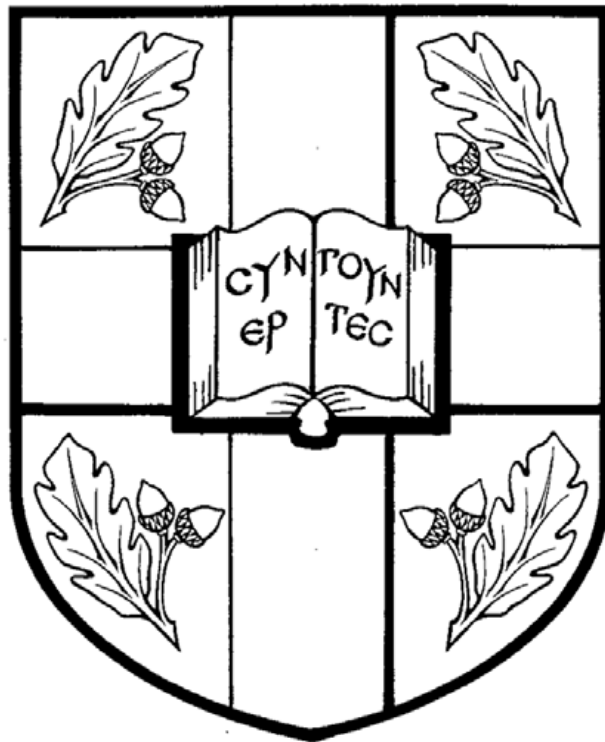


TORONTO SCHOOL OF THEOLOGY

DOCTOR OF MINISTRY PROGRAM HANDBOOK
DISTANCE DELIVERY FORMAT



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Please note that this Handbook is subject to revisions.

Updated versions will be posted at www.tst.edu

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Section One – Introduction

1.1 History

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

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

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

The D.Min. program takes pride in being a professional degree set in an ecumenical and multidisciplinary context directed toward excellence in the active engagement of

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

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

1.2 Centre for the Study of Ministry (CSM)

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

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

The CSM will promote research in the study of ministry, particularly in Canada, and will support scholarly reporting in appropriate academic journals, including the *Toronto Journal of Theology*. The CSM will advance education and conversation in the area of ministry among a wider public through such vehicles as lectureships, conferences, invitational programs, and publication in professional periodicals.

1.3 Purpose and Goals

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

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

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

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

Insofar as the Doctor of Ministry degree is committed to an integration of theory and practice, the context for learning is three-fold, interrelated and continuous. First, there is the university base where the participants engage in courses, seminars, and research at the advanced degree level. Second, there are the collaborative learning groups in which participants engage in dialogue, peer critique, and the ongoing development of their research project in both face-to-face and online situations. Third, there is the ministry base where the participants engage in critical reflection on their practice of ministry with others who are involved in their ministry context. These three contexts are linked

throughout the program by the core courses, the collaborative learning discussions online, academic study and research, ministry base group work, and the D.Min. thesis which requires an “action-in-ministry” that is designed to uncover a deeper understanding and insight into some aspect of the student’s practice of ministry. The program proceeds continuously in a specific pattern throughout the first three years and in an altered pattern during the fourth and fifth years as the student progresses toward the writing of their thesis.

1.4 Admission Requirements

1. The applicant must have a baccalaureate degree from a recognized college or university and a Master of Divinity degree accredited by the Association of Theological Schools (ATS), or its equivalent, with a B+ average or better.
2. An applicant whose first language is other than English must provide evidence of ability to comprehend, speak and write English at the graduate level. One of the following will constitute *prima facie* evidence of such ability: (1) evidence of an earned degree from a recognized post-secondary institution where the language of instruction and examination is English; (2) a satisfactory result on the Test of English as a Foreign Language (TOEFL). Applicants requesting the transmittal of results should use the TST institution code 0655 and the department code 99. On the paper-based TOEFL, the minimum satisfactory score is 600 with a 5.0 in the Test of Written English (TWE). On the computer-based TOEFL, the minimum satisfactory score is 250. On the internet-based TOEFL, the minimum satisfactory total score is 100, with at least 22 on the Writing section and 22 on the Speaking section; (3) a 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.
3. A minimum of three years experience in the practice of ministry is required following the M.Div. degree or its equivalency.
4. Be engaged in a ministry (normally fulltime), which will serve as the ministry base during this period of advanced professional study.
5. Computer literacy: Please see below the range of software that may be used in the completion of this program. Online study will use the educational platform Blackboard and basic instruction will be offered using this software.

Minimum Computer Requirements Include:

Hardware:

Pentium III with 3G CPU or Mac Core Duo (or better)
1 GB RAM
24 CD ROM drive
Mouse

56KBPS v.90 modem
Printer
Headset (for WebEx)

High Speed Internet or Cable Connection is required

Software:

Current anti-virus software
Windows 98 (or better) or Mac OS X.4 (or better)
Word processing: Microsoft Word 97 or later
Internet: Internet Explorer, Firefox, Safari (Macs)
PDF Reader: Adobe Acrobat Reader

All students in the Toronto Doctor of Ministry program must obtain a UTORid and a utoronto email account. Note: communication with students will take place only through the utoronto email account.

1.5 Program Requirements

1. Full participation is expected in the Orientation Week process at the beginning of the program prior to the first academic year of study, normally in April.
2. Active participation in the Collaborative Learning Group for at least three years, including the online component of the program, which consists of regular, ongoing collaboration throughout the academic year.
3. The establishment and active participation of the Ministry Base Group for at least three years
4. Successful completion of all core seminars and academic coursework, development and approval of an Individual Learning Plan (ILP), a comprehensive paper and oral exam, a thesis proposal and oral exam.
5. The student will be expected to research and write a D.Min. thesis and to participate in a final oral examination. Normally, the D.Min. thesis will be examined on the TST campus. Exceptions may be made under certain circumstances. Students are responsible for the cost of their own travel, accommodation and meals.
6. No languages other than English are required for entrance into the Program or as part of the Program requirements. D.Min. students are, however, encouraged to make use of materials related to their work in languages other than English and, should their thesis proposal require it, they may be asked to demonstrate competency in other languages.

1.6 General Overview of the Program

To achieve its goal of crafting a higher level of excellence and competence among those engaged in the practice of ministry, the D.Min. program has eight essential components. These components have been established to facilitate intellectual and professional development and are outlined in Section III of the D.Min. Handbook. Two key elements include: (1) supervision and evaluation by faculty, together with the D.Min. Director, the D.Min. Program Committee, the Centre for the Study of Ministry (CSM), and the Advanced Degree Council (ADC) of TST; and (2) ongoing self, peer and ministry-based evaluation.

The D.Min. program provides various kinds of learning and evaluation that are self-directed, communal, interdisciplinary, and integrative in nature. These experiences aim to help students achieve a high level of competence in their practice of ministry and to equip them to propose and carry out the D.Min. thesis. The components of the D.Min. program integral to achieving these goals include: 1) the Collaborative Learning Group (which is engaged both on-campus during the summer residential and online throughout the academic year); 2) an Individual Learning Plan (ILP); 3) a Ministry Base Group (MBG); 4) a College Advisor; 5) a Comprehensive Examining Committee; 6) the D.Min. Thesis Proposal Committee; 7) the D.Min. Thesis Director; and 8) the D.Min. Thesis Examining Committee. These components are operative in different phases of the program.

Section Two – Policies and Procedures

2.1 Application Requirements and Procedures

An application for the D.Min. program can be obtained from the Toronto School of Theology website or the D.Min. office. The application requirements consist of the following:

1. An application form and \$100 application fee.
2. Competence in English is required for those candidates whose first language is not English (see 1.4).
3. A detailed *Curriculum Vita*.
4. A personal statement, not more than 1200 words, on the following:
 - thoughts on the theory and practice of Christian ministry including goals, objectives, and rationale for ministry;
 - thoughts on the present and future needs of the church as it ministers in changing social, economic, and political contexts;
 - description of research interests and reasons for applying to the TST D.Min. program;
 - future plans for applicant's practice of ministry.
5. A selected bibliography of applicant's current readings in theology or other fields related to their practice of ministry and research interest.
6. Official transcripts: undergraduate, M.Div. or its academic equivalent (pending approval by the CSM Admissions Committee), and any other post-graduate degrees.

Note: transcripts should be sent directly to the D.Min. office by the degree-granting institution.

7. Four letters of reference:
 - Two academic letters of reference from faculty members who taught the applicant in the institution from which they received their M.Div. (or equivalent degree);
 - Two letters of reference from colleagues of good standing and known reputation who are active in the field of ministry in which the applicant is currently working.

