GRADUATE CENTRE FOR THEOLOGICAL STUDIES

GRADUATE CONJOINT DEGREE HANDBOOK

Toronto School of Theology
Affiliated with the University of Toronto

2023-24

TST and the University of Toronto deliver academic programs through an in-person learning environment. All students should therefore plan to attend on-campus activities in-person in order to successfully complete their program/degree unless: (i) students have been approved by the GCTS to participate in off-campus activities (such as study through a Letter of Permission), or (ii) the handbook entry for a program/degree explicitly states that no in-person activities are required.

While TST and Member Colleges strive to maintain an in-person learning environment, TST and Member Colleges reserve the right to alter the manner in which they deliver their courses and co-curricular opportunities in response to health and safety emergencies and public health guidance.

The Toronto School of Theology

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

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

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

About this Handbook

Effective Academic Period

The *2023-24 Graduate Centre for Theological Studies (GCTS) Graduate Conjoint Degree Handbook* is effective for the following academic period:

- *Conjoint PhD and MA Program*: September 1, 2023, to August 31, 2024. References in the handbook to "current academic year" refer to this period.
- *Conjoint DMin Program*: May 1, 2023, to April 30, 2024. References in the handbook to "current academic year" refer to this period.

Handbook Format

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

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Important Notices

Changes in Programs of Study and/or Courses

The programs of study that the *Graduate Conjoint Degree Handbook* lists are available for the academic year 2023-24. They may not necessarily be available in later years. If the GCTS or TST colleges must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. However, the TST, its member colleges and the University of Toronto will not be liable for any loss, damages, or other expenses that such changes might cause. For each program of study offered by the member colleges through GCTS, the courses necessary to complete the minimum requirements of the program will be made available annually. However, the GCTS reserves the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies, requirements for promotion, and timetables without prior notice.

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

Regulations and Policies

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

GCTS policies must be congruent with the accrediting standards of ATS, as well as government statutes and regulations. These policies must also be congruent with the MOA among the TST participating colleges and the UofT (including those of the School of Graduate Studies). Academic policies are administered collaboratively by the Associate Director, Graduate Programs of the TST, the GCTS Petitions Committee, and the Director for Graduate Degree Studies in the student's college of registration (college Graduate Director).

All University policies, to which the TST has agreed by virtue of the MOA, can be found on the [UofT Secretariat website]() (section on Policies).

For more information about students' rights and responsibilities, visit the Students page of the *Office of the Vice-Provost, Students* website. TST graduate students in conjoint degrees may access services covered under the MOA.

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

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

Student ID number and UTORid
Each conjoint degree student at TST is assigned a unique identification number by the University of Toronto (UofT). The number is confidential. The UofT strictly controls access to Student ID numbers. The UofT assumes and expects that students will protect the confidentiality of their Student IDs. The University also issues each student a UTORid. The UTORid is a permanent UofT credential that is issued to conjoint degree students in order to access campus-wide services and resources.

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

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

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

Since TST graduate students do not pay ancillary fees for Student Life (UofT), they are not eligible to receive any services offered by Student Life. Students, however, do have access to Accessibility Services, the

[Graduate Centre for Academic Communication](#) and other student services described in the *[Memorandum of Agreement](#)* with the University of Toronto.

Directors and Academic Staff at Toronto School of Theology

Darren Dias, PhD
Executive Director

Michael Attridge, PhD
Associate Director, Graduate Programs

John Sampson, PhD
Co-ordinator, Graduate Programs

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

Jennifer Bardeggia, BA
Student Support and Success Coordinator, Graduate Centre for Theological Studies

Lisa Ciolfi, BFA
Student Services Assistant, Admissions and Awards, Graduate Centre for Theological Studies

Faculty Profiles

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

Key Academic Dates

Summer 2023	
Mar. 01	2023-24 Course Offerings available on the TST website
Apr. 03	Course registration for Summer 2023 courses opens on ACORN
Apr. 03	Absolute deadline for TSpace submissions to be approved for Spring Convocation
Apr. 06	TST Winter Classes End
Apr. 13	Last day to submit signed approval requests for Summer 2022 academic activities such as requests for Leave of Absence, Reading and Research courses, course work extensions, program extensions, etc.
Apr. 20	Deadline for all Fall-Winter (Y) and Winter (S) session course grades to be entered on ROSI by the colleges.
Apr. 21	Last day to submit doctoral theses to TST for examination (Fall Convocation)
Apr. 21	Summer Registration Deadline (Minimum payment must be received and posted to ROSI/ACORN to complete registration.)
Apr. 25	Winter 2022 grades seen by students on ACORN
May 01	Start of Summer Semester
May 29 -Jun. 09	TSM5020HF Contextual Theology and Theological Reflection offered for first and second year DMin cohorts (not offered next year)
N/A	TSM5021HF Theology of Ministry (offered next year)
May 29 -Jun. 09	TSM5022HF Qualitative Research and Design offered for third year DMin cohort
May 30	Last day to submit ThM and MA (non-conjoint) theses to TST for examination (Fall Convocation)
Jun. 01	Deadline for annual doctoral student progress reports to be submitted to the GCTS

Jun. 24 *TBC*	Deadline to Register for TST Summer French and German Language Courses (non-credit)
Jul. 07	Automatic Cancellation of Registration for students who have not made the Minimum Required Payment or who have made OSAP deferral arrangements (FINCA)
Jun. 29 – Jul. 31	TST Academic Offices – Summer Closure. In person appointments can be made for the period July 17-31, 2023
Jul. 17	Course Registration for 2023-24 Fall/Winter opens on ACORN
Jul. 04-Aug. 31	TST Summer French and German Language Courses (Non-Credit)
Aug. 09	Last day of Summer semester.
Aug. 09	Fall Registration Deadline (Minimum payment must be received and posted to ROSI/ACORN to complete registration)
Aug. 15	Deadline to submit Master's Research Paper or Research Portfolio (Conjoint MA)
Aug. 15	Deadline for incoming DMin students to submit transfer credit requests
Aug. 25	Deadline for all Summer session course grades to be entered on ROSI by the colleges. Colleges may have earlier deadlines. Summer grades are seen on ACORN upon approval by the college.
Aug. 26 *TBC*	Deadline to register and pay for September GCTS Language Examinations
Aug. 31	Last day to submit ThM (II) essays for examination (Fall Convocation)
Aug. 31	Last day to submit signed approval requests to GCTS for Fall 2023 courses and activities such as requests for Leave of Absence, Reading and Research courses, course work extensions, program extensions, etc.
Fall 2023	
Sep. 1-15	Moratorium on General Examinations (Conjoint PhD)
Sep. 01	Last day to submit theses for examination to avoid tuition fees for Fall 2023 (ThD, non-conjoint PhD, DMin, ThM, and non-conjoint MA ONLY for students with continual registration)
Sep. 01	Last day to submit graduation application to USMC for Fall graduation for MA (non-conjoint) and PhD (non-conjoint) students
Sep. 05	GCTS Language Examinations
Sep. 08	GCTS New Student Orientation
Sep. 11	TST classes begin
Sep. 15	Last day to defend theses (Fall Convocation)
Sep. 15	Last day to add YF, HF, HY, and YY courses
Sep. 18	Absolute deadline for TSpace submissions to be approved for Fall Convocation (Note: students are given individual deadlines based on their defence date)
Oct. 02 *TBC*	SSHRC Doctoral Fellowship applications due.
Oct. 06	Automatic Cancellation of Registration for students who have not made the Minimum Required Payment - MRP and are not recipients of the Ontario Student Assistance Program – OSAP (FINCA)
Oct. 23-27	TST Fall Session Reading Week
Nov. 10	Last day to drop YF and HF courses without academic penalty
Nov. 10	Last day to submit request for transfer credit/advanced standing for students entering programs in Fall 2023
Nov. 24	Last day to submit theses to TST for examination to avoid tuition fees for Winter 2023 (DMin, ThM, and non-conjoint MA ONLY)
Nov. 30	Last day to submit doctoral theses for examination (Spring Convocation)
Dec. 01 *TBC*	CGS-M Scholarship applications due (8:00 pm EST)
Dec. 01	Application deadline for GCTS Programs for 2024-25 admissions
Dec. 04	Winter Registration Deadline (Minimum payment must be received and posted to ROSI/ACORN to complete registration)
Dec. 13	Last day to submit signed approval requests to GCTS for Winter 2023 courses and activities such as requests for Leave of Absence, Reading and Research courses, course work extensions, program extensions, etc.

Winter 2023	
Jan. 04	Deadline for all Fall session course grades to be entered on ROSI by the colleges.
Jan. 05	Fall 2022 grades seen by students on ACORN
Jan. 08	TST classes begin
Jan. 19 *TBC*	Deadline to register and pay for January GCTS Language Examinations (12:00 noon)
Jan. 12	Last day to add HS and YS courses
Jan. 22	Last day to submit ThM (I) and MA (non-conjoint) theses to TST for examination (Spring Convocation)
Jan. 26	GCTS Language Examinations
Feb. 23	MA students in their 2nd year to submit the MRP to the MRP Assessor for students wishing to convocate in Spring 2024
Feb. 19-23	TST Winter Session Reading Week
Feb. 23	Last day to submit ThM (II) essays to TST for examination (Spring Convocation)
Mar. 01 *TBC*	OGS applications due (domestic and international).
Mar. 01	2023-24 Course Offerings go live on the TST website
Mar. 08	Last day to drop HS, YY, HY, and YS courses without academic penalty
Mar. 27	Last day to defend theses (Spring Convocations)
Apr. 01	Course registration for Summer courses begins
Apr. 01	Absolute deadline for TSpace submissions to be approved for Spring Convocation (Note: students are given individual deadlines based on defence date)
Apr. 05	Absolute deadline for first coursework extensions granted for Fall session (Y, H) courses
Apr. 12	Last day to submit signed approval requests to GCTS for Summer 2024 courses and activities such as requests for Leave of Absence, Reading and Research courses, course work extensions, program extensions, etc.
Apr. 22	Deadline for all Fall-Winter (Y) and Winter (S) session course grades to be entered on ROSI by the colleges.
Apr. 22	Last day to submit doctoral theses to TST for examination (Fall Convocation)
Apr. 22	Summer Registration Deadline for DMin Students (Minimum payment must be received and posted to ROSI/ACORN to complete registration.)
Apr. 22	Last day to submit DMin or ThM (I) theses for examination to avoid tuition fees for Summer 2024
Apr. 25	Winter 2023 grades seen by students on ACORN
Apr. 22-Apr. 26 *TBC*	Orientation Week for incoming DMin students
Summer 2024	
May 06	Start of Summer Semester
TBA	TSM5021HF Theology of Ministry (for 1st & 2nd Year DMin cohorts)
N/A	TSM5020HF (not offered this year)
TBA	TSM5022HF Qualitative Research and Design offered for 3rd year DMin cohort
May. 24	Last day to submit ThM (I) and MA (non-conjoint) theses to TST for examination (Fall Convocation)
Jun. 03	Deadline for annual doctoral student progress reports to be submitted to the GCTS
Aug. 07	End of Summer Semester
Aug. 12 *TBC*	Fall Registration Deadline (Minimum payment must be received and posted to ROSI/ACORN to complete registration)
Aug. 15	Deadline to submit Master's Research Paper or Research Portfolio (Conjoint MA)
Aug. 30	Deadline for all Summer session course grades to be entered on ROSI by the colleges. Colleges may have earlier deadlines. Summer grades are seen on ACORN upon approval by the college.
Sep. 1-16	Moratorium on General Examinations (Conjoint PhD)

Colleges may have earlier dates and deadlines which may take precedence over the ones stated above. Unless otherwise stated on an application form or the [Key Academic Dates](#), deadline times are 4:30 pm

Eastern Time. For more information on individual entries, and updates throughout the year, please consult the [Key Academic Dates](#) webpage. If a deadline falls on a weekend, the due date is the following business day at 4:30 pm (ET).

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Acronyms

AD	Advanced degree
ATS	Association of Theological Schools
CGPA	Cumulative grade point average
CLG	Collaborative learning group
DMin	Doctor of Ministry Program
FCE	Full-course equivalent
FGM	Full graduate members
FINCA	Financial cancellation of course registration
FOE	Final oral examination
GCTS	TST's Graduate Centre for Theological Studies
GPA	Grade point average
GSC	Graduate Studies Council
ILP	Individual learning plan
MA	Master of Arts program
MBG	Ministry base group
MOA	Memorandum of Agreement
MRP	Master's research paper
OGS	Ontario Graduate Scholarships
OSAP	Ontario Student Assistance Program
OVGS	Ontario Visiting Graduate Students
PhD	Doctor of Philosophy program
REB	Research Ethics Board
SC	Supervisory committee*
SDF	Standing deferred (a non-grade course report)
SGPA	Sessional grade point average
SGS	School of Graduate Studies
TST	Toronto School of Theology
UofT	University of Toronto

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*Committee Names

Supervisory committees in previous Handbooks have been referred to as advisory committee; supervisory committee; ILP committee; MBG committee; thesis proposal committee; general examinations committee and/or comprehensive examination committee, in order to specify their function. On the advice of Academic Council (April 2022), in this Handbook, all of the above are referred to as "supervisory committee".

A. GENERAL REGULATIONS

A1.   THE TORONTO SCHOOL OF THEOLOGY

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

Academic policies are administered collaboratively by the TST Executive Director, the Associate Director, Graduate Programs, the GCTS Petitions Committee, and by the college Graduate Directors in the students' colleges of registration.

The GCTS is located at Toronto School of Theology, 47 Queen's Park Crescent East, Toronto, Ontario M5S 2C3. Phone: 416-978-2441; e-mail: gcts.office@utoronto.ca. Website: https://www.tst.edu/.

A1.2   The Graduate Studies Council (GSC)
The Graduate Studies Council (GSC) is an advisory and coordinating group, and has responsibilities delegated to it by TST's Academic Council. The GSC consists of *ex officio* members, and members and students elected to the council. The GSC is chaired by the Associate Director, Graduate Programs. The GSC is primarily responsible for recommending policies and regulations, advising Academic Council, and reviewing annual quality assurance data and ATS outcome assessment.

A1.3   Conjoint Graduate Degree Programs
TST offers a number of conjoint graduate degrees. A conjoint degree is one which is conferred by the simultaneous exercise of the power and authority of the UofT and of a member college. Currently TST offers the following conjoint graduate degrees: Master of Arts (MA) in Theological Studies, Master of Theology (ThM), Doctor of Ministry (DMin) and Doctor of Philosophy (PhD) in Theological Studies.

The Doctor of Theology (ThD) is also a conjoint degree but has been closed to admission since 2015. All theses, following approval of terminal reinstatement, must be submitted by 4:30 pm ET, August 31, 2023 in accordance with UofT Executive Committee of Governing Council approval of February 12, 2020.

The TST and its member institutions are solely responsible for the delivery of the conjoint degree programs, for the academic support of students in these programs, and for faculty development in relation to the conjoint degree programs. (See the Memorandum of Agreement for further details and exclusions.)

A1.4   Graduate (Advanced Degree) Faculty
Members of the graduate (advanced degree) faculty play a pivotal role in the delivery of TST's graduate programs in teaching, student supervision, examinations, directing theses, serving on various program and administrative bodies and, more generally, sharing in the responsibility for the excellence in graduate theological education. Academic appointments are made consistent with the *Guidelines for Graduate Faculty Appointments* and UofT's *Policy and Procedures on Academic Appointments*.

A2.   STUDENT CATEGORIES

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

A2.1   Degree Student

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

A2.1.1   Degree Student on Probation

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

A2.2   Special (Non-degree) Student

Special students (non-degree) are students enrolled in graduate programs at other institutions and who are either on a Letter of Permission or studying through the Ontario Visiting Graduate Students (OVGS) agreement. Such students are not registered in a TST program of study that may lead to a degree. All special students must be enrolled in at least one graduate course. Special students are not permitted to take Reading and Research courses or UofT courses. Enrolment requires the approval of the Associate Director, Graduate Programs and the permission of the instructor. (See §A4.1.3.)

A2.3   Visiting Student

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

A3.   APPLICATION FOR ADMISSION TO ALL GRADUATE DEGREE PROGRAMS

A3.1   Procedures for Application

1. Formal application for admission must be submitted using the TST Online Admissions Application by the published deadline.
2. Applicants must pay an application fee as specified on the online application page, and according to the payment options. No decision on the application will be sent to the applicant until this fee has been paid.
3. Unofficial transcripts (e.g. scans, copies, or transcripts received from the applicant) will be accepted for initial admissions assessment - providing that the transcripts are fully legible, are complete copies of the original, and include the grading legend. Transcripts of all postsecondary educational institutions attended - and whether or not degrees were conferred - must be received by the GCTS by the program application deadline in order for the application to be considered. If admitted, all official transcripts must be sent directly from the issuing institutions and received by

the GCTS by the specified deadline in the offer letter. Failure to do so will result in the automatic rescission of the offer of admission.

4. In the case of transcripts from international Institutions, the GCTS, on behalf of the Admissions Committee, may require the applicant to obtain a credential evaluation by an accredited credential evaluation service. All costs associated with the credential evaluation is the responsibility of the applicant.

5. Transcripts in languages other than English or French must be accompanied by a certified translation. All costs associated with the certified translation is the responsibility of the applicant.

6. Certified English translations of all international documentation written in a language other than English or French must also be submitted.

7. Two academic letters of reference are required for all graduate degrees. Other letters of reference may be required of specific degrees.

Students are responsible for all costs associated with admissions documentation. For further details about the various programs' specific admission requirements, see §B2 (MA), §C2 (PhD) and §D2 (DMin) - Admission Requirements.

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

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

Orientation for the DMin program is held in April; orientation for all other graduate programs is held in September. The DMin program commences in May; all other graduate programs commence in September.

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

A3.4   Offer of Admission
Admission decisions are made by the GCTS Admissions Committee. The official offer of admission letter is issued by the GCTS (followed by a letter from the applicant's college). Admission decisions are final and are not appealable under §A11.1.

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

A4.   ADMISSION POLICIES AND PROCEDURES

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

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

A4.1   Academic Requirements for Admission
All applicants will be considered on their individual merits for admission to any conjoint graduate program at the TST.

A4.1.1   Master of Arts (MA) in Theological Studies
See the Degree Regulations §B. Master of Arts (MA) in Theological Studies.

A4.1.2   Doctor of Philosophy (PhD) in Theological Studies
See the Degree Regulations §C. Doctor of Philosophy (PhD) in Theological Studies.

A4.1.3   Doctor of Ministry
See the Degree Regulations §D. Doctor of Ministry (DMin).

A4.1.4   Special Students
Special students must normally submit an application for admission for each academic year of study. Applicants accepted as special students must have completed an appropriate bachelor's degree with good academic standing from a recognized university. See General Regulations §A5 Admission Regulations for further details.

A4.1.5   Mature Students
Applicants who graduated five or more years ago but without achieving sufficiently high standing for admission to a graduate program may be considered for admission if, since graduation, they have done significant intellectual work and/or made a significant professional contribution or innovation that can be considered equivalent to a higher academic standing, and is relevant to their proposed area of research. This contribution and its impact on the profession must be detailed and documented (e.g., publications, research, professional advancement, development of new skills, responsibility, etc.) and presented as part of the application. The contributions must be certified by appropriately credentialed authorities. The mere passage of time in a profession in and of itself is not sufficient. Such applicants may be considered for admission if they have achieved qualifications at least equivalent to those stated in the preceding sections and if recommended by a college for admission.

In their statements, applicants should explain why they think that their professional development activities or work experiences should be viewed as equivalent to academic work conducted at a university. Examples of evidence may include but are not limited to:
- publications and/or research which is professionally relevant (including published papers, technical reports)

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

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

A4.1.6   English-Language Proficiency

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

A5.   ADMISSION REGULATIONS

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

A5.1   Master of Arts (MA) in Theological Studies

The admission requirements are stated under the [Degree Regulations §B](#) for the MA in Theological Studies, Degree Regulations, §B2 Admission Requirements.

A5.2   Doctor of Philosophy (PhD) in Theological Studies

The admission requirements are stated under the [Degree Regulations §C](#) for the PhD in Theological Studies, Degree Regulations, §C2 Admission Requirements.

A5.3   Doctor of Ministry (DMin)

The admission requirements are stated under the [Degree Regulations §D](#) for the Doctor of Ministry, Degree Regulations, §D2 Admission Requirements.

A5.4   Diploma Programs

TST does not currently offer any graduate (advanced degree) level diplomas.

A5.5   Special Students

Before applying, applicants should identify the courses they wish to take and obtain approval from the course instructor and the Associate Director, Graduate Programs.

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

    2. Other qualifications may be required by the GCTS.

A5.5.1   Courses Taken as a Special Student

On the recommendation of the college, and with the GCTS's approval, graduate courses taken as a special student may count for up to 1.0 full course equivalent (FCE) of the course requirements for the degree, whichever is greater, in a subsequent degree program at TST, provided that they have not already been credited towards another degree, diploma, certificate, or any other qualification. With the approval of the

GCTS, they may also serve to satisfy prerequisite requirements. Special students' programs must include at least one graduate course. Any tuition fees paid as a special student cannot be transferred to a subsequent degree program.

A5.6   English-Language Proficiency Tests

Students must be able to communicate effectively in English for studies at the TST. Applicants from outside Canada whose primary language is not English must demonstrate English proficiency through one of the accepted language proficiency tests (tests described below). Minimum scores are indicated. Some exemptions may apply; see §A5.6.6.

Even where an applicant has met the standards below, the Admissions Committee may require or consider additional evidence of fluency in English. After a student has been admitted to studies, the Associate Director, Graduate Programs may require additional evaluation of the student's fluency in English and may prescribe a course of additional study in English as a foreign language. In this case, the student will study English concurrently or withdraw without penalty from the courses in which they are registered. The Associate Director, Graduate Programs is required to take action under this paragraph when requested by a student's supervisory committee or college Graduate Director, or by the professor of a course in which a student is enrolled.

A5.6.1   Test of English as a Foreign Language (TOEFL)

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

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

A5.6.2   International English Language Testing System (IELTS)

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

A5.6.3   The Certificate of Proficiency in English (COPE)

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

A5.6.4   Academic English Level 60

School of Continuing Studies, UofT
Web: https://learn.utoronto.ca/english-language-program
Required score: B

A5.6.5   Canadian Academic English Language Assessment (CAEL)

Web: www.cael.ca
Required score: 70 minimum total with at least 60 in each part.

A5.6.6   Exemptions
Normally, subject to the provisions in A5.6, if applicants meet any one of the following conditions, they are not required to submit proof of proficiency in English:

- Native language is English (language first learned and still used on a daily basis)
- A Canadian citizen who studied at a Canadian university where the language of instruction is French
- Has obtained an undergraduate or graduate degree of at least two years' duration (full-time studies) from an institution recognized by the University of Toronto and where the language of instruction and examination is uniformly English
- Completed their qualifying degree of at least two year's duration (full-time studies) in one of the following countries/regions: Australia, the Bahamas, Barbados, Botswana, Ghana, Guyana, Hong Kong, Ireland, Jamaica, Kenya, Lesotho, Liberia, Malawi, Malta, Namibia, New Zealand, Nigeria, Papua New Guinea, Sierra Leone, Singapore, South Africa, Swaziland, Tanzania, Trinidad and Tobago, Uganda, United Kingdom, United States of America, Zambia, and Zimbabwe.

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

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

A6.   STRUCTURE OF ACADEMIC PROGRAMS

A6.1   Academic Year
TST has two different start date to the academic year, depending on the program.

