3   Writing the thesis
During the writing of the Thesis, it is desirable and important that regular consultations be arranged between the Candidate and the Thesis Supervisor and Supervisory Committee by a mutually agreed schedule.

The Thesis Supervisor is responsible for the direction of the dissertation, while the two other Supervisory Committee members are responsible for giving advice about the dissertation. The Candidate should keep all three members informed of the progress of the work, preferably by the timely and periodic presentation of drafts of any work provisionally completed. Supervisory Committees are required to meet collectively with the Candidate at least once a year, and to provide an annual report on dissertation progress to the GCTS by September 14. The Candidate is responsible for convening this meeting. The Thesis Supervisor (or Co-supervisors) are responsible for regular supervision even while on sabbatical.

C11. FINAL ORAL EXAMINATION PROCESS

C11.1 Notice of submission

When the Thesis Supervisor, in consultation with the Doctoral Supervisory members and student, determines that the Thesis (Dissertation) has been completed the Thesis may be submitted for Final Oral Examination.

Approximately one month prior to the anticipated date of submission, the Thesis Supervisor shall notify the GCTS Office that the Thesis is close to being ready for submission. The Thesis Supervisor shall also recommend the names of examiners for the Final Oral Examination Committee (see §C11.2) at this time. The Thesis Supervisor shall secure the willingness of the examiners (minus the External) to participate in the exam process. This advance notice is required in order to obtain GCTS approval of the proposed examination committee, and to confirm the examiners' availability to participate within the proposed examination time-frame. Failure to provide notice of submission will delay the process.

C11.1.1 Submission of copies of the thesis

The Candidate submits to the GCTS Office five (5) unbound copies of the final Thesis, printed double-sided, each such copy being contained in a letter-size expandable envelope of high quality and durability with a re-sealable flap. In addition, the Candidate must submit five (5) copies of the approved Thesis Proposal. If a substitute examiner is appointed at a later date, the Candidate must submit an additional copy of the Thesis. A Candidate may also be required to submit a PDF version of the dissertation in addition to the printed copies. Only the GCTS Office is permitted to distribute the approved copies of the Thesis to members of the Final Oral Examination Committee, together with copies of the approved Thesis Proposal.

C11.1.2 Deadlines for dissertation submission

While theses may be submitted at any time, deadlines have been established for those wanting to graduate at the next convocation. These deadlines are published each year under "Key Academic Dates" at www.tst.edu. Even if the Candidate meets the deadlines, no guarantee can be given that unforeseen circumstances will not prevent the Candidate from graduating at the next convocation. Therefore, the Candidate should submit the thesis well in advance of the deadline. Providing that a Final Oral Examination Committee has been submitted to the GCTS and approved (as noted in §C11.1) in advance of submission, the entire examination process typically takes four months, longer over the Summer session.

C11.2 Constitution of the Final Oral Examination Committee

The Final Oral Examination Committee shall comprise five (5) voting members, as approved by the GCTS:
1. Thesis Supervisor;
2. A member of the Doctoral Supervisory Committee;
3. The other member of the Doctoral Supervisory Committee;
4. An Examiner representing the School of Graduate Studies of the University of Toronto, who is appointed by the Vice-Dean, Programs, of the School of Graduate Studies (in consultation with the Thesis Supervisor and Director, GCTS).
5. An External Examiner.

C11.2.1 Authority of the committee

The Final Oral Examination Committee is responsible for examining the Thesis in accordance with the regulations of this section.

C11.2.2   Restrictions on Examiners
At least two members of the examination committee must not have been closely involved with the supervision of the Thesis. These may include: the External Examiner, the UofT Examiner, or any other member of the examination committee.

C11.2.3   Restriction on the External Examiner
The Supervisor must certify that the proposed External Examiner is a recognized expert on the subject of the dissertation, is an Associate or Full Professor at their institution, has the necessary academic qualifications to appraise a doctoral dissertation, and should be experienced as a successful Supervisor of doctoral Candidates through to defence.

