

# TORONTO SCHOOL OF THEOLOGY

THM HANDBOOK



Updated October 2019

Updates will be posted on the TST website at [www.tst.edu](http://www.tst.edu)

### **IMPORTANT NOTICE**

In 2014-15, the Toronto School of Theology underwent changes in the governance and administration of its graduate (advanced degree) programs. The policies and procedures described in this Handbook now fall under the jurisdiction of either the Graduate Studies Council (GSC) or the administrative structures of the Graduate Centre for Theological Studies (GCTS). Students, faculty and staff should contact the GCTS Office ([gcts.office@utoronto.ca](mailto:gcts.office@utoronto.ca) or 416-978-4050) regarding the application and administration of Handbook policies and procedures within TST's new structures.

October 2019

**TORONTO SCHOOL OF THEOLOGY**  
**Program Handbook**  
**Master of Theology (ThM)**

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## Introduction

The Master of Theology (ThM) program is intended for advanced and specialized theological study beyond the basic degree level. Coursework is at the doctoral level, but the ThM is a much shorter program than the conjoint PhD program, and it does not require full-time study. It serves a variety of aims, including advanced theological research, preparation for some forms of teaching, preparation for doctoral study, the scholarly enhancement of the practice of ministry, and disciplined reflection on a specialized function in ministry. Two program structures are available, which are called Option I and Option II. Option I requires six graduate courses and a thesis. In addition, students must demonstrate competence in two research languages in addition to English. Option II requires eight courses and an extended essay, developed from an essay submitted in one of the eight courses. Language requirements for Option II are determined by the area of specialization.

Each ThM student works in one of four program areas:

- 1) Biblical Studies, with two areas of concentration: Old Testament and New Testament.
- 2) Historical Studies;
- 3) Pastoral and Practical Theology, with five areas of concentration: homiletics, pastoral theology, religious education, liturgy, and Christian spirituality;
- 4) Theological Studies, with four areas of concentration: systematic theology, philosophical theology/philosophy of religion, Christian ethics, and interdisciplinary studies. These fields of study are addressed in an ecumenical context and in relation to the wider world and to other religious faiths.

This handbook is the official statement of the academic policies and procedures for the ThM program.

***Please note that “program areas” refers to the areas of study previously administered by “departments” under an earlier TST governance structure.***

Each college appoints a faculty member to be responsible for graduate degree programs at that college. These appointees are referred to as “College Graduate Directors” throughout this handbook. The titles held by these appointees at their colleges may vary.

## 1 Graduate (Advanced) Degree administration

### 1.1 Graduate Studies Council (GSC)

Academic policies for TST’s graduate (advanced) degrees are recommended by the Graduate Studies Council (formerly the Advanced Degree Council) of the Toronto School of Theology (TST) and approved by TST’s Academic Council. Members of the GSC are appointed from the participating colleges, the University of Toronto and the TST Graduate Students’ Association. GSC 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. In addition, these policies as they pertain to the conjoint degrees must be congruent with the Memorandum of Agreement among the TST, the participating colleges and the University of Toronto; and with the policies of the Ontario Universities Council on Quality Assurance.

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

### **1.2 The participating colleges**

Every ThM student must be accepted into one of the six participating theological institutions ("colleges"), and every applicant for admission must choose a college. The colleges are 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 ThM. They support their graduate degree communities in various ways and administer bursaries.

### **1.3 The program areas**

Every ThM student is admitted into one of the four TST program areas. Every applicant must choose a program area. The four program areas are Biblical Studies, Historical Studies, Pastoral and Practical Theology, and Theological Studies.

### **1.4 Policies and regulations**

This handbook constitutes the authoritative statement of Academic Council policies and regulations. In accepting an offer of admission, the student becomes subject to all rules, regulations and policies contained in the Handbook and assumes the responsibility to become familiar with its contents.

#### **1.4.1 Subsequent changes.**

During the course of a student's program it is to be expected that the GSC will make decisions about requirements, policies or procedures that will result in changes to this Handbook. With respect to program requirements, a student is normally governed by the requirements that were in place when they first registered in the program. Students cannot be bound by 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 Handbook, especially those that involve TST structures (e.g., committees, thesis defence procedures) or that are mandated by the terms of our ATS accreditation (e.g., course or program evaluation) or our UofT affiliation (e.g., appeals process). It is the student's responsibility to stay informed about changes to the Handbook and to seek advice when unsure as to which edition of the Handbook is applicable. If a student feels that they have been put at a disadvantage by changes in policy or procedure, they can petition the GCTS Director to allow the original Handbook to be followed in this instance or to make other appropriate accommodations.

#### **1.4.2 Requests, petitions and appeals.**

A "request" is an initiative taken by a student with the purpose of taking advantage of a provision allowed under the terms of the Handbook. A "petition" is an initiative whose purpose is to seek an exception to some Handbook regulation. An "appeal" is an initiative whose purpose is to seek a change to an academic decision which affects a student adversely and which the student considers to be unjust or inappropriate.

### **1.5 Location**

The GCTS Office of the TST is located at 47 Queen's Park Crescent East, Toronto, Ontario M5S 2C3. Phone: 416-978-4050; e-mail: [gcts.office@utoronto.ca](mailto:gcts.office@utoronto.ca).

### **1.6 Conferral of degrees**

The ThM is conferred by the student's college of registration conjointly with the University of Toronto under the authority of statutes and regulations of the province of Ontario.

## **2 Rationale of the ThM program**

### **2.1 Purpose of ThM studies at TST**

The ThM program is intended for advanced and specialized theological study beyond the basic degree level. The student works in a collegial and collaborative context, while also developing skills and resources for independent study. Although general program requirements and a few specific requirements of program areas are defined, the student has considerable latitude to design their own program in consultation with their faculty advisor.

### **2.2 Fields of study and areas of concentration**

Four program areas with corresponding areas of concentration are available for ThM students in the TST.

*Biblical Studies* encompasses the following two areas of concentration within the field of biblical sources.

#### **2.2.1 Old Testament.**

This area includes the language, literature, hermeneutics, theology and historical context of the canonical Old Testament, as well as related and parallel literature in the ancient Near East, and the history of interpretation.

#### **2.2.2 New Testament.**

This area includes the language, literature, hermeneutics, theology and historical context of the canonical New Testament, as well as related and parallel literature in the contemporary eastern Roman Empire, and the history of interpretation.

*Historical Studies* encompasses the field of History of Christianity.

#### **2.2.3 History of Christianity.**

History of Christianity is understood in the broadest sense to include the variety of Christian traditions over the ages and throughout the world as expressed in Church, thought, and society. The GCTS primarily accepts students in the area of historical studies who wish to prepare theses in some aspect of the following areas in the history of Christianity: Early; Western Medieval; Byzantine; 16th, 19th and 20th century European (including British); United States; Canadian.

*Pastoral and Practical Theology* encompasses the following five areas of concentration within the field of pastoral praxis.

#### **2.2.4 Homiletics.**

Homiletics is concerned with the history, theory and practice of preaching in relation to hermeneutics, Biblical studies, theology, liturgy, rhetoric and the life of the church.

### **2.2.5 Religious education.**

Religious Education is concerned with the philosophy and theology of education, the history of religious education in the various traditions of the Church, and with practical and theological reflection on the various forms of developmental psychology and educational theory, as well as the influence of education in many dimensions of church life.

### **2.2.6 Pastoral theology.**

Pastoral Theology is concerned with the interpretive interplay between foundational theological issues and the practical contexts of the pastoral functions of the church. It is also concerned with psychological and sociological theory and the practice of pastoral care in relation to Christian theology.

### **2.2.7 Liturgy.**

Liturgy is concerned with the historical, biblical, theological and pastoral dimensions of worship in Christian tradition, including the study of textual sources, ritual and ceremonial practices, and liturgical art, architecture and music.

### **2.2.8 Spirituality.**

Christian Spirituality is concerned with the history and practice of the spiritual life, as well as with its theoretical and practical connections with other theological disciplines and with other areas of specialization such as psychology.

*Theological Studies* encompasses the following four areas of concentration within the field of theology.

### **2.2.9 Systematic theology.**

The study of Christian beliefs, systems of doctrine, and teaching, and their relation to other areas of thought.

### **2.2.10 Philosophy of religion/philosophical theology.**

The central concern in this area is the interface between philosophy and theology. Attention is focused on those areas of theological reflection given to the relational placing of Christian theology rather than to its content. While not minimizing the task of theology in interpreting the uniquely revelational, kerygmatic content of the faith, the philosophical mode of theologizing seeks to develop a theological hermeneutic which takes account of the created order and the manifold phenomena of human consciousness in both secular and religious contexts.

### **2.2.11 Christian ethics.**

Christian ethics includes foundational, medical, sexual and social ethics. Christian ethics is closely related to and overlaps with Systematic Theology. In the unitary enterprise of "faith seeking understanding within the community of the Church and humankind," the TST program in Christian ethics is focused on the appropriate engagement with the challenges to Christian faith in our day. At the same time, Christian ethicists do theology in dialogue with other disciplines in an interdisciplinary and practical manner.

