

# TORONTO SCHOOL OF THEOLOGY

THD AND PHD (USMC) HANDBOOK



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

### **IMPORTANT NOTICE**

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

**TORONTO SCHOOL OF THEOLOGY**  
**Program Handbook**  
**Doctor of Theology (ThD) and Doctor of Philosophy in Theology (PhD - USMC)**

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## Introduction

The conjoint ThD and non-conjoint PhD (University of St. Michael's College) program is intended primarily to equip persons for vocations of teaching and research in theological schools, colleges and universities, or for the scholarly enhancement of ministerial practice. Admission is highly selective and is limited to students who have completed a recognized master's degree in theology with first-class standing, and normally with a thesis. In addition, entering students must be fluent in English and must be competent in at least one other research language. The ThD and PhD (USMC) program requires two years of full-time study, followed by a period of post-residential study which should not exceed four years. The program is divided into four distinct stages. (1) In the first stage, the student completes a supervised program of advanced coursework. A full load of coursework is three courses per term, and the student must complete a total of six, eight, or nine courses, depending on their program area. The student must also meet the requirement of two research languages in addition to English (three in Biblical studies). (2) In the second stage, the student must then prepare and pass comprehensive examinations. The requirements for these examinations vary according to program area. (3) In the third stage, the student submits a proposal for the doctoral thesis. (4) Finally, the student must research, write and orally defend a major thesis of approximately 250-300 pages (but no more than 80,000 words). The thesis must make an original contribution to theological scholarship and demonstrate the student's competence to advance theological understanding for the sake of church, academy and society.

Each doctoral student works in one of four program areas:

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

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

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

***N.B. This Handbook is the official statement of the academic policies and procedures for the conjoint ThD and non-conjoint PhD (USMC) degrees. The PhD (USMC) was closed to new admissions in 2012, while the ThD was closed to new admissions in Winter 2015. The degree requirements in this handbook are distinct from those of the conjoint Doctor of Philosophy in Theological Studies, offered since Fall 2015.***

# **1 Graduate (Advanced) Degree administration**

## **1.1 Graduate Studies Council (GSC)**

Academic policies for TST's graduate (advanced) degrees are recommended by the Graduate Studies Council (formally the Advanced Degree Council) of the Toronto School of Theology (TST) and approved by TST's Academic Council. Members of the GSC are appointed from the participating colleges, the University of Toronto and the TST Graduate Students' Association. GSC policies must be congruent with the accrediting standards of the Association of Theological Schools in the United States and Canada (ATS) and government statutes and regulations. In addition, these policies as they pertain to the conjoint degrees must be congruent with the Memorandum of Agreement among the TST, the participating colleges and the University of Toronto; and with the policies of the Ontario Universities Council on Quality Assurance. Academic policies are administered collaboratively by the Director of the Graduate Centre for Theological Studies and by the Director for Graduate Degree Studies in the student's college of registration (College Graduate Director).

## **1.2 The participating colleges**

Every conjoint ThD and non-conjoint PhD (USMC) student must be accepted into one of the six participating theological institutions ("colleges") and every applicant for admission must choose a college. The colleges are Emmanuel College (United Church of Canada), Knox College (Presbyterian Church in Canada), Regis College (Roman Catholic, Society of Jesus), the Faculty of Theology of the University of St. Michael's College (Roman Catholic, Basilian Fathers), the Faculty of Divinity of the University of Trinity College (Anglican) and Wycliffe College (Anglican). The colleges do not establish independent program requirements for the ThD and PhD (USMC) programs. They support their graduate communities in various ways, including financial aid.

## **1.3 The program areas**

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

## **1.4 Policies and regulations**

This handbook constitutes the authoritative statement of Academic Council policies and regulations. A decision to waive or relax a regulation may be made only by the GCTS. In accepting an offer of admission, the student becomes subject to all rules, regulations and policies contained in the Handbook and assumes the responsibility to become familiar with its contents.

### **1.4.1 Subsequent changes.**

During the course of a student's program it is to be expected that the GSC will make decisions about requirements, policies or procedures that will result in changes to this Handbook. With respect to program requirements, a student is normally governed by the requirements that were in place when they first registered in the program. Students cannot be bound by changes in program requirements, though they have the right to opt into any change if they wish. Most changes in policy and procedures, however, will be applicable to all students once they have been incorporated into the Handbook, especially those that involve TST structures (e.g., committees, thesis defence procedures) or that are mandated by the terms of our ATS accreditation (e.g., course or program evaluation) or our UofT affiliation (e.g., appeals process). It is the student's

responsibility to stay informed about changes to the Handbook and to seek advice when unsure as to which edition of the Handbook is applicable. If a student feels that they have been put at a disadvantage by changes in policy or procedure, they can petition the GCTS Director to allow the original Handbook to be followed in this instance or to make other appropriate accommodations.

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

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

#### **1.5 Location**

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

#### **1.6 Conferral of degrees**

The ThD is conferred by the student's college of registration conjointly with the University of Toronto. The PhD (USMC) is conferred by The University of St. Michael's College alone. In each case the degree is conferred under the authority of statutes and regulations of the province of Ontario. Both the ThD degree and the PhD (USMC) degree are administered by the TST. A PhD (USMC) student registered at any of the six participating colleges is eligible upon completion of requirements to receive the PhD (USMC) from the University of St. Michael's College. St. Michael's also offers the ThD conjointly with the University of Toronto. Both the ThD and the PhD (USMC) are offered in all four program areas. The requirements for the ThD and PhD (USMC) degrees are identical.

***N.B.** The PhD (USMC) was closed to new admissions in 2012, while the ThD was closed to new admission in Winter 2015. The degree requirements in this handbook are distinct from those of the conjoint (PhD) in Theological Studies, offered since Fall 2015.*

## **2 Rationale of the ThD & PhD (USMC) program**

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

The doctoral program is designed to support and direct students at the highest level of academic study in the theological disciplines. Students work in a collegial and collaborative context, while also acquiring the skills and resources for independent study. A doctoral graduate will have engaged their area of interest in sufficient depth to undertake original specialized research, and they will have acquired the breadth of perspective and knowledge essential for post-secondary teaching in their discipline. Most doctoral graduates are appointed either to teaching positions or to roles of theological leadership in the Church.

### **2.2 Fields of study**

#### **2.2.1 Fields of study and areas of concentration.**

Four program areas with corresponding areas of concentration are available for ThD or PhD (USMC) students in the TST.

### **2.2.1.1 Biblical sources.**

The Biblical Studies program area encompasses the following two areas of concentration within the field of biblical sources.

#### **2.2.1.1.1 Old Testament.**

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

#### **2.2.1.1.2 New Testament.**

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

### **2.2.1.2 History of Christianity.**

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

### **2.2.1.3 Pastoral praxis.**

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

#### **2.2.1.3.1 Homiletics.**

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

#### **2.2.1.3.2 Religious education.**

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

#### **2.2.1.3.3 Pastoral theology.**

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

#### **2.2.1.3.4 Liturgy.**

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

#### **2.2.1.3.5 Spirituality.**

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

#### **2.2.1.4 Theology.**

The Theological Studies program area encompasses the following four areas of concentration within the field of theology.

##### **2.2.1.4.1 Systematic theology.**

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

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

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

##### **2.2.1.4.3 Christian ethics.**

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

##### **2.2.1.4.4 Special interdisciplinary studies.**

This area of concentration permits an interdisciplinary linkage which could be described as "Theology and...". The second discipline might be literature, comparative religion, ecological studies or one of the social sciences (especially anthropology and sociology). The second discipline is called "the cognate discipline".

#### **2.2.2 Subjects.**

Within each area of concentration, a number of subjects (sometimes grouped into subject areas) have been identified. These lists of subjects have an important part to play with respect to the levels of knowledge that doctoral students are expected to achieve at various stages of the program. They also provide a framework for the choice of comprehensive areas and thesis topics (see 8.6). The lists of subjects can be found in Appendix 1. These lists are works in progress and thus are subject to change and refinement.

#### **2.3 Stages of the program**

The ThD or PhD (USMC) program is divided into four distinct and sequential stages: the course stage, the comprehensive examinations stage, the thesis proposal stage and the thesis stage. The student must complete each of the stages in order before moving to the next. However, the student is encouraged to understand the movement of the program as a whole and the intrinsic linkages among the four stages. Thus even at the beginning of the program, the student selecting courses should consider how these courses will lay a foundation for both the comprehensive examinations and the thesis.

## **2.4 Specific learning outcomes**

A detailed statement of intended outcomes for the ThD and PhD (USMC) programs, which are intended to describe the knowledge, capabilities and personal attributes of a typical graduate, may be found in Appendix 2.

## **3 Admission**

The PhD (USMC) was closed to new admissions in 2012, while the ThD was closed to new admission in Winter 2015. Students should refer to the Handbook of their year of first registration in the program.

## **4 Special Admissions**

The PhD (USMC) was closed to new admissions in 2012, while the ThD was closed to new admission in Spring 2015.

## **5 Research language requirements**

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

### **5.1 Languages required**

#### **5.1.1 Timely completion of language requirements.**

Students must attempt at least one language exam annually until all language requirements are fulfilled. All language requirements must also be fulfilled before proceeding to the comprehensives stage of the program.

#### **5.1.2 General requirement.**

Every ThD or PhD (USMC) student must demonstrate competence in at least two languages, in addition to English, selected from among ancient languages or modern languages necessary for their research, provided that at least one language is a modern language. The student's supervisory committee determines the two required languages. The languages, and a brief statement of their relevance to the student's research, shall be recorded in the annual supervisory committee meeting minutes, which are then sent to the GCTS. The two languages then require the final approval of the GCTS, which may require that the student take a TST language exam.

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

A supervisory committee may require a student to demonstrate language skills beyond the above to support research in their area of specialization. Additional language requirements are also recorded in the annual supervisory committee meeting minutes (which are then sent to the GCTS Office).

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

The Biblical Studies program area requires specific additional language skills. In addition to the required biblical languages (below in 5.1.3.1.1-2), every student is required to have competence in one modern language, normally: French, German, Italian, or Spanish. The student's supervisory

committee determines the modern language. The language, and a brief statement of its relevance to the student's research, shall be recorded in the annual supervisory committee meeting minutes, which are then sent to the GCTS. The two languages then require the final approval of the GCTS.

#### **5.1.3.1.1 Students specializing in Old Testament studies.**

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

#### **5.1.3.1.2 Students specializing in New Testament studies.**

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

### **5.2 Acceptable evidence of skill**

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

#### **5.2.1 Transcript evidence.**

A student who has completed recognized postsecondary courses in a language within four years prior to making application for admission to the ThD or PhD (USMC) program may by submission of transcript evidence be deemed by the Admissions Committee to have demonstrated skill in that language.

#### **5.2.2 Language examination.**

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

#### **5.2.3 Coursework.**

A student may in some cases demonstrate skill in a language by the satisfactory completion of a language course at the TST, the UofT or another recognized postsecondary institution. TST normally offers non-credit summer courses in theological French and German, and its member colleges offer other credit courses in Greek, Hebrew and Latin (which are not counted as part of the course requirements of the program). Successful completion (see 5.2.6) of these courses will normally satisfy a TST language requirement. Successful completion of graduate-level language courses taken at institutions outside of TST may also fulfill a language requirement if the courses are of the required length (see 5.2.6) and are focused on reading academic or ancient texts. Other courses, including most introductory undergraduate courses and courses taken at institutes such as the Goethe Institute, Alliance Française or as part of Continuing Education programs, do not in themselves serve as fulfilling TST requirements, but students might choose to take such

courses to prepare for a TST examination. In all cases the GCTS reserves the right to require that students demonstrate their current skill in a language by taking a TST language examination.

#### **5.2.4 Other evidence.**

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

#### **5.2.5 Change in program of study.**

If a student at a subsequent stage of the program changes their area of research so that an approved language is no longer vital for the program of study, the student's supervisory committee will decide whether additional language requirements are necessary in order to safeguard the integrity of the program and the student's ability to undertake specialized research in their new area. Any such changes are reported to the TST GCTS Office according to the requirements in Sec. 5.1.3.

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

In order to demonstrate skill in a language, students in Biblical Studies must achieve or surpass minimum grades in coursework or exams for biblical languages according to the following levels: Competence: B+; Proficiency: B+; and Expertise A-. For students in the Pastoral and Practical Theology, Historical Studies, and Theological Studies, and for the modern language requirements for students in Biblical Studies, competence is defined as achieving a minimum grade of B-. Competence normally requires at least two semesters of university level courses, while proficiency requires at least four semesters of university level courses. Expertise may only be demonstrated by exams established by the GCTS .

## **6 Candidacy**

### **6.1 Maintaining registration**

After entering the ThD or PhD (USMC) program, the student is expected either to maintain registration until all degree requirements are satisfied or to withdraw from the program.

#### **6.1.1 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 they have a current program registration in each trimester of study. For information on registration procedures, see the appropriate sections below (7.8, 8.3.1, 9.1, 10.1). (2) The student must pay prescribed fees by the deadlines published under "Key Academic Dates" at [www.tst.edu](http://www.tst.edu). (3) The student must be in contact at least once a year with a professor who has a supervisory role over their studies, such as a thesis supervisor. (4) The student must maintain a current and valid Canadian postal address and a current and valid email address on ACORN (ThD students) or the TST student information system (PhD-USMC students). ThD students must maintain a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost of the University. Students are expected to monitor and retrieve their mail, including electronic messaging account[s], on a frequent and consistent basis. (See 6.1.4.)



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

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

### **6.1.3 Lapsed registration.**

Where on September 30th a student has failed to meet the requirements for maintaining registration for the current academic year, the Graduate Director or registrar of the college of registration shall make a reasonable effort to contact the student in order to determine whether the student intends to maintain registration or to withdraw. When no contact can be made or no satisfactory response answer 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 all extensions.

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

### **6.1.4 Email communication.**

ThD students will be required to activate a University email account in order to access the University's registration system, ACORN. PhD (USMC) students will be required to register an email account on the TST student information system (TST-SIS). Email to the account recorded on ACORN/TST-SIS, and/or the postal mail system, are the principal means of communication between the TST and the student. A student's failure to monitor their email account recorded on ACORN/TST-SIS will not be considered an acceptable reason for failing to receive official correspondence from the TST, its colleges, or its faculty members. An email message from TST,

its colleges, or its faculty members providing information or requesting timely response will be considered as delivered on the day that it is sent to the student's email account of record. TST faculty members are not required to open an email message from a student if it is not sent from a valid account registered on ACORN (ThD students) or TST-SIS (PhD-USMC students). A student has the right to forward their electronic mail account to another electronic mail service provider address but remains responsible for ensuring that all TST electronic message communication sent to the account recorded on ACORN/TST-SIS is received and read. The student is required to honour the University's expectations concerning use of information and communication technology as articulated in the guidelines on [Appropriate Use of Information and Communication Technology](#) (available on the web site of the Office of the Vice-President and Provost: <https://www.provost.utoronto.ca/>).

## **6.2 Residence**

### **6.2.1 On-campus rule.**

Among the essential elements of the doctoral program are the influence of a community of theological scholars and the opportunities for interdisciplinary interchange. To this end, the student is required to maintain a full-time involvement in the academic environment of the TST during the first two years of the program and should normally be on campus several days a week. Such involvement is called "residence", and is not to be confused with living in a residence facility, which is not required. After residence, domestic students continue in the program on a full-time basis for years 3 and 4. International students must pursue full-time students, according to the requirements of Canada Immigration and Citizenship for student study permits (visas). (Unless otherwise specified, the term "year" refers to any twelve month period beginning in September, January, or May, a period which includes three trimesters, Fall, Winter, and Summer.)

#### **6.2.1.1 Exception for non-consecutive residence.**

In unusual circumstances the student's supervisory committee may permit the student to fulfil the residence requirement by two nonconsecutive years of full-time study.

#### **6.2.1.2 Exception for extended absence.**

If the student must be geographically removed from the campus for more than four weeks in the term, they must obtain the permission of the supervisory committee. The student must maintain active academic connections with the TST through electronic or postal communication. Permission for extended absence is extended to first-year students only for compelling compassionate reasons.

#### **6.2.1.3 Full-year rule.**

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

### **6.2.2 Units of study.**

The work required of a doctoral student in the residence stage, apart from language requirements, is assigned a weight of twelve units. Depending on the program area, from six to nine units of study are required as courses, and the rest are required as comprehensive

examinations. A student who does not complete the twelve units during the residence period may complete them during the first post-residence year.