8. A Ministry Base Group letter of support from a person in the applicant's intended ministry base. This person is to assist in the formation of a ministry base in the church or institution in which the applicant's ministry will be located for the duration of the program. This group exists to support the applicant through the essential components of the D.Min. program.
9. A Denominational or Institutional letter of support from an appropriate official in the applicant's diocese, religious order, presbytery, conference, or institution. They must declare full recognition of the applicant's intention to enter the D.Min. program and be aware of what the program requires (e.g., 4-5 years of study, on average, until completion of the program, beginning with a one-week residential in the spring and one two-week residential for three successive summers thereafter; in addition, continued self-study and online peer collaboration throughout the rest of the academic year will be required).

2.2 Process for Admissions and Student Supervision

1. When a prospective student fills out the application form, the applicant will declare his/her college of registration, and indicate which TST faculty member they would like to serve as their Thesis Director. All applications should be mailed to the Director of the Doctor of Ministry program at the Toronto School of Theology. The Director of the D.Min. program will make an initial assessment of all applications.
2. The colleges will receive the D.Min. applications from the D.Min. Director for their approval and the assigning of a College Advisor. Once the college has indicated their approval the Academic Committee of the CSM will deliberate in the same manner as for other advanced degree programs. Successful candidates will be invited to participate in the spring orientation week.
3. All students will have an opportunity during the orientation week to meet with their College Advisor and/or the D.Min. Director to confirm their interest in the program and to reflect on whether this program and the student are a good match to fulfill the students' learning goals.
4. The College Advisor will meet with the student during orientation week to familiarize him/herself with the study and research interests of the student and to advise the student of the resources of the college and TST.
5. In the event that the College Advisor cannot meet with the student during the orientation week, the D.Min. office will facilitate a meeting during the first two-week residential period in June.
6. The D.Min. Director will convene an ILP Evaluation Committee at the end of the fall semester, when the student's individual learning plan (ILP) is completed. The committee will meet together to discuss and review the ILP and make recommendations to the student. The D.Min. Director will act as chair. Where a

face-to-face meeting with the student is not possible, the D.Min. Director will discuss the results with the student either online or by phone. The D.Min. Director, as chair of the committee, will forward the results to the D.Min. office.

7. When the student has completed his/her coursework and is ready to write the comprehensive paper, normally in the second year of the program, the student will contact the D.Min. Director who will convene a D.Min. Comprehensive Examining Committee (see section 3.1.6 for a description of this committee). The Committee, under the chair of the D.Min. Director, will meet with the student to consult on the student's bibliography and offer guidance. The meeting will normally be done through teleconferencing in situations where the student is unable to come to campus in person.
8. When the student believes that his/her comprehensive paper is ready for examination, he/she will notify the D.Min. Director who will reconvene the D.Min. Comprehensive Examining Committee. The Comprehensive Examining Committee will examine the paper and make recommendations. The Comprehensive Examination will normally be done through teleconferencing in situations where the student is unable to come to campus in person. If successful, the examiners will hand the student over to his/her D.Min. Thesis Proposal Committee.
9. The D.Min. Thesis Proposal Committee, normally under the chair of the Thesis Director, will meet to review the students' thesis proposal (see section 3.1.9 for a description of this committee). Meetings will normally be done through teleconferencing in situations where the student is unable to come to campus in person or at the discretion of the Thesis Proposal Committee chair.
10. When the thesis proposal is deemed ready for final review, the D.Min. Director will convene an examination. The student will send a digital copy of the thesis proposal to the D.Min. office. The D.Min. office will then forward the proposal to each member of the Thesis Proposal Committee and make one copy for the students' file. A hard copy of the thesis proposal will be provided to members of the Thesis Proposal Committee upon request. If the Proposal is deemed acceptable, each member of the student's Thesis Proposal Committee must sign the cover page of the proposal indicating his/her support for its readiness (see Appendix 2).
11. Following approval of the thesis proposal the student must submit his/her proposed research project to the UofT Research Ethics Board (REB) for approval. Proof of approval of the research by the REB must be submitted to the D.Min. Director and the Thesis Director before research begins. **Students should carefully examine the University of Toronto's website on Ethical Research to apply for an Ethics Review. See section 5.6.6 of this Handbook for more information.**

12. After approval from the D.Min. Thesis Proposal Committee, the Thesis Director will continue to meet regularly with the candidate to discuss their applied research thesis as it unfolds. The student and the Thesis Director must determine their own way of proceeding at this point with respect to time, place, and number of meetings; preparation for such meetings (e.g., having the candidate's questions or written work in advance, etc.); how the final text will be reviewed and prepared for submission for the oral examination, etc. While the Thesis Director will normally be responsible for providing guidance and supervision of the candidate on their own, it may be advisable in some circumstances to ask some or all of the members of the Thesis Proposal Committee to continue in an advisory capacity. It is important to stress that while the Thesis Director and/or other members of the Thesis Proposal Committee are available to provide guidance and supervision to the student, it is equally important to stress the candidate's own responsibility for his/her work at this point is paramount.
13. After approval is received from the REB, the student will engage in the action-in-ministry (i.e., applied research) portion of the program. When this is completed, the candidate will write his/her thesis. The Thesis Director will assess the candidate's final text according to the *Guidelines for Evaluating the D.Min. Thesis* (section 5.9) and, at the appropriate time, exercises his/her responsibility to declare whether the thesis is ready for oral evaluation.
14. **At least two months prior to the D.Min. Thesis Examination and Oral Defence**, the Thesis Director, in consultation with the candidate, will *suggest* a list of names for consideration as examiners for the final thesis (see 3.1.10).
15. The Thesis Director will submit these names to the D.Min. Director on the form provided in this Handbook (see Appendix 4).
16. The D.Min. Director will submit the proposed D.Min. Thesis Examining Committee to ADC for approval.
17. When the Thesis Director deems the thesis ready for examination, the D.Min. Director shall convene a meeting of the D.Min. Thesis Examining Committee.

2.3 Time Line for the Completion of the Program

Normally, the D.Min. program must be completed within five years. At the outset, a regular program schedule will continue for three years. During this time the student should have completed the three core D.Min. courses, four additional theory-based research courses, and a comprehensive paper and oral exam. The next two years are focused on the completion of the thesis proposal, action-in-ministry project, and the writing of the thesis. If necessary an additional year may be granted for the student to complete all the requirements (section 2.9.2). The student must obtain a course average of B+ to remain in good standing.

Note: Students must be in continuous registration during their program unless they are on authorized leave of absence (see section 2.7). Registration normally takes place in September (fall session) and May (summer session). Students register in September for both fall and spring courses. Registration for summer courses takes place in the spring once the summer course schedule has been published.

2.4 Special Student Status

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

Categories of special non-degree students include:

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

2.5 Deferrals

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

2.6 Registration

2.6.1 Maintaining Registration

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

2.6.2 Demonstrating Continuing Involvement in the Program

The normal way to maintain registration 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 he or she has a current program registration in each trimester of study.
2. The student must pay prescribed fees in a timely fashion. The first installment of tuition is paid in May, the second in August.
3. The student must be in contact at least once a year with a professor who has a supervisory role over his/her studies, such as the D.Min. Director, the College Advisor, or the Thesis Director.
4. The student must maintain a current and valid postal address, as well as the address for a UofT-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 ROSI), 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.

2.7 Leave of Absence

A student who will not be continuing his or her involvement in the program for a period of time may maintain candidacy by requesting and receiving a leave of absence. A student may apply for a leave of absence at any point in his or her program by completing the *Request for Leave of Absence* form, obtaining the approval by signature of the AD Director in his or her college of registration, and submitting the form to the D.Min. office. The D.Min. Director 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 one year beginning in May and terminating in April of the following year, for serious health or personal problems, or for parental leave. A maximum of one year of leave of absence may be granted under this paragraph. Further leaves can be granted only by the ADC on recommendation by the Academic Committee of the CSM for compelling compassionate reasons (such as additional parental leaves, or in exceptional circumstances). The length of the leave of absence is not calculated towards the time limit for the completion of the program. A student on leave of absence does not register, has no library privileges, and may make no demands upon faculty resources.

2.8 Lapsed Candidacy

Where on September 30th a student has failed to meet the requirements for maintaining registration for the current academic year, the D.Min. Director shall make a reasonable effort to contact the student in order to determine whether the student intends to maintain registration or to withdraw. When no contact can be made or no satisfactory response is received, the student's registration lapses. The student is then withdrawn from the program. In addition, registration lapses in the case of a student who has exceeded the maximum time limit for the completion of the degree, including extensions.

Students who fail to register during their program and who do not have an approved leave of absence may only apply to re-register if at the time of application they are still within the maximum allowable time for the degree program (the normal time limit plus maximum extension years, excluding leaves of absence.). A student wishing to re-register must first petition the D.Min. Director. Reinstatement then requires approval from both the student's college and the ADC (on recommendation by the Academic Committee of the CMS). The program's normal requirements and time limits will apply to reinstated students as if they had been continuously registered, and reinstated students must pay fees owing for any sessions(s) in which they did not register. Non-registered students forfeit any funding that would have been available had they been registered, subject to their college's policies. Students will not receive credit for work completed during a session in which they have not registered.