### **2.2.12 Special interdisciplinary studies.**

This area of specialization permits an interdisciplinary linkage which could be described as "Theology and...". The second discipline might be literature, comparative religion, ecological

studies or one of the social sciences (especially anthropology and sociology). The second discipline is called "the cognate discipline".

## **2.3 Program options**

### **2.3.1 Election of option.**

In the application for admission, the student chooses one of the following two program options.

#### **2.3.1.1 Option I.**

Option I requires six courses, of which four are in the area of major interest and two in other areas (ancillary, if possible, to the subject of the thesis); and a thesis in the area of major interest. This option may serve to qualify a student for doctoral studies within the TST.

#### **2.3.1.2 Option II.**

Option II requires eight courses, of which six are in the area of major interest and two in other areas; and an extended essay resulting from one of the courses. The aim of Option II is scholarly enhancement or disciplined reflection on a specialized function in ministry. This option will not qualify a student for doctoral studies within the TST.

### **2.3.2 Change in option.**

With the authorization of the college of registration and the GCTS the student may transfer from one option to the other during their program. In any transfer from Option II to Option I, requirements concerning languages and course levels would need to be observed.

## **2.4 Academic year**

The program is structured chronologically according to the academic year. Each academic year begins immediately after Labour Day and is divided into three trimesters: Fall (September to December), Winter (January to April), and Summer (April to August). Unless otherwise specified, the term "year" refers to any twelve month period beginning in September, January, or April, a period which includes three trimesters.

## **2.5 Specific learning outcomes**

A detailed statement of intended outcomes for the ThM I and ThM II programs, which are intended to describe the knowledge, capabilities and personal attributes of a typical graduate, may be found in Appendix 1 and 2.

# **3 Admission**

## **3.1 Requirements for admission**

Applicants for admission must meet the following minimum requirements.

### **3.1.1 Application for admission.**

The applicant must complete and submit an application for admission through the TST website (<https://www.tst.edu/>).

### **3.1.2 Application fee.**

The applicant must submit an application fee in the published amount prescribed by the GCTS Director.

### **3.1.3 Fluency in English.**

Subject to the exemptions in 3.1.3.1 below, fluency is demonstrated by either: (a) a satisfactory score in the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) Academic version, the Michigan English Language Assessment Battery (MELAB), or the Certificate of Proficiency in English (COPE); or (b) a minimum grade of B in the advanced (level 60) Academic Preparation course in the English Language Program of the School of Continuing Studies of the University of Toronto, or equivalent standing at a comparable institution. Minimum score requirements are as follows:

- The minimum TOEFL score required for students who take the internet-based test (iBT) is 93, with a minimum of 22 on the writing section and 22 on the speaking section. A minimum score of 580, with a minimum 5.0 in the Test of Written English (TWE) is the requirement for those who take the paper-based TOEFL. The TST TOEFL institution code 0655 and the department code 99.
- The minimum IELTS score required is 7.0 (Academic) with no component below 6.5. Only the Academic version of the IELTS test will be accepted.
- The minimum MELAB score required is 85.
- The minimum COPE score required is 76, with at least 22 in every component and 32 in the writing component.

Nevertheless, even where an applicant has met the above standards, the Admissions Committee may require or consider additional evidence of fluency in English. Even 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 they are registered. The GCTS Director is required to take action under this paragraph when requested by a student's supervisor or College Graduate Director, or by the professor of a course in which a student is enrolled.

#### **3.1.3.1 Exemptions.**

Normally, 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 (full-time studies) 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 (full-time) 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.

#### **3.1.4 Prerequisite education.**

The applicant must have a baccalaureate degree, normally in Arts, from a recognized college or university (or must provide evidence of having completed equivalent studies under a different educational system); and a Master of Divinity degree or an academic master's degree in theological studies providing equivalent theological background (e.g., Master of Theological Studies, Master of Religion, Master of Arts in Theology of at least two years' duration), with at least a high second-class standing (i.e., 3.3/4.0 CGPA or B+) from a recognized institution. All theological schools fully accredited by the Association of Theological Schools in the United States and Canada are deemed to be recognized institutions. Applicants from educational systems outside North America must give evidence of equivalent standing. **TST reserves the right to determine whether or not credentials of other degree-granting institutions meet the standards for its admissions programs.** TST further reserves the right to require that the student obtain a credential evaluation from an accredited credential evaluation service.

The applicant must arrange for copies of official transcripts of all post-secondary studies to be sent directly to the GCTS Office. Unofficial transcripts (e.g. scans, copies, or transcripts received from the student) will be accepted for admissions assessment providing that the transcripts are fully legible and are complete copies of the original, including the grading legend. If admitted, applicants will be required to request that official transcripts be sent directly by their educational institutions to the GCTS by a deadline specified on their admissions letter. However, where a TST college has an original transcript on file for the applicant, the GCTS Office will accept a copy certified as true by the college registrar.

#### **3.1.5 Additional program area requirements.**

##### **3.1.5.1 Historical Studies.**

An applicant proposing to specialize in the history of Christianity must show evidence from their previous degree programs of adequate preparation in historical studies. TST interprets historical study broadly to include not only courses in history departments but also other courses using an historical approach, offered in other departments of the humanities and the social sciences. The GCTS will assess an applicant's ability to pursue historical studies at the graduate level by examining their background in history and history-related courses as well as their statement of intent. An applicant who lacks sufficient preparation in the judgment of the GCTS may, in some cases, be admitted as a Special Student, Category 2, in order to take further courses preparatory to full admission. Such courses may be taken at the undergraduate, basic degree, or graduate degree levels, and may not be used for credit towards the ThM.

### **3.1.5.2 ThM II in Pastoral Counselling.**

[This option is currently closed to new admissions.] Students should refer to the ThM handbook of their year of entry.

### **3.1.6 Competence or proficiency in research languages other than English.**

#### **3.1.6.1 Competence and proficiency defined.**

Competence in a language is the ability to read correctly theological texts of moderate difficulty in that language with the use of a dictionary. It is the level of skill normally acquired by the satisfactory completion of two semester courses in the language at university level. Proficiency is a level of skill normally acquired after four semester courses in the language at university level. To be credited with competence, applicants need to have received a grade of at least B- (or equivalent in other grading schemes) in such courses, while Biblical Studies applicants require a grade of at least B+ (or equivalent in other grading schemes) to be credited with competence or proficiency in biblical languages. All students will need to give current evidence of their facility in a research language(s), where applicable, by taking a TST Language Exam or by passing a TST Language course. Students may be exempted from this requirement by the Admissions Committee.

#### **3.1.6.2 General requirement, Option I.**

For admission into the Historical Studies, Pastoral and Practical Theology, and Theological Studies program areas, the applicant must be “competent” (see 5.2.6) in at least one language selected from among ancient languages or modern languages necessary for their research. Alternatively, the applicant may be admitted on the condition that they will be able to demonstrate competence in at least one of these languages before entering the first year of studies. The Admissions Committee determines the entrance language based on the applicant’s statement of purpose and previous language studies. The applicant is also bound by the research language requirements under Sec. 5.

#### **3.1.6.3 General requirement, Option II.**

For admission into Option II in the Historical Studies, Pastoral and Practical Theology and Theological Studies program areas, there are no universally applicable language requirements. Instead, language requirements appropriate to the area of specialization are determined by the Graduate Director of the student’s college of registration in consultation with the GCTS.

#### **3.1.6.4 Admissions to Biblical Studies.**

For both Options I and II, proficiency in Biblical Hebrew is required for those proposing to specialize in Old Testament studies. Likewise, proficiency in Biblical Greek is required for those proposing to specialize in New Testament studies. To be credited with competence or proficiency in the required biblical languages, students need to receive grades of at least B+ (or equivalent in other grading schemes). Students may also be admitted with competence in any combination of two of the following: Biblical Hebrew, Biblical Greek or a modern research language.

### **3.1.7 Letters of reference.**

The applicant must arrange for two letters of academic reference to be sent directly by the referee to the GCTS Office. Reference forms are not provided. Referees should comment



candidly and specifically about the applicant's qualifications to pursue and complete doctoral studies.

### **3.1.8 Statement of purpose.**

The applicant must submit a brief statement (not exceeding 750 words) outlining their academic interests and academic purposes.

### **3.1.9 Optional documentation.**

The applicant may submit scores from the Graduate Record Examinations.

## **3.2 Procedures**

### **3.2.1 Administration.**

Applications for admission are administered by the GCTS Office. Decisions on applications are made by the Admissions Committee of the GSC.

### **3.2.2 College approval.**

Each application is also considered by the applicant's proposed college of registration. Applicants are advised to contact the Graduate Director at their proposed college of registration, preferably 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.

### **3.2.3 Deadlines.**

An application for September admission into the ThM program, including all supporting documentation, must be received by dates indicated each year under "Key Academic Dates" <https://www.tst.edu/>.