The academic year for the MA and PhD programs begins in September and ends in August. It is divided into three sessions: the Fall session (September to December), the Winter session (January to April), and the Summer session (May to August).

The academic year for the DMin program begins in May and ends in April. It is divided into three sessions: Summer session (May to August), Fall session (September to December), and Winter session (January to April).

A6.2   Academic Programs
Academic programs leading to graduate degrees are defined by the degree regulations found in the Degree Regulations section (§B for the MA program; §C for the PhD program; §D for the DMin program).

A6.3   Program Length
Program length refers to the period of time (in sessions or academic years) for an academically well-prepared student to complete a master's or doctoral program while registered full-time. Program length is established at the time of initial approval of the program. See established program length for individual programs in §B1.3 (MA Program), §C1.3 (PhD Program), and §D1.3 (DMin Program). The program length

is the period of time upon which the minimum degree fee is based. Actual time to complete a program may vary for individual students.

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

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

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

A6.5   Residence
The TST graduate programs specify a period of residence during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in TST activities associated with the program. Residence provides the student with an opportunity to become immersed in the intellectual environment of the TST colleges.

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

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

A6.5.3   Residence – DMin
Among the essential elements of the DMin program are the influence of a community of theological scholars and the opportunities for interdisciplinary interchange. There are four residential blocks over a period of three years in which the student is required to attend and participate in all on-campus course work and community activities. Residential costs, which include flight, accommodation and meals, are not included in tuition fees.
* **The first residential period** is one week in duration and takes place in the spring, normally April. It is part of the admissions process and includes orientation, discernment, and group development.

- **The second, third and fourth residential periods** are two weeks in duration and take place every summer, normally June, for three years. During these times students will participate in courses, communal life, independent study, and faculty consultation. (See also §§A7.1.2. and A7.1.6.2)

A6.5.4 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 written permission from the GCTS, on recommendation by the supervisory committee (PhD) or college Graduate Director (MA). The student must maintain active academic connections with the TST through electronic or postal communication. Permission for extended absence is extended to first-year students only for compelling compassionate reasons.

A6.5.5 Full-year rule

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

A DMin student in the course period of the program is required to be fully involved for the entire academic year, which begins in May and ends in April.

A6.6 Time Limit

All program requirements must be completed within a specific period of time. The time limit for a degree is the maximum period of registration permitted for the completion of the program. The time limit for all graduate degrees and combined programs are as follows:
- **Full-time PhD**: 6 years
- **Full-time MA**: 3 years
- **Full-time DMin**: 5 years.

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

A7. REGISTRATION AND ENROLMENT

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

A7.1 Registration Policies and Procedures

A7.1.1 Registration Procedures

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

For all sessions, registration information and procedures are posted online. Students should consult the TST website under "Academics -> Registration Information" for full instructions. Students intending to register in courses offered outside TST should take special note of the forms and approvals required for doing so. Students are asked to check their ACORN account to view their invoice online.

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

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

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

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

A7.1.2   Full-Time Studies
Students registered as full-time students in the GCTS must be engaged in their studies on a full-time basis, as required by government regulations for full-time graduate studies. (See also §A6.5.4)

Full-time graduate students are defined according to government regulations as follows:
1. They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students.
2. They must be designated as full-time students by
    a. *MA and PhD*: taking a course-load of 3 x 0.5 full-course equivalents (FCE) per Fall and Winter semester, which may include approved language courses.
    b. *DMin*: taking a course-load of 2 x 0.5 full-course equivalents (FCE) per Summer and Fall semester.
3. They must be geographically available to fulfill all program requirements, including the residence requirement (see §A6.5).
4. They must be considered to be full-time students by their supervisors.
5. If an academic program requires an absence from the TST (i.e., a Letter of Permission to study at another institution), students must apply through the GCTS and receive approval from their supervisor and college Graduate Director for permission to be off-campus. Students must remain registered at TST while studying at other institutions (see §A7.18).

The DMin is a professional degree that involves the integration of academic work with workplace experience, and as such, the workplace is considered part of the full-time academic work of the D Min student.

A full-time student may be absent from the TST for an extended period or may participate in a program offered by another university if, and only if, the student has received written permission from the GCTS, on recommendation of their supervisory committee (PhD, DMin) or college Graduate Director (MA) (see §A7.18). The student must remain registered and maintain active academic connections with the GCTS and their Supervisor through electronic or postal communication. A graduate student who, in a given session, is absent from the program without receiving prior approval may lose good academic standing. In exceptional cases, a college may recommend to the GCTS the termination of the student's registration and eligibility.

A7.1.2.1   Maximum Fall/Winter Course Load
The maximum course load for each of the Fall/Winter sessions is 1.5 full-course equivalents (FCEs). Upon the recommendation of their supervisor and college Graduate Director, students may petition the GCTS to take an additional 0.5 FCE per session.

A7.1.3   Part-Time Studies

1. Part-time studies are only permitted for special (non-degree) students (see §A2.2). Currently, TST does not offer a part-time option for the conjoint MA, the conjoint PhD, or the DMin programs.
2. A student who is registered in part-time studies is subject to per-course tuition fees and any college ancillary and incidental fees.
3. Time limits for part-time studies are normally limited to the semester the course is offered.
4. Part-time special (non-degree) students may take a maximum of 2 x 0.5 full-course equivalent (FCE) in any session as approved by the GCTS (see §A5.4.1).

A7.1.4   Summer Session Courses (MA and PhD) and Winter Session Courses (DMin)

All students, whether attending formal courses or engaging in research or project work, must register for all sessions in the academic year**.** PhD and MA students are automatically registered for the Summer session and DMin for the Winter session, unless they are on an approved leave of absence.

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

A7.1.4.1   Maximum Summer Course Load

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

A7.1.5   First Registration

MA and PhD students beginning their degree program register for the first time in September. DMin students register in May.

A7.1.6   Continuity of Registration

Students in all conjoint graduate programs must be continuously registered until all degree requirements have been fulfilled.

A7.1.7   Late Registration Fee

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

A7.1.8   Failure to Register

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

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

Studies Council. Reinstatement then requires approval from both the student's college and the GCTS Petitions Committee, with the support of the supervisor. The program's normal requirements and time limits will apply to reinstated students as if they had been continuously registered, and reinstated students must pay fees owing for all session(s) in which they did not register. Non-registered students forfeit any funding that would have been available had they been registered, subject to their college's policies. Students will not receive credit for work completed during session*s* in which they have not registered. DMin students may re-register only commencing in the Summer or Fall semesters.

A7.2   Extension of Time for Completion of Degree Requirements

A7.2.1   Master's Students
A master's student should remain in the program long enough to benefit from the influence of the academic community, but not so long that the integrity of the educational experience is imperilled. For this reason, time limits are imposed. (See §B1.3)

A7.2.1.1 Program Extensions
In exceptional circumstances, a master's student who has not completed all the degree requirements within the normal time limit (§A6.6) is eligible to apply for two one-year extensions. The student must complete the *Request for Program Extension* form, obtain the approval by signature of their supervisor and the Graduate Director of the college of registration, and submit the form to the GCTS. In the form, students must show evidence that any remaining degree requirements will be completed during the period of extension.

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

A7.2.2   Doctoral Students
A doctoral student should remain in the program long enough to benefit from the influence of the academic community, but not so long that the integrity of the educational experience is imperilled. For this reason, time limits are imposed. See §C1.3 (PhD) and §D1.3 (DMin).

A7.2.2.1 Program Extensions
In exceptional circumstances, a doctoral student who has not completed all the degree requirements within the normal time limit (§A6.6) is eligible to apply for a maximum of four one-year extensions. In order to qualify, the student must have an approved thesis proposal and therefore is considered as having achieved candidacy. The student must complete the *Request for Program Extension* form, obtain the approval by signature of their supervisor and the Graduate Director of the college of registration, and submit the form to the GCTS by the published deadline (www.tst.edu/academic/key-academic-dates). 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 (PhD), or in May or September (DMin). A student who desires additional program extensions must submit a new petition each year, well in advance of the expiry of the last approved extension. The first extension requires the approval of the supervisor and the college Graduate Director; the second requires the additional approval of the Associate Director, Graduate Programs and; further extensions require the additional approval of

the GCTS Petitions Committee. Normally a student's candidacy will lapse at the end of the third year of extension. The Petitions Committee, upon recommendation from the Associate Director, Graduate Programs, may grant one further extraordinary program extension for serious and compelling compassionate reasons (by action of Academic Council, September, 2021). No registration beyond this last extension will be permitted.

A7.2.2.1.1 Academic relief for students during the COVID-19 pandemic
A student who has been registered or on an approved leave of absence in a conjoint graduate program (PhD, MA, ThM, and DMin) during the period from January 1, 2020, to December 31, 2021, who exhausts the program extensions permitted under the regulations in the applicable Degree Handbook may petition the GCTS for one additional extraordinary program extension to recognize the difficulties faced by students during the COVID-19 pandemic.

Fees will be charged during this extension in accordance with provincial requirements. Arrangements for bursaries or other financial relief fall within the jurisdiction of the student's college of registration.

A7.2.2.2 Thesis Prospectus, General Examination & Thesis Proposal Extension (PhD); Comprehensive Examination and Thesis Proposal (DMin)
Extensions to program requirements are subject to the regulations on achieving candidacy and satisfactory progress (General Regulations, §A8.5; Degree Regulations, §§C1.3, C7 & C8; §§D1.3 & D8).

A7.2.2.3 Extension to Complete Language Requirements (MA and PhD)
The Degree Regulations contain specific policies on the fulfillment of any language requirements. (See §B6 and §C6.)

A7.3   Leave of Absence Policy
A student who will not be continuing their involvement in the program, for any period of time, may maintain their status in the program 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 a Leave of Absence* form, obtaining the approval by signature of their supervisor and the Graduate Director of the college of registration, and submitting the form to the GCTS. The Associate Director, Graduate Programs may then grant the leave of absence.

The reason given by the student for seeking the leave of absence will be treated in confidence by all academic administrators signing the form. A leave is normally granted for a year, beginning in September or January (MA and PhD), or in May or September (DMin), 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.

The first leave of absence requires the approval of the supervisor and the college Graduate Director; the second requires the additional approval of the Associate Director, Graduate Programs and; further leaves of absence require the additional approval of the GCTS Petitions Committee. Third and further leaves can be granted only by the GCTS Petition Committee for compelling compassionate reasons (such as additional parental leaves, or in exceptional circumstances). The length of the leave of absence is not calculated towards the time limit for the completion of the program. A student on 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 (September or January for MA and PhD students; May or September for DMin students).

A7.3.1   Personal Time Off

The Personal Time Off Policy applies to all full-time graduate students registered in a degree program in the GCTS. The policy applies only to those programs that are over 12 months in duration (PhD and DMin). Graduate students can take up to 15 business days per academic year in personal time off, in addition to statutory holidays and days designated as TST closures or holidays. The time off is not mandatory, but instead encouraged to support student wellbeing and mental and physical health. Students can take off anywhere between 1 to 15 working days. To use the policy more effectively, it is recommended that students take a minimum of 5 or more days at once, to truly have a break. Students should discuss with their supervisor when and how it would be best to take time off.

Personal time off does not result in any changes to registered student status or funding status; students remain registered and continue to receive any funding to which they are entitled as well as pay all fees during the academic session.

Sick leaves or absences for health reasons do not fall under the category of personal time off. Students who need extended time off for personal or medical reasons should consider the option of requesting a Leave of Absence (§A7.3).

The policy pertains only to the individuals in their student role, not in any employment role they may hold at a TST member college. Graduate students who have any kind of employment relationship with a TST member college, e.g., Teaching Assistants, Research Assistants, Graduate Student Library Assistants, etc., should speak with their employment supervisor, on all matters and questions pertaining to their employment, including for obtaining approval of any time off work.

For students in research-stream programs over 12 months in duration (PhD and DMin):
- Time off should be planned in a clear and transparent manner with consultation between the student and the supervisor. Students should meet with their supervisors to seek input on the appropriate times within an academic year to take time off.
- Personal time off must be requested and discussed with as much advance notice as possible.
- Time off should not compromise student research, coursework, and overall progression through the curriculum. Time-sensitive deadlines (e.g., award applications, abstract submissions) must be taken into consideration while planning time off. Students in the coursework stage are not permitted to take personal time off.
- Personal time off must be approved by the student's supervisor. Any dispute or disagreement over planning the time off should be referred to the Associate Director, Graduate Programs.
- Time off cannot be carried forward or accumulated across academic years (September 1 to August 31).
- Professional development activities (i.e., conferences, symposia) do not fall under the category of personal time off.

Students are solely responsible for documenting time off information and keeping the annual record for the duration of their program.   This should be reported in the annual supervisory report.

A7.4   Withdrawal from a Graduate Program

A student wishing to withdraw from the program must complete the *Withdrawal from Program* form and submit it to the registrar of the college of registration, who will in turn immediately notify the GCTS. The withdrawal is recorded on the student academic record and reflected on the transcript, and is subject to published refund schedules, if applicable. If a student withdraws from the program with in-progress or incomplete courses, a final grade of INC will be recorded on their academic record. An application for re-admission by a student who has withdrawn will be made in competition with all other applicants. All re-admissions decisions are made by the GCTS Admissions Committee during the normal admissions cycle, upon recommendation by the student's initial college of registration.

A7.5   Terminal reinstatement

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

A7.6   Graduate Courses and Other Academic Activities

A7.6.1   Graduate Courses

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

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

A7.6.2   Course Codes

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

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

A7.7   Enrolment Policies and Procedures

A7.7.1   Enrolment (Registration)

At registration, students enrol with their college and arrange programs of study (courses, research topics, supervisors, and so on). The Letter of Offer designates the initial supervisor for PhD (see §C4) and DMin (see §D4) students; the GCTS has additional responsibilities for approving changes in supervisors and/or

supervisory committees. Students should contact the college for enrolment procedures. Enrolment should be completed by the deadline noted in the annual published calendar of sessional dates.

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

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

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

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

A7.7.3   Exceptional Circumstances Affecting Student Performance
Students with health problems or other personal circumstances that may adversely affect their performance in, or their ability to complete coursework, examinations, or other program requirements may request special consideration. Students with long-term needs who require accommodations must register with Accessibility Services.

When possible, written requests, supported by a *Verification of Student Illness or Injury* form (for medical conditions) or other appropriate evidence, must be submitted to the Associate Director, Graduate Programs as soon as possible, normally no later than two business days following the deadline or date of assessment. If a medical certificate is submitted, it must confirm the student was adversely affected by health problems and must show the dates of illness and that the physician was consulted at the time of the illness. (This requirement was set aside by the UofT administration during COVID and will be in effect when in effect at SGS.)

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

A7.8   Grades, Completion of Coursework and Grade Submission
All grades are recorded in the student's academic history as a letter grade. A student's sessional grade point average (SGPA) and cumulative grade point average (CGPA) are calculated on the basis of the letter grades. Instructors may assign letter grades for all coursework, or they may choose to assign percentage grades for individual assignments or evaluations, which are then used as the basis for determining a final letter grade. For basic degree language courses, grades are recorded as a percentage grade with a corresponding letter grade.

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

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

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

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

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

A7.9   Course Deadlines
Professors are responsible to ensure that clear deadlines are established for the completion of all course work, within the parameters outlined below. Students are responsible for submitting all work for each course by the established deadline or seeking an extension from the professor.

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

A7.10   Grade Submission
Grades shall be submitted by dates published annually under Key Academic Dates. However, some colleges have established earlier deadlines for the submission of grades. Instructors are bound by the earlier dates. Instructors may prescribe penalties for late completion of work and for failure to complete work,

provided that these penalties are announced at the time the instructor makes available to the class the methods by which student performance shall be evaluated.

A7.11 Coursework Extensions

Students are expected to meet the course deadlines 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. Requests must be made by the last day of exam week, or prior to the existing approved extension deadline.

A7.11.1 Petitions

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using the *Request for Coursework Extension* form.

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

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

A7.11.2 Grounds

Legitimate reasons for an extension can be academic in nature (e.g., unexpected problems prohibiting research) 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 college Graduate Director (first extensions) and the Associate Director, Graduate Programs (subsequent extensions) 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 (a *Verification of Student Illness or Injury* form will also be required; see §A7.7.3);
2. the student would not be granted an unfair academic advantage over fellow students in the course;
3. the student would not be placing the normal and satisfactory completion of new coursework in jeopardy; and
4. the student does have a reasonable chance of completing outstanding requirements within the time to be allotted.

A7.11.3 Time Limits

If the 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:

December 11, 2023	Summer 2023 session courses (F, S and Y)
April 05, 2024	Fall 2023 session (F) courses
August 14, 2024	2023-24 Fall-Winter session (Y) courses and 2024 Winter session (S) courses
December 09, 2024	Summer 2023 session courses (F, S and Y)

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

Extensions beyond these deadlines will require the approval of both the college Graduate Director, the Associate Director, Graduate Programs, and in some cases, the TST Petitions Committee. 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 (see Key Academic Dates), whichever is earlier.

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

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

A7.11.6 Registration Procedures for Extended Completion of Coursework
A student must complete all coursework, the ILP (in the DMin) and the language requirements (in the PhD) to proceed to the general examination stage. A student who is working on the requirements of the course stage (with an approved extension), will be registered for that session with the course placeholder code TSZ7777Y "Research". The student cannot enter this placeholder code directly in the ACORN registration system; registration must be done by the registrar of the student's college of registration. Details for such registration can be obtained from the GCTS and/or the registrar of the student's college of registration. The placeholder code TSZ7777Y "Research" should not normally be used for more than one semester.

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

A7.12   Extra Courses Not Required for the Degree
With the support of the supervisor, the GCTS permits students to enrol in additional courses not required for the degree. Such courses must be so designated EXT on the student's Academic Record. These courses are subjected to the same regulations regarding withdrawal, failure, and failure to complete work as are courses required for the degree, except that repetition or replacement of failed or incomplete courses may be waived by the student's college of registration.

A7.13   Auditing of Graduate Courses
The colleges offering the course determines if it wishes to allow auditing of their courses and which groups of students and non-students it wishes to allow. When auditing is allowed, the final decision to permit an individual to audit rests with the instructor of the course. In all cases, students registered in TST who wish to audit courses have priority over non-TST students. An auditor may attend lectures and other class meetings, take part in class discussions, and, when the appropriate fee is paid, receive written confirmation of attendance. An auditor will not receive evaluations of participation and will not be allowed to submit assignments or write examinations and tests except by special and express permission. Audited courses are recorded on a student's transcript. The student must complete the appropriate registration form and submit it to the registrar of the college offering the course. Each TST college sets its own fees for auditing courses for registered and non-registered students. An audited course may not later be converted to a credit course.

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

A7.14   Transfer Credit and Exemptions
Transfer credit for graduate work completed in another program is limited to 1.0 full-course equivalent (FCE) or 25% of the course requirements for any degree, whichever is greater, provided that the courses have not been credited towards another degree, diploma, certificate, or any other qualifications. Such courses normally must have been completed within five years of the first year of a student's registration in the program. Such credit may be given on the recommendation of the student's supervisor (for the doctoral degrees) or college Graduate Director (for master's degrees). The *Request for Transfer Credit and Course Exemption* form is used to report such recommendation. The award must be approved by the Associate Director, Graduate Programs. The GCTS Admissions Committee may also award such transfer credit. Requests for transfer credit must be made by the application deadline posted on the TST website.

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

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

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

iii.   "Course Exemptions:" The GCTS does not exempt students from required courses. However, it may grant Advanced Standing for elective courses. For Advanced Standing, the student is exempted from taking elective course units required in the program in consideration of the student's previous studies (including earned degrees). Normally such studies must have been completed within five years of the first year of a student's registration in the TST program. The most typical case is a student who receives a *pro tanto* exemption from up to two half-courses (1.0 FCE) for having completed a second graduate degree after having already met admissions requirements by completing a first master's degree.

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

  ii.   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.

  iii.   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 reported to the GCTS and must also be individually approved. They require work equivalent to that of a 5000-level or 6000-level course. Special students are not permitted to take 7000-level courses.

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

Requests for approval for 7000 level courses must be submitted to the GCTS using the *Graduate (AD) Reading and Research Course Registration* form prior to the published deadline for the semester that the academic activity takes place. Registration deadlines for reading and research courses must comply with the course "add" dates of each academic year. These dates can be found on the TST website.

A7.16   Basic (Second Entry Undergraduate) Degree Students in Graduate Courses
In 6000-level courses: In exceptional cases a basic (second-entry undergraduate) degree student may be allowed to register for a 6000-level course, with the written permission of the instructor and the student's Basic Degree Director. If accepted into a 6000-level course, basic degree students must complete the advanced level requirements of the course and will be graded on the same basis as graduate students in the class.

In 5000-level courses: Only in cases of exceptional ability and academic background in the area will a basic degree student be allowed to register for a 5000-level course, and then only with the written permission of the instructor, the student's Basic Degree Director and the Associate Director, Graduate Programs. 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.

Basic degree students taking 5000-level or 6000-level course are charged course fees at the graduate rate. Please see the TST website for course fees.

A7.17   Language Courses

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

A7.18   Study outside TST

Registered students may petition the Associate Director, Graduate Programs to be permitted to take courses for credit outside of the University of Toronto or TST systems. Such petitions may be granted when an academic opportunity at another institution is exceptionally well-suited to a student's focus of studies. Only 1.0 FCE, inclusive of any transfer credits and course exemptions granted under §A7.14, may be taken for credit at external institutions. Petitions must be submitted at least six weeks in advance of registration for the course(s), and the petition must include a letter of support from the student's supervisor (doctoral students) or college Graduate Director (master's students). Credit cannot be granted for work completed at other institutions while a student is on a leave of absence from a TST program.

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

A8.1   All Degree Students

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

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

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

A8.2   Full-Time Students

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

A8.3   Timely Completion of Graduate Program Requirements

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

A8.4   Satisfactory Completion of Graduate Courses – Minimum Grade Average

Satisfactory performance in a degree program requires the completion of every course taken for graduate credit with a grade of at least a B-. If a student fails to complete a graduate course in a satisfactory manner (i.e., receives a grade report of FZ or NCR in a course or receives a grade report below the minimum acceptable grade), the GCTS will review the student's progress and work with the college to determine a path toward better performance. The student may be required to repeat the relevant course, or an alternative course recommended by the college Graduate Director (for the MA) or supervisor (for the PhD and the DMin) and approved by the Associate Director, Graduate Programs, 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. If the student is not able to succeed in satisfactory completion of the coursework component of the degree, either the GCTS or the college in which the student is registered may recommend the termination of registration and eligibility of that student.

A8.4.1   Master's program

The student must obtain an overall cumulative grade-point average of 3.3 for all courses required in the MA program, with no grade below B- in any course.

A8.4.2   Doctoral programs

The PhD student must obtain an overall cumulative grade-point average of 3.7 (A-) for all courses required in the PhD program, with no grade below B- in any course, in order to proceed to the thesis prospectus and general examinations stage.

The DMin student must obtain a cumulative grade-point average of 3.3 (B+) for all courses required in the DMin program, with no grade below B- in any course, in order to proceed to the comprehensive examination stage.

A8.5   Doctoral Students and Candidacy

A8.5.1   Achieving Candidacy: Requirements and Time Limit

To achieve candidacy, students in doctoral degree programs must:
1.   successfully complete all requirements for the degree exclusive of thesis research; and
2.   have an approved thesis proposal, supervisor, and supervisory committee.

