# TORONTO SCHOOL OF THEOLOGY

## DOCTOR OF MINISTRY PROGRAM HANDBOOK

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Please note that this Handbook is subject to revisions.
Updated versions will be posted at www.tst.edu.

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# Section One – Introduction

## 1.1  History

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

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

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

The DMin program takes pride in being a professional degree set in an ecumenical and multidisciplinary context directed toward excellence in the active engagement of ministry.  As of July 1, 2001, a renewed Memorandum of Agreement, between the

Toronto School of Theology and the University of Toronto, has re-established the Doctor of Ministry as a conjoint degree program with the University of Toronto.

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

## 1.2   Centre for the Study of Ministry (CSM)

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

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

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

## 1.3  Purpose and Goals

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

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

In order to gain a high level of competence in the practice of ministry, participants are expected to develop, expand, and demonstrate their knowledge and skills in the following areas:

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

For more information on the intended learning outcomes of the DMin program, please see Appendix 1 of this Handbook.

Insofar as the Doctor of Ministry degree is committed to an integration of theory and practice, the context for learning is three-fold, interrelated and continuous. First, there is the university base where the participants engage in courses, seminars, and research at the advanced degree level. Second, there are the collaborative learning groups in which participants engage in dialogue, peer critique, and the ongoing development of their

research project in both face-to-face and online situations. Third, there is the ministry base where the participants engage in critical reflection on their practice of ministry with others who are involved in their ministry context.  These three contexts are linked throughout the program by the core courses, the collaborative learning discussions online, academic study and research, ministry base group work, and the DMin thesis which requires an "Action-in-Ministry" that is designed to uncover a deeper understanding and insight into some aspect of the student's practice of ministry. The program proceeds continuously in a specific pattern throughout the first three years and in an altered pattern during the fourth and fifth years as the student progresses toward the writing of their thesis.

## 1.4  Admission Requirements

1. The applicant must have a baccalaureate degree from a recognized college or university and a Master of Divinity degree accredited by the Association of Theological Schools (ATS), or its equivalent, with an A- average or better.

2. An applicant whose first language is other than English must provide evidence of ability to comprehend, speak and write English at the graduate level.  One of the following will constitute *prima facie* evidence of such ability:  (1) evidence of an earned degree from a recognized post-secondary institution where the language of instruction and examination is English; (2) a satisfactory result on the Test of English as a Foreign Language (TOEFL).  Applicants requesting the transmittal of results should use the TST institution code 0655 and the department code 99. On the paper-based TOEFL, the minimum satisfactory score is 600 with a 5.0 in the Test of Written English (TWE).  On the computer-based TOEFL, the minimum satisfactory score is 250.  On the internet-based TOEFL, the minimum satisfactory total score is 100, with at least 22 on the Writing section and 22 on the Speaking section; (3) a grade of B in the advanced (level 60) Academic Preparation course in the English Language Program of the School of Continuing Studies of the University of Toronto, or equivalent standing at a comparable institution.

3. A minimum of three years' experience in the practice of ministry is required following the MDiv degree or its equivalency.

4. Be engaged in a ministry (normally fulltime), which will serve as the ministry base during this period of advanced professional study.

5. Computer literacy: Please see below the range of software that may be used in the completion of this program. Online study will use the educational platform Portal/Blackboard and basic instruction will be offered using this software.  Since there may be a distance learning component to the DMin program, it is expected that students have access to a stable internet connection in order to participate in online study and are proficient in utilizing online technologies, including updating software and accessing a variety of online programs.

***Software:***
    Current anti-virus software
    Windows XP, Vista, 8, 7 or Mac OS X.5, X.6, X.7
    Word processing: Office 2010 or Office 2013
    Internet: Internet Explorer 6 or 7, Firefox 1.x, 2.0, 3.0 and 3.5, Safari 2.0, 3.x (for Macs), all newer stable versions of Chrome and Firefox
    PDF Reader: Adobe Acrobat Reader

**<u>Note</u>: All students in the Doctor of Ministry program must obtain a UTORid and a mail.utoronto.ca email account. Communication with students will take place only through the mail.utoronto.ca email account.**

## 1.5  Program Requirements

1. Full participation is expected in the Orientation Week process at the beginning of the program prior to the first academic year of study, normally in April.

2. Active participation in the Collaborative Learning Group for at least three years during the summer residential periods and by connecting online throughout the academic year.

3. The establishment and active participation of the Ministry Base Group for at least three years

4. Successful completion of all core seminars and academic coursework, development and approval of an Individual Learning Plan (ILP), a comprehensive paper and oral exam, a thesis proposal and oral exam.

5. The student will be expected to research and write a DMin thesis and to participate in a final oral defence. Normally, the DMin thesis will be examined on the TST campus. Exceptions may be made under certain circumstances. Students are responsible for the cost of their own travel, accommodation and meals.

6. No languages other than English are required for entrance into the Program or as part of the Program requirements. DMin students are, however, encouraged to make use of materials related to their work in languages other than English and, should their thesis proposal require it, they may be asked to demonstrate competency in other languages.

## 1.6  General Overview of the Program

To achieve its goal of crafting a higher level of excellence and competence among those engaged in the practice of ministry, the DMin program has eight essential components. These components have been established to facilitate intellectual and

professional development and are outlined in Section III of the DMin Handbook.  Two key elements include: (1) supervision and evaluation by faculty, together with the DMin Director, the DMin Program Committee, the Centre for the Study of Ministry (CSM), and the Advanced Degree Council (ADC) of TST; and (2) ongoing self, peer and ministry-based evaluation.

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

# Section Two – Policies and Procedures

## *2.1  Application Requirements and Procedures*

An application for the DMin program can be obtained from the Toronto School of Theology website (http://tst.edu/prospective/how-apply-doctor-ministry-program).  The application requirements consist of the following:

1. An application form and $110 (CND) application fee (payable by Visa, cheque, money order or paypal).  Please see http://www.tst.edu/content/payments for more information on methods of payment.

2. Competence in English is required for those candidates whose first language is not English (see 1.4).

3. Detailed *Curriculum Vitae.*

4. A personal statement, not more than 800 words, on the following:

   • thoughts on the theory and practice of Christian ministry including goals, objectives, and rationale for ministry;
   • thoughts on the present and future needs of the church as it ministers in changing social, economic, and political contexts;
   • description of research interests and reasons for applying to the TST DMin program, including TST AD faculty with whom the applicant may study;
   • future plans for applicant's practice of ministry.

5. A writing sample.  All students applying to the DMin program must submit, either electronically or by mail, a writing sample (e.g., essay, thesis) of between 15-25 pages demonstrating independent research and writing ability. This sample may be submitted electronically, by email to dmin.office@utoronto.ca. If sending electronically, please use PDF format.

6. A selected bibliography of applicant's current readings in theology or other fields related to their practice of ministry and research interest.

7. Official transcripts: undergraduate, MDiv or its academic equivalent (pending approval by the CSM Admissions Committee), and any other post-graduate degrees.

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

8. Four letters of reference:

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

9. A Ministry Base Group letter of support from a person in the applicant's intended ministry base. This person is to assist in the formation of a ministry base in the church or institution in which the applicant's ministry will be located for the duration of the program. This group exists to support the applicant through the essential components of the DMin program.

10. A Denominational or Institutional letter of support from an appropriate official in the applicant's diocese, religious order, presbytery, conference, or institution. They must declare full recognition of the applicant's intention to enter the DMin program and be aware of what the program requires (e.g., 4-5 years of study, on average, until completion of the program, beginning with a one-week residential in the spring and one two-week residential for three successive summers thereafter; in addition, continued self-study and online peer collaboration throughout the rest of the academic year will be required).

## 2.2  Process for Admissions and Student Supervision

1. When a prospective student fills out the application form, the applicant will declare his/her college of registration, and indicate in their personal statement which TST faculty member they would like to serve as their Thesis Director. All applications should be mailed to the Director of the Doctor of Ministry program at the Toronto School of Theology. The Director of the DMin program will make an initial assessment of all applications.

2. The colleges will receive the DMin applications from the DMin Director for their approval and the assigning of a College Advisor. Once the college has indicated their approval, the Academic Committee of the CSM will deliberate in the same manner as for other advanced degree programs. Successful candidates will be invited to participate in the spring orientation week.

3. All students will have an opportunity during the orientation week to meet with their College Advisor and/or the DMin Director to confirm their interest in the program and to reflect on whether this program and the student are a good match to fulfill the students' learning goals.

4. The College Advisor will meet with the student during orientation week to familiarize him/herself with the study and research interests of the student and to advise the student of the resources of the college and TST.

5. In the event that the College Advisor cannot meet with the student during the orientation week, the DMin office will facilitate a meeting during the summer residential period.

6. The DMin Director will convene an ILP Evaluation Committee in the fall semester, when the student's Individual Learning Plan (ILP) is completed. The committee will meet together to discuss and review the ILP and make recommendations to the student. The DMin Director will act as chair. Where a face-to-face meeting with the student is not possible, the DMin Director will discuss the results with the student either online or by phone. The DMin Director, as chair of the committee, will forward the results to the DMin office.

7. When the student has completed his/her coursework and is ready to write the comprehensive paper, normally in the second year of the program, the student will contact the DMin Director who will convene a DMin Comprehensive Examining Committee (see section 3.1.6 for a description of this committee). The Committee, under the chair of the DMin Director, will meet with the student to consult on the student's bibliography and offer guidance. The meeting will normally be done through teleconferencing in situations where the student is unable to come to campus in person.