### **3.2.4 Criteria for decisions on admission.**

After determining that the applicant meets the minimum requirements for admission to the ThM 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 academic purpose.
- The availability of qualified supervisors in the applicant's proposed area of research.
- Evidence that the applicant is likely to complete the program.

### **3.2.5 Financial assistance.**

Scholarships and other forms of financial assistance are administered by the participating colleges.

### **3.2.6 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 defer decision (pending further information or institutional deliberation); (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 Director will write the applicant accordingly, with a copy to the college concerned. An

offer of admission will indicate the languages (if any) in which the applicant is deemed to have demonstrated competence or proficiency, and the conditions (if any) which have been attached to the applicant's admission. If the applicant considers that they have competence in a language not noted in the letter of admission, they should advise the Graduate Director in the college of registration, so that the matter can be adjudicated.

### **3.2.7 Acceptance by the applicant.**

After receiving an offer of admission, the applicant must accept it by the date stipulated in the letter, which is normally about four weeks following the date of the letter. If the applicant accepts the offer of admission, they may also be required by the college of registration to remit a non-refundable confirmation deposit. This deposit will be applied to the tuition fees charged for the student's first term of studies.

### **3.2.8 Deferral of matriculation.**

Deferral of matriculation (i.e. initial registration) to the following academic year is no longer permitted. January matriculations are not permitted.

### **3.2.9 Lapsed offers.**

Where an applicant fails to respond to an offer of admission by the date stipulated (3.2.7), or without notice fails to register at the time stated in the offer of admission, the offer of admission is rescinded.

## **3.3 Request for reconsideration**

An applicant may request the reconsideration of a decision by the Admissions Committee. Such a request must be made by the applicant in writing to the GCTS Director in a letter delivered or postmarked within thirty days of the postmarked date of the communication of the decision in question. The request must state in full the grounds for the request. The Admissions Committee will consider the request and make a determination. Decisions made by the Admissions Committee concerning admission and related matters are not subject to appeal under the terms of section 12 of this Handbook.

## **3.4 Fulfilment of conditions**

The applicant must provide evidence by the July 1st prior to September registration that any and all conditions attached to the offer of admission have been satisfied. The most common such conditions are (1) completion of a degree in process with satisfactory academic standing, (2) facility in the English language, and (3) the provision of original transcripts. Thus, where such conditions have been attached, the student must arrange for final transcripts of academic study, English language examination results, or evidence of competence in a theological language, as appropriate, to arrive in the GCTS Office by the July 1st deadline. Failure to fulfill conditions by the specified deadline will result in the automatic rescission of the offer of admission.

## **3.5 Research language deficiencies**

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 student and forward the petition to the GCTS Director. In the case of a serious deficiency, the GCTS Director may in exceptional cases and for compelling reasons admit the student as a special student in category SS1 (see 4.1). In the case of a minor deficiency, such as

a slightly substandard language examination score, the GCTS may issue a language waiver authorizing the student to begin the ThM 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 withdraw from the ThM program.

### **3.6 Limitation**

In admitting a student to the ThM program, the TST does not guarantee to maintain a place for the candidate in the program. A student who is not deemed qualified to continue in the program may be asked to withdraw.

## **4 Special Students**

An applicant who has not been admitted as a regular student in the ThM program may for good reason be admitted to take graduate degree courses as a special non-degree student. These categories are rarely used. Please refer to the *GCTS Conjoint Degree Handbook* for other special student categories.

### **4.1 Categories of Special Students**

#### **4.1.1 Special Student Category 1 (SS1).**

Where an applicant for admission to the ThM program is deemed to have minor deficiencies in educational preparation or requirements, the Admissions Committee may admit the applicant on probation for one or two semesters under this category. If at the end of this time the student has satisfied the terms of the probation, the special status will be removed and they will be given regular student status. The courses which the student has completed and the semesters during which the student has taken full-time studies under category SS1 will count towards the fulfilment of course and residence requirements for the ThM degree. A student may not be registered as SS1 for more than one year.

#### **4.1.2 Special Student Category 2 (SS2).**

Where an applicant for admission to the ThM program is deemed to have potential for studies at the ThM level but significant deficiencies in educational preparation or requirements, the Admissions Committee may admit the applicant to take prescribed preparatory work. The courses which they complete under category SS2 are not credited towards the requirements for any degree, nor is the period of study credited towards the residence requirement for the ThM program.

#### **4.1.3 Special Student Category 3 (SS3).**

The GCTS Director may admit a student to full-time or part-time occasional studies to take courses for credit with the permission of the instructor. These courses will not, however, be counted towards the requirements for any graduate degree program in the TST. SS3 students are not permitted to take Reading and Research (7000-level) courses or UofT courses.

#### **4.1.4 Special Student Category 4 (SS4).**

In exceptional and compelling circumstances, late applications to the ThM program will be considered for special action. If, in the opinion of the GCTS Director and the Graduate Director of the college for which application is made the applicant clearly meets the requirements for

admission, the GCTS Director may admit them as a graduate degree student in category SS4. The student may take courses which will be credited to the ThM program if and when they are admitted as a regular student. The application of the student must be considered by the Admissions Committee at its next scheduled meeting.

## **4.2 Restrictions**

### **4.2.1 Change of status.**

Any change of student status under 4.1 must be approved by the GCTS upon recommendation of the college of registration.

### **4.2.2 Expiration of special student status.**

No student may be registered as a graduate degree special student for more than two semesters. Upon recommendation by the GCTS Director, students who have not satisfied the admission terms or conditions under 4.1 may have their registration in the program terminated.

## **5 Research language requirements**

Competence in languages other than English supports students and graduates in their specialized research and assists them in taking their place in international theological conversation. (Competence and proficiency are defined in 5.2.6)

### **5.1 Languages required**

#### **5.1.1 General requirement, Option I.**

Every ThM I 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 (students in Biblical Studies are the exception, and follow the requirements listed in 5.1.3.1). The student's College Graduate Director determines the second required language. The language, and a brief statement of its relevance to the student's research, shall be recorded in a letter sent to the GCTS. The languages then require the final approval of the GCTS, who may require that the student take a TST language exam.

#### **5.1.2 General requirement, Option II.**

For students in Option II of the ThM program in Historical Studies, Pastoral and Practical Theology, and Theological Studies, there are no universally applicable language requirements. Instead, language requirements appropriate to the area of specialization are determined by the Graduate Director of the student's college of registration in consultation with the GCTS.

#### **5.1.3 Additional language requirements.**

Some areas of specialization may require that students demonstrate language skills beyond the above. In particular cases the student's advisor may make a recommendation to the GCTS on the matter.

##### **5.1.3.1 Biblical Studies.**

ThM students in Biblical Studies must demonstrate appropriate levels of skill before entrance (see 3.1.6.4 for particulars). For students in Option I, before the thesis phase of the program, students must achieve proficiency in the biblical language of specialization (either Greek or

Hebrew) and competence in a modern research language (normally French, German, Spanish) or competence in the other biblical language.

## **5.2 Acceptable evidence of skill**

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

### **5.2.1 Transcript evidence.**

A student who has completed recognized postsecondary courses (see 5.2.3 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 Admissions Committee to have demonstrated skill in that language. Nevertheless, 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.

### **5.2.2 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.

### **5.2.3 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 offers non-credit courses in theological French and German, as well as other credit courses in Greek, Hebrew and Latin (which are not counted as part of the course requirements of the program). Successful completion (see 5.2.6) 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 5.2.6) 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.

### **5.2.4 Other evidence.**

In the case of a modern language, the College Graduate Director may write a letter to the GCTS attesting to the student's native ability or fluency.

### **5.2.5 Reversion to default language requirements.**

If a student at the thesis proposal stage changes their area of research, the normal language requirements must be fulfilled if the conditions stated in 5.1.1 no longer apply.

### **5.2.6 Competency, proficiency and expertise.**

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 in Pastoral and Practical

Theology, Historical Studies and Theological Studies, and for the modern language requirement for students 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 Sec. 3.1.6).

## **6 Candidacy**

### **6.1 Maintaining candidacy**

After entering the ThM program, the student becomes a degree candidate, and is expected either to maintain candidacy until all degree requirements are satisfied, or withdraw from the program.

#### **6.1.1 Demonstrating continuing involvement in the program.**

The normal way to maintain candidacy is to demonstrate continuing involvement in the program, which the student can do by meeting at least the following minimum requirements. (1) The student must ensure that they have a current program registration in each trimester of study. For information on registration procedures, see the appropriate sections below (7.6, 7.7, 7.9, 8.3.1). (2) The student must pay prescribed fees by the deadlines published under “Key Academic Dates” at <https://www.tst.edu>. (3) The student must be in contact at least once a year with a professor who has a supervisory role over their studies, such as a thesis supervisor. (4) The student must maintain a current and valid Canadian 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 of the University, and must ensure, by providing current information to the University of Toronto's student information system (currently ACORN), that TST has access to these addresses. Students are expected to monitor and retrieve their mail, including electronic messaging account[s] issued to them by the University, on a frequent and consistent basis. (See 6.1.4.)