#### **6.2.2.1 Biblical.**

The Biblical Studies program area requires eight units of study as course work, four as comprehensive examinations.

#### **6.2.2.2 Historical.**

The Historical Studies program area requires six units of study as course work, and six as comprehensive exams, of which two are in the major exam; one and half for each of the two minor exams; and one for the oral exam.

#### **6.2.2.3 Pastoral.**

The Pastoral and Practical Theology program area requires nine units of study as course work, three as comprehensive examinations.

#### **6.2.2.4 Theological.**

The Theological Studies program area requires nine units of study as course work, three as comprehensive examinations.

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

Provincial government regulations relating to educational funding require the theological college to report each ThD or PhD (USMC) student in each trimester as either full-time or part-time.

#### **6.3.1 Students satisfying residence requirements.**

A student satisfying the full-time residence requirement of the ThD or PhD (USMC) program, enrolled in credit and non-credit courses and under academic supervision, is considered to be a full-time student.

#### **6.3.2 Students in post-residence.**

A full-time doctoral student is defined as follows:

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

### **6.3.3 Special students.**

A Special Student is deemed to be full-time during the academic period September to April if they are enrolled in six or more semester courses, and full-time in the Summer trimester if they are enrolled in three or more semester courses.

### **6.4 Study outside TST**

A student may petition to be permitted to fulfil certain course requirements by doing work at the doctoral level outside the University of Toronto and TST systems. The student must show that such external study will strongly support their educational objectives for the program, and that appropriate external courses are available. The student's supervisory committee must signify its support of the petition before it can be considered by the GCTS Director, who then has the authority to grant it. No more than half the courses counted towards the student's degree requirements may be external courses. The registrar of the student's college of registration will advise how the external courses will be reported in the student's academic record.

### **6.5 Time limits**

#### **6.5.1 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 degree is three years from first registration, and the maximum time is six years from first registration. The student has three years from first registration to complete all courses, language skills, and comprehensive examinations prescribed for the degree. If the student is unable to meet this requirement, they must seek and receive an extension (8.4). Otherwise, candidacy expires and the student's registration is terminated.

#### **6.5.2 Program extension.**

In exceptional circumstances, a doctoral 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 examinations. The student must complete the Request for Program Extension Form, obtain the approval by signature of the Graduate Director of the college of registration, and submit the form to the GCTS Office. In the form, students must show evidence that any remaining degree requirements will be completed during the period of extension.

A program extension is granted for one year at a time beginning in September or January. A student who desires additional program extensions must submit a new petition each year, well in advance of the expiry of the extension. The first extension requires the approval of the College Graduate Director. The second and third extensions require the approval of both the College Graduate Director and the GCTS. Normally a student's candidacy will lapse at the end of the third year of extension. One further extraordinary program extension can be granted by the GCTS only for serious and compelling compassionate reasons. No registration beyond this last extension will be permitted.

### **6.6 Withdrawal**

A student wishing to withdraw from the program must complete the *Withdrawal from Program Form* and submit it to the registrar of the college of registration, who will in turn notify the GCTS

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

### **6.7 Terminal reinstatement**

Terminal reinstatement to defend a completed thesis, after a student's registration lapses, is no longer permitted. (Notwithstanding, students first registered in the program in academic years prior to 2012-2013 shall be bound by the terminal reinstatement policy in effect at the time of their initial registration).

## **7 Course stage**

The first stage of the ThD or PhD (USMC) program is the course stage, when the student completes language requirements (see section 5) and takes all courses required for the program. The intended outcomes for this stage of the program (especially concerning knowledge of the area of concentration and ability with scholarly tools and skills) are described in Appendix 2.

### **7.1 Orientation**

At the beginning of each academic year in September, on a day chosen by the GCTS Director so as to interfere minimally with college schedules, entering students normally meet with representatives of TST and the GCTS. An orientation to the ThD and PhD (USMC) program will be given. If possible, each student will meet with their supervisory committee.

### **7.2 Supervisory committees**

For a student in the course stage, supervisory responsibility is vested in the doctoral supervisory committee.

#### **7.2.1 Appointing the supervisory committee.**

The student's doctoral supervisory committee is approved by the GCTS. In approving the committee members the GCTS takes into account, so far as possible, the student's statement of purpose included in their application for admission, any requests which the student makes upon acceptance into the program, and the recommendations of the student's supervisor. Each committee has three faculty members, each of them having GCTS Status or else GCTS status for this purpose. The chairperson of the supervisory committee ("the supervisor") is normally a faculty member in the student's college of registration, and must have Full GCTS status. Changes in committee membership must be approved by the GCTS.

#### **7.2.2 Supervisory committee meetings.**

The first meeting of the supervisory committee is normally held at the opening Orientation (7.1) For subsequent meetings, it is the responsibility of the chairperson of the committee to convene the committee. The committee normally meets at the beginning or the end of each academic year, or both, and the student may request additional meetings.

#### **7.2.3 Responsibilities of the supervisory committee in the course stage.**

The supervisory committee assists the student in designing a course of studies, with attention to her or his educational objectives as well as to program area requirements for coursework and the comprehensive examinations. The supervisory committee must authorize the student's course of studies. Where the supervisory committee cannot meet before an entering student has commenced classes, the chair of the supervisory committee may authorize course registration. The supervisory committee assists the student in recognizing and meeting all requirements of

the program, including course requirements, language requirements, residence requirements, limitations on reading courses and (in the Theological Studies program area) modular requirements. In those program areas which allow advanced standing and transfer of credit, it makes recommendations to the GCTS in these matters. It also helps to arrange teaching opportunities for the student (section 16). For additional duties in the Biblical and Historical Studies program areas, see the next two paragraphs; for the Pastoral and Practical Theology and Theological Studies program areas, see 7.13.1 and 7.13.2.

#### **7.2.3.1 Additional duties in Biblical Studies.**

In the Biblical Studies program area, at their first meeting the supervisory committee and student will begin the process of choosing the two major and two minor subjects of study from the Biblical Studies list of subjects (Appendix 1). In addition, the committee will determine an introductory textbook that will be used as a point of reference for the requirement concerning basic familiarity with the student's area of concentration as specified in the learning outcomes statement (2.4). At the same meeting, a tentative list of the examiners for each of the four subjects is proposed. Students are encouraged to contact their proposed examiners at some early point in their program in order to obtain information about the examination (e.g., syllabi) so that they can incorporate preparation for these examinations into the course work phase of their program.

#### **7.2.3.2 Additional duties in the Historical Studies program area.**

At the first meeting with the student, the supervisory committee approves the student's tentative major and minor areas of study. The student may confirm or change this choice when they complete the course stage.

#### **7.2.4 Minutes.**

The chair of the supervisory committee must take minutes of every meeting. The minutes must include at least the following information: (a) the date and place of meeting, and the persons in attendance; (b) the language requirements which the student has fulfilled, and steps which the student is taking to meet any unfulfilled language requirements; (c) the courses, if any, which the student has completed, and the courses, if any, for which the student is registered or will register; and (d) the student's current thinking about comprehensive examination topics and thesis topic. The chair shall send copies of the minutes to the student, the other two members of the supervisory committee, the GCTS, and the Graduate Director of the student's college of registration.

#### **7.2.5 Dissolution of the supervisory committee.**

The supervisory committee dissolves when the student has completed the course stage and proceeds to the comprehensive examinations stage, except in the Historical Studies program area, where the supervisory committee continues until the student's Comprehensive Examination Proposal has been approved. In the Biblical Studies and Pastoral and Practical Theology program areas, the chair of the supervisory committee continues to have a function in the student's program in the comprehensive examination stage.

### **7.3 Normal full-time course load**

The normal full-time course load is three semester courses. Each semester course is reckoned as requiring the equivalent of at least one month's full-time work. A student who is also preparing for language examinations, taking non-credit courses or otherwise engaged in non-credit study will usually take less than a normal course load. Taking less than a normal full-time course load

does not in itself jeopardize the student's full-time status, subject to regulations of the Ontario Ministry for Advanced Education and Skills.

#### **7.4 Advanced standing, transfer credits, advanced placement**

Students must refer to the handbook of their year of entry in the program for regulations pertaining to advanced standing, transfer credit, and advanced placement. All requests must be approved by the GCTS.

#### **7.5 Types of courses**

There are three types of graduate courses: (a) Courses numbered in the 5000s, usually called "5000-level courses," are regularly scheduled on the TST timetable and are intended exclusively for graduate students (except for certain courses in the Pastoral and Practical Theology program area; see the next paragraph). Only in cases of exceptional ability and academic background in the area will a basic degree student be allowed to register for a 5000-level course, and then only with the written permission of the instructor, the student's Basic Degree Director and the GCTS Director. If accepted into a 5000-level course basic degree students must complete the advanced level requirements of the course and will be graded on the same basis as graduate students in the class. (b) 6000-level courses are regularly scheduled on the TST timetable, but may include, and usually will include, basic degree students who are fulfilling lesser requirements for a 3000-level credit. In exceptional cases a basic degree student may be allowed to register for a 6000-level course, with the written permission of the instructor and the student's Basic Degree Director. If accepted into a 6000-level course basic degree students must complete the advanced level requirements of the course and will be graded on the same basis as graduate students in the class. (c) 7000-level courses are Reading and Research courses at the graduate level. Such courses are not a standard part of the curriculum and professors are not required to supervise them; each 7000-level course must be individually approved by the GCTS prior to the commencement of study. They require work equivalent to that of a 5000-level or 6000-level course.

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

#### **7.6 Required courses**

The number of courses required varies according to program area, as provided in 6.2.2. Whatever the number of required courses, the student must take at least half of them at the 5000 or 7000 level, unless program area regulations state otherwise. The student must take at least three units (courses or comprehensives) outside the area of major interest, whether in the program area of registration, in another TST program area, or in a department of the School of Graduate Studies of the University of Toronto. Other course requirements vary by program area and area of specialization, as detailed immediately below.

##### **7.6.1 Course requirements in the Biblical Studies program area.**

Eight courses are required. Six of these must be regularly scheduled courses (5000-level and 6000-level). Courses designed solely or predominantly for the preparation of comprehensive examinations are not available. No more than two courses may be taken at the 6000 level.

### **7.6.2 Course requirements in the Historical Studies program area.**

Six courses are required. Of these, five must be regularly scheduled courses (5000-level and 6000-level). The student's supervisory committee may require the student to take additional courses to meet the needs of their proposed area of study. Every student must take an approved graduate level course in historiography, except where the instructor is satisfied that the student has done comparable work in a previous graduate degree.

### **7.6.3 Course requirements in the Pastoral and Practical Theology program area.**

Nine courses are required. Five of the nine courses must be taken at the 5000 or 7000 level. The student must take at least five courses in the Pastoral and Practical Theology program area, with exceptions to be noted and defended in the minutes of a meeting of the student's supervisory committee. The remaining courses may be taken among the other three program areas. In some areas of specialization within Pastoral and Practical Theology, the supervisory committee may authorize the students to take up to three courses in a relevant cognate discipline. The distribution of courses among areas of study will depend on the student's educational objectives and area of specialization, with the general intent of permitting the student to acquire the necessary combination of Biblical, Historical, Theological, or other expertise necessary for her or his particular pastoral concentration.

### **7.6.4 Course requirements in the Theological Studies program area.**

Nine courses are required. The selection of courses depends on the student's intended objectives for doctoral study, subject of specialization, and gaps in previous theological formation. A copy of the applicable syllabus will be sent to the student upon acceptance into the Program.

#### **7.6.4.1 Specific course requirements in Systematic Theology.**

The courses are divided among four modules of study: (a) major theologians, (b) sources and methods, (c) doctrines in their historical development and (d) doctrines in their contemporary exposition. During the course stage and comprehensive examinations stage, students are expected to gain familiarity with the subjects in these modules, as indicated more fully under 7.6.4.1.5 below.

##### **7.6.4.1.1 Module requirement.**

Two courses are to be taken in each module, the ninth course in the module of the student's specialization.

##### **7.6.4.1.2 Limitation on reading courses.**

The student may take no more than three reading courses, with no more than one per module.

##### **7.6.4.1.3 Cross-disciplinary rule.**

Three courses must be taken outside the specific field of Systematic Theology (i.e., in another area of concentration in the Theological Studies program area, or in another program area, or in the School of Graduate Studies of the University of Toronto), but such courses must still fulfil module requirements.

##### **7.6.4.1.4 Advanced placement.**

The student's supervisory committee may waive or relax the module requirement upon consideration of the student's previous studies. The student must still complete nine courses in total.



#### **7.6.4.1.5 Study outline for the modules in Systematic Theology.**

This paragraph identifies the topics belonging to the four modules enumerated in paragraph 7.6.4.1. This outline provides a broad introduction to this area of specialization. It is intended that the student's coursework in these four modules will form the context for her or his area of primary interest, and will support her or his research in the thesis stage.

- a) A *major theologian* is one whose contribution is generally recognized to be of major significance, and whose corpus of writings is considerable in extent and variety. Examples are: Origen, Augustine, Thomas Aquinas, Luther, Calvin, Schleiermacher, Barth, Rahner, Tillich, Lonergan, James Cone, Gustavo Gutierrez, Elizabeth Johnson, Sallie McFague, Rosemary Ruether, and Jon Sobrino. With respect to each major theologian selected by the student, the student should demonstrate: (i) a knowledge of the range of all her or his published works, the date of its major contents, its relation to polemical and/or intra-ecclesial developments as well as the theologian's life; (ii) an understanding of the development of the author's thought and the factors which influenced it; (iii) an articulation of the author's 'system' or 'guiding principles'; (iv) a grasp of the major interpretations of the author's works.
- b) For *sources and methods* the student should acquire: (i) a knowledge of the revelation/faith/reason/tradition/inspiration complex of Christian doctrine in its developments and ramifications; (ii) a knowledge of hermeneutics, as related to Scripture and to written documents within the Church (past and present, within various denominational traditions, documents of individual theologians and of authoritative Church bodies); an ability to come to grips with the institutional mechanisms and purported weight of such documents (e.g., Barmen Confession and *Populorum Progressio*, WCC statements and Vatican II); (iii) a knowledge of methodological procedures within the theological enterprise; (iv) some knowledge of the relation of theology to the methods of other disciplines.
- c) For *doctrines in their historical development* the student should acquire: (i) knowledge of the traditional doctrinal topics delineated above in terms of the main lines of theological development and of Church formulations within the various traditions; (ii) knowledge of the 19th and 20th century developments within theology setting the context for more contemporary areas of theological endeavour.
- d) For *doctrines in their contemporary exposition* the student should be aware of the broad range of theological reflection taking place today, including: (i) the traditional doctrinal clusters mentioned above; (ii) new emphases in theology in relation to the contemporary situation, e.g., liberation and political theologies, feminism, inculturation; (iii) contemporary Church teachings (e.g., Vatican II and WCC); (iv) patterns of denominational divergence and ecumenical convergence.

The areas indicated are in many ways intertwined and in some cases overlap. They focus on various facets of an enterprise that is unitary: faith seeking understanding for today within the community of the Church and of humankind. Theologians engaged in this enterprise have dealt with themes such as the following: God; revelation; creation; Christ; sin and redemption; sanctification; Church and sacraments; eschatology.

#### **7.6.4.2 Specific course requirements in Philosophical Theology/Philosophy of Religion.**

The courses are divided among four modules of study: (a) major authors, (b) sources and methods, (c) doctrines in their historical development and (d) doctrines in their contemporary

exposition. During the course stage and comprehensive examinations stage, students are expected to gain familiarity with the subjects in these modules, as indicated more fully under 7.6.4.2.5 below.

#### **7.6.4.2.1 Module requirement.**

Two courses are to be taken in each module, the ninth course in the module of the student's specialization.

#### **7.6.4.2.2 Limitation on reading courses.**

The student may take no more than three reading courses, with no more than one per module.

#### **7.6.4.2.3 Cross-disciplinary rule.**

Three courses must be taken outside the specific field of Philosophy of Religion (i.e., in another area of concentration in the Theological Studies program area, or in another program area, or in the School of Graduate Studies of the University of Toronto), but such courses must still fulfil module requirements.

#### **7.6.4.2.4 Advanced placement.**

The student's supervisory committee may waive or relax the module requirement upon consideration of the student's previous studies. The student must still complete nine courses in total.

#### **7.6.4.2.5 Study outline for the modules in Philosophical Theology/Philosophy of Religion.**

This paragraph identifies the topics belonging to the four modules enumerated in paragraph 7.6.4.2. This outline provides a broad introduction to this area of specialization. It is intended that the student's coursework in these four modules will form the context for her or his area of primary interest, and will support her or his research in the thesis stage.