8. When the student believes that his/her comprehensive paper is ready for examination, s/he will notify the DMin Director who will reconvene the DMin Comprehensive Examining Committee. The Comprehensive Examining Committee will examine the paper and make recommendations. The Comprehensive Examination will normally be done through teleconferencing in situations where the student is unable to come to campus in person. If successful, the examiners will hand the student over to his/her DMin Thesis Proposal Committee.

9. The DMin Thesis Proposal Committee, normally under the chair of the Thesis Director, will meet to review the student's thesis proposal (see section 3.1.9 for a description of this committee). Meetings will normally be done through teleconferencing in situations where the student is unable to come to campus in person or at the discretion of the Thesis Proposal Committee chair.

10. When the thesis proposal is deemed ready for final review, the DMin Director will convene an oral defence. The student will send a digital copy of the thesis proposal to the DMin office. The DMin office will then forward the proposal to each member of the Thesis Proposal Committee and make one copy for the students' file. A hard copy of the thesis proposal will be provided to members of the Thesis Proposal Committee upon request. If the thesis proposal is deemed

acceptable upon evaluation, the Thesis Director signs the *Thesis Proposal Approval* form on behalf of the Thesis Proposal Committee.

11. Following approval of the thesis proposal the student must submit his/her proposed research project to the UofT Research Ethics Board (REB) for approval. Proof of approval of the research by the REB must be submitted to the DMin Director and the Thesis Director before research begins. **Students should carefully examine the University of Toronto's website on Ethical Research to apply for an Ethics Review. See section 5.6.6 of this Handbook for more information.**

12. After approval from the DMin Thesis Proposal Committee, the Thesis Director will continue to meet regularly with the candidate to discuss their applied research thesis as it unfolds. The student and the Thesis Director must determine their own way of proceeding at this point with respect to time, place, and number of meetings; preparation for such meetings (e.g., having the candidate's questions or written work in advance, etc.,); how the final text will be reviewed and prepared for submission for the oral defence, etc. While the Thesis Director will normally be responsible for providing guidance and supervision of the candidate on their own, it may be advisable in some circumstances to ask some or all of the members of the Thesis Proposal Committee to continue in an advisory capacity. While the Thesis Director and/or other members of the Thesis Proposal Committee are available to provide guidance and supervision to the student, it is important to stress that the candidate's own responsibility for his/her work at this point is paramount.

13. After approval is received from the REB, the student will engage in the Action-in-Ministry (i.e., applied research) portion of the program. When this is completed, the candidate will write his/her thesis. The Thesis Director will assess the candidate's final text according to the *Guidelines for Evaluating the DMin Thesis* (section 5.9) and, at the appropriate time, exercises his/her responsibility to declare whether the thesis is ready for oral evaluation.

14. **At least two months prior to the DMin Thesis Examination and Oral Defence**, the Thesis Director, in consultation with the candidate, will *suggest* a list of names for consideration as examiners for the final thesis (see 3.1.10).

15. The Thesis Director will submit these names to the DMin Director on the form provided in this Handbook (see Appendix 6).

16. The DMin Director will submit the proposed DMin Thesis Examining Committee to ADC for approval.

17. When the Thesis Director deems the thesis ready for examination, the student shall submit their thesis to the Advanced Degree office and the thesis examination will take place. The examination will conclude with an oral defence.

## *2.3  Special Admissions*

In certain circumstances, students may be admitted into the DMin program with special conditions, or they may be admitted to take advanced degree courses as a special non-degree student.

### 2.3.1 Special Admissions to the Program

1. **Probationary Admission.**  Where an applicant for admission to the DMin program is deemed to have minor deficiencies in educational preparation or requirements, the Academic Committee of the CSM may admit the applicant on probation for one or two semesters under this category.  If at the end of this time the student has satisfied the terms of the probation, the special condition will be removed.  The courses which the student has completed and the semesters during which the student has taken full-time studies under this condition will count towards the fulfillment of course and residence requirements for the DMin degree.  A student may not be registered as probationary for more than one year.

2. **Admission with preparatory work.** Where an applicant for admission to the DMin program is deemed to have strong potential for doctoral studies but significant deficiencies in educational preparation or requirements, the Academic Committee of the CSM may admit the applicant to the program with the condition that he or she takes prescribed preparatory work (see also 2.3.2.1).  The courses which a student is required to complete under this condition are not credited towards the requirements for any degree. If necessary, some adjustments might be made to the time limits for the various stages of the program in consideration of the additional work required.

### 2.3.2 Special Student Categories (non-degree)

1. **Preparatory Work.**  Where an applicant for admission to the DMin program is deemed to have strong potential for doctoral studies but significant deficiencies in educational preparation or requirements, and where immediate admission into the program is not advised (see 2.3.1.2), the Academic Committee of the CSM may admit the applicant to take prescribed preparatory work.  The courses which she or he completes as a Special Student (Preparatory) are not credited towards the requirements for any degree, nor is the period of study credited towards the residence requirement for the DMin.

2. **Late Applicants.**  In exceptional and compelling circumstances, late applications to the DMin program will be considered for special action.  If, in the opinion of the DMin Director, the applicant clearly meets the requirements for admission, the Academic Committee of the CSM may admit him or her as Special Student (Late Applicant).  The application of the student must be considered by the Academic Committee of the CSM at its next scheduled meeting and before the summer residential session.

### 2.3.3 Restrictions

1. **Change of status.**   Any change of student status under 2.3.1 must be approved by the ADC upon recommendation of the school of registration and the Academic Committee of the CSM.

2. **Expiration of status.**  No student may be registered as an advanced degree special student for more than two semesters, except by special action of the ADC. Upon recommendation by the DMin Director and approval of the Academic Committee of the CSM, students who have not satisfied the admission terms or conditions under 2.3.1 may have their registration in the program terminated.  Exceptions to this policy require the approval of ADC.

## 2.4  Disputed Decision for Admission

An applicant may request the reconsideration of a decision by the Academic Committee of the CSM.  The applicant must make such a request in writing to the DMin Director in a letter delivered or postmarked within thirty-five days (for overseas students, within forty-five days) of the postmarked date of the communication of the decision in question.  The request must state in full the grounds for the request.  The Academic Committee of the CSM will consider the request and make a final determination.  Decisions made by this committee concerning admissions and related matters are not subject to appeal under the terms of section 6 of this Handbook.

## 2.5  Deferrals

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

## 2.6  Registration

### 2.6.1 Maintaining Registration
After entering the DMin program, the student becomes a degree candidate, and is expected either to maintain registration until all degree requirements are satisfied or to withdraw from the program.

### 2.6.2 Demonstrating Continuing Involvement in the Program
The normal way to maintain registration is to demonstrate continuing involvement in the program, which the student can do by meeting at least the following minimum requirements.

> 1. The student must ensure that he or she has a current program registration in each trimester of study.

> 2. The student must pay prescribed fees in a timely fashion.  The first installment of tuition is paid in May, the second in August.

3. The student must be in contact at least once a year with a professor who has a supervisory role over his/her studies, such as the DMin Director, the College Advisor, or the Thesis Director.

4. The student must maintain a current and valid postal address, as well as the address for a UofT-issued electronic mail account that meets a standard of service set by the Vice-President and Provost of the University, and must ensure, by providing current information to the University of Toronto's student information system (currently ROSI), that TST has access to these addresses. Students are expected to monitor and retrieve their mail, including electronic messaging account[s] issued to them by the University, on a frequent and consistent basis.

## 2.7 Leave of Absence

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

## 2.8 Lapsed Candidacy

Where on May 30th a student has failed to meet the requirements for maintaining registration for the current academic year, the DMin Director shall make a reasonable effort to contact the student in order to determine whether the student intends to maintain registration or to withdraw. When contact cannot be made or no satisfactory response is received, the student's registration lapses. The student is then withdrawn from the program. In addition, registration lapses in the case of a student who has exceeded the maximum time limit for the completion of the degree, including extensions.

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

register must first petition the DMin Director.  Reinstatement then requires approval from both the student's college and the ADC (on recommendation by the Academic Committee of the CSM).  The program's normal requirements and time limits will apply to reinstated students as if they had been continuously registered, and reinstated students must pay fees owing for any sessions(s) in which they did not register.  Non-registered students forfeit any funding that would have been available had they been registered, subject to their college's policies.  Students will not receive credit for work completed during a session in which they have not registered.

## 2.9   Time Limits

### 2.9.1 General Rule
A doctoral student should remain in the program long enough to benefit from the influence of the academic community, but not so long that the integrity of the educational experience is imperiled.  For this reason, time limits are imposed.  The minimum time required for the completion of the DMin program is three years from first registration, and the maximum time is five years from first registration.  The student has three years from first registration to complete all courses, and comprehensive examination prescribed for the degree.  If the student is unable to meet this requirement, s/he must seek and receive an extension.  Otherwise, candidacy expires.  Completion of the thesis proposal, Action-in-Ministry project, and the writing of the thesis take place subsequently within the timeframe allotted.  If necessary an additional year may be granted for the student to complete all the requirements (section 2.9.2).  The student must obtain a course average of B+ to remain in good standing.

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

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

A program extension is granted for one year at a time beginning in September, May, or January.  A student who desires additional program extensions must submit a new petition for each year well in advance of the expiry of the last extension.  The first two extensions require the approval of the college AD Director and the DMin Director.  The third extension requires the approval of the ADC (on the recommendation of the

Academic Committee of the CSM).  Normally a student's candidacy will lapse at the end of the third year of extension.  The ADC may grant one further extraordinary program extension (on the recommendation of the Academic Committee of the CSM) for serious and compelling compassionate reasons.  No registration beyond this last extension will be permitted.