The External Examiner has an arm's-length relation both with the Candidate and with the Supervisor. This will normally exclude anyone who has been a master's or doctoral Supervisor/supervisee for the Candidate or the thesis Supervisor; or someone who has been a departmental colleague of the Candidate or Supervisor within the last six years; or who has collaborated on a research project, or scholarly work or publication, with either of them. The Director, GCTS will assess the arm's length relationship of the nominee.

C11.2.4   Non-participating examiner
In the rare situation where the External Examiner cannot participate in the oral examination, the External Examiner submits a written report and the Director, GCTS appoints an auxiliary examiner to represent the External Examiner's views at the defense.

C11.2.5   Substitutions
Should it become necessary to appoint one or more substitute members of the Final Oral Examination committee, the appointment is made by the Director, GCTS in consultation with the Thesis Supervisor.

C11.3   Candidate's right to proceed to examination
If the Thesis Supervisor is not satisfied that the Thesis should proceed to examination, the Candidate may, after advising the Thesis Supervisor of his/her intention to do so, seek the permission of the Director, GCTS to send the Thesis to examination without the approval of the Supervisor.

C11.4   Preliminary Readers of the Thesis
The first stage of the Final Oral Examination process is the assessment of the Thesis by the preliminary readers. The three preliminary readers are the members of the Doctoral Supervisory Committee. The GCTS Office distributes copies of the Thesis, with the approved Thesis Proposal, to the preliminary readers, who must agree to read the Thesis normally within a month.

When the preliminary readers have read the Thesis in its entirety and agree that the Thesis is ready to proceed to the Final Oral Examination (that is, to the rest of the examination committee), all three preliminary readers are required to notify the GCTS of this in writing. An examiner's judgement that the thesis is ready for oral defence does not necessarily imply that the examiner will pass the Thesis after the oral examination is completed. Preliminary readers may, but are not required to, submit written reports.

If the three preliminary readers agree that the Thesis is not ready for Final Oral Examination, they are required to notify the GCTS of this in writing. The Candidate must revise the Thesis to address the comments or critiques of the preliminary readers. Where revisions are made to the Thesis, the Candidate must submit a written indication to the preliminary readers of the changes that have been

made (normally, by providing a general description plus a list of pages, though a highlighted hardcopy or electronic version of the Thesis may also be acceptable). The Thesis Supervisor is responsible for ensuring that the preliminary readers reach a consensus on the revisions. Once this consensus is reached and changes are made to the satisfaction of the readers, all three professors are required to notify the GCTS in writing that the dissertation is ready to proceed to the next stage of the Final Oral Examination process. The Candidate must re-submit five (5) printed copies of the revised thesis according to the provisions of §C10.2 (above).

C11.5   Establishing a Final Oral Examination Date

If, after the assessment of the preliminary readers, it is determined that the oral examination will proceed, the GCTS Office distributes the remaining two copies of the thesis to the UofT (SGS) Examiner and the External Examiner. The GCTS Office then arranges a date and location for the Final Oral Examination.

C11.6   External Examiner's Report

Only the External Examiner is required to submit a written report. The report should contain an explicit recommendation that the thesis be accepted, or not accepted, in partial fulfillment of the requirements of doctoral degree. The appraisal should consist of constructively critical and analytical comments and the importance of the work should be addressed in relation to its field. A synopsis of the thesis, if included at all, should be very brief. The appraisal should be received by the GCTS at least two weeks (ten working days) prior to the examination.

The External Examiner's report will be circulated, along with the Final Oral Examination announcement, to the Candidate, the members of the examination committee and the Chair of Final Oral Examination board. Neither the Candidate nor committee members should communicate with the External Examiner until the Final Oral Examination. The Candidate may address any aspects of the External Examiner's report in his/her opening statement at the Final Oral Examination.