(a) Major author. The author chosen for concentrated study will be a major philosophically oriented theologian rather than a figure identified primarily as a philosopher: e.g., Origen, Augustine, Aquinas, Scotus, Schleiermacher, Tillich, Lonergan, Hartshorne.

(b) Sources and Methods. The student should have a general familiarity with the following areas and an in-depth knowledge of at least one: (i) the traditional discussion of the problem of faith and reason, i.e., problems concerning the nature of religious language and the epistemological status of religious belief; (ii) the general question of hermeneutics, not only in relation to text and literary interpretation, but also in light of historical and scientific categories affecting theological method; (iii) the question of methodology in general, including attention to the leading trends in the social scientific study of religion; (iv) the uses of philosophy in non-Christian religious traditions.

(c) Doctrines in Their Historical Development. The student must be familiar with the general history of philosophy within Western culture down to the contemporary era, noting those movements that have been evocative of theological response. Such an overview will investigate key figures, e.g., Plato, Aristotle, Plotinus, Boethius, Aquinas, Ockham, Descartes, Kant, Hegel, 19th century idealists, Wittgenstein, Heidegger, Whitehead.

(d) Contemporary Issues. The student must be familiar with the state of contemporary discussion in philosophical theology/philosophy of religion, and should choose a specific area and author(s) from the general areas identified two paragraphs above ("Sources and Methods") in which to show competence.

#### **7.6.4.3 Specific course requirements in Christian ethics.**

Of the nine courses required, no more than three may be Reading and Research (7000-level) courses. The student must normally take three courses in theological foundations for ethics. The student must also take either three courses in cross-disciplinary studies with emphasis on special problems in ethics (such as bioethics or justice concerns), or three courses in related disciplines (such as the social sciences, philosophy, or women's studies). In either case, the student's supervisory committee will assist the student in deciding on a specialization. The student should also use the coursework to ensure appropriate familiarity with each of the following four areas: comparative ethics, Christian sources and methods, the works of a major author or tradition of ethical thought, theological and ethical method.

#### **7.6.4.4 Specific course requirements in Interdisciplinary studies.**

Normally the student will take three of the required nine courses in Systematic Theology and the history of dogma, and three in the cognate discipline. The remaining three courses should relate the two areas. The student should select courses on major contemporary theologians important for the student's specific area of interdisciplinary interest and courses on single problems treated in depth, rather than survey courses. For the cognate discipline, the student should take at least one core course in the graduate section of the appropriate department of the University of Toronto.

An example of an approved pattern of nine courses would be: one or more courses to fill gaps in the student's knowledge of the history of theology; one or more courses in major theologians; a seminar on a major problem in theology; a seminar at the graduate level of the University of Toronto, or equivalent, on the relevant methodology of the cognate discipline; a course providing in-depth knowledge of the content of the cognate discipline (for instance, where the cognate discipline is comparative religion, an advanced course in a major religious tradition; or where the cognate discipline is literature, an advanced course in Canadian authors); a seminar or reading course on a major problem relating theology with the cognate discipline; a course on a major author who links theology with the cognate discipline; and a course in a University department which allows a student to concentrate on questions important in theology or ethics.

### **7.7 Language courses**

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

### **7.8 Course Registration**

#### **7.8.1 General registration procedures.**

The student must register for courses online through the ACORN (ThD students) or TST-SIS (PhD-USMC students) systems. There are three periods for course registration in the academic year, one before each of the three trimesters. Dates vary from year to year; students may enquire from the GCTS Office or the registrar's office of the college of registration.

#### **7.8.2 Limited-enrolment courses.**

For any course with limited enrolment, students may register through the ACORN (ThD students) or TST-SIS (PhD-USMC students) systems. Registration for limited enrolment courses is on a first-come, first-served basis.

### **7.8.3 Courses requiring the instructor's permission.**

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

### **7.8.4 Reading and research courses.**

A student registering for a Reading and Research course must fill out a reading course form in consultation with the instructor, obtain the proper signatures, and submit it for approval to the GCTS Office by the published deadline for the semester in which it will be taken. Once approved, it will be forwarded to the student's registrar for registration on ACORN/TST-SIS.

### **7.9 Auditing of Graduate Courses**

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

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

### **7.10 Grading scale**

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

Letter Grade	Numerical Equivalent	Grade Point	Grasp of Subject Matter	Further qualities expected of students
<b>A RANGE Excellent: Student shows original thinking, analytic &amp; synthetic ability, critical evaluation, broad knowledge base</b>				
A+	90-100	4	Profound & creative	Strong evidence of original thought, analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; extensive knowledge base
A	85-89	4	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking and of analytic and synthetic ability; sound critical evaluations; broad knowledge base
<b>B RANGE Good: Student shows critical capacity &amp; analytic ability; understanding of relevant issues, familiarity with the literature</b>				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3	Good	
B-	70-72	2.7	Satisfactory at a post-baccalaureate level	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet above criteria
NCR	none	0		

In addition, the following non-grade course reports may be entered on ACORN/TST-SIS by the college registrar subject to the policies in Sec. 7.11:

*INC (Permanent Incomplete)*. This is assigned in special circumstances where course requirements have not been completed but a failing grade is inappropriate or unwarranted (e.g., medical reasons, extenuating circumstances, change in a student's situation). INC carries no credit for the course and is not considered for averaging purposes. This course report is subject to the conditions contained in Sec. 7.11.4.

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

*WDR (Withdrawn)*. This is assigned when a student has withdrawn from a course with no academic penalty, subject to the conditions in Sec. 7.11.4.

### 7.11 Course deadlines

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

#### 7.11.1 Prima facie deadline.

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

#### 7.11.2 Grade Submission.

Grades shall be submitted by dates published under "Key Academic Dates" at <https://www.tst.edu/>. However, some colleges have established earlier deadlines than those noted on the website for the submission of grades. Instructors are bound to the earlier dates. Instructors may prescribe penalties for late completion of work and for failure to complete work, provided that these penalties are announced at the time the instructor makes available to the class the methods by which student performance shall be evaluated.

### **7.11.2.1 Coursework Extensions.**

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

### **7.11.2.2 Petition.**

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's College Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their College Graduate Director for extensions, using a standard form provided by TST at <https://www.tst.edu/> under "Resources and Forms".

The deadline for requesting an initial extension is the deadline for completion of coursework for courses offered in the relevant session. (See 7.11.1)

A student on extension who is unable to complete the required coursework in the extension period specified by the College Graduate Director may apply to their College Graduate Director for a continuation of the extension (subject to the time limits and deadlines for extensions, set out below); however, the student must make such a request before the expiry date of the extension period in place.

### **7.11.2.3 Grounds.**

Legitimate reasons for an extension can be academic in nature (e.g., unexpected problems of research in a course) or non-academic (e.g., illness). In order to ensure as much uniformity and fairness as possible in the granting of extensions (or continuations of extensions), the relevant College Graduate Director must be reasonably certain that:

1. the reasons for the delay are both serious and substantiated: the student must provide a statement detailing the reasons, together with a physician's letter in the case of illness;
2. the student would not be granted an unfair academic advantage over fellow students in the course;
3. the student would not be placing in jeopardy the normal and satisfactory completion of new coursework; and
4. the student does have a reasonable chance of completing outstanding requirements within the time to be allotted.

### **7.11.2.4 Time Limits.**

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

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

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

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

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

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

#### **7.11.4 Failure to meet deadlines.**

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

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

A student who has taken all courses required for their program but has not yet completed all coursework or language requirements is not permitted to proceed to the comprehensive examination stage. Such a student, during the time they are continuing work on the requirements of the course stage, will be registered at the beginning of each academic session with the course placeholder code TSZ7777Y "Research". The student cannot enter this placeholder code directly in the ACORN/TST-SIS registration systems; registration must be done by the registrar of their college of registration.

#### **7.11.6 Deadlines for courses taken outside the TST.**

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

### **7.12 Minimum grade average**

All courses must be completed with a grade of at least B- to be credited to the required courses of a doctoral program. Further, the student must obtain an overall average of A- (3.7 CGPA) on all courses required in the ThD or PhD (USMC) program, with no grade below B- in any course, in order to proceed to the comprehensive stage. If a student receives a failing grade (FZ) in any course, the student's college will review the student's performance in the program and make recommendations to the GCTS. The recommendation will normally be that the student's candidacy be terminated. If there are extenuating circumstances or other legitimate

considerations, however, the college may recommend that the student be allowed to continue under certain specified conditions. (The conditions should include an indication of whether and how the failing grade will factor into the decision to allow the student to proceed to the comprehensive stage of the program.) The GCTS will make a final determination about the student's status in the program. If the student is allowed to continue, they must repeat the relevant course or replace it with another course, and obtain a satisfactory grade. The report for the course that was not completed in a satisfactory manner as well as the report for the repeated or alternative course will appear on the student's academic record. For repeated or alternate courses only, the original failing grade will not be counted in the student's CGPA.

### **7.13 Transition to following stage**

On completing the requirements of the course stage, which is to say, all course and language requirements, plus any and all qualifying prerequisites identified in the offer of admission, and any other requirements which may have been imposed, the student requests a meeting of the supervisory committee. The committee approves and minutes the student's admission to the comprehensive examination stage, and assists the student in determining areas of study and advisors for the comprehensive examinations, according to the procedures established for the subject of specialization, as detailed in section 8 below.

#### **7.13.1 Additional duties in the Pastoral and Practical Theology program area.**

In addition, in the Pastoral and Practical Theology program area, when the supervisory committee meets with the student at the end of the course stage, they will determine together three areas for the comprehensive examinations and two examiners. One may be the chair of the supervisory committee, who will chair the comprehensive defence.

#### **7.13.2 Additional duties in the Theological Studies program area.**

In addition, in the Theological studies program area, when the supervisory committee meets with the student for the last time, at the end of the course stage, it (a) determines the areas to be examined in the comprehensive examination; (b) appoints the chair and two other members of a comprehensive examination committee; and (c) recommends a thesis topic and supervisor to the GCTS. The student may refine the formulation of the title in the comprehensive examination stage. In addition, in the specific field of systematic theology, the supervisory committee determines the areas to be examined, and the examiners who will evaluate the first and second comprehensives.

## **8 Comprehensive examinations**

The second stage of the ThD or PhD (USMC) program is the comprehensive examinations stage. The intended outcomes for this stage of the program (especially concerning knowledge of the area of concentration and ability with scholarly tools and skills) are described in Appendix 2.

### **8.1 Objective**

The comprehensive examination stage is a process in which the student reviews coursework and prepares several research topics under supervision. The process culminates in an evaluative activity whose form varies by program area. Despite the term "comprehensive", the student is not expected to acquire a comprehensive knowledge of the area of specialization, which would require more than a lifetime. The objective is to ensure that the student has acquired sufficient academic skills of research and scholarly reporting, and a sufficient sense of the breadth,



integrity, and context of the area of specialization, to be able responsibly to undertake specialized original research in that field, and accurately to represent it to others in teaching (see also the section on learning outcomes, 2.4 above and Appendix 2). 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 their 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 their own personal perspectives. The student who completes the comprehensive examination stage has demonstrated that they will be able within a reasonable period of time to complete a thesis which will make a significant contribution to the knowledge of her or his chosen field.

## **8.2 Form**

At the outset of the comprehensive examinations stage, the student develops a plan of study. After the plan is approved, the student spends a period of time, typically several months, in reading and research. Either during or at the end of this research period, depending on the program area, the student produces written work for evaluation. At the end of this stage of the program, the student sits an oral examination. The details of this general process vary considerably according to the area of specialization, as discussed below (8.6).

## **8.3 Record-Keeping**

### **8.3.1 Registration.**

The student may proceed to prepare for the comprehensive examination as soon as they have been admitted to that stage by their supervisory committee. The student obtains a copy of the Comprehensive Stage Registration Form (available at <https://www.tst.edu/>) and an up-to-date copy of their academic history report, and gives it to the chair of their supervisory committee. The chair completes the form using the fillable function and sends it to the GCTS for approval. At the period set for program registration for the immediately following trimester, the registrar of the college of registration will register the student.

### **8.3.2 Submission of grades and results.**

Grades for individual examinations are to be submitted by the examiner to the TST GCTS Office, using the Comprehensive Examination Grade Report Form, available from [www.tst.edu](http://www.tst.edu). In the Pastoral and Practical Theology and Theological Studies program areas, however, the grade for the third comprehensive examination includes the oral assessment. This grade is submitted on the Comprehensive Final Evaluation Form. For all program areas the results of the final oral examination are to be submitted by the chair of the committee, using the Comprehensive Final Evaluation Report Form, also available from <https://www.tst.edu/>. The latter form also contains a section where the committee can confirm that the student has completed all of the requirements of the program to this point and is clear to proceed to the thesis proposal stage.

## **8.4 Time limit**

The student must complete the first attempt at the comprehensive examinations within three years of entrance into the ThD or PhD (USMC) 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, they will, before the deadline, request an extension. An initial one year's extension may be

granted by the Graduate Director of the college of registration. To request such an extension, the student must complete the appropriate form, found at “Resources and Forms” at [www.tst.edu](http://www.tst.edu). If the student requires a second year's extension, they must complete the appropriate form, and submit it to the Graduate Director of the college of registration for approval by the GCTS. If the student requires a third year's extension, they must make the request to the GCTS through the Graduate Director of the college of registration, providing a letter fully describing the need for the extension, and submitting the appropriate form. 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.

### **8.5 Requirements for completion of comprehensives stage.**

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

#### **8.5.1 Minimum grade average.**

In order to advance to the thesis proposal stage of the program, a student must achieve at least a minimum B+ grade in each comprehensive exam (including the oral evaluation), with an overall average of at least an A- (3.7 GPA).

#### **8.5.2 Failure.**

In the event that the student fails to attain the minimum grade in any of the comprehensive examinations on the first attempt (oral evaluation included), they may take only one supplementary examination per comprehensive, which must be held within three months of that exam. A maximum of two supplementary examinations may be taken in total. In the event that the student fails the comprehensive exam committee will recommend to the GCTS the termination of a student's registration in the program.

### **8.6 Regulations by program area and area of concentration**

#### **8.6.1 Biblical Studies program area**

##### **8.6.1.1 Objective.**

The field of Biblical sources, with its two primary areas of concentration (Old Testament/Hebrew Bible and New Testament), can be described, thoroughly but not necessarily exhaustively, according to the list of subjects in Appendix 1, grouped into four main subject categories. Comprehensive examinations are designed as a means of demonstrating that a student has attained appropriate levels of knowledge and ability in these subjects. Students will write examinations in four subjects; two of these will be designated as major comprehensives (demonstrating expertise) and two as minor (demonstrating competence). Examinations for major comprehensives will be four hours in length and three hours for minor. These will be followed by an oral evaluation.

##### **8.6.1.2 Approval of subjects.**

At the first meeting of the supervisory committee and student, possible subjects for comprehensive examination were chosen (see 7.2.3.1). Shortly before the student begins the comprehensives the chairperson of the supervisory committee will request the GCTS to approve the list of comprehensive examiners, plus additional readers for the major areas, as proposed by

the supervisory committee. The following considerations need to be taken into account concerning the choice of subjects for comprehensive examinations.

#### **8.6.1.2.1 Cross-reference.**

There is a certain measure of intersection among the four subject categories listed in Appendix 1. A comprehensive examination in one subject will often include components drawn from a subject in another category; for example, a comprehensive examination in a particular body of literature may include questions on a method or an aspect of context.

#### **8.6.1.2.2 Limitations of faculty resources.**

In principle, it should be possible to write comprehensive examinations on any of the subjects. In practice, this will be limited by the interests and areas of expertise of the actual set of Graduate faculty at any given time. However, while the primary subjects for comprehensive examinations are limited by the interests and competencies of faculty members, a larger number of subjects can be drawn into the comprehensive examinations in a secondary way as components of the examination.

#### **8.6.1.2.3 Cross-disciplinary consultation.**

In fields that are normally covered by faculty not specializing in Biblical studies (theology, history, classics, Near Eastern studies, sociology, anthropology), other GCTS faculty will assist in defining the scope of the comprehensives, and determining an appropriate testing method.

#### **8.6.1.3 Design of the examinations.**

As a guideline, each of the four subjects will be tested by a written examination of three hours (in the case of the minor subjects) or four hours (in the case of the major subjects). However, faculty members have a measure of latitude in the actual design of a comprehensive examination and the process of preparation leading up to it. The following features should be common to all comprehensive examinations.