## 2.10   Withdrawal

A student wishing to withdraw from the program must complete the *Withdrawal from Program* form and submit it to the registrar of the college of registration, which will in turn notify the DMin office.  A student who withdraws may petition for readmission at a later date; each such petition will be considered on its own merits.

## 2.11   Grades

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

A+ (90-100)   Exceptional
A (85-89)       Outstanding
A- (80-84)      Excellent
B+ (77-79)     Very Good
B (73-76)       Good
B- (70-72)      Acceptable
FZ (< 70)       Failure

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

## 2.12   Standing Deferred (SDF)

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

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

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

## *2.13   Course Deadlines*

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

**2.13.1 Extensions**
Students are expected to meet the course deadlines, both of the TST and of the colleges in which they are registered, and are advised to plan their coursework accordingly.  Students who find themselves unable to meet TST deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by TST.

### 1. Grade Submission
Coursework must be completed and grades submitted by the following dates:

| | |
|---|---|
| Aug. 29, 2014 | All summer session (Y, H) courses, including TSM5020, TSM5021, TSM5022, and all summer session extended reading and research courses |
| Dec. 19, 2014 | Fall session (Y, H) courses |
| Apr. 17, 2015 | Fall/Spring session (Y) and Winter session (Y, H) courses |

Colleges may establish earlier deadlines for the completion of coursework and the submission of grades. Please confirm such deadlines with the instructor of the course.  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.

### 2. Coursework Extensions
Students are expected to meet the course deadlines, both of the TST and of the college in which they are registered, and are advised to plan their research projects accordingly. Students who find themselves unable to meet TST deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by TST.

### 3. Petitions
The authority to grant an extension for the completion of work in a course beyond the original TST deadline for that course rests with the DMin Director, not the instructor of the course.  Students should make their petition using a standard form provided by TST: http://www.tst.edu/academic/forms-ad-students.

The deadline for requesting an initial extension is the deadline for completion of coursework and grade submission for courses offered in the relevant session, as specified in the AD Handbook.

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

**4. 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 DMin Director must be reasonably certain that:

- 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;
- The student would not be granted an unfair academic advantage over fellow students in the course;
- The student would not be placing the normal and satisfactory completion of new coursework in jeopardy; and
- The student should not have a reasonable chance of completing outstanding requirements within the time allotted.

**5. Time Limits.** If the DMin Director grants a petition for an extension (see 2.13.1.3), she/he must specify an extension period, which is not to run beyond the TST deadline for completion of coursework and grade submission following the original TST deadline for the course. Thus, the deadlines for course extensions are as follows:

| | |
|---|---|
| Dec. 19, 2014 | All 2014 summer session (Y, H) courses, including TSM5020, TSM5021, TSM5022, and all summer session extended reading and research courses |
| Apr. 17, 2015 | Fall session (Y, H) courses |
| Aug. 28, 2015 | Spring session (Y, H) courses |
| Dec. 18, 2015 | All 2015 summer session (Y, H) courses, including TSM5020, TSM5021, TSM5022, and all summer session extended reading and research courses |

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

Extensions beyond these deadlines will require the approval of both the DMin Director and the TST AD Director.

**6. Failure to Meet Deadlines.** When a student has not completed requirements by the end of the examination week and an extension has been granted, the temporary non-grade course report SDF ("standing deferred") is assigned. If a student has not submitted any outstanding coursework by an established deadline (either the course deadline, the end of the academic year, the absolute 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 TST AD Director.

### 2.13.2 Course Registration with One or More SDFs

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

### 2.13.3 Absolute Deadlines

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

**2. Absolute Deadline for Courses taken Outside the TST:** A student taking a course offered by the School Graduate Studies or another entity outside the TST having an earlier absolute deadline than that defined above is bound to that earlier deadline. For SGS courses SDFs are not routinely assigned and extensions cannot be granted beyond the end of the trimester following the end of the course (except, on rare occasions, with the approval of SGS).

**3. Permanent Incomplete:** Where the student fails to complete the work of a course by the applicable absolute deadline and the professor has not submitted a

final grade, the college registrar will, without further notice to the student, change the course report from SDF to INC ("permanent incomplete").

### 2.13.4 Registration Procedures for Extended Completion of Coursework

A student who has taken and received final grades for all courses required for his or her program, excluding TSM5022HY, may proceed to the comprehensive examination stage. Such a student, during the time s/he is continuing work on the requirements of the course stage, will be registered at the beginning of each academic session with the course placeholder code TSZ7777YY "Research". The student cannot enter this placeholder code directly in the ROSI registration system; the registrar of his or her college of registration does this.

## 2.14  Minimum Grade Average

All courses must be completed with a grade of at least B- (70) to be credited to the required courses of a doctoral program. Further, the student must obtain an overall average of B+ (77) on all courses required in the DMin program, with no grade below B- (70) in any course, in order to proceed to the comprehensive stage. If a student receives a failing grade (FZ or less than 70) in any course, the student's College Advisor will review the student's performance in the program and make recommendations to the Academic Committee of the CSM and the ADC. The recommendation will normally be that the student's candidacy be terminated. If there are extenuating circumstances or other legitimate considerations, however, the college may recommend that the student be allowed to continue under certain specified conditions. (The conditions should include an indication of whether and how the failing grade will factor into the decision to allow the student to proceed to the comprehensive stage of the program). The Academic Council and the ADC will make a final determination about the student's status in the program. If the student is allowed to continue, he or she must repeat the relevant course or replace it with another course, and obtain a satisfactory grade. The failing grade will continue to appear on the student's record.

## 2.15  Advanced Standing / Transfer Credits / Advanced Placement

The Academic Committee of the CSM decides the number of units of advanced standing or transfer of credit that are allowed for incoming students as long as the combined total of such units does not exceed three. Courses permitted under the provisions of section 2.17 (*Study outside TST*) are not subject to this limit. Courses recognized under the provisions of advanced standing, transfer of credit, or advanced placement must have been completed within five years of the first year of a student's registration in the program.

**Advanced Standing:** in accordance with the rules and procedures of the program into which they are admitted, students may receive advanced standing on the basis of a degree program that they completed before their admission. The course(s) for which advanced standing is awarded must be specified in the student's transcript, along with

the grades originally assigned for these courses, and the number of units of advanced standing awarded to them.  The student will be required to complete that many units less in his/her program.  Grades for courses from outside the TST will not be included in the course average.  Grades for all TST courses will be included in the average.

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

**Transfer Credits:** may be awarded in a similar way for advanced degree work, in TST or elsewhere, which does not count towards a degree already awarded to the student.  The DMin Director can recommend the award of up to three credits for advanced degree courses at the equivalent of the 5000, 6000, or 7000 level transferred from another ATS-accredited school or other recognized institution, provided the coursework thus credited to be appropriate to the student's program.  Transfer credits can be awarded by the Academic Committee of the CSM.  The award is recommended using the *Request for Advanced Standing / Transfer Credit* form and approved by the DMin Director.

**Advanced Placement:** is awarded when a student is exempted from having to take certain required courses, but must take other courses to make up the total number of credits required in his/her program.  A maximum of three courses can be accepted for advance placement.

## 2.16   Reading and Research Courses

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

## 2.17   Study outside TST

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

## 2.18  Financial Assistance

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

## 2.19  Tuition Fees and Other Charges

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

# Section Three – DMin Program Outline

## 3.1 Components of Academic Governance

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

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

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

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

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

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

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

**3.1.6 DMin Comprehensive Examining Committee:** The Comprehensive Examining Committee is comprised of the student's College Advisor, and two other members appointed by the Academic Committee of the CSM (the Thesis Director, if already determined, and a DMin alumnus/a).  As the student nears the completion of their coursework (see 2.13.4), the DMin Director convenes this committee in order to set the content and timeline for the comprehensive.   The Comprehensive Examining Committee, with the DMin Director as chair, then examines the comprehensive.  It must be passed before thesis work can begin.  The final act of the Comprehensive Examining Committee is to officially recommend the student's Thesis Director (or co-directors) to the Academic Committee of the CSM (see 3.1.8).

**3.1.7 DMin Comprehensive Paper:** The comprehensive paper should demonstrate the student's critical research and writing skills, the critical resources, and the requisite development of a theology of ministry that will allow him/her to: 1) complete the 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 should contain a detailed description of the student's theology of ministry based upon course work and collegial discussion, a presentation of the basic theoretical framework with the necessary research for the thesis, and a detailed bibliography (see 5.4).

**3.1.8 DMin Thesis Director:** Once the student has passed their comprehensive and is ready to proceed with their thesis proposal, the DMin Thesis Director shall be recommended by the student and confirmed by the DMin Director. This advanced degree professor shall direct the student's progress through the thesis proposal, Action-in-Ministry, and thesis writing components of the program.  The Thesis Director has primary responsibility for evaluating the academic quality of the written thesis and must have full advanced degree status.  The Academic Committee of the CSM may appoint a co-director where the student will benefit from the complementary expertise of two professors, or will benefit from the expertise of a professor who is not a regular member of the advanced degree faculty but can acquire AD standing through the student's college.  In such cases, however, the Academic Committee of the CSM should determine which co-director has primary responsibility.

**3.1.9 DMin Thesis Proposal Committee:**  The DMin Thesis Proposal Committee is formed upon successful completion of the student's DMin Comprehensive oral defence. It is comprised of the Thesis Director with full advanced degree standing, and two TST faculty members with advanced degree status (one of whom is usually the student's College Advisor).  These faculty act as readers and consultants to the student's Thesis Director.  Meetings will normally be done through teleconferencing in situations where the student is unable to come to campus in person or at the discretion of the Thesis Director. Members of the committee may confer separately with the student.