#### **6.1.2 Leave of absence.**

A student who will not be continuing their 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 their program by completing the [Request for Leave of Absence Form](#), obtaining the approval by signature of the College Graduate Director in their college of registration and submitting the form to the GCTS Office. The GCTS 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 two years of leave of absence may be granted under this paragraph. Further leaves can be granted only by the GCTS for compelling compassionate reasons (such as additional parental leaves, or other in exceptional circumstances). Difficult cases may be referred to the GCTS Petitions Committee. 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.

### **6.1.3 Lapsed candidacy.**

Where on September 30th a student has failed to meet the requirements for maintaining candidacy for the current academic year, the Graduate Director or Registrar of the college of registration shall make a reasonable effort to contact the student in order to determine whether the student intends to maintain candidacy or to withdraw. Where no contact can be made or no satisfactory response answer is received, the student's candidacy lapses. The student is then withdrawn from the program. A student may later petition for re-admission to the program; each such petition will be considered on its own merits. In addition, candidacy lapses in the case of a student who has exceeded the maximum time limit for the completion of the degree, including extensions.

### **6.1.4 Email communication.**

The student will be required to activate a University email account in order to access the University's registration system, ACORN. Email to the account recorded on ACORN, and/or the postal mail system, are the principal means of communication between the TST and the student. A student's failure to monitor their email account recorded on ACORN will not be considered an acceptable reason for failing to receive official correspondence from the TST, its colleges, or its faculty members. An email message from TST, its colleges, or its faculty members providing information or requesting timely response will be considered as delivered on the day that it is sent to the student's email account of record. TST faculty members are not required to open an email message from a student if it is not sent from a University-issued account. A student has the right to forward their University-issued electronic mail account to another electronic mail service provider address but remains responsible for ensuring that all TST electronic message communication sent to the official University-issued account is received and read. The student is required to honour the University's expectations concerning use of information and communication technology as articulated in the guidelines on Appropriate Use of Information and Communication Technology (available on the web site of the Office of the Vice-President and Provost: <https://www.provost.utoronto.ca/planning-policy/information-communication-technology-appropriate-use/>).

## **6.2 Full-time/part-time status**

A ThM student may complete the degree program entirely on a part-time basis. However, under provincial government regulations, for purposes of funding, the student's college must declare to the government whether the student is studying on a full-time basis or on a part-time basis.

### **6.2.1 General rule.**

A ThM student or a Special Student is considered full-time during the trimester if they are taking three courses for graduate degree credit. (See section 7.3.3)

### **6.2.2 Exceptions.**

A ThM student or Special Student taking fewer than three courses may still be considered full-time if they are also completing language requirements, completing course requirements, or

working on the extended essay or thesis. In such cases, the criteria for full-time studies are as follows:

- a. The student is pursuing studies as a full-time occupation and identifies himself or herself as a full-time student.
- b. The student is designated by the college of registration as a full-time student and is reported as such to the GCTS Office.
- c. The student is geographically available and studies on-campus regularly. If the student proposes to be off campus for a period of more than four weeks during the term, they must obtain the written permission of their supervisor, but must remain under supervision.
- d. The student is considered to be full-time by their supervisor.
- e. The student submits to the registrar of the college of registration a signed statement testifying that they are a full-time student. The statement will be worded in a manner similar to the following: "I regard myself as a full-time student. I regard my other time commitments as being compatible with the demands of full-time study." If the statement is submitted for the academic year, then the student is expected to remain a full-time student for the Summer trimester.
- f. The student's program advisor sends an annual report to the GCTS Office on the progress of the student and must include in the report a statement that the student is judged to be engaged in full-time studies.

### **6.3 Study outside TST**

A student may petition to be permitted to fulfill certain program requirements by doing work at the graduate degree level outside the University of Toronto and TST systems. The student must show that such external study will strongly support their educational objectives for the program, and that appropriate external courses are available. The student's faculty advisor must signify their support of the petition before it can be considered by the GCTS Director, who then has the authority to grant it. No more than 1.0 FCE (full-course equivalents) of external courses, inclusive of any credits granted under section 7.2, may be counted towards the student's degree requirements. The registrar of the student's college of registration will advise how the external courses will be reported in the student's academic record. Credit cannot be granted for work completed at other institutions while a student is on a Leave of Absence from a TST program.

### **6.4 Time limits**

#### **6.4.1 General rule.**

The minimum term of study for a ThM student is three trimesters. The maximum term of study for a ThM student is six years.

#### **6.4.2 Program extension.**

A student requiring more than six years to complete the program must complete the *Request for Program Extension Form* and submit the form to their college registrar. If approved, a program extension is normally granted for one year beginning in September or January. A student who desires a program extension for more than one year must submit a new petition each subsequent year. A maximum program extension of two years may be granted under this



paragraph. Further program extensions can be granted only by the GCTS for compelling compassionate reasons.

### **6.5 Withdrawal**

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 notify the GCTS Office. A student who withdraws may petition for readmission at a later date; each such petition will be considered on its own merits.

## **7 Course requirements**

### **7.1 Faculty advisor**

The student's faculty advisor is normally the Graduate Director of the student's college of registration. The faculty advisor assists the student in designing a course of studies, with attention to their educational objectives as well as to general and program area requirements. The advisor must authorize the student's course of studies. When necessary or appropriate, the advisor may refer the student to another faculty member for advice or supervision.

### **7.2 Advanced standing, transfer of credit, advanced placement**

#### **7.2.1 Definitions.**

Advanced standing means that the student is exempted from taking one or more course units normally required in the program in consideration of the student's previous studies (including earned degrees). Transfer of credit means that the student receives one TST course credit for each equivalent course credit received at another recognized institution. Transfer credit cannot be given for courses which also have been used or will be used to meet the requirements of a degree which the student has earned or will earn elsewhere. Advanced placement means that the student is exempted from taking certain courses normally required in the program, but must take other courses to make up the total number of credits required in the program. Courses recognized under the provisions of advanced standing, transfer of credit or advanced placement normally must have been completed within five years of a student's registration in the program.

#### **7.2.2 Award of advanced standing or transfer of credit.**

Up to two trimester courses of advanced standing or transfer credit may be awarded to students in the ThM program. In all cases the work on the basis of which the award is made must be at the same level as the work required in the ThM program. The award may be made on admission by the Admissions Committee. After the student's admission, the award is recommended by the College Graduate Director, using the *Request for Advanced Standing/Transfer Credit Form*, and must be submitted by the published deadline. The GCTS Director reviews submissions for approval.

#### **7.2.3 Advanced placement.**

Advanced placement is normally decided by the instructors of the required courses in question, or otherwise may be decided by the faculty advisor.

## **7.3 Types of courses**

### **7.3.1 Levels of courses.**

Except for a certain number of courses at the 3000-level that are allowed to Option II students, ThM students take courses at the graduate degree level. There are three types of graduate degree courses. (a) Courses numbered in the 5000s, usually called "5000-level courses," are regularly scheduled on the TST timetable and are intended exclusively for graduate degree students. 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 degree students in the class. (b) 6000-level courses 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. In exceptional cases a basic degree student may be allowed to register for a 6000-level course, with the written permission of the instructor and the student's Basic Degree Director. 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 degree students in the class. (c) 7000-level courses are Reading and Research courses at the graduate degree 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 approved by the GCTS prior to the commencement of study. A 7000-level course requires work equivalent to that of a 5000-level or 6000-level course. A maximum of two Reading and Research courses are permitted (see 7.4.1, 7.4.3).

### **7.3.2 Course scheduling.**

Regularly scheduled (5000-level and 6000-level) courses meet for at least two hours a week during the trimester for a total of fourteen or fifteen weeks including reading week and examination week (except for the three-hour courses in the Pastoral and Practical Theology program area described in the previous paragraph).

### **7.3.3 Course load.**

A full-time course load for a ThM student is three courses a trimester. Each trimester course should require from the student the equivalent of at least one month's full-time work. (See section 6.2.1) Upon the recommendation of their College Graduate Director, students may petition the GCTS to take an additional course per session.

## **7.4 Required courses**

### **7.4.1 General rule.**

#### **7.4.1.1 Option I students.**

The student must take six graduate degree (5000-, 6000-, or 7000-level) courses, four in the area of specialization and two from other course offerings within the program area, or from other TST program areas, or from the School of Graduate Studies of the University of Toronto. Only two 7000-level Reading and Research courses are permitted.

#### **7.4.1.2 Option II students.**

The student must take eight courses (six in the major program area or in an interdisciplinary subject area of major interest and two in other areas), at least half of which are at the advanced level and up to half may be 3000-level courses, with the provision that no 3000-level courses may be taken where a 6000-level course is available. A maximum of two 7000-level courses are permitted (see 7.4.3 for restrictions for students enrolled in the ThM in Pastoral Counselling). Supervised Pastoral Education (CPE) courses are not permitted.