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

In exceptional circumstances, a student who has not met these requirements may be permitted to register in the program for up to 12 months at the discretion of the student's supervisor, the college Graduate

Director and the Associate Director, Graduate Programs. Requests are submitted using the *Extension to Achieve Candidacy* form. Continuation beyond 12 months will require the approval of the supervisor, the college Graduate Director and the GCTS Petitions Committee.

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

A8.5.1.1 Academic relief for students during the COVID-19 pandemic

Notwithstanding section A7.2.2.1, any student in the Conjoint PhD program who has been unable to achieve candidacy by the end of the sixth year of registration because of delays and restrictions arising from the COVID-19 pandemic may request a program extension to register for a seventh year at the same time as requesting an extraordinary extension to achieve candidacy. Both requests must be made using the existing forms. The decision to approve or deny such requests shall rest with the GCTS Petitions Committee.

A8.5.2 Supervision and Satisfactory Progress

At admission, all students are assigned a supervisor by the GCTS in collaboration with the admitting college. Prior to registration, the supervisor will work with the student to identify and recruit an appropriate supervisory committee of 2-3 faculty including the supervisor, within the first semester. The membership of the supervisory committee is subject to the approval of the GCTS. For the PhD program, all committee members must have graduate status according to the GCTS Guidelines for Graduate Faculty Appointments. For the DMin program, at least two committee members (including the supervisor) must have graduate status; the third member may be a DMin alum.

A student is expected to meet with their supervisory committee at least once a year, and more often if the committee so requires. Each year, for June 1, the student is responsible for submitting to the GCTS a *Student Progress Report* which must be completed and approved by their supervisory committee during the annual meeting. See §C1.5 (PhD) and §D1.5 (DMin).

At each meeting, the supervisory committee will assess the student's progress in the program and provide advice on future work. In each of two consecutive meetings, if a student's supervisory committee reports that the student's progress is unsatisfactory, the college may recommend to the GCTS the termination of registration and eligibility of that student. A student who encounters difficulties arranging a meeting of this committee should consult the Associate Director, Graduate Programs in advance of the relevant deadline for doing so. A student who, through their own neglect, fails to meet with the supervisory committee in a given year will be considered to have received an unsatisfactory progress report from the committee.

Students, faculty and administrators should be aware of and discuss the ways that the School of Graduate Studies "Best Practices for Time to Completion" can assist them in ensuring student progress.

The following charts describe various situations that may delay or halt a student's progress. This description is intended to guide students, supervisors and administrative staff. It specifically outlines the distribution of responsibilities. However, details are provided in the corresponding sections of this Handbook. In case of differences, the handbook language is official.

A9.   GRADUATE STUDENT SUPERVISION

A9.1   Thesis Topic and Supervision

In those degree programs for which a thesis is part of the requirements, the work upon which the thesis is based must be conducted under the direction of one or more members of the faculty of the GCTS. A student must choose a thesis topic for which TST is able to provide adequate supervision. A student's choice of thesis topic, as well as their choice of supervisor and supervisory committee (all of whom must be selected from among the graduate faculty members available in the GCTS), are subject to the approval of the GCTS.

A9.2   Doctoral Supervision

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

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

The supervisor, the supervisory committee and the GCTS are responsible for monitoring the progress of doctoral students registered in TST's programs. Each doctoral student, at minimum, should have a supervisory committee that:
   1. consists of the supervisor and at least one, and usually two, graduate faculty members;
   2. meets with the student at least once per year to assess the student's progress in the program and to provide advice on future work; and
   3. verifies information that the student has added to the *Student Progress Report,* and comments and makes recommendations in the appropriate section about the student's progress.

The student is responsible for organizing an annual meeting of the supervisory committee in April-May. They must be given the opportunity in the *Student Progress Report* to respond to the supervisory committee's comments and recommendations. Copies of the report must be given to the student and filed with the GCTS and college by June 1 of each year.

TST has adopted the School of Graduate Studies *Supervision Guidelines* for students, faculty and administrators, as informing student supervision at TST and as adaptable to TST structures and policies.

A10.   GRADUATION

A10.1 Degree Recommendations

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

Doctoral students should note that when all requirements for a doctoral program have been fulfilled, including the final approval of the student's digital (TSpace) thesis upload, the student will be recommended for graduation by the GCTS. See §C12.9 (PhD) or §D12.9 (DMin)

A10.2 Convocation Ceremonies
Convocation ceremonies are at various times of the year, typically in either May (Emmanuel, Knox, Trinity, and Wycliffe) or November (Regis and St. Michael's). Students who choose to attend a ceremony must attend the ceremony which directly follows the completion of their degree requirements. The TST Registrar, in collaboration with the college of the student's registration, submits the names of the graduands to the UofT Office of Convocation, which is responsible for the procedures for the convocation ceremony and the issuance of diplomas. Students must contact their college well in advance of convocation and apply to graduate. See also Degree Regulations, §C11.1.2 (PhD) or §D11.1.2 (DMin), Deadlines for dissertation submission.

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

Students approved for graduation will graduate under the name specified on Repository of Student Information (ACORN). This name appears on all marks reports provided to students on various occasions throughout each academic year. The student may request a change or correction of name through 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.

A11. ACADEMIC APPEALS

A11.1 General Considerations
A conjoint graduate (AD) student of a member college of the TST may appeal a grade or an academic decision which affects them adversely and which they consider to be unfair or unreasonable. Appeals may be made concerning grades for courses or papers; decisions of a supervisory committee; results of a language examination; evaluation of general or comprehensive examinations; evaluation of theses; decisions about a student's continuation in a program; or any other decision involving academic requirements and regulations as they pertain to a student. Decisions made by the GCTS Admissions Committee concerning admission and related matters are not subject to appeal. Issues relating to non-academic matters are not to be considered by the GSC Academic Appeals Committee.

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

A11.2 Guiding Principles
The implementation of all appeals shall be informed by the principles identified in the policy document of the Governing Council of the University of Toronto entitled *Policy on Academic Appeals within Divisions*, which is available from the website of Governing Council.

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

A11.2.1   Timely Resolution
All parties involved in an appeal have the right to expect timely progress of an appeal through its several stages and a timely resolution. Accordingly, students, faculty members, administrative bodies and any others involved in an appeal have a responsibility to be aware of the pertinent timelines and to respond appropriately. Where warranted by particular circumstances, the TST Executive Director or the Associate Director, Graduate Programs has the authority to waive or extend regular 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 Executive Director regarding issues related to timeliness.

A11.2.2 Confidentiality
Students are assured that throughout the process they can raise matters of proper concern to them without fear of disadvantage and in the knowledge that privacy and confidentiality will be appropriately respected. Documentation and other evidence related to the appeal are confidential, meaning that only those persons have access who require it for the performance of their duties in respect of the appeal.

A11.3   Channels of Recourse

Dispute Concerning:	Step 1: Informal Resolution	Step 2: Initial Appeal	Step 3: TST Appeal	Step 4: UofT Appeal
Admissions Committee	Not applicable	Not applicable	Not applicable	Not applicable
Grades (courses, language exams)	Instructor of course	Associate Director, Graduate Programs	GSC Academic Appeals Committee	Governing Council
Supervisory Committee	College Graduate Director	Associate Director, Graduate Programs	GSC Academic Appeals Committee	Governing Council
ILP, Comprehensive Exam, or Thesis Proposal (DMin)	Associate Director, Graduate Programs	GCTS Petitions Committee	GSC Academic Appeals Committee	Governing Council
General Exams or Thesis Proposal (PhD)	Examiner(s)	Associate Director, Graduate Programs	GSC Academic Appeals Committee	Governing Council
Thesis Evaluation or Final Oral Examination	Not applicable	Not applicable	GSC Academic Appeals Committee	Governing Council
Termination of Candidacy	Not applicable	Not applicable	GSC Academic Appeals Committee	Governing Council
1st Extension (courses, program)	College Graduate Director	Associate Director, Graduate Programs	GSC Academic Appeals Committee	Governing Council

Dispute Concerning:	Step 1: Informal Resolution	Step 2: Initial Appeal	Step 3: TST Appeal	Step 4: UofT Appeal
Admissions Committee	Not applicable	Not applicable	Not applicable	Not applicable
2nd or additional extensions (courses, program)	Associate Director, Graduate Programs	GCTS Petitions Committee	GSC Academic Appeals Committee	Governing Council
Master's Research Paper (MRP)	Associate Director, Graduate Programs	GCTS Petitions Committee	GSC Academic Appeals Committee	Governing Council
Other	Associate Director, Graduate Programs	GCTS Petitions Committee	GSC Academic Appeals Committee	Governing Council

A11.3.1 Informal and Formal resolution

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

A11.3.2 Disputed Grade

Instructor Reread or Reassessment

1. With respect to written work (including coursework exams and essays), the student must first request a rereading of the written work by the instructor who assigned the grade. With respect to non-written work, the student must first request a reassessment of the work by the instructor who assigned the grade. The request for a rereading or reassessment must be made in writing w*ithin 30 days of the grade being released on ACORN*. 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 Associate Director, Graduate Programs either to facilitate obtaining the instructor's comments within the prescribed timeframe, to extend the deadline or, failing that, the Associate Director, Graduate Programs 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 Associate Director, Graduate Programs shall arrange for an assessment of the written work by a second reader, chosen by Associate Director, Graduate Programs 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 Associate Director, Graduate Programs shall give the student's written reasons for the appeal to the second reader and a copy shall be provided to the Instructor. The Associate Director, Graduate Programs 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 Associate Director, Graduate Programs. The Associate Director, Graduate Programs shall assign the final grade.

A11.3.3 Disputed Decision of the Supervisory Committee
In respect of a disputed decision of the supervisory committee, the student has recourse first to the Associate Director, Graduate Programs, and initiates the appeal by letter at Step 2. The Associate Director, Graduate Programs, 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 §A11.5).

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

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

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

A11.3.7 Right of Appeal to the UofT Academic Appeals Committee
All conjoint degree students have the right to appeal the final result of a TST appeals process (Step 3) to the Academic Appeals Committee of Governing Council of the University of Toronto (see Academic Appeals on UofT's website).

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

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

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

A11.5   Procedures for TST Appeals

A11.5.1 Initiation of the Appeal
The student (or former student qualified under §A11.1) initiates the appeal by filling in the *Notice of Academic Appeal* form. The submission of an appeal should include the following: identification of the decision being appealed; name or names of the person or persons who made the decision, if known; the resolution being sought; reasons that the original reason is thought to be incorrect and that the proposed resolution is more appropriate; a list of supporting documentation, if any; and copies of the supporting documentation in the student's possession. The appellant is advised to consult the student legal assistance centre on campus or other qualified counsel when preparing the statement of appeal (see Academic Appeals on UofT's website).

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

under §A11.3.5, the appeal must be received by the TST Registrar within three months of the date of the final oral examination.

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

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

A11.5.3 Withdrawal Due to Non-Response
If the student initiates an appeal, but does not respond to a request for revision of the appeal or to attempts to schedule an appeal hearing within ten business days, the appeal will be considered withdrawn. The TST Registrar will notify the student in writing that the TST has withdrawn the appeal because of non-response.

A11.5.4 Additional Documentation
In filing an appeal, the student gives permission for all those involved in adjudicating the appeal, including administrative staff, to have access to records that are or may be relevant to the matter of the appeal, including records relating to himself or herself. The student should make disclosure at an early stage of any and all information relevant to the disposition of the appeal.

A11.5.5 Acknowledgment of receipt
Within ten business days of the receipt of the appeal by the TST Registrar's Office (or, in the period between June 1 and August 31, within sixty calendar days), the TST Registrar sends a letter to the appellant acknowledging receipt of the appeal. If the Registrar identifies any deficiencies in the appeal or its documentation, the Registrar may set a deadline by which such deficiencies must be addressed if the appeal is to go forward. The letter should also indicate that the appeal will be conducted according to the regulations set out in this Handbook.

A11.5.6 Response of interested parties
Within 10 business days of the receipt of the confirmed appeal by the TST Registrar's Office (or, in the period between June 1 and August 31, within forty-five days), the TST Registrar sends the appellant's statement to those named in the appeal or otherwise directly concerned in the appeal and/or the person having responsibility for the previous decision, and invites a response in writing.

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

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

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

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

A11.6   Hearing

A11.6.1 Purpose
The purpose of the hearing is to assist the GSC Academic Appeals Committee in forming an understanding of the circumstances relevant to the appeal. The hearing is intended for the resolution of a dispute and is not intended to be adversarial.

A11.6.2 Arrangement of the Hearing
If the matter has not otherwise been resolved without a hearing in accordance with §A11.3, and once the TST Registrar has received responses from all interested parties under §A11.5.6 (or when the deadline for responses has passed) and a reply from the Appellant (if one is forthcoming), the TST Registrar arranges a hearing of the matter before the GSC Academic Appeals Committee at a reasonable time, giving the student notice at least seven days in advance of the date, time, and place of the hearing. Normally the appeal should be heard within sixty days of the receipt of all of the appeal materials.

A11.6.3 Procedures for the Hearing
- The Chair decides all procedural matters.
- All hearings are open. Due to space constraints, the Registrar may request that interested members of the public confirm their attendance prior to the hearing.
- The Chair will explain the procedures at the hearing and the expected timeframe (appeals are usually allocated three hours).
- The student appellant presents 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.

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

A11.6.5 Decision
The decision of the GSC Academic Appeals Committee is final and the GSC Academic Appeals Committee has power to issue the decision. The Chair of the GSC Academic Appeals Committee will communicate the decision in writing within thirty days to the appellant and the respondent. The letter accompanying the decision from the Registrar will remind the appellant of the right of further appeal. A conjoint degree student has the right to appeal to the Academic Appeals Committee of the Governing Council of the University of Toronto. (See §A11.3.7.)

A11.6.6 Further Reporting
The TST Registrar will communicate the decision to the Associate Director, Graduate Programs.

A12.   POLICIES & GUIDELINES

A12.1 TST Assessment and Grading Practices Guidelines
The regulations below set out the principles and key elements that should characterize the assessment and grading of student work in for-credit programming in graduate conjoint degree programs. The purpose of these regulations is to ensure:
- that assessment and grading practices across the TST are consistent and reflect appropriate academic standards;
- that student performance is evaluated in a manner that is fair, accurate, consistent, and objective and in compliance with these academic standards;
- that the academic standing of every student can be accurately assessed even when conducted in different colleges of TST.

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

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

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

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

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

A12.1.5 Consequences for Late Submission
Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate. Where an Instructor accepts and applies penalties to late assignments, this shall be set out clearly in the course syllabus.

A12.1.6 Final Grades

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

A12.2 Research Ethics

Students who conduct research involving human subjects must receive appropriate approval from the UofT Research Ethics Board (REB) *before* commencing their research. See the *Research Ethics Submission Process for TST Graduate Students* and the *Ethics in Human Research* (UofT's Division of the Vice-President, Research & Innovation. 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.

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

Academic sanctions are applicable to any student who has an outstanding obligation to the TST, its member colleges or UofT. Recognized obligations are as follows:

1. tuition fees;
2. academic and other incidental fees;
3. residence fees and other residence charges;
4. library fines;
5. bookstore accounts;
6. loans made by colleges, TST, or UofT;
7. health service accounts;
8. unreturned or damaged instruments, materials and equipment;
9. orders for the restitution, rectification, or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the *Code of Student Conduct.*

The following academic sanctions will be imposed on students who have outstanding recognized financial obligations to the TST or its member colleges.

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

See the UofT website for the full text of the *Policy on Academic Sanctions for Students Who Have Outstanding University Obligations*.

A12.4 Code of Behaviour on Academic Matters

Every conjoint degree student registered in the TST or in one of the participating colleges is subject to the disciplinary jurisdiction of the UofT in respect of academic matters including plagiarism, forging of academic documents and cheating on examinations or papers, and is subject to UofT's *Code of Behaviour on*

Academic Matters. The *Code of Behaviour on Academic Matters* addresses the responsibilities of all parties to the integrity of the teaching and learning experience. It concerns the accountability of faculty members and students as they cooperate in all phases of this relationship. Honesty and fairness must inform these activities, the foundation of which is mutual respect for the aims of education and for those ethical principles which characterize the pursuit and transmission of knowledge within the UofT, TST and its member colleges.

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

A record of cases disposed under Section C.i.(a) (Divisional Procedures) of the Code of Behaviour, and of the sanctions imposed, shall also be sent to the Associate Director, Graduate Programs and TST Executive Director who will forward the record to the UofT.

A12.5   Policy and Procedures: Sexual Violence and Sexual Harassment
All members of the TST community should have the ability to study, work, and live in a campus environment free from sexual violence, including sexual assault and sexual harassment. To guard against sexual violence and harassment, the Governing Council of the University of Toronto has approved the *Policy on Sexual Violence and Sexual Harassment*. Students must contact their college of registration or TST concerning the application of this policy to TST students, faculty and staff.

All students, faculty and staff have access to the UofT Sexual Violence Prevention and Support Centre, 416-978-2266.

A12.6   Code of Student Conduct
Students have an obligation to make legal and responsible decisions concerning their conduct. The TST and its member colleges have no general responsibility for the moral and social behaviour of its students. In the exercise of its disciplinary authority and responsibility, the TST recognizes that students are free to organize their own personal lives, behaviour, and associations subject only to the law and to TST regulations that are necessary to protect the integrity and safety of TST's activities, the peaceful and safe enjoyment of university housing by residents and neighbours, or the freedom of members of the TST to participate reasonably in the programs of the TST and its member colleges and in activities in or on the TST and TST college premises.

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

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

A12.7   Access to Official Student Academic Records
Academic records of students are ultimately the property of the college. It is the responsibility of the college, in consultation with the University, to establish overall University policy in this area. The *Guidelines Concerning Access to Official Student Academic Records* establishes University-wide aims, objectives, criteria, and procedures that apply to the academic records of students.

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

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

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

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

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

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

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

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

A12.10.1   Rights and Responsibilities Regarding Official Correspondence

The UofT provides centrally supported technical services and the infrastructure to make electronic mail and/or online communications systems available to TST conjoint degree students. TST correspondence delivered by electronic mail is subject to generally accepted norms on public information, privacy, and records retention requirements and policies as are other TST correspondence and student records. The University's expectations concerning use of information and communication technology are articulated in the guidelines on *Policy on Information Technology*.

A12.10.2   Students' Rights and Responsibilities Regarding Retrieval of Official Correspondence

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

A12.11 Policy on the Framework on Off-Campus Safety

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

Students are also encouraged to review the *Guidelines on Safety in Field Research* produced by the Office of Environmental Health and Safety.

A12.12 Statement on Appropriate Use of Information and Communication Technology

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

A12.13 Statement on Human Rights

Acknowledging its fundamental and distinctive commitment to freedom of thought, inquiry, and expression, the TST affirms its commitment to the values of equal opportunity, equity, and social justice. In this affirmation, the TST:
1. acknowledges that it conducts its teaching, research, and other activities in the context of a richly diverse society;
2. recognizes that the attainment of excellence in pursuit of its mission is furthered by the contribution made by persons reflecting this rich diversity;
3. acts within its purview to prevent or remedy discrimination or harassment on the basis of race, gender, sexual orientation, age, disability, ancestry, place of origin, colour, ethnic origin, citizenship, creed, marital status, family status, receipt of public assistance, or record of offence;
4. acts conscientiously in keeping with its own policies and existing legislation related to human rights, such as its *Code of Behaviour on Academic Matters*, *Code of Student Conduct*, *Policy on Sexual Harassment and Sexual Violence*, and the *Ontario Human Rights Code*.

A12.14 Research Papers and Doctoral Theses

A12.14.1   Paper and printing
Essays for courses and seminars and thesis proposals must be printed from a word processing file in dou-ble spaced format on good quality white paper. Theses and Master's Research Papers are to be printed double-sided from a word-processing file on good quality white paper with a laser or laser-quality printer. For doctoral theses, see §C11.1.1 (PhD) and §D11.1.1 (DMin).

A12.14.2   Style Regulations
Essays, thesis proposals, and theses are to be prepared according to the rules of style in the latest edition of Kate L. Turabian et al., *A Manual for Writers of Term Papers, Theses and Dissertations* (9th ed.; Chicago: University of Chicago Press, 2018). This may be supplemented by *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008), and the information provided by the Translation Bureau on *Writing Tips Plus*. Chapter 14 of *The Canadian Style*, "Elimination of Stereotyping in Written Communica-tion," 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. See also the guidelines for unbiased language on the University website. TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

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

A13.   GRIEVANCES

This section is pending revision and approval of the TST Board of Trustees. Please see Grievance Policy or contact the GCTS (gcts.office@utoronto.ca, 416-978-2441) for further information.

A14.   FEES AND FINANCIAL SUPPORT

A14.1 Schedule of Fees
A schedule of tuition fees is available through the TST website. Each college establishes its own additional ancillary and incidental fees.

A14.2 Fees and Registration
Students are informed of fees payable online through ACORN. Details on the acceptable forms of payment of fees can be found on the Student Accounts website. Students are considered to be registered as soon as they have paid academic and incidental fees or have an approved request to register without payment in place. By virtue of being registered, a student thereby agrees to abide by all of the academic and non-academic policies, rules, and regulations of the TST and the member college in which the student is regis-tered.

A14.3 Academic Fees Structure
Fees for the master's and doctoral program are assessed on a program basis. A degree program is defined on a sessional basis and the full fee is charged regardless of the number of courses taken. All students

(except special students not proceeding to a degree) are admitted into a program with a defined program length (see General Regulations §A6.3 Program Length). This period establishes the minimum degree fee that must be paid before graduation.

A14.4   Degree Fees

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

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

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

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

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

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

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

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

If an international student's status in Canada changes during a session, exemption from the higher fees may be granted. The fees will be adjusted in the current session, provided the status change occurs before November 1 in the Fall session or before February 1 in the Winter session. Status changes with supporting documents must be reported to the TST college of registration prior to the above deadlines. However, if

a status change effective before these dates is reported with a minor delay, fees adjustment may still be possible. See also: §A14.4.12 Fees for Final-Year PhD Students below; §A14.4.13 Fees for Students on Extension below; and §A14.4.2 Minimum Degree Fee above.

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

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

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

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

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

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

A14.4.13   Fees for Students on Program Extension
PhD students, both domestic and international, who are on an approved program extension (as per §A7.2.1.1 or §A7.2.2.1), will be registered as full-time students and charged an academic fee equal to 50% of the domestic tuition. Full-time incidental and ancillary fees still apply during each year of extension. Part-time students will pay the relevant part-time incidental and ancillary fees.

DMin students should consult the Student Accounts website for fee structure associated with their entry into the program.

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

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

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

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

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

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

A14.5 Financial Support

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

A14.5.2 External Awards
Canadians and Canadian permanent residents may also apply for external support in the form of scholarships and fellowships offered by the Social Sciences and Humanities Research Council of Canada.

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

A14.5.3 TST Board Scholarships

TST offers a number of bursaries and scholarships to both domestic and international students. For more information on the TST awards, visit the [TST website](#).

A14.5.4 Awards for Non-Canadians

International students are encouraged to apply for all possible funding opportunities in their home country.

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

A14.5.5 Other Funding Sources

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

A14.5.6 Ontario Student Assistance Program (OSAP)

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

A14.5.7 Emergency Assistance

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

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

B1.   GENERAL DESCRIPTION OF THE MA

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

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

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

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

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

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

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

Year 1

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

B2.   ADMISSION REQUIREMENTS

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

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

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

B2.3   Research Languages

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

B2.4   Evidence of Facility in English

See General Regulations, §A5.5 English-Language Proficiency Tests.