**3.1.10 DMin Thesis Examining Committee:**  The DMin Thesis Examining Committee is formed when the student's research and thesis are complete, and the Thesis Director has approved the thesis.  The committee is comprised of the Thesis Director, the other faculty member of the Thesis Proposal Committee (usually the College Advisor), a faculty person from another TST college, an External Examiner with expertise in the area of research, and a faculty person appointed by the School of Graduate Studies at the UofT.  The External Examiner must have an arm's length relationship with the student, and in particular must not have consulted with the student during the preparation of the thesis.  The arm's length relationship of the External Examiner to the student should be verified by the DMin Director before the examiner is approved by the Academic Committee of the CSM.  The student in the preparation of the thesis should also not have consulted the TST Examiner.  Finally, the AD Director of the student's college of registration will chair the thesis defence.

### 3.2 Chart Sequence of Study for the DMin Program

*Phase I: Orientation*

## Year 1: Spring-Summer

### Week One (April) – Admissions Process

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

*Phase II: Coursework*

| Week Two | | Week Three | |
|---|---|---|---|
| *Morning Session* | *Afternoon Session* | *Morning Session* | *Afternoon Session* |
| *TSM 5020HY* *(Core Course 1)* **Contextual Theology Theological Reflection** | **Adult Education Theological Reflection Problem-Based Learning and Research** | *TSM 5020HY* *(Core Course 1) continued* | **Critical Thinking The Individual Learning Plan** |

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

# Year II: Summer

## Week Four                                    ## Week Five

| Morning Session | Afternoon Session | Morning Session | Afternoon Session |
|---|---|---|---|
| TSM 5021HY **(Core Course 2)**<br><br><br>**Theology of Ministry** | **Comprehensive Preparation** | TSM5021HY **(Core Course 2)** *continued* | **Comprehensive Preparation** |

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

# Year III: Summer

## Week Six                                    ## Week Seven

| Morning Session | Afternoon Session | Morning Session | Afternoon Session |
|---|---|---|---|
| TSM 5022HY **(Core Course 3)**<br><br>**Qualitative Research and Design** | **Thesis Proposal Preparation** | TSM 5022HY **(Core Course 3)** *continued* | **Thesis Proposal Preparation** |

### Phase III: Thesis Requirements

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

## 3.3  Description of Program Components

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

- **The first residential** period is one week in duration and takes place in the spring.  It is part of the admissions process and includes orientation, discernment, and group development.

- **The second, third and fourth residential** periods are two weeks in duration and take place every summer for three years.  During these times students will participate in courses, communal life, independent study, and faculty consultation.

**3.3.2  Collaborative Learning Group (CLG):** The Collaborative Learning Group (CLG) is composed of candidates who have entered the program concurrently.  The purpose of this peer group throughout the first three years of the program is to support candidates in their program and to aid in the candidate's critical reflection on their practice of ministry and research interest.  In the third year each student chooses a representative from the group who continues with him/her in an advisory capacity for the duration of the candidate's studies.  Depending on the enrolment numbers, candidates may be divided into smaller groups in order to facilitate easier peer collaboration.  While formation of the CLG occurs during the first residential periods, the CLG will continue to meet online throughout the academic year in order to support the candidate's progress through the program.

**3.3.3  Individual Learning Plan (ILP):** The Individual Learning Plan (ILP) is developed by the candidate in the first year of the program and is approved by their ILP Evaluation Committee.  It should cover all DMin program requirements and be oriented toward achieving the individual candidate's goals and objectives in relation to his/her research interest.  The ILP should also prepare the candidate for writing his/her DMin thesis.  A superior ILP will draw on TST/UofT resources, the Collaborative Learning Group, the Ministry Base Group, and any academic resources that might be available to the student in their own geographical context (see 5.1).  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 TSM5021HF (Theology of Ministry).

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

dynamics of the program and with the MBG develop a strategy for achieving these academic goals.  Annually, the MBG submits a written evaluation concerning the student's progress in the program to the DMin Director.  This report is meant to evaluate the student's capacity to integrate his/her learning from their coursework into the practice of ministry and the ability to effectively communicate his/her learning to interested lay people.  The MBG is dissolved when the student is ready to work on his/her thesis proposal.  If the student's ministry base changes during the first three years of their program, they should inform the DMin Director and consult with him/her as to how to proceed.  See section 5.3 for more information regarding the role and activities of the MBG.

**3.3.5 Coursework:** Students are required to take three core courses and four advanced degree academic courses in the first two years of the program.  Deepening one's personal and professional integration, social analysis, theological reflection, and qualitative research methodology are emphasized through the coursework.  The primary objectives of the coursework are the development of the student's ability to relate theory and practice with respect to her/his practice in ministry, the articulation of a coherent theology of ministry, and the identification and design of the DMin thesis proposal.  In order to complete the four advanced degree courses, students may enroll in regular advanced degree courses (i.e., 5000/6000 level), or take reading and research courses (i.e., 7000 level).  However, if the student is completing these courses from a distance, they must be taken as reading and research courses (i.e., 7000 level), depending on the availability of faculty.  Courses also may be taken at another recognized university (see 2.15).  Those taken at another institution must receive prior approval by the DMin Director and the Academic Committee of the CSM.  Furthermore, the instructor must have AD status equivalency.  The costs of such courses are the responsibility of the student and are not included in DMin program tuition fees.

**3.3.6 DMin Comprehensive and Oral Defence:** Upon completion of all coursework, with the exception of *TSM5022HY: Qualitative Research and Design*, the student must complete a 30-40 page comprehensive paper (see 5.4).  **When the student is ready to write the paper**, s/he will 1) register for the comprehensive stage (TSM5023HF/S) by filling out and submitting the *DMin Comprehensive Registration* form to the DMin office, and 2) will contact the DMin Director, who will convene a DMin Comprehensive Examining Committee to be chaired by the DMin Director.  The meeting will be arranged via teleconferencing in situations where the student is unable to come to campus in person. The student will collaborate with his/her Comprehensive Examining Committee *only* at the beginning stage of the comprehensive to review the student's coursework and determine how the student may enhance the theory, bibliography, and direction of the final paper.  When the student determines that the paper is ready for examination, s/he will contact the DMin Director who will reconvene the Comprehensive Examining Committee for the examination.  The comprehensive will be examined via teleconferencing in situations where the student is unable to come to campus in person. Successful completion of the comprehensive will determine the student's ability to begin the thesis proposal.  Upon successful completion of the comprehensive, the work of the Comprehensive Examining Committee is complete.

**3.3.7 DMin Thesis Proposal:** A thesis proposal concretely and concisely describes the student's research interest and outlines the various components required (i.e., the articulation of the student's theological and research base, the design of the applied research project, and the qualitative research method the student will use to analyze the data). When the student and his/her Thesis Director judge that the proposal is ready, it will be examined by the Thesis Proposal Committee, feedback provided to the student, and the results forwarded to the DMin Director (see 5.6).

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

**Note: only TST faculty with full advanced degree status are accepted by the UofT's REB to direct the student's research project.**

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

**3.3.10 DMin Thesis:** The culmination of the DMin program is the design and completion of a substantive and significant thesis that integrates the Action-in-Ministry drawn from the student's practice of ministry. The thesis addresses an integration of theory and an Action-in-Ministry that is well designed in respect to practical research, social analysis, and theological reflection (see 5.9). The applied research shall also comply with UofT/TST regulations concerning ethics in the use of human subjects in research. The student collaborates regularly with her/his Thesis Director in the development of his/her thesis.

**3.3.11 DMin Thesis Oral Defence:** The AD office arranges the time and date of the thesis defence. The defence lasts approximately two hours, during which each of the examiners will have an opportunity to ask questions of the student regarding the thesis. When the discussion is over, the examiners will determine whether the thesis and the student's responses during the examination are of sufficient quality to confer upon the student the Doctor of Ministry degree. The oral defence of the student's thesis is an open forum in which family, colleagues and friends of the student may observe the examination.

# Section Four — Curriculum

## 4.1  Three Core Courses

**TSM 5020HY – Contextual Theology and Theological Reflection**

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

**TSM 5021HY – Theology of Ministry**

The course aims at a critical understanding of the theoretical base that informs and is the foundation of the current practice of ministry.  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.

**TSM 5022HY – Qualitative Research and Design**

This course gives an overview of qualitative research methodology in light of the student's respective research theory and design.  It is focused on the elaboration of the 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's will hand in a first draft of their thesis proposal as part of their course evaluation.

## 4.2  Four Electives

**Four other electives:** Each student must take four elective courses at the advanced degree level within their field of research.  Advanced degree level courses include regular 5000/6000 level courses, or 7000-level reading and research courses.  All four electives may be taken at any one of these levels.  These courses will be determined during the student's first year in the program and will make up part of the student's ILP.  These courses are meant to broaden and deepen the student's understanding and proficiency of the theological and social-scientific base that grounds his/her research.  The DMin Director must approve all course changes after the student's ILP has been approved.