#### **7.4.1.3 Students in Historical Studies.**

Students registered in the Historical Studies program area (either ThM I or ThM II) are required to take an approved graduate level course in historiography.

#### **7.4.2 Equivalences.**

Courses taken outside the TST must be offered on a level commensurate with TST graduate degree courses.

#### **7.4.3 ThM in Pastoral Counselling.**

[This option is currently closed to new admissions.] This Option II Program within the Pastoral and Practical Theology program area is offered through the TST and the Canadian Association for Spiritual Care (CASC). It combines advanced-level education in pastoral counselling with the advanced level academic work required in the ThM. The specific Program requirements are as follows:

a) Pastoral Counselling Education: two PCE internships, each representing two TST course credits (for a total of four TST course credits). Each internship requires 400 hours of participation over one year. Each is supervised at an advanced level by a CASC certified Teaching Supervisor.

b) Four courses over two years, at least two of which are at the advanced level and no more than two may be 3000-level courses, with the provision that no 3000-level course can be taken where a 6000-level course is available. Only one 7000-level course is permitted. PCE units cannot be used to meet the course requirement.

c) An extended essay is also required (see 9.3).

#### **7.5 Language courses**

Courses in Biblical languages may be taken for credit, but they do not count towards the total courses required for the degree. Students taking these courses must request that the GCTS Administrator or their college registrar change their course registration from credit (CRE) to extra (EXT), as such courses will not be used in the calculation of a student's grade-point average (GPA). Language course grades, nevertheless, will still appear on transcripts.

#### **7.6 Course registration**

##### **7.6.1 General registration procedures.**

The student must register for courses online through ACORN at the University of Toronto website. There are three periods for course registration in the academic year, one before each of the three trimesters. Dates vary from year to year; students should consult "Key Academic Dates" at <https://www.tst.edu>.

##### **7.6.2 Limited-enrolment courses.**

For any course with limited enrolment, students may register on the ACORN system. Registration for limited enrolment courses is on a first come, first served basis.

### 7.6.3 Courses requiring the instructor's permission.

Where a course description indicates that the permission of the professor is required for registering in the course, the student cannot register for the course through ACORN, but must contact the instructor for permission and instructions on enrolment.

### 7.6.4 Reading and research courses.

A student registering for a Reading and Research (7000-level) course must complete a reading course form in consultation with the instructor, obtain the required signatures, and submit it to the GCTS Office by the prescribed deadline for the semester in which the course to be offered.

### 7.7 Audited 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.

### 7.8 Grading scale

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  |
|---|----------------------|-------------|-------------------------|---|
| <b><i>A RANGE Excellent: Student shows original thinking, analytic &amp; synthetic ability, critical evaluation, broad knowledge base</i></b> |                      |             |                         |   |
| 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><i>B RANGE Good: Student shows critical capacity &amp; analytic ability; understanding of relevant issues, familiarity with the literature</i></b> |       |     |  |  |
|---|-------|-----|--|--|
| 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 ACORN by the college registrar subject to the policies in Sec. 7.9:

*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 Sec. 7.9.4.

*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.

*WDR (Withdrawn)*. This is assigned when a student has withdrawn from a course with no academic penalty, subject to the conditions in Sec. 7.9.4.

### **7.9 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.

#### **7.9.1 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 <https://www.tst.edu>.

#### **7.9.2 Grade Submission.**

Grades shall be submitted by dates published under "Key Academic Dates" at <https://www.tst.edu>. However, some colleges have established earlier deadlines than those noted on the website for the submission of grades. Instructors are bound to 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.

##### **7.9.2.1 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.

### 7.9.2.2 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 at <https://www.tst.edu> under "Resources & Forms".

The deadline for requesting an initial extension is the deadline for completion of coursework for courses offered in the relevant session. (See 7.9.1.)

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 below); however, the student must make such a request before the expiry date of the extension period in place.

### 7.9.2.3 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.

### 7.9.2.4 Time Limits.

If a College Graduate Director grants a petition for a first extension, they must specify an extension period, which is not to run beyond the following deadlines:

|                   |   |
|-------------------|---|
| April 9, 2020     | Fall session (F) courses                        |
| August 12, 2020   | Fall/Winter session (Y or S) and Winter session |
| December 18, 2020 | Summer session (F or S) courses                 |

A College Graduate Director may grant a continuation of an extension that is already in place provided that it does not extend the total period of the extension beyond these deadlines.

Extensions beyond these deadlines will require the approval of both the College Graduate Director and the GCTS. 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 <https://www.tst.edu>), whichever is earlier.

### **7.9.3 Course registration with one or more SDFs.**

If a student has been granted an extension beyond August 31, they may register for no more than two courses in the Fall semester. If a second extension should be granted, a student may register in no more than one new course 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 which 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.

### **7.9.4 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 INC, and amendments to submitted grades in such cases, must be approved by the GCTS Director.

### **7.9.5 Registration procedures for extended completion of coursework.**

A student who has taken all courses required for their program but has not yet completed all coursework or language requirements is not permitted to proceed to the thesis stage. Such a student, during the time they are continuing work on the requirements of the course stage, will be registered at the beginning of each academic session with the course placeholder code TSZ7777 "Research". The student cannot enter this placeholder code directly in the ACORN registration system; registration must be done by the registrar of their college of registration.

### **7.9.6 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.

### **7.9.7 Minimum grade average.**

All courses must be completed with a grade of at least B- to be credited to the required courses of a ThM program. Further, a student in Option I must obtain an overall average of at least B+ (3.3 CGPA) on all courses required in the ThM program, with no grade below B- in any course, in order to proceed to the thesis stage. If a student receives a failing grade (FZ) in any course, the student's college will review the student's performance in the program and make recommendations to the GCTS. The recommendation will normally be that the student's candidacy be terminated. If there are extenuating circumstances or other legitimate considerations, however, the college may recommend that the student be allowed to continue under certain specified conditions. (The conditions should include an indication of whether and how the failing grade will factor into the decision to allow the student to proceed to the proposal stage of the program.) The GCTS will make a final determination about the student's status in the program. If the student is allowed to continue, they must repeat the relevant course or replace it with another course, 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.

## **8 The Thesis**

Following the satisfactory completion of required coursework and language study, ThM Option I students research and write a thesis. Students are advised to meet with the Graduate Director at their college of registration to ensure that they have completed all requirements and to consult about the thesis stage of the program.

### **8.1 The thesis supervisor and the thesis examination committee**

**Thesis Supervisor.** The initial association of the student and the prospective thesis supervisor is a process of mutual selection, though the initiative usually lies with the student to seek out a faculty member willing to serve in this capacity. The thesis supervisor must be a professor with graduate status. **Thesis Examination Committee.** The thesis examination committee is composed of the thesis supervisor, and two other readers with GCTS status. This committee is recommended by the thesis supervisor and approved by the GCTS.

### **8.2 The thesis proposal.**

The student prepares a thesis proposal in consultation with the thesis supervisor.

#### **8.2.1 Registration.**

Students can submit a proposal for approval in the semester in which they complete their coursework and other requirements for the degree. Students whose other degree requirements have been completed but whose thesis topic has not yet been approved register for TSZ8888YY (Thesis Proposal).

#### **8.2.2 Refinement of a thesis topic.**

##### **8.2.2.1 Criteria for an acceptable thesis topic.**

An acceptable thesis topic will meet the following criteria. (a) The topic falls within a program area. (b) There is a sufficient body of material concerning the topic to warrant a thesis. (c) The disciplinary method to be employed is appropriate and comes within the scope of the program area. (d) 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. (e) The topic is sufficiently focused and manageable to allow the student to develop a thesis statement which can be persuasively argued on the basis of primary evidence within the scope of between 12,500 and 30,000 words. (f) The student has sufficient skills in the requisite languages and auxiliary disciplines. (g) In the case of an interdisciplinary topic, the student has sufficient skill in the cognate discipline.

##### **8.2.2.2 Research involving human subjects.**

Students who conduct research involving human subjects must receive appropriate approval from the UofT Research Ethics Board (REB) before commencing their research. Procedures for obtaining research ethics approvals may be found on the TST website under Graduate Student Information & Procedures. See also Research Involving Human Subjects on the SGS website. It is the student's responsibility to ensure that the approval remains valid for the duration of the



research and that a Protocol Completion Report is submitted to the REB at the conclusion of the study.

### **8.2.3 Form and contents of the thesis proposal.**

#### **8.2.3.1 Constituent parts.**

The thesis proposal must contain the following elements.

##### **8.2.3.1.1 Title page.**

This includes the thesis title, the student's name, the name of the thesis supervisor, the student's program, the student's college of registration, and the date of submission.

##### **8.2.3.1.2 Introduction.**

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

##### **8.2.3.1.3 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.

##### **8.2.3.1.4 Procedure.**

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

##### **8.2.3.1.5 Implications.**

Depending upon the student's program area, the theological, biblical, historical or pastoral implications of the study must be clearly and concisely set forth in the proposal.

##### **8.2.3.1.6 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.

#### **8.2.4 Length.**

The thesis proposal should be no more than 4000 words in length, not including bibliography.