##### **8.6.1.3.1 Student's educational objectives.**

The interests and program needs of the student should be taken into account in designing the examination.

##### **8.6.1.3.2 Transparency of the design.**

In preparing for the examination, the student should have a clear idea of the aspects of the subject that will be covered in the examination, together with some idea of the structure of the examination (e.g., number of questions, element of choice).

##### **8.6.1.3.3 Bibliography.**

There should be a clear identification of the secondary bibliography with which the student shall be familiar.

##### **8.6.1.3.4 Tools.**

The tools allowed for writing the exam will normally be an unannotated Bible in its original languages and a concordance.

##### **8.6.1.3.5 Expectations.**

The preparation required of the student for a comprehensive examination should be roughly equivalent to the amount of time required for a course. What differentiates a major comprehensive from a minor is the extent of knowledge that is expected, not necessarily the length of preparation. In arranging with the student what will be expected, those who administer the two minor

examinations should take into account the student's other examination areas and likely dissertation interest and propose a narrower refinement of the two minor areas. In any case, a student should be able to complete the comprehensive examinations within an academic year.

#### **8.6.1.4 Eligibility to write.**

Having identified the areas of the comprehensive examinations during the first semester of the program, the student effectively begins preparation during the course stage. However, a student may begin to write comprehensive examinations only when all language examinations have been passed, eight course units have been completed and grades assigned, and the Comprehensive Stage Registration Form has been filled out and submitted.

#### **8.6.1.5 Number of examiners and readers.**

For each of the two major subjects, there will be one examiner, who sets the exam, and two additional readers, who along with the examiner shall evaluate the student's responses. For each of the minor subjects, one examiner shall set, administer, and evaluate the written examination. The comprehensive examination committee shall consist of the examiners together with the additional readers.

#### **8.6.1.6 Distribution of examination copies.**

When an examination has been written, the examiner should make copies of the examination questions and the student's responses for the student, the examiner themselves, and (in the case of a major) the additional readers. The originals of the four written examinations are to be returned to the chairperson of the student's supervisory committee. When a written examination has been evaluated, the person setting the examination questions should submit the grade according to the procedure outlined in 8.3.2.

#### **8.6.1.7 Marking.**

Each of the four written comprehensive examination units will receive a number and letter grade. In the case of the major examinations, this grade will be the average of the grades given by the examiner and the two additional readers.

#### **8.6.1.8 Oral evaluation.**

Once the student has successfully completed the four written comprehensive examinations, they proceed to the oral evaluation. The oral evaluation will be conducted by the chair of the student's doctoral supervisory committee. The comprehensive examiners should be present for the oral evaluation; the additional readers for the major comprehensives have the right to attend the oral if they so choose, although their presence is not required. If an examiner is not able to be present the chairperson should arrange for a substitute. In no case should there be less than three faculty members at an oral evaluation; normally there should be no more than five. A copy of all the written examinations should be sent to each of the four examiners and to each of any additional readers who choose to participate in the oral evaluation. The oral evaluation will initially and primarily cover the topics discussed in the written examinations, though examiners can, within reason, raise questions pertaining to the comprehensive subject more generally, especially the major comprehensives. The oral evaluation will be assigned a numerical and letter grade, and the result is to be communicated according to the procedure outlined in 8.3.2.

#### **8.6.1.9 Final evaluation.**

At the end of the oral evaluation, the committee determines whether the student has successfully completed the comprehensive stage (see 8.5) and communicates this according to the procedure outlined in 8.3.2.

#### **8.6.2 Historical Studies program area.**

This section applies to all students entering the program after January 1, 2011, and may be elected by students whose current registration in the program began before that date.

##### **8.6.2.1 Intended learning outcomes.**

The comprehensive examination process is intended to demonstrate a student's skills in research, breadth of historical knowledge, and ability to communicate historical material. In particular, the student must demonstrate the basic familiarity with a significant proportion of the history of Christianity and the skills for communicating historical knowledge that would be required to teach effectively a typical introductory course; and also the basic familiarity with another area that would be required to offer a lecture at the introductory level.

##### **8.6.2.2 Supervision.**

During the comprehensive examination stage, the student is academically accountable to, and receives assistance from, the supervisory committee as it was empanelled according to 7.2.1. On the request of any party, the GCTS may make such substitutions in the membership of this committee as it deems appropriate.

##### **8.6.2.3 The Comprehensive Examination Proposal.**

The student's first step in the comprehensive examination stage is to prepare a plan of study in the form of a Comprehensive Examination Proposal that identifies a major and two minors, and which supplies the required bibliography, according to the requirements set out in this section. The student should meet with the supervisory committee in person at least once during this process; the meeting is requested at the initiative of the student and arranged by the chair of the supervisory committee. The student submits drafts of the Proposal, electronically or in hard copy, to each member of the supervisory committee, and the committee requests revisions, until a final draft is acceptable to both the student and the committee. The chair then submits copies of the student's approved Comprehensive Examination Proposal to the GCTS Office and to the Graduate Director of the student's college of registration.

##### **8.6.2.4 Structure of the comprehensive examination.**

The comprehensive examination has four parts: a written major (weighted as two of the twelve units required for the program), two written minors (each weighted as 1.5 units), and an oral examination (weighted as 1 unit).

###### **8.6.2.4.1 The major period.**

The student will choose one of the following four time periods as the major for the comprehensive examination: early Christianity; medieval Christianity; early modern/Reformation Christianity; modern Christianity. Typically the student's chosen major period will be the period of the student's expected thesis subject, and it is intended that the student's reading for this part of the comprehensive examination will serve as necessary background for the detailed research that will be required at the thesis stage. The dates of these four time periods will depend on the student's interests and focus. In the Comprehensive Examination Proposal, the student will assign beginning and ending dates to the chosen time period, and give a rationale. The student

will prepare a bibliography of 100 books for this period; about half of this number must be books listed in period bibliographies published for this purpose. The student's familiarity with these books will be tested in the written major exam and in the oral exam.

#### **8.6.2.4.2 Minor field 1.**

The student will choose a subject in the history of Christianity (see Appendix I, section 2). The student will prepare a bibliography of 60 books for this subject. The following rules apply to the bibliography: (1) it must substantially cover at least two of the four time periods identified in 8.6.2.4.1; (2) it must substantially cover at least two continents; (3) it must substantially cover at least two Christian traditions (the term as used here will usually mean broad traditions as reflected in organized ecclesial communions or denominations such as Anglican, Methodist, Reformed, or Roman Catholic, but the student may interpret the term otherwise and give a rationale in the Comprehensive Examination Proposal). The student's familiarity with these books will be tested in the written first minor exam and in the oral exam.

#### **8.6.2.4.3 Minor field 2.**

The student will choose one of the following three options.

##### **8.6.2.4.3.1 Minor field 2, option 1: a second historical subject.**

The student chooses a second subject in the history of Christianity with a bibliography of sixty books, according to the same requirements as set out in 8.6.2.4.2.

##### **8.6.2.4.3.2 Minor field 2, option 2: a cognate field.**

The student chooses a subject in a field other than history, such as pastoral theology, Biblical studies, sociology, or comparative literature. The student constructs a suitable bibliography of approximately 60 books. In constructing a bibliography, the student will consult with a specialist in the chosen field; the specialist should be chosen in consultation with the supervisory committee and, after agreeing to serve as a resource for this purpose, will be named in the Comprehensive Thesis Proposal. The student's familiarity with the reading will be tested in a written exam, called the cognate field exam. The specialist who was consulted in the construction of the bibliography will be invited to be involved in setting and evaluating the exam.

##### **8.6.2.4.3.3 Minor field 2, option 3: a teaching portfolio.**

The student develops a teaching portfolio on the subject chosen for minor field 1. The portfolio includes the following components: (1) a course syllabus (including such items as outlines of lectures, themes for tutorial discussion with required readings, suggested essay topics, and a sample final assignment); and (2) a set of three, four, or five sample 50-minute class sessions. One of these sessions will be a lecture, drawn from any part of the course syllabus, suitable for an undergraduate course in the field, and intended to fill a 50-minute time slot; illustrative material can be included. This option is evaluated solely on the quality of the dossier, and no other examination is involved. A student choosing this option should complete it before the beginning of the series of other written examinations described in 8.6.2.4.

#### **8.6.2.5 Procedures for the comprehensive examination.**

##### **8.6.2.5.1 Student's preparation.**

While the student may take as long to prepare for the comprehensive examination as is permitted under 8.4, the intention is that preparation should normally require no more than four months after the approval of the Comprehensive Examination Proposal.

#### **8.6.2.5.2 Student's notice of intention.**

Approximately four weeks before the time that the student wishes to take the examination, they should so advise the chair of the supervisory committee.

#### **8.6.2.5.3 The comprehensive examination committee.**

The supervisory committee will meet by electronic means or in person to recommend the members of the comprehensive examination committee. The examination committee will normally comprise three faculty members with GCTS status. The faculty members are chosen with a view to ensuring that, among them, they have sufficient expertise to examine the student in the major and two minor fields. The chair of the supervisory committee submits the recommended slate of examiners to the GCTS for approval.

#### **8.6.2.5.4 Examination procedure.**

The chair of the examination committee makes arrangements for the examination, including the dates and places of examination, the assignment of responsibilities to members of the examination committee for constructing questions for the written examinations and reading the student's answers, the procedures for invigilating the written examinations, and the procedures for the oral examination. Typically each of the three parts of the examination (the major and the two minors) will be evaluated by a different member of the examination committee. Two written examinations and an oral examination will be scheduled within a period, normally, of two weeks. The first written examination, for which three hours will be allowed, will cover the major period. The second written examination will cover the two minor fields in a sitting of three hours, or, if the student has chosen the teaching dossier for the second minor, it will cover the first minor field in a sitting of ninety minutes. The student will receive and answer one question for each field; the question may have more than one part. The oral examination will proceed only if at the examiners of the student's written examinations evaluate at least two of the three parts at the level of at least B+ (3.3 GPA). For the oral examination, a period of approximately 75 minutes will be allowed, and questions may be asked about any of the books on the student's bibliographies.

#### **8.6.2.5.5 Evaluation.**

The examinations will not stress the recall of detail, but will test the student's (1) close familiarity with the major conclusions and major supporting arguments presented in any of the books on the student's bibliography, (2) skill in comparing and contrasting these conclusions and arguments, and critically evaluating them, (3) ability to draw from the material inferences and insights of significance for historiographical method, and (4) ability to communicate an integrated picture of the issues under consideration. If the student has chosen a teaching portfolio as the option for the second minor, it is evaluated on its instructional suitability, including (1) selection of significant themes and materials, (2) historical accuracy, and (3) effectiveness of communication. All parts of the examination are graded, and the overall mark for the comprehensive examination is calculated on the basis of the credit value assigned to each examination: major field (2 units/1 credit), minor fields (1.5 units/0.75 credits each), and oral examination (1 unit/0.5 credits). The result of the examination is reported according to the provisions of 8.3.2. In the event that the student fails the exam, the provisions of 8.5.2 apply.

#### **8.6.3 Pastoral and Practical Theology program area.**

The comprehensive examinations comprise two examinations, and one comprehensive essay which is defended orally.

### **8.6.3.1 Structure of the comprehensive examinations.**

Each of the two examinations and the comprehensive essay is weighted as one program unit. The examinations must be completed before the comprehensive essay is attempted. All three components of the comprehensive examinations must be completed in not less than one semester nor more than two trimesters, with a further three months allowed for supplementary examination if necessary.

### **8.6.3.2 Purposes and processes of the two examinations.**

Comprehensive examinations in the Pastoral and Practical Theology program area are intended to demonstrate both specialized and interdisciplinary knowledge. The first examination is intended to demonstrate the student's depth of knowledge in a subject of specialization. For this examination, the student either (a) chooses an exam topic or set of topics within her or his subject of specialization, and reads a number of assigned books and articles relating thereto, or (b) writes a major essay (30-40 pages) in a field (e.g. Bible, Theology) that relates to their thesis topic. The second examination is intended to demonstrate the breadth of the student's knowledge. For this examination, the student either (a) chooses an exam topic or set of topics from a critical perspective, or (b) writes a second major essay (30-40 pages) in a field that relates to their thesis topic. (For example, a student might consider hermeneutics, theology, and epistemology in a particular historical period, or a student might explore the significance of a particular paradigm or theologian from one's own field or one related to the subject of specialization.) Each of these two examinations when not in essay form will be not more than three and one-half hours each. They normally will take place in the first term of the third year. They are evaluated by the two examiners who were appointed by the supervisory committee when it met with the student at the end of the course stage (7.13.1). One of the examiners may be from another program area or where advisable from the University of Toronto. The examiners assign a letter and number grade, and report the grade according to the procedure outlined in 8.3.2.

### **8.6.3.3 The comprehensive essay and oral defence.**

The comprehensive essay is conceived as leading towards the student's thesis proposal. It covers the bibliographical and historical sources upon which the thesis will draw as well as the critical issues in the proposed topic. It is intentionally broad in scope. The comprehensive essay is normally completed in the second trimester of the student's third year in the program.

#### **8.6.3.3.1 Integrative character of the essay.**

The essay is to be thematic and analytical, and should demonstrate an integrated approach to the various written resources. It must connect the student's specialized interests (that is, their prospective thesis area) with one or more other areas in the Pastoral and Practical Theology program area or in other program areas at TST or other departments at the University of Toronto. (For example, a candidate in homiletics might relate a specific area of homiletics to the social or literary history of a given period, or to the pastoral care movement in North America in the twentieth century, or to aspects of biblical hermeneutics, or to certain issues of doctrine.)

#### **8.6.3.3.2 Procedure for evaluating the essay.**

The chair of the supervisory committee will receive the completed paper, and send copies to the examiners; at this time the chair also sets the time and place for the oral defence of the comprehensive essay. The examiners shall report the results, in writing, to the chair of the supervisory committee, within one month (except between May 1 and August 31) of receiving the essay.



#### **8.6.3.3.3 The oral defence.**

The oral defence shall be scheduled for no more than three hours, of which two hours are given to the defence itself, and one hour to evaluation and consultation. The grade for the third examination includes an assessment of the oral defence and is reported according to the procedure outlined in 8.3.2.

#### **8.6.3.3.4 Final evaluation.**

After the defence, the student will be excused while the examiners (a) determine a letter and number grade for the comprehensive essay with oral defence, and (b) consider the results of the comprehensive examinations as a whole (i.e., the two examinations, comprehensive essay, and oral defence), determining whether the student has successfully completed the comprehensive stage (see 8.5). The examiners will then meet with the student to report the findings and consult about further steps in the program as necessary (see 8.6.3.5). The results of the oral evaluation are communicated according to the procedure outlined in 8.3.2.

#### **8.6.3.4 Transition to thesis stage.**

If the examination committee determines that the student is ready to proceed to the thesis stage, it also determines, in discussion with the candidate, an appropriate thesis supervisor willing to work with the student. The chair of the committee will forward to GCTS the name of the recommended thesis supervisor and an indication of the area of the student's proposed thesis area. The comprehensive examination committee disbands once the GCTS accepts the recommendation of a thesis supervisor.

#### **8.6.4 Theological Studies program area.**

The comprehensive examination comprises two examination papers and an analytic essay, the last of which is defended orally.

##### **8.6.4.1 Structure of the comprehensive examinations.**

The comprehensive examination has three parts, each weighted as one program unit. Each of the first two examinations is "open book," and the student may choose to sit the examination in a three-hour period or write it as a take-home examination in a 24-hour period. The student is permitted and encouraged to use a computer, provided that they do not incorporate material written earlier. These examinations may not exceed 30 pages (7500 words). They should be written as examination papers, not as research essays. The third examination is an analytic essay of between thirty and forty pages. It is defended orally.

##### **8.6.4.2 Examiners.**

The three examiners ("the comprehensive examination committee") were appointed by the supervisory committee when it met with the student at the end of the course stage (7.13.2). In the case of a student in *special interdisciplinary studies*, one of the examiners for Examination 2 should be a specialist in the student's cognate discipline.

##### **8.6.4.3 Topics.**

###### **8.6.4.3.1 Examination 1.**

In systematic theology and philosophical theology/philosophy of religion, the first examination covers a subject or a set of subjects within the student's module of specialization. In Christian ethics, the first examination covers a subject or set of subjects with reference to selected major or distinctive theologians, or traditions or movements, or schools of thought pertaining to the

student's areas of interest. The student reads a number of assigned books and articles, and writes an examination to be graded by two members of the comprehensive examination committee. In special interdisciplinary studies, the first examination covers a topic or set of topics in the area of theology. The examination is given a letter and number grade, which is reported according to the procedure outlined in 8.3.2.