# Section Five — Guidelines

## 5.1 Guidelines for Developing the Individual Learning Plan (ILP)

**5.1.1  Personal Identification:** Include: name, address, phone, and college of registration.

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

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

**5.1.4  Applying DMin Resources to Realize Objectives**

   a) **The Collaborative Learning Group (CLG):** Based on your experience thus far, please make a brief reference to the CLG and how you might see it serving your learning objectives.

   b) **The Ministry Base Group (MBG):** Please provide a brief description of your MBG including its members, your reason for selecting said members, expectations regarding meeting times, procedures, methods of evaluating your DMin work in relation to your practice ministry context, etc.  State how you see the MBG serving your learning objectives.

   c) **Three Advanced Degree Core Courses:**  For each of the three following courses, please provide the course number, title, professor and a brief indication of how you see them serving your learning objectives.
   - *TSM5020Y: Contextual Theology and Theological Reflection*
   - *TSM5021Y: Theology of Ministry*
   - *TSM5022Y: Research Theory and Design*

   d) **Four Additional Advanced Degree Courses Related to Student's Research Interest:** For each of these elective courses specify the projected title, professor, time frame, description, specific learning objectives, and methods of evaluation.  Professors for these courses or learning units must be at the Advanced Degree level or specialists in the subject who could be approved to direct the desired study.  If an elective is a reading and research course please specify the possible title, professor, time frame, description,

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

It is singularly important that the courses or learning units be chosen or shaped by your research interest in order to provide the challenging perspectives, theoretical knowledge, and skills needed to carry out your DMin research.  Avoid the temptation of choosing electives courses that are too divergent from your research interest.  Courses are intended to equip you to establish your theology of ministry, generate sources to be used in the thesis, carry out your research interest, and should be used in the writing of the comprehensive paper (see section 5.4).

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

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

## 5.2 Guidelines for Evaluating the Individual Learning Plan (ILP)

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

### 5.2.1  Discernment of the Research Interest
An issue of deep and abiding concern, arising from the student's practice of ministry, should be identified for special study.  This interest should have some boundaries that distinguish it from other aspects of the student's practice of ministry.  The DMin thesis topic, to be expressed more precisely in the thesis proposal stage, will be carried out within this research interest.  Thus even though the student does not yet have a well-focused thesis question, the research interest should be described fairly clearly at the beginning of the student's DMin studies since it functions as a guide for determining the adequacy of the self-selected components and flow of the ILP.

### 5.2.2  Focus and Coherence

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

### 5.2.3  Adequacy of the Plan

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

### 5.2.4  Practicality

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

### 5.2.5  Options for Evaluating the Individual Learning Program

- **Accept with no required changes.** The committee may offer suggestions, but no changes are required.
- **Accept with minor corrections required.** The committee must state *where* and *why* changes are necessary. The DMin Director supervises revisions.

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

## 5.3 Guidelines for the Formation of the Ministry Base Group

The DMin program is a distinct kind of advanced theological study in that it insists on relating theological study with the practice of ministry.  At its core is a commitment to the critical theory-practice correlation carried out in a collaborative adult learning process.

As such, it relies on the regular interaction of the candidate's theological learning and understanding with other people (e.g., teachers, peers in the program, and the ministry base group participants).  The Ministry Base Group, in other words, is an integral part of the DMin program and helps the student to achieve his/her goals.

### 5.3.1  Description of the Ministry Base Group

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

### 5.3.2  Purpose of the MBG

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

### 5.3.3  Choosing the Group Members

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

- a workable number with some variety of experience, age range, gender balance, gifts balance, expertise and skills that will be helpful to the student throughout the program;
- individuals who are familiar with the student's ministry or have a strong interest in it to ensure focus and mutual growth;

- people who have a faith commitment and are interested and willing to share their faith in the MBG setting;
- people willing to offer honest critique and challenge.

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

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

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

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

## 5.4  Guidelines for Developing the DMin Comprehensive Paper

### 5.4.1  Purpose
The DMin comprehensive paper is a major integrative research paper (maximum 40 pages).  The purpose of the paper is to demonstrate that students have a critical understanding of the theoretical research that informs their current practice of ministry, which is foundational to their research interest. The student acquires a sense of the *breadth* of the area of specialization by becoming familiar with its key features and undertaking independent research in areas lying outside his or her specific specialization.  The student acquires a sense of the *integrity* of the area of specialization by understanding and making use of its methods, sources, and norms.  And the student acquires a sense of the *context* of the area of specialization by recognizing its

dependence on the wider life of the Church, other academic disciplines, and various epistemic presuppositions, and also by recognizing the influence of his or her own personal perspectives. The student who completes the comprehensive examination stage has demonstrated that s/he will be able, within a reasonable period of time, to complete a thesis.

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

### 5.4.2 Elements in the Paper

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

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

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

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

### C. Conclusion (2-3 pages):

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

### D. Selected Bibliography (6-10 pages):

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

## 5.4.3 Style and Format

Both the paper and the bibliography shall adhere to correct essay style and form as set out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations Edition 7* (Chicago: University of Chicago Press, 2007). The comprehensive paper shall have a proper cover page (see Appendix 3), be typed, and double-spaced. It shall be in correct form regarding margins, font size, quotations, references, paraphrasing, footnoting, spelling, grammar, and punctuation. With respect to composition, the paper shall be clear, comprehensive, coherent and cohesive. The paper should have highlighted headings and a clearly developed theme/thesis presented in a scholarly manner.

## 5.4.4 Time Limit to Complete Comprehensive Stage

It is expected that the student will complete the comprehensive stage of the DMin program by the end of their second year. However, the student must make the first attempt at the comprehensive examination within three years of entrance into the DMin program (or, if the student has had a leave of absence, at a commensurately later date). If the student will not be able to meet this deadline, he or she shall, before the deadline, request an extension. The DMin Director may grant an initial one-year extension. To request such an extension, the student must complete the appropriate form (*Request for an Extension to Complete Comprehensive Examination [first extension]*). If the student requires a second year's extension, he or she must complete the appropriate form (*Request for an Extension to Complete Comprehensive Examination [subsequent extension]*), and submit it to the AD Director of the college of registration for decision by the ADC. If the student requires a third year's extension, he or she must make the request to the ADC through the AD Director of the college of registration, providing a letter fully describing the need for the extension. Except as provided herein, a student who fails to meet the deadline for the first attempt at the comprehensive examinations will not be permitted to proceed further in the program.

## 5.4.5 Requirements for Completion of Comprehensive Stage

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

1. **Minimum Grade Average.** In order to advance to the thesis proposal stage of the program, a student must pass his/her comprehensive examination (including

the oral evaluation), and must obtain an overall GPA of at least a B+ (77% or higher).

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

## 5.5 Guidelines for Evaluating the DMin Comprehensive Paper

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

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

Students must a digital copy of the completed comprehensive paper to the DMin office.  The DMin Director will forward the paper to the student's Comprehensive Examining Committee.  This committee may elect to have additional readers examine the paper where appropriate.  The DMin office 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.

The oral defence of the comprehensive paper, with the DMin Director as chair, will be approximately two hours in length.  After the examination, the examiners will determine whether the candidate has met the requirements established in the *Guidelines for Developing the DMin Comprehensive Paper for Oral Defence* (section 5.4), and whether the student has the skills to successfully complete the DMin thesis.  If minor corrections are required in order for the student's comprehensive paper to be approved, the student will make the required changes and submit them to their College Advisor.  The College Advisor should in turn inform the DMin Director that the student has made the requested corrections.  In the case of failure, the comprehensive examination may be repeated only once within three months of receiving the results of the first comprehensive examination (section 5.4.5.2). The DMin Comprehensive Examining Committee must reconvene and re-examine the revised comprehensive paper.

Once the comprehensive examination is complete, the chair of the DMin Comprehensive Examining Committee will submit the *DMin Comprehensive Approval* form directly to the DMin office.  A copy of this form will be submitted to the student's college of registration by the DMin office.  However, the AD office is responsible for entering the comprehensive grade on to ROSI.

## 5.6   Guidelines for Developing the DMin Thesis Proposal

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

The text of the proposal should not be more than 4000 words in length, excluding bibliography and appendices, if any.  The proposal should include a title page (see Appendix 4).

 A basic chapter breakdown of a quality DMin thesis will include, for example:

 Chapter 1: Introduction (background and context with thesis statement)
 Chapter 2: Theoretical Exploration: Theology of Ministry and the Area of Specialization
 Chapter 3: Methodology (of Action-in-Ministry)
 Chapter 4: Results (of Action-in-Ministry)
 Chapter 5: Analysis and Application of Results and Limitations of the Study
 Chapter 6: Conclusion, Implications and Further Questions

**Components of the Document:**

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

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

**5.6.2 Thesis Statement**
State the problem as briefly and concisely as you can.  For example, "Through this study I want to find out...” or, "In this study I will test out my conviction that...” etc. The thesis statement is the lens from which the rest of the proposal is read for adequacy, clarity, coherence, and value.  Expand on the statement as appropriate, including related questions or hypotheses you have about your study and which you intend to explore.

**Criteria for an Acceptable Thesis Topic**

An acceptable thesis topic will meet the following criteria:

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

### 5.6.3 Theoretical Framework and Assumptions Involved in the Study

#### a) Theory at Work in the Study

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

#### b) Assumptions Operative in the Study

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

### 5.6.4 Action-in-Ministry Component

Describe the specific Action-in-Ministry you will carry out in order to investigate your research problem. Action-in-Ministry is a research project carried out within your ministerial context that incorporates qualitative research methods in order to gain understanding and insight into a thesis statement clearly and succinctly expressed in the thesis proposal.

The intent of such a project is service to the church community, the development of ministerial practice, and a contribution to other practitioners. It focuses on human experience and intentional theological reflection on this experience. It is a means to professional knowledge of a specific area of ministry and for the goal of communal development and dialog.

In order to accomplish this purpose a student asks what shall I do and why? Where and how will the qualitative research occur? Who will participate and why? How will they be chosen? How will I function in this Action-in-Ministry? To accomplish this it is necessary

to outline the Action-in-Ministry from start to finish in terms of its phases or processes, and to give a projected time line, including preparation, execution, and completion.