C12.   FINAL ORAL EXAMINATION

In preparation for the date of the Final Oral Examination, the Candidate submits his/her abridged curriculum vitae and Abstract of the thesis (not to exceed 350 words in length) to the GCTS office, at least two weeks in advance of the scheduled date.

C12.1   Members of the Final Oral Examination Committee

The five (5) members of the Final Oral Examination Committee (Board) are voting members. In addition, the examination committee has one non-voting member: The Chair of the Final Oral Examination, who is appointed by the Candidate's college Graduate Director, presides over the entire process of the oral examination, i.e., the initial meeting of the examiners, the oral defence itself, and the final session of the examiners to decide upon the outcome of the defence. The chair is responsible for ensuring that the Candidate is treated fairly and that the proceedings follow approved regulations. The Director, GCTS, or his/her representative, may also be present as a non-voting member.

C12.2   Quorum

In order to proceed with the oral examination, a quorum of four voting members of the Final Oral Examination Committee must be present. However, one examiner may be counted towards the quorum in the case where he or she, though not physically present, participates in the oral examination through telecommunications.

C12.3   Visitors

The only visitors permitted to attend the examination are TST faculty members and registered TST graduate (AD) students. The Candidate may also invite only one guest. All visitors attending the examination may enter the examination room when the Candidate enters, and must leave the room once the Candidate has completed his/her defense. Only the examination committee remains in the room during the *in camera* sessions.

C12.4   Recording policy

The unauthorized use of any form of device to audiotape, photograph, video-record or otherwise reproduce the doctoral exam is prohibited.

C12.5   Form of the oral examination (defence)

The oral defense usually lasts no more than two hours, during which questions from the examiners are addressed to the Candidate.

C12.6   Convening the defence

The Chair convenes the Final Oral Examination Committee.

C12.6.1   *In camera* meeting

The Chair then invites the Candidate and visitors to withdraw, and the examination board meets *in camera* to determine the order of questioning, the number of rounds of questioning, and the length of time to be allocated to each examiner for questioning. Normally the Thesis Supervisor is the first questioner, and the External Examiner is the second questioner.

C12.6.2   The examination

The Chair later invites the Candidate and visitors to return, and the examination proceeds according to the order determined by the examiners. The Candidate is invited to summarize the research and conclusions of the thesis orally, in no more that fifteen (15) minutes. Then each member proceeds to asks questions of the Candidate.

C12.6.3   The evaluation

At the conclusion of the oral examination, the Chair invites the Candidate and approved visitors to withdraw. The Chair of the Final Oral Examination Committee reminds the examiners of the voting procedures and evaluation policies and procedures, and that the examination covers both the Thesis and the Candidate's oral defence.

C12.6.4   Report of evaluation

The Chair then invites the Candidate and visitors to return, and reports the outcome of the committee's deliberations.

C12.7   The Final Evaluation

The Final Oral Examination Committee must make one of five decisions about the Thesis and oral defence. The options are as follows:

1. *Pass*. The Candidate passes with no conditions. The Thesis is entirely acceptable as submitted, and the typescript is entirely free of typographical and stylistic errors, or so very nearly free that the Candidate can be entrusted with producing the library copy without further oversight.
2. *Pass with minor corrections*. The Candidate passes with minor corrections to the Thesis being required (e.g., typographical, stylistic or clarifying changes that will take no more than one month to complete). The corrections are to be completed to the satisfaction of the Thesis Supervisor.
3. *Pass with minor modifications*. The Candidate passes with minor modifications required to the

Thesis (e.g., changes in the Thesis that feasibly will take no more than three months to complete). These are to be completed to the unanimous satisfaction of a sub-committee of three examiners selected by and from the members of the examination committee. If they do not give their unanimous approval, the Final Oral Examination must be reconvened within twelve months of the date of the original examination.