#### **8.6.4.3.2 Examination 2.**

In systematic theology and philosophical theology/philosophy of religion, the second examination covers a set of topics in module C (doctrines in their historical development), or, if that is the student's module of specialization, then a topic or set of topics in either module B (sources and methods) or module D (doctrines in their contemporary exposition). In Christian ethics, the second examination covers a topic or set of topics with a set of topics related to the history of an issue in Christian moral tradition OR a contemporary social issue. The student will read a number of assigned books or articles, and write an examination to be graded by two members of the comprehensive examination committee. In special interdisciplinary studies, the second examination covers a topic or set of topics in the student's cognate discipline. The examination is given a letter and number grade, which is reported according to the procedure outlined in 8.3.2.

#### **8.6.4.3.3 Examination 3.**

The third 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 candidates in special interdisciplinary studies, 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 faculty. The paper will be defended in an oral examination before the three members of the comprehensive examination committee. The grade for the third examination includes an assessment of the oral defence and is reported according to the procedure outlined in 8.3.2.

#### **8.6.4.4 Scheduling guideline.**

The comprehensive examination committee should allow the student approximately six to eight weeks to prepare for each of the three examinations, or a greater amount of time depending on the student's other responsibilities. The entire process of the comprehensive examinations normally takes not less than one trimester and not more than two trimesters.

#### **8.6.4.5 Procedures.**

##### **8.6.4.5.1 Plan of study.**

After being appointed, the comprehensive examination committee meets with the student to decide, in consultation, the topics for the examinations, two examiners for each of the two examination papers (i.e., Examinations 1 and 2), and the due dates of the two examination papers and the analytic essay. The committee may appoint additional faculty members outside the committee to evaluate Examinations 1 and 2. In special interdisciplinary studies, an examiner is appointed who specializes in the student's cognate discipline.

#### **8.6.4.5.2 Bibliographies.**

The two persons appointed for each of Examinations 1 and 2 will meet with the student to assign bibliographies and specific areas of study. The bibliography should normally consist of no fewer than eight and no more than twelve books, depending on their length and difficulty; the list may include journal articles.

#### **8.6.4.5.3 Examination questions.**

On the examination date, the student will be given a list of questions, typically five or six, from the assigned areas of study. From this the student will be asked to choose two or three.

#### **8.6.4.6 Final evaluation.**

At the end of the oral evaluation, the committee determines whether the student has successfully completed the comprehensive stage (see 8.5) and communicates this according to the procedure outlined in 8.3.2.

## **9 Thesis proposal**

The third stage of the ThD or PhD (USMC) program is the thesis proposal stage. Under supervision, the student develops a thesis proposal which is submitted for approval according to the regulations below. When it is approved, the thesis proposal represents an agreement between the student and the proposal committee, by which the student agrees to undertake the research proposed and the committee agrees that the completed thesis, if it satisfactorily achieves what is proposed, will be recommended for oral defence.

### **9.1 Registration**

Students whose other degree requirements have been completed (as confirmed by the chair of the comprehensive examination committee on the *Comprehensive Final Evaluation Report Form*; see 8.3.2) but whose thesis topic has not yet been approved register for TSZ8888Y (Thesis Proposal).

### **9.2 Appointment of the thesis supervisor**

Upon the successful completion of the comprehensive examination stage, the student invites a qualified professor to serve as their thesis supervisor. If the professor agrees to serve in this way, they advise the GCTS, which approves the thesis supervisor. The thesis supervisor is responsible for the direction of the student through the thesis proposal stage and the thesis stage. The supervisor must have Full GCTS status.

#### **9.2.1 Competence of the thesis supervisor.**

The supervisor must have research competence in the area of the proposed thesis topic, which is ordinarily demonstrated by publication, previous thesis direction, and course teaching, as well as the requisite allied skills, which may include skills in research languages or skills in cognate disciplines. Where the supervisor has research competence and requisite allied skills in some parts of the proposed thesis topic but not in others, a co-supervisor may be named. The co-supervisor must have GCTS status.

### **9.3 Appointment of a thesis proposal committee**

At the beginning of the thesis proposal stage, a thesis proposal committee of three persons (including the thesis supervisor or co-supervisors) is appointed by the GCTS in consultation with the thesis supervisor. The committee assists the student in developing the thesis proposal.

## **9.4 Refinement of a thesis topic**

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

An acceptable thesis topic will meet the following criteria. (a) The topic relates to the student's program area. (b) There is a sufficient body of material concerning the topic to warrant a thesis. (c) The disciplinary method to be employed is appropriate and comes within the scope of the program area. (d) If the topic relates to a living author or recent event or issue, the topic is recognized as significant, and secondary literature exists in regard to it. (e) The topic is sufficiently focused and manageable to allow the student to develop a thesis statement which will represent an original contribution to scholarship and which can be persuasively argued on the basis of primary evidence within the scope of three hundred pages. (f) The student has sufficient skills in the requisite languages and auxiliary disciplines. (g) In the case of an interdisciplinary topic, the student has sufficient skill in the cognate discipline, which will normally include training at the graduate level.

### **9.4.2 Research involving human subjects.**

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

## **9.5 Form and contents of the thesis proposal**

### **9.5.1 Constituent parts.**

The thesis proposal must contain the following elements.

#### **9.5.1.1 Title page.**

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

#### **9.5.1.2 Introduction.**

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

#### **9.5.1.3 Methodology.**

This section describes the relevant primary literature and the methods to be used for interpreting it. It gives a rationale for the method and indicates how it will be used to generate dependable conclusions and verify the thesis statement.

#### **9.5.1.4 Procedure.**

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

#### **9.5.1.5 Implications.**

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

#### **9.5.1.6 Bibliography.**

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

#### **9.5.2 Length.**

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

### **9.6 Initial approval of the thesis proposal**

#### **9.6.1 Primary readers.**

The thesis proposal committee (9.3) evaluates the thesis proposal when the student submits it. In instances where the thesis proposal committee believes that it does not have sufficient expertise to evaluate the thesis proposal, it may invite an additional qualified outside reader to read it.

#### **9.6.2 Procedures.**

##### **9.6.2.1 Evaluation of the thesis proposal.**

When the thesis supervisor (or proposed supervisor) is satisfied with the thesis proposal, the student sends copies to the primary readers. They examine the thesis topic and thesis proposal developed by the student according to the criteria in 9.4 and 9.5, and may (a) recommend approval, (b) recommend approval with the condition of minor corrections, (c) direct the student to make modifications, (d) direct the student to develop a new thesis proposal.

##### **9.6.2.1.1 Oral examination.**

The thesis proposal is examined orally. When the thesis supervisor considers the proposal ready for examination, they arrange a time for the thesis supervisory committee to meet with the student.

##### **9.6.2.2 Re-submitted proposal.**

Where the thesis supervisory committee requires modifications in the thesis proposal, the student must submit a revised version of the proposal within three months. Failure of the revised proposal to meet the approval of the committee will be reported to the GCTS Director, and will result in the student's withdrawal from the Program. If the thesis supervisory committee considers that the re-submitted thesis proposal is not a revision of the first proposal but a new proposal, the chair shall so advise the GCTS Director, in writing.

##### **9.6.2.3 Report of approval.**

The chair of the thesis supervisory committee reports the approval of the thesis proposal on the *Thesis Proposal Approval Form*, sending the original to the GCTS Office and copies to the Graduate Director of the student's college of registration and the student.

#### **9.6.2.4 Distribution of final copies.**

Where the thesis proposal has been approved, the thesis supervisor sends one copy to the GCTS Office and one copy to the Graduate Director of the college of registration. Where the thesis proposal has been approved with minor corrections, the student prepares a revised version, to be distributed in the same manner.

#### **9.7 Change in proposal**

Should the student later make substantial changes in their approach to the thesis, the student should consult with their supervisor on the advisability of submitting a new thesis proposal.

## **10 Thesis stage**

The fourth and most important stage of the ThD or PhD (USMC) program is the thesis stage.

### **10.1 Registration**

A doctoral student whose thesis proposal has been accepted and who is writing the thesis will be registered in TSZ9999Y (Thesis Writing) at the next registration period. This registration will be renewed each session so long as the student continues to pay fees, until such time as the student completes the thesis, withdraws, takes a leave of absence or withdraws, or until such time as their candidacy lapses.

### **10.2 The thesis supervisory committee**

The final composition of the thesis supervisory committee (a total of three members including the thesis supervisor or co-supervisors) is approved by the GCTS on the recommendation of the thesis supervisor in consultation with the student. The requirements for membership on the thesis supervisory committee are identical to those of the thesis proposal committee (see 9.2 and 9.3). The thesis supervisory committee assists the student in the thesis stage. The thesis supervisory committee is formed when the approved thesis proposal is submitted.

Where several years have passed since the approval of a student's proposal, the original members of the thesis supervisory committee may no longer be available to serve in that role. In such cases, students should contact their College Graduate Director to initiate the reformation of a committee.

### **10.3 Writing the thesis**

During the writing of the thesis, it is desirable and important that regular consultations be arranged between the student and the supervisor by a mutually agreed schedule. Consultation should continue even when the supervisor is on sabbatical leave. Only the thesis supervisor and (if applicable) the co-supervisor have responsibility for the direction of the student, but the student may also consult with the other member or members of the thesis supervisory committee for assistance. Members of the thesis supervisory committee other than the supervisor and (if applicable) the co-supervisor act in an advisory capacity and are not required to read any sections of the thesis until it is completed.

### **10.4 Form of the thesis**

#### **10.4.1 Conformity with proposal.**

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

#### **10.4.2 Length.**

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

#### **10.4.3 Style.**

The thesis must conform to the GCTS style regulation (see sections 10.4.8 and 11), and spelling must be consistent with a recognized Canadian standard.

#### **10.4.4 Title page.**

The title page of the Thesis shall include the following elements: (i) the title and subtitle (on the upper third of the page); (ii) the student's full legal name as on ACORN or TST-SIS (no nicknames, diminutives, aliases, or post-nominal letters); (iii) the degree specification (below); (iv) a notice of copyright with year of convocation (at the bottom of the page).

##### **10.4.4.1 Degree specification for ThD thesis.**

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

##### **10.4.4.2 Degree specification for PhD (USMC) thesis.**

“A Thesis submitted to the Faculty of ... College and Graduate Centre for Theological Studies of the Toronto School of Theology. In partial fulfilment of the requirements for the degree of Doctor of Philosophy in Theology awarded by the University of St. Michael's College.”

#### **10.4.5 Abstract.**

The thesis must include a brief abstract of the thesis, of a maximum of 350 words, on the page following the title page.

#### **10.4.6 Table of contents.**

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

#### **10.4.7 Bibliography.**

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

#### **10.4.8 Technical requirements.**

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

#### **10.5 – 10.9 Examination Options.**

For all theses submitted to the GCTS on or after November 1, 2018, students must choose one of two examination procedures (**OPTION 1** or **OPTION 2** below) for their Final Oral Examination thesis examination.

Students must indicate their choice of option by submitting to the GCTS a completed Final Oral Examination Procedure Election Form, available at [www.tst.edu](http://www.tst.edu). The examination cannot begin until the GCTS receives this form. (See 10.6.3)

## 10.5A – 10.9A | EXAMINATION OPTION 1

**Both the Internal and External Examiners write reports; the student receives the reports after the oral defence.**

### **10.5A The thesis examination committee**

#### **10.5A.1 Constitution of the committee.**

In the case of a ThD examination, the thesis examination committee shall comprise five voting members: (a) the thesis supervisor; (b) one other member of the thesis supervisory committee; (c) an internal examiner; (d) an external examiner; and (e) an examiner representing the School of Graduate Studies (SGS) of the University of Toronto, who is appointed by the Vice-Dean, Programs, of the School of Graduate Studies in consultation with the GCTS Director. In the case of a PhD (USMC) examination, a TST examiner is appointed instead of a School of Graduate Studies examiner.

##### **10.5A.1.1 Restriction on examiners.**

The external examiner must have an arm's-length relationship to the student. In addition, at least one other member of the committee must not have been closely involved in the preparation of the thesis. Frequently, the SGS examiner (ThD) or TST examiner (PhD-USMC) will fulfill this requirement; however, any member of the committee who has not been closely involved in the preparation of the thesis may be considered to satisfy this requirement.

##### **10.5A.1.2 Arm's length rule.**

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

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

##### **10.5A.1.3 Non-participating examiner.**

In the rare situation where the external examiner cannot participate in the oral defence, the external examiner submits a written report and the GCTS appoints an auxiliary examiner to represent their views at the defense.

#### **10.5A.2 Authority of the committee.**

The thesis examining committee is responsible for examining the thesis in accordance with the regulations of this section.



### **10.5A.3 Process for appointing the committee.**

When the thesis is ready for submission, or when completion is imminent, the thesis supervisor so advises the GCTS, and, having consulted with the student, will recommend names for the thesis examination committee. The Thesis Supervisor shall secure the willingness of the examiners (minus the External) to participate in the exam process. The GCTS Director then approves the committee. Recommendations of committee memberships should be made well in advance of students desiring a Fall or Winter graduation.

### **10.5A.4 Substitutions.**

Should it become necessary to appoint one or more substitute members of the thesis examination committee, the GCTS Director, in consultation with the supervisor, student and college Graduate Director, may replace examiners in order to allow the examination to proceed.

## **10.6A Submitting the thesis**

### **10.6A.1 Notice of submission.**

Approximately one month prior to the anticipated date of submission, the student should notify the GCTS Office that the thesis is close to being ready for submission. This will give the GCTS Office time to ensure that the members of the examination committee are available and to provide the examiners with advance notice of the need to set aside the time necessary to read the thesis. Failure to provide notice of submission will delay the process.

### **10.6A.2 Approval of the thesis supervisor.**

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

### **10.6A.3 Submission of copies.**

The student submits five unbound copies of the thesis, printed double-sided, each such copy being contained in a letter-size re-sealable expandable envelope, to the GCTS 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 five copies of the authorized thesis proposal at the same time. If an auxiliary examiner is appointed (10.5.1.4), the student must submit an additional copy of the thesis. If the student has not already done so, they must submit a completed and signed *Final Oral Examination Procedure Election* form at the time of the submission of the thesis to the GCTS Office.

### **10.6A.4 Deadlines for submission.**

While theses may be submitted at any time, deadlines have been established for those wanting to graduate at the next convocation. These deadlines are published each year under “Key Academic Dates” at [www.tst.edu](http://www.tst.edu). Even if the student meets the deadline, no guarantee can be given that unforeseen circumstances will not prevent the student from graduating at the next

convocation. If possible, therefore, the student should submit the thesis well in advance of the deadline.

### **10.7A Preliminary examination of the thesis**

#### **10.7A.1 Preliminary readers.**

Normally there are three preliminary readers: the members of the thesis examination committee appointed from the thesis supervisory committee (i.e., the supervisor, a second member and the internal examiner).

#### **10.7A.2 Distribution of copies of the thesis.**

The GCTS Office distributes copies of the thesis with the approved thesis proposal to the preliminary readers, who must agree to read the thesis normally within a month.

#### **10.7A.3 Preliminary reports.**

The internal examiner submits a written appraisal, which should include a clear statement as to whether the thesis is ready for oral defence. The length of the report is not material but is typically from three to five pages single-spaced plus *corrigenda*. The committee examiner sends an email to the GCTS indicating whether or not they approve the thesis to proceed to the oral defence. An examiner's judgement that the thesis is ready for oral defence does not necessarily imply that the examiner will pass the thesis after the oral examination is completed.

#### **10.7A.4 Assessment of the preliminary reports.**

If the three preliminary readers agree that the thesis is ready for oral defence, the examination proceeds. If the three preliminary readers agree that the thesis is not ready for oral defence, the student must revise the thesis to meet the objections of the preliminary readers. If the three preliminary readers disagree whether the thesis is ready for defence, the GCTS Director may consult with them to seek consensus in recommending the next step, which may be (a) that the examination will proceed or (b) that the student will make revisions. Nevertheless, where the three preliminary readers disagree, the student has the right to require that the examination proceed. If revisions are to be made, the student must submit a written indication of the changes that have been made (normally a general description plus a list of pages, though a highlighted version might also be acceptable). The time required for the student's revisions and the re-reading of the thesis may impede a student's ability to graduate at their intended convocation. The thesis supervisor is responsible for communicating the required revisions to the student and for ensuring that the preliminary readers reach a consensus on the revisions. Once this consensus is reached and changes are made to the satisfaction of the readers, all three examiners are required to notify the GCTS in writing that the dissertation is ready to proceed to the next stage of the examination process. The student must re-submit five (5) printed copies of the revised thesis according to the provisions of section 10.6.3 (above).