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

### 5.6.6 Ethics Review for Research with Human Subjects
The DMin Director on behalf of the Thesis Director and student must submit an ethics protocol to the appropriate Research Ethics Review Board (REB) before human research can commence.  Guidelines for submissions of protocols may be found at www.research.utoronto.ca/forms/.  The student or Thesis Director should submit the REB approval letter with the approved thesis proposal to the DMin office.

Please note that the REB receives applications for ethics review only by electronic submission. Students should secure the signature of their Thesis Director, sign the document, and submit it to the DMin office for scanning and electronic submission. Once the UofT's REB has approved the research project a copy of the approval form should be sent to the DMin Director by the student.  When the study is complete, the student will fill out a completion of study report.  This report can be found at http://www.research.utoronto.ca/forms/.

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

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

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

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

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

## 5.7 Guidelines for Evaluating the DMin Thesis Proposal

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

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

### 5.7.3 Procedures
Following the completion of the DMin Comprehensive Oral Defence, when the student is ready to write the thesis proposal, the student will contact the DMin office to request that a Thesis Proposal Committee be established and approved by the Academic Committee of the CSM. The Thesis Proposal Committee shall normally be comprised of the student's Thesis Advisor, who sits as the chair of the committee, and two additional TST faculty members with advanced degree standing.

Once approved by the CSM, the committee will hold an initial meeting with the student in order to offer guidance and establish parameters for the thesis proposal itself. The student may continue to consult the Thesis Proposal Committee as s/he develops their proposal. Once the thesis proposal is ready for presentation, the student shall again contact the DMin office to request a thesis proposal evaluation with their Thesis Proposal Committee.

The student does not register for the thesis proposal phase, but is given a thesis preparation placeholder code on ROSI by their college registrar. Once assigned this code, the student has one year to complete and defend the thesis proposal paper. Failure to meet this deadline means the student may not proceed further in the program. A one-year extension may be granted at the discretion of the Academic Committee of the CSM.

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

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

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

**Note:** Where the Thesis Proposal Committee requires modifications in the thesis proposal, the student must submit a revised version of the proposal within three months. Failure of the revised proposal to meet the approval of the committee will be reported to the Academic Committee of the CSM, and will result in the student's withdrawal from the program. If the Thesis Proposal Committee considers that the resubmitted thesis proposal is not a revision of the first proposal but a new proposal, the chair shall so advise the Academic Committee of the CSM, in writing, and a new thesis proposal evaluation shall be scheduled.

## *5.8 Guidelines for Writing the DMin Thesis*

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

### 5.8.1   Components of the Written Document
The DMin thesis shall include:
- a description of the candidate's ministry context and the researched action in the practice of ministry;
- a well-focused and clear statement of the research problem and the reasons for the study;
- a clear indication of the theoretical framework(s) operative in the study: biblical, historical, pastoral, and theological dimensions; other theory bases, as

applicable, such as personal, educational, psychological, sociological, and organizational bases; the candidate's theology of ministry;

- a clear indication of the research methodology employed, including data collection, analysis, interpretation, and evaluative procedures;
- a description, analysis, and interpretation of the results of the Action-in-Ministry through which the research problem is worked out;
- the major findings of the study and their significance for theology, the church and society and for others engaged in a similar practice of ministry;
- all relevant reference and bibliographical sources employed;
- a copy in the appendix of the approved thesis proposal;
- conformity to the tenets of scholarly writing including a clear, cohesive, and persuasive argument;
- style of presentation;
- correct grammar, punctuation, and spelling;
- proper form for quotations, reference notes, and bibliography;
- the appropriate use of appendices.

### 5.8.2  Style and Format of the Written Document

The style guidelines should be followed as set out in Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations,* 8th ed. (Chicago: University of Chicago Press, 2013) and supplemented by *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 1997). See, especially, chapter 14 of this latter reference on the elimination of sexual, racial, and stereotyping in written communication, for a helpful guide to inclusive language expected in the DMin program.

The thesis should not be more than 50,000 words, excluding appendices and 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. The thesis should be typed, double-spaced, and printed on 8 1/2 by 11 inch twenty pound paper of good quality in a clear type of letter quality or laser print.  Students should follow the Thesis template provided on the TST website prior to TSpace submission: http://www.tst.edu/academic/thesis-submission-convocation-information. Reference notes should appear at the bottom of the page (footnotes) or at the end of the text (endnotes) and before the appendices.

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

## 5.9  Guidelines for Evaluating the DMin Thesis

The DMin program culminates in the design and completion of an applied research thesis of substance and significance drawn from an aspect of the candidate's involvement in the practice of ministry and advanced degree academic research.  The study addresses the integration of theory and practice in ministry by focusing on an

action drawn from this practice that is well defined both in kind and in methodology for practical research, contextual analysis, and theological reflection.  The written document, which forms the basis for the oral defence, can take many forms, depending on the particular focus and research methodology of the study.  It must take into account, however, the essential components of the applied research thesis as outlined in the candidate's approved thesis proposal.  Whatever is decided upon for its chapter organization, the thesis should be written clearly and coherently so that the reader can follow the study and discern how its conclusions are reached.  See section 5.8.1 for more clarification regarding the components of the DMin thesis.

## 5.10   Guidelines and Procedures for the DMin Thesis Director

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

*Throughout this process members of the CLG and MBG may continue to offer support to the student but are not expected to offer academic oversight.*

**About two months prior to thesis submission, the Thesis Director, in consultation with the candidate, shall suggest the names of the other examiners**. These shall include:  the Thesis Director, the College Examiner, the TST Examiner, one person appointed by the School of Graduate Studies at the UofT, and two possible External Examiners with sufficient expertise in the area of research.  A brief *Curriculum Vita* of the External Examiner may be required.  The Thesis Director submits these names to the DMin Director on the form provided in this Handbook (see Appendix 6). The DMin Director will submit the proposed examining committee to the Academic Committee of the CSM and the Advanced Degree Council for approval.

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

## 5.11 Due Dates for Submission of Thesis Copies

### 5.11.1   For a Spring Convocation
By November 1st, the candidate's Thesis Director must submit to the DMin Director the *Request for a DMin Thesis Examining Committee* form (see Appendix 6) with names of suggested examiners.  By January 1st, the student must submit 5 unbound copies of the thesis to the AD office.

### 5.11.2   For a Fall Convocation
By March 1st, the candidate's Thesis Director must submit to the DMin Director the *Request for a DMin Thesis Examining Committee* form (see Appendix 6) with names of suggested examiners.  By May 1st, the student must submit 5 unbound copies of the thesis to the AD office.

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The student submits five unbound copies of the thesis, printed double-sided. Each copy should each be contained in a letter-size expandable envelope to the AD office.  The expandable envelopes should be of a high enough quality for the thesis to be shipped to the examiners and for the examiner to carry it around for at least two months. The envelope should have a flap. In addition, the student must submit five copies of the authorized thesis proposal.

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## 5.12   DMin Thesis Examination and Oral Defence

The Thesis Director shall assess the candidate's final text according to the *Guidelines for Evaluating the DMin Thesis* (see 5.9).

The AD office, in conjunction with the DMin Director, will coordinate the thesis examination and arrange the date for the oral defence.  **Normally, the oral defence takes place at the TST building.  Any travel and accommodation expenses incurred by the student are the responsibility of the student.**

**Procedures Prior to the DMin Oral Defence:**

The Thesis Director will submit a brief letter to the AD office stating that the thesis is ready for defence.

The AD office requests the participation of the External Examiner. The TST AD Director will contact and arrange for the appointment of a UofT Examiner.

1. **Preliminary evaluation of the thesis**. Normally there are three preliminary readers: the Thesis Director, the College Examiner, and the TST Examiner. The suggested examiners should be informed well in advance and given four to five weeks to read the DMin thesis.  If they are not available, then other qualified examiners must be sought.

2. **Preliminary reports**. The TST Examiner and the College Examiner submit a clear statement as to whether or not the thesis should go to defence. The TST Examiner also submits a report on the thesis, which is typically from three to five pages single-spaced plus corrigenda. These reports are submitted to the AD office. *An examiner's judgment that the thesis is ready for oral defence does not necessarily imply that the examiner will pass the thesis after the oral defence is completed.*

3. **Assessment of the preliminary reports**.  If the three preliminary readers agree that the thesis is ready for oral defence, the examination proceeds.  If the three preliminary readers agree that the thesis is not ready for oral defence, the student must revise the thesis to meet the objections of the preliminary readers. If the three preliminary readers disagree whether the thesis is ready for defence, the TST DMin Director may consult with them to seek consensus in recommending the next step, which may be (a) that the examination will proceed or (b) that the student will make revisions.  If revisions are to be made, the student should submit a written indication of the changes that have been made (normally a general description plus a list of pages, though a highlighted version might also be acceptable).  If after examining the revised thesis the examiners disagree, the thesis should go forward to defence.  However, if they agree that it should not go forward to defence, it should not proceed. The student has the right to require that the examination go ahead.

4. **Further examination**. If, after the assessment of the preliminary reports, it is determined that the examination will proceed, the AD office distributes copies of the thesis to the UofT Examiner and External Examiner, together with copies of the authorized thesis proposal. The AD office then determines the date and location for the oral defence. The UofT Examiner **does not write a report**, but will write a letter to the Associate Dean of Humanities at the School of Graduate Studies advising of his/her examination of the thesis. The External Examiner submits a written appraisal of the thesis, which is typically from three to five pages single-spaced plus corrigenda.