B2.5   Letters of Reference

Two academic letters of reference are required from faculty members who taught the applicant in the institution from which they received their undergraduate degree. The GCTS does not provide a letter of reference form but asks that referees write a letter in which they comment candidly on the applicant's qualifications to pursue and complete graduate studies. Character references alone are not enough. Letters must address academic skills, be written on the letterhead of an academic institution, and be signed by the referee. References should address reading and writing ability, language skills, capacity for analysis and critical thinking, capacity to engage in a community of learning. References issued to students or photocopies will not be accepted.

B2.6   Writing Sample

The GCTS Admissions committee may require students to submit a writing sample as evidence of their ability to write at an advanced level.

B2.7   Other Application Documentation

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

B3.   PROCEDURES FOR APPLICATIONS FOR ADMISSION

B3.1   Administration

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

B3.2   College Approval

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

B3.3   Deadlines

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

B3.4   Offers of Admission

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

B3.4.1   Financial Assistance

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

B3.4.2   Criteria for Decisions on Admission

After determining that an applicant meets the minimum requirements for admission to a graduate program, the Admissions Committee will base decisions about admission on the following additional criteria:

- The applicant's grades in all previous post-secondary education. Particular weight is accorded to the prerequisite degrees and recent programs of study.
- The applicant's academic background in the stated area of interest.
- The potential of the applicant for graduate study as attested in the letters of reference.
- The quality of the applicant's statement of intent.
- The availability of qualified faculty resources in the applicant's proposed area of research.
- Evidence that the applicant is likely to successfully complete the program.

B3.4.3   Offers of Admission

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

B3.5   Acceptance by the Applicant

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

B3.6   Deferral of Matriculation (Registration)

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

B3.7   Withdrawing offers of admission

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

B3.8   Request for reconsideration

An applicant may request the reconsideration of a decision by the GCTS Admissions Committee. Such a request must be made by the applicant in writing to the GCTS in a letter emailed, delivered or postmarked within thirty calendar days of the date of the communication of the decision by the GCTS. If the Associate Director, Graduate Programs and the representative to the GCTS Admissions Committee of the student's college of application deem that the request has merit, it will be forwarded to the GCTS Admissions Committee for consideration. Decisions concerning admission and related matters are not subject to appeal under section §A11.

B3.9   Fulfilment of conditions

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

B3.10   Limitation

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

B4.   PROGRAM DIRECTORS AND MENTORS

B4.1   Admissions Advising

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

B5.   PROGRAM REQUIREMENTS

B5.1   Program Options

There are two options for the MA:

        Option I: Master's Research Paper (MRP) Option with Courses.
        Option II: Course-Only Option.

TST administrative staff, along with the college Graduate Directors, can advise students on which option best meets their academic and professional goals (particularly for those considering doctoral studies).

Both options require three sessions of full-time study. Students will be required to confirm to the GCTS in the Winter session which option they intend to pursue.

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

Through these eight courses students will achieve three essential outcomes:

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

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

   * *FCE = full-course equivalent*

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

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

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

B5.2   Core Courses (Option I & II)

TSJ5001H MA Research Seminar (Required)
This course introduces students to the practice of theological research and its communication. It explores the distinctive contents, methods, and interests of theological disciplines (biblical studies, church history, pastoral and systematic theology and ethics) as well as their interrelationships. Students will explore the task of theological research and writing through all its steps. Required of all MA students in their first semester of studies.

Methodology & Interdisciplinary Course (Required)
The student selects any course in methodology from 5000- or 6000series graduate courses that substantially addresses a number of contested issues in Theological Studies with attention to their practical implications for research, including (a) the normative authority of certain texts for diverse faith communities as seen in an ecumenical and global context, and the hermeneutical implications; (b) the character of the scholarly guilds and their interdisciplinary context, with attention to the implications for method; (c) pre-modern, modern, and "post-modern" approaches to texts, in theory and application; (d) issues of objectivity, subjectivity, and subversion in the construction of knowledge; and (e) the practice of research, criticism, and scholarly reporting. Required of all MA students in their first or second semester of studies.

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

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

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

B5.5   Good Academic Standing & Satisfactory Progress
See General Regulations, §A8.4 for minimum grade average and policies on good academic standing and satisfactory progress. Satisfactory performance in the Master's degree requires a cumulative average grade of at least 3.3 CGPA, for all courses taken for graduate credit (including the MRP) with no grade below a B-.

B6.   PROGRAM LANGUAGE REQUIREMENTS

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

B6.2   Additional Language Study

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

B6.3   Biblical Languages

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

B6.4   Acceptable Evidence of Skill

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

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

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

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

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

B6.5   Change in Program of Study

If a student at a subsequent stage of the program changes their area of research so that an approved language is no longer vital for the program of study, the student's college Graduate Director or MRP Men-tor 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 GCTS according to the approval requirements noted above.

B6.6   Competency, Proficiency and Expertise Defined
In order to demonstrate skill in a language, students in the biblical studies must achieve or surpass minimum grades in coursework or exams for biblical languages according to the following levels: Competence: B+; Proficiency: B+; and Expertise A-. For students fulfilling modern language requirements and students not specializing in biblical studies, competence is defined as achieving a minimum grade of B-. Competence requires at least two semesters of university level courses, while proficiency requires at least four semesters of university level courses. Expertise may only be demonstrated by exams established by the GCTS (see also §B6.4).

B6.7   Language Waiver
A student who wishes to begin studies without having met the language requirements set for entrance must petition the Graduate Director of the college of registration, who, if they approve, will forward a petition to the GCTS. In the case of a minor deficiency, such as a slightly substandard language examination score, the GCTS may issue a language waiver authorizing the student to begin their program. In this case the student may register for a maximum of two semester courses in each of the Fall and Winter semesters, while preparing to meet language requirements. Normally, the student must meet the language requirement by the beginning of the first summer semester following their initial registration. If the student does not satisfy the language requirement by this time they will be withdrawn from the program. Such waivers are rarely granted.

B7.   GENERAL EXAMINATIONS

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

B8.   RESEARCH MASTER'S PORTFOLIO (OPTION II)

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

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

B8.1   Deadline
For all students, the deadline for the submission of the master's research portfolio is August 15. The sub-mission of this portfolio is a condition of graduation.

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

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

Before the end of the second semester of studies, the student will develop a one-page Master's Research Paper (MRP) Outline, working in close consultation with a faculty MRP Mentor, which will then lead to the writing of the MRP. No further approvals are necessary and the GCTS does not require a copy of the Out-line. Work on the MRP Outline and MRP may begin any time during a student's program, and does not require the completion of coursework.

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

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

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

Content.
The MRP Outline contains a succinct statement of the research question and the thesis statement, and briefly provides the context necessary to show why the thesis statement is important. To this end it iden-tifies the research question and describes its broader setting in contemporary academic research in the field. It gives attention to previous enquiry and available secondary literature (the *status quaestionis*).

Methodology.
The Outline shall include the relevant primary literature and the methods to be used for interpreting it. It gives a rationale for the method and indicates how it will be used to generate dependable conclusions and verify the thesis statement.

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

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

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

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

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

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

B10.1   Form of the MRP

Conformity with Outline.
The MRP should generally accord with that contained in the MRP Outline.

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

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

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

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

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

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

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

The MRP is evaluated by two TST faculty members: i) the MRP Mentor; and, ii) a second GCTS faculty reader. The second reader is chosen by the Mentor in consultation with the Associate Director, Graduate Programs. Both must have a GCTS graduate faculty appointment. The MRP is submitted by the student directly to the MRP Mentor, who ensures that the second reader also receives a copy of it. The two readers consult with each other the evaluation, and agree on a final grade. The final grade is submitted to the GCTS, along with a copy of the MRP and evaluative comments (each reader can submit their own evaluative comments; or, a single common evaluation can be submitted). The readers' comments and grade are then communicated to the student by the GCTS. When the readers are unable agree on a common grade, the Associate Director, Graduate Programs may choose to call a meeting of the readers to arrive at a consensus, or may simply choose to record the average of their two grades as the final grade.

B11.1   Deadline
For all students completing the MA in one year, the deadline for the submission of the MRP is August 15. For students taking longer than one year, the submission deadline is the published last day of exam week for the Fall or Winter semester.

B12.   GRADUATION (OPTION I & II)

B12.1   Clearance and Application for Graduation
Candidates must apply to their college of registration to graduate at the convocation ceremony immediately following their eligibility to graduate. Candidates for graduation must then follow the regulations in effect at that college regarding convocation. Candidates are 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. (See also General Regulations, §A10).

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

B13.   TRANSFERS

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

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

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

MASTER'S DEGREE LEVEL EXPEC-TATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OB-JECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE AT-TAINMENT OF STUDENT LEARNING OUTCOMES
3. Level of Application of Knowledge Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	Application of Knowledge is defined in the MA (Theological Studies) as the ability to engage in self-directed or assisted research within Theological Studies. Students successfully completing the program will be able to produce innovative or original analysis within the context of graduate seminars and courses, or within an MRP. In some cases this will include the application of a research language in aid of a student's research program.	The program design and requirements that ensure these student outcomes are: • The course electives require students to write academic papers, and to delve deeper into their areas of specialization. This work will also assist those completing a MRP. • Students will also be encouraged to engage in TST's various academic colloquia, lectures and conferences.
4. Professional Capacity/Autonomy a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.	Professional Capacity/Autonomy is defined in the MA (Theological Studies) as the ability to translate the knowledge gained in other research or professional settings. Students successfully completing the program will have sufficient skill, ability and experience to undertake further studies in their area of concentration at the doctoral level; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.	The program design and requirements that ensure these outcomes are: • TSJ5001 MA Research Methods will demonstrate how various methods and approaches can be applied in different contexts and to different scholarly debates. • The elective and methodology courses, through class discussion and written essays, will allow students to develop skills for clear judgement and academic integrity, as well as encouraging students to apply their knowledge in courses that relate to the breadth and depth of their field.
5. Level of Communications Skills The ability to communicate ideas, issues and conclusions clearly.	Communications Skills is defined in the MA (Theological Studies) as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Students successfully completing the program will be able to produce standard forms of graduate-level scholarly engagement, both written (e.g., seminar research paper) and oral.	The program design and requirements that ensure these outcomes are the presentation of a student's research, both oral and written, in the required and elective courses. This may include the requirement of developing additional research language skills for some areas. Close faculty supervision in the development of an MRP will also promote this outcome.

B15. Program Outcomes for Curricular Assessment.

The Association of Theological Schools requires regular assessment of graduate degree programs at accredited schools. The Toronto School of Theology uses the following curricular outcomes in its regular assessment of program effectiveness.

Students graduating in the MA will demonstrate:
1. Depth and breadth of knowledge in theology that is appropriate as preparation for further research.
2. Ability to work respectfully across ecumenical, multireligious, and intercultural contexts.
3. Skills and practices of theological scholarship at an advanced level.

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

C1.   GENERAL DESCRIPTION OF THE PHD

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

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

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

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

C1.3   Time Frame

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

Year 1

Sept. – Dec.	Initial meeting with supervisory committee (August). Courses begin. Individual Learning Plan (ILP).
Jan. – May	Second semester of course
May – Aug.	Summer courses (optional)
Sept. – Aug.	Language study (concurrent with courses).

Year 2

Sept. – Dec.	Courses (among which, normally, *TSJ5022H: Area Studies and Course Design*). Preparation of thesis prospectus.
Jan. – Aug.	Thesis prospectus approved. Preparation for general examinations.

Year 3

Sept. – Aug.	General examinations and thesis proposal must be completed by the end of year 3. The thesis proposal is submitted within three months of general examinations; see §C4.3.

Year 4

Sept. – Aug.	Thesis research & writing; final oral examination.

Each component of the PhD program is addressed further down in this Handbook.

C1.4   Achieving Candidacy

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

C1.5   Satisfactory Progress

Students are expected to complete the components of their degree requirements in a timely manner. Supervisory committees are required to review, assess, and report to the GCTS on this matter. Each year, students are responsible for submitting a *Student Progress Report* to the GCTS by June 1. See also General Regulations, §A8.5.2, §A9. TST Colleges require timely completion of annual program requirements as conditions for the awarding of scholarships and bursary awards. Satisfactory progress also includes fulfilling stipulated language requirements.

C2.   ADMISSION REQUIREMENTS

The following chart describes the main elements of the process ranging from the initial inquiry up to the first registration for courses. This description is intended to guide students, supervisors and administrative staff. It specifically outlines the distribution of responsibilities. However, details are provided in the corresponding sections of this Handbook. In case of differences, the handbook language is official.

C2.1   Statement of Intent
Applicants must submit a statement not exceeding 750 words outlining their academic interests and academic purposes. Doctoral applicants will be required to identify the nature of the research topic they would like to explore at TST, along with their methodological and theoretical approach(es). They should indicate how their previous academic studies and language preparation have prepared them for this research area and the TST graduate faculty members who could support their research.

C2.2   Prerequisite Degrees
An applicant is required to have an appropriate master's degree in theology from an accredited institution, with at least A- (3.7/4.0 CGPA) standing, or equivalent. The following are recognized academic master's degrees: Master of Arts, Master of Religion, Master of Theology, Master of Theological Studies, Master of Divinity. If a student's program included a research component (research paper, thesis), a grade of at least A- (3.7/4.0 CGPA), or equivalent, also is required for this work. Students must also possess a baccalaureate degree or equivalent.

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

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

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

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

C2.5   Letters of Reference
Two academic letters of reference are required from faculty members who taught the applicant in the institution from which they received their Master's degree. The GCTS does not provide a letter of reference form but asks that referees write a letter in which they comment candidly on the applicant's qualifications to pursue and complete graduate studies. Character references alone are not enough. Letters

must address academic skills, be written on the letterhead of an academic institution, and be signed by the referee. References should address reading and writing ability, language skills, capacity for analysis and critical thinking, capacity to engage in a community of learning. References issued to students or photocopies will not be accepted.

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

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

C3.   PROCEDURES FOR APPLICATIONS FOR ADMISSION

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

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

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

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

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

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

- The quality of the applicant's statement of intent.
- The availability of qualified faculty resources in the applicant's proposed area of research.
- Evidence that the applicant is likely to complete the program.

C3.4.3   Offers of Admission

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

C3.5   Acceptance by the Applicant

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

C3.6   Deferral of Matriculation (Registration)

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

C3.7   Withdrawing Offers of Admission

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

C3.8   Request for Reconsideration

An applicant may request the reconsideration of a decision by the GCTS Admissions Committee. Such a request must be made by the applicant in writing to the GCTS in a letter emailed, delivered or postmarked within thirty calendar days of the date of the communication of the decision by the GCTS. The request must state in full the grounds for the request. If the Associate Director, Graduate Programs and the representative to the GCTS Admissions Committee of the student's college of application deem that the request has merit, it will be forwarded to the GCTS Admissions Committee for consideration. Decisions concerning admission and related matters are not subject to appeal under section §A11.

C3.9   Fulfilment of Conditions

The applicant must provide evidence by a date stipulated in their letter of admission that all conditions attached to the offer of admission have been satisfied. The most common such conditions are completion of a degree in process with satisfactory academic standing or submission of original transcripts of all post-secondary study. If final transcripts do not indicate that the expected degree has been conferred, official documentation must be submitted by the same deadline indicating the student has satisfied all degree requirements to graduate and the date of degree conferral. Thus, where conditions have been attached, the student must arrange for official documentation certifying the fulfillment of the conditions to arrive in the GCTS by the stipulated deadline. Only after conditions have been met will the GCTS certify the

student, to the UofT and TST college of admission, as eligible to register. Applicants not fulfilling their conditions by the deadline will have their offer of admission rescinded.

C3.10   Limitation
Admission to the PhD program is admission to begin coursework in the residential stage of the program. The TST does not guarantee to maintain a place for the candidate in the program. A student who is deemed not qualified to continue in the program will be asked to withdraw or will have their registration terminated.

C4.   SUPERVISORS AND SUPERVISORY COMMITTEES

Note: At its April 2022 meeting, the Academic Council advised simplifying the language used for supervisors and committees for all degree components to "supervisor" and "supervisory committees". The language of this handbook has been revised accordingly. See the note on the Acronyms page.

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

C4.1   Prospective Supervisor and Initial Supervisory Committee
The potential student's first contacts with the TST are usually with the Associate Director, Graduate Programs, with a college Graduate Director or a TST faculty member, all of whom can offer advice on admissions and programs at TST. At the time of application to the program, students indicate in their "statement of intent" potential faculty with whom they share common research interests. Based on this statement and the identification of faculty resources by the student, in the offer of admission the GCTS assigns a prospective faculty supervisor with the agreement of the dean or principal of the student's college of registration. This supervisor contacts the student to help answer any questions regarding the program and admission, and to discuss the selection of other faculty for the student's initial supervisory committee.

Only Full Graduate Members (FGMs)of TST's GCTS may be appointed as supervisors.[1] Associate Members may only serve as co-supervisors or supervisory committee members. (The TST website contains a complete listing of TST faculty with graduate [advanced degree] status.) In addition to having a good working relationship with a supervisor, students should look for potential supervisors who have research competence in the proposed thesis area (which is ordinarily demonstrated by publication, previous thesis direction, course teaching), as well as the requisite allied skills (like skills in research languages or knowledge of cognate disciplines).

At the start of doctoral studies, an initial supervisory committee will be established for each incoming student. The supervisory committee consists of the supervisor and two other professors who are qualified to offer expert advice in the proposed area of research, and who are chosen jointly by the student and the supervisor amongst the members of the GCTS. The committee is then approved by the GCTS.

In August or early September, before the last day to add courses for the fall semester (see Key Academic Dates on TST's website), the supervisor convenes a first supervisory committee meeting with the student.

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[1] The SGS commonly refers to full graduate members (FGMs). The Association of Theological Schools (ATS) refers to Advanced Degrees when referring to doctoral degrees. That language still appears in some TST documents.

The purpose of this meeting is to prepare a plan of study for the student (see §C4.1.1). A report of this meeting must be submitted to the GCTS by October 1, using the *Student Progress Report* form. In April-May, the student organizes another meeting with the supervisory committee to assess progress; a report of this meeting must be sent to the GCTS before June 1, using the *Student Progress Report* form.

C4.1.1 Individual Learning Plan
The initial supervisory committee assists the student in designing their Individual Learning Plan (ILP). This plan of study sets the individual student's goals and objectives in relation to their research interest and aims at preparing the student for writing their PhD thesis. When developing the ILP, the committee also considers the student's development of their professional skills, such as teaching. It must cover all PhD program requirements for coursework, languages, and residence; it considers limitations on reading courses, advanced standing and transfer of credits. In the PhD program, the ILP is recorded on the *Student Progress Report* form to be submitted by the student to the GCTS by October 1, after the initial meeting of the student with their supervisory committee. In the DMin a separate narrative document is required.

C4.2 Changes in Supervisor and Supervisory Committee; Confirmation of Supervisor and Committee for Thesis
A prospective supervisor is assigned at admissions, and an initial supervisory committee is formed. Throughout the coursework phase, they help the student explore and refine their research interest and goals. As the student enters the stage of writing the thesis prospectus and sitting for general examinations, the research area becomes more fully defined. At that stage, the prospective supervisor and initial supervisory committee might be confirmed and continue to assist the student for the next stages; a change of supervisor or supervisory committee members might also be deemed desirable. Confirmation of the thesis supervisor and the supervisory committee are signified to the GCTS in the *Student Progress Report*. Changes in committee are reported to the GCTS in the same manner. All changes of supervisor must be approved by the Associate Director, Graduate Programs.

Changes in supervisor or supervisory committee might be called for at other moments, for a variety of reasons, at the request of the member college, the student, the supervisor, or members of the student's committee. The *Student Progress Report* form may be used at any time to inform the GCTS of such a request. The GCTS and the Associate Director, Graduate Programs will tend to those situations.

Changes of supervisor and/or changes in the thesis topic after the approval of the thesis proposal may require a new thesis proposal, and possible additions to the student's program in light of the degree regulations.

A student may initiate conversations about supervision with other potential supervisors as their research interests evolve. However, consistent with SGS guidelines, the GCTS is ultimately responsible for arranging supervision.

The confirmed supervisor and supervisory committee assist students in preparing the thesis prospectus (see §C7), the general examinations (see §C8), and the thesis proposal (see §C9). The committee is consulted throughout the writing of the thesis (see §C10), is involved in its submission process (see §C11) and takes part in the final oral examination (see §C12).

A *Student Progress Report* form must be submitted each year by June 1 regarding student progress in the program (see §C1.5). Failure to submit this report in a timely fashion may affect student status and/or

funding (see General Regulations §A8.5, §A9). Supervisors (or co-supervisors) are responsible for regular supervision even while on sabbatical.

C5.   PROGRAM REQUIREMENTS

The major requirements of the program are as follows:

    i.   Courses
   ii.   Languages;
  iii.   Thesis prospectus;
  iv.   General examinations;
   v.   Thesis proposal;
  vi.   Thesis;
 vii.   Final oral examination.

C5.1   Courses

Students will be required to complete a minimum of eight (8) half-courses (4.0 full-course equivalents). Such courses will allow students to achieve four essential purposes:

- a critical appreciation of Theological Studies, in ecumenical and interdisciplinary perspective, including its methods, premises, rationales, issues, and limits;
- a cohort identity supporting scholarly dialogue, academic collaboration, common professional development, as well as a common awareness of the distinctive character, outcomes, rationale, and resources of the program;
- effective preparation for general examinations, ensuring a breadth of knowledge consistent with degree-level expectations; and
- effective preparation for the thesis project.

The eight (8) courses will comprise:

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

C5.2   The Core Courses

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

TSJ5022H: Area Studies and Course Design
This is a team-taught course addressing the issue of breadth with respect to a student's area of study, together with attention to matters of pedagogy and course design. The purpose of the course will be to ensure that students have solid foundational knowledge of their area of study, such as would equip them to teach an introductory course in the area. Accordingly, the course will have two primary components: a plenary component dealing with pedagogical issues; and individual study in the area of study, under the direction of the student's supervisor (or other member of the supervisory committee, as determined by

the GCTS). The final project of the course, to be assessed by both the course instructor and faculty supervisor(s), will involve the design of an introductory course in the student's area (a syllabus, together with appropriate discussion, explanation and commentary). It will normally be taken in the first semester of the student's second year of studies. Students and the graduate faculty supervisor will be required to sign the *Area Studies & Course Design Agreement* and submit the form to the course instructor. The form will be made available at the start of the course.

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

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

Occasionally a student's research interest may be so distinctive that their supervisory committee may recommend an alternative to any of TST's courses in methodology, such as an elective with a specific methodological component, a course in a cognate SGS program, or, rarely, an independent Reading and Research course (which requires the approval of the GCTS). The course fulfilling the methodology requirement is recorded in the *Student Progress Report*.