### **10.8A Further examination**

If, after the assessment of the preliminary reports, it is determined that the examination will proceed, the GCTS Director arranges a date and location for the oral defence, and the GCTS Office distributes the remaining copies of the thesis to the other members of the thesis examination committee, together with copies of the authorized thesis proposal. The external examiner submits a written appraisal.

## **10.9A The oral defence**

### **10.9A.1 Abstract and curriculum vitae.**

In preparation for the oral defence, the student submits her or his abridged curriculum vitae to the GCTS Office, by email.

### **10.9A.2 Members of the oral examination board.**

The five members of the thesis examination board are the voting members of the oral examination board. In addition, the oral examination board has one non-voting member: the chair of the board, who is appointed from a college other than that of both the student and the student's supervisor, presides over the entire process of the oral defence, i.e., the initial meeting of the examiners, the oral defence itself, and the final meeting of the examiners to decide upon the outcome of the defence. It is the responsibility of the chair to ensure that the student is treated fairly. The GCTS Director, or their representative, may also be present as a non-voting member.

### **10.9A.3 Quorum.**

In order to proceed with the oral defence, a quorum of four voting members of the oral examination board must be present. However, one examiner may be counted towards the quorum in the case where they, though not physically present, participate in the oral defence through telecommunications.

### **10.9A.4 Visitors.**

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

#### **10.9A.4.1 Recording policy.**

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

### **10.9A.5 Form of the oral defence.**

The defense usually lasts no more than two hours, during which questions from the examiners are addressed to the student. The order is as follows.

#### **10.9A.5.1 Convening the defence.**

The chair convenes the oral examination board.

#### **10.9A.5.2 In camera meeting.**

The chair then invites the student and visitors to withdraw, and the board meets in camera to determine the order of questioning, the number of rounds of questioning, and the length of time to be allocated to each examiner for questioning. Normally the supervisor is the first questioner, and the external examiner is the second questioner.

#### **10.9A.5.3 The examination.**

The chair invites the student and visitors to return, and the examination proceeds according to the plan determined. As part of the supervisor's first round of questions, the supervisor will invite the student to summarize the research and conclusions of the thesis. The student may

refer to notes, but should not read a prepared statement. Then each member proceeds to ask questions of the student.

#### **10.9A.5.4 The evaluation.**

At the conclusion of the examination, the chair invites the student and visitors to withdraw. The oral examination board then evaluates the thesis and the oral defence. The chair reminds the examiners of the voting procedures and evaluation policies and procedures, and that the examination covers both the thesis and the student's oral defence.

#### **10.9A.5.5 Report of evaluation.**

The chair then invites the student and visitors to return, and reports the outcome of the board's deliberations.

## **10.5B – 10.9B | EXAMINATION OPTION 2**

**Only the External Examiner writes a report; the student and examination committee receive the report in advance of the oral defence.**

### **10.5B The thesis examination committee**

#### **10.5B.1 Constitution of the committee.**

In the case of a ThD examination, the thesis examination committee shall comprise five voting members: (a) the thesis supervisor; (b) one other member of the thesis supervisory committee; (c) the other member of the thesis supervisory committee; (d) an external examiner; and (e) an examiner representing the School of Graduate Studies (SGS) of the University of Toronto, who is appointed by the Vice-Dean, Programs, of the School of Graduate Studies in consultation with the GCTS Director. In the case of a PhD (USMC) examination, a TST examiner is appointed instead of a School of Graduate Studies examiner.

#### **10.5B.1.1 Restriction on examiners.**

The external examiner must have an arm's-length relationship to the student. In addition, at least one other member of the committee must not have been closely involved in the preparation of the thesis. Frequently, the SGS examiner (ThD) or TST examiner (PhD-USMC) will fulfill this requirement; however, any member of the committee who has not been closely involved in the preparation of the thesis may be considered to satisfy this requirement.

#### **10.5B.1.2 Arm's length rule.**

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

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

### **10.5B.1.3 Non-participating examiner.**

In the rare situation where the external examiner cannot participate in the oral defence, the external examiner submits a written report and the GCTS appoints an auxiliary examiner to represent their views at the defense.

### **10.5B.2 Authority of the committee.**

The thesis examining committee is responsible for examining the thesis in accordance with the regulations of this section.

### **10.5B.3 Process for appointing the committee.**

When the thesis is ready for submission, or when completion is imminent, the thesis supervisor so advises the GCTS, and, having consulted with the student, will recommend names for the thesis examination committee. The Thesis Supervisor shall secure the willingness of the examiners (minus the External) to participate in the exam process. The GCTS Director then approves the committee. Recommendations of committee memberships should be made well in advance of students desiring a Fall or Winter graduation.

### **10.5B.4 Substitutions.**

Should it become necessary to appoint one or more substitute members of the thesis examination committee, the GCTS Director, in consultation with the supervisor, student and college Graduate Director, may replace examiners in order to allow the examination to proceed.

## **10.6B Submitting the thesis**

### **10.6B.1 Notice of submission.**

Approximately one month prior to the anticipated date of submission, the student should notify the GCTS Office that the thesis is close to being ready for submission. This will give the GCTS Office time to ensure that the members of the examination committee are available and to provide the examiners with advance notice of the need to set aside the time necessary to read the thesis. Failure to provide notice of submission will delay the process.

### **10.6B.2 Approval of the thesis supervisor.**

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

### **10.6B.3 Submission of copies.**

The student submits five unbound copies of the thesis, printed double-sided, each such copy being contained in a letter-size re-sealable expandable envelope, to the GCTS 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 five copies of the authorized thesis proposal at the same time. If an auxiliary examiner is appointed (10.5.1.4), the student must submit an additional copy of the thesis. If the student has not already done so, they must submit a

completed and signed *Final Oral Examination Procedure Election* form at the time of the submission of the thesis to the GCTS Office.

#### **10.6B.4 Deadlines for submission.**

While theses may be submitted at any time, deadlines have been established for those wanting to graduate at the next convocation. These deadlines are published each year under “Key Academic Dates” at [www.tst.edu](http://www.tst.edu). Even if the student meets the deadline, no guarantee can be given that unforeseen circumstances will not prevent the student from graduating at the next convocation. If possible, therefore, the student should submit the thesis well in advance of the deadline.

### **10.7B Preliminary examination of the thesis**

#### **10.7B.1 Preliminary readers.**

The first stage of the examination process is the assessment of the thesis by the preliminary readers. The three preliminary readers are the members of the thesis supervisory committee (i.e., the supervisor, the second committee member and the third committee member).

#### **10.7B.2 Distribution of copies of the thesis.**

The GCTS Office distributes copies of the thesis with the approved thesis proposal to the preliminary readers, who must agree to read the thesis normally within a month.

#### **10.7B.3 Preliminary reports.**

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

#### **10.7B.4 Assessment of the preliminary reports.**

If the three preliminary readers agree that the thesis is ready for oral defence, the examination proceeds. If the three preliminary readers agree that the thesis is not ready for oral defence, the student must revise the thesis to meet the objections of the preliminary readers. If the three preliminary readers disagree whether the thesis is ready for defence, the GCTS Director may consult with them to seek consensus in recommending the next step, which may be (a) that the examination will proceed or (b) that the student will make revisions. Nevertheless, where the three preliminary readers disagree, the student has the right to require that the examination proceed. If revisions are to be made, the student must submit a written indication of the changes that have been made (normally a general description plus a list of pages, though a highlighted version might also be acceptable). The time required for the student's revisions and the re-reading of the thesis may impede a student's ability to graduate at their intended convocation. The thesis supervisor is responsible for communicating the required revisions to the student and for ensuring that the preliminary readers reach a consensus on the revisions. Once this consensus is reached and changes are made to the satisfaction of the readers, all three examiners are required to notify the GCTS in writing that the dissertation is ready to proceed to the next stage of the examination process. The student must re-submit five (5) printed copies of the revised thesis according to the provisions of section 10.6.3 (above).

### **10.8B Further examination**

If, after the assessment of the preliminary reports, it is determined that the examination will proceed, the GCTS Director arranges a date and location for the oral defence, and the GCTS Office distributes the remaining copies of the thesis to the other members of the thesis examination committee, together with copies of the authorized thesis proposal.

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

The external examiner's report will be circulated, along with the defence announcement, to the student, the members of the examination committee and the chair of the oral defence. Neither the student nor any member of the committee should communicate with the external examiner until the oral defence.

In the event that the External Examiner's report is delayed more than a day (24 hours), the student will have two options:

- 1) To reschedule the examination to a later date. In this case, the report will be forwarded to the student two weeks in advance of the new date.
- 2) To proceed with the examination as scheduled. In this case, the student must waive their right to receive the report two weeks in advance of the examination. The report will be forwarded to the student when it becomes available.

The student is not permitted to view the report in advance of choosing between these options. If the student has not indicated a decision five working days before the original defence date, the examination will be rescheduled.

### **10.9B The oral defence**

#### **10.9B.1 Abstract and curriculum vitae.**

In preparation for the oral defence, the student submits her or his abridged curriculum vitae to the GCTS Office, by email.

#### **10.9B.2 Members of the oral examination board.**

The five members of the thesis examination board are the voting members of the oral examination board. In addition, the oral examination board has one non-voting member: the chair of the board, who is appointed from a college other than that of both the student and the student's supervisor, presides over the entire process of the oral defence, i.e., the initial meeting of the examiners, the oral defence itself, and the final meeting of the examiners to decide upon the outcome of the defence. It is the responsibility of the chair to ensure that the student is treated fairly. The GCTS Director, or their representative, may also be present as a non-voting member.

### **10.9B.3 Quorum.**

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

### **10.9B.4 Visitors.**

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

#### **10.9B.4.1 Recording policy.**

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

### **10.9B.5 Form of the oral defence.**

The defense usually lasts no more than two hours, during which questions from the examiners are addressed to the student. The order is as follows.

#### **10.9.5B.1 Convening the defence.**

The chair convenes the oral examination board.

#### **10.9.5B.2 *In camera* meeting.**

The chair then invites the student and visitors to withdraw, and the board meets *in camera* to determine the order of questioning, the number of rounds of questioning, and the length of time to be allocated to each examiner for questioning. Normally the supervisor is the first questioner, and the external examiner is the second questioner.

#### **10.9.5B.3 The examination.**

The chair invites the student and visitors to return, and the examination proceeds according to the plan determined. As part of the supervisor's first round of questions, the supervisor will invite the student to summarize the research and conclusions of the thesis. The student may refer to notes, but should not read a prepared statement. Then each member proceeds to ask questions of the student.

#### **10.9.5B.4 The evaluation.**

At the conclusion of the examination, the chair invites the student and visitors to withdraw. The oral examination board then evaluates the thesis and the oral defence. The chair reminds the examiners of the voting procedures and evaluation policies and procedures, and that the examination covers both the thesis and the student's oral defence.

#### **10.9.5B.5 Report of evaluation.**

The chair then invites the student and visitors to return, and reports the outcome of the board's deliberations.



## **10.10 The evaluation**

### **10.10.1 Possible outcomes.**

The oral examination board must make one of five decisions about the thesis and oral defence.

a) Pass. The student passes with no conditions. The thesis is entirely acceptable as submitted, and the typescript is entirely free of typographical and stylistic errors, or so very nearly free that the student can be entrusted with producing the library copy without further oversight.

b) Pass with minor corrections. The student passes with minor revisions to the thesis required (e.g., stylistic or clarifying changes that will take no more than one month to complete). They are to be completed to the satisfaction of the thesis supervisor (i.e. the expertise of the Supervisor alone is sufficient to approve all corrections).

c) Pass with minor modifications. The student passes with minor modifications to the thesis required (e.g., changes in the thesis that will take no more than three months to complete). These are to be completed to the unanimous satisfaction of a sub-committee of three selected from among themselves by the members of the thesis examination committee. If they do not give their unanimous approval, the final oral examination must be reconvened within a year of the date of the original examination.

d) Adjournment. Major (substantive) modifications are required in the thesis, and the examination is adjourned for no longer than one year. The same examining board (insofar as possible) will then be reconvened and the revised thesis re-examined within one year of the first examination.

e) Failure. The thesis fails.

### **10.10.2 Rules for determining the outcome in a first defence.**

Decisions (a), (b), (c) require either a unanimous vote of those present (and constituting a quorum for the examination) or not more than one negative vote or abstention. If the committee is unable to reach decision (a) or (b) or (c) with either a unanimous vote or with not more than one negative vote or abstention, adjournment is mandatory, unless a majority of those present vote in favour of (e).

### **10.10.3 Rules for determining the outcome in a re-convened defence.**

In the case of an adjourned or re-convened doctoral examination, the only three allowable votes are pass with no conditions, pass with minor corrections, and failure. It is not permitted to adjourn and re-examine a re-examined thesis. The student passes if the decision is unanimous or if there is not more than one negative vote or abstention.

## **10.11 Preserved documentation**

### **10.11.1 Examiners' ballots.**

Each examiner must complete and submit a written ballot indicating their evaluation of the thesis and defence. The External Examiner does not need to submit their ballot by mail or electronic means as the chair attests to the vote on the voting ballot.

### **10.11.2 Chair's testamur.**

The chairperson of the oral examination board shall complete a Chair's Summary form and Doctoral Thesis Oral Examination Report form testifying to the result of the thesis defense. The forms shall be forwarded to the GCTS Director, who will then report the outcome to the student's college.

### **10.11.3 Thesis corrigenda.**

In the event of a pass with minor modifications, the chair provides the student with a summary list of the modifications to be required, which list will be interpreted by the revision committee. In the event of a pass with minor corrections, the supervisor provides the student with a written list of all the revisions required by the examiners. In the event of a pass, the examiners provide the student with their written lists of corrigenda. Even when the student receives an unconditional pass for the thesis, they must prepare a final version of the thesis with the typographical corrections suggested by the examiners of the thesis.

## **10.12 Clearance for graduation**

### **10.12.1 Application to graduate.**

Students must apply to their home college (ThD) or both their home college and St. Michael's college (PhD–USMC) to graduate at the convocation ceremony immediately following their eligibility to graduate. Candidates for graduation must then follow all college regulations regarding convocation. A student is eligible to graduate when they have met (a) all program requirements for the degree, and (b) any additional graduation requirements imposed or enforced by their college of registration or the college granting the degree.

Students approved for graduation will graduate under the name specified on ACORN (ThD students) or TST-SIS (PhD-USMC students). This name appears on all marks reports provided to students on various occasions throughout each academic year. The student may request a change or correction of name through their college registrar on a form prescribed for that purpose, which must be accompanied by supporting documentation. Such requests must be made a minimum of six weeks prior to the date of the convocation ceremony.

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

When the student has made such revisions as have been required by the thesis examination committee, they must upload the final digital version of the thesis onto TSpace, the University of Toronto's on-line digital repository, and submit a Theses Non-Exclusive License Form to the GCTS Office. Such uploads must be completed and approved by individual deadlines established by the GCTS Office. TST colleges will not confer the degree until the GCTS Office has confirmed that the digital thesis has been formatted according to the regulations specified in the *Electronic Thesis & Dissertation Manual* and "Thesis Template", the thesis successfully uploaded to TSpace, and the TSpace fee paid. Some colleges require the submission of a hardbound copy prior to graduation (students should consult with their college registrar). Instructions about digital thesis submissions and TSpace are available through the GCTS Office.

### **10.12.3 Conditions on graduation.**

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

### **10.12.4 Student Indebtedness.**

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

## **11 Papers and theses**

### **11.1 Paper and printing**

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

### **11.2 Style regulation**

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

### **11.3 Proofreading**

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

## **12 Transfer to a Master's Program**

A student who has not yet submitted the thesis may transfer from the ThD or PhD (USMC) program to the Master of Theology (Option II) program. Students transferring from the ThD or PhD (USMC) to the ThM (Option II) program must complete all of the normal master's degree requirements, or their equivalent, in order to be awarded the master's degree. Normally, course credits accumulated in the ThD or PhD (USMC) program are counted towards course requirements in the ThM program, and an extended essay written for one of the courses in the ThD or PhD (USMC) program is presented in fulfillment of the extended essay requirement of the ThM program (Option II). In other cases, a completed comprehensive examination(s) may be deemed as equivalent to the extended essay requirement if it fulfills the degree level expectations of the ThM (option II). Students who already possess a ThM degree from one of the TST colleges are not eligible for such transfer. Students who transfer from the ThD or PhD (USMC) to the ThM (II) program will not be permitted to transfer subsequently to the ThD or PhD (USMC) program unless approved by the TST Admissions Committee. The student, with the

recommendation of the student's supervisor, submits the transfer of program request to the GCTS Director for approval.