**Additional Information**.
- The Director of the DMin program or a representative of the DMin program should be present.
- The chair of the oral defence, who is a faculty member from the student's college of registration and appointed by the Advanced Degree Director of the student's college, will oversee the proceeding (see 3.1.10).
- If the UofT Examiner cannot be present then the AD office will contact the Associate Dean of Humanities at the Office of the School of Graduate Studies to appoint a replacement for the examination. A quorum of four examiners is required to continue with the thesis defence. If quorum cannot be reached, the thesis defence must be rescheduled by the AD office.
- The written evaluations are provided to the examiners at the oral defence.
- The written evaluations are not shared with the student before the oral defence, but are given to the student at the conclusion of the examination.

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

## 5.13   DMin Thesis Oral Defence Agenda and Procedure

1. At the start of the defence, the chair shall ask the candidate and visitors to leave the room.  The chair will provide ample time for the examiner's reports to be read.  The chair arranges the order and length of questioning (usually the Thesis Director, followed by the External Examiner, then the College Examiner, TST Examiner, and UofT Examiner, with ten to fifteen minutes for the first round and a second round of about five minutes each).

2. The candidate and visitors are invited to return; the candidate makes a brief presentation on the thesis and its relation to the whole ethos of the DMin program.

3. Questions and discussion by the examiners then follows in the order and length decided above.

4. Questions and comments by others present may be allowed if desired and as time permits. These include official, but non-voting participants of the candidate's DMin Thesis Examining Committee, and any others present.

5. Summary response by candidate, if desired.

6. The DMin candidate, nonvoting members of the DMin Thesis Examining Committee and visitors leave the room.

7. The chair explains the recommendations upon which the committee members are to vote and guides the discussion that follows.  A candidate passes if the decision is unanimous or if there is not more than one negative vote or abstention.  Discussion and decision among these following options:

   1. **Pass with no conditions**.
   2. **Pass with minor corrections** (e.g., typographical errors, punctuation, etc.).
   3. **Pass with minor modifications** (e.g. clarifications of textual material or the qualification of research findings and conclusions).  These modifications are to be supervised by the Thesis Director or by a subcommittee set up at the examination.  A time limit of three months is allowed.  A letter from the Thesis Director stating that the revisions have been made is sent to the DMin Director.  If the sub-committee's approval is not unanimous, a reconvened examination is required.
   4. **Major revisions required**.  The Action-in-Ministry is approved, but major revisions are required in the text.  The nature of the revisions shall be made explicit.  The examination, by the same committee,

insofar as possible, is adjourned until the time set by the committee. The candidate shall have up to one year to make corrections and revisions. At the reconvened examination, the candidate passes if the decision is unanimous or there is not more than one negative vote or abstention. If the candidate does not meet this requirement s/he fails. The candidate is ineligible for further DMin candidacy at the Toronto School of Theology.

5. **Fail**.

8. The examiners fill out voting ballots, and the chair of the DMin defence completes the Chair's Summary form and the Exam report form. The candidate and visitors are invited back and informed of the decision.

## 5.14 Transfer to a Master's Program

A student who has not yet submitted the thesis may transfer from the DMin program to the Master of Theology (Option II) program. Students transferring from the DMin 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 program (Option II). 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 from one of the TST colleges are not eligible for such transfer. Students who transfer from the DMin to the ThM (Option II) program will not be permitted to transfer subsequently to the DMin program unless approved by the ADC Admissions Committee. The student with the recommendation of the student's supervisor submits the transfer of program request to the TST AD Director for approval.

## 5.15 Final Steps Leading To Graduation

### 5.15.1 Submission of Electronic Copies (T-Space)

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

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

Through a self-submission process, students upload files to T-Space. Students upload their dissertation; provide the details of their name, program and college; and submit an abstract of their work and subject keywords. The uploaded PDF submission will then be vetted by the TST AD office. Once vetted, the digital copy of the ETD in the institutional repository will be considered the "official" version of the thesis/dissertation. Each ETD will be assigned a unique internet address (or URL), thus ensuring permanent access to the digital version. ETDs will normally be released 4-5 weeks after the student has graduated.

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

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

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

# Section Six — Appeals, Discipline, and Complaints

## 6.1  Academic Appeals

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

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

**Channels of Recourse**

1) *Disputed Grade:* A student who questions a grade received in a course must first address him/herself to the instructor or examiner submitting the grade in question.  If the student is not satisfied with the explanation given or the steps taken to remedy the situation, s/he must petition the DMin Director.  If the disputed grade is based on written work, the DMin Director will appoint a second examiner to provide an opinion.  If the disputed grade is not based on written work, the DMin Director will appoint a committee of two to investigate and report back to the DMin Director.  If the student is not satisfied with action taken at the level of the DMin Director, s/he should approach the TST AD Director to seek a resolution.  The student has the right of final appeal to the ADC, which will appoint an Appeals Committee under the provisions of section 14.4 of the AD Handbook (available online at http://www.tst.edu/content/handbooks).

2) *Disputed Decision of the Independent Learning Plan Evaluation Committee, Comprehensive Examining Committee, or Thesis Proposal Committee:*  In respect to the matters named above, the student has recourse first to the DMin Director.  If the student is not satisfied with the explanation given or the steps taken to remedy the situation, s/he has the right of final appeal to the Academic Committee of the CSM, which will appoint an Appeals Committee.  The student has the right of final appeal to the ADC, which will appoint an Appeals Committee under the provisions of section 14.4 of the AD Handbook (available online at http://www.tst.edu/content/handbooks).

3) *Disputed Evaluation of the Thesis:* The student may appeal the evaluation of a thesis to the ADC, which will appoint an Appeals Committee under the provisions of section 14.4 of the AD Handbook.

- **Regulation on limitations.** The student must begin the process of appeal no later than three months after receiving the ruling, evaluation, or grade in question.

- **The ADC Appeals Committee**. For more details see section 14.4 of the AD Handbook.

## 6.2 Discipline and Complaints

1. **Academic Discipline.** Every DMin student registered at the TST is subject to the disciplinary jurisdiction of the University of Toronto in respect to academic matters including plagiarism, forging of academic documents and cheating on examinations or papers. Offences and sanctions are prescribed in the University of Toronto *Code of Behaviour on Academic Matters*. In the application of the *Code of Behaviour*, the roles, rights and duties therein appointed to the Dean and the department chair are to be exercised by the head (dean, principal or president) of the college in which the student is registered. Copies of the full *Code of Behaviour on Academic Matters* are available through the AD office or can be found on the University of Toronto website (http://www.governingcouncil.utoronto.ca/).

2. **Harassment.** Complaints about harassment based on gender or sexual orientation are governed by the *Policies and Procedures: Sexual Harassment* of the University of Toronto, and should be directed to the Sexual Harassment Officer at (416) 978-3908.

3. **Matters under College Jurisdiction.** Each of the six participating colleges administers codes concerning non-academic discipline. Complaints should be made to the head of the college in which the student is registered.

4. **Grievances.**

    1. **Matters for Grievance**. Any member of the TST faculty, TST staff or TST student body may lodge an informal or formal complaint when that member has reason to believe that TST or anyone acting on behalf of TST has acted in a way that is inconsistent with any of the established policies of TST for faculty, staff or students and that has hindered the member's ability to perform his or her duties effectively. Grievances include, but are not limited to:
        (a) non-academic grievances against TST faculty members;
        (b) grievances against TST staff members;
        (c) non-academic grievances against TST students that do not fall under any discipline codes;
        (d) dissatisfaction with non-academic TST administrative decisions or policies;
        (e) grievances regarding TST facilities, offices, services;
        (f) a policy or procedure of TST contravened.

    2. **Eligibility for Grievance.** Any faculty member, staff member, student, or voluntary member of a committee or board of the TST, or any person who has been so within the previous eight months may lodge a formal grievance complaint under paragraph 15.4 of the AD Handbook.
    3. **Informal Complaint.** Before a formal grievance procedure is initiated, every effort should be made to resolve the dispute through an informal discussion with the person immediately involved or that person's supervisor. The complaint should be discussed within fifteen working days of

the incident or circumstances giving rise to the complaint.  The person to whom complaint is made shall make an appropriate response to the complainant, either orally or in writing, within one week of the discussions; and if the person to whom complaint is made is the supervisor, then the supervisor shall respond also to the person against whom the complaint is made.

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

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

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

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

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

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

In any event the Grievance Committee must convene a hearing within fourteen calendar days of the receipt by the chair of the formal grievance. Copies of all documents and the grievance form are to be submitted to all members of the Committee and to all interested parties before the hearing. The chair of the Grievance Committee conducts the hearing, unless the chair is the person against whom the grievance has been lodged, in which case an alternate chairs the meeting.  At the hearing the grievance form will be presented to the committee after which any affidavits of the circumstances of

the grievance will be considered, and any witnesses heard and cross-examined.  Parties to the grievance may be accompanied by a colleague or advocate.  Parties to the grievance and their advocates must be present throughout the proceedings.  Witnesses appear only while giving evidence.

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

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

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

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

5. **Standards of Professional Practice Behaviour.**  For more information about Standards of Professional Practice Behaviour for students at the Toronto School of Theology see the following link: http://www.tst.edu/about/standards-professional-practice-behaviour.

# Appendices

## *Appendix 1*
## *Learning Outcomes for the DMin Program*

**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. More precise descriptions of what these terms represent is left to the determination of each department.