#### **8.2.5 Evaluation.**

Once the thesis proposal is completed to the satisfaction of the thesis supervisor, the thesis supervisor will forward the proposal to the other members of the thesis examination committee. The other readers will report their findings to the thesis supervisor as soon as possible. If revisions are advised by the readers, the student must submit a revised version of that proposal on the same subject area within three months from the date that the original proposal was declined. Failure of the revised proposal to meet the approval of the committee will result in the student's withdrawal from the program. The thesis supervisor will report the acceptance or non-acceptance of the thesis proposal, using the *Thesis Proposal Approval Form*, to the GCTS Office and the student's school of registration, and will forward a copy of the final

version of the thesis proposal to the GCTS Office. The thesis supervisor is responsible for informing the student of the decision on the proposal within the week following the meeting in which it was considered.

### **8.3 Thesis writing and examination**

#### **8.3.1 Registration.**

A student beginning work on a thesis completes the post-coursework registration form in the Registrar's office of their college of registration during the registration period of the first trimester following the approval of the thesis proposal.

#### **8.3.2 Form.**

##### **8.3.2.1 Conformity with proposal.**

The structure of the thesis should accord as closely as possible with that contained in the thesis proposal.

##### **8.3.2.2 Length.**

The text of the thesis and footnotes, excluding bibliography, shall be at least 12,500 and no more than 30,000 words. Should a thesis exceed 30,000 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.

##### **8.3.2.3 Style.**

The thesis must conform to the GCTS style regulation (see sections 8.3.3. and 10), and spelling must be consistent with a recognized Canadian standard.

##### **8.3.2.4 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 post-nominal letters); (iii) the degree specification (below); (iv) a notice of copyright with year of convocation (at the bottom of the page).

##### **8.3.2.4.1 Degree specification for ThM thesis.**

"A Thesis submitted to the Faculty of ... College and the Graduate Centre for Theological Studies of the Toronto School of Theology. In partial fulfilment of the requirements for the degree of Master of Theology awarded by ... [the formal name of the college of registration] and the University of Toronto."

##### **8.3.2.5 Abstract.**

The thesis must include an abstract of the thesis, of a maximum of 150 words, on the page following the title page.

##### **8.3.2.6 Table of contents.**

The thesis must include a table of contents following the abstract.

##### **8.3.2.7 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.

### **8.3.3 Technical requirements.**

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

### **8.3.4 Approval of the thesis supervisor.**

When the thesis supervisor is satisfied that the thesis is ready for examination, they send a letter to the GCTS Office certifying that this is the case. Before submitting the thesis, the student should be assured that the thesis supervisor is satisfied that it is ready to go forward. Nevertheless, if the director is not so satisfied, the student may, after advising the director of their intention to do so, seek the permission of the GCTS Director to send the thesis to examination without the approval of the director.

### **8.3.5 Submission of copies.**

After the thesis is approved by the thesis supervisor, the student submits to the GCTS Office three unbound, double-sided copies of the manuscript, individually contained in letter-size expandable and re-sealable envelopes. The expandable envelopes should be of a high enough quality for the thesis to be shipped to the examiners and for the examiner to carry it around for at least two months. The envelope should have a flap. The GCTS Office will distribute the copies of the thesis to the readers. Only the GCTS Office has the authority to distribute copies of theses to readers; evaluations of theses otherwise distributed will not be recorded.

### **8.3.6 Deadline.**

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 <https://www.tst.edu>. Even if the student meets the deadline, no guarantee can be given that unforeseen circumstances will not prevent the student from graduating at the next convocation. If possible, therefore, the student should submit the thesis well in advance of the deadline.

### **8.3.7 Examination.**

The completed thesis is examined by the thesis examination committee (see. Sec. 8.1). The examiners shall report within one month of their receiving the thesis. Each examiner will submit a written report and, on a separate page, a number and letter grade for the thesis to the GCTS Director, who will average the grades reported and assign that grade to the thesis. In order for the thesis to merit a pass, the three assigned grades each need to be at least B- and the average of the three grades needs to be at least B (3.0 GPA). The examiner should also provide a list of any minor corrections (e.g., typographical errors, stylistic changes) that should be made before a student submits the bound copies. If an examiner feels that there are revisions that need to be made before a grade can be assigned, they should provide the GCTS Office with a written description. If there are problems with the reports (e.g., a disparity in the assigned grades), the GCTS Director may call the examiners together for consultation. The consultation may include the student, if the GCTS Director feels that this is appropriate. The examiners may pass the thesis, fail it, or ask that it be revised as a result of the consultation. If revisions are to be made before a grade can be assigned, the student should submit a written indication of the changes that have been made (normally a general description plus a list of pages, though a highlighted version might also be acceptable). The time required for the student’s revisions and the re-

reading of the thesis may impede a student's ability to graduate at their intended convocation. It is the responsibility of the supervisor to communicate the required revisions to the student.

### **8.3.8 Emendations.**

After the examination of the thesis, the student must prepare a final version of the thesis with the typographical corrections directed by the examiners of the thesis.

### **8.3.9 Clearance for graduation.**

#### **8.3.9.1 Application to graduate.**

Students 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 student is eligible to graduate when they have met (a) all program requirements for the degree, and (b) any additional graduation requirements imposed or enforced by their college of registration or the college granting the degree.

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 their 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.

#### **8.3.9.2 Deposit of copies of the thesis.**

When the student has made such revisions as have been required by the thesis examination committee, they must upload the final digital version of the thesis onto TSpace, the University of Toronto's online digital repository, and submit a Theses Non-Exclusive License Form to the GCTS Office. Such uploads must be completed and approved by 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", the thesis successfully uploaded to TSpace, and the TSpace fee paid. Some colleges require the submission of a hardbound copy prior to graduation (students should consult with their college registrar). Instructions and deadlines about digital thesis submissions and TSpace are available through the GCTS Office (see "After Your Submission" at <https://www.tst.edu>).

#### **8.3.9.3 Conditions on graduation.**

Some TST colleges will not confer the degree before appropriately bound copies of theses in sufficient number have been deposited.

#### **8.3.9.4 Student Indebtedness.**

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

## **9 The extended essay (ThM Option II)**

### **9.1 Description**

The extended essay is an academic paper on a topic related to the student's work in one of the eight courses which they have taken in the ThM program. It is to be at least 8000 words and no more than 12,000 words in length. It may be submitted post-course; in this case the course is marked independently of the extended essay. Alternatively, by arrangement with the instructor in advance, it may be submitted in-course; in this case it is also used to meet a requirement for the course.

### **9.2 Evaluation**

The extended essay is evaluated by two readers. The principal reader is the instructor of the course from which the extended essay has been developed (or, in the case of an in-course extended essay, the course in which the extended essay is written). The second reader is chosen by the principal reader in consultation with the GCTS Director. Each reader evaluates and assigns a grade to the extended essay, and communicates the grade to the GCTS Director, who records the average of the two grades as the final grade. In the case of an in-course extended essay, the second reader's evaluation is immaterial to the mark assigned to the course. A copy of the extended essay must be submitted to the GCTS Office.

### **9.3 The extended essay in Pastoral Counselling**

[This option is currently closed to new admissions]. A student in the ThM program in Pastoral Counselling must choose a topic relating to their area of specialization and indicative of their knowledge of the field of pastoral counselling and its integration with other fields in the theological disciplines. It is examined by a TST professor and a CASC appointed Pastoral Counselling Supervisor.

### **9.4 Deadline**

The deadlines for the submission of the extended essay for Fall and Winter convocations are published each year under "Key Academic Dates" at <https://www.tst.edu>.

### **9.5 Clearance for graduation**

#### **9.5.1 Application to graduate.**

Students 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 student is eligible to graduate when they have met (a) all program requirements for the degree, and (b) any additional graduation requirements imposed or enforced by their college of registration or the college granting the degree.

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 their 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.

### **9.5.2 Student Indebtedness.**

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

## **10 Papers and theses**

### **10.1 Paper and printing**

Essays for courses and seminars and thesis proposals must be printed from a word-processing file or typewritten in double-spaced format on good quality white paper. Theses are to be printed from a word-processing file on good quality white paper with a laser or laser-quality printer.

### **10.2 Style regulation**

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 <https://advice.writing.utoronto.ca/> and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

### **10.3 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.

## **11 Tuition fees and other charges**

A schedule of fees is published annually on the TST website. The TST Chief Officers Representing Member Schools (CORMS), which comprises the heads of the TST member colleges, recommends for approval by UofT's Governing Council, tuition fee increases within the *Tuition Fee Framework and Ancillary Fee Guidelines for Publically-Assisted Universities*. Member colleges approve annual ancillary and incidental fee rates through their own governance processes, within the same guidelines.

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).

## **12 Academic Appeals**

### **12.1 General considerations**

A conjoint graduate (AD) student of a member college of the TST may appeal a grade or an academic decision which affects them adversely and which they consider 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.

### **12.2 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.

#### **12.2.1 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 GCTS Director 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.