4. *Adjournment.* Major (substantive) modifications are required to the Thesis, and the examination is adjourned for no longer than one year. The same examiners (insofar as possible) will then be reconvened and the revised Thesis re-examined within one year of the first examination.

5. *Failure*. The Thesis and Oral Examination fails.

C12.7.1   Rules for determining the outcome in Final Oral Examination

Decisions (1), (2), (3) require either a unanimous vote of those present (and constituting a quorum for the examination) or not more than one negative vote or abstention. If the committee is unable to reach decision on (1) or (2) or (3) with either a unanimous vote or with not more than one negative vote or abstention, Adjournment is mandatory, unless a majority of those present vote in favour of (5).

C12.7.2   Rules for determining the outcome in a re-convened oral examination

In the case of an adjourned or re-convened oral examination, the only three allowable votes are: (1) Pass with no conditions; (2) Pass with minor corrections; and (5) Failure. The Candidate passes if the decision is unanimous or if there is not more than one negative vote or abstention. The committee may not vote to adjourn and re-examine a re-examined Thesis.

C12.7.3   Preserved documentation

Examiners' ballots. Each examiner must complete and submit to the Chair a written ballot indicating his/her evaluation of the thesis and oral examination. The External Examiner does not need to submit his/her ballot by mail or electronic means as the chair attests to the vote on the voting ballot.

Chair's testamur. The chairperson of the oral examination committee shall complete a form testifying to the result of the thesis examination. The form, with the ballots, shall be forwarded to the GCTS Office.

C12.7.4   Thesis corrections

In the event of a pass with *Minor Modifications*, the Supervisor provides the Candidate with a summary list of the modifications to be required, which list will be interpreted by the revision committee. In the event of a pass with *Minor Corrections*, the Supervisor provides the Candidate with a written list of all the revisions required by the examiners. In the event of a *Pass* (no conditions), the examiners provide the Candidate with their written lists of corrigenda (if any). Even when the Candidate receives an unconditional pass for the Thesis, he or she must prepare a final version of the Thesis with any minor typographical corrections suggested by the examiners of the Thesis.

C12.8   Clearance and application for graduation

Candidates must apply to their college of registration to graduate at the convocation ceremony immediately following their eligibility to graduate. Candidates for graduation must then follow the regulations in effect at that college regarding convocation. A Candidate 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/her college of registration or the college granting the degree. (See also General Regulations, §A10.)

C12.9   Deposit of copies of the final thesis (TSpace)
When the Candidate has made such revisions as have been required by the examination committee, he or she must upload the final digital version of the Thesis onto TSpace, the University of Toronto's on-line digital repository, and submit a *Thesis Non-Exclusive License Form* in hard-copy to the GCTS Office. Such uploads must be done well in advance of a college's date of convocation and by the individual deadlines established by the GCTS Office. TST colleges will not confer the degree until the GCTS Office has confirmed that the digital thesis has been formatted according to the regulations specified in the *Electronic Thesis & Dissertation Manual* and "Thesis Template", successfully uploaded to TSpace, and the TSpace fee paid. Instructions and deadlines about digital thesis submissions and TSpace are available through the GCTS Office and at www.tst.edu.

C12.10 Additional Conditions for Graduation
Some TST Colleges also require that Candidates submit a hardbound copy of the Thesis to the college, and will not confer a degree before appropriately hardbound copies of theses have been deposited with the college. In other cases, colleges either encourage the submission of a hardbound copy or do not require such submission. Candidates should consult with their college registrar.

C12.11 Candidate Indebtedness
A college may suspend a Candidate's eligibility to graduate, and may withhold a Candidate's degree parchment and academic transcripts, where the Candidate has outstanding tuition fees, unpaid library fines, or other indebtedness to the college, another TST college, or the UofT (see General Regulations, §A12.3).