## **13 Tuition fees and other charges**

### **13.1 ThD program**

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

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

### **13.2 PhD (USMC) program**

A schedule of fees is published annually on the TST website. The TST Chief Officers Representing Member Schools (CORMS), which comprises the heads of the TST member colleges, approves tuition fee increases, normally within the *Tuition Fee Framework and Ancillary Fee Guidelines for Publically-Assisted Universities*. Member colleges approve annual ancillary and incidental fee rates through their own governance processes, normally within the same guidelines. Students pay fees directly to their home college. Details of payment methods are available from the student's college registrar.

Since PhD students (USMC) do not pay ancillary fees for Student Life (UofT) they are not eligible to receive any services offered by Student Life. Students who require accommodation for academic purposes should contact their College Registrar for further information.

## **14 Academic Appeals**

### **14.1 General considerations**

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

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

## 14.2 Guiding Principles

The implementation of all appeals shall be informed by the principles identified in the policy document of the Governing Council of the University of Toronto entitled [Policy on Academic Appeals within Divisions](#), which is available from the website of Governing Council.

These principles may be summarized as (a) diversity, equity, and accommodation; (b) consistency; (c) flexibility; (d) transparency and timeliness; (e) fairness and confidentiality; (f) the goal of academic excellence. Deadlines defined in this section may be adjusted to accommodate the particular circumstances of the appeal and to avoid inappropriate prejudice to the student, the college or colleges involved, and the TST. The student may raise matters of concern at any time during the process of appeal without fear of disadvantage. TST's standard of review is fairness and reasonableness.

### 14.2.1 Timely resolution.

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

### 14.2.2 Confidentiality.

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

## 14.3 Channels of recourse

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

2 <sup>nd</sup> or additional extensions (courses, program)	GCTS Director	GCTS Director	<b>GSC Academic Appeals Committee</b>	Governing Council
Other	GCTS Director	GCTS Petitions Committee	<b>GSC Academic Appeals Committee</b>	Governing Council

\* For students in the PhD (USMC) program, the fourth step of appeal is the Advanced Degree Appeals Committee of the Faculty of Theology, University of St. Michael's College.

### **14.3.1 Informal and Formal resolution.**

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

### **14.3.2 Disputed grade.**

#### **Instructor Reread or Reassessment**

1. With respect to written work (including coursework exams and coursework essays), the student must first request a rereading of the written work by the instructor who assigned the grade. With respect to non-written work, the student must first request a reassessment of the work by the instructor who assigned the grade. The request for a rereading or reassessment must be made in writing *within 30 days of the grade being released on ROSI*. The instructor shall reread the written work or reassess the non-written work, and discuss it with the student, explaining the reasons for the grade in writing, *within 30 days of receiving the request for rereading or reassessment*.
2. The instructor should apply, as nearly as possible, the same standard on the reread or reassessment as they applied originally. The purpose of the reread or reassessment is to provide clarification and context to the grade assigned. The instructor should change a grade only if they are convinced that it is wrong. An instructor may change a grade only by increasing it. Where an instructor decides to change a grade, the instructor shall submit the new grade to the college dean or principal for approval prior to communicating the new grade to the student.
3. If a student has made reasonable efforts to request a rereading or reassessment of their work and has been unable to make contact with the instructor or if the instructor has not provided timely and relevant comments, then the student may contact the GCTS Director either to facilitate obtaining the instructor's comments within the prescribed timeframe, to extend the deadline or, failing that, the GCTS Director may decide that the appeal proceed directly to the second reader.
4. If the student does not feel that sufficient explanation has been given for the grade, or if the student is not satisfied with the new grade given by the instructor, the student may submit an appeal to the TST Registrar's Office. The appeal must be accompanied by written grounds and must be submitted in writing *within 30 days of the date on which the instructor communicated to the student the outcome of their reread or reassessment*.

#### **Appeals relating to non-written work**

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

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

### **Second Reader Assessment for Grade Appeals Based on Written Work**

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

### **14.3.3 Disputed decision of the supervisory committee, comprehensive examinations committee, or thesis supervisory committee (except for decisions made by the Admissions Committee).**

In respect of the matters named in this regulation, the student has recourse first to the GCTS Director, and initiates the appeal by letter at Step 2. The GCTS Director, at their discretion, may refer to the matter to the GCTS Petitions Committee for review. If the student is not satisfied with the explanation given or the steps taken to remedy the situation, they have the right to appeal the matter to the GSC Academic Appeals Committee (following the procedure outlined in Sec. 14.5).

### **14.3.4 Appeal of Extensions (courses, program, examinations).**

The student may appeal the decision regarding extensions to courses, examination timelines, or program extensions. The appeal is directed according to the steps 1 and 2, with final recourse being an appeal to the GSC Academic Appeals Committee (following the procedure outlined in Sec. 14.5). At Step 2, the GCTS Director, at their discretion, may refer to the matter to the GCTS Petitions Committee for review.

### **14.3.5 Disputed evaluation of a thesis.**

The student may only appeal the evaluation of a thesis or final oral examination to the GSC Academic Appeals Committee at Step 3 (following the procedure outlined in Sec. 14.5).

#### **14.3.6 Timelines.**

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

#### **14.3.7 Right of Appeal to the UofT Academic Appeals Committee (ThD) or St. Michael's College Advanced Degree Appeals Committee (PhD-USMC).**

Students in the ThD program have the right to appeal the final result of a TST appeals process (Step 3) to the Academic Appeals Committee of Governing Council of the University of Toronto. Further information is available on the University website at <https://www.governingcouncil.utoronto.ca/>.

Students in the PhD (USMC) degree students have the right to appeal the final result of a TST appeals process (Step 3) to the Dean of the Faculty of Theology of the University of St. Michael's College, who will convene the Advanced Degree Appeals Committee at the Faculty of Theology, University of St. Michael's College to hear the matter. Further information is available from the Dean of the Faculty of Theology.

#### **14.4 GSC Academic Appeals Committee**

The GSC Academic Appeals Committee hears academic appeals from TST graduate (AD) students. It has power to issue the final decision. Students in the ThD program have the right to appeal to the Academic Appeals Committee of the Governing Council of the University of Toronto (Sec. 14.3.7). Students in the PhD (USMC) program have the right to appeal to the Advanced Degree Appeals Committee of the Faculty of Theology, University of St. Michael's College (Sec. 14.3.7.)

##### **14.4.1 Membership.**

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

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

#### **14.5 Procedures for TST appeals**

##### **14.5.1 Initiation of the Appeal.**

The student (or former student qualified under Sec. 14.1) initiates the appeal by filling in the form provided online at <https://www.tst.edu/>. The submission of an appeal should include the following: identification of the decision being appealed; name or names of the person or



persons who made the decision, if known; the resolution being sought; reasons that the original reason is thought to be incorrect and that the proposed resolution is more appropriate; a list of supporting documentation, if any; and copies of the supporting documentation in the student's possession. The appellant is advised to consult, if applicable, the student legal assistance centre on campus, or other qualified counsel when preparing the statement of appeal.

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

In the case of a matter under Sec. 14.3.2-4, the appeal must be received by the TST Registrar within three months of the appellant's receipt of notification of the decision made at Step 2. In the case of a matter under Sec. 14.3.5, the appeal must be received by the TST Registrar within three months of the date of the final oral examination.

The above time limits can be extended at the discretion of the TST Registrar at the request of the appellant. The TST Registrar may consult with the TST Director.

#### **14.5.2 Right of Withdrawal.**

The student may withdraw the appeal at any time.

#### **14.5.3 Withdrawal due to Non-Response.**

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

#### **14.5.4 Additional Documentation.**

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

#### **14.5.5 Acknowledgment of receipt.**

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

#### **14.5.6 Response of interested parties.**

Within 10 business days of the receipt of the confirmed appeal by the TST Registrar's Office (or, in the period between June 1 and August 31, within forty-five days), the TST Registrar sends the appellant's statement to those named in the appeal or otherwise directly concerned in the appeal and/or the person having responsibility for the previous decision, and invites a response in writing.

The Respondent(s) have thirty days in which to file their response. This period of time can be extended at the discretion of the TST Registrar at the request of the responding parties. Copies of all such responses are copied to the appellant.

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

Once the hearing date has been scheduled (see Sec. 14.6.2 below), any other submissions are due at least 10 days prior to the date of the scheduled hearing.

#### **14.5.7 Offering alternative resolution.**

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

### **14.6 Hearing**

#### **14.6.1 Purpose.**

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

#### **14.6.2 Arrangement of the hearing.**

If the matter has not otherwise been resolved without a hearing in accordance with Sec. 14.3, and once the TST Registrar has received responses from all interested parties under Sec. 14.5.6 (or when the deadline for responses has passed) and a reply from the Appellant (if one is forthcoming), the TST Registrar arranges a hearing of the matter before the GSC Academic Appeals Committee at a reasonable time, giving the student notice at least seven days in advance of the date, time, and place of the hearing. Normally the appeal should be heard within sixty days of the receipt of all of the appeal materials.

#### **14.6.3 Procedures for the Hearing.**

- The Chair decides all procedural matters.
- All hearings are open. Due to space constraints, the Registrar may request that interested members of the public confirm their attendance prior to the hearing.
- The Chair will explain the procedures at the hearing and the expected timeframe (appeals are usually allocated three hours).
- The student appellant presents their case and calls witnesses, if any, to provide information on their behalf.
- The Chair asks if the panel members or the respondent parties wish to ask any clarifying questions of the appellant.
- The respondent parties have the opportunity to present their case and call any witnesses.
- The panel members and the appellant are asked by the Chair if they have any clarifying questions they wish to ask the respondent parties.
- The parties present closing statements.
- The parties leave the hearing and the panel deliberates.
- The panel releases a decision with reasons within thirty days following the hearing.

#### **14.6.4 Disposition.**

The GSC Academic Appeals Committee may:

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

#### **14.6.5 Decision.**

The decision of the GSC Academic Appeals Committee is final and the GSC Academic Appeals Committee has power to issue the decision. The Chair of the GSC Academic Appeals Committee will communicate the decision in writing within thirty days to the appellant and the respondent. The letter accompanying the decision from the Registrar will remind the appellant of the right of further appeal. Students in the ThD program have the right to appeal to the Academic Appeals Committee of the Governing Council of the University of Toronto (Sec. 14.3.7). Students in the PhD (USMC) program have the right to appeal to the Advanced Degree Appeals Committee of the Faculty of Theology, University of St. Michael's College (Sec. 14.3.7.).

#### **14.6.6 Further reporting.**

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

## **15 Discipline and complaints**

### **15.1 Academic discipline**

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

### **15.2 Harassment**

All members of the TST community should have the ability to study, work, and live in a campus environment free from sexual violence, including sexual assault and sexual harassment. To guard against sexual violence and harassment, the Governing Council of the University of Toronto has approved the Policy on Sexual Violence and Sexual Harassment. Students must contact their college of registration or TST concerning the application of this policy to TST students, faculty and staff. The full text of the Policy on Sexual Violence and Sexual Harassment is available at <https://governingcouncil.utoronto.ca/secretariat/policies>.

### **15.3 Code of Student Conduct**

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

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

Non-academic offences are defined in the University's *Code of Student Conduct*. The code addresses offences, procedures, interim conditions and measures, and sanctions. The full text of the *Code of Student Conduct* is available on the University of Toronto website at <https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-february-14-2002>.

### **15.4 Grievances**

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

## **16 Teaching experience and mentoring**

### **16.1 Expectations concerning opportunities to teach**

Every doctoral student should have opportunities for the development of competence in teaching. As a minimum, each student who has completed the first year of ThD or PhD (USMC) studies should normally teach one class period a year.

### **16.2 Collaborative teaching**

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

### **16.3 Responsibility**

The student's supervisory committee shall make suitable teaching arrangements under paragraphs 16.1 and 16.2.

### **16.4 Instructorship**

A student who has submitted an approved thesis proposal may be invited to teach a course with the usual TST approval.

### **16.5 Lecture in area of specialization**

An advanced student should have the opportunity to deliver a lecture in their area of specialization, either within a regular TST course or as a special lecture.

# APPENDIX 1 - Fields of Study, Areas of Concentration and Subjects

## 1. Biblical Sources

### *Area of Concentration: Old Testament*

#### *Subjects*

##### **Bodies of literature**

Pentateuch

Pentateuchal sources

Deuteronomy and Deuteronomic history

Hebrew poetry

Prophecy (pre-exilic, exilic, post-exilic)

Wisdom literature

Chronicles, Ezra, Nehemiah

The Writings

Late Second-Temple Jewish literature (apocrypha, pseudepigrapha, Qumran, etc.)

##### **History, culture, social context**

Languages

Archaeology

OT history/historiography

Israelite origins

Social world of ancient Israel

Israelite religion

Second-Temple Judaism

##### **Methods and approaches**

History of scholarship

Text criticism

Linguistics

Narrative criticism

Reader-response criticism

Rhetorical criticism

Social-scientific methods

Ideological criticisms (including feminist, liberationist)

Structuralist and post-structural interpretation

Semiotics

Hermeneutics

##### **Selected themes and topics**

## ***Area of Concentration: New Testament***

### ***Subjects***

#### **Bodies of literature**

Late Second-Temple Jewish literature (apocrypha, pseudepigrapha, Qumran, etc.)

Synoptic Gospels

Johnannine literature

Luke-Acts

Paul

Disputed Paulines

Other NT literature

New Testament Apocrypha

Apostolic Fathers, early patristic literature

Early Rabbinic literature

#### **History, culture, social context**

Languages

Archaeology

Second-Temple Judaism

Greco-Roman religion and culture

History of early Christianity

Social structures of early Christianity

Gnosticism

#### **Methods and approaches**

History of scholarship

Text criticism

Linguistics

Synoptic methodology

Narrative criticism

Reader-response criticism

Rhetorical criticism

Epistolary analysis

Social-scientific methods

Ideological criticisms (including feminist, liberationist)

Structuralist and post-structural interpretation

Semiotics

Hermeneutics

#### **Selected themes and topics**

## 2. History of Christianity

Subjects					
PERIODS		Early (to 600)	Medieval (600-1500)	Reformation & Early Modern (1500-1750)	Modern (1750-present)
<b>THOUGHT</b>	Doctrinal developments and controversies	Trinitarian to Constantinople I; Christological to Constantinople III; grace and freedom of choice to Orange II; scriptural canon; creeds; councils; evolution of Christian norms	Early Christian traditions; continuity and discontinuity (eastern and western); law, theology, and philosophy in the West	Faith and reason; interpretation of the Bible; confessions and creeds; ecclesiologies	Social gospel; social Catholicism; feminist and liberation theologies
	Major writers (select 2)				
<b>INSTITUTIONAL /SOCIAL</b>	Worship, pastoral care, spirituality (select one)				
	Organizational patterns, processes	The rise of monasticism (eremitic, coenobitic, lavriotic); the rise of Roman supremacy; Constantinian settlement	The rise of universities; synods; conciliarism; the papacy	Lay influence; Tridentine reforms; Protestant models of church governance	Denominationalism; papacy, councils; laity and clerical power; religious orders
	Church and society; inculturation	Sexuality; wealth; war	Formation of Latin Christendom; Byzantium; Church and state	Territorial churches; toleration; nationalism	Gender, race, class, culture, voluntary associations
	Renewal & reform	Church order and pastoral care	Reforms of monasticism; rise of religious orders; Gregory VII	Protestant Reformation; Catholic Reform	World Council of Churches; Vatican I and II; church coalitions
<b>AD EXTRA</b>	Missions: growth & decline	Spread of Christianity	Missions and crusades	Christian expansion beyond Europe	Expansion of Christianity; globalization
	Other religions & cultures	Christians and Jews; Christian attitudes towards pagan culture	Judaism, Islam, Buddhism	Christianity and American, African, and Asian cultures	Judaism; Islam; Buddhism; Hinduism; African; North American Aboriginal
	Emerging Trends	Christendom and barbarian inculturation	Waning of medieval and emergence of new ideals in learning and organizational structures	Rise of modern science	Political, social, economicisms ; science technology, communications

### 3. Pastoral Praxis

Areas of Concentration	Subjects
1. HOMILETICS	History of Preaching Rhetoric & Poetics Contemporary homiletical theory Bible & Preaching Theology & Preaching Preaching in context Theologies and Word Sermon Analysis Preaching Practice
2. RELIGION & EDUCATION	Philosophy & Theology of R&E History of RE in Traditions Developmental Psychology and Religious Development Education and Church Life Education and Curriculum Theory Religious Education Theory and Practice
3. PASTORAL THEOLOGY	Pastoral Counseling Pastoral Care Field Education & contextual practice Contextual Theology Theology of Ministry Church Leadership Group Dynamics Marriage and Family Care Church Polity/Canon Law Issues in Social Justice
4. SPIRITUALITY	History of Christian Spirituality Traditions of Christian Spirituality Major Figures & Moments World Religious Traditions Comparative Spiritualities Psychology & Spirituality Mysticism Spiritual Direction & Pastoral Praxis Spirituality & Culture Eco Spirituality Spirituality & Scripture Spirituality & Ethics Spirituality and Issues in Theology



5.LITURGY	History of Liturgy Traditions of Liturgy Ecumenism Prayer & Sacraments Theology of Worship Musicology Ritual Studies Liturgical Practice
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#### 4. Theology

**Area of concentration: Systematic Theology**

**Subjects**

**Doctrines:** [both in historical development and contemporary exposition]

Trinity  
Christology  
Theological Anthropology  
Ecclesiology  
Pneumatology  
Word of God  
Sacraments  
Grace  
Creation  
Eschatology

**Major Authors**

[linked to what faculty can support]

Lonergan  
Rahner  
Barth  
Balthasar

**Sources and Methods**

Hermeneutics  
Ecumenism  
Inter-religious dialogue  
Contextual theology  
Political theology  
Ideological criticism: including: neo-colonialism; feminist theology;  
liberationist theology;  
Critical theory including rhetorical criticism.