2.9 Time Limits

2.9.1 General Rule

A doctoral student should remain in the program long enough to benefit from the influence of the academic community, but not so long that the integrity of the educational experience is imperiled. For this reason, time limits are imposed. The minimum time required for the completion of the D.Min. program is three years from first registration, and the maximum time is five years from first registration. The student has three years from first registration to complete all courses, and comprehensive examination prescribed for the degree. If the student is unable to meet this requirement, s/he must seek and receive an extension. Otherwise, candidacy expires.

2.9.2 Program Extension

In exceptional circumstances, a D.Min. student who has not completed all the degree requirements within the normal time limit is eligible to apply for three one-year extensions. In order to qualify, the student must have completed the comprehensive examination. The student must complete the *Request for D.Min. Program Extension* form, obtain the approval by signature of the AD Director of the college of registration, and submit the form to the D.Min. office. In the form, students must show evidence that any remaining degree requirements will be completed during the period of extension.

A program extension is granted for one year at a time beginning in September or January. A student who desires additional program extensions must submit a new petition for each year well in advance of the expiry of the last extension. The first two extensions require the approval of the college AD Director and the D.Min. Director. The third extension requires the approval of the ADC (on the recommendation of the Academic Committee of the CSM). Normally a student's candidacy will lapse at the end of the third year of extension. The ADC may grant one further extraordinary program extension (on the recommendation of the Academic Committee of the CSM) for serious and compelling compassionate reasons. No registration beyond this last extension will be permitted.

2.10 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, which will in turn notify the D.Min. office. A student who withdraws may petition for readmission at a later date; each such petition will be considered on its own merits.

2.11 Grades

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

A+ (90-100): Exceptional

A (85-89): Outstanding

A- (80-84): Excellent

B+ (77-79): Very Good

B (73-76): Good

B- (70-72): Acceptable

FZ (< 70): Failure

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

2.12 Standing Deferred

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

Unless the professor sets an earlier deadline for students in a course, to complete course requirements students will have until the first November 1st following the end of the term for fall courses and until the first March 1st following the end of the term for spring and summer courses. If by those dates grades have not been received, SDFs will be automatically changed to INCs.

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

2.13 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.

2.13.1 Extensions

Professors may grant extensions either to the class as a whole or to individual students, allowing them to submit work by a specified date after the original deadline. Class extensions should have a deadline within the next trimester; individual extensions cannot be granted beyond the end of the academic year (i.e., beyond the end of August). Professors should keep a record of extensions that have been granted, in the form either of the course syllabus itself (for the class as a whole) or by written

permission (for individual students). When a student has not completed requirements by the end of the examination week and an extension has been granted, the temporary non-grade course report SDF ("standing deferred") is assigned. If the student completes coursework before the deadline set by the professor, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign and submit a final grade (numerical or letter, including FZ) or, if circumstances warrant, will recommend a permanent incomplete (INC).

The D.Min. Director can grant an extension beyond August 31st up to the absolute deadline (see 2.13.3), on the recommendation of the faculty member and the college advisor. To request an extension, a student needs to complete and submit the *Request for Coursework Extension* form. Colleges will be responsible to inform students in the summer registration mailing of the need to request an extension for course work that will not be submitted by August 31st. A copy of the form could be included in this mailing. Normally a student will not be granted more than one extension beyond August 31st. If a second extension is requested, the D.Min. Director will consult with the College Advisor in order to determine if there are sufficient grounds to grant the request. Such requests will not be routinely granted.

2.13.2 Course Registration with One or More SDFs

If a student has been granted an extension beyond August 31st, he or she may register for no more than two courses in the fall trimester. If a second extension should be granted, a student may register in no more than one new course for the fall trimester. A student who registers at the beginning of the academic year for courses in the spring trimester will be required to drop courses that are in 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.

2.13.3 Absolute Deadlines

1. Absolute Deadline for TST Courses: There is an absolute deadline, beyond which extensions cannot be granted, except by petition to the ADC (with the recommendation of the Academic Committee of the CSM). The absolute deadline for the submission of work for courses taught in the fall trimester is November 1st of the following year; for courses taught in the spring and summer trimesters it is March 1st of the following year. It is expected that the absolute deadline will be rarely utilized.

2. Absolute Deadline for Courses taken Outside the TST: A student taking a course offered by the School Graduate Studies or another entity outside the TST having an earlier absolute deadline than that defined above is bound to that earlier deadline. 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).

3. Permanent Incomplete: Where the student fails to complete the work of a course by the applicable absolute deadline and the professor has not submitted a final grade, the college registrar will, without further notice to the student, change the course report from SDF to INC ("permanent incomplete").

2.13.4 Registration Procedures for Extended Completion of Coursework

A student who has taken all courses required for his or her program but has not yet completed all coursework is not permitted to proceed to the comprehensive examination stage. Such a student, during the time s/he is continuing work on the requirements of the course stage, will be registered at the beginning of each academic session with the course placeholder code TSZ7777YY "Research". The student cannot enter this placeholder code directly in the ROSI registration system; the registrar of his or her college of registration does this.

2.14 *Minimum Grade Average*

All courses must be completed with a grade of at least B- (70) to be credited to the required courses of a doctoral program. Further, the student must obtain an overall average of A- (80) on all courses required in the D.Min. program, with no grade below B- (70) in any course, in order to proceed to the comprehensive stage. If a student receives a failing grade (FZ or less than 70) in any course, the student's College Advisor will review the student's performance in the program and make recommendations to the Academic Committee of the CSM and the ADC. 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 comprehensive stage of the program). The Academic Council and the ADC will make a final determination about the student's status in the program. If the student is allowed to continue, he or she must repeat the relevant course or replace it with another course, and obtain a satisfactory grade. The failing grade will continue to appear on the student's record.

2.15 *Advanced Standing / Transfer Credits / Advanced Placement*

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

Advanced standing can be awarded by the Academic Committee of the CSM when considering the student's application for admission. After the student has entered the program, the award is recommended by the student's ILP, using the *Request for Advanced Standing / Transfer Credit* form, and approved by the D.Min Director.

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

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

2.16 Reading and Research Courses

Students registering for a reading and research course must fill out a reading and research course form, obtain the proper signatures, bring it to the registrar of their school, and send a copy to the D.Min. office. The number assigned for the course will be TSX7090H/Y, TSX7091H/Y or TSX7092H/Y. Registration deadlines for reading and research courses must comply with the course "add/drop" dates of each academic year. These dates can be found on the TST website. (<http://www.tst.edu/academic/key-academic-dates>).

2.17 Study Outside TST:

A student may fulfill certain course requirements by doing work of equivalent graduate level outside TST or UofT. A prior positive recommendation must be obtained in writing from the student's College Advisor, and approved by D.Min. Director. In addition to any external registration, students must fill out a reading and research course form and register for said courses at their college using the designator TSX7090H/Y (or 7091 or 7092 if the previous numbers have already been used with the same weight in that session). Up to half of the elective course units required in the D.Min. program may be taken at another institution.

2.18 Financial Assistance

Students requesting financial aid may apply for bursary assistance. D.Min. students can obtain a bursary form from the Advanced Degree office. Bursary applications must be returned to the Advanced Degree office by the deadline appointed by that office. Students should also contact their college to explore other financial aid opportunities.

2.19 Tuition Fees and Other Charges

A schedule of fees is published annually by the Committee of Representing Members of TST, which comprises the heads of the TST theological colleges. This can be found on the TST website (<http://www.tst.edu/content/tuition-fees>).

2.20 Academic Appeals

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

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

Channels of Recourse

- 1) **Disputed Grade:** A student who questions a grade received in a course must first address him/herself to the instructor or examiner submitting the grade in question. If the student is not satisfied with the explanation given or the steps taken to remedy the situation, s/he must petition the D.Min. Director. If the disputed grade is based on written work, the D.Min. Director will appoint a second examiner to provide an opinion. If the disputed grade is not based on written work, the D.Min. Director will appoint a committee of two to investigate and report back to the D.Min. Director. If the student is not satisfied with action taken at the level of the D.Min. Director, s/he should approach the TST AD Director to seek a resolution. The student has the right of final appeal to the ADC, which will appoint an Appeals Committee under the provisions of section 14.4 of the Th.D. and Ph.D. Handbook (available online at <http://www.tst.edu/content/handbooks>).
- 2) **Disputed Decision for Admission:** An applicant may request the reconsideration of a decision by the Academic Committee of the CSM. The applicant must make such a request in writing to the D.Min. Director in a letter delivered or postmarked within thirty-five days (for overseas students, within forty-five 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 Academic Committee of the CSM will consider the request and make a final determination. In accordance with section 14.1 Th.D. and Ph.D. Handbook, decisions made by the Academic Committee of the CSM concerning admission and related matters are not subject to appeal.
- 3) **Disputed Decision of the Independent Learning Plan Evaluation Committee, Comprehensive Examining Committee, or Thesis Proposal Committee:** In respect to the matters named above, the student has recourse first to the D.Min. Director. If the student is not satisfied with the explanation given or the steps taken to remedy the situation, s/he has the right of final appeal to the Academic Committee of the CSM, which will appoint an Appeals Committee.
- 4) **Disputed Evaluation of the Thesis:** The student may appeal the evaluation of a thesis to the ADC, which will appoint an Appeals Committee under the provisions of section 14.4 of the Th.D. and Ph.D. Handbook.