C13.   TRANSFERS

C13.1   PhD transfer to Master's
A student who has not yet submitted the Thesis may apply to transfer from the PhD program to a TST graduate master's program. Students transferring from the PhD to a graduate master's program must complete all of the normal master's degree requirements, or their equivalent, in order to be awarded the master's degree. These transfers are made on the recommendation of the college and must be approved by the Director, GCTS. The student, with the recommendation of the college, submits the *Transfer of Program* request to the Director, GCTS for approval. A transfer is effectively an admission into the master's degree.

Students who already possess a graduate master's degree of the same nomenclature from one of the TST colleges are not eligible for such transfer. Students who transfer from the PhD to a graduate master's program will not be allowed readmission to the PhD program unless approved by the GCTS Admissions Committee.

C14.   TEACHING EXPERIENCE AND MENTORING

C14.1   Expectations concerning opportunities to teach
Every doctoral student should have opportunities for the development of competence in teaching. These are initially developed in the context of the "Area Studies & Course Design" course.

C14.2   Collaborative teaching

Each qualified student should have the opportunity, where possible, of collaborating with a professor in the teaching of a course, under the mentorship of the professor. Collaboration includes course design, lecturing, seminar leadership, and participation in grading evaluation, as appropriate.

C14.3   Responsibility

The student's Supervisory Committee shall encourage suitable teaching arrangements under paragraphs §C14.1 and §C14.2.

C14.4   Instructorship

A student who has completed the General Examination stage may be invited by a college dean or principal to teach a course within the usual TST course and instructor approval processes.

C14.5   Lecture in area of specialization

A qualified graduate student should have the opportunity to deliver a lecture in his/her area of specialization, either within a regular TST course or as a special lecture.

C15.   PhD Degree-Learning Expectations (DLE's)

DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLE'S)	DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
EXPECTATIONS *This PhD program in Theological Studies extends the skills associated with the Master's degree and is awarded to students who have demonstrated:*		
1. Depth and Breadth of Knowledge A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.	Depth and breadth of knowledge is defined in The PhD program in Theological Studies as a set of increasing levels of understanding, within a student's area of study, of its subject matter, methods of approach, primary and secondary sources, and historical development. *1. Foundational level.* This is defined as competence within a student's area of study (to be identified at an early stage of his or her program), as it is understood in scholarly discussion at the forefront of study in the area. This is reflected in students who are able to design and offer an introductory course in the area at the baccalaureate level (including second-entry). *2. Second level.* This is defined as proficiency with at least two subjects within the area of study. This is reflected in students who are able to design and offer upper-level electives in the subject at the baccalaureate level (including second-entry). *3. Third level.* This is defined as expertise in a well-defined area within the area of study.	The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are as follows: *1.* The program entrance requirements will ensure that students admitted into the program have a solid base of knowledge on which to build. All of the components of the program—courses, qualifying examinations, thesis—will contribute to the requisite level of understanding. In particular, the third required course "Area Studies and Course Design" will give specific attention to this particular program outcome. *2.* While all of the program elements will contribute to this outcome, the required levels of knowledge will be acquired in some of the elective courses, the qualifying exams and the thesis research. *3.* This program outcome will be demonstrated in the successful completion and defence of the thesis.

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	This is reflected in students who demonstrate the ability to recall, evaluate and synthesize the areas of scholarly discourse, relevant methods and/or critical theories that are pertinent to carrying out the identified research project and who are able to plan, undertake and complete a major project of original scholarly research (thesis) that will be publishable in whole or in part.	
2. Research and Scholarship a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.	Research and scholarship is defined in The PhD program in Theological Studies as the ability • to identify new or unresolved questions or problems within their area of study; • to locate these questions within a pertinent trajectory of scholarly discourse; • to identify and critically assess pertinent primary and secondary sources; • to adopt, adapt or construct methods of interpretation appropriate to the area of study and pertinent to the thesis question or problem; and • to formulate a thesis or claim and to construct a reasoned argument on the basis of evidence in support of the claim. This is reflected in students who are able to produce discrete forms of research-based scholarly discourse (oral presentations, essays, thesis)	The program design and requirements that ensure these student outcomes for research and scholarship can be described as follows: The entrance requirements, including the submission of a writing sample, will ensure that students admitted into the program possess demonstrated research and writing skills. The core course "Research and Scholarship" will ensure that students have a critical understanding of the nature of scholarly research. The required course in methodology, together with elective courses, will ensure that students acquire a general methodological understanding, together with a higher level of proficiency in methods pertinent to their area of study and research. Elective courses will provide students with experience in writing research papers and in