### 12.2.2 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.

### 12.3 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        | GCTS Director            | GSC Academic Appeals Committee | Governing Council   |
| Advisory or Supervisory Committee                           | College Graduate Director   | GCTS Director            | GSC Academic Appeals Committee | Governing Council   |
| Thesis Examination  | Not applicable              | Not applicable           | GSC Academic Appeals Committee | Governing Council   |
| Termination of Candidacy                                    | Not applicable              | Not applicable           | GSC Academic Appeals Committee | Governing Council   |
| 1 <sup>st</sup> Extension (courses, program)                | College Graduate Director   | GCTS Director            | GSC Academic Appeals Committee | Governing Council   |
| 2 <sup>nd</sup> or additional extensions (courses, program) | GCTS Director               | GCTS Petitions Committee | GSC Academic Appeals Committee | Governing Council   |
| Other   | GCTS Director               | GCTS Petitions Committee | GSC Academic Appeals Committee | Governing Council   |

#### 12.3.1 Informal and Formal resolution

Every attempt should be made to resolve the matter informally (Step 1 in the table above). If that attempt is unsuccessful, then the matter may proceed to a formal appeal at Step 2.

#### 12.3.2 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 *within 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 they 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 they are 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 their 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 GCTS Director either to facilitate obtaining the instructor's comments within the prescribed timeframe, to extend the deadline or, failing that, the GCTS Director 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 their 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 GCTS Director shall arrange for an assessment of the written work by a second reader, chosen by the GCTS Director 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 GCTS Director shall give the student's written reasons for the appeal to the second reader and a copy shall be provided to the Instructor. The GCTS Director 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 they believe 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 their decision, either to affirm

or change the grade, for approval to the GCTS Director. The GCTS Director shall assign the final grade.

### **12.3.3 Disputed decision of the supervisory 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 GCTS Director and initiates the appeal by letter at Step 2. The GCTS Director, at their discretion, may refer to the matter to the GCTS Petitions Committee for review. If the student is not satisfied with the explanation given or the steps taken to remedy the situation, they have the right to appeal the matter to the GSC Academic Appeals Committee (following the procedure outlined in Sec. 12.5).

### **12.3.4 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 Sec. 12.5). At Step 2, the GCTS Director, at their discretion, may refer to the matter to the GCTS Petitions Committee for review.

### **12.3.5 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 Sec. 12.5).

### **12.3.6 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.

### **12.3.7 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 <https://governingcouncil.utoronto.ca/secretariat/policies>.

## **12.4 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 (Sec. 12.3.7).

### **12.4.1 Membership**

The GCTS Director 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 GCTS Director, 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.

## **12.5 Procedures for TST appeals**

### **12.5.1 Initiation of the Appeal**

The student (or former student qualified under Sec. 12.1) 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.

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

In the case of a matter under Sec. 12.3.2-4, 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 Sec. 12.3.5, 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.

### **12.5.2 Right of Withdrawal**

The student may withdraw the appeal at any time.

### **12.5.3 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.

### **12.5.4 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.

### **12.5.5 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.

#### **12.5.6 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 Sec. 12.6.2 below), any other submissions are due at least 10 days prior to the date of the scheduled hearing.

#### **12.5.7 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.

### **12.6 Hearing**

#### **12.6.1 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.

#### **12.6.2 Arrangement of the hearing**

If the matter has not otherwise been resolved without a hearing in accordance with Sec. 12.3, and once the TST Registrar has received responses from all interested parties under Sec. 12.5.6 (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.

#### **12.6.3 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 their case and calls witnesses, if any, to provide information on their 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.

#### **12.6.4 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.

#### **12.6.5 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 Sec. 12.3.7.)

#### **12.6.6 Further reporting**

The TST Registrar will communicate the decision to the GCTS Director.

## **13 Discipline and complaints**

### **13.1 Academic discipline**

Every ThM student registered in the TST or in one of the participating colleges is subject to the disciplinary jurisdiction of the University of Toronto in respect of academic matters including plagiarism, forging of academic documents, and cheating on examinations or papers. The offences and sanctions are prescribed in the University of Toronto *Code of Behaviour on Academic Matters*. In the application of the *Code of Behaviour*, the roles, rights and duties therein appointed to the Dean and the department chair are to be exercised by the head (dean, principal, or president) of the college in which the student is registered. Copies of the full *Code of Behaviour on Academic Matters* are available through the GCTS Office and on the website of the University of Toronto (go to <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). A record of cases disposed under Sec. C.i.(a)

(Divisional Procedures) of the *Code of Behaviour*, and of the sanctions imposed, shall also be sent to the GCTS Director.

### **13.2 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 [www.governingcouncil.utoronto.ca/policies](http://www.governingcouncil.utoronto.ca/policies).

### **13.3 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 University of Toronto website at [http://www.governingcouncil.utoronto.ca/Governing\\_Council/policies.htm](http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm).

**13.4 Grievances** *This section is pending revision and approval of the TST Board of Trustees. Please contact the GCTS Office (gcts.office@utoronto.ca, 416-978-4050) for further information.*

## APPENDIX 1 - Master of Theology I (ThM I): Statement of Intended Outcomes

### NOTES:

1. In keeping with the ongoing nature of the outcomes assessment process, this document is a work in progress, subject to ongoing change.
2. In what follows “ability” is used as a general term, without regard to specific levels. More specific levels of ability are indicated by the terms “awareness,” “familiarity,” “competence” and “proficiency,” representing a scale of increasing levels.
3. In the section “Knowledge of the area of concentration,” different levels of the proportion of the area of concentration with which a student is expected to be familiar are indicated by the terms “moderate,” “significant,” “major” and “whole,” representing a scale of increasing levels. More precise descriptions of what these terms represent is left to the determination of the GCTS. These terms are also used in section 4 to indicate different proportions of the graduates of the program.

### Basic Statement

Graduates of the ThM I program will have acquired a solid grounding in the fields of theological study and sufficient level of **knowledge in their area of concentration**, together with a sufficient level of **ability with the requisite scholarly tools and skills**, that they will have been able to undertake and complete a project of **specialized research**; a significant proportion of graduates will be equipped to undertake **further studies at the doctoral level**, those who were already involved in some form of ministry (ordained or lay) will be equipped with a more solid theological foundation for their ministry, and all of them will be equipped to enter or to prepare for other vocations for which a solid grounding in a specific area of theological study is necessary or beneficial.

### Elaboration

#### 1. Knowledge of the area of concentration

| Graduates of the ThM I program will have attained   | so that they will be able  | MEANS OF DEMONSTRATION  |
|---|--|---|
| <b>1.1</b> basic familiarity with a significant number of subjects within their area of concentration, as outlined in the description of the program area fields, | to provide, for the professor of a 5000-level seminar in any of these subjects, a description of their purposes in taking the seminar that would demonstrate their readiness to participate in a seminar designed in the first instance for doctoral students; | <ul style="list-style-type: none"> <li>• <i>from prerequisite degree</i></li> <li>• <i>Courses at the 6000 level</i></li> </ul> |
| <b>1.2</b> competence in several of the subjects within their area of concentration,  | to provide for those with knowledge of the area a description of how their proposed thesis topic relates to current scholarly discussion of these subjects (such as might be appropriate, for example, for a ThM thesis proposal);                             | <ul style="list-style-type: none"> <li>• <i>Courses</i></li> <li>• <i>Thesis proposal</i></li> <li>• <i>Thesis</i></li> </ul>   |
| <b>1.3</b> proficiency in one subject   | to undertake and complete a project of specialized research.   | <ul style="list-style-type: none"> <li>• <i>Thesis</i></li> </ul>   |

## 2. Ability with scholarly tools and skills

| Graduates of the ThM I program will have attained   | so that they will be able   |   |
|---|---|---|
| <p><b>2.1</b> competence in one ancient language and one modern language (in addition to English) pertinent to theological scholarship</p>  | <p>to read theological texts of moderate difficulty in that language with the aid a lexicon, accurately and at a moderate rate of speed;</p>  | <ul style="list-style-type: none"> <li>• <i>Transcript evidence of previous study</i></li> <li>• <i>Language course taken during the program</i></li> <li>• <i>TST language exam</i></li> </ul> |
| <p><b>2.2</b> in addition, for students in Biblical studies, proficiency in the language of the major testament and competence in the language of the other</p>   | <p>to carry out thesis research and meet requirements for entrance to a doctoral program;</p>   | <ul style="list-style-type: none"> <li>• <i>Transcript evidence of previous study</i></li> <li>• <i>TST language exam</i></li> </ul>  |
| <p><b>2.3</b> competence in the use of a library and the construction of a bibliography</p>   | <p>to produce bibliographies appropriate to each of the three levels of knowledge described above;</p>  | <ul style="list-style-type: none"> <li>• <i>Work in prerequisite degree</i></li> <li>• <i>Research papers</i></li> <li>• <i>Thesis proposal</i></li> <li>• <i>Thesis</i></li> </ul>             |
| <p><b>2.4</b> familiarity with pertinent electronic and web-based resources and skills</p>  | <p>to make appropriate use of such resources at a level of competence in their own area of research;</p>  | <ul style="list-style-type: none"> <li>• <i>Quercus component of courses</i></li> <li>• <i>Library resources and training sessions</i></li> </ul>   |
| <p><b>2.5</b> proficiency in the following skills:</p> <ul style="list-style-type: none"> <li>• clear and effective communication in both oral and written forms;</li> <li>• the construction of a logical argument;</li> <li>• the making of informed judgments on complex issues;</li> <li>• the use of standard conventions of style for scholarly writing.</li> </ul> | <p>to produce standard forms of graduate-level scholarly engagement, both written (e.g., seminar research paper) and oral (e.g., seminar presentation, response to an oral presentation), of a quality consistent with the requirements of a 5000-level course.</p> | <ul style="list-style-type: none"> <li>• <i>Work in prerequisite degree</i></li> <li>• <i>Class presentations</i></li> <li>• <i>Research papers</i></li> </ul>                                  |