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

Elective courses represent a conjuncture of the current research interests of individual faculty members and faculty research teams, on the one hand, and the intended learning outcomes of the doctoral program (for a full list of these learning outcomes, see §C15.). The defining outcomes, in summary, are research skills; skills in scholarly reporting; methodological sophistication; attention to the mobilization of knowledge, particularly for the critical self-reflection of faith communities; and awareness of ecumenical, global, and interdisciplinary contexts. A student's course selection is guided by their supervisory committee, with a view to providing breadth in the area of study (in preparation for the course "Area Studies and Course Design") and adequate foundation for the thesis prospectus, the general examinations and thesis. In some cases, students will benefit from graduate courses in a cognate discipline at the UofT. Where circumstances warrant, a student may be allowed to take one or two independent Reading and Research courses (i.e., a maximum of two), depending on the approval of the supervisory committee and the support of an appropriate faculty member. However, it is expected that most students will benefit more from seminar courses than from independent research courses. All elective courses must be at the graduate level. At least four (2.0 FCE) of the student's total courses (incl. required courses) must be taken at the 5000-level or 7000-level. (See General Regulations, §A7.15.)

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

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

C6.   PROGRAM LANGUAGE REQUIREMENTS

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

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

C6.1   General requirement
Every doctoral student must demonstrate competence in at least two languages, in addition to English, selected from among ancient languages or modern languages necessary for their research, provided that at least one language is a modern language. The student's supervisory committee determines the two required languages. The languages, and a brief statement of their relevance to the student's research, are recorded in the annual *Student Progress Report*. The two languages then require the final approval of the GCTS (see also §C2.3). Students must attempt at least one language exam annually until all language requirements are fulfilled. All language requirements must also be fulfilled before proceeding to the general examinations stage of the program. One of these languages may have been recognized as fulfilling program requirements by the Admissions Committee.

C6.2   Additional Language Requirements
A supervisory committee may require a student to demonstrate language skills beyond the above requirements to support research in their area of specialization. Any additional language requirements are recorded in the annual *Student Progress Reports* (which are then sent to the GCTS), which the student must then fulfill.

C6.3   Biblical Languages
Students in biblical studies require specific additional language skills. In addition to the required biblical languages (stated in the next paragraphs), every student is required to have competence in one modern language, normally: French, German, Hebrew, Italian, or Spanish. The student's supervisory committee determines the modern language. The languages, and a brief statement of their relevance to the student's research, shall be recorded in the annual supervisory committee reports, which are then sent to the GCTS for approval.

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

Every student focusing in New Testament Studies is also required to have expertise in Hellenistic Greek and competence in Biblical Hebrew. Expertise in Greek is demonstrated by passing the Greek examination for New Testament majors (passing grade: A-) or, when available, 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.)

C6.4   Acceptable Evidence of Skill
Skill in research languages may be demonstrated in the following ways:

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

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. Arrangements for special examinations in languages other than Hebrew, Greek, Latin, French, German, Spanish and Italian, can be made with the GCTS.

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

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

C6.5   Change in Program of Study
If a student at a subsequent stage of the program changes their area of research so that an approved language is no longer vital for the program of study, the student's supervisory committee will decide

whether additional language requirements are necessary in order to safeguard the integrity of the program and the student's ability to undertake specialized research in their new area. Any such changes are reported to the GCTS according to the approval requirements noted above.

C6.6   Competency, Proficiency and Expertise Defined

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

C6.7   Language Waiver

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

C7.   THESIS PROSPECTUS

The thesis prospectus is intended to help situate the general examinations within a student's program of study, and to initiate the student's thesis research. This work is done with a confirmed supervisory committee.

The thesis prospectus is 750-950 words in length plus a bibliography of 15-20 items, including any works cited in the text of the prospectus. See §A12.14.2 for style regulations. It includes the following:
1. A brief statement of the prospective thesis topic, with an indication of its expected scholarly contribution to theological studies and the methodological approaches that will be used in the thesis.
2. The names of three professors (the supervisor and the two other members of the supervisory committee), with brief indications of how the expertise of each one will contribute to the study of the topic.

The thesis prospectus must be completed and approved by the supervisory committee prior to the commencement of general examinations. The supervisor signs the *Thesis Prospectus Approval* form and sends it along with thesis prospectus to GCTS, student, and college registrar.

Students may begin work on the prospectus as early as the first semester of their second year of study. However, the prospectus cannot be formally approved until the student has completed all language requirements and all courses with a minimum CGPA of 3.7 (A-). Students who do not achieve this requirement, by the stated deadlines, will not be permitted to continue with their registration in the program.

Supervisory committees verify the completion of these degree requirements with the *Thesis Prospectus Approval* form.

## C8.		GENERAL EXAMINATIONS

In the general examination process, students demonstrate that they are prepared to undertake a project of specialized original research and that they have an understanding of their primary and secondary areas of study necessary for that project. Students will be required to write two general examinations, both of which will be defined with respect to the student's proposed research area, followed by an oral examination.

The student sets up a supervisory committee meeting to determine the areas and the format of the two general examinations. The supervisory committee documents this stage using the *Planning for General Examinations* form. (See PhD Chart 3a, above, for a description of the preparation for the general examinations.)

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

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

Each examiner will consult with the student during the process of constructing the examination, and the process The process of constructing the examinations will be guided by the following considerations:
- The interests and program needs of the student shall be taken into account.
- The student shall be given a clear idea of the aspects of the subject that will be covered in the examination, together with some idea of the structure of the examination (e.g., a set number of questions from which the student chooses a smaller subset to answer).
- There shall be a clear identification of the secondary bibliography with which the student shall be familiar.

The general examinations normally will be completed in the first session of a student's third year in the program.

### C8.2	Reading Lists
There are two reading lists (bibliographies) of moderate length, one for the specialist exam and one for the cognate subject. The examiners and the student together define the specific focus and parameters of the examinations and design the reading lists. The lists are thus jointly created through discussions between the student and the respective examiners. These examination reading lists typically include the student's previous readings relevant to the subjects chosen, and any additional titles that the examiners deem necessary for the student's preparation for the examination and pending thesis research. As a general guideline, the two reading lists comprise a global total of 25-35 books (or their equivalents in chapters and journal articles), and include a reasonable amount of material that can be researched and assimilated

within a 6-8 month period. The supervisor is responsible for ensuring that reading lists meet these general guidelines, and that the reading lists are proportionately distributed between the specialist and cognate exams.

C8.3   Examination Procedures

The general examinations include both written and oral components. The student should take both components within a period of no more than four weeks. Specific procedures regarding the general examinations will be made available to the student and the supervisory committee, once a notice of intent for examination is given to the Associate Director, Graduate Programs by the student.

Examination Formats

There are two possible formats for the written examinations, depending on the pedagogical goals set by the supervisory committee.

    a. *In-classroom Examination*. Exams are to be answered by the student without aids, unless aids are specifically designated by the examiners. The specialist exam is designed to be written in four hours. The cognate exam is designed to be written in three hours. Students are permitted to bring into the examination food and drink.

    b. *24-Hour Take-Home Examination*: The specialist or cognate exam is written in a 24-hour period, at a location of the student's choice. Each examination is "open book." The student is permitted and encouraged to use a computer, provided that they do not incorporate material written earlier. These examinations are approximately 20 pages (5000 words) per exam.

C8.4   Evaluation of the Written Examinations

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

In the event of a failure of either of the written examinations, the student will be allowed to repeat that component within three months. A second failure will result in the termination of the student's program. Any extensions for the completion of program requirements are subject to the policies under General Regulations, §A8.5 on Achieving Candidacy (see also Degree Regulations, §C1.3 Time Frame).

C8.5   The Oral Examination

The oral examination is conducted equally by all examiners and is chaired by the supervisor. It is to be completed within a two-hour session. Questioning is to be based primarily on the student's written answers, but may extend to other matters contained in the approved reading lists. Entirely new matters unrelated to the written papers or the reading lists are not to be introduced.

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

C9.   THESIS PROPOSAL

Within three months after the successful completion of the general examinations, the student will prepare a detailed thesis proposal, working in close consultation with the supervisor and supervisory committee members, and submit it to the committee for approval. If the research project involves human subjects, the student must then design a research ethics protocol to be submitted to UofT's Research Ethics Board (REB) for approval, following the *Research Ethics Submission Process for TST Graduate Students*. The REB responses may require changes to the thesis proposal, which must then be resubmitted to the supervisor and supervisory committee, if there are significant changes, for final approval. The approved thesis proposal with the approved Research Ethics Board protocol must be submitted to the GCTS. The student then may proceed to writing the thesis.

C9.1   Criteria for an Acceptable Thesis Topic

An acceptable thesis topic will meet the following criteria:

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

C9.2   Form and Contents of the Thesis Proposal

The form and contents of the thesis proposal are as follow:

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

Introduction
The most important part of the Introduction contains a succinct statement of the research question and the thesis statement. The Introduction also provides the context necessary to show why the thesis statement is important. To this end it identifies the research question and describes its broader setting in contemporary academic research in the field. It gives attention to previous enquiry and available secondary literature (the *status quaestionis*). The Introduction should also include a description of the project as a whole. The reader of the Introduction should be persuaded of the originality of the thesis and its potential contribution to scholarship.

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

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

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

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

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

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

C9.3   Approval of the Thesis Proposal
When the supervisor is satisfied with the draft thesis proposal, the student sends the proposal to the other committee members. When the committee members deem the proposal to be ready, the supervisor convenes the supervisory committee. The supervisory committee evaluates the thesis proposal developed by the student according to the criteria noted above, and may (i) direct the student to make modifications; (ii) direct the student to develop a new thesis proposal; or, (iii) proceed to an oral assessment of the proposal. The proposal may be accepted outright or with the provision of changes to be approved by the committee (see §C9.4). The thesis proposal is normally assessed within one month of its submission to the committee (provided that the proposal is submitted within the Fall or Winter sessions).

C9.4   Ethics Review for Research with Human Subjects Protocol
If the thesis proposal entails research with human subjects, it must be submitted to the University of Toronto's Research Ethics Board (REB) for approval. Research on human subjects may not be carried out without prior REB approval. REB approval must be renewed yearly; students may not continue research with an expired REB approval, as per REB regulations and MOA agreement. The research ethics protocol may be closed with the REB once the analysis is complete. Any research on human subjects carried out without REB may not be used in the final thesis. PhD student REB protocols are submitted through the TST. The student will forward a copy of the REB approval to the GCTS and the supervisor. See the *Research Ethics Submission Process for TST Graduate Students* and the *Ethics in Human Research* (UofT's Division of the Vice-President, Research & Innovation).

C9.4.1   Re-submitted Proposal
Where the supervisory committee or the Research Ethics Board requires modifications to the thesis proposal, the student must submit a revised version of the proposal within three months. Failure of the revised proposal to meet the approval of the committee will be reported to the GCTS and will result in the student's termination from the program.

C9.5   Report of Approval
The supervisor reports the final approval of the thesis proposal on the *Thesis Proposal Approval* form, sending the form and the final thesis proposal to the GCTS. The GCTS forwards a copy of the *Thesis Proposal Approval* form to the student. The GCTS archives the *Thesis Proposal Approval* form (and the REB approval form, if applicable), along with the final thesis proposal, and sends copies to the registrar of the student's college of registration.

C9.6   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.

C9.7   Transition to the Thesis Writing stage
A student must have completed all requirements for the degree, exclusive of thesis research, by the end of the third year in order to remain in good standing in the program. When it is approved, the thesis proposal represents an agreement between the student and the supervisory committee, by which the student agrees to undertake the research proposed and that the completed thesis, if it satisfactorily achieves what is proposed, will be recommended for final oral examination. Students who have an approved thesis proposal and supervisory committee are said to have achieved candidacy (see General Regulations, §A8.5). Students whose other degree requirements have been completed but whose thesis proposal has not yet been approved register for TSZ8888Y (Thesis Proposal).

C10. THESIS WRITING

Once a student's thesis proposal has been approved, they can proceed to the final stage of the program, the writing of the thesis itself. The thesis is to make a significant contribution to the knowledge of the field and must be based on research conducted while the student is registered for the PhD program. Any research using human subjects must comply with UofT/TST regulations concerning research ethics (see General Regulations, §A12.2). The candidate will defend the thesis at a final oral examination, which will be administered by TST's GCTS according to policies and practices informed by those of the School of Graduate Studies. The Final Oral Examination (FOE) committee will include representatives of the supervisory committee, an external examiner, and an examiner appointed by the UofT's School of Graduate Studies (SGS).

C10.1   Registration
A doctoral candidate whose thesis proposal has been accepted and who is writing the thesis will be registered in TSZ9999YY (Thesis Writing) at the next registration period. This registration will be renewed each session so long as the student continues to pay fees, until such time as the student completes the thesis or takes a leave of absence or withdraws from the program.

C10.2   Form of the Thesis
Technical requirements
Theses submitted for evaluation, and eventual TSpace submission, shall adhere to the formatting requirements of the TST *Electronic Thesis & Dissertation Manual* and "Thesis Template."

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

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

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

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

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

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

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

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

C10.3   Writing the Thesis
During the writing of the thesis, it is desirable and important that regular consultations be arranged between the candidate, the supervisor, and the supervisory committee by a mutually agreed schedule.

The supervisor is responsible for the direction of the dissertation, while the two other supervisory committee members are responsible for giving advice about the dissertation. The candidate should keep all three members informed of the progress of the work, preferably by the timely and periodic presentation of drafts of any work provisionally completed. Supervisory committees are required to meet collectively with the candidate at least once a year, and to provide a *Student Progress Report* on dissertation progress to the GCTS by June 1. The candidate is responsible for convening this meeting.

C11.   THESIS SUBMISSION

C11.1   Notice of Submission
When the supervisor, in consultation with the supervisory committee members and student, determines that the thesis (dissertation) has been completed, the thesis may be submitted for final oral examination

(FOE). The FOE is administered by GCTS according to policies and practices informed by those of the School of Graduate Studies.

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

C11.1.1 Submission of Copies of the Thesis
The candidate submits to the GCTS five (5) unbound copies of the final thesis, printed double-sided, each such copy being contained in a letter-size expandable envelope of high quality and durability with a re-sealable flap. In addition, the candidate must submit five (5) copies of the approved thesis proposal. If a substitute examiner is appointed at a later date, the candidate must submit an additional copy of the thesis. A candidate may also be required to submit a PDF version of the dissertation in addition to the printed copies. Only the GCTS is permitted to distribute the approved copies of the thesis to members of the FOE committee, together with copies of the approved thesis proposal.

C11.1.2 Deadlines for Dissertation Submission
While theses may be submitted at any time, deadlines have been established for those wanting to graduate at the next convocation. These deadlines are published each year under *Key Academic Dates* on TST's website. Even if the candidate meets the deadlines, no guarantee can be given that unforeseen circumstances will not prevent the candidate from graduating at the next convocation. Therefore, the candidate should submit the thesis well in advance of the deadline. Providing that the composition of a FOE committee has been submitted to the GCTS and approved (as noted in §C11.1) in advance of submission, the entire examination process typically takes four months, longer over the Summer session.

C11.2 Constitution of the Final Oral Examination Committee
The Final Oral Examination (FOE) committee shall comprise five (5) voting members, as approved by the GCTS:
1. Supervisor;
2. A member of the supervisory committee;
3. The other member of the supervisory committee;
4. An examiner representing the School of Graduate Studies of the University of Toronto, who is appointed by the Vice-Dean, Programs, of the School of Graduate Studies (in consultation with the supervisor and the TST Executive Director).
5. An external examiner.

A minimum of two examiners must hold their primary appointment at a TST college.

C11.2.1 Authority of the Committee
The Final Oral Examination committee is responsible for examining the thesis in accordance with the regulations of this section.

C11.2.2 Restrictions on Examiners
The external examiner must have an arm's-length relationship to the student and development of the thesis. In addition, at least one other member of the committee must not have been closely involved in

the preparation of the thesis. Frequently, the examiner representing the School of Graduate Studies 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.

C11.2.3 Restriction on the External Examiner

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

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

C11.2.4 Non-Participating Examiner

In the rare situation where the external examiner cannot participate in the oral examination, the external examiner submits a written report and the Associate Director, Graduate Programs appoints an auxiliary examiner to represent the external examiner's views at the defence.

C11.2.5 Substitutions

Should it become necessary to appoint one or more substitute members of the FOE committee, the appointment is made by the Associate Director, Graduate Programs in consultation with the supervisor.

C11.3 Candidate's Right to Proceed to Examination

If the supervisor is not satisfied that the thesis should proceed to examination, the candidate may, after advising the supervisor of their intention to do so, seek the permission of the Associate Director, Graduate Programs to send the thesis to examination without the approval of the supervisor.

C11.4 Preliminary Readers of the Thesis

The first stage of the FOE process is the assessment of the thesis by the preliminary readers. The three preliminary readers are the members of the supervisory committee. The GCTS distributes copies of the thesis, with the approved thesis proposal, to the preliminary readers, who must agree to read the thesis normally within a month.

When the preliminary readers have read the thesis in its entirety and agree that the thesis is ready to proceed to the final oral examination (that is, to the rest of the FOE 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 final oral examination.

If the three preliminary readers agree that the thesis is not ready for final oral examination, they are required to notify the GCTS of this in writing. The candidate must revise the thesis to address the comments or critiques of the preliminary readers. Where revisions are made to the thesis, the candidate must submit a written indication to the preliminary readers of the changes that have been made (normally, by providing a general description plus a list of pages, though a highlighted hardcopy or electronic version of

the thesis may also be acceptable). The supervisor is responsible for ensuring that the preliminary readers reach a consensus on the revisions. Once this consensus is reached and changes are made to the satisfaction of the readers, all three professors are required to notify the GCTS in writing that the dissertation is ready to proceed to the next stage of the final oral examination process. The candidate must re-submit five (5) printed copies of the revised thesis according to the provisions of §C10.2 (above).

C11.5   Establishing a Final Oral Examination Date
If, after the assessment of the preliminary readers, it is determined that the oral examination will proceed, the GCTS distributes the remaining two copies of the thesis to the SGS (UofT) examiner and the external examiner. The GCTS then arranges a date and location for the final oral examination.

C11.6   External Examiner's Report
Only the external examiner is required to submit a written report. The report should contain an explicit recommendation that the thesis be accepted, or not accepted, in partial fulfillment of the requirements of doctoral degree. The appraisal should consist of constructively critical and analytical comments and the importance of the work should be addressed in relation to its field. A synopsis of the thesis, if included at all, should be brief. The appraisal must 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 final oral examination announcement, to the candidate, the other members and the Chair of the FOE committee, two weeks prior to the examination. Neither the candidate nor any member of the FOE committee should communicate with the external examiner until the final oral examination.

In the event that the external examiner's report is delayed more than a day (24 hours), the candidate 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 candidate 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 candidate is not permitted to view the report in advance of choosing between these options. If the candidate has not indicated a decision five working days before the original defence date, the examination will be rescheduled.

C12.   FINAL ORAL EXAMINATION

In preparation for the date of the final oral examination, the candidate submits their abridged curriculum vitae to the GCTS, at least one week in advance of the scheduled date.

C12.1   Members of the Final Oral Examination Committee

The five (5) members of the Final Oral Examination committee (Board) are voting members. In addition, the FOE committee has one non-voting member: the Chair of the FOE, who is appointed by the GCTS, from a college other than that of both the candidate and the supervisor, and presides over the entire process of the oral examination, i.e., the initial meeting of the examiners, the oral defence itself, and the final session of the examiners to decide upon the outcome of the defence. The Chair is responsible for ensuring that the candidate is treated fairly and that the proceedings follow approved regulations. The

TST Executive Director, the Associate Director, Graduate Programs, or their representative, may also be present as a non-voting qualified observer.

C12.2 Quorum
Any member of an examining committee, including the student and the supervisor, may participate remotely (see § C12.5). In order to proceed with the oral examination, a quorum of four voting members of the FOE committee must be present.

C12.3 Visitors
The only visitors permitted to attend the examination[2] are TST faculty members and registered TST graduate (AD) students. The candidate may also invite one guest. All visitors attending the examination may enter the examination room when the candidate enters and must leave the room once the candidate has completed their defence. Only the FOE committee remains in the room[3] during the *in camera* sessions.

C12.4 Recording Policy
The unauthorized use of any form of device to audiotape, photograph, video-record or otherwise reproduce the doctoral exam is prohibited.

C12.5 Form of the Oral Examination (Defence)
The FOE may be fully in person, fully remote, or any hybrid between those two possibilities. Any or all of the chair, candidate, examiners and qualified observers can join either in person or remotely (see § C12.3 Visitors). The oral defence usually lasts no more than two hours, during which questions from the examiners are addressed to the candidate.

C12.6 Convening the Defence
The Chair convenes the FOE committee.

C12.6.1 *In Camera* Meeting
The Chair then invites the candidate and visitors to withdraw, and the examination board meets *in camera* to determine the order of questioning, the number of rounds of questioning, and the length of time to be allocated to each examiner for questioning. Normally the supervisor is the first questioner (see §C12.6.2), and the external examiner is the second questioner.

C12.6.2 The Examination
The Chair later invites the candidate and visitors to return, and the examination proceeds according to the order determined by the examiners. 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.

C12.6.3 The Evaluation
At the conclusion of the oral examination, the Chair invites the candidate and approved visitors to withdraw. The Chair of the FOE committee reminds the examiners of the voting procedures and evaluation policies and procedures, and that the examination covers both the thesis and the candidate's oral defence.

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[2] Visitors must attend in the format of the committee, i.e., if the FOE format is in person, the visitor(s) cannot attend virtually and if in the full virtual format, visitors cannot attend in person.

[3] In the case of virtual (online) and hybrid formats, virtual waiting rooms are used.

C12.6.4 Report of Evaluation

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

C12.7   The Final Evaluation

The FOE committee must make one of five decisions about the thesis and oral defence. The options are as follows:

1. *Acceptable in its present form*. The candidate passes with no conditions. The thesis is entirely acceptable as submitted, and the typescript is entirely free of typographical and stylistic errors, or so very nearly free that the candidate can be entrusted with producing the library copy without further oversight.

2. *Acceptable with editorial corrections*. The candidate passes with editorial corrections to the thesis being required (such as typographical errors, errors in punctuation, or problems in style). The corrections are to be completed within one month to the satisfaction of the supervisor (i.e., the expertise of the Supervisor alone is sufficient to approve all corrections).

3. *Acceptable with minor revisions*. The candidate passes with minor revisions to the thesis being required that are more than changes in style and less than major changes in the thesis (e.g., clarification of textual material or the qualification of research findings or conclusions). These are to be completed within three months to the unanimous satisfaction of a sub-committee of three examiners selected by and from the members of the examination committee. If they do not give their unanimous approval, the final oral examination must be reconvened within twelve months of the date of the original examination.

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

5. *Failure.* The thesis and examination fails.

C12.7.1 Rules for Determining the Outcome in Final Oral Examination

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

C12.7.2 Rules for Determining the Outcome in a Re-convened Oral Examination

In the case of an adjourned or re-convened oral examination, the only three allowable votes are: (1) Acceptable in its present form; (2) Acceptable with editorial corrections; and (5) Failure. The candidate passes if the decision is unanimous or if there is not more than one negative vote or abstention. The committee may not vote to adjourn and re-examine a re-examined thesis.

C12.7.3 Preserved Documentation

Examiners' ballots. Each examiner must complete and submit to the Chair a written ballot indicating their evaluation of the thesis and oral examination. The external examiner does not need to submit their ballot by mail or electronic means as the Chair attests to the vote on the *chair summary report* they submit to the GCTS.

Chair's testamur. The chairperson of the oral examination committee shall complete the *Doctoral Thesis Oral Examination Report* form testifying to the result of the thesis examination. The form, with the ballots, shall be forwarded to the GCTS.