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	that display these marks of research and scholarship, at least some of which is of a quality to satisfy peer review and to merit publication.	receiving critical response from peers and professors. The capstone demonstration of program outcomes in the area of scholarly research will be the conception, design, execution, completion, and successful defence of a major research project (thesis) that makes an original contribution to the area of study and that, in whole or in part, is of a quality to satisfy peer review and to merit publication.
3. Level of Application of Knowledge The capacity to i) Undertake pure and/or applied research at an advanced level; and ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.	An appropriate level of application of knowledge is defined in The PhD program in Theological Studies as the ability to engage in self-directed research activity, to make self-critical use of applicable academic skills and techniques, and to demonstrate the potential to contribute to the development of these skills and other aspects of research infrastructure (tools, practice, methods and approaches, resource material, etc.). This is reflected in students who are able to complete a thesis project without depending unduly on supervisory assistance, and to take initiative in acquiring the skills necessary for the successful completion of the program. These skills include: • competence in at least two research languages (ancient or modern languages (in	The program design and requirements that ensure these student outcomes for level of application of knowledge can be described as follows: The primary program requirement that will demonstrate a student's ability to undertake research at an advanced level will be the successful completion of the thesis. In addition, while publication is not a condition of the degree, the success of the program with respect to the level of application of knowledge will be measured by the proportion of graduates who publish their thesis research, in whole or in part. With respect to the development of academic skills and research infrastructure, one measure of a graduating student's capacity to contribute

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	addition to English) pertinent to theological research and scholarship;
	• a higher level of ability (proficiency or expertise) in one or more languages (if necessary);
	• proficiency in the use of library resources and the construction of a bibliography;
	• competence or proficiency in the use of pertinent electronic and web-based resources;
	• proficiency in the following skills:
	  • clear and effective communication in both oral and written forms; the construction of a logical argument;
	  • the making of informed judgments on complex issues;
	  • the use of standard conventions of style for scholarly writing.
		to their maintenance and development is the extent to which they take active initiate during their own program in developing the scholarly skills that are essential for successful completion of the program. As described in the previous category (Research and Scholarship), the program contains a number of components that will provide students with opportunities to develop their research skills. From the outset, however, students will be encouraged to take responsibility for their own development as scholars, rather than passively assuming that it will be sufficient just to complete the basic program requirements.

4. Professional Capacity/ Autonomy a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and	Professional capacity /autonomy is defined in The PhD program in Theological Studies as the self-critical awareness of a vocation, characterized by independent initiative, personal responsibility, collegial cooperation, ethical behaviour consistent with academic integrity, and an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other	The program design and requirements that ensure these student outcomes for professional capacity/ autonomy can be described as follows: Faculty members play a significant role as models and mentors, and thus provide one of the fundamental means by which students are formed as capable and autonomous professionals. In particular, the relationship between a student and his or her primary