- **Regulation on limitations.** The student must begin the process of appeal no later than three months after receiving the ruling, evaluation, or grade in question.
- **The ADC Appeals Committee.** For more details see section 14.4 of the Th.D. and Ph.D. Handbook.

2.21 Discipline and Complaints

1. **Academic Discipline.** Every D.Min. student registered at the TST is subject to the disciplinary jurisdiction of the University of Toronto in respect to academic matters including plagiarism, forging of academic documents and cheating on examinations or papers. Offences and sanctions are prescribed in the University of Toronto *Code of Behaviour on Academic Matters*. In the application of the *Code of Behaviour*, the roles, rights and duties therein appointed to the Dean and the department chair are to be exercised by the head (dean, principal or president) of the college in which the student is registered. Copies of the full *Code of Behaviour on Academic Matters* are available through the AD office or can be found on the University of Toronto website (<http://www.governingcouncil.utoronto.ca/policies/behaveac.html>).
2. **Harassment.** Complaints about harassment based on gender or sexual orientation are governed by the *Policies and Procedures: Sexual Harassment* of the University of Toronto, and should be directed to the Sexual Harassment Officer at (416) 978-3908.
3. **Matters under College Jurisdiction.** Each of the six participating colleges administers codes concerning non-academic discipline. Complaints should be made to the head of the college in which the student is registered.
4. **Grievances.**
 1. **Matters for Grievance.** Any member of the TST faculty, TST staff or TST student body may lodge an informal or formal complaint when that member has reason to believe that TST or anyone acting on behalf of TST has acted in a way that is inconsistent with any of the established policies of TST for faculty, staff or students and that has hindered the member's ability to perform his or her duties effectively. Grievances include, but are not limited to:
 - (a) non-academic grievances against TST faculty members;
 - (b) grievances against TST staff members;
 - (c) non-academic grievances against TST students that do not fall under any discipline codes;
 - (d) dissatisfaction with non-academic TST administrative decisions or policies;
 - (e) grievances regarding TST facilities, offices, services;
 - (f) a policy or procedure of TST contravened.
 2. **Eligibility for Grievance.** Any faculty member, staff member, student, or voluntary member of a committee or board of the TST, or any

person who has been so within the previous eight months may lodge a formal grievance complaint under paragraph 15.4 of the Th.D. and Ph.D. Handbook.

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

4. Responsible Person for Formal Grievance. A formal grievance complaint is made in the first instance to the TST Director. If the grievance complaint is against the TST Director, it is made to the chair of the TST Grievance Committee.

5. Determination of Jurisdiction. If the responsible official determines that the complaint is not within the jurisdiction of the TST, s/he declines to accept the complaint, and may suggest to the griever an alternate means of redress.

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

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

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

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

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

Within two weeks of hearing the formal grievance, the committee shall make a report on the facts with recommendations as to any remedy, penalty or action to be taken. These recommendations will then be forwarded to the Director of TST for her or his decision. If the Director of TST is the one being grieved against, the recommendations shall be forwarded to the chair of the Board of Trustees. All agreements settled at the formal complaint stage shall be in writing and signed by the parties concerned.

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

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

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

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

Section Three – D.Min. Program Outline

3.1 Components of Academic Governance

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

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

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

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

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

3.1.5 Individual Learning Plan Evaluation Committee: The ILP Evaluation Committee is comprised of the D.Min. Director, the student's College Advisor, and a D.Min. alumnus/a appointed by the D.Min. Director. The ILP Committee will meet, normally in the fall of Year I, to assess the student's written ILP on the basis of 1) the student's discernment of their research interest, 2) the student's focus and coherence,

3) the adequacy of the student's proposed learning plan, and 4) the practicality of the student's proposed learning plan (see 5.1 and 5.2).

3.1.6 D.Min. Comprehensive Examining Committee: The Comprehensive Examining Committee is comprised of the student's College Advisor, and two other members appointed by the D.Min. Director (the Thesis Director, if already appointed, and a D.Min. alumnus/a). The D.Min. Director, following the completion of coursework, convenes this committee in order to set the content and timeline for the comprehensive. The Comprehensive Examining Committee, with the D.Min. Director as chair, then examines the comprehensive. It must be passed before thesis work can begin.

3.1.7 D.Min. Comprehensive Paper: The comprehensive paper should demonstrate the student's critical research and writing skills, the critical resources, and the requisite development of a theology of ministry that will allow him/her to: 1) complete the D.Min. thesis successfully; and 2) to make a significant contribution to the advanced understanding of the practice of ministry in their respective field of ministry. It should contain a detailed description of the student's theology of ministry based upon course work and collegial discussion, a presentation of the basic theoretical framework with the necessary research for the thesis, and a detailed bibliography (see 5.4).

3.1.8 D.Min. Thesis Director: The D.Min. Thesis Director shall be recommended by the student and officially recommended by the Comprehensive Examining Committee once the student has passed their comprehensive and is ready to proceed with their thesis proposal. This person shall direct the student's progress through the thesis proposal, action-in-ministry, and thesis writing components of the program. The Thesis Director must be a faculty person with advanced degree standing at TST. The Thesis Director has primary responsibility for evaluating the academic quality of the written thesis.

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

3.1.10 D.Min. Thesis Examining Committee: The D.Min. Thesis Examining Committee is formed when the student's research and thesis are complete, and the Thesis Director has approved the thesis. The committee is comprised of the Thesis Director, the other faculty member of the Thesis Proposal Committee (usually the College Advisor), a faculty person from another TST college, an external examiner with expertise in the area of research, and a faculty person appointed by the School of

Graduate Studies at the UofT. The committee shall also have two non-voting members: a member from the candidate's CLG and a member from the candidate's MBG. These representatives may be present at the examination but cannot vote (see 5.10).

3.2 Chart Sequence of Study for the D.Min. Program

Phase I: Orientation

Year 1: Spring-Summer

Week One (April) – Admissions Process

Introductions and Orientation
 The D.Min. Program
 Philosophy of Doctor of Ministry Education
 Applied Research
 Collaborative Learning
 Practical Matters: UTOR card; communications; Blackboard
 Library Introduction and Tour
 Next Steps

Phase II: Coursework

Week Two (June)

Week Three (June)

<i>Morning Session</i>	<i>Afternoon Session</i>	<i>Morning Session</i>	<i>Afternoon Session</i>
<i>TSM 5020HY</i> <i>(Core Course 1)</i> Contextual Theology Theological Reflection	Adult Education Theological Reflection Problem-Based Learning and Research	<i>TSM 5020HY</i> <i>(Core Course 1)</i> <i>continued</i>	Critical Thinking The Individual Learning Plan

Assigned Core Course Work (ILP to be completed by December)
Online Continuation of Collaborative Learning Group
January – Begin Elective Courses

Year II: Summer

Week Four (June)

Week Five (June)

<i>Morning Session</i>	<i>Afternoon Session</i>	<i>Morning Session</i>	<i>Afternoon Session</i>
<i><u>TSM 5021HY</u> (Core Course 2)</i>	<i>Comprehensive Preparation</i>	<i><u>TSM5021HY</u> (Core Course 2) continued</i>	<i>Comprehensive Preparation</i>
<i>Theology Of Ministry</i>			

*Assigned Core Course Work, Elective Courses
Continuation of Collaborative Learning Group
Comprehensive Paper and Examination*

Year III: Summer

Week Six (June)

Week Seven (June)

<i>Morning Session</i>	<i>Afternoon Session</i>	<i>Morning Session</i>	<i>Afternoon Session</i>
<i><u>TSM 5022HY</u> (Core Course 3)</i>	<i>Thesis Proposal Preparation</i>	<i><u>TSM 5022HY</u> (Core Course 3) continued</i>	<i>Thesis Proposal Preparation</i>
<i>Qualitative Research and Design</i>			

Phase III: Thesis Requirements

*Collaboration with Thesis Proposal Committee
Thesis Proposal and Evaluation
Thesis*

3.3 Description of Program Components

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

- **The first residential** period is one week in duration and takes place in the spring. It is part of the admissions process and includes orientation, discernment, and group development.
- **The second, third and fourth residential** periods are two weeks in duration and take place every June for three years. During these times students will participate in courses, communal life, independent study, and faculty consultation.