### Basic Statement

Graduates of the Doctor of Ministry 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.**

### Elaboration

1. Knowledge of the area of project concentration

| Graduates of the DMin program will have attained | so that they will be able | Progress at coursework and comprehensive stages of the program | MEANS OF DEMONSTRATION |
|---|---|---|---|
| **1.1** basic familiarity with their area of concentration, as outlined in the Individual Learning Plan; | to provide a solid foundation for the thesis project; | **1.1.1 (end of coursework stage):** basic familiarity with a significant proportion of the area of concentration **1.1.2 (end of comprehensive stage):** basic familiarity with a major proportion of the area | • PREREQUISITE STUDIES *student transcripts* • COURSES *course performance as a whole, for the areas covered by the courses* • COMP PREPARATION *paper and oral exam* |

| | | | |
|---|---|---|---|
| | | of concentration; | • GRADUATE SURVEYS *pertinent question on survey; submitted CV* |
| **1.2** competence in the area of concentration; | to explain the context, purpose and expected results of the thesis project in a professional or applied academic setting; | **1.2.1 (end of coursework stage):** competence in a moderate proportion of the subjects within their area of concentration, **1.2.2 (end of comprehensive stage):** competence in a significant proportion of the subjects within their area of concentration; | • COURSES *successful completion of courses (class presentations, papers)* • COMPS *written and oral demonstration in comprehensive exam* • THESIS PREPARATION *thesis proposal and assessment of thesis proposal* • GRADUATE SURVEYS *pertinent question on survey; submitted CV* |
| **1.3** expertise in the area of concentration; | to undertake and complete a project of original scholarly research. | | • THESIS *written thesis; oral defence; internal and external readers' evaluations; their assessment of the thesis' application and implications to applied ministry; oral defence* |

2. Ability with scholarly tools and skills

| **Graduates of the doctoral program will have attained** | **so that they will be able** | **MEANS OF DEMONSTRATION** |
|---|---|---|
| **2.1** proficiency in the use of library and internet tools in the construction of a bibliography; | to produce bibliographies appropriate to subject area and project; | • PREREQUISITE STUDIES *qualifying degree; writing sample* • ORIENTATION *attendance at orientation library sessions* • COURSE WORK *class presentations; cohort collaboration; research papers* • COMP PREPARATION *discussions with comp committee covering* |

| | | *bibliographic aspect of comp*<br>• THESIS<br>*bibliography as part of the proposal; extended bibliography in the thesis itself* |
|---|---|---|
| **2.2** competence or proficiency in the use of pertinent electronic and web-based resources; | to make appropriate use of such resources: (1) at a level of proficiency in their own area of research, and (2) at a level of competence in classroom, ministerial, and professional settings; | • COURSE WORK<br>*Blackboard / U of T portal component of courses; library resources and training sessions in traditional and web-based research methods* |
| **2.3** proficiency in the following skills: **clear and effective communication in both oral and written forms, including**<br>• The construction of a logical argument;<br>• The making of informed judgments on complex issues;<br>• The use of standard conventions of style for scholarly writing; | to produce standard forms of scholarly engagement, both written (e.g., a publishable research paper or book review in a professional or applied scholarly journal) and oral (e.g., the presentation of a paper, or response to an oral presentation/ lecture in a professional setting), of a quality consistent with professional standards. | • COURSE WORK<br>*class presentations; research papers; cohort communication; evaluations by professors and peers*<br>• MODELING AND MENTORING IN A PROFESSIONAL CONTEXT<br>*in addition to formal input in courses, encouragement of students to polish their work for presentation in professional, ministerial, or applied settings*<br>• PARTICIPATION IN PROFESSIONAL SOCIETIES<br>*evidence of such participation by the production of a professional quality paper, presentation, or the facilitation of an instructional session in a professional context*<br>• PUBLICATION (REVIEWS, ARTICLES, ETC.)<br>*evidence of publication in recognised and peer-reviewed professional and applied publications* |

3. Ability to carry out specialized applied research

| Graduates of the doctoral program | so that they will have | MEANS OF DEMONSTRATION |
|---|---|---|
| **3.1** will have<br>• attained expertise in their subject area<br>• gained a thorough understanding of the nature and process of qualitative research (i.e., identification of a research question or problem; construction of an appropriate method of investigation; collection of primary evidence and secondary sources; formulation of a thesis or claim; construction of a reasoned argument on the basis of applied research evidence in support of the claim);<br>• developed a critical awareness of and proficiency in the methodologies appropriate to their field;<br>• learned how to apply the requisite scholarly tools and skills (see the previous section); | conceived, designed, carried out, completed, and successfully defended an applied project (i.e., thesis) of professional quality that makes a contribution to the area of concentration. | • THESIS PREPARATION, PRESENTATION, AND DEFENCE<br>*comp work as it pertains to the subject of specialization; thesis proposal with working bibliography; thesis, with its various stages of assessment (i.e., director, first two readers, additional two readers, oral defence)* |

4. Preparation for a vocation of theological scholarship

Graduates of the DMin program will be equipped and prepared to exercise a vocation of professional, applied theological scholarship, whether this is in a formal academic setting, in ecclesiastical leadership or in some other setting. Such a vocation should be characterized by independent initiative, personal responsibility, collegial cooperation, ethical behaviour consistent with academic integrity, and an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations,

methods, and disciplines. Such a vocation involves three broad areas of activity—research, teaching in professional and ministerial settings, and applied service.

### 4.1 Research

| Graduates of the doctoral program | so that they will be able | MEANS OF DEMONSTRATION |
|---|---|---|
| **4.1.1** Graduates of the DMin program will have acquired sufficient skill, ability and experience | to engage in further ongoing, self-directed, applied research activity, as service to their ministry, and to contribute to the development of the professional/applied scholarly enterprise in appropriate ways (e.g., skills, techniques, tools, practice, ideas, theories, approaches, materials, etc.). | • THESIS PREPARATION, PRESENTATION AND DEFENCE *evidence of participation in the wider professional community in the student's CV submitted for the thesis defence* • MODELING AND MENTORING IN A PROFESSIONAL CONTEXT *comp, thesis proposal, and thesis supervision;* • GRADUATE SURVEYS *pertinent question on survey; submitted CV* |

### 4.2 Teaching in Professional and Ministerial Settings

| Graduates of the doctoral program | so that they will have | MEANS OF DEMONSTRATION |
|---|---|---|
| **4.2.1** Graduates of the DMin program will have acquired sufficient knowledge and experience | the capacity for professional enhancement, engagement, and be available to conduct qualitative research projects; **4.2.1.1** to present their professional experience and their approach to ministry in an appropriate form (e.g., a workshop dossier); **4.2.1.2** to adapt their professional skills to a variety of situations; **4.2.1.3** to minister more effectively; | demonstrated through ministerial opportunities for conferences, lectures, presentations and workshops; professional, ministerial consultation. |

### *4.3 Applied Service*

| Graduates of the doctoral program | so that they will | MEANS OF DEMONSTRATION |
|---|---|---|
| **4.3.1** Graduates of the DMin program will have developed sufficient understanding of their vocational responsibility | **4.3.1.1** recognize the importance of working with professional peers and associates in a collegial manner; <br> **4.3.1.2** recognize the ecumenical character of professional theological scholarship and its place within the broader world of scholarly discourse; <br> **4.3.1.3** recognize the importance of making their theological professional expertise available in appropriate ways to wider circles in the church and society. | • COURSE PARTICIPATION; COLLEGE PARTICIPATION; STUDENT SOCIETIES *where opportunities present themselves* <br> • COURSE PARTICIPATION; INVOLVEMENT WITH FACULTY AND STUDENTS FROM OTHER COLLEGES *where opportunities present themselves* <br> • MODELING AND MENTORING IN A PROFESSIONAL CONTEXT *faculty assessment, expressed in such forms as letters of reference* <br> • GRADUATE SURVEYS *pertinent question on survey; submitted CV* |

# *Appendix 2*

# *DMin Individual Learning Plan Sample Cover Page*

A DMin Individual Learning Plan
Submitted to the DMin ILP Committee
Toronto School of Theology

[Date]

By
[Name]

Signature_____

Name of DMin Director

Signature_____

Name of College Advisor

Signature_____

Name of DMin Alumnus/ae

*Appendix 3*

*DMin Comprehensive Paper Sample Cover Page*

[Title]

By
[Name]

DMin Comprehensive Paper
Submitted to the DMin Comprehensive Examining Committee
Toronto School of Theology
In partial fulfillment of the
DMin Comprehensive Examination and Oral Defence

[Date]

[Title]

By
[Name]

A DMin Thesis Proposal
Submitted to the DMin Thesis Proposal Committee
Toronto School of Theology
In partial fulfillment of the
DMin Thesis Proposal Evaluation and Defence

[Date]

*Revised 2014-04*

*DMin Thesis Sample Cover Page*


# « Title Case -- Capitalize Each and Every Significant Word as per ROSI (*do not* use FULL CAPS) »




by




« Your Name – complete as registered on ROSI »




A Thesis submitted to the Faculty of ... College
and the ... Department of the Toronto School of Theology
In partial fulfillment of the requirements for the degree of Doctor of Ministry awarded by
... [the formal name of the college of registration] and the University of Toronto

## *Appendix 6*

## *DMin Thesis Examining Committee*

## *Recommended Examiners*

[Thesis Title]

[Student Name]

_____
1. (Thesis Director)

_____
2. (College Examiner)

_____
3. (TST Examiner)

_____
4. (External Examiner 1 –
   C.V. Attached) ☐ Yes ☐ No

_____
(External Examiner 2 –
C.V. Attached) ☐ Yes ☐ No

_____
5. (UofT/SGS Rep)

Name of Thesis Director: _____
 (Signature)

Date submitted: _____