***Area of concentration: Philosophical Theology/Philosophy of Religion***

***Subjects***

**Philosophical Methods**

Philosophy of Theology

Analytic

Phenomenology

Pragmatism

Critical Theory

Deconstruction

**Major Themes**

Natural Theology

Relationship between Faith and Reason

A/theology

Ontotheology

Metaphysics

Science and Religion

Process

**History of the Field**

Ancient

Late Ancient

Medieval

Early Modern

Modern

Contemporary

**Major Figures**

Which may include but is not limited to: Plato, Aristotle, Philo, Origen, Plotinus, Augustine, Abelard, Aquinas, Ockham, Descartes, Spinoza, Leibniz, Locke, Hume, Kant, Hegel, Kierkegaard, Whitehead, Heidegger, Dewey, Wittgenstein, Benjamin, Habermas, Ricoeur, Levinas, Derrida, etc.

***Area of concentration: Ethics***

***Subjects***

**Bible and ethics**

**Ethical traditions: theological/philosophical**

Virtue ethics

Natural law traditions

Social gospel

Feminist ethics

Liberationist ethics

“New” voices: Asian/Pacific, African, Latin American “liberationist”, indigenous, Asian-Canadian, Asian-American, LGBTQ,

Ecological ethics

Political theology

Critical theory

**Church social teachings**

WCC, WARC, etc

Vatican, national conferences of bishops, etc

**Special issues**

**Social justice movements/ethical agency**

**Comparative or transcultural dialogues**

**Interdisciplinary resources/methods**

***Area of concentration: Interdisciplinary studies***

***Subjects***

**Major Discipline**

The four fields: Biblical sources, History of Christianity, Pastoral praxis, Theology (Systematic, Philosophical Theology/Philosophy of Religion, Ethics)

**Supplementary Discipline(s)**

Those in the humanities, social sciences, and sciences: Political Science, Anthropology, Sociology, English, Philosophy, History, Psychology, Bioethics, Architecture, Music, Education, Diaspora Studies, Ethnic Studies

**Integration**

Courses on interdisciplinarity, methodology, philosophy of sciences, etc. (some others offered through departments at UofT)

**Major figures/Major Developments**

People such as Polanyi, Lonergan, Dennett, Kierkegaard, Barth, Habermas, Wittgenstein, Iqbal, Tagore, Ramakrishna

Developments such as Cognitive science of religion, Critical Theory, Logical Positivism, Post colonialism, idea of person/self,

## APPENDIX 2 - Statement of Intended Outcomes for the ThD and PhD (USMC) programs

### NOTES:

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

### Basic Statement

Graduates of the doctoral program will have attained a sufficient level of **knowledge in their area of concentration** and a sufficient level of **ability with the requisite scholarly tools and skills** that they will have been able to undertake and complete a project of **specialized original research**; they will also be prepared for a **vocation of theological scholarship** in its dimensions of research, teaching and service.

### Elaboration

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

Graduates of the doctoral program will have attained	so that they will be able	PROGRESS AT COURSE AND COMP STAGES OF PROGRAM	MEANS OF DEMONSTRATION
1.1 basic familiarity with their area of concentration, as outlined in the description of the program area fields, and as understood in scholarly discussion at the forefront of study in the area;	to provide basic answers to most questions from first-year students arising from a typical introductory course (e.g., in the context of a tutorial);	<p><b>1.1 (course) End of course stage:</b> basic familiarity with a significant proportion of the subjects within their area of concentration</p> <p><b>1.1 (comp) End of comp stage:</b> basic familiarity with a major proportion of the subjects within their area of concentration</p>	<ul style="list-style-type: none"> <li>• PREREQUISITE STUDIES: <i>student transcripts</i></li> <li>• COURSES: <i>course performance as a whole, for the area covered by the courses</i></li> <li>• COMP PREPARATION <i>exams and oral, for areas covered; in Biblical department, requirement that students be familiar with the content of a selected introductory text.</i></li> <li>• TA WORK <i>professor’s evaluation; student course evaluations.</i></li> <li>• GRADUATE SURVEYS <i>pertinent question on survey; submitted CV</i></li> </ul>

<p><b>1.2</b> competence in a significant proportion of the subjects within their area of concentration;</p>	<p>to give a lecture on each subject at the introductory level;</p>	<p><b>1.2 (course) End of course stage:</b> competence in a moderate proportion of the subjects within their area of concentration,  <b>1.2 (comp) End of comp stage:</b> competence in a significant proportion of the subjects within their area of concentration,</p>	<ul style="list-style-type: none"> <li>• COURSES <i>successful completion of courses (class presentations; papers)</i></li> <li>• COMPS <i>written and oral demonstration in comprehensive exams</i></li> <li>• THESIS PREPARATION <i>thesis proposal; written thesis; oral defence; internal and external readers' evaluations and their assessment of the thesis' implications to the field</i></li> <li>• TA WORK <i>professor's evaluation of TA's teaching and lectures</i></li> <li>• GRADUATE SURVEYS <i>pertinent question on survey; submitted CV</i></li> </ul>
<p><b>1.3</b> proficiency in at least three subjects;</p>	<p>to offer an elective course in each subject at the BA or MDiv level;</p>		<ul style="list-style-type: none"> <li>• COMPS <i>written and oral demonstration</i></li> <li>• THESIS PREPARATION <i>thesis proposal; written thesis; oral defence; internal and external readers' evaluations and their assessment of the thesis' implications to the subject areas pertaining to the thesis</i></li> </ul>
<p><b>1.4</b> expertise in at least one subject.</p>	<p>to undertake and complete a project of original scholarly research.</p>		<ul style="list-style-type: none"> <li>• THESIS <i>assessment of thesis proposal; readers' reports on thesis; oral defence</i></li> </ul>

## 2. Ability with scholarly tools and skills

<p><b>Graduates of the doctoral program will have attained</b></p>	<p><b>so that they will be able</b></p>	<p><b>MEANS OF DEMONSTRATION</b></p>
<p><b>2.1</b> competence in at least three ancient and modern languages (in addition to English) pertinent to theological scholarship</p>	<p>to read theological texts of moderate difficulty in that language with the aid a lexicon, accurately and at a moderate rate of speed;</p>	<ul style="list-style-type: none"> <li>• ENTRANCE LANGUAGE REQUIREMENTS <i>student transcripts; TST exams; TOEFL scores (for English)</i></li> <li>• IN-PROGRAM LANGUAGE REQUIREMENTS <i>TST language courses and exams; transcripts for other acceptable courses; other acceptable evidence of student's ability</i></li> </ul>

<p><b>2.2</b> a higher level of ability (proficiency or expertise) in one or more languages (if necessary)</p>	<p>to carry out research in the subject of specialization;</p>	<ul style="list-style-type: none"> <li>• COURSES AND EXAMS (BIBLICAL STUDIES PROGRAM AREA)</li> <li>• AD HOC ARRANGEMENTS (OTHER)</li> </ul>
<p><b>2.3</b> proficiency in the use of a library and the construction of a bibliography</p>	<p>to produce bibliographies appropriate to each of the four levels of knowledge described above;</p>	<ul style="list-style-type: none"> <li>• PREREQUISITE STUDIES <i>thesis in qualifying degree or submitted research paper</i></li> <li>• ORIENTATION <i>attendance at library orientation meetings</i></li> <li>• COURSE WORK <i>class presentations; research papers</i></li> <li>• COMP PREPARATION <i>discussions with comps committees; bibliographic aspect of comps</i></li> <li>• THESIS <i>bibliography as part of the proposal; bibliography in the thesis itself</i></li> </ul>
<p><b>2.4</b> competence or proficiency in the use of pertinent electronic and web-based resources</p>	<p>to make appropriate use of such resources (1) at a level of proficiency in their own area of research, and (2) at a level of competence in classroom and instructional settings;</p>	<ul style="list-style-type: none"> <li>• COURSE WORK <i>Quercus component of courses; library resources and training sessions</i></li> <li>• TA WORK <i>Quercus component of courses; professor's evaluation; student course evaluations.</i></li> </ul>
<p><b>2.5</b> proficiency in the following skills:</p> <ul style="list-style-type: none"> <li>• clear and effective communication in both oral and written forms;</li> <li>• the construction of a logical argument;</li> <li>• the making of informed judgments on complex issues;</li> <li>• the use of standard conventions of style for scholarly writing.</li> </ul>	<p>to produce standard forms of scholarly engagement, both written (e.g., publishable research paper, publishable book review) and oral (presentation of a paper, response to an oral presentation, lecture), of a quality consistent with standards for an entry-level academic appointment.</p>	<ul style="list-style-type: none"> <li>• COURSE WORK <i>class presentations; research papers; evaluations by professors and peers</i></li> <li>• OTHER TST PRESENTATIONS (SEMINARS, TGSA WORKS AND WINE) <i>student CV or other evidence of participation; informal evaluation by students and professors</i></li> <li>• TGSA PROFESSIONAL DEVELOPMENT SEMINARS <i>student CV or other evidence of participation</i></li> <li>• FACULTY MODELING AND MENTORING <i>in addition to formal input in courses, encouragement of students to polish their work for presentation in other settings</i></li> <li>• PARTICIPATION IN SCHOLARLY SOCIETIES <i>evidence of such participation by the production of a paper or the facilitation of a session</i></li> <li>• PUBLICATION (REVIEWS, ARTICLES, ETC.) <i>evidence of publication in recognized and peer-reviewed publications</i></li> </ul>

### 3. Ability to carry out specialized original research

Graduates of the doctoral program	so that they will have	MEANS OF DEMONSTRATION
<p><b>3.1</b> will have</p> <ul style="list-style-type: none"> <li>• attained expertise in one subject, together with competence or proficiency in a cognate area or method, where appropriate;</li> <li>• gained a thorough understanding of the nature and process of research (identification of a research question or problem; construction of an appropriate method of investigation; collection of primary evidence and secondary sources; formulation of a thesis or claim; constructing a reasoned argument on the basis of evidence in support of the claim);</li> <li>• developed a critical awareness of and proficiency in the methodologies appropriate to their field;</li> <li>• learned how to apply the requisite scholarly tools and skills (see the previous section)</li> </ul>	<p>conceived, designed, carried out, completed, and successfully defended a major research project (thesis) that makes an original contribution to the area of concentration and that, in whole or in part, is of a quality to satisfy peer review and to merit publication.</p>	<ul style="list-style-type: none"> <li>• THESIS PREPARATION, PRESENTATION AND DEFENCE <i>comp work as it pertains to the subject of specialization; thesis proposal; thesis, with its various stages of assessment (supervisor, first two readers, additional two readers, oral defence)</i></li> </ul>

### 4. Preparation for a vocation of theological scholarship

Graduates of the doctoral program will be equipped and prepared to exercise a vocation of theological scholarship, whether this be in a formal academic setting, in ecclesiastical leadership or in some other setting. Such a vocation should be characterized by independent initiative, personal responsibility, collegial cooperation, ethical behaviour consistent with academic integrity, and an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. Such a vocation involves three broad areas of activity—research, teaching and service.

#### 4.1 Research

<p><b>4.1.1</b> Graduates of the doctoral program will have acquired sufficient skill, ability and experience</p>	<p>that they will be able to engage in further ongoing, self-directed research activity, to take their place in various appropriate communities of researchers (e.g., academic societies, college faculties), and to contribute to the</p>	<ul style="list-style-type: none"> <li>• THESIS PREPARATION, PRESENTATION AND DEFENCE <i>evidence of participation in the wider scholarly community in the student's CV submitted for the thesis defence</i></li> <li>• FACULTY MODELING AND MENTORING <i>comps and thesis supervision; collaborative projects between</i></li> </ul>
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	development of the scholarly enterprise in appropriate ways (skills, techniques, tools, practice, ideas, theories, approaches, materials, etc.).	<i>faculty and students (e.g. writing an article together)</i> <ul style="list-style-type: none"> <li>• GRADUATE SURVEYS <i>pertinent question on survey; submitted CV</i></li> </ul>
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**4.2 Teaching**

<p><b>4.2.1</b> Graduates of the doctoral program will have acquired sufficient knowledge and experience</p>	<p>that they will have an entry-level ability</p> <ul style="list-style-type: none"> <li>• 4.2.1.1 to construct introductory courses at the BA or MDiv level in their area of concentration;</li> <li>• 4.2.1.2 to construct upper-level courses at the BA or MDiv level in at least three sub-areas;</li> <li>• 4.2.1.3 to grade student papers and to guide student learning;</li> <li>• 4.2.1.4 to present their teaching experience and their approach to teaching in an appropriate form (e.g., a teaching dossier); and</li> <li>• 4.2.1.5 to adapt their teaching skills to situations other than a formal classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• TA OPPORTUNITIES <i>course lectures, course evaluation forms</i></li> <li>• TEACHING WITHIN TST AND ELSEWHERE <i>student course evaluations; teaching dossier</i></li> <li>• TGSA PROFESSIONAL DEVELOPMENT SEMINARS <i>student CV or other evidence of participation</i></li> <li>• GRADUATE SURVEYS <i>pertinent question on survey; submitted CV</i></li> </ul>
<p><b>4.2.2</b> While teaching at a post-secondary institution is not the only vocation for which they will be prepared, a majority of the graduates of the doctoral program will have acquired sufficient knowledge and experience</p>	<p>that they will have the potential</p> <ul style="list-style-type: none"> <li>• 4.2.2.1 to teach the courses described above successfully; and</li> <li>• 4.2.2.2 to embark on an academic career.</li> </ul>	



**4.3 Service**

<p><b>4.3.1</b> Graduates of the doctoral program will have developed sufficient understanding of their vocational responsibility</p>	<p>that they will</p> <ul style="list-style-type: none"> <li>• 4.3.1.1 recognize the importance of working with scholarly peers and associates in a collegial manner;</li> </ul>	<ul style="list-style-type: none"> <li>• COURSE PARTICIPATION; STUDENT SOCIETIES; COLLEGE PARTICIPATION <i>addressing manifestations of a lack of collegiality as they present themselves</i></li> </ul>
	<ul style="list-style-type: none"> <li>• 4.3.1.2 recognize the ecumenical character of theological scholarship and its place within the broader world of scholarly discourse;</li> <li>• 4.3.1.3 recognize the importance of making their theological expertise available in appropriate ways to wider circles in the church and society.</li> </ul>	<ul style="list-style-type: none"> <li>• COURSE PARTICIPATION; INVOLVEMENT WITH FACULTY AND STUDENTS FROM OTHER COLLEGES; <i>ACORN/TST-SIS record contains evidence of such involvement</i></li> <li>• FACULTY MODELING AND MENTORING <i>faculty assessment, expressed in such forms as letters of reference</i></li> <li>• GRADUATE SURVEYS <i>pertinent question on survey; submitted CV</i></li> </ul>



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