C12.7.4 Thesis Corrections
In the event of a result of 3) Acceptable with minor revisions, the supervisor provides the candidate with a summary list of the revisions to be required, which list will be interpreted by the revision committee. In the event of a result of 2) Acceptable with editorial corrections, the supervisor provides the candidate with a written list of all the revisions required by the examiners. In the event of a result of 1) Acceptable as it stands, the examiners provide the candidate with their written lists of corrigenda (if any) and the candidate will prepare a final version of the thesis with any corrections suggested by the examiners of the thesis.

C12.8   Clearance and Application for Graduation
Candidates must apply to their college of registration to graduate at the convocation ceremony immediately following their eligibility to graduate. Candidates for graduation must then follow the regulations in effect at that college regarding convocation. A candidate is eligible to graduate when 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. (See also General Regulations, §A10.)

C12.9   Deposit of Copies of the Final Thesis (TSpace)
When the candidate has made such revisions as have been required by the examination committee, they must upload the final digital version of the thesis onto TSpace, the University of Toronto's on-line digital repository, and submit a *Thesis Non-Exclusive License* form in hard-copy to the GCTS. Such uploads must be done well in advance of a college's date of convocation and by the individual deadlines established by the GCTS. TST colleges will not confer the degree until the GCTS has confirmed that the digital thesis has been formatted according to the regulations specified in the *Electronic Thesis & Dissertation Manual* and "Thesis Template", successfully uploaded to TSpace, and the TSpace fee paid.

Instructions and deadlines about digital thesis submissions and TSpace are available through the GCTS and website.

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

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

C13.   TRANSFERS

C13.1   PhD Transfer to Master's
A student who has not yet submitted the thesis may apply to transfer from the PhD program to a TST graduate master's program. Students transferring from the PhD to a graduate master's program must

complete all of the normal master's degree requirements, or their equivalent, in order to be awarded the master's degree. These transfers are made on the recommendation of the college of registration and must be approved by the Associate Director, Graduate Programs. The student, with the recommendation of the college, submits the [Change of Program Request](#) to the Associate Director, Graduate Programs for approval. A transfer is effectively an admission into the master's degree.

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

C14.   TEACHING EXPERIENCE AND MENTORING

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

C14.2   Collaborative Teaching
Each qualified student should have the opportunity, where possible, of collaborating with a professor in the teaching of a course, under the mentorship of the professor. Collaboration includes course design, lecturing, seminar leadership, and participation in grading evaluation, as appropriate.

C14.3   Responsibility
The student's supervisory committee shall encourage suitable teaching arrangements under paragraphs §C14.1 and §C14.2.

C14.4   Instructorship
A student who has achieved candidacy (see §C1.4) may be invited by a college dean or principal to teach a course within the usual TST course and instructor approval processes.

C14.5   Lecture in area of specialization
A qualified graduate student should have the opportunity to deliver a lecture in their area of specialization, either within a regular TST course or as a special lecture.

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

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

DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLE'S)	DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
2. Research and Scholarship a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.	Research and scholarship is defined in The PhD program in Theological Studies as the ability • to identify new or unresolved questions or problems within their area of study; • to locate these questions within a pertinent trajectory of scholarly discourse; • to identify and critically assess pertinent primary and secondary sources; • to adopt, adapt or construct methods of interpretation appropriate to the area of study and pertinent to the thesis question or problem; and • to formulate a thesis or claim and to construct a reasoned argument on the basis of evidence in support of the claim. This is reflected in students who are able to produce discrete forms of research-based scholarly discourse (oral presentations, essays, thesis) that display these marks of research and scholarship, at least some of which is of a quality to satisfy peer review and to merit publication.	The program design and requirements that ensure these student outcomes for research and scholarship can be described as follows: The entrance requirements, including the submission of a writing sample, will ensure that students admitted into the program possess demonstrated research and writing skills. The core course "Research and Scholarship" will ensure that students have a critical understanding of the nature of scholarly research. The required course in methodology, together with elective courses, will ensure that students acquire a general methodological understanding, together with a higher level of proficiency in methods pertinent to their area of study and research. Elective courses will provide students with experience in writing research papers and in receiving critical response from peers and professors. The capstone demonstration of program outcomes in the area of scholarly research will be the conception, design, execution, completion, and successful defence of a major research project (thesis) that makes an original contribution to the area of study and that, in whole or in part, is of a quality to satisfy peer review and to merit publication.
3. Level of Application of Knowledge The capacity to i) Undertake pure and/or applied research at an advanced level; and ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.	An appropriate level of application of knowledge is defined in The PhD program in Theological Studies as the ability to engage in self-directed research activity, to make self-critical use of applicable academic skills and techniques, and to demonstrate the potential to contribute to the development of these skills and other aspects of research infrastructure (tools, practice, methods and approaches, resource material, etc.). This is reflected in students who are able to complete a thesis project without depending unduly on supervisory assistance, and to take initiative in acquiring	The program design and requirements that ensure these student outcomes for level of application of knowledge can be described as follows: The primary program requirement that will demonstrate a student's ability to undertake research at an advanced level will be the successful completion of the thesis. In addition, while publication is not a condition of the degree, the success of the program with respect to the level of application of knowledge will be measured by the proportion of graduates who

DOCTORAL DEGREE LEVEL EXPECTA-TIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLE'S)	DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE AT-TAINMENT OF STUDENT LEARNING OUTCOMES

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

4. Professional Capacity/ Autonomy a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts.	Professional capacity /autonomy is defined in The PhD program in Theological Studies as the self-critical awareness of a vocation, characterized by independent initiative, personal responsibility, collegial cooperation, ethical behaviour consistent with academic integrity, and an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. Such a vocation involves three broad areas of activity—research, teaching and service. This is reflected in students who are able: • to engage in further ongoing, self-directed research activity; to take their place in various appropriate communities of researchers (e.g., academic societies, college faculties); and to contribute to the development of the scholarly enterprise in appropriate ways (skills, techniques, tools, practice, ideas, theories, approaches, materials, etc.). • to construct courses at the baccalaureate level in their area of study; to grade	The program design and requirements that ensure these student outcomes for professional capacity/ autonomy can be described as follows: Faculty members play a significant role as models and mentors, and thus provide one of the fundamental means by which students are formed as capable and autonomous professionals. In particular, the relationship between a student and their primary supervisor is crucial in this regard. TST colleges provide doctoral students with opportunities to gain teaching experience by serving as TAs and, for some, teaching courses at the Basic Degree level. The core course "Area Studies and Course Design" will provide students with an opportunity to acquire and demonstrate the ability to design an effective introductory course. Doctoral students will have the opportunity to serve as student

DOCTORAL DEGREE LEVEL EXPECTA-TIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLE'S)	DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE AT-TAINMENT OF STUDENT LEARNING OUTCOMES
	student papers and guide student learning; to present their teaching experience and their approach to teaching in an appropriate form (e.g., a teaching dossier); and to adapt their teaching skills to situations other than a formal classroom. • to recognize the importance of working with scholarly peers and associates in a collegial manner; to recognize the ecumenical character of theological scholarship and its place within the broader world of scholarly discourse; to recognize the importance of making their theological expertise available in appropriate ways to wider circles in the church and society.	representatives on the pertinent bodies of TST's GCTS. TST encourages and supports a number of student-led structures and activities, which provide valuable experience in professional formation. These include the TST Graduate Students Association, which (among other things) offers an annual series of Professional Development Seminars, and several student-run subject area seminars (including the Biblical Department Seminar, which has been running continuously since the 1970s). TST faculty actively encourage their students to participate in the national and international academic societies in which they themselves are involved.
5. Level of Communication Skills The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.	An appropriate level of communication skills is defined in the PhD program in Theological Studies as the ability to understand complex and/or ambiguous ideas, issues and conclusion, to analyze them with respect to appropriate contexts of scholarly discourse, and to communicate them in oral and written forms at levels appropriate to specialized and general audiences or readerships. This is reflected in students who are able to: • write well-constructed and logically developed research papers, conforming to accepted standards of style for academic writing; • make oral presentations of academic papers in a clear and effective manner; • construct and present a talk or lecture to students at the baccalaureate level (in a tutorial or introductory course); • respond clearly, succinctly and at an appropriate level to questions posed in the context of a tutorial, class or formal presentation; • summarize the substance of their research project clearly and effectively in appropriate forms (e.g., Thesis Proposal, grant application, oral presentations to peers)	The program design and requirements that ensure these student outcomes for level of communication skills are as follows: • writing assignments in various components of the program (course assignments, final course papers, Thesis Proposal, thesis); • grant and scholarship applications (SSHRC, OGS); • opportunities to write book reviews (for the *Toronto Journal of Theology* and other scholarly journals); • oral presentations (course papers, TA and teaching activity, academic societies); • oral examinations (at the end of the qualifying examinations, thesis defence).

DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLE'S)	DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
6. Awareness of Limits of Knowledge An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	Level of awareness of the limits of knowledge in the PhD program in Theological Studies is defined as the recognition that Theological Studies is a complex discipline, comprising a broad array of subject matter, source materials, methods and approaches, addressing itself to a wide array of ecclesiastical traditions and social contexts, and drawing on resources, tools and insights from many other disciplines in the humanities and social sciences. As such, it also provides a context in which connections can readily be made between one's own area of study and the bodies of knowledge and interpretive questions that are shared with other areas of scholarship. This is reflected in students who are able to • comprehend, appreciate, and make connections with the work of fellow students working in other areas of Theological Studies; • engage generously and sympathetically with the work of others whose assumptions, methods or conclusions differ from their own; • incorporate interdisciplinary approaches, methods, insights and subject matter into their own research; • describe their own research to those working in other areas of Theological Studies or in other disciplines in comprehensible ways that identify interdisciplinary points of connection.	The program design and requirements that ensure these student outcomes for the awareness of the limits of knowledge are as follows: • core courses that include students from all areas of Theological Studies ("Research and Scholarship" and "Area Studies and Course Design") • the ecumenical character of TST, whose classes incorporate a broad spectrum of assumptions, methods and positions, among professors and students alike; • the location of TST within the University of Toronto, which provides daily reminder of the breadth and variety of the scholarly enterprise.

C16. Program Outcomes for Curricular Assessment

The Association of Theological Schools requires regular assessment of graduate degree programs at accredited schools. The Toronto School of Theology uses the following curricular outcomes in its regular assessment of program effectiveness.

Students graduating in the PhD will demonstrate:

1.   Expertise in one theological area of focus, engaging with other areas of focus as appropriate.
2.   Ability to practice pedagogical excellence in an academic, ecumenical, intercultural and multireligious context.
3.   Capacity to carry out original research at an advanced level.

D. DEGREE REGULATIONS: Doctor of Ministry (DMin)

D1.   GENERAL DESCRIPTION OF THE DMIN PROGRAM

The conjoint Doctor of Ministry (DMin) program is a professional graduate degree set in an ecumenical and multidisciplinary context directed toward excellence in the active engagement of ministry. The DMin is intended to provide advanced study for persons who are already engaged in the practice of ministry in its varied forms. In practical terms, the emphasis of the program is on advancing personal, professional, and theological integration in order to help the participants achieve a high level of competency in the practice of ministry and its theoretical underpinnings. The program distinguishes itself by seeking to integrate theory and praxis. Therefore, DMin students are required to continue in the practice of ministry while studying within an interdisciplinary framework and by the unique ecumenical context provided by the TST.

D1.1   Program Features
The distinctive features of the DMin program include the following:
*   It fosters research projects supporting reflection on enhanced ministry practice in Christian contexts. The theological inquiry of other faith communities and contexts may also be supported.
*   The program stresses collaborative learning among each entering cohort of students, with scholarly interchange across the traditional sub-disciplines of pastoral ministry (parish and congregational leadership, religious education, preaching, worship, pastoral care, hospital chaplaincy, and other forms of ministerial leadership), and critical reflection on the practice of ministry with others who are involved in the ministry context.
*   Courses, seminars, research projects related to the practice of ministry and its theological underpinnings are encouraged.
*   The program gives focused attention to issues method in research with human participants.

D1.2   General Areas of Study
TST's graduate faculty have specializations in a wide variety of areas of study. Prospective DMin students will identify topics that connect with faculty in specializations within or across these areas:
*   The practical study of the critical integration of biblical, historical, pastoral, and theological disciplines in dialogue with the practice of ministry in its particular context.
*   The practical study of the Christian faith and ministry in its relations with wider social and cultural contexts (social ethics; aesthetics; cultural studies; contextual theology; religion in the public sphere; comparative theology; and inter-faith dialogue).
*   The practical study of ecclesiastical practices (liturgy, homiletics, education and formation, pastoral care, spirituality), pastoral and other religious leadership, and the social organizations in which these occur (such as congregations, faith-based organizations, ecclesial bodies, and ecumenical and interfaith organizations).
*   Although Christian studies are at the core of TST's mission, prospective students may choose to frame research topics in the context of other faiths.

D1.3   Time Frame
The program is designed so that it can be completed in four years; all requirements must normally be completed within five years from first enrolment. The formally defined time frame for progress through the program is as follows:

Year 1

	May – Aug.	Orientation; initial supervisory committee meeting; TSM5021H – Theology of Ministry. (TSM5021H and TSM5020H are offered in alternate years.)
	Sept. – Dec.	First elective course; Individual Learning Plan (ILP); second supervisory committee meeting.
	Jan. – Apr.	Second elective course; first ministry base group (MBG) report.

Year 2

	May – Aug.	TSM5020H – Contextual Theology and Theological Reflection. (TSM5021H and TSM5020H are offered in alternate years.)
	Sept. – Dec.	Third elective course; preparation for comprehensive paper
	Jan. – Apr.	Fourth elective course; second MBG report.

Year 3

	May – Aug.	TSM5022H – Qualitative Research and Design.
	Sept. – Dec.	Comprehensive examination; thesis proposal
	Jan– Apr.	Research Ethics Board (REB) approval; thesis research

Year 4

	May – Apr.	Thesis research & writing; final oral examination

Each component of the DMin program is addressed further down in this Handbook.

D1.4   Achieving Candidacy

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

D1.5   Satisfactory Progress

Students are expected to complete the components of their degree requirements in a timely manner. Supervisory committees are required to review, assess, and report to the GCTS on this matter. Each year, students are responsible for submitting a *Student Progress Report* to the GCTS by June 1. See also General Regulations, §A8.5.2, §A9. TST Colleges require timely completion of annual program requirements as conditions for the awarding of scholarships and bursary awards. Satisfactory progress also includes fulfilling stipulated annual ministry base group reports and the submission of an approved ILP.

D2.   ADMISSION REQUIREMENTS

D2.1   Personal Statement and Selected Bibliography

Applicants must submit a personal statement, of no more than 800 words, that include the following:

- thoughts on the theory and practice of Christian ministry (or service as conceived within another faith tradition) including goals, objectives, and rationale for ministry;
- thoughts on the present and future needs of the church (or other faith community) as it ministers in changing social, economic, and political contexts;
- description of research interests and reasons for applying to the DMin program, including TST Graduate faculty with whom the applicant may study;
- future plans for the applicant's practice of ministry.

Applicants are also required to submit a 1- page selected bibliography of their current readings in theology or other fields related to their practice of ministry and research interest.

D2.2   Prerequisite Degrees
An applicant is required to have a baccalaureate degree (or its equivalent) from an accredited institution, and a Master of Divinity degree accredited by the Association of Theological Schools (ATS), or its equivalent, with at least B+ (3.3/4.0 CGPA) standing, or equivalent. All theological schools fully accredited by the Association of Theological Schools in the United States and Canada are deemed to be recognized institutions. Students from educational systems outside North America must give evidence of equivalent standing. The GCTS reserves the right to determine whether or not credentials of other degree-granting institutions meet the standards for its admissions programs. (See General Regulations, §A3.1 Procedures for Application.)

D2.3   Practice of Ministry
Students applying to the program are required to provide evidence of:
      1. A minimum of three years' experience in the practice of ministry following the MDiv degree, as evidenced by the student's CV or letters of reference, or its equivalency, as evaluated by the admissions committee.
      2. Engagement in a ministry (normally full-time), which will serve as the ministry base during this period of advanced professional study. In some cases, as long as there is an explicit written contract and the individual's engagement in the practice of ministry is supported, then 'engagement in ministry' may cover both paid and voluntary positions.

D2.4   Evidence of Facility in English
See General Regulations, §A5.5 English Language Proficiency Tests.

D2.5   Letters of Reference
Two academic letters of reference are required from faculty members who taught the applicant in the institution from which they received their Master's degree. The GCTS does not provide a letter of reference form but asks that referees write a letter in which they comment candidly on the applicant's qualifications to pursue and complete graduate studies. Character references alone are not enough. Letters must address academic skills, be written on the letterhead of an academic institution, and be signed by the referee. References should address reading and writing ability, capacity for analysis and critical thinking, capacity to engage in a community of learning. Professional references, where requested, may be written on personal letterhead and sent from personal email accounts. References issued to students or photocopies will not be accepted.

D2.6   Writing Sample
All DMin applicants must submit an academic writing sample (between 15-20 pages) demonstrating independent research and writing ability. This should be submitted as a PDF document to the GCTS as part of the online application.

D2.7   Other Application Documentation

D2.7.1   Denominational or Institutional Letter of Support
All DMin applicants must submit a denominational or institutional letter of support from an appropriate official in the applicant's faith tradition (diocese, religious order, presbytery, conference, or institution). They must declare full recognition of the applicant's intention to enter the DMin program and be aware of what the program requires (e.g., 4-5 years of study, on average, until completion of the program, be-

ginning with a one-week residential in the spring and one two-week residential for three successive summers thereafter; in addition, continued self-study and peer collaboration throughout the duration of the program).

D.2.7.2 Intended Ministry Base Group (MBG) Letter of Support

Separate to §D2.7.1, all DMin applicants must submit a ministry base group (MBG) letter of support from a person in the applicant's intended ministry base. This individual agrees to assist in the formation of a ministry base group (MBG) in the church or institution in which the applicant's ministry will be located for the duration of the program and serves as the chair of the MBG. The MBG exists to support the applicant through the essential components of the DMin program, up to the end of the second year.

D2.7.3 Curriculum Vitae

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

D3.   PROCEDURES FOR APPLICATIONS FOR ADMISSION

D3.1   Administration

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

D3.2   College Approval

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

D3.3   Deadlines

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

D3.4   Offers of Admission

Offers of admission are typically sent out in mid December, with responses from applicants required by a date stipulated in the offer of admission.

D3.4.1   Financial Assistance

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

D3.4.2   Criteria for Decisions on Admission

After determining that an applicant meets the minimum requirements for admission to the DMin program, the Admissions Committee will base decisions about admission on the following additional criteria:
- The applicant's grades in all previous post-secondary education. Particular weight is accorded to the prerequisite degrees and recent programs of study.
- The applicant's academic background in the stated area of interest.

- The potential of the applicant for graduate study as attested in the letters of reference.
- The quality of the applicant's personal statement and selected bibliography.
- The availability of qualified faculty resources in the applicant's proposed area of research.
- Evidence that the applicant is likely to complete the program.

D3.4.3   Offers of Admission

The Admissions Committee may decide: (a) to approve the application and offer admission; (b) to offer admission in another program or college; (c) to defer a decision (pending further information or institutional deliberation) with the possibility of a later admission offer; (d) to place the applicant in a "waiting pool" (with the possibility of a later admission offer, space permitting); or (e) to decline the application. The GCTS will inform the applicant of the admissions decision, with a copy of the letter being sent to the college. An offer of admission will indicate the conditions (if any) that have been attached to the applicant's admission.

D3.5   Acceptance by the Applicant

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

D3.6   Deferral of Matriculation (Registration)

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

D3.7   Withdrawing Offers of Admission

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

D3.8   Request for Reconsideration

An applicant may request the reconsideration of a decision by the GCTS Admissions Committee. Such a request must be made by the applicant in writing to the GCTS in a letter emailed, delivered or postmarked within thirty calendar days of the date of the communication of the decision by the GCTS. The request must state in full the grounds for the request. If the Associate Director, Graduate Programs and the representative to the GCTS Admissions Committee of the student's college of application deem that the request has merit, it will be forwarded to the GCTS Admissions Committee for consideration. Decisions concerning admission and related matters are not subject to appeal under section §A11.

D3.9   Fulfilment of Conditions

The applicant must provide evidence by a date stipulated in their letter of admission that all conditions attached to the offer of admission have been satisfied. The most common such conditions are completion of a degree in process with satisfactory academic standing or submission of original transcripts of all post-secondary study. If final transcripts do not indicate that the expected degree has been conferred, official documentation must be submitted by the same deadline indicating the student has satisfied all degree requirements to graduate and the date of degree conferral. Thus, where conditions have been attached, the student must arrange for official documentation certifying the fulfillment of the conditions to arrive in the GCTS by the stipulated deadline. Only after conditions have been met will the GCTS certify the

student, to the TST College of Admission, as eligible to register. Applicants not fulfilling this condition by the deadline will have their offer of admission rescinded.

D3.10 Limitation
Admission to the DMin program is admission to begin coursework in the residential stage of the program. The TST does not guarantee to maintain a place for the candidate in the program. A student who is deemed not qualified to continue in the program will be asked to withdraw or will have their registration terminated.

D4.   SUPERVISORS AND SUPERVISORY COMMITTEES

Note: At its April 2022 meeting, the Academic Council advised simplifying the language used for supervisors and committees for all degree components to "supervisor" and "supervisory committees". The language of this handbook has been revised accordingly. See the note on the Acronyms page.

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

D4.1   Supervisor and Supervisory Committee
The potential student's first contacts with the TST are usually with the Associate Director, Graduate Programs, with a college graduate director or a TST faculty member, all of whom can offer advice on admissions and programs at TST. At the time of application to the program, students indicate in their "statement of intent" potential faculty with whom they share common research interests. Based on this statement and the identification of faculty resources by the student, in the offer of admission the GCTS assigns a faculty supervisor with the agreement of the dean or principal of the student's college of registration. This supervisor contacts the student to help answer any questions regarding the program and admission, and to discuss the selection of other faculty for the student's supervisory committee. Only full graduate (advanced degree) members of TST's GCTS may be appointed as supervisors.[4] Associate members may only serve as co-supervisors or supervisory committee members. (The TST website contains a complete listing of TST faculty with graduate [advanced degree] status.) In addition to having a good working relationship with a supervisor, students should seek potential members of their supervisory committee who have research competence in the proposed thesis area (which is ordinarily demonstrated by publication, previous thesis direction, course teaching), as well as the requisite allied skills (like experience in ministry or knowledge of cognate disciplines).

At the start of DMin studies, a supervisory committee will be established for each incoming student. The supervisory committee consists of the supervisor and two other members who are qualified to offer expert advice in the proposed area of research, and who are chosen jointly by the student and the supervisor. At least one of them must be a member of the GCTS; the other one may be a DMin alum or a TST core faculty member who holds the DMin. The committee is then approved by the GCTS.

In May, before the commencement of the student's first DMin course in the summer, the supervisor convenes a first supervisory committee meeting with the student. The purpose of this meeting is to discuss

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[4] The SGS commonly refers to full graduate members (FGMs). The Association of Theological Schools (ATS) refers to Advanced Degrees when referring to doctoral degrees. That language still appears in some TST documents.

the student's research direction and relevant coursework. This meeting should be reported on the Student Progress Report form by June 1 if possible, or in any event within two months of the student's initial enrolment in the DMin program. In late August or early September, before the last day to add courses for the fall semester (see Key Academic Dates on TST's website), the supervisor convenes a second supervisory committee meeting with the student, focused on the student's draft of their Individual Learning Plan (ILP; see §D4.1.1). A report of this meeting must be submitted by the student to the GCTS by October 1, using the *Student Progress Report* form.