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

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

3.3.4 Ministry Base Group: The Ministry Base Group (MBG) is composed of representative persons from the student's ministry setting. It represents the program's commitment to the interaction that occurs between the student's social location in the practice of ministry and his/her use of TST/UofT resources. Each student forms an MBG in the first year. The group must be able to meet regularly for at least three years to offer support and critical reflection on the student's D.Min. work and ongoing practice of ministry. In the first session, the student should educate the MBG about the goals

and dynamics of the program and with the MBG develop a strategy for achieving these academic goals. Annually, the MBG submits a written evaluation concerning the student's progress in the program to the D.Min. Director. This report is meant to evaluate the student's capacity to integrate his/her learning from their coursework into the practice of ministry and the ability to effectively communicate his/her learning to interested lay people. The MBG is dissolved when the student is ready to work on his/her thesis proposal. At that time, one member from the MBG is chosen to be on the student's Thesis Proposal Committee in order to offer continued support and critique until the completion of the thesis writing (see 5.3).

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

3.3.6 D.Min. Comprehensive and Oral Examination: Upon completion of all coursework, with the exception of *TSM5022HY: Qualitative Research and Design*, the student must complete a 30-40 page comprehensive paper (see 5.4). When the student is ready to write the paper, s/he will contact the D.Min. Director, who will convene a D.Min. Comprehensive Examining Committee to be chaired by the D.Min. Director. The meeting will be arranged via teleconferencing in situations where the student is unable to come to campus in person. The student will collaborate with his/her Comprehensive Examining Committee only at this beginning stage of the comprehensive stage to determine the bibliography and direction of the paper. S/he will also register for the D.Min. comprehensive at this time. When the student determines that the paper is ready for examination, s/he will contact the D.Min. Director who will reconvene the Comprehensive Examining Committee for the examination. The comprehensive will be examined via teleconferencing in situations where the student is unable to come to campus in person. Successful completion of the comprehensive will determine the student's ability to begin the thesis proposal. Upon successful completion of the comprehensive, the work of the Comprehensive Examining Committee is complete.

3.3.7 D.Min. Thesis Proposal: A thesis proposal concretely and concisely describes the student's research interest and outlines the various components required (i.e., the articulation of the student's theological and research base, the design of the applied research project, and the qualitative research method the student will use to analyze the data). When the student and his/her Thesis Director judge that the proposal is ready, it

will be examined by the Thesis Proposal Committee, feedback provided to the student, and the results forwarded to the D.Min. Director (see 5.6).

3.3.8 Research Ethics Board: prior to commencing the action-in-ministry component of the program, the University of Toronto's Research Ethics Board (REB) must approve all research on human subjects. Following the approval of the thesis proposal the student is required to submit their research ethics proposal to the REB. For more information on UofT standards regarding the use of human subjects in research see section 5.6.6 of this Handbook.

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

3.3.10 D.Min. Thesis: The culmination of the D.Min. program is the design and completion of a substantive and significant thesis that integrates the action-in-ministry drawn from the student's practice of ministry. The thesis addresses an integration of theory and an action-in-ministry that is well designed in respect to practical research, social analysis, and theological reflection (see 5.9). The applied research shall also comply with UofT/TST regulations concerning ethics in the use of human subjects in research. The student collaborates regularly with her/his Thesis Director in the development of his/her thesis. When the student, together with the Thesis Director, determines that the thesis is ready for oral defence, the AD office will strike a D.Min. Thesis Examining Committee and arrange a date for the thesis defence. **Normally, the D.Min. thesis will be examined on the TST campus. Exceptions may be made under certain circumstances. Students are responsible for the cost of their own travel, accommodation and meals.**

3.3.11 D.Min. Thesis Oral Defence: The student and examiners will gather on a date agreeable to all parties in order to examine the student's thesis. The defence lasts approximately two hours during which each of the examiners will have an opportunity to ask questions of the student regarding the thesis. When the discussion is over, the student will leave the room and the examiners will determine whether the thesis and the student's responses during the examination are of sufficient quality to confer upon the student the Doctor of Ministry degree.

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

3.4 Other Resources

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

www.tst.edu
www.utoronto.ca
www.oise.utoronto.ca

www.icscanada.edu
www.grebel.uwaterloo.ca
www.wlu.ca

Section Four — Curriculum

4.1 Three Core Courses

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

TSM 5020HY – Contextual Theology and Theological Reflection

This course will focus on theological reflection and social and cultural analysis of the student's respective contexts of ministry and research. It introduces and explores theological reflection, and the foundational principles of theological context.

TSM 5021HY – Theology of Ministry

The course aims at a critical understanding of the theoretical base that informs and is the foundation of the current practice of ministry. A study of the theological beliefs and practices that inform a student's ministerial vocation and practice. Theories of ministry and their practical consequences for ministry in the contemporary church are discussed.

TSM 5022HY – Qualitative Research and Design

This course gives an overview of qualitative research methodology in light of the student's respective research theory and design. It is focused on the elaboration of the D.Min. thesis proposal with a view toward helping the student gain the skill of writing the proposal. At the end of the course the student's will hand in a first draft of their thesis proposal as part of their course evaluation.

4.2 Four Electives

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

Section Five — Guidelines

5.1 Guidelines for Developing the Individual Learning Plan (ILP)

5.1.1 Personal Identification

Including: name, address, phone, and college of registration.

5.1.2 Introductory Section

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

5.1.2 D.Min. Learning Objectives

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

5.1.3 Applying D.Min. Resources To Realize Objectives

- a) **The Collaborative Learning Group (CLG):** Based on your experience thus far, please make a brief reference to the CLG and how you might see it serving your learning objectives.
- b) **The Ministry Base Group (MBG):** Please provide a brief description of your MBG including its members, your reason for selecting said members, expectations regarding meeting times, procedures, methods of evaluating your D.Min. work in relation to your practice ministry context, etc. State how you see the MBG serving your learning objectives.
- c) **Three Advanced Degree Core Courses:** For each of the three following courses, please provide the course number, title, professor and a brief indication of how you see them serving your learning objectives.
 - *TSM5020Y: Contextual Theology and Theological Reflection*
 - *TSM5021Y: Theology of Ministry*
 - *TSM5022Y: Research Theory and Design*
- d) **Four Additional Advanced Degree Courses Related to Student's Research Interest:** For each of these elective courses specify the projected title, professor, time frame, description, specific learning objectives, and methods of evaluation. Professors for these courses or learning units must be at the Advanced Degree level or specialists in the subject who could be approved to direct the desired study. If an elective is a reading and research course please specify the possible title, professor, time frame, description,

and specific learning objectives. Forms for reading and research courses are available at all TST college registrar offices.

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

- e) **A Comprehensive Paper and Oral Examination:** The comprehensive consists of a 30-40 page major integrative paper on the student's theology of ministry and sources to be used in the thesis. An oral examination follows the completion of the paper (see 3.1.7 and 5.4).

5.1.4 Other Remarks

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

5.1.5 Notes on the Approval Process

The student will work on their ILP individually first. Early drafts will be submitted to the CLG for critical evaluation and revisions. When the final text is ready, the student will submit a digital copy of their ILP to the D.Min. office for circulation to the ILP Evaluation Committee. The D.Min. Director will convene the committee and set a date for the review of the ILP. The review will take place via teleconferencing for those students who are not within commuting distance of the city of Toronto. Each student will receive a copy of the *ILP Evaluation* form for his or her records.

5.2 Guidelines for Evaluating the D.Min. Individual Learning Plan

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

5.2.1 Discernment of the Research Interest

An issue of deep and abiding concern, arising from the student's practice of ministry, should be identified for special study. This interest should have some boundaries that distinguish it from other aspects of the student's practice of ministry. The D.Min. thesis topic, to be expressed more precisely in the thesis proposal stage, will be carried out within this research interest. Thus even though the student does not yet have a well-focused thesis question, the research interest should be described fairly clearly at the

beginning of the student's D.Min. studies since it functions as a guide for determining the adequacy of the self-selected components and flow of the ILP.

5.2.2 Focus and Coherence

The D.Min. program assumes that the student has a basic biblical, historical, pastoral, and theological background as well as a certain range of experiences and expertise in the practice of ministry. Unlike the Ph.D. or the Th.D., the D.Min. does not require the student to gain extensive breadth in an area. Rather the D.Min. builds on the student's existing strengths in theory and practice and concentrates on a specific aspect of the student's practice in order to increase competency through deeper awareness, critical reflection, and an integrative habit of action and reflection. The ILP should reflect *focused* energy, something not always easy to achieve for persons who are often pulled in many directions in the practice of ministry. The elements of the ILP should reflect *coherence* around the student's focused research interest. The D.Min. program should not be used to meet wide ranging and perhaps divergent interests and needs of the student, however legitimate these needs and interests may be. Rather the ILP lays out the plan for equipping the student to study his/her research interest, which leads, in their third year to an even more focused thesis question.

5.2.3 Adequacy of the Plan

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

5.2.4 Practicality

Over ambitious goals will prove to be unrealistic or beyond the scope of the D.Min. program. The ILP should be a realistic and manageable program of study aimed at helping the student achieve the personal, professional, and theological knowledge and skills needed for pursuing their research interest.