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procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts.	interpretations, methods, and disciplines. Such a vocation involves three broad areas of activity—research, teaching and service. This is reflected in students who are able: • to engage in further ongoing, self-directed research activity; to take their place in various appropriate communities of researchers (e.g., academic societies, college faculties); and to contribute to the development of the scholarly enterprise in appropriate ways (skills, techniques, tools, practice, ideas, theories, approaches, materials, etc.). • to construct courses at the baccalaureate level in their area of study; to grade student papers and guide student learning; to present their teaching experience and their approach to teaching in an appropriate form (e.g., a teaching dossier); and to adapt their teaching skills to situations other than a formal classroom. • to recognize the importance of working with scholarly peers and associates in a collegial manner; to recognize the ecumenical character of theological scholarship and its place within the broader world of scholarly discourse; to recognize the importance of	Supervisor is crucial in this regard. TST colleges provide doctoral students with opportunities to gain teaching experience by serving as TAs and, for some, teaching courses at the Basic Degree level. The core course "Area Studies and Course Design" will provide students with an opportunity to acquire and demonstrate the ability to design an effective introductory course. Doctoral students will have the opportunity to serve as student representatives on the pertinent bodies of TST's GCTS. TST encourages and supports a number of student-led structures and activities, which provide valuable experience in professional formation. These include the TST Graduate Students Association, which (among other things) offers an annual series of Professional Development Seminars, and several student-run subject area seminars (including the Biblical Department Seminar, which has been running continuously since the 1970s). TST faculty actively encourage their students to participate in the national and international academic societies in which they themselves are involved.

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	making their theological expertise available in appropriate ways to wider circles in the church and society.	
5. Level of Communication Skills The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.	An appropriate level of communication skills is defined in the PhD program in Theological Studies as the ability to understand complex and/or ambiguous ideas, issues and conclusion, to analyze them with respect to appropriate contexts of scholarly discourse, and to communicate them in oral and written forms at levels appropriate to specialized and general audiences or readerships. This is reflected in students who are able to: • write well-constructed and logically developed research papers, conforming to accepted standards of style for academic writing; • make oral presentations of academic papers in a clear and effective manner; • construct and present a talk or lecture to students at the baccalaureate level (in a tutorial or introductory course); • respond clearly, succinctly and at an appropriate level to questions posed in the context of a tutorial, class or formal presentation; • summarize the substance of their research project clearly	The program design and requirements that ensure these student outcomes for level of communication skills are as follows: • writing assignments in various components of the program (course assignments, final course papers, Thesis Proposal, thesis); • grant and scholarship applications (SSHRC, OGS); • opportunities to write book reviews (for the *Toronto Journal of Theology* and other scholarly journals); • oral presentations (course papers, TA and teaching activity, academic societies); • oral examinations (at the end of the qualifying examinations, thesis defence).

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	and effectively in appropriate forms (e.g., Thesis Proposal, grant application, oral presentations to peers)	
6. Awareness of Limits of Knowledge An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	Level of awareness of the limits of knowledge in the PhD program in Theological Studies is defined as the recognition that Theological Studies is a complex discipline, comprising a broad array of subject matter, source materials, methods and approaches, addressing itself to a wide array of ecclesiastical traditions and social contexts, and drawing on resources, tools and insights from many other disciplines in the humanities and social sciences. As such, it also provides a context in which connections can readily be made between one's own area of study and the bodies of knowledge and interpretive questions that are shared with other areas of scholarship. This is reflected in students who are able to • comprehend, appreciate, and make connections with the work of fellow students working in other areas of Theological Studies; • engage generously and sympathetically with the work of others whose assumptions, methods or conclusions differ from their own; • incorporate interdisciplinary approaches, methods,	The program design and requirements that ensure these student outcomes for the awareness of the limits of knowledge are as follows: • core courses that include students from all areas of Theological Studies ("Research and Scholarship" and "Area Studies and Course Design") • the ecumenical character of TST, whose classes incorporate a broad spectrum of assumptions, methods and positions, among professors and students alike; • the location of TST within the University of Toronto, which provides daily reminder of the breadth and variety of the scholarly enterprise.

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	insights and subject matter into their own research; • describe their own research to those working in other areas of Theological Studies or in other disciplines in comprehensible ways that identify interdisciplinary points of connection.	