D4.1.1   Individual Learning Plan

The supervisory committee assists the student in designing their Individual Learning Plan (ILP). The ILP sets the individual student's goals and objectives in relation to their research interest and aims at preparing the student for writing their DMin thesis. The ILP encourages the student's development of their professional skills. It must cover all DMin program requirements for coursework, examinations, and residence; it considers limitations on reading courses, advanced standing and transfer of credits. A successful ILP will draw on TST/UofT resources and any other academic resources that might be available to the student in their own geographical context. The DMin student submits an ILP paper for approval by the supervisory committee before the end of the first Winter session, otherwise the student will not be permitted to enroll in the next summer session course. In April-May, the student organizes a meeting with the supervisory committee to examine and approve the ILP paper; approval of the plan is recorded in the *Student Progress Report*, due June 1.

D4.2   Changes in Supervisor and Supervisory Committee; Confirmation of Supervisor and Committee for Thesis

A prospective supervisor is assigned at admissions, and an initial supervisory committee is formed. Throughout the coursework phase, they help the student explore and refine their research interest and goals. As the student completes their coursework (save TSM5022H – Qualitative Research and Design), normally by the end of the second year's Winter session, their research area becomes more fully defined. At that stage, the prospective supervisor and initial supervisory committee might be confirmed and continue to assist the student for the next stages; a change of supervisor or supervisory committee members might also be deemed desirable. Confirmation of the thesis supervisor and the supervisory committee are signified to the GCTS in the *Student Progress Report*. Changes in committee are reported to the GCTS in the same manner. All changes of supervisor must be approved by the Associate Director, Graduate Programs.

Changes in supervisor or supervisory committee might be called for at other moments, for a variety of reasons, at the request of the member college, the student, the supervisor, or members of the student's committee. The *Student Progress Report* form may be used at any time to inform the GCTS of such a request. The GCTS and the Associate Director, Graduate Programs will tend to those situations.

Changes of supervisor and/or changes in the thesis topic after the approval of the thesis proposal may require a new thesis proposal, and possible additions to the student's program in light of the degree regulations.

A student may initiate conversations about supervision with other potential supervisors as their research interests evolve. However, consistent with SGS guidelines, the GCTS is ultimately responsible for arranging supervision.

The confirmed supervisory committee assists students in preparing the comprehensive examination (see §D8) and the thesis proposal (see §D9). The committee is consulted throughout the writing of the thesis (see §D10), is involved in its submission process (see §D11) and takes part in the final oral examination (see §D12).

A *Student Progress Report* form must be submitted each year by June 1 regarding student progress in the program (see §D1.5). Failure to submit this report in a timely fashion may affect student status and/or funding (see General Regulations, §A8.5, §A9). Supervisors (or co-supervisors) are responsible for regular supervision even while on sabbatical.

D5.   PROGRAM REQUIREMENTS

The major requirements of the program are as follows:
   i.   Participation in collaborative learning and ministry base group processes;
  ii.   Core and elective courses (with approved Individual Learning Plan [ILP]);
 iii.   Comprehensive examination;
 iv.   Thesis proposal;
  v.   Research Ethics Board (REB) approval;
 vi.   Thesis;
vii.   Final oral examination.

D5.1   Courses
Students will be required to complete a minimum of seven (7) half-courses (3.5 full-course equivalents).

Such courses will allow students to achieve four essential purposes:
   • a critical appreciation of studies in Ministry, in ecumenical and interdisciplinary perspective, including its methods, premises, rationales, issues, and limits;
   • a cohort identity supporting scholarly dialogue, academic and practical collaboration, common professional development in ministry, as well as a shared awareness of the distinctive character, outcomes, rationale, and resources of the program;
   • effective preparation for the comprehensive examination, ensuring a breadth of knowledge consistent with degree-level expectations; and
   • effective preparation for the thesis project.

The seven (7) half-courses will comprise:
   • Two (2) Core Courses for all students in the cohort;
   • One (1) Core Course in qualitative research methodology, for all students in the cohort; and,
   • Four (4) elective courses.

D5.2   The Core Courses
TSM5020H – Contextual Theology and Theological Reflection
This course will focus on theological reflection and social and cultural analysis of the student's respective contexts of ministry and research. It introduces and explores theological reflection, and the foundational principles of theological context.

TSM5021H – Theology of Ministry
This course aims at a critical understanding of the theoretical base that informs and is the foundation of the current practice of ministry. It includes a study of the theological beliefs and practices that inform a

student's ministerial vocation and practice. Theories of ministry and their practical consequences for ministry in the contemporary church are discussed.

TSM5022H – Qualitative Research and Design
This course gives an overview of qualitative research methodology in light of the student's respective research theory and design. It is focused on the elaboration of the DMin thesis proposal with a view toward helping the student gain the skill of writing the proposal. At the end of the course the student hands in a first draft of their thesis proposal as part of their course evaluation.

D5.3   Elective Courses
Each student must take four elective courses at the advanced degree level within their field of research. TST graduate faculty annually offer a number of elective courses to give students a range of topics pertinent to their research areas, to prepare for the DMin comprehensive examination and to develop backgrounds useful for thesis projects, while promoting educational diversity and substantial interchange. Elective courses represent a conjuncture of the current research interests of individual faculty members and faculty research teams, on the one hand, and the intended learning outcomes of the DMin program (for a full list of these learning outcomes, see §D15). In some cases, students will benefit from graduate courses in a cognate discipline at the UofT. These courses will be determined during the student's first year in the program and will make up part of the student's ILP (see §D4.1.1). These courses are meant to broaden and deepen the student's understanding and proficiency of the theological and social-scientific base that grounds his/her research. All elective courses must be at the graduate level, with at least half of the student's total courses (incl. required courses) being taken at the 5000-level or 7000-level. (See General Regulations, §A7.15.) The supervisor must approve all course changes after the student's ILP has been approved.

D5.4   Transfer Credit
Students are permitted up to 1.0 full-course equivalent (or two half-course) credits, according to General Regulations, §A7.14.

D5.5   Good Academic Standing & Satisfactory Progress
See General Regulations, §§A8.4-5 for minimum grade averages and policies on good academic standing & satisfactory progress. Students who do not achieve satisfactory performance will not be allowed to proceed to the comprehensive examination.

D6.   ADDITIONAL PROGRAM REQUIREMENTS

D6.1   The Individual Learning Plan (ILP)
See §D4.1.1 above.
The Individual Learning Plan (ILP) is developed by the student in the first year of the program and is approved by their Supervisory Committee. It must cover all DMin program requirements and be oriented toward achieving the individual student's goals and objectives in relation to his/her research interest. The intention of the ILP is to prepare the student for writing his/her DMin thesis. A successful ILP will draw on TST/UofT resources, the Collaborative Learning Group, the Ministry Base Group, and any academic resources that might be available to the student in their own geographical context. Approval of the ILP is required prior to the second year Summer Residential. If the ILP is not approved before the end of the Winter session, the student will not be permitted to enroll in the second core course TSM5021H (Theology of Ministry).

D6.2   Ministry Base Group (MBG)

The MBG is composed of representative persons from the student's ministry setting. It represents the program's commitment to the interaction that occurs between the student's social location in the practice of ministry and their use of TST/UofT resources. Each student forms an MBG in the first year Summer session. The group must be able to meet regularly (approximately twice a semester) for at least two years to offer support and critical reflection on the student's DMin work and ongoing practice of ministry. In the first session, the student must educate the MBG about the goals and dynamics of the program and with the MBG develop a strategy for achieving these academic goals. Annually, by May 1, the MBG submits a written evaluation concerning the student's progress in the program, which becomes part of the annual review by the supervisory committee. It must include reflection on the student's capacity to integrate learning from the DMin program with his/her practice of ministry. The MBG is dissolved when the student is ready to work on his/her thesis proposal, normally at the end of the second academic year. If the student's ministry base changes during the first three years of their program, they must inform the GCTS and consult with the Associate Director, Graduate Programs as to how to proceed.

D7.   THESIS PROSPECTUS

This does not pertain to the DMin program.

D8.   COMPREHENSIVE EXAMINATION

To demonstrate that they are prepared to undertake a project of specialized original research, and that they have an understanding of their primary and secondary areas of study necessary for that project, students will be required to write a comprehensive paper, which will be defined with respect to the student's proposed research area, followed by an oral examination.

The student prepares a proposal for the comprehensive paper, under the guidance of the supervisor. When the supervisor deems the proposal ready, the student convenes a meeting of the supervisory committee, who examines the proposal and approves the areas of the examination. The supervisory committee documents this stage using the *Comprehensive Registration* form.

D8.1   Comprehensive Examination

In the comprehensive examination process, students demonstrate that they are prepared to undertake a project of specialized original research and that they have an understanding of their primary and secondary areas of study necessary for that project.

The DMin comprehensive examination comprises a comprehensive paper and an oral examination. The comprehensive paper is a major integrative research document (maximum 40 pages, excluding bibliography) that demonstrates the student's critical research and writing skills, knowledge of the critical resources, and the requisite development of a theology of ministry that will allow them to: (1) complete the DMin thesis successfully; and (2) to make a significant contribution to the advanced understanding of the practice of ministry in their respective field of ministry. It must contain a detailed description of the student's theology of ministry based upon course work and collegial discussion, a presentation of the basic theoretical framework with the necessary research for the thesis, and a detailed bibliography. The comprehensive paper is intended to lead towards the student's thesis proposal.

In determining the area of the comprehensive paper, the supervisory committee will be guided by the following considerations:

- The interests and program needs of the student shall be taken into account;
- The student should demonstrate an awareness of the presuppositions, historical background, and critical issues involved in the proposed topic;
- There should be a clear identification of the bibliographical and historical sources upon which the student should be familiar; and,
- The student is expected to demonstrate the cross-disciplinary links between theology and the cognate discipline(s).

The comprehensive examination normally will be completed in the Fall session of a student's third year in the program.

D8.2   Reading List
Does not pertain to the DMin program. Bibliography attached to the comprehensive paper, and the student's awareness of pertinent literature, should be evidence that the student is prepared to write a DMin thesis.

D8.3   Examination Procedures
The comprehensive examination includes both a written and oral component. The DMin student should conclude both components within a period of no more than four weeks of submitting the comprehensive paper. Specific procedures regarding the comprehensive examination will be made available to the student and the supervisory committee, once a notice of intent for examination is given to the Associate Director, Graduate Programs by the student.

The DMin student must complete a 30-40 page comprehensive paper. When the comprehensive paper is ready for examination, students must send a digital copy of the paper to the GCTS. The GCTS will forward the paper to the student's supervisory committee, which may elect to have additional readers examine the paper where appropriate.

The GCTS sets the time and place for the oral defence of the comprehensive paper. The examination will take place via teleconferencing for those students not within commuting distance of the TST.

D8.4   Evaluation of the Written Comprehensive Examination
The supervisory committee (and such other examiners as the supervisory committee may have added) are asked to grade the comprehensive paper. The supervisor consults with the other examiners and supplies the GCTS with an interim grade. The interim grade is used as a guideline of the student's readiness to move to the oral examination. If the written work is judged as an overall "Pass", then the oral examination proceeds as scheduled. A "Pass" is deemed to be a grade of B+ or higher.

If the comprehensive paper is deemed unsatisfactory, the student will be allowed to repeat the comprehensive examination within three months. A second failure will result in the termination of the student's program. Any extensions for the completion of program requirements are subject to the policies under General Regulations, §A8.5 on Achieving Candidacy (see also Degree Regulations, §D1.3 Time Frame).

D8.5   The Oral Examination
The oral examination is conducted equally by all examiners and is chaired by the supervisor. It is to be completed within a two-hour session. Questioning is to be based primarily on the student's comprehensive paper. Entirely new matters unrelated to the paper are not to be introduced.

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

D9.   THESIS PROPOSAL

Within three months after the successful completion of the comprehensive examination, the DMin student will prepare a detailed thesis proposal, working in close consultation with the supervisor and supervisory committee members, and submit it to the committee for approval. The student will then design a research ethics protocol to be submitted to UofT's Research Ethics Board (REB) for approval, following the *Research Ethics Submission Process for TST Graduate Students* (see §D9.4). The REB responses may require changes to the thesis proposal, which must then be resubmitted to the supervisor for final approval. (If there are significant changes, consultation with the entire committee is advised.) The approved thesis proposal with the approved Research Ethics Board protocol must be submitted to the GCTS. The student then may proceed to writing the thesis.

D9.1   Criteria for an Acceptable Thesis Topic
An acceptable thesis topic will meet the following criteria:
  i.   The topic relates to areas recognized by TST's DMin program;
  ii.   There is a sufficient body of material concerning the topic to warrant a thesis;
  iii. The research method to be employed is appropriate and comes within the scope of the DMin program;
  iv.   If the topic relates to a living author or recent event or issue, the topic is recognized as significant, and secondary literature exists in regard to it;
  v.   The topic is sufficiently focused and manageable to allow the student to develop a thesis statement which will represent an original contribution to scholarship and which can be persuasively argued on the basis of primary evidence within the thesis length limitations;
  vi.   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.

D9.2   Form and Contents of the Thesis Proposal
The form and contents of the thesis proposal are as follow:

Title Page
This includes a working thesis title, the student's name, the name of the supervisor and supervisory committee members, the student's program, the student's college of registration, and the date of submission.

Introduction
The most important part of the Introduction contains a succinct statement of the research question. The Introduction also provides the context necessary to show why the research question is important. To this

end it identifies the research question and describes its broader setting in contemporary academic research in the field. It gives attention to previous enquiry and available secondary literature (the *status quaestionis*). The Introduction should also include a description of the project as a whole. The reader of the Introduction should be persuaded of the originality of the thesis and its potential contribution to scholarship.

Methodology
This section describes the relevant primary literature and the qualitative research method(s) to be used in the research project. It explains how the research methodology is well suited to answer the research question.

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

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

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

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

D9.3   Approval of the Thesis Proposal
When the supervisor is satisfied with the draft thesis proposal, the student sends the proposal to the other supervisory committee members. When the committee members deem the proposal to be ready, the supervisor convenes the supervisory committee. The supervisory committee evaluates the thesis proposal developed by the student according to the criteria noted above, and may (i) direct the student to make modifications; (ii) direct the student to develop a new thesis proposal; or, (iii) proceed to an oral assessment of the proposal. The proposal may be accepted outright or with the provision of changes to be approved by the committee (see §D9.4.1). The thesis proposal is normally assessed within one month of its submission to the committee (provided that the proposal is submitted within the Fall or Winter sessions).

D9.4   Ethics Review for Research with Human Subjects Protocol
Following the approval of the draft thesis proposal and prior to commencing any research requiring ethics review, the University of Toronto's Research Ethics Board (REB) must approve all research on human subjects (see http://www.research.utoronto.ca/). Research on human subjects may not be carried out without prior REB approval. REB approval must be renewed yearly; students may not continue research with an expired REB approval, as per REB regulations and MOA agreement. The research ethics protocol may be closed with the REB once the analysis is complete. Any research on human subjects carried out without REB may not be used in the final thesis. DMin student REB protocols are submitted through the TST. The student will forward a copy of the REB approval to the GCTS and the supervisor. See the *Research Ethics Submission Process for TST Graduate Students* and the *Ethics in Human Research* (UofT's Division of the Vice-President, Research & Innovation).

D9.4.1 Re-Submitted proposal
Where the supervisory committee or the Research Ethics Board requires modifications to the thesis proposal, the student must submit a revised version of the proposal within three months. Failure of the revised proposal to meet the approval of the committee will be reported to the GCTS and may result in the student's termination from the program. If the Supervisory Committee considers that the re-submitted Thesis Proposal is not a revision of the first proposal but a new proposal, the Thesis Supervisor shall so advise the Associate Director, Graduate Programs, in writing.

D9.5 Report of Approval
The supervisor reports the final approval of the thesis proposal on the *Thesis Proposal Approval* form, sending the form and the final thesis proposal to the GCTS. The GCTS forwards a copy of the *Thesis Proposal Approval* form to the student. The GCTS archives the *Thesis Proposal Approval* and the *REB approval* forms, along with the final thesis proposal, and sends copies to the registrar of the student's college of registration.

D9.6 Change in Proposal
Should the student later make substantial changes in their approach to the thesis, the student should consult with their supervisor and Associate Director, Graduate Programs on the advisability of submitting a new thesis proposal.

D9.7 Transition to the Thesis Writing Stage
A student must have completed all requirements for the degree, exclusive of thesis research, by the end of the third year in order to remain in good standing in the program. When it is approved, the thesis proposal represents an agreement between the student and the supervisory committee, by which the student agrees to undertake the research proposed and that the completed thesis, if it satisfactorily achieves what is proposed, will be recommended for final oral examination. Students who have an approved thesis proposal and confirmed supervisory committee are said to have achieved candidacy (see General Regulations, §A8.5). Students whose other degree requirements have been completed but whose thesis proposal and REB Protocol have not yet been approved register for TSZ8888Y (Thesis Proposal).

D10. THESIS WRITING

The culmination of the DMin program is the design and completion of a substantive and significant written thesis that integrates the Action-in-Ministry drawn from the student's practice of ministry. Once a student's thesis proposal has been approved, they can proceed to the final stage of the program, running the approved Research Ethics project and the writing of the thesis itself. The thesis is to make a significant contribution to the knowledge of the field and must be based on research conducted while the student is registered for the DMin program. The applied research must comply with UofT/TST regulations concerning ethics in the use of human subjects in research (see General Regulations, §A12.2). The candidate will defend the thesis at a final oral examination (FOE), which will be administered by TST's GCTS according to policies and practices informed by those of the School of Graduate Studies. The Final Oral Examination committee will include representatives of the supervisory committee, an Internal Examiner, an external examiner, and an examiner appointed by the UofT's School of Graduate Studies (SGS).

D10.1 Registration
A DMin candidate whose thesis proposal has been approved 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 or takes a leave of absence or withdraws from the program.

D10.2   Form of the Thesis
Technical Requirements
Theses submitted for evaluation, and eventual TSpace submission, shall adhere to the formatting require-
ments of the *TST Electronic Thesis & Dissertation Manual* and "Thesis Template."

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

Length
The length of the thesis should be no greater than 50,000 words (including notes and appendices, but not
including bibliography). Should a thesis exceed 50,000 words, no professor is under obligation to read or
examine it, nor is the TST obliged to find a professor who is willing to do so.

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

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

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

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

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

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

D10.3   Writing the Thesis
During the writing of the thesis, it is desirable and important that regular consultations be arranged be-
tween the candidate, the supervisor, and the supervisory committee by a mutually agreed schedule.

The supervisor is responsible for the direction of the dissertation, while the two other supervisory com-
mittee members are responsible for giving advice about the dissertation. The candidate should keep all
three members informed of the progress of the work, preferably by the timely and periodic presentation
of drafts of any work provisionally completed. Supervisors are required to meet with the candidate at

least once a year, and to provide a *Student Progress Report* on dissertation progress to the GCTS by June 1. The candidate is responsible for convening this meeting.

D11. THESIS SUBMISSION

D11.1 Notice of Submission
When the supervisor, in consultation the DMin student, determines that the thesis (dissertation) has been completed, the thesis may be submitted for final oral examination (FOE). The FOE is administered by GCTS according to policies and practices informed by those of the School of Graduate Studies.

Approximately one month prior to the anticipated date of submission, the supervisor shall notify the GCTS that the thesis is close to being ready for submission. The supervisor shall also recommend the names of examiners for the Final Oral Examination (FOE) committee (see §D11.2) at this time. The supervisor shall secure the willingness of the examiners (minus the External) to participate in the exam process. This advance notice is required in order to obtain GCTS approval of the proposed examination committee, and to confirm the examiners' availability to participate within the proposed examination time frame. Failure to provide notice of submission will delay the process.

D11.1.1 Submission of Copies of the Thesis
The candidate submits to the GCTS five (5) unbound copies of the final thesis, printed double-sided, each such copy being contained in a letter-size expandable envelope of high quality and durability with a resealable flap. In addition, the candidate must submit five (5) copies of the approved thesis proposal. If a substitute examiner is appointed at a later date, the candidate must submit an additional copy of the thesis. A candidate may also be required to submit a PDF version of the dissertation in addition to the printed copies. Only the GCTS is permitted to distribute the approved copies of the thesis to members of the FOE committee, together with copies of the approved thesis proposal.

For all theses submitted to the GCTS, students whose first registration preceded Summer 2019, must choose one of two examination procedures. Final Oral Examination (FOE) procedures for **OPTION 1** are posted on the TST website. Procedures for **OPTION 2** follow below. **OPTION 2** is the standard process of final oral examination for students whose first enrolment began Summer 2019.

Students granted the option must indicate their choice of option by submitting to the GCTS a completed *Final Oral Examination Procedure Election* form. The examination cannot begin until the GCTS receives this form.

D11.1.2 Deadlines for Dissertation Submission
While theses may be submitted at any time, deadlines have been established for those wanting to graduate at the next convocation. These deadlines are published each year under *Key Academic Dates* on TST's website. Even if the candidate meets the deadlines, no guarantee can be given that unforeseen circumstances will not prevent the candidate from graduating at the next convocation. Therefore, the candidate should submit the thesis well in advance of the deadline. Providing that a FOE committee has been submitted to the GCTS and approved (as noted in §D11.1) in advance of submission, the entire examination process typically takes four months, longer over the Summer session.

D11.2 Constitution of the Final Oral Examination Committee
The Final Oral Examination (FOE) committee shall comprise five (5) voting members, as approved by the GCTS:

1. Supervisor;
2. A member of the supervisory committee;
3. The other member of the supervisory committee or an internal examiner;
4. An examiner representing the School of Graduate Studies of the University of Toronto, who is appointed by the Vice-Dean, Programs, of the School of Graduate Studies (in consultation with the supervisor and the TST Executive Director).
5. An external examiner.

A minimum of two examiners must hold their primary appointment at a TST college.

D11.2.1 Authority of the Committee
The FOE committee is responsible for examining the thesis in accordance with the regulations of this section.

D11.2.2 Restrictions on Examiners
The external examiner must have an arm's-length relationship to the student and development of the thesis. In addition, at least one other member of the committee must not have been closely involved in the preparation of the thesis. Frequently, the examiner representing the School of Graduate Studies 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.

D11.2.3 Restriction on the External Examiner
The supervisor must certify that the proposed external examiner is a recognized expert on the subject of the dissertation, is an Associate or Full Professor at their institution, has the necessary academic qualifications to appraise a doctoral dissertation, and should be experienced as a successful supervisor of doctoral candidates through to defence.

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

D11.2.4 Non-Participating Examiner
In the rare situation where the external examiner cannot participate in the oral examination, the external examiner submits a written report and the Associate Director, Graduate Programs appoints an auxiliary examiner to represent the external examiner's views at the defense.

D11.2.5 Substitutions
Should it become necessary to appoint one or more substitute members of the FOE committee, the appointment is made by the Associate Director, Graduate Programs in consultation with the supervisor.

D11.3 Candidate's Right to Proceed to Examination
If the supervisor is not satisfied that the thesis should proceed to examination, the candidate may, after advising the supervisor of his/her intention to do so, seek the permission of the Associate Director, Graduate Programs to send the thesis to examination without the approval of the supervisor.

D11.4   Preliminary Readers of the Thesis

The first stage of the FOE process is the assessment of the thesis by the preliminary readers. The three preliminary readers are the members of the supervisory committee. (If the supervisory committee has only two members, the third preliminary reader is the person who was added under section 11.2.) The GCTS distributes copies of the thesis, with the approved thesis proposal, to the preliminary readers, who must agree to read the thesis normally within a month.