### 3. Ability to carry out specialized research

| Graduates of the ThM I program   | so that they will have  |   |
|--|---|---|
| <p><b>3.1</b> will have</p> <ul style="list-style-type: none"> <li>• attained proficiency in one subject, together with competence in a cognate area or method, where appropriate;</li> <li>• gained an understanding of the nature and process of research (identification of a research question or problem; construction of an appropriate method of investigation; collection of primary evidence and secondary sources; formulation of a thesis or claim; constructing a reasoned argument on the basis of evidence in support of the claim);</li> <li>• developed a critical awareness of and competence in the methodologies appropriate to their field;</li> <li>• learned how to apply the requisite scholarly tools and skills (see the previous section)</li> </ul> | <p>conceived, designed, carried out and completed a research project (thesis) that demonstrates an ability to understand and engage pertinent aspects of current scholarly discussion in the area of concentration.</p> | <ul style="list-style-type: none"> <li>• <i>Thesis proposal</i></li> <li>• <i>Thesis</i></li> </ul> |

### 4. Preparation for further study or vocational occupation

#### 4.1 Doctoral study

|   |  |   |
|---|--|---|
| <p>A significant proportion of the graduates of the ThM I program will have acquired sufficient skill, ability and experience</p> | <p>that they will be equipped to undertake further studies in their area of concentration at the doctoral level.</p> | <ul style="list-style-type: none"> <li>• <i>ThM transcript, demonstrating that they meet the entrance requirements for the TST Th.D./Ph.D. program</i></li> <li>• <i>Evidence of acceptance (TST records, graduate survey) into a doctoral program, either at TST or elsewhere</i></li> </ul> |
|---|--|---|

#### 4.2 Other vocational occupation

|  |   |                               |
|--|---|-------------------------------|
| Graduates of the ThM I program who were already involved in some form of ministry (ordained or lay) will have acquired sufficient skill, ability and experience, | that they will be equipped with a more solid theological foundation for their ministry;   | • <i>Survey of graduates.</i> |
| All graduates of the ThM I program will have acquired sufficient skill, ability and experience   | that they will be equipped to enter or to prepare for other vocations for which a solid grounding in a specific area of theological study is necessary or beneficial (The following is a representative, but by no means exhaustive, list of such vocations: positions in church ministry for which ordination is not a prerequisite; para-church agencies; teaching at a secondary school level; library work, especially in theological libraries; journalism; social work; health care). | • <i>Survey of graduates.</i> |

## APPENDIX 2 - Master of Theology II (ThM II): Statement of Intended Outcomes

### NOTES:

1. In keeping with the ongoing nature of the outcomes assessment process, this document is a work in progress, subject to ongoing change.
2. In what follows “ability” is used as a general term, without regard to specific levels. More specific levels of ability are indicated by the terms “awareness,” “familiarity,” “competence” and “proficiency,” representing a scale of increasing levels.
3. In the section “Knowledge of the area of concentration,” different levels of the proportion of the area of concentration with which a student is expected to be familiar are indicated by the terms “moderate,” “significant,” “major” and “whole,” representing a scale of increasing levels. More precise descriptions of what these terms represent is left to the determination of the GCTS. These terms are also used in section 4 to indicate different proportions of the graduates of the program.

### Basic Statement

Graduates of the ThM II program will have acquired a solid grounding in the fields of theological study and sufficient level of **knowledge in their area of concentration**, together with a sufficient level of **ability with the requisite scholarly tools and skills**, so that those who were already involved in some form of ministry (ordained or lay) will be equipped with an enhanced scholarly foundation for their ministry, and that all of them will be equipped to enter or to prepare for other vocations for which a solid grounding in a specific area of theological study is necessary or beneficial.

### Elaboration

#### 1. Knowledge of the area of concentration

| Graduates of the ThM II program will have attained  | so that they will be able  | MEANS OF DEMONSTRATION  |
|---|--|---|
| <b>1.1</b> basic familiarity with a significant number of subjects within their area of concentration, as outlined in the description of the program area fields; | to provide, for the professor of a 6000-level course in any of these subjects, a description of their purposes in taking the course that would demonstrate their readiness to participate in a graduate degree course;   | <ul style="list-style-type: none"> <li>• <i>Transcripts from prerequisite degree</i></li> <li>• <i>Courses at the 3000 level</i></li> </ul> |
| <b>1.2</b> competence in several of the subjects within their area of concentration,  | to provide, for the professor of a 5000-level seminar in any of these subjects, a description of their purposes in taking the seminar that would demonstrate their readiness to participate in a seminar designed in the first instance for doctoral students; | <ul style="list-style-type: none"> <li>• <i>Courses</i></li> <li>• <i>Extended essay</i></li> </ul>   |

## 2. Ability with scholarly tools and skills

| Graduates of the ThM II program will have attained   | so that they will be able  |   |
|--|--|---|
| <b>2.1</b> competence in a language (or perhaps two; ancient or modern; in addition to English) that is pertinent to theological scholarship and is deemed essential for the student's program of study;   | to read theological texts of moderate difficulty in that language with the aid a lexicon, accurately and at a moderate rate of speed;  | <ul style="list-style-type: none"> <li>• <i>Transcript evidence of previous study</i></li> <li>• <i>Language course taken during the program</i></li> <li>• <i>TST language exam</i></li> </ul> |
| <b>2.2</b> for students in the Biblical studies, proficiency in the language of the major Testament and competence in the language of the other;   | to fulfil requirements for graduate courses in Biblical Studies;   | <ul style="list-style-type: none"> <li>• <i>Transcript evidence of previous study</i></li> <li>• <i>TST language exam</i></li> </ul>  |
| <b>2.3</b> competence in the use of a library and the construction of a bibliography   | to produce bibliographies appropriate to each of the two levels of knowledge described above;  | <ul style="list-style-type: none"> <li>• <i>Work in prerequisite degree</i></li> <li>• <i>Research papers</i></li> <li>• <i>Extended essay</i></li> </ul>                                       |
| <b>2.4</b> familiarity with pertinent electronic and web-based resources and skills  | to make appropriate use of such resources at a level of competence in their own area of concentration [ <i>research</i> ];   | <ul style="list-style-type: none"> <li>• <i>Quercus component of courses</i></li> <li>• <i>Library resources and training sessions</i></li> </ul>   |
| <b>2.5</b> proficiency in the following skills: <ul style="list-style-type: none"> <li>• clear and effective communication in both oral and written forms;</li> <li>• the construction of a logical argument;</li> <li>• the making of informed judgments on complex issues;</li> <li>• the use of standard conventions of style for scholarly writing.</li> </ul> | to produce standard forms of graduate-level scholarly engagement, both written (e.g., seminar research paper) and oral (e.g., seminar presentation, response to an oral presentation), of a quality consistent with the requirements of a 6000-level course. | <ul style="list-style-type: none"> <li>• <i>Work in prerequisite degree</i></li> <li>• <i>Class presentations</i></li> <li>• <i>Research papers</i></li> <li>• <i>Extended essay</i></li> </ul> |

### 3. Preparation for further study or vocational occupation

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|--|--|---|
| <p>Graduates of the ThM II program who were already involved in some form of ministry (ordained or lay) will have acquired sufficient skill, ability and experience,</p> | <p>that they will be equipped with an enhanced scholarly foundation for their ministry.</p>  | <ul style="list-style-type: none"> <li>• <i>Survey of graduates.</i></li> </ul> |
| <p>All graduates of the ThM II program will have acquired sufficient skill, ability and experience</p>   | <p>that they will be equipped to enter or to prepare for other vocations for which a solid grounding in a specific area of theological study is necessary or beneficial (The following is a representative, but by no means exhaustive, list of such vocations: positions in church ministry for which ordination is not a prerequisite; para-church agencies; teaching at a secondary school level; library work, especially in theological libraries; journalism; social work; health care).</p> | <ul style="list-style-type: none"> <li>• <i>Survey of graduates.</i></li> </ul> |



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Updated October 2019