5.2.5 Options for Evaluating the Individual Learning Program

- **Accept with no required changes.** The committee may offer suggestions, but no changes are required.
- **Accept with minor changes required.** The committee must state *where* and *why* changes are necessary. The D.Min. Director supervises revisions.
- **Major changes are required.** This option assumes that revisions may lead to an acceptable ILP. The committee must state *where* and *why* changes are necessary. The document must be re-submitted **within one month**, and insofar as it is possible, to the same committee. The committee members shall give their judgement to the D.Min. Director and together they will decide whether or not it is necessary to have another meeting with the student.

Non-acceptance. This judgment is a warning that the direction of the ILP has serious problems. The student should re-consider participation in the D.Min. program. If the student decides to continue, a new document must be submitted within **three months** and another meeting shall be held with the original committee, if possible.

5.3 Guidelines for the Formation of the Ministry Base Group

The D.Min. program is a distinct kind of advanced theological study in that it insists on relating theological study with the practice of ministry. At its core is a commitment to the critical theory-practice correlation carried out in a collaborative adult learning process. As such, it relies on the constant interaction of the candidate's theological learning and understanding with other people (e.g., teachers, peers in the program, and the ministry base group participants). The Ministry Base Group, in other words, is an integral part of the D.Min. program and helps the student to achieve his/her goals.

5.3.1 Description of the Ministry Base Group

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

5.3.2 Purpose of the MBG

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

5.3.3 Choosing the Group Members

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

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

5.3.4 Expectations

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

- regular meetings, generally two hours in length, and usually once a month should occur. A chair should be designated to lead the meetings, thus leaving the student free to participate in discussions;
- at the outset, some kind of agreement or covenant should be formulated to establish the way the group will function together, including a common understanding of confidentiality, the time commitment, the sharing of responsibilities (such as facilitation, notes or minute taking, hosting, etc.), the topics for the meetings, and the method to be used in evaluating the student;
- a brief, written, and anecdotal evaluation of the student should be submitted in May of his/her second year to the D.Min. Director;
- the student is responsible for educating the MBG on the purposes, phases, and dynamics of the D.Min. program.

5.3.5 Format of the Meetings

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

- prayer;
- an update report by the student;
- some form of group check-in;
- a topic for extended reflection, often arising from a previous meeting (e.g., the D.Min. program, the student's work in the program, an issue for theological or pastoral exploration, etc.);
- a review and evaluation of the meeting.

5.4 Guidelines for Developing the D.Min. Comprehensive Paper for Oral Examination

5.4.1 Purpose

The D.Min. comprehensive paper is a major integrative research paper (maximum 40 pages). The purpose of the paper is to assess the ability of the student to conduct substantive research and to integrate their research into the theory and practice of ministry at a doctoral level. It should demonstrate that students have a critical understanding of the theoretical research that informs their current practice of ministry, which is foundational to their research interest. The student acquires a sense of the *breadth* of the area of specialization by becoming familiar with its key features and undertaking independent research in areas lying outside his or her specific specialization. The student acquires a sense of the *integrity* of the area of specialization by understanding and making use of its methods, sources, and norms. And the student acquires a sense of the *context* of the area of specialization by recognizing its dependence on the wider life of the Church, other academic disciplines, and various epistemic presuppositions, and also by recognizing the influence of his or her own personal perspectives. The student who completes the comprehensive examination stage has demonstrated that s/he will be able, within a reasonable period of time, to complete a thesis.

The comprehensive examination is intended to lead towards the student's thesis proposal. For this examination the student will write and defend an analytical essay covering the bibliographical and historical sources upon which the thesis will draw and demonstrate an awareness of the presuppositions, historical background, and critical issues involved in the proposed topic. For D.Min. candidates, the examination is normally expected to demonstrate the cross-disciplinary links between theology and the cognate discipline. The examination should be written without detailed assistance from the Comprehensive Examining Committee. The paper will be defended in an oral examination before the four members of this committee (see 3.1.6). The grade for the examination includes an assessment of the oral defence and is reported according to the procedure outlined in section 5.5.

5.4.2 Elements in the Paper

A. Current Context of Ministry (2-3 pages):

- a brief description of the student's current context for the practice of ministry, including her/his particular ministerial responsibilities;
- a brief description of the nature and purpose of ministry, as it is applicable to the student's particular field of ministry (e.g., ordained, lay, education, chaplaincy, social work, etc.).

B. Research Interest and Project (20-25 pages):

- a statement of the student's research interest and project, and review and synthesis of the research literature that supports this project;
- a critical analysis of the student's current ministry context and their practical approach to ministry: this would include a reflective presentation of the resources of the D.Min. program (e.g., theological, biblical, historical, and pastoral resources) engaged in a meaningful dialogue with extra theological resources (e.g. psychology, sociology, art, science, etc.) so that the critical analysis demonstrates that the student has an enriched capacity to probe and understand his/her practice of ministry more deeply;
- a brief, coherent treatment of the relationship between the student's theology of ministry and her/his developing research interest in the D.Min. program.

C. Conclusion (2-3 pages):

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

D. Selected Bibliography (6-10 pages):

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

5.4.3 Style and Format

Both the paper and the bibliography shall adhere to correct essay style and form as set out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations Edition 7* (Chicago: University of Chicago Press, 2007). The comprehensive paper shall have a proper cover page (see Appendix 1), be typed, and double-spaced. It shall be in correct form regarding margins, font size, quotations, references, paraphrasing, footnoting, spelling, grammar, and punctuation. With respect to composition, the paper shall be clear, comprehensive, coherent and cohesive. The paper should have highlighted headings and a clearly developed theme/thesis presented in a scholarly manner.

5.4.4 Time Limit to Complete Comprehensive Stage

It is expected that the student will complete the comprehensive stage of the D.Min. program by the end of their 2nd year. However, the student must make the first attempt at the comprehensive examination within three years of entrance into the D.Min. program (or, if the student has had a leave of absence, at a commensurately later date). If the student will not be able to meet this deadline, he or she shall, before the deadline, request an extension. The AD Director of the college of registration may grant an initial one-year extension. To request such an extension, the student must complete the appropriate form (*Request for an Extension to Complete Comprehensive Examinations*

[*first extension*]). If the student requires a second year's extension, he or she must complete the appropriate form (*Request for an Extension to Complete Comprehensive Examinations* [*subsequent extension*]), and submit it to the AD Director of the college of registration for decision by the ADC. If the student requires a third year's extension, he or she must make the request to the ADC through the AD Director of the college of registration, providing a letter fully describing the need for the extension. Except as provided herein, a student who fails to meet the deadline for the first attempt at the comprehensive examinations will not be permitted to proceed further in the program.

5.4.5 Requirements for Completion of Comprehensive Stage

In evaluating the comprehensive stage, the overall criterion is the student's demonstrated competence and the likelihood that he or she will be able to research and write a successful D.Min. thesis within a reasonable length of time.

1. Minimum Grade Average. In order to advance to the thesis proposal stage of the program, a student must achieve at least a B+ (77% or higher) in his/her comprehensive examination (including the oral evaluation), with an overall average of at least an A- (80% or higher).

2. Failure. In the event that the student fails the comprehensive examination on the first attempt (oral evaluation included), he or she may take a supplementary examination, which must be held within three months. In the event that the student fails the comprehensive examination on the second attempt, he or she will not be permitted to proceed further in the program.

5.5 Guidelines for Evaluating the D.Min. Comprehensive Paper

When the student is ready to write the comprehensive paper, *normally at the end of the second year of the program*, the student will contact the D.Min. Director who will convene the D.Min. Comprehensive Examining Committee (see 3.1.6). The committee will meet with the student to consult on the student's bibliography and offer guidance. The student will then write the paper on his or her own.

Once the student has registered for the comprehensive, they have one year to complete the comprehensive evaluation process. Failure to meet this deadline means the student may not proceed further in the program. A one-year extension may be granted at the discretion of the Advanced Degree Council (recommended by the Academic Committee of the CSM).

Students must a digital copy of the completed comprehensive paper to the D.Min. office. The D.Min. Director will forward the paper to the student's Comprehensive Examining Committee. This committee may elect to have additional readers examine the paper where appropriate. The D.Min. office sets the time and place for the oral examination of the comprehensive paper. The examination will take place via teleconferencing for those students not within commuting distance of the TST.

The oral examination of the comprehensive paper, with the D.Min. Director as chair, will be approximately two hours in length. After the examination, the examiners will determine whether the candidate has met the requirements established in the *Guidelines for Developing the D.Min. Comprehensive Paper for Oral Examination* (section 5.4), and whether the student has the skills to successfully complete the D.Min. thesis. The chair of the examining committee will complete the *Comprehensive Grade* form with a “pass” or “fail.” In the case of failure, the comprehensive examination may be repeated only once within three months of receiving the results of the first comprehensive examination (section 5.4.5.2).

Once the comprehensive examination is complete, the chair of the D.Min. Comprehensive Examining Committee will submit the *Comprehensive Grade* form directly to the D.Min. office. A copy of the *Comprehensive Grade* form will be submitted to the student’s college of registration by the D.Min. office, however, the AD office will be responsible for entering the comprehensive grade.

5.6 Guidelines for Developing the D.Min. Thesis Proposal

The D.Min. thesis proposal sets forth the research problem and the thesis statement. It contains a clear statement of the ministry base context, the theoretical framework and assumptions at work in the study, the action-in-ministry to be undertaken, the method for conducting and analyzing the project, projected outcomes, the Research Ethics protocol, and a working bibliography. The proposal should be submitted at the end of Year III of the program (the Comprehensive must be completed *before* the thesis proposal can be examined).

The text of the proposal should not be more than 25 double-spaced pages in length, excluding bibliography and appendices, if any. The proposal should include a title page (see Appendix 2).

Components of the Document:

5.6.1 Background and Context of the Applied Research Thesis

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

Describe briefly your research interest and how it arose from your practice of ministry and your faith journey. Your research interest should be considerably narrower than your practice of ministry as a whole, but it will be broader than the specific question you want to study.

5.6.2 Thesis Statement

State the problem as briefly and concisely as you can. For example, “Through this study I want to find out...” or, “In this study I will test out my conviction that...” etc. The thesis statement is the lens from which the rest of the proposal is read for adequacy,

clarity, coherence, and value. Expand on the statement as appropriate, including related questions or hypotheses you have about your study and which you intend to explore.

Criteria for an Acceptable Thesis Topic

An acceptable thesis topic will meet the following criteria:

- the topic relates to an area recognized by the D.Min. program;
- there is a sufficient body of material concerning the topic to warrant a thesis;
- the research method to be employed is appropriate and comes within the scope of the program;
- the topic is sufficiently focused and manageable to allow the student to develop a thesis statement.

5.6.3 Theoretical Framework and Assumptions Involved in the Study

a) Theory at Work in the Study

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

b) Assumptions Operative in the Study

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

5.6.4 Action-in-Ministry Component

Describe the specific *action-in-ministry* you will carry out in order to investigate your research problem. The *action-in-ministry* is a research project carried out within your ministerial context that incorporates qualitative research methods in order to gain understanding and insight into the thesis statement expressed earlier in the proposal. What will you do and why? Where and how will the qualitative research occur? Who will participate and why? How will they be chosen? Include how you will function in the *action-in-ministry*. Outline the *action-in-ministry* from start to finish in terms of its phases or processes. Give a projected time line, including preparation, execution, and completion.

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

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

5.6.6 Ethics Review for Research with Human Subjects

The Director on behalf of the student must submit an ethics protocol to the appropriate Research Ethics Review Board (REB). Guidelines for submissions of protocols may be found at <http://www.research.utoronto.ca/for-researchers-administrators/ethics/>. The protocol must be submitted with the thesis proposal.

Please note that the REB receives applications for ethics review only by electronic submission. Students should secure the signatures of their Thesis Director, sign the document and submit to the Director of Ministry office for scanning and electronic submission.

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

5.6.7 Risks and Limitations of the Study

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

5.6.8 Contributions of the Study

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

5.6.9 Bibliography

Provide a list of the literature and other resources, whether published or unpublished, that are relevant to your study. Be sure to use correct bibliographical form (see 5.8.2 for more information on style and correct form).

5.6.10 Appendices

The student should attach any relevant documents as appendices if they are necessary to the understanding of their proposal (e.g., glossary of terms, questionnaires, interview formats, consent form, etc.). Not every proposal needs appendices other than the letter of approval from the Research Ethics Board. Nor will all such documents be completed at the thesis proposal stage of your research. But appendices can be a useful way to help keep the flow of your thought clear for your readers in the main part of the proposal where you can say, for instance, “For more clarification on this point, see appendix...”

5.7 Guidelines for Evaluating the D.Min. Thesis Proposal

5.7.1 Objective

The objective of the D.Min. thesis proposal evaluation is to determine whether students have appropriately integrated all previous study and learning associated with the program into a concise and realistic thesis proposal that will allow him/her to 1) conduct the research necessary to complete the D.Min. thesis and, 2) make a significant contribution to the advanced understanding of the practice of ministry in their respective field of ministry.

5.7.2 Process

The thesis proposal evaluation shall consist of a written thesis proposal followed by an oral examination. The thesis proposal, excluding the bibliography and appendices, should be typed, double-spaced, and no more than 25 pages in length.

5.7.3 Procedures

Following the completion of the D.Min. Comprehensive Oral Examination, when the student is ready to write the thesis proposal, the student will contact the D.Min. office to request that a Thesis Proposal Committee be established and approved by the Academic Committee of the CSM. The Thesis Proposal Committee shall normally be comprised of the student's Thesis Advisor, who sits as the chair of the committee, an additional TST faculty member, a member of the student's Ministry Base Group, and a member of the student's Collaborative Learning Group.

Once approved, the committee will hold an initial meeting with the student in order to offer guidance and establish parameters for the thesis proposal itself. The student then writes the paper on his/her own. Once the paper is ready for presentation, the student shall again contact the D.Min. office to request an evaluation date.

Once the student has registered for the thesis proposal, they have one year to complete the final paper. Failure to meet this deadline means the student may not proceed further in the program. A one-year extension may be granted at the discretion of the Academic Committee of the CSM.

When complete, the student must submit a digital copy of the thesis proposal paper to the D.Min. office. After receiving the paper, the D.Min. office will forward it to the student's Thesis Proposal Committee. The D.Min. office sets the time and place for the oral examination of the thesis proposal paper. The examination may take place via teleconferencing for those students not within commuting distance of the Toronto School of Theology.

Two hours will be set-aside for the thesis proposal evaluation. After the examination, the examiners will determine whether the student has met the requirements in accordance with the *Guidelines for Developing the D.Min. Thesis Proposal* (see 5.6).

Once the examination is complete, the chair of the Thesis Proposal Committee will submit the *Thesis Proposal Evaluation* form to the D.Min. office immediately following the examination. The D.Min. office will make appropriate record of the committee's determination. A copy of the *Thesis Proposal Evaluation* form will be submitted to the student's college of registration.

5.8 Guidelines for Writing the D.Min. Thesis

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

5.8.1 Components of the Written Document

The D.Min. thesis shall include:

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

5.8.2 Style and Format of the Written Document

The style guidelines should be followed as set out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of

Chicago Press, 2007) and supplemented by *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 1997). See, especially, chapter 14 of this latter reference, "Elimination of Sexual, Racial, and Ethnic Stereotyping in Written Communication," for a helpful guide to inclusive language, which is expected in the D.Min. program.

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

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

- First page: Both sides blank and no number.
- Second Page: Title page and no number (see Appendix 3 for an example).
- Third Page: An Abstract no more than 500 words single-spaced.
- Fourth Page: An Autobiographical Statement no more than 500 words single-spaced.
- Fifth Page: Dedication (optional).
- Sixth Page: Acknowledgments (optional).
- Next Page(s): Table of Contents.
- Next Page(s): List of Illustrations (if any).
- Next Page(s): List of Tables (if any).
- Next Page(s): Preface (if any).

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

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

5.9 Guidelines for Evaluating the D.Min. Thesis

The D.Min. program culminates in the design and completion of an applied research thesis of substance and significance drawn from an aspect of the candidate's involvement in the practice of ministry and advanced degree academic research. The study addresses the integration of theory and practice in ministry by focusing on an action drawn from this practice that is well defined both in kind and in methodology for practical research, contextual analysis, and theological reflection. The written document, which forms the basis for the oral examination, can take many forms,

depending on the particular focus and research methodology of the study. It must take into account, however, the essential components of the applied research thesis as outlined in the candidate's approved thesis proposal. Whatever is decided upon for its chapter organization, the thesis should be written clearly and coherently so that the reader can follow the study and discern how its conclusions are reached.

The D.Min. thesis shall include:

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

5.10 Guidelines and Procedures for the D.Min. Thesis Director

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

involved in supervising a thesis in another doctoral program. **The Thesis Director has primary responsibility for the academic quality of the thesis.**

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

After the action-in-ministry is completed, and the student has written the thesis, the Thesis Director shall assess the candidate's final text according to the *Guidelines for Evaluating the D.Min. Thesis* (see 5.9), and at the appropriate time exercises his/her responsibility to declare that the thesis is ready for oral examination. The candidate submits four (4) copies to the AD office. This office, in conjunction with the D.Min. Director, will arrange the examination date for the thesis.

About three months prior to thesis submission, the Thesis Director, in consultation with the candidate, shall suggest the names of the other examiners. These shall include: the Thesis Director, the college examiner, the TST examiner, one external examiner with sufficient expertise in the area of research, and one person appointed by the School of Graduate Studies at the UofT. A brief *Curriculum Vita* of the external examiner may be required. The Thesis Director submits these names to the D.Min. Director on the form provided in this Handbook (see Appendix 4). The D.Min. Director will submit the proposed examining committee to the Advanced Degree Council for approval. *The CLG and MBG representative may be present at the examination and ask questions but cannot vote.*

5.11 D.Min. Thesis Examination and Oral Defence

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

Procedures Prior to the D.Min. Thesis Examination:

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

- The two non-voting thesis members of the D.Min. Thesis Examining Committee, representing the student's CLG and MBG, may be present at the defence.
- The Director of the D.Min. program or a representative of the D.Min. program should be present.
- The chair, who is the Advanced Degree Director of the student's college of registration, will oversee the proceeding (see 3.1.10).
- If the external examiner cannot be present for the defence, he or she will become an external appraiser and submit a written evaluation of the thesis. In this case the D.Min. Director will appoint another examiner to take the place of the external appraiser and present their report. Alternatives should be named in order that they are available when the thesis is ready for defence.
- If the TST examiner or the college examiner cannot be present they will become appraisers and submit a written evaluation of the thesis. A quorum of four examiners is needed to continue with the thesis defence. The student along with the student's Thesis Director will consult to decide whether they will continue with the quorum, or elect to reschedule the defence for another date when all five examiners are able to be present.
- If the UofT examiner cannot be present then the AD office will contact the Associate Dean of Humanities at the Office of the School of Graduate Studies to appoint a replacement for the examination.
- The suggested examiners should be informed well in advance and given **four to five weeks to read the D.Min. thesis**. If they are not available, then other qualified examiners must be sought.
- The AD office will contact and arrange for the appointment of a UofT examiner.

5.11.1 D.Min. Director's Responsibility

After consultation with the Thesis Director, the D.Min. Director recommends the suggested readers to the TST Advanced Degree Council (ADC) for ratification. Upon appointment of the examiners by the ADC, the D.Min. Director informs the Thesis Director and the candidate and officially invites the examiners (i.e., the Thesis Director, college examiner, TST examiner, UofT examiner and the external examiner) to read the thesis and to submit a written evaluation in which they indicate clearly whether or not to proceed with the oral examination. Normally, the written evaluations are shared with the participant at least one week before the oral examination. At the time of scheduling the examination, the D.Min. Director contacts the Advanced Degree Director of the candidate's college to arrange for him/her to be the chair of the examination committee.

5.11.2 Candidate's Responsibility

When the candidate's Thesis Director has approved the thesis, the candidate is responsible for submitting to the TST Advanced Degree office four (4) unbound, final copies of the thesis, contained in expansion folders with the candidate's name on the outside to be distributed to the examining committee. It will be assumed that the candidate's Thesis Director already has the final draft. Only the AD office has the

authority to distribute copies of the thesis to the examiners appointed by the Advanced Degree Council.

5.12 Due Dates for Submission of Suggested Readers and Thesis Copies

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

5.12.1 For a Spring Convocation

By October 1st, the *Request for a D.Min. Thesis Examining Committee* form (see Appendix 4) with names of suggested examiners must be submitted to the D.Min. Director by the candidate's Thesis Director. By January 1st, 4 unbound copies of the thesis that includes a letter indicating approval by the Thesis Director must be submitted. The AD office assumes that the Thesis Director has his/her own copy of the thesis.

5.12.2 For a Fall Convocation

By February 1st, the *Request for a D.Min. Thesis Examining Committee* form (see Appendix 4) with names of suggested examiners must be submitted to the D.Min. Director by the candidate's Thesis Director. By May 1st, 4 unbound copies of the thesis that includes a letter indicating approval by the Thesis Director must be submitted. The AD office assumes that the Thesis Director has his/her own copy of the thesis.

The student submits four unbound copies of the thesis, printed double-sided. Each copy should be contained in a letter-size expandable envelope to the AD office. 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. In addition, the student must submit four copies of the authorized thesis proposal at the same time.

5.13 D.Min. Thesis Oral Examination Agenda and Procedure

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

2. The candidate and visitors are invited to return; the candidate makes a brief presentation on the thesis and its relation to the whole ethos of the D.Min. program.
3. Questions and discussion by the examiners then follows in the order and length decided above.
4. Questions and comments by others present may be allowed if desired and as time permits. These include official, but non-voting participants of the candidate's D.Min. Thesis Examining Committee, and any others present.
5. Summary response by candidate, if desired.
6. The D.Min. candidate, nonvoting members of the D.Min. Thesis Examining Committee, and visitors leave the room.
7. The chair explains the recommendations upon which the committee members are to vote and guides the discussion that follows. A candidate passes if the decision is unanimous or if there is not more than one negative vote or abstention. Discussion and decision among these following options:
 1. **Pass with no conditions.**
 2. **Pass with minor corrections** (e.g., typographical errors, punctuation, etc.).
 3. **Pass with minor modifications** (e.g. clarifications of textual material or the qualification of research findings and conclusions). These modifications are to be supervised by the Thesis Director or by a subcommittee set up at the examination. A time limit of three months is allowed. A letter from the Thesis Director stating that the revisions have been made is sent to the D.Min. Director. If the sub-committee's approval is not unanimous, a reconvened examination is required.
 4. **Major revisions required.** The action-in-ministry is approved, but major revisions are required in the text. The nature of the revisions shall be made explicit. The examination, by the same committee, insofar as possible, is adjourned until the time set by the committee. The candidate shall have up to one year to make corrections and revisions. At the reconvened examination, the candidate passes if the decision is unanimous or there is not more than one negative vote or abstention. If the candidate does not meet this requirement s/he fails. The candidate is ineligible for further D.Min. candidacy at the Toronto School of Theology.
 5. **Fail.**
8. Candidate and visitors are invited back and informed of the decision.

9. The chair of the D.Min. Thesis Examining Committee signs a letter for the Advanced Degree Council indicating the decision by the committee.

5.14 Final Steps Leading To Graduation

5.14.1 Submission of Bound Copies

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

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

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

5.14.2 Submission of Electronic Copies (T-Space)

As of 2012, the TST revised its policy on the submission of hardbound copies of all advanced degree theses and doctoral dissertations. Under the revised policy, students are no longer required to submit hardbound copies of the thesis/dissertation to TST and ProQuest/UMI. Instead, students must now upload a PDF version of their thesis or dissertation onto T-Space.

Note: D.Min. students are still required to submit copies of their dissertations according to section 5.14.1 of this Handbook. This means that the student's college of registration still requires a hardbound copy of the thesis/dissertation.

T-Space is the on-line institutional digital research repository for the University of Toronto community (<https://tspace.library.utoronto.ca/>). "Electronic theses and dissertations" (or ETD) will now be housed in T-Space. TST's T-Space community is located at <https://tspace.library.utoronto.ca/handle/1807/32090>.

Students through a self-submission process upload files to T-Space. Students upload their dissertation; provide the details of their name, program and college; and submit an abstract of their work and subject keywords. The uploaded PDF submission will then be vetted by the TST AD office. Once vetted, the digital copy of the ETD in the institutional repository will be considered the "official" version of the thesis/dissertation. Each ETD

will be assigned a unique internet address (or URL), thus ensuring permanent access to the digital version. ETDs will normally be released 4-5 weeks after the student has graduated.

For help, instructions and templates, please contact the Help Desk at the Information Commons in Robarts Library or visit the ETD website at <http://www.tst.edu/academic/thesis-submission-convocation-information>.

5.14.3 Indexing with Research in Ministry (RIM)

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

5.14.4 Payment of Required Fees

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

Section Six — Appendices

Appendix 1

D.Min. Comprehensive Paper Sample Cover Page

[Title]

By
[Name]

D.Min. Comprehensive Paper
Submitted to the D.Min. Comprehensive Examining Committee
Toronto School of Theology
In Partial fulfillment of the
D.Min. Comprehensive Examination and Oral Defence

[Date]

Appendix 2

D.Min. Thesis Proposal Sample Cover Page

[Title]

A D.Min. Thesis Proposal
Submitted to the D.Min. Thesis Proposal Committee
Toronto School of Theology

[Date]

By
[Name]

Signature
Name of Thesis Director

Signature
Name of College Advisor

Signature
Name of Collaborative Learning Group Representative

Signature
Name of Ministry Base Group Representative

Appendix 3
D.Min. Thesis Sample Cover Page

[Title]

By
[Name]

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

Doctor of Ministry

Awarded by

Emmanuel College, Victoria University
and
The University of Toronto

[Date]

Appendix 4
D.Min. Thesis Examining Committee
Recommended Examiners

[Thesis Title]

[Student Name]

1. _____
(Thesis Director)

2. _____
(College Examiner)

3. _____
(TST Examiner)

4. _____
(External Examiner – C.V. Attached)
Yes No

5. _____
(UofT/SGS Rep)

6. _____
(CLG Representative – Non-Voting)

7. _____
(MBG Representative – Non-Voting)

Name of Thesis Director: _____
(Signature)

Date submitted: _____