When the preliminary readers have read the thesis in its entirety and agree that the thesis is ready to proceed to the final oral examination (that is, to the rest of the FOE 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 final oral examination.

If the three preliminary readers agree that the thesis is not ready for final oral examination, they are required to notify the GCTS of this in writing. The candidate must revise the thesis to address the comments or critiques of the preliminary readers. Where revisions are made to the thesis, the candidate must submit a written indication to the preliminary readers of the changes that have been made (normally, by providing a general description plus a list of pages, though a highlighted hardcopy or electronic version of the thesis may also be acceptable). The supervisor is responsible for ensuring that the preliminary readers reach a consensus on the revisions. Once this consensus is reached and changes are made to the satisfaction of the readers, all three professors are required to notify the GCTS in writing that the dissertation is ready to proceed to the next stage of the FOE process. The candidate must re-submit five (5) printed copies of the revised thesis according to the provisions of §D10.2 (above).

D11.5   Establishing a Final Oral Examination Date

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

D11.6   External Examiner's Report

Only the external examiner is required to submit a written report. The report should contain an explicit recommendation that the thesis be accepted, or not accepted, in partial fulfillment of the requirements of doctoral degree. The appraisal should consist of constructively critical and analytical comments and the importance of the work should be addressed in relation to its field. A synopsis of the thesis, if included at all, should be brief. The appraisal must 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 final oral examination announcement, to the candidate, the other members and the Chair of the FOE committee, two weeks prior to the examination. Neither the candidate nor any member of the FOE committee should communicate with the external examiner until the final oral examination.

In the event that the external examiner's report is delayed more than a day (24 hours), the candidate 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 candidate 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 candidate is not permitted to view the report in advance of choosing between these options. If the candidate has not indicated a decision five working days before the original defence date, the examination will be rescheduled.

D12. FINAL ORAL EXAMINATION

In preparation for the date of the final oral examination, the candidate submits their abridged curriculum vitae to the GCTS, at least one week in advance of the scheduled date.

D12.1 Members of the Final Oral Examination Committee
The five (5) members of the FOE committee (Board) are voting members. In addition, the FOE committee has one non-voting member: the Chair of the FOE, who is appointed by the GCTS, from a college other than that of both the candidate and the supervisor, and presides over the entire process of the oral examination, i.e., the initial meeting of the examiners, the oral defence itself, and the final session of the examiners to decide upon the outcome of the defence. The Chair is responsible for ensuring that the candidate is treated fairly and that the proceedings follow approved regulations. TST Executive Director, the Associate Director, Graduate Programs, or their representative, may also be present as a non-voting qualified observer.

D12.2 Quorum
Any member of an examining committee, including the student and the supervisor, may participate remotely (see § D12.5). In order to proceed with the oral examination, a quorum of four voting members of the FOE committee must be present.

D12.3 Visitors
The only visitors permitted to attend the examination[5] are TST faculty members and registered TST graduate (AD) students. The candidate may also invite one guest. All visitors attending the examination may enter the examination room when the candidate enters and must leave the room once the candidate has completed their defence. Only the FOE committee remains in the room[6] during the *in camera* sessions.

D12.4 Recording Policy
The unauthorized use of any form of device to audiotape, photograph, video-record or otherwise reproduce the doctoral exam is prohibited.

D12.5 Form of the Oral Examination (Defence)
The FOE may be fully in person, fully remote, or any hybrid between those two possibilities. Any or all of the chair, candidate, examiners and qualified observers can join either in person or remotely (see § D12.3 Visitors). The oral defence usually lasts no more than two hours, during which questions from the examiners are addressed to the candidate.

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[5] Visitors must attend in the format of the FOE, i.e., if the FOE format is in person, the visitor(s) cannot attend virtually and if in the full virtual format, visitors cannot attend in person.

[6] In the case of virtual (online) and hybrid formats, virtual waiting rooms are used.

D12.6 Convening the Defence
The Chair convenes the FOE committee.

D12.6.1 *In Camera* Meeting
The Chair then invites the candidate and visitors to withdraw, and the examination board meets *in camera* to determine the order of questioning, the number of rounds of questioning, and the length of time to be allocated to each examiner for questioning. Normally the supervisor is the first questioner (see §D12.6.2), and the external examiner is the second questioner.

D12.6.2 The Examination
The Chair later invites the candidate and visitors to return, and the examination proceeds according to the order determined by the examiners. 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.

D12.6.3 The Evaluation
At the conclusion of the oral examination, the Chair invites the candidate and approved visitors to withdraw. The Chair of the FOE committee reminds the examiners of the voting procedures and evaluation policies and procedures, and that the examination covers both the thesis and the candidate's oral defence.

D12.6.4 Report of Evaluation
The Chair then invites the candidate and visitors to return and reports the outcome of the committee's deliberations.

D12.7 The Final Evaluation
The FOE committee must make one of five decisions about the thesis and oral defence. The options are as follows:

1. *Acceptable in its present form*. The candidate passes with no conditions. The thesis is entirely acceptable as submitted, and the typescript is entirely free of typographical and stylistic errors, or so very nearly free that the candidate can be entrusted with producing the library copy without further oversight.

2. *Acceptable with editorial corrections*. The candidate passes with editorial corrections to the thesis being required (such as typographical errors, errors in punctuation, or problems in style). The corrections are to be completed within one month to the satisfaction of the supervisor (i.e. the expertise of the Supervisor alone is sufficient to approve all corrections).

3. *Acceptable with minor revisions*. The candidate passes with minor revisions to the thesis being required that are more than changes in style and less than major changes in the thesis (e.g., clarification of textual material or the qualification of research findings or conclusions). These are to be completed within three months to the unanimous satisfaction of a sub-committee of three examiners selected by and from the members of the examination committee. If they do not give their unanimous approval, the final oral examination must be reconvened within twelve months of the date of the original examination.

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

5. *Failure.* The thesis and examination fails.

D12.7.1 Rules for Determining the Outcome in Final Oral Examination
Decisions (1), (2), (3) require either a unanimous vote of those present (and constituting a quorum for the examination) or not more than one negative vote or abstention. If the committee is unable to reach decision on (1) or (2) or (3) with either a unanimous vote or with not more than one negative vote or abstention, Adjournment is mandatory, unless a majority of those present vote in favour of (5).

D12.7.2 Rules for Determining the Outcome in a Re-Convened Oral Examination
In the case of an adjourned or re-convened oral examination, the only three allowable votes are: (1) Acceptable in its present form; (2) Acceptable with editorial corrections; and (5) Failure. The candidate passes if the decision is unanimous or if there is not more than one negative vote or abstention. The committee may not vote to adjourn and re-examine a re-examined thesis.

D12.7.3 Preserved Documentation
Examiners' ballots. Each examiner must complete and submit to the Chair a written ballot indicating their evaluation of the thesis and oral examination. The external examiner does not need to submit their ballot by mail or electronic means as the Chair attests to the vote on the *Chair Summary Report* they submit to the GCTS.

Chair's testamur. The chairperson of the oral examination committee shall complete the *Doctoral Thesis Oral Examination Report* form testifying to the result of the thesis examination. The form, with the ballots, shall be forwarded to the GCTS.

D12.7.4 Thesis Corrections
In the event of a result of 3) Acceptable with minor revisions, the supervisor provides the candidate with a summary list of the revisions to be required, which list will be interpreted by the revision committee. In the event of a result of 2) Acceptable with editorial corrections, the supervisor provides the candidate with a written list of all the revisions required by the examiners. In the event of a result of 1) Acceptable as it stands, the examiners provide the candidate with their written lists of corrigenda (if any) and the candidate will prepare a final version of the thesis with any corrections suggested by the examiners of the thesis.

D12.8   Clearance and Application for Graduation
Candidates must apply to their college of registration to graduate at the convocation ceremony immediately following their eligibility to graduate. Candidates for graduation must then follow the regulations in effect at that college regarding convocation. A candidate is eligible to graduate when they have met (a) all program requirements for the degree, and (b) any additional graduation requirements imposed or enforced by his/her college of registration or the college granting the degree. (See also General Regulations, §A10.)

D12.9   Deposit of Copies of the Final Thesis (TSpace)
When the candidate has made such revisions as have been required by the 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 *Thesis Non-Exclusive License* form in hard-copy to the GCTS. Such uploads must be done well in advance of a college's date of convocation and by the individual deadlines established by the GCTS. TST colleges will not confer the degree until the GCTS has confirmed that the digital thesis has been formatted according to the regulations specified in the *Electronic Thesis & Dissertation Manual* and "Thesis Template", successfully uploaded to TSpace, and the TSpace fee paid.

Instructions and deadlines about digital thesis submissions and TSpace are available through the GCTS and TST's website.

D12.10 Additional Conditions for Graduation
Some TST Colleges also require that candidates submit a hardbound copy of the thesis to the college, and will not confer a degree before appropriately hardbound copies of theses have been deposited with the college. In other cases, colleges either encourage the submission of a hardbound copy or do not require such submission. Candidates should consult with their college registrar.

D12.11 Candidate Indebtedness
A college may suspend a candidate's eligibility to graduate, and may withhold a candidate's degree parchment and academic transcripts, where the candidate has outstanding tuition fees, unpaid library fines, or other indebtedness to the college, another TST college, or the UofT (see General Regulations, §A12.3).

D13.   ADMISSION TO A MASTER'S PROGRAM

A student who has not yet submitted the thesis may be considered for admission to the Master of Theology (Option II) program. Students accepted 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 DMin program are counted towards course requirements in the ThM program, and an extended essay written for one of the courses in the DMin program is presented in fulfillment of the extended essay requirement of the ThM (Option II) program. In other cases, a completed comprehensive examination 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 are not eligible under this paragraph. Students who are admitted to the ThM (Option II) program and wish to resume DMin study must make a new application to the DMin program. This paragraph is subject to the ThM (Option II) program continuing to admit students.

D14.   TEACHING EXPERIENCE AND MENTORING

Does not pertain to the DMin program.

D15. DMIN DEGREE-LEARNING EXPECTATIONS (DLE's)

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 project 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.

Graduates of the DMin program will show a **deepening of personal and professional integration, social analysis, theological reflection, and qualitative research methodology** in order **to relate theory and practice** with respect to ministry by completing a project of **specialized original research** furthering their **vocation of ministry.**

Doctoral Degree Level Expectations	DMin Learning Objectives and Outcomes	How the program design and requirements support the attainment of student learning outcomes	Methods for assessing student achievement relative to established program learning outcomes and degree-level expectations	ATS Requirements
1. Depth and Breadth of Knowledge A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.	1. Critically analyze local and global contexts of ministry by drawing on advanced knowledge of concepts, theories, and frameworks from theology and cognate disciplines.	The program design and requirements that ensure these student outcomes for **Depth and Breadth of Knowledge** are: **Outcome 1** will be achieved in the following ways: The required, residential core courses: - TSM5020 (Contextual Theology and Theological Reflection) introduces students to a variety of contextual theologies and conceptual frameworks for evaluation. - TSM5021 (Theology of Ministry) engages traditional theological foundations in contemporary perspective.	**Outcomes 1 and 2** will be assessed by the following means: In TSM5022 a student-led seminar on a particular contextual theology evaluates student ability to critically analyze one particular contextual theology; and a research paper building a 'thick description' of the student's context for ministry, evaluated according to ability to interact with theoretical and historical concepts related to particular contexts. In TSM5021, a student-led seminar on a theology of ministry assesses ability to reflect on a variety	The three cohort courses address the two requirements: a) advanced theological integration that helps graduates effectively engage their cultural context with theological acumen and critical thinking b) in-depth contextual competency that gives graduates the ability to identify, frame, and respond to crucial ministry issues. TSM 5021HY and TSM 5022H syllabi describe students' leadership of classroom worship, seminars, and theological integration.

Doctoral Degree Level Expectations	DMin Learning Objectives and Outcomes	How the program design and requirements support the attainment of student learning outcomes	Methods for assessing student achievement relative to established program learning outcomes and degree-level expectations	ATS Requirements
		- TSM5022 provides the necessary skills to conduct qualitative research. 4 elective courses (.5) enable students to specialize in relation to their specific research question. The ministry base group (MBG) provides reflection on a particular context for ministry. The cohort learning group supports critical reflection on the practice of ministry in a variety of contexts and theological perspectives. The comprehensive paper integrates particular theological and cognate disciplines. **Outcome 2** will be achieved in the following ways: The required, residential core courses: - TSM5020 (Contextual Theology and Theological Reflection) introduces students to a variety of contextual theologies and invites critical integration with familiar contexts. - TSM5021 (Theology of Ministry) draws on traditional theological frameworks and invites students to expand and critique their existing frameworks. - TSM5022 (Qualitative Research and Design) teaches skills and strategies for engaging in qualitative research with reference to	of theological commonplaces in relation to contemporary and contextual theologies; and a research paper assesses student ability to analyze and critique systematic theologies in light of the student's own theology of ministry. In TSM5022 a literature review assesses depth of knowledge according to a specific area of inquiry; and a first draft of the thesis proposal assesses both practice-based and research knowledge. In all courses, a portion of the grade is assigned for participation, which is a means to assess engagement with the CLG. The comprehensive paper is assessed by an oral examination by the supervisor and another faculty member and is judged to be satisfactory according to the degree in which students have critically analyzed theological and cognate disciplines, and applied them to a particular context. The thesis and oral examination are evaluated by a thesis committee including a representative of SGS. The criteria for evaluation include the student ability to apply concepts, theories and frameworks form theology and cognate disciplines, and the student ability to critically analyze	They also demonstrate attention to culture through qualitative methods required.
	2. Demonstrate specialized knowledge of ministry for practice and inquiry through the integration of practice-based and research knowledge, drawing on contextual theologies.			

Doctoral Degree Level Expectations	DMin Learning Objectives and Outcomes	How the program design and requirements support the attainment of student learning outcomes	Methods for assessing student achievement relative to established program learning outcomes and degree-level expectations	ATS Requirements
		both context and research questions. 4 elective courses allow students to relate broader theological disciplines to their specific context and research question. The comprehensive paper and oral examination integrate knowledge from student contexts with specific theological frameworks and cognate areas. The thesis and the final oral examination apply specialized knowledge of a particular context in relation to theological and sociological frameworks.	their own context for ministry. The MBG is not assessed, but the chair produces a report in the student's first and second year.	
2. Research and Scholarship • The ability to conceptualize, design, and implement research for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; • The ability to make informed judgements on complex issues in specialist fields, sometimes requiring new methods; and • The ability to produce original re-	3. Evaluate and select appropriate qualitative methods of research for addressing problems in ministry contexts.	The program design and requirements that ensure these student outcomes for **Research and Scholarship** are: **Outcome 3** will be achieved in the following ways: The required, residential course TSM5022 (Qualitative Research and Design) enables and verifies the development of a critical understanding of qualitative and other methods of research. The thesis proposal and oral examination verify the student's preparedness to implement an action-in-ministry project rooted in qualitative methodology. The thesis and the final oral examination interpret the research outcomes in rela-	**Outcome 3** will be assessed by the following means: In the course TSM5022 students are assessed by their ability to evaluate and select an appropriate research design, as demonstrated through the draft thesis proposal. The thesis proposal and oral examination, and the thesis and final oral examination assess whether the student has chosen an appropriate method (see below)	The content of the action-in-ministry project requires students to demonstrate c) leadership capacity that equips graduates to enhance their effectiveness as ministry leaders in their chosen settings;

Doctoral Degree Level Expectations	DMin Learning Objectives and Outcomes	How the program design and requirements support the attainment of student learning outcomes	Methods for assessing student achievement relative to established program learning outcomes and degree-level expectations	ATS Requirements
search, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.	4. Plan, design, and carry out a research project that addresses a problem and offers an innovation to transform the practice of ministry.	tion to theoretical and theological subject area(s) as well as the student's particular ministry context, and describe its potential contribution to broader ministry contexts. **Outcome 4** will be achieved in the following ways: The Individual Learning Plan (ILP) is developed during the first year of the program, and identifies a research question in relation to relevant scholarship. The thesis proposal and oral examination identify a plan for carrying out an action-in-ministry project An professional project innovates in a particular context and usually uses qualitative research methods to evaluate data. The thesis and the final oral examination evaluate the thesis project in relation to theological and other frameworks.	**Outcome 4** will be assessed by the following means: The ILP is judged by the supervisor, the DMin director and an alumni of the program the supervisory committee. It is evaluated according to ability to identify a research question and envision an action-in-ministry project. The thesis proposal is assessed by oral examination by the supervisor, another faculty member, and an alumni of the program the supervisory committee, and is judged to be satisfactory according to ability to plan and design a research project. The thesis and the final oral examination evaluate the student's ability to carry out a thesis project within their particular context.	
	5. Evaluate and interpret research outcomes in relation to the state of current knowledge in the area, and to provide meaningful and substantive contributions to broader ministry contexts.	**Outcome 5** will be achieved in the following ways: The thesis and the final oral examination evaluate and interpret research outcomes.	**Outcome 5** will be assessed by the following means: The thesis and the final oral examination, according to the ability to relate the results of their thesis project to broader theological, cultural and ecclesiological frameworks.	

Doctoral Degree Level Expectations	DMin Learning Objectives and Outcomes	How the program design and requirements support the attainment of student learning outcomes	Methods for assessing student achievement relative to established program learning outcomes and degree-level expectations	ATS Requirements
3. Level of Application of Knowledge The capacity to undertake pure and/or applied research at an advanced level; and ii) contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials;	6. Design evidence-informed solutions to complex problems of practice that demonstrate advanced understanding and implementation of theological and other frameworks.	The program design and requirements that ensure these student outcomes for **Level of Application of Knowledge** are: **Outcome 6** will be achieved in the following ways: The action-in-ministry project requires that students design and implement an innovation in ministry that addresses complex problems in a particular context, drawing on theological and other frameworks. The thesis and the final oral examination critically analyze the result of the action-in-ministry project.	**Outcome 6** will be assessed by the following means: The action-in-ministry as reported in the thesis and the final oral examination is evaluated according to ability to identify and design solutions to complex problems in the field.	
	7. Develop new practices, methods, approaches or programs through the application of ministerial expertise and practice-based research methods to address needs within a variety of ministry contexts.	**Outcome 7** will be achieved in the following ways: The thesis and the final oral examination propose new approaches and programs based on the results of the action-in-ministry.	**Outcome 7** will be assessed by the following means: The action-in-ministry project as reported in the thesis and the final oral examination. The criteria for evaluation include the ability to develop new practices, methods, approaches and programs based on the results of their action-in-ministry projects.	
4. Professional Capacity and Autonomy a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility	8. Demonstrate thorough knowledge and practice of professional and ethical guidelines for the responsible conduct of	The program design and requirements that ensure these student outcomes for **Professional Capacity and Autonomy** are: **Outcome 8** will be achieved in the following ways:	**Outcome 8** will be assessed by the following means: The coursework in TSM5022 includes a draft thesis proposal in which	

Doctoral Degree Level Expectations	DMin Learning Objectives and Outcomes	How the program design and requirements support the attainment of student learning outcomes	Methods for assessing student achievement relative to established program learning outcomes and degree-level expectations	ATS Requirements
and largely autonomous initiative in complex situations; b) The intellectual independence to be academically and professionally engaged and current; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; d) The ability to evaluate the broader implications of applying knowledge to particular contexts.	research and academic integrity. 9. Demonstrate growth in spiritual maturity and commitment to religio-moral values for faith a life, in meaningful collaboration with a variety of stakeholders in the ministry context and professional community.	The required, core course TSM5022 (Qualitative Research and Design) explores ethical issues in research. The Research Ethics Protocol is completed according to the expectations of the University of Toronto's Research Ethics Board and demonstrates student ability to adhere to research ethics guidelines. **Outcome 9** will be achieved in the following ways: The CLG (collaborative learning group) provides opportunity for students to practice faith-leadership through worship opportunities and reflection upon key theological frameworks. The MBG (ministry base group) enables students to practice enhanced leadership in relation to a group of colleagues within their own context. The action-in-ministry project plans and implements a ministry innovation that reflects a sensitivity to context and the needs of the organization.	students must demonstrate ability to adhere to research ethics guidelines. The Research Ethics Protocol is approved as satisfactory by the Research Ethics Board. **Outcome 9** will be assessed through the following means: Class participation grades are assigned in relation to the quality of student interaction with the peer group in each core course. The MBG interactions are available according to the reports of the MBG, which assess the quality of leadership provided by the student. The action-in-ministry project as reported in the thesis, according to the criteria of whether the project reveals ability to recognize the implications of applying broader knowledge to a particular context.	
5. Level of Communication Skills The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.	10. Disseminate knowledge in the area of ministry that is ac-	The program design and requirements that ensure these student outcomes for **Level of Communication Skills** are: **Outcome 10** will be achieved in the following ways:	**Outcome 10** will be assessed by the following means:	

Doctoral Degree Level Expectations	DMin Learning Objectives and Outcomes	How the program design and requirements support the attainment of student learning outcomes	Methods for assessing student achievement relative to established program learning outcomes and degree-level expectations	ATS Requirements
	cessible and applicable to practitioners in the field.	Core and elective courses allow students to share knowledge with other students.

The thesis and the final oral examination, which test a student's ability to write and defend a major work of research (max 80 000 words) | According to the core and elective courses (described above) and evaluated by student ability to lead oral presentation and through written papers.

The thesis and the final oral examination in which students are evaluated by their ability to write and orally defend a critical assessment of their ministry context, theological frameworks, and their action-in-ministry research projects. | |
| **6. Awareness of Limits of Knowledge**

An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods and disciplines | 11. Analyze and articulate the limitations of a research project in the practice of ministry. | The program design and requirements that ensure these student outcomes for **Awareness of the Limits of Knowledge** are:

Outcome 11 will be achieved in the following ways:

The Research Ethics Protocol demonstrates both awareness and practice of sound ethical principles as well as demonstrating knowledge of the potential limitations of research projects.

The thesis proposal and oral examination require students to identify and analyze the potential limitations of their research and its applications.

The thesis and final oral examination require students to identify and analyze the potential limitations of their research and its applications. | **Outcome 11** will be assessed by the following means:

Through the approval of the Research Ethics Board;

The thesis proposal oral examination, and the thesis and final examination require the student to identify and defend the parameters of their projects and the implications of their research | The fourth requirement (d) "personal and spiritual maturity that enables graduates to reinvigorate and deepen their vocational calling" was named in previous renditions of the D Min Handbook (see 2016) but is not explicitly named UTQAP-oriented outcomes. This outcome is achieved within the learning community. On the 2018 survey 14/15 students reported experiencing "spiritual growth." |

Doctoral Degree Level Expectations	DMin Learning Objectives and Outcomes	How the program design and requirements support the attainment of student learning outcomes	Methods for assessing student achievement relative to established program learning outcomes and degree-level expectations	ATS Requirements
	12. Identify global and ecumenical perspectives that challenge the premises and perspectives of the practice of ministry in a particular context.	**Outcome 12** will be achieved in the following ways: Core and elective courses which at TST include students and faculty from a broadly ecumenical base. The CLG, with whom students are required to articulate global and ecumenical perspectives.	**Outcome 12** will be assessed by the following means: Through coursework in which students are assessed according to their ability to identify, critically analyze and engage a multiplicity of perspectives through conversation with peer group, written work and oral